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Curriculum guide for **Chinese**

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Preface

I am delighted to have been asked to write a few words of welcome to this series of curriculum guides. Those responsible have for many years been devoted advocates for the languages of the communities living in our country, whether in the formal educational system, in supplementary schools, or more generally in civil society. I am pleased also that CILT, the National Centre for Languages, with which I have had such a long association, has played its part in offering this support to an under-resourced area of educational provision.

The publication of these guides marks an important further step in such advocacy and support. As the authors are gracious enough to point out in their introduction, such support for community languages is given a new and hopefully more propitious context by the existence of the National Languages Strategy. Inevitably the Strategy has a great deal to say about the teaching and learning of languages traditionally taught in mainstream schools and of the need to address the limitations of monolingualism. It is, however, important to understand that the Strategy is a 'languages' strategy and that our interpretation of languages is an inclusive one, which seeks to promote multilingualism in all its forms as a central objective for citizens in the 21st century. Such promotion is given further, and more practical, representation in the strategy's Key Stage 2 Framework for Languages, which supports community languages in two quite specific ways. Firstly it recognises the eligibility (hence equality) of all languages – our definition of the primary languages 'entitlement' is inclusive not restrictive. Secondly it encourages the valuing of all languages and in particular the languages spoken in local communities through its 'intercultural understanding' strand.

This new context may recognise the equal status of languages. That is of course not at all the same thing as saying that all languages (and their learners) need the same kind of support. This too is recognised by the authors of these guides. The learners of community languages in particular are likely to have a very wide range of linguistic backgrounds and learning needs and in many cases these will be different from the needs of learners of languages traditionally taught in schools – the so called 'Modern Foreign' Languages such as French, German and Spanish. There are also very important shared needs (for example in the sphere of methodology) as well as areas where 'community' language teachers and Modern Foreign Language teachers can support and learn from each other.

What seems to me important about the new context is that it should provide a framework – let us call it the 'framework of equal status', within which teachers, educators, parents and learners should be able to negotiate appropriate kinds of support and to exchange both expertise and resources - mutual support rather than homogeneity. There is a parallel here with the ongoing consideration of a better and more mutually beneficial relationship between mainstream and supplementary schools. How do we best support such a wide range of language needs? How do we ensure that the very rich linguistic resources of our society are properly supported and developed? I very much hope that over the coming years such questions will be taken further to enable us to develop a truly comprehensive policy for languages education in this country.

In this process publications such as the Curriculum Guides will make an important contribution. Most immediately they will support an under-resourced group of teachers and enhance the learning and achievement of many thousands of learners. More long-term I am convinced that such practical guidance will make its contribution to the policy discussion and debate about languages in the 21st Century.

Dr. Lid King (National Director of Languages, DfES)

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We are very grateful to the Department of Educational Studies at Goldsmiths, to CILT, the National Centre for Languages and to the Nuffield Foundation for supporting this project.

In creating the guides we have drawn ideas from various sources, in particular the Key Stage 2 Framework for Languages (DfES, 2005) and the Framework for teaching Modern Foreign Languages: Years 7, 8 and 9 (DfES, 2003).

We have also enjoyed valuable collaboration with colleagues in the Asset Languages team which has allowed us to make links to their assessment framework.

Helpful feedback and advice has been received from a number of colleagues at different stages of the project and we would like to express particular gratitude to the following:

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第一部分 绪言与目标

Part 1 The Context and Aims

1.1 Rationale and links to government policy

In the knowledge society of the 21st Century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture. Drawing on the skills and expertise of those who speak community languages will promote citizenship and complement the Government's broader work on the promotion of social cohesion.

DfES (2002) *Languages for all: Languages for life*. London: DfES

Rationale

The vision for language learning proposed in the National Languages Strategy is one which recognises the importance in the modern world of thinking beyond traditional boundaries and of understanding how we are now more globally connected than ever before. It is a vision which looks outwards beyond Europe, but at the same time inwards so that the potential of the linguistic and cultural resources present in our own communities are seen as something to be valued and supported. It is hoped that this curriculum guide will contribute to providing such support.

An ongoing issue in relation to community languages has been the need to define an appropriate pedagogical approach which takes account of the bilingual and bicultural background of the majority of learners studying them. Within the National Curriculum, community languages fall under the umbrella of Modern Foreign Languages, where the assumption is that the language and culture represent something new and unfamiliar. Clearly this an inappropriate starting point for bilingual learners.

On the other hand the idea that the majority of such learners have high levels of competence with regard both to oracy and literacy in the community language and that they should therefore be regarded as mother tongue learners is not appropriate either. Exposure to the language in the home is in fact often limited especially where parents have been educated in this country. Moreover, the exposure generally relates more to the spoken rather than the written form of the language and this is especially significant where, as in the case of Chinese, a non-Latin script is involved. In creating this curriculum guide, we have recognised that learners of community languages cover a very wide spectrum, but that, even amongst students from a 'bilingual' background, English is often the dominant language and competence in the community language may be restricted to a few specific domains of use.

Given this background and the need to work within the national frameworks for the teaching and assessment of Modern Foreign Languages, we have created a structure built around the broad topic areas which feature in government schemes of work and examination specifications for MFL (see *Topic overview* on p25). However, within this, we have highlighted opportunities for cross-cultural comparison and for making links to other areas of the curriculum, such as Art, Geography, Citizenship and PSHE. The Office for Standards in Education (OFSTED) has emphasised the importance of building more meaningful content into language courses and reported favourably on initiatives taking place in some schools where subjects, or modules within subjects, such as Geography, Science and Citizenship are taught through another language. This approach, known as Content and Language Integrated Learning (CLIL) is one which we believe community languages could lend themselves to particularly well. It may in fact represent a bridge between the conflicting 'foreign language' and 'mother tongue' models of language teaching referred to above. Whilst the framework proposed here is not focussed on subject teaching through Chinese it does support teachers in introducing strategies which enable students to access a more content focussed language curriculum.

A wide range of activities are suggested for the development of oracy and literacy skills leading from contextualised practice to meaningful use. They are intended to promote active engagement of students in the learning process by encouraging, for example, collaborative group work and problem-solving. The need to

support students in learning a new script means that literacy activities are less ambitious at the lower levels. Here too though the emphasis is on reading and writing for a purpose. It is assumed that the majority of students of community languages begin formal study at primary level, mainly in the complementary school. Thus language focus and activities may need to be adapted to some extent where older age groups are involved.

Teachers of community languages need to be particularly aware of a range of strategies to enable differentiation in their classrooms. This relates in part to knowing the stage students are at in their learning and providing appropriate levels of challenge to help move them on, but it is about far more than this. Most fundamentally it involves creating a learning environment which values and draws upon students' background and interests, which supports different learning styles, builds confidence and encourages independence. Activities suggested in the framework charts seek to assist teachers in establishing and maintaining such an environment.

Throughout the framework charts in this guide we have encouraged the use of stories and other texts in the target language. Work around stories can provide a more stimulating, if less controlled, way to cover the vocabulary and grammar of topics and to build up fluency and sophistication in language use more naturally. They can also provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Mapped onto the charts are points at which particular grammar points might be addressed naturally within context. It is important, however, that teachers also help students to apply their developing knowledge of grammar in different situations as the need arises. Similarly, points are identified where it may be appropriate to focus with students on certain learner strategies, such as skimming and scanning texts, using mnemonics to assist recall or identifying common errors in written work and developing a checking system to identify and correct them.

We see the range of ICT tools as having a valuable role to play in teaching and learning community languages. This is because they represent an up-to-date and increasingly versatile resource and are central to way young people learn, play and most of all communicate with each other. Hitherto, there have been technical and other difficulties in use of non-Latin fonts on computers, but these have now largely been overcome. There is detailed advice for teachers of community languages relating to technical and pedagogical matters on the Languages ICT and BECTA websites. Whilst we appreciate that access to computers is an issue for many community languages teachers, especially those working in the complementary sector, we have felt it important to signal in the framework charts where use of ICT could enhance teaching and learning.

A central concern in creating this guide has been to support recognition of students' achievement. This is why a progression pathway across levels is clearly mapped out which corresponds broadly both to Attainment Levels identified in the National Curriculum and to stages in the new Asset Languages framework (*see below*). This transparency is important, because it facilitates effective communication between complementary and mainstream schools and at transfer from primary to secondary phases. Unless children's achievements in their language learning are valued and encouraged in school in the same ways as other achievements, there is a real danger that motivation and self-confidence may be negatively affected.

To sum up then, this guide aims to provide practical support for teachers of Chinese in planning and delivering coherent and stimulating courses for their students. It is not a scheme of work, but is intended to support colleagues in creating their own scheme, tailored to their own teaching context and the needs of their pupils. Colleagues should read carefully the introduction to the framework charts (pp23–8) as well as the advice on creating a scheme of work based on the guide (pp89–91).

Please note that this curriculum guide is available to download via the CILT and Goldsmiths College websites <http://community.gold.ac.uk> and www.cilt.org.uk. This includes a generic version of the guide in English for interested parties who may not speak the language. Additional resources linked to the guide can also be found on the Goldsmiths website.

Links to government policy

In developing this guide, we have drawn upon a number of government initiatives aimed at supporting language learning in the UK. The most important of these are:

The National Curriculum for Modern Foreign Languages

Introduced in 1992 the National Curriculum document sets out both how languages should be taught (programme of study) and how performance should be measured (attainment targets). Although designed for foreign language teaching with European languages (French, German, Spanish) primarily in mind, the document applies to the teaching of all languages.

The National Languages Strategy

Three key measures emerge from the Strategy, all of which have implications for community languages:

1 Primary entitlement to language learning.

By 2010 it is expected that the opportunity to learn another language will be provided in all primary schools. It is up to the school to decide what language(s) it wishes to offer and some are choosing to offer community languages. In complementary schools, language classes for primary age pupils are well established. Please note that the framework in this guide is based on courses beginning in the primary phase. For courses beginning in the secondary phase some adaptation would be required at the lower levels to take account of the greater maturity of learners.

2 Expansion in the number of specialist Language Colleges.

These are mainstream secondary schools, which are given additional funding to specialise in languages. A wider range of languages are generally taught in such schools and they have a remit to engage in outreach work in the local community. Some language colleges provide facilities for complementary school classes as well as professional development opportunities for teachers of community languages. The importance of closer collaboration between mainstream and complementary sectors is widely recognised and this guide can provide a useful focus for opening up a dialogue.

3 The Languages Ladder and Asset Languages qualifications

Asset Languages is a voluntary assessment scheme, which supports the National Languages Strategy by providing recognition of achievement and associated accreditation options, against the DfES Languages Ladder. The scheme allows pupils to develop unique languages profiles, by separately assessing the four skill areas: listening, speaking, reading and writing. It is built around an adaptable combination of teacher assessment and external assessment, offering classroom-based 'assessment for learning' and demand-led external testing, throughout the year. Asset languages qualifications are available for over twenty languages, including Chinese, and can be used by learners of all ages and attainment levels. The levels of progression upon which the framework in this guide is based correspond broadly to those set within Asset Languages and links are made in the assessment pages which follow Levels 3, 6 and 9.*

The Key Stage 2 and 3 Frameworks for Modern Foreign Languages

The aim of the frameworks is to support teachers and managers in planning and teaching languages at the two key stages. Objectives are identified for each year in relation to oracy and literacy development, knowledge about language and intercultural understanding. A focus on the development of language learning strategies to support effective learning and enable students to operate more independently in their studies is also included. Whilst these frameworks were developed with European languages in mind (and include exemplification for French, German and Spanish), they contain much that is useful for language teaching generally. Thus, in creating this guide for Chinese, it has been possible to draw on or adapt some ideas from the Framework documents.

Literacy and Learning

Strategies to support literacy development across the curriculum have been developed over a number of years by the government. These have focussed in part on ensuring that pupils gain a better understanding of grammar and grammatical terminology, but have also covered group talk, active reading and writing strategies linked to an awareness of genre and the development of research skills (including those involving use of the Internet). These strategies are now very much part of a pedagogical approach embedded across the curriculum which recognises the interdependency of thought and language and the importance of students' active involvement

*References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Language material you are advised to check the latest versions with DfES and OCR respectively.

in the learning process. It is an approach which has clear relevance to the teaching of community languages and is reflected strongly in activities and teaching strategies suggested in our framework.

Assessment for Learning (AfL)

This initiative is aimed at encouraging teachers to integrate assessment fully into the teaching and learning cycle by helping students to understand where they are in their learning, what the next goals should be and how they can make progress towards achieving them. It involves making expectations explicit as well as including activities such as peer assessment which can stimulate valuable reflection and help students understand relationships between different areas of their learning. Within the framework proposed in this guide the importance of ongoing informal assessment is fully recognised and activities suggested in the pages devoted to this are consistent with the principles underlying AfL.

The European Languages Portfolio (junior version)

This takes the form of a portfolio in a ring binder which belongs to the student and where a record is kept of achievements and progress relating to the range of languages, European and non-European, which make up that individual's language repertoire. It contains samples of work, reports from teachers and copies of any certificates achieved. The document can be particularly useful as a means of informing mainstream teachers of children's achievements in the complementary school and enabling those achievements to be recognised and celebrated.

1.2 Key findings from research into bilingualism and implications for policy-makers, teachers and families

Whilst there is growing recognition that Britain's linguistic and cultural diversity represents a valuable resource, the way in which bilingualism impacts on children's intellectual, cultural and social development is not always well understood. Fortunately, there is now a large body of research from the UK and many other countries which can help educators and parents make informed decisions on these matters. Some key points from this research are summarised here. However, there are many factors which can affect bilingual development and, for a fuller understanding, further reading is recommended in the reference section.

Contrary to popular belief, we know that when young children develop confidence in using one language in the home, and especially when this includes learning to read and write in that language, they are quickly able to acquire another language in the school context. This can be explained in part by the strong support and encouragement from parents and teachers as well as the powerful social need to interact and form friendships with peers. However, there are other factors which contribute significantly. Most importantly, we know that when children start to learn the second language, it is not as though they are returning to point zero. They have already gained important insights into the nature of language and the way it works as a tool of communication. They know, albeit unconsciously, that language serves important functions such as asking and answering questions, giving commands, expressing opinions, relating events.

Moreover, the development of language has at every stage been interwoven with broader conceptual understanding and the development of important cognitive skills such as categorisation and comparison. As children learn to communicate in the second language, therefore, there are many valuable insights and skills already gained that they can draw upon.

Bilinguals are not two monolinguals inside one person. They own a unique combination of two languages that are both separate and integrated within the thinking system. While the two languages are visible in production (e.g. speaking), in the thinking quarters of the brain, one feeds the other. One language helps the other to grow.

Baker 2000: 33

The effect of this transfer is nowhere more evident than in the area of literacy. Progress in learning to read in a second language, even in one which uses a different script, is greatly accelerated if there is a foundation of reading and writing skills in the first language. In other words, contrary to the ‘common sense’ view that exposure to the first language should be limited in favour of English, it is in fact by extending its use into more abstract and sophisticated domains including literacy, that the basis for rapid acquisition of the second language and for meeting the cognitive demands of school learning in that language is established.

We should remember also that contrasting and experimenting with different languages is something that young children do naturally. They enjoy playing with different sounds and symbols and, as they explore and develop confidence in using two languages, so they gain both in their awareness of language and in the flexibility of their thinking.

The research findings show clearly that, where there is encouragement and a supportive environment for children to use and develop both their languages, their educational achievement is at least as good as and frequently better than monolingual children. The findings also show that in addition to the benefits of being able to communicate in two languages, bilinguals are at a significant advantage when it comes to learning other languages.

Beyond the linguistic and cognitive benefits associated with bilingualism there are other important factors to be considered. Language cannot be separated from culture and a sense of identity. There is wide agreement that a sound foundation in the language(s) of the home increases children’s self-esteem and confidence in their own ethnicity. Moreover, use of the home language can be important in supporting relationships within the family and in the wider community. There is, incidentally, no evidence to support the view that speaking languages other than English in the home is socially divisive or that it is incompatible with a British identity. Rather the evidence would suggest that bilingualism promotes a respect for diversity and an ability to navigate different cultural realities.

A point not always recognised is that the ability to communicate in two languages can extend vocational and life options. The forces of globalisation and the increasingly diverse nature of our own society have created a demand for people with skills in a wide range of languages in fields ranging from business and media to social services. Bilinguals are well placed to take advantage of such opportunities both because of their language skills and because of their sensitivity to cultural difference which can be crucial in relating to people from different backgrounds.

Bilinguals bring considerable linguistic and cultural ‘capital’ with them to the job market. In addition to the opportunities in international business, they have a growing edge in the domestic market in areas such as tourism, social services and education.

Edwards 2004: 86

There are, then, good reasons, based on a solid body of research, for believing that bilingualism can bring significant benefits both for the individual and for society. What is also clear from the research, however, is that language is not learnt in a vacuum and that its development depends crucially on the creation of a supportive environment in the home, at school and in the wider community. Such support requires the active involvement and collaboration of policy makers and educators at all levels as well as parents and, drawing again on research findings, we turn now to look at implications for each of these.

There is a need to recognise the particular benefits which competence in community languages represents for the children themselves, for their communities and for wider British society, and to identify ways in which their potential as linguists can best be realised.

CILT, the National Centre for Languages (2005) *Language Trends 2005: Community language learning in England, Wales and Scotland.*

Local and regional government levels

Figure 1 below identifies the key players involved in providing for and supporting community languages and highlights potential ways in which partnerships might be developed between schools, across sectors (mainstream/ complementary) and across phases (primary/secondary). Partnerships are needed to enable

mutual understanding, joint planning, sharing of resources and training opportunities as well as coherence between provision in different settings.

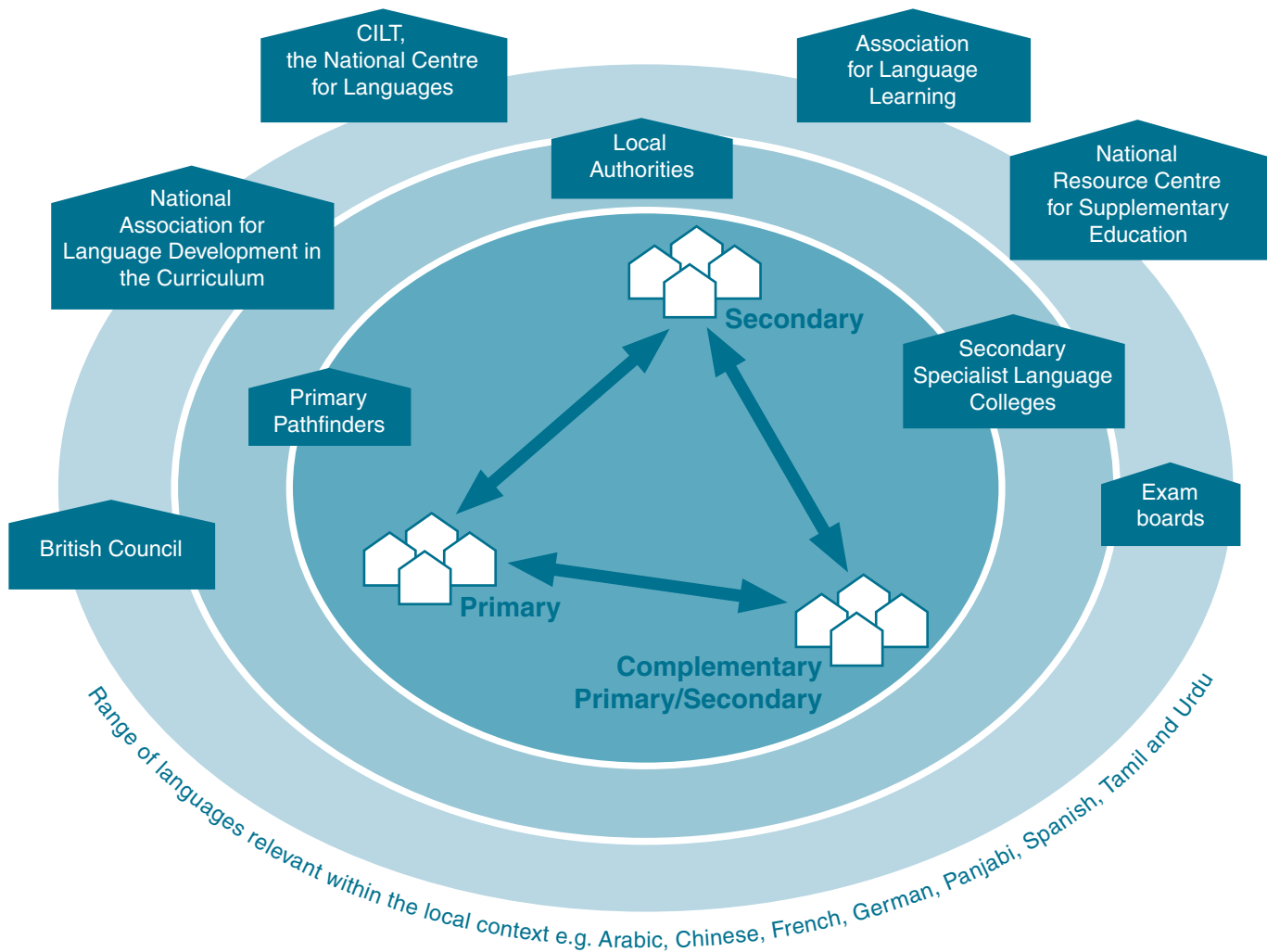


Figure 1. Building coherent, flexible and inclusive provision for language learning through local partnerships.

The diagram reflects the situation in a local community with a particular linguistic profile. At the centre of the diagram are the schools, some of which (Primary Pathfinders, Secondary Specialist Language Colleges) have an enhanced role in relation to the promotion of language learning and ensuring coherence in provision. Encompassing the schools themselves is the local authority which can play an important part in facilitating dialogue and developing a shared policy. Such joined-up thinking in relation to the teaching of languages in mainstream and complementary sectors is, in fact, essential to the success of the government's recent Every Child Matters initiative and the policy on Extended Schools. Finally the outer circle of the diagram reflects the potential for government supported agencies, independent associations and exam boards to contribute to the building of partnerships and the development of inclusive and flexible provision for language learning.

Worth pointing out here also is the importance of making information about bilingualism available in the community through libraries, community centres, etc. In Wales, where many children grow up speaking Welsh and English, the Welsh Language Board is active in promoting bilingualism. Much of the advice provided on its Twf website (see *References and further reading*) is relevant to parents of whatever background wishing to bring their children up bilingually.

... complementary schools are an important site where the 'different worlds' of the children can be brought together, and different languages can be juxtaposed, not only to create learning opportunities, but to signal and construct identities.

Bhatt, Bhojani, Creese and Martin 2004: 5

Successful schools reach out to their communities. They often make premises available for community use, which builds bridges and can develop dialogue. Many people have benefited greatly from out-of-school-hours learning in community-run initiatives such as complementary schools. Some complementary schools focus on the curriculum, others on cultural, mother tongue or religious faith instruction. Attendance can enhance pupils' self respect, promote self-discipline and inspire pupils to have high aspirations to succeed.

DfES 2003: 26

School level

At the school level similar strategic thinking needs to take place to ensure that the importance of community languages is reflected in school policies and management structures.

Successful provision for community language learning requires the full support of the school's senior management team to create an environment where teachers and students recognise and celebrate cultural and linguistic diversity.

QCA 2005: 2

Language policy

This should make clear:

- The benefit to all of recognising and exploring language diversity;
- The school's commitment to supporting bilingual learners in developing first language as well as English;
- Ways in which the policy can be put into practice, including through parental involvement.

... by encouraging the use of community languages, teachers are sending powerful messages about the value which they attach to other languages to all the children in the class: they are also enhancing the status of bilingual children. Monolingual children, for their part, are able to increase their knowledge of and sensitivity towards other languages and cultures.

Edwards 1998: 5

Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.

Cummins 2003: 62

Positive school ethos

This will reveal itself in a number of ways including:

- First language development is strongly encouraged in policies on language/inclusion and clearly communicated to parents;
- The school prospectus makes clear not just what languages it is possible to study at the school, but also what support there is for other languages through clubs, library and ICT resources, opportunities to sit for exams, etc.
- Home language discussed at initial interview (if necessary through an interpreter) and information obtained about level of competence in oracy and literacy, whether the child is attending a complementary school, whether the child has friends who share the same home language, whether the family still has links to country of origin, etc.
- An annual language audit providing accurate information about the language profile of the school;
- Staff aware of and showing that they value the languages spoken by pupils in the school;
- Pupils feeling comfortable about using the home language in school;
- Different languages and cultures reflected in the physical environment of the school;

- Holidays and festivals celebrated and all pupils encouraged to take part regardless of their religion or background;
- Competitions organised such as Teach a Friend a Language;
- Opportunities provided for pupils to make use of their language skills (e.g. on work experience or through projects such as story-telling with younger children);
- Achievement in community languages recognised in the same way as in other areas, e.g. through displays, assemblies, newsletters to parents, school award ceremonies;
- Links formed with local complementary schools which may involve exchanging information about pupils and sharing expertise, resources and training opportunities;
- Parents and complementary school colleagues invited into the school to take part in international days and other events;
- Use of the European Languages Portfolio as a means of recognising and celebrating pupils' achievement across all languages (and as a possible channel of communication between complementary and mainstream schools);
- Library resources reflecting the multilingual, multicultural nature of the school community/British society.

Clear location of community languages within the school curriculum and management structures

Community languages at secondary level should be a part of the Modern Languages Department. This allows community languages staff to become full members of the departmental team, sharing ideas and resources and contributing to curriculum planning and development. It also gives them greater opportunities for professional development.

(In section covering good practice)

The (community languages) teachers are integrated into the modern languages departments and some have positions of responsibility. There is good cross-language coordination and they attend departmental meetings regularly, take part in training sessions and share best practice with their colleagues. Lesson observation of different languages is also encouraged. In the main the classes are mixed ability with a very wide spread of ability and the teachers have developed strategies for effective differentiation. Some of the schools benefit from the growing number of PGCE courses for community languages and offer placements to PGCE students. This gives community language teachers the experience of acting as mentors and provides the schools with the opportunity to recruit NQTs.

QCA 2005: pp5–6

Although part of the Modern Languages Department, it is important that community languages teachers should work in close cooperation with colleagues supporting pupils with EAL. The opportunity for pupils to use their home language at certain times in lessons and for homework can be a major support both in accessing the curriculum and in developing competence in English.

In some schools courses are offered in one or more community languages either on the main timetable or as an enrichment activity after school. Sometimes classes are set up not just for pupils attending a particular school, but also for children at other local schools.

Other support

A way to provide encouragement and support for learning a wide range of languages can be through a languages club, which a member of the Modern Languages Department takes responsibility for running, sometimes with the help of a bilingual classroom assistant or foreign language assistant. Such clubs can offer a variety of activities ranging from creating a multilingual page for the school newspaper using ICT to planning a school assembly on a cultural theme. They can also be a place where pupils go to get advice and support when wishing to enter for an exam in a language not taught at the school. It is useful to build up a range of resources such as exam specifications and specimen papers, pupil guides and other support materials.

Bilingualism in the home

The key players in supporting children's bilingual development are the parents. However, parents are sometimes uncertain about how much they should encourage their children in using the 'first' language.

... community languages may suffer from the same negative attitudes among pupils as European languages, when young people fail to recognise the relevance and value of language learning. Parents may share these attitudes and may have little or no awareness that maintaining competence in their first language can help their children to learn another language. These language skills can also have a positive effect on overall cognitive development and academic achievement.

QCA 2005:2

In a context which may not always be favourable to language learning and where English is seen to be all important, it requires a strong commitment on the part of parents to bring their child(ren) up bilingually. Most importantly an environment needs to be created in which using the first language is felt to be a natural and positive experience. This means using the first language consistently as a means of communication in the home in as wide a variety of ways as possible.

To support this, families try to ensure that the culture associated with the language is reflected in everyday family life, for example at meal times, as well as in the physical environment through pictures, photographs, games, ornaments, etc. Radio and television are important means of bringing language and culture into the home and many families access satellite channels.

The cultural context and a strong emotional relationship to the language can be further supported through teaching traditional nursery rhymes and songs. Sharing stories is another very valuable way of helping children to develop their language skills and gain important cultural insights at the same time. This should be an interactive process with questions prompting associations with children's lives and experience and helping them to develop their understanding of characters and plot.

When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally.

Cummins 2003: 62

It is also important for parents to create as many opportunities for children to come into contact with the language outside the home as possible, Typically this happens by getting together with family members and friends who speak the same language. However, it can also occur through attending cultural and other events organised in the community.

To support children in achieving a strong foundation in the first language, it can be very beneficial for them to attend a community school, usually run at weekends. Such schools perform a valuable role in helping children to develop their language skills particularly in the area of literacy, but often also provide other classes with a cultural or religious focus.

第二部分 课程大纲

Part 2 The Framework

2.1 Introduction to the framework charts

Format and structure of the charts

The following is a summary of key features to be aware of:

Flexibility within a nine level structure

The framework is built around nine levels, corresponding broadly to National Curriculum Attainment Levels for Modern Foreign Languages and to the first three stages in the Asset Languages scheme (Breakthrough, Preliminary and Intermediate). Progression across the levels is based both on content and on the range and complexity of language involved. However, it is recognised that there needs to be flexibility to take account of significant differences in pupils' backgrounds, abilities and learning styles. It is also recognised that learning does not generally take place in neat, linear fashion, that pupils progress at different rates and tend to perform better in some skill areas than others. This applies particularly to languages which use a different script, where it is likely to take some time before pupils are able to communicate as effectively in literacy as in oracy related tasks. Thus whilst the nine level structure provides a useful means for mapping overall progression and setting long-term goals, it is not suggested that the content and activities set out at each level represent an exact fit. Clearly many of the activities and texts can be worked on at different levels in relation both to cognitive challenge and linguistic complexity.

It must also be emphasised here that the charts should not be seen as offering detailed lesson plans. Teachers are not expected to follow the language models to the letter or to systematically work through every activity. The charts simply offer a starting point for teachers in devising schemes of work and lesson plans for their particular classes. Teachers should select what is useful for them in their teaching situation, adapting and adding ideas as appropriate. It is also for teachers to decide how much time and emphasis to devote to different topics and texts suggested in the charts. As in the Asset Languages assessment scheme, there is no prescribed time for each level to be completed. However, it would generally be expected that children who have a background in the language and culture and exposure to the language at home should be able to make more rapid progress than those studying it ab initio.

A range of themes, topics and texts

There is systematic coverage of the range of topic areas identified in the National Curriculum Programme of Study and GCSE Specifications with opportunities for review and extension as pupils progress from the lower to higher levels (the *Topic overview*, which follows this section, demonstrates how this works). Where appropriate, topics are linked to broader cultural or cross-curricular themes as well as to short stories and other imaginative works. It is recognised that work based around broad themes (such as celebrations or health) or imaginative works (stories, dramas, songs) can provide a different way into topics. Importantly they also provide stimulating learning contexts and encourage transfer of understandings and skills across different topic areas.

Clear linguistic objectives

Key structures and vocabulary are identified in relation to each topic. When creating schemes of work colleagues may find it useful to distinguish within the lists between core language that all pupils are expected to know by the end of any particular unit and extension language intended for higher attainers (see pp89–91 on schemes of work). Opportunities to focus on particular areas of grammar are highlighted in the 'Key structures and vocabulary' column.

Challenging activities which promote learner engagement

A range of activities are offered to support the development of oracy and literacy. Some activities aim to support pupils in acquiring and practising language, others are focussed on enabling pupils to use the language in meaningful ways. Many of the activities can be adapted for different topics and different levels.

Identification of key language learning strategies

Some suggestions to assist pupils in developing language learning strategies to suit their own learning style are included in the Oracy and Literacy columns. There is evidence that explicit teaching of strategies can help learners take greater control of their learning and lead to improvements in performance. A checklist of learning strategies to support pupils across the levels follows on pages 26–27.

Suggestions for resources including ICT

Attractive, up-to-date resources enhance teaching and learning and improve motivation. In the framework charts reference is made to a range of published material including textbooks, stories, magazines, etc. Where resources are referred to in the charts, they are identified by title. Full details are provided in the Resource List at the end of the guide. A list of useful websites is also provided in this section. Some activities involve use of special equipment such as mini-whiteboards or sets of dice. Opportunities are highlighted for drawing on ICT and there is general advice on use of ICT on page 28. Readers should note that a range of resources to support activities suggested in the framework can be downloaded from the Goldsmiths College <http://community.gold.ac.uk> website.

Integrated assessment advice

Following Levels 3, 6 and 9 there are assessment sections, focussing both on informal and formal aspects. A page within each of the assessment sections is devoted to the Asset Languages scheme. This includes the Can Do statements for each level, broad profiles of performance at each stage and information on the types of task included in tests.

Topic overview

See next page.

Topic overview showing progression across the levels.

	Level								
Topic	1	2	3	4	5	6	7	8	9
Self and others: myself, family and friends					Self and others: meeting people, relationships, famous people				
Home life and daily routine		Home life and daily routine			Home life and daily routine: responsibilities at home				
School life			School life			School life			
		Health and welfare: food and drink				Health and welfare			
		Free time				Free time			
			Dress and fashion		Dress and fashion				
			Environment: local area	Environment: transport			Environment: country profile	Environment: pollution	
				Travel and tourism: shopping			Travel and tourism		
				World of work: types of jobs, job preferences			World of work: careers and future plans		
					Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, sculpture, music, film literature
							Social issues: bullying and anti-social behaviour	Social issues: Equality and Gender, smoking, drug addiction, alcoholism, current affairs	Social issues: law and order, racism, current affairs
Customs and traditions		Customs and traditions	Customs and traditions	Customs and traditions				Customs and traditions: rites of passage	

Language learning strategies checklist

Systematically supporting pupils in making use of strategies for their language learning is a valuable means of involving them in the learning process and of encouraging greater independence. Hence strategy instruction often begins by raising pupils' awareness of the strategies they or their peers already use. It is important to remember that the strategies that are most useful for any individual will depend to some extent on their preferred learning style and the stage they are at in their learning. The statements below, although not exhaustive, can be used as a checklist both for the teacher, in terms of new strategies to model, and for the pupil as an aide-memoire to review their progress in strategy use. They draw on research into learning strategies including by Vee Harris (Department of Educational Studies, Goldsmiths College).

It should be noted that for children who are exposed to the target language and culture at home (and in the local community) there are greatly enhanced opportunities to develop linguistic and cultural understanding. Strategies for such children would include: listening to and participating in conversation with family and friends both face to face and over the telephone; listening to radio programmes, music and songs and watching (satellite) TV programmes and DVDs with family members and friends; reading letters, leaflets, comics, magazines, stories, newspapers with family members and friends; writing letters, greeting cards, emails to family members and friends. The strategies in the checklists should enable them to exploit such opportunities more effectively as well as being of use in more formal learning in school. A class discussion around the way in which informal use of the language at home can support formal study of the language in the school context might be a good way to share the range of ways in which pupils use the language in the home and community. Part of this might relate to and develop understanding of the different varieties of language including slang. Clearly there are important implications here for the role of parents as well as the school's role in promoting parental awareness.

Listening strategies

Before listening

- 1 I check that I understand the task I have to do.
- 2 I look carefully at the title and any pictures to see if I can guess what it will be about.
- 3 I try to remember as many words as I can to do with this topic.
- 4 I think about what is likely to be said in this situation and predict the words I am likely to hear.
- 5 Aural discrimination. I practise listening to recordings of sets of four sounds, and identifying which one has different tone.
- 6 Minimal pairs. I practise listening to recordings of pairs of words differentiated by tone level and identifying meaning.

While listening

- 1 I work out if it is a conversation, an advert, a news bulletin etc.
- 2 I pay attention to the tone of voice and any background noises for clues.
- 3 I listen for intonation patterns.
- 4 I use tones as clue to meaning.
- 5 I use other clues like key words to identify the rough gist.
- 6 I use my common sense to make sensible guesses.
- 7 I listen out for the names of people or places.
- 8 I listen out for grammar clues like tenses, pronouns, etc.

Reading strategies

Before reading

- 1 I work out what I am reading; e.g. if it is instructions, a letter, an advert or a brochure.
- 2 I try to get clues from any pictures and the title to help me guess what it will be about.
- 3 I try to predict all the words and information that I might find in the text.

Speaking strategies

Practising speaking

- 1 I look at the teacher or at native speakers and imitate the shape of their mouths.
- 2 I listen to the radio/recordings and repeat out loud useful expressions I hear.
- 3 I think about what I would like to say and look up any words I don't know in the dictionary.
- 4 I learn and practise the pinyin phonetic system (especially those letters and letter combinations which are sounded differently to English: j,q,x,zh,ch,sh,z,c,s).
- 5 I repeat after the tape.
- 6 I sign the tone with hand movement as the word is said.
- 7 I identify the tone level on lines of music score.
- 8 I self-test by adding tone markers to Pinyin form.
- 9 I recite chants which contrast different tones.

Before speaking

- 1 I think about what I want to say.
- 2 I remind myself of words and expressions that I already know and put them into sentences.

While speaking

- 1 I try to keep it simple and avoid topics or ideas that may be particularly difficult.
- 2 I use 'hesitation' expressions like 'Well', 'you know' etc. to give myself time to think.
- 3 I listen out for words and expressions that I have just heard the teacher or my partner say and try to use them myself.

- 4 I use visualisation (seeing the character in the mind's eye).

While reading

- 5 I try to spot words that I do understand from when we learned them in class.
- 6 I just try to get the main ideas first and then read it again for the details.
- 7 I look out for the names of people or places and for punctuation clues.
- 8 If I do not understand, I use my common sense to guess the meaning from the rest of the words in the sentence and what I have worked out so far.
- 9 I break the word or sentence up into bits that I may recognise.
- 10 If I do not understand one bit, I go back to it and read it over several times slowly.
- 11 Association with picture that mirrors form of character (applies to simple characters only).
- 12 I break character down into component parts.
- 13 I identify one particular character from a set (as when word processing based on pinyin).

To make use of dictionary:

- 14 I count number of strokes in a character.
- 15 I identify radicals (remembering that radical may be in different positions in character and that some characters are themselves radicals).

Strategies for memorising vocabulary

- 1 I associate the word with one that looks or sounds the same in English.
- 2 I say the words out loud or write them over and over again.
- 3 I make up sentences in my head with the word in.
- 4 I use look-cover-test-check.
- 5 I make two sets of cards, one with the words on and the other with translations or pictures. Then I play games with them (e.g. Hide 'n' seek: see p58).
- 6 I ask my friend/my parents to test me.
- 7 I teach the new words to my parents/brother/sister.
- 8 I play games with sets of cards (a) on one side pinyin, on other side picture/English translation (b) on one side character, on other side pinyin.

If I do not know the word for something

- 1 I describe it, for example what it looks like, what you can use it for, whether you wear, eat or drink it!
- 2 I use opposites like 'not married' for 'single'.
- 3 I use a word that has roughly the same meaning like 'boat' instead of 'ship'.

Writing strategies

Before writing

- 1 think about what the task requires and brainstorm ideas for what I want to say.
- 2 I gather more information by reading, talking to others, remembering relevant words or phrases that I have previously learned.
- 3 I list some key ideas.
- 4 I decide how to organise and communicate my ideas; if the task requires describing, sequencing, explaining or justifying.
- 5 I write a rough plan to show the order in which I will put my ideas.

While writing

- 1 I add ideas as I write.
- 2 If I do not know a word or phrase that I need, I look it up or think of an easier way of saying it.
- 3 I try to include as much detail as possible, for example using lots of adjectives when I am describing something or someone.
- 4 I use clear 'markers' like 'first, then' or 'on the one hand, on the other hand'.
- 5 I try to 'make it fancy' by using relative clauses for example.
- 6 I pay attention to accuracy.
- 7 I use squared paper to help achieve correct proportions and balance when writing character.
- 8 I learn characters in pairs (sharing one part in common).

After writing

- 1 I write a first draft, correct it using strategies for 'checking my written work' and then write a second draft.
- 2 I ask a friend/the teacher to read it.
- 3 I write a final draft

Strategies for checking written work

- 1 I read the text all the way through to see if it makes sense.
- 2 I read each word separately to see if the spelling 'looks right'.
- 3 I say each sentence to myself to see if it 'sounds right'.
- 4 I read the text over again, paying attention to the grammatical mistakes I usually make e.g. word order.
- 5 I make sure that the style is appropriate and I use good 'linking' words (connectives).
- 6 I try to spot what I am still not sure of.
- 7 I look it up.
- 8 I leave my work for a day and then come back to read it 'with fresh eyes'.

Using ICT effectively

Use of ICT has become integral to teaching and learning across the curriculum. From a young age children are being encouraged to develop ICT skills and to apply them in a variety of ways to support their learning. As far as language learning is concerned, it is clear that ICT can:

- provide a stimulating, interactive multimedia environment which caters for different learning styles (visual, auditory, kinaesthetic);
- provide access to a wide range of up-to-date, authentic material (world wide web);
- increase opportunities for genuine communication in the target language, offering new audiences for pupils' speaking and writing (email, video conferencing with partner school);
- facilitate differentiation (pupils working on different activities, at their own pace and receiving instant feedback);
- assist pupils in facing the challenge of writing in a second language, especially one involving a non-Roman script (drafting and redrafting on the word processor);
- encourage pupils to take greater responsibility for their learning (working at own pace, collaborating with others);
- stimulate creativity and risk-taking (e.g. in multimedia projects);
- support collaborative learning (e.g. in preparing joint presentations to an audience);
- support learning outside as well as in the classroom (at home, in after-school clubs, etc);
- make learning fun.

A range of opportunities for using ICT are highlighted within the framework charts in this guide. Their effectiveness, however, will depend on how well they are integrated into long, medium and short-term planning and how well technical and organisational issues have been taken into account. At the most basic level, reasonable access to computers, data projectors and appropriate technical support are essential. As well as school provision, good ICT facilities may be available through City Learning Centres and other community organisations. Fortunately, many of the issues associated with use of non-Roman fonts have now been resolved and clear advice for teachers and network managers is contained in booklets which can be downloaded free of charge from the Languages ICT website from CILT and the Association for Language Learning. (See *References and further reading*).

Increasingly classrooms are equipped with data projectors and interactive whiteboards. Language teachers are taking advantage of the possibilities they offer both for developing language skills and for bringing the target culture into the classroom (DfES, 2004). Teaching material is shared easily between colleagues in school and more widely on the web (See *Useful Websites on Resource List*).

With regard to pupil use of ICT, there are a range of factors to be considered. Learning to word process in a new, non-Roman script, for example, can become a frustrating and time-consuming activity unless thought is given to how the range of skills involved can best be supported within a staged programme. Equally, there are important issues to be considered in use of the Internet: what degree of control should teachers exercise in the choice of websites?; what kinds of sites are suitable for pupils at different stages of their literacy development?; how can pupils be taught to develop a critical stance towards information provided on websites? In many schools pupils are being encouraged to use ICT to make multimedia presentations to their class or other audiences and even to create their own web pages or digital films. Such activities can provide valuable learning experiences as well as motivating pupils, but clear structures need to be established to ensure that all pupils are involved and benefit from the experience (See *Atkinson, 2001; Dugard and Hewer, 2003*).

There is much useful information and practical advice about these matters on the Languages ICT website and the Webwatch Languages section of the site provides links to key resource hubs worldwide. Through its Schools Network website the Specialist Schools and Academies Trust is also supporting the sharing of information and resources. This site is linked to CILT's Community Languages Forum (See *CILT website*) which supports networking and provides information about training opportunities. Further information and case studies illustrating effective use of ICT with community languages are available on the Becta website.

第二部分 课程大纲表

2.2 The Framework Charts

Level 1

Themes, topics, texts

打招呼
Greetings

问候语

礼节

Politeness conventions

Resources
Chinese made easy, Book 1
Chinese for GCSE, Book 1
Haojie learning worksheets
www.curriculum.edu.au/haojie/learn.html

你好，再见，早，晚安，老师好，同学好，
朋友好，老师，再见，你好吗？，我很好，
还好，不太好，很不好

- **Grammar focus**
Pronouns 我/你/他
- **Stative verb pattern and use of negative** 你好 / 很好 / 不太好 / 不好 / 很不好

Key structures and vocabulary

Oracy

- **圆圈游戏** Circle game to practise greetings: the teacher throws a soft toy to different pupils and says a greeting. Pupils echo and throw the toy back to the teacher.
- **教室例行活动** Classroom routine activities: answering the register, greeting in the morning, goodbye at the end of day.
- **文化交流** Intercultural understanding: talk about conventions of greeting people in Chinese and compare with different cultures. Pupils act out (with puppets/finger puppets).
- **文化交流** Intercultural understanding: emphasise importance of politeness/respect when greeting/meeting people.

你叫什么(名字)? 我叫 ...
他/她叫什么? 他/她叫...
你是谁? 我是...
他是谁? 他是...
你/他/她不是叫...?
是/不是叫...?
是/不是。

- **Grammar focus**
Verb and usage 是/不是
- **Question form** 什么? 是不是?

一 二 三 四 五 六 七 八 九 十

你几岁?
我 ... 岁。
他几岁?
他 ... 岁。
一个 / 两个 / 三个 / 四个 ...

- **Grammar focus**
Question form using 几?
- **Measure words** 个, 只

Literacy

As the script is introduced, links should be made wherever possible to language pupils are familiar with orally and which is relevant to them.
A good starting point is to get pupils to recognise how their own name is written and to compare with names of classmates. Activity for beginning of lesson can then be to pick out own name card/tag.

Large (laminated) labels for classroom objects is another good way to gradually familiarise pupils with script. Activity would be for pupils to stick labels on to appropriate objects (with blu-tack).

学校与家长互联 Ensure information/advice is available for parents about developing first language literacy in the home. Suggest simple stories and let them know what stories you are reading in school. (See pp18–19.)

- **趣味汉字** Explain the origins of words such as 好, 早, 友, 我, 安, 口, 耳, 目, 手, 大, 小
- **阅读识字** Reading: recognising characters on flashcards. Teachers say greeting, pupils respond and hold up correct card.
- **简单对答** Simple speech balloons: using ICT pupils move the correct phrase into the speech balloon.
- **拼音** Teach the Pinyin system (ICT).
- **识字** Tracing characters/words.
- **写字** Writing: practise discrete strokes: writing characters (ICT): 早, 你好, 再见.
- **数字游戏** Numbers in the bag: bag containing numbers (on small cards or in plastic) passed around circle while music plays. When music stops, pupil holding bag takes out a number and names it aloud. If correct, pupil keeps the number, if incorrect, the number is put back in the bag. The music plays again and game continues until bag is empty (adapted from Cheater and Farrer).
- **写字**: Numbers 1–10.
- **填空**: Filling in blanks.

- **问答游戏** Pass it on: pupils form three lines, the pupil at the front starts 'My name is X. What's your name?' turning to their neighbour. Each passes on the answer and then the question.
- **这是谁?** Collect and display photos of the class and ask 'What is his/her name?' or 'who is this?' or 'Is this...?'

- **分小组** All pupils standing up. Teacher/pupil calls 'Get into groups of (e.g.) five.'
- **圆圈活动** Circle activity (against the clock): pupils say number or two numbers in turn. Teacher times how long it takes to go round circle.
- **圆圈活动** Circle activity: teacher calls, 'Change seats if your number is (five)', etc.

- **袋鼠** Bingo.
- **儿歌** Finger rhymes/poems
- **解释中国人的数字手势表示法** Intercultural understanding: different hand signals for indicating numbers. See http://en.wikipedia.org/wiki/Chinese_number_gestures. See also photographs of gestures on www.chinese-tools.com/resources/number-gestures.html

Myself

姓名
Name年龄
Age

Numbers 1–10

Resources
Chinese made easy, Book 1
Chinese for GCSE, Book 1

五指歌

一 二 三 四 五,
上山打老虎,
一 二 三,
爬上山,
数蛤蟆:
一只蛤蟆一张嘴,
两个眼睛四条腿,
扑通、扑通跳下水。

Resources
www.enchantinglearning.com/asia/china

五指歌:
一 二 三 四 五,
上山打老虎,
一 二 三,
爬上山,

数蛤蟆:
一只蛤蟆一张嘴,
两个眼睛四条腿,
扑通、扑通跳下水。

Resources
www.ukfcs.info
Chinese for GCSE Book 1
英国中文课本 第一册
Cheater, C. and Farrer, A. The literacy link

Level 1

Themes, topics, texts

身体各部分 Parts of the body

英国中文课本 第一册
唱歌：“头，肩膀，膝盖，脚”
Song: Head, Shoulders, Knees and Toes

Resources
www.niehs.nih.gov/kids/lyrics/headsh.htm, or www.albinoblacksheep.com/flash/has
两只老虎: for/lyrics/www2.ups.edu/faculty/perry/chinesesongs/pupils/home.htm
[PowerPoint presentation, Two Little Tigers](http://PowerPoint.presentation.Two Little Tigers)
www.uktes.info
<http://community.gold.ac.uk>

Key structures and vocabulary

头, 头发, 眼睛, 耳朵, 口 / 嘴巴, 鼻子, 手, 脚

我有/我没有
我看见/我看不见
我用手写字
我用眼睛看书/电视

会听:
点头, 摇头, 跺脚, 拍手, 睁开眼睛/开口, 闭上眼睛/口

Grammar focus

- Verbs
- Negative forms
- 有/没有
- 看见/看不见
- 用 ... 做什么?

Oracy

- 看图说话 Use picture cards to elicit naming parts of the body/short responses.
- 绘画游戏 Teacher prepares outline of a body then calls out an item and pupil comes to the front to draw/add the part on the outline. Could be used with ICT. Pupils can take turns to give the instructions.
- 西门说 Simon says: pupils obey teacher's command only if teacher begins by saying 西门说 'Simon (the teacher) says...(e.g.) shake your head, clap your hands, click your fingers.' If pupils follow command when teacher has not said 西门说, they are out and have to sit down.
- 唱歌 “头，肩膀，膝盖，脚” Song: Head, Shoulders, Knees and Toes.
- 唱歌游戏 – 两只老虎 The tune of *Frère Jacques* (interchange words for body parts and/or substitute 快 with 慢). Possible activities around the song include:
 - Teacher can produce drawings of the tigers with different part of the body missing as stimulus for the words of the songs. Or use different animals.
 - In pairs, pupils devise their own version of the song, acting out the parts that are missing, substituting the animals, parts of the body, actions and adverbs.
- 看图说话 – 说出图中人物或小动物看不到的身体部分 – Teacher presents pictures of people or animals with parts of the body hidden/covered up: e.g. hair hidden by a hat, hands in pockets, cat resting with feet tucked under the body, bird sleeping with head tucked under a wing. Pupils describe what they can/cannot see.
- 看图说出身体各部分的用处 Use pictures of actions to elicit uses of parts of the body: I use my hands to write. I use my eyes to read/to watch TV, etc.
- 扔骰子游戏 Pupils in pairs, pupil A throws dice, pupil B has to say that number of words related to topic e.g. parts of body. Also talking dice activities related to parts of the body and other topics.

Literacy

- 看图识字 Word recognition with flash cards.
- 填格子 Label parts of the body (cut and paste).
- 写字 Learn to write the characters with the correct stroke order: 口, 手, 头, 耳.

Level 1

Themes, topics, texts

家庭成员
Immediate family
members**Resources**

英国中文课本第二册
Chinese made easy, Book 1
Chinese for GCSE, Book 1
The cultural connotations and
communicative functions of Chinese
kinship terms www.mandarin-tools.com
Cartoon PowerPoint slides
“我的家”
www.ukfcs.info
<http://community.gold.ac.uk>

爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹
爷爷, 奶奶
公公, 婆婆
我有 ...
我没有 ...
你有几个哥哥?
我有 ... 个哥哥。

这是谁? 这是我的...
这是你的爸爸吗? / 这不是你的爸爸?
是, 这是我的爸爸。
不, 这是... He/len 的爸爸。

Grammar focus

- Use of determiners 这
- Question word 谁?
- Explain use of - 两个 - two (of)

宠物和动物
Pets and animals**Resources**

英国中文课本 第一册, 第五课, 英国中文
文学联合会出版2003
[www.enchantlearning.com/asia/
china](http://www.enchantlearning.com/asia/china)

狗, 猫, 鱼, 金鱼, 鸟, 小鸟, 兔, 小白兔
马, 牛, 猪, 羊, 鸡, 鸭

Grammar focus

- Question form 这是什么?
- Verb pattern 你有没有宠物?
- Measure words 我有一只/一条...

Key structures and vocabulary

Oracy

Literacy

- 家谱/ 家系 Family relationships: use generic family tree to introduce vocabulary for family relations. Cartoon characters can work well. Point to picture of particular character and model talking about various family members as if you were that character. Then give out cards with pictures of different characters and ask pupils to pretend to be that character and answer questions. This can lead on to pupils talking about their real families.

- 介绍家庭成员 Demonstrate drawing simple family tree on interactive whiteboard; pupils come up and introduce own family tree to class (ICT).
- 看图问答 “这是谁?” “Who is it?": on separate sheets of paper pupils do a large drawing and name father/mother/brother/sister/friend. Teacher holds up an individual drawing and asks, “Who is this?” Appropriate pupil says: “That is my sister”, and is given the sheet. Activity could be spread over several lessons with teacher distributing some each lesson.

- 按照片问答 Pupils bring in photos of family members and introduce to class: teacher models questions ‘Is this your dad?’ Possible responses, ‘Yes, this is my dad’, ‘No, this is not my dad’, ‘No, this is Helen’s dad’. In pairs, pupils ask each other similar questions.
- 猜谜游戏 Guessing game: ‘Whose dad/mum/ brother/sister is this?’

- 猜图游戏 Guess the animal: cover up drawings/photos of animals on overhead projector (OHP)/interactive whiteboard. Reveal picture slowly. Is it a cat or a dog?

- 宾果游戏 Picture bingo: pupils select/draw three animals. Teacher calls out animals at random, pupils tick off their animals as they are called out. When all three have been called out, pupil shouts, ‘Bingo!’

- 猜哑谜 Mime game: teacher mimes and pupils have to name animal. Pupils do same in pairs.
- 模仿动物的叫声猜动物的名字 Animal sounds: teacher/pupils make animal sound and others have to guess the animal.
- 唱歌 “王老先生” Song: Old MacDonald.

- 认字/写字: Kinship terms.
- 看图填空: Labelling pictures or photos: cut and paste or write.
- 画/写家谱 Draw family tree.

- 填充 Cloze exercise practising key vocabulary.
- 看图选择 Read and circle correct picture out of a series of pictures: e.g. three dogs out of a series of pictures showing three cats, three dogs, three rabbits, four rabbits, two dogs, two cats. Recognising two elements (number and animal name).

- 认字/写字: 狗, 鱼, 鸟, 兔, 马, 牛, 羊
- 看图配词 Match words to pictures.
- 字谜 Find the names of animals from a word puzzle.
- 动物分类 Tick the animals that are household pets.
- 写字 Writing practice 大小, 长短, 多少
- 写句子 Write simple sentences based on given pattern.

Level 1

Themes, topics, texts

简单形容词
Simple descriptions

我的家庭 My family

Key structures and vocabulary

大小, 高矮, 多少, 长短, 新旧
这/他/她/它很...
Grammar focus
• Use of adjectives

Oracy

- **看图说话** Describe the picture: use photographs of people/cartoon characters to elicit descriptions from the pupils.
- **听力练习** Identify the picture: give out sets of pictures to pupils. Pupils have to hold up picture of person being described.
- **宾果游戏** Play picture bingo.
- **听力练习** Identify the object/picture: show pairs of contrasting items (objects/photos). Here's a cat, it's very big! Here's another cat, it's very small! Sonia, give me (point to) the big dog. Develop with variety of other animals. Distribute the items, 'Who has got the small rabbit?'

Literacy

房间

Rooms in the house

Number of rooms

Resources

Chinese for GCSE
Chinese made easy
小波在哪里?
Hill, E. Where's Spot? (Dual language version, Chinese translation by Xin Ya)

我的家 My home

小猫在哪里?

Where's Spot? (adapted for rooms in the house)

小波在哪里?

小波在 ... 里。

卧室, 睡房, 客厅, 花园, 书房, 楼上/楼下

Grammar focus

- Question form 在哪里?
- Verb and preposition 在 ... 里/楼上/楼下。

- **猜谜游戏** Guessing game with flash cards: teacher selects card without letting pupils see what is on it. Pupils have to guess the picture. Pupil who guesses correctly wins the card and becomes teacher for the next round. Can be repeated in pairs.
- **利用人机对话白板做游戏** Where's the cat? game using OHP/interactive whiteboard with diagram of house showing different rooms. A visual of a cat is moved around screen/whiteboard.
- **小波在哪里?** Adapt a dual language story such as *Where's Spot?* (See *Themes, topics and texts*, opposite)

- **看图填空** Labelling pictures/drawings (ICT).
- **配图** Matching words and pictures/objects (ICT).
- **看图填空** Labelling pictures/drawings (ICT).
- **配图** Matching words and pictures/objects (ICT).
- **描写自己的房间里有什么** Pupils write about the furniture they have in their room.

Level 1

Themes, topics, texts

卧室里的家具和玩具
Content of bedroom

Toys, etc

Resources

Chinese for GCSE, Book 2
Chinese made easy, Book 3
PowerPoint Kim's game: Furniture
www.ukfcs.info
<http://community.gold.ac.uk>

我的家 My home

Key structures and vocabulary

一般家具:

床, 书桌, 椅子, 衣柜, 电脑, 电视 (机)
这是...

玩具:

火车, 汽车, 洋娃娃, 狗熊

Grammar focus

- *Past tense article* 了 *The ... has gone/is not there...* 不见了。
- *Future tense* I'll buy ... for NAME 我要给 ... 买 ...

Oracy

- **猜谜游戏** Guessing game: using size and colour of toys. 'Who can guess what I'm talking about? It is very small, it's black and white; it's an animal.' Pupil, 'It's a cat.' Or, using OHP/interactive whiteboard, teacher gradually reveals more and more of a picture. Pupils have to guess what the picture is.
- **记忆游戏** Kim's game: display a range of items on a table, OHP or interactive whiteboard, pupils close eyes, teacher removes one item, pupils open eyes and say which item has been removed.
- **你是百万富翁, 你要买什么?** You're a millionaire! you have lots of money. What presents will you buy for different people in the class? (An object? a toy? an animal?)
- **利用剪贴活动来介绍卧室/睡房里的家具** Pupils cut out items of furniture from magazines and make up their own bedrooms, then show the class and talk about it to the class.
- **买玩具** Teacher shows picture of toy shop and pupils say what toys they want to buy.
- **利用互动白板** On interactive whiteboard, pupils manipulate pictures of various toys next to family member shown on the family tree and say who they are buying the toy for, practising the construction 'I buy... for' (mum/dad/brother/sister...)

Literacy

See above

教室里的设备/用具
Classroom objects

Furniture, equipment

颜色
Colours**Resources**

Chinese made easy, Books 1 and 2

书桌, 椅子, 窗户, 门, 铅笔, 钢笔, 纸, 本子, 书本

盒子里有什么?

... 在哪里?

在...里面/外面 / 上面/下面/前面/后面/旁边/左边/右边

红色, 绿色, 蓝色, 黄色, 棕色, 咖啡色, 黑色, 白色, 橙色

... 是什么颜色?

Grammar focus

- *Adjectives* 颜色
- *Determiners* 这/那/这些/那些
- *Prepositions* 上/下/前/后/左/右/里/外

- **问答** Ask and answer simple questions using real objects, cards and games: e.g. guessing game. 'What's in the box?' Teacher has box with selection of familiar objects that have already been taught. Pupils ask 'Can I have ...?' guessing what there is.
- **画画游戏** 'Where is it?': teacher describes where things are using prepositions taught (in, on, under, next to) and colour/size. Pupils draw what the teacher describes on paper or mini-whiteboard.
- **记忆游戏** Kim's game: which item is missing? (See above)
- **听指令做动作** Touch/hold up/point to something blue/green/red.
- **记忆游戏** Look at picture for 10 seconds. What were the colours (e.g. of people's clothes)?

- **把教室里的教具和文件贴上标签** Large (laminated) labels for classroom objects is a good way to gradually familiarise pupils with script. Activity can be for pupils to stick labels on to appropriate objects (with blu-tack).
- **看图写字** Write captions.

我的教室 My classroom

Level 1

Themes, topics, texts

课堂语言
(日常用语, 简单的指令, 要求, 感谢语, 称赞语)

Classroom language
Routines, simple instructions, requests, expressing thanks, giving praise

创造能力
(故事, 诗, 话剧)

Creativity
Story, poem, song, drama

Key structures and vocabulary

坐下, 起立, 过来, 举手, 看, 听, 读, 写, 画
再说一遍, 再读一遍, 很好, 好极了
对不对? 对了, 不对

Grammar focus
Classroom language 课堂用语
Use of adverbs 再

故事例子: Examples of text to use:
• 小波在哪里? *Where's Spot?* Dual language story book. (See p34)
• 儿歌 Children's songs and rhymes.

唐诗: 《咏鹅》(骆宾王)

Resources

小波在哪里? *Hill, E., Where's Spot? (dual language)*
唐诗: 《咏鹅》(骆宾王)
www.ufcs.info
<http://community.gold.ac.uk>

Procedure for using stories in the classroom:

- Introduce story (with visuals/highlighting key words or phrases);
- Tell story (with visuals/gesture/expression);
- Work on story (content and language, e.g. through role-play, active reading and writing strategies such as classifying, sequencing);
- Create around story (illustrating a scene in story, making up own story).

Resources
Cheater, C. and Farren, A. *The literacy link*

Oracy

- 在表达课堂用语时尽量使用中文 Build up use of target language for classroom routines.
- 西门说 Simon says: first teacher then pupil gives commands.

- 儿歌 Finger rhymes: learn and perform simple finger rhymes.
- 打拍子唱儿歌 Listen and clap: recognise rhyming patterns in poems or songs by chanting a poem or singing a song and emphasising the rhyming endings of words, or clap each time they hear a word which rhymes with a chosen word.
- 利用木偶组织对话 Use puppets to hold short conversations.
- 听故事做动作 Listen and respond: listen attentively to stories, songs and poems and join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.
- 听指令做动作 Listen and respond: copy the actions modelled by the teacher or respond with a physical action when they hear a sound or word, e.g. perform a mime or hold up a picture card.
- 排列故事 Sequencing pictures: to show the meaning of a story.
- 按图重新故事 Retell story using visual prompts.
- 角色扮演 Act out a story as it is narrated; join in with the telling and acting out of a story.
- 对话表演 Act out simple role-plays such as asking for and receiving items, introducing yourself to someone, making a telephone call, making appropriate use of terms of politeness.
- 利用故事袋讲故事 Tell stories using story sack: a story sack is a large cloth bag containing a storybook with supporting materials, such as puppets and/or soft toys of the book's main characters, props and scenery, and a language-based game to stimulate reading/language activities. There is usually a cassette tape of the story for pupils to follow and act out.

Literacy

See previous page.

画插图

- 教拼音 Teaching Pinyin:
 - Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.
 - On OHP/interactive whiteboard teacher gradually reveals hidden letter. Pupils have to identify letter. Repeat in pairs.
 - Teacher says initial letter of word, pupil says word beginning with letter. Repeat in pairs.
 - Line up: cards with letters distributed among pupils. Pupils have to come to front of class and line up in order.
 - Simple dictation: teacher says letter/character and pupils have to write it on mini-whiteboard* (or paper). They then hold up their board so teacher can check.

*The mini-whiteboard can be an effective and motivating tool for language learning and is particularly useful in developing literacy skills. There are a wide range of activities involving the mini-whiteboard and it can be used well at different stages in the lesson. Often a competitive element is introduced and this focuses pupils' attention on getting the right answer (spell accurately) as quickly as possible. A particular advantage of the whiteboard is that it allows the teacher very quickly and easily to assess how well pupils have learnt particular points and to provide immediate feedback. (A list of suggested activities for use with the mini-whiteboard is posted on <http://community.gold.ac.uk>)

Level 2

Themes, topics, texts

常见食物和饮料
(大小, 形状, 颜色)

Familiar food and

drinks
Size, shape, colour

如何向他人要食物和
饮料

Asking for food and
drink

发表有关食物和饮料
的意见

Expressing opinions
about food and drink

形容食物和饮料

Describing food and
drink

Health and welfare: Food and drinks
身体健康和饮食

Key structures and vocabulary

水果: 苹果, 橘子, 香蕉, 葡萄, 草莓, 西瓜, 水果

食物: 肉(猪肉, 羊肉, 鸡肉, 鸭肉), 鱼, 青菜, 绿豆, 红萝卜, 饭, 面包, 意大利饼, 面, 汉堡包, 三明治, 薯条

小吃: 薯片, 饼干, 巧克力, 糖果, 蛋糕, 苹果派

饮料: 牛奶, 水, 汽水, 可乐, 果汁, 茶, 咖啡

形容词: 大小, 多少, 方圆, 红, 绿, 黄, 金, 黑, 白, 长短, 软硬, 新鲜

量词: 杯, 碗, 盘, 块, 条, 支, 个

你饿吗? 你饿不饿?

你渴吗? 你渴不渴?

不, 我不饿 / 我不渴。

我很饿 / 我很渴。

我想吃 / 我想喝...

我可以吃点 / 喝点...吗?

好吃吗? 好不好吃?

好吃! 味道很好! 好吃极了!

不好吃! 很难吃! 难吃极了!

Grammar focus

- Use of question word 吗
- Use of question form 饿不饿? 渴不渴? 好不好?
- Use of Intensifiers 很 / 极了
- Use of common measure words 量词

Literacy

Explain the origin of characters (e.g. 水, 羊, 鱼) and the radicals. Make links, where possible, to words that relate in some way to pupils' experience, e.g. words that they might recognise because they see them in their local environment e.g. on Chinese food packages, on cards, in Chinese shops.

- 按数字涂颜色 Colour by number activity: with food items.
- 写字 Learn to write: 水果, 爱吃, 不爱吃, 苹果, 香蕉. Numbers 11–30, days of week, dates.
- 认字 Learn to recognise characters of common fruit, meat, fish, vegetable, drinks, colours, daily routine words (洗, 上学, 吃饭, 回家).
- 用互动白板让学生猜字 Using interactive whiteboard or OHP, teacher gradually reveals a character. Pupils have to identify the character.
- 剪贴活动 Cut out magazine pictures of common food and paste them into two columns headings: I like to eat/don't like to eat.
- 食物日记 Keep a simple food diary: using pictures and labels if appropriate and be prepared to talk about it to the class.
- 设计节日卡 Card making for birthday/festival showing favourite foods.
- 用小白板听写 Simple dictation: teacher says character and pupils have to write it on mini-whiteboard (or paper). They then hold up their board so teacher can check.

Oracy

• 这是什么 What is it: using visuals (e.g. real objects, flashcards, OHP, interactive whiteboard) ask, 'Is it an apple or a banana?' Use masking technique to reveal only part of item.

• 听力练习 Identifying: teacher says word, pupil point to/holds up item.

• 听力练习 Identifying: teacher says word, pupil says or writes down number or letter beside it.

• 袋子里有什么? What can you feel in the bag?

• 宾果 Bingo.

• 水果沙拉游戏 Fruit salad game: pupils are each given a word to remember e.g. apple, peach, pear, mango. When the teacher calls out a word, every pupil with that word must change places. When the teacher calls out 'Fruit salad' all pupils change places.

• 猜谜游戏 Guessing game: what is it? It's big, long and yellow.

• 儿歌: Rhymes.

• 七个阿婆摘果子/ 猴子吃香蕉/ 吃西瓜

Level 2

Themes, topics, texts

喜欢/不喜欢
Likes and dislikes

你喜欢/爱吃什么?
你最喜欢/爱吃什么?
你不喜欢/爱吃什么?
你最不喜欢吃什么?
你喜欢吃...吗?
喜欢。/ 不喜欢。
你喜欢吃...还是...?
我喜欢/爱吃...和..., 但是我不喜欢吃...
我不喜欢吃..., 但是我喜欢吃...
好吃/不好吃。
好吃极了!
难吃极了!

Grammar focus

- *Verb pattern* 喜欢/不喜欢吃...
- *Adverbial phrases* 好吃极了/难吃极了!
- *Conjunctions* 和/但是

节日里的食物
Food for special occasions
Birthdays, festivals

过生日: 蛋糕, 三明治, 北京烤鸭, 面条, 寿桃
过新年: 年糕, 糖果, 花生, 瓜子, 鱼, 橘子
过端午节: 吃粽子
过中秋节: 吃月饼和柚子
过复活节: 吃巧克力蛋
过圣诞节: 吃火鸡
祝你生日快乐!
新年好! 新年快乐!

健康与福祉: Food and drinks
食物与饮食

Key structures and vocabulary

- 分类选择 Sort food and drinks into categories on a grid and select to make sentences e.g. I like... but not...
- 学生调查 Survey of classmates: favourite foods etc.
- 描述 Describe what family and friends like to eat or dislike eating.
- 两人一组进行互相访问和报告 In pairs, pupils interview each other about what they like to eat and report to the class.

Oracy

- 生日聚会选择食物 Pupils choose items for their birthday party from a picture menu.
- 听力活动 Listening activity: pupils tick from a list of food items as they listen to teacher, read a text/dialogue, etc.

Literacy

- 造句 Make sentences.
- 根据调查情况写简单的报告 Write a simple report based on the class survey.
- 设计请帖 Design an invitation card: to a birthday or festival celebration.

Level 2

Themes, topics, texts

数字, 日期, 时辰
Numbers

11-30

日期, 时辰
Days, parts of day

Resources
饥饿的毛虫
Carle, E. *The very hungry caterpillar*
Chinese made easy, *Textbook 1*
Learning sheets from Haojie
www.curriculum.edu.au/haojie/learn.html

数字: 十一到三十
星期: 星期一, 星期二, ...
时辰: 早上, 中午, 下午, 晚上

Daily routine

几点?
Telling the time

Resources
Chinese made easy, *Textbook 1*
My Day, *PowerPoint presentation*
www.ukfcs.info
<http://community.gold.ac.uk>

现在几点?
现在 ... 点。
现在是早上/下午/晚上 ... 点。

日常活动
Daily activities

Resources
Daily Routine *PowerPoint presentation*
www.ukfcs.info/resourcebank and
<http://community.gold.ac.uk>

Daily routine
起床, 洗脸, 刷牙, 穿衣服, 吃早饭, 上学, 吃午饭, 放学, 回家, 吃点心, 作家庭作业, 看电视, 吃晚饭, 睡觉
Time connectives 先, 然后, ... 后, ... 完了 ...
Grammar focus
• Word order: *time marker + pronoun + time + verb* 早上我七点起床

Key structures and vocabulary

Oracy

- 排次序 - 一饥饿的毛虫 *The very hungry caterpillar*, sequencing.
- 排次序 Sort out picture scenes under the headings. 早上, 中午, 下午, 晚上。Then describe: 早上我上学, 中午我吃饭, 下午我回家, 晚上我看电视。
- 朗读数字 Whole class recite numbers: even numbers only, odd numbers only, every five numbers with a different starting number. The last left standing is the winner.
- 宾果 Bingo.
- 家庭成员的年龄 Describe ages of family and relatives.

- 聆听后把图片按次序排好 Listening: pupils sequence activity pictures after listening to teacher telling story.
- 互相询问时间 Telling time: pupils ask each other the time using prepared prompt sheet.
- 互相询问做日常活动的 routine Pupils ask each other what time they did what in their daily routine.

- 看图说话 Use photographs of people/cartoon characters to elicit descriptions from the pupils. 描述自己的日常生活 Draw daily routine and describe.
- 排次序 Sequence daily routine according to teacher description.
- 描述朋友的日常生活 Describe daily routine of friend.

Literacy

- 拼音练习 Sound-letter relationships: teacher shows pinyin, pupil(s) point to written character form or hold up card with written form. Or teacher says word and pupils spell out on whiteboard in pinyin.
- 猜字游戏 Character hidden on OHP/interactive whiteboard. Teacher gradually reveals character and pupils have to identify.
- 声母区分 Teacher selects one of the letter sounds (e.g. z/ zh, ci / chi, si / shi, ji / qi) and tells pupils to concentrate on that sound. S/he then calls out words and pupils have to put up hand when they hear word which has the sound in it.
- 用小白板练习写字 Writing on the mini-whiteboard.
- 猜字游戏 Tracing on the backs of partners.

Language learning

By focusing on learning strategies at appropriate points teachers can help pupils take greater control of their learning and become aware of what approaches best suit their particular learning style. Checklists of ideas are provided on pp26-7. In relation to learning a new script useful strategies to encourage might include:

- Closing eyes and 'visualising' the form of the letter/character/word (visual learners 视力好的学生).
- Tracing the shape of the letter/character/word in the air (kinaesthetic learners 喜欢运动的學生).
- Hearing or saying the word as it is being written (auditory learners 听力强的學生).
- Worth noting is the key role that families and friends can play in providing opportunities for pupils to practise the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.
- 填空 Labelling times of the day under picture prompts.
- 造句: Make sentences.
- 作文: Compositions.
- 写字练习 Writing practice.

Level 2

Themes, topics, texts

日常活动

Common activities

你空闲时喜欢做什么?
跟朋友玩 / 兄弟姐妹玩 / 我的宠物玩
玩玩具, 去公园玩, 踢足球,
去游泳, 玩/打电动游戏, 看电视,
骑自行车

你什么时候去游泳? 踢足球?
我星期二去 ...

常常, 有时候, 从来不, 通常, 平时, 每天, 每星期, 每个月, 周末

Grammar focus

- *Word order using time marker + verb*

喜恶

Likes and dislikes

我喜欢 .../爱 ...
我不喜欢 ...
你喜欢做什么?
你喜欢什么活动?
你喜欢 ...吗?
你不喜欢 ...? ...?

Key structures and vocabulary

Oracy

- **班上调查** Class survey.
- **互相访问** Pupils interview each other.
- **名人调查** Find out about famous people and their hobbies.
- **聆听填写** Listen to teacher or tape and complete a the missing information on a grid.
- **扮演动作** Mime an activity for partners to guess.
- **看图说话** Name/describe the activity from picture prompts.
- **剪贴活动** Make collage of famous people doing pastimes: e.g. playing football, swimming, playing with dog etc. to talk about/and or label.
- **圆圈活动** Circle activity: teacher asks 'What do you do in your free time?' First pupil mimes and then says activity. Second pupil repeats what activity with mime and so on. If pupil gets stuck, other pupils can help by miming.
- **扔骰子游戏** Game with (noiseless) dice*. Also talking dice* with hobbies pictures.
- **记忆游戏** Kim's game. (See p35)
- **Listening activity:** recording of people talking about their hobbies and how often they practise them. Pupils complete grid.
- **拼音练习** Word/sound identification: teacher selects a sound type and tells pupils to concentrate on that sound. S/he then calls out words and pupils have to put up hand when they hear word which has the sound in it.

* See Resource list

- **班上调查** Class survey.
- **问朋友** Ask a partner.
- **传递游戏** Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks question and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil.
- **聆听填写** Pupils listen to recording of young people saying where they do activities – at home, at school etc.
- **参教选择**
- **用动作做反应** Listen and sign: pupils give physical response to show understanding of an opinion, e.g. thumbs down for dislikes and thumbs up for likes.
- **听力练习** Listen and note: pupils listen to recording of young people saying what activities they like ☺ / dislike ☹. They complete grid to demonstrate understanding.
- **选择** Preferences: classify activities into likes and dislikes/list in order of preference.

Literacy

- **拼音练习** Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.
- **猜字** Guess the letter: letter hidden on OHP/interactive whiteboard. Teacher gradually reveals and pupils have to identify letter.
- **写字练习** Writing in the air.
- **小白板活动** Mini-whiteboard activities:
 - Teacher shows how Chinese character is formed stroke by stroke. Pupils copy what teacher does, then rub out and try to do independently.
 - Teacher shows character/word/sentence, but part of it is masked or rubbed out. First pupil to write whole character on whiteboard correctly wins.

- **训练记忆力** Character/word/sentence is flashed up for 5–10 seconds. Pupils have to write word/sentence correctly. First one to do so wins.
- **分队活动** Pair activity: partner A says word, partner B has to write it correctly to win point.
- **造句** Make sentences.
- **按调查写报告** Write a short report based on the findings of the class survey.

Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
爱好 Hobbies 活动地点 Places for activities	公园, 花园, 体育馆, 图书馆, 网/足球场, 游泳池, 你在哪里踢足球? 在花园里 你在哪里看电视? 在家里 你在哪里骑自行车? 在公园里 你到哪里踢足球? 到足球场 你到哪里游泳? 到游泳池 你到哪里打乒乓球? 到体育馆 Grammar focus 在哪里? 到哪里?	<ul style="list-style-type: none"> 画出自己最喜欢的活动然后口头描述什么时候, 跟谁, 在哪里) Draw favourite activities and talk about the time to the class (when, who with, where). 圆圈活动 Circle activity. (See p40). 听录音填表 Pupils listen to recording of young people saying where they do activities: at home, at the leisure centre, in the park. They complete grid to demonstrate understanding. 传递游戏 Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks question and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil (and so on). 	<ul style="list-style-type: none"> 画图写句子 Draw pictures and write captions. 写日记 Write a diary. 看表写句子 Write sentences using information from the grid.
庆祝 Celebrations 迎新 New Year festival 圣诞节 Christmas 母亲节 Mother's day 父亲节 Father's day 十二生肖的故事 Story of the twelve animals Resources <i>Lesson plan on Chinese Papercuts of zodiac signs</i> www.asiaeducation.edu.au/china/virtual/lesson/zodiac.htm 十二生肖的面具 www.biss.portsmouth.sch.uk/hsc/cny/cny.shtml 新年歌, 恭喜歌	祝你新年快乐! 红包拿来! 祝您一帆风顺, 二龙腾飞, 三羊开泰, 四季平安, 五福临门, 六六大顺, 七星高照, 八方来财, 九九同心, 十全十美, 百事亨通, 千事吉祥, 万事如意! 祝羊年喜洋洋! 新年好! 祝时时吉祥! 刻刻平安! 祝新年心情好, 身体好, 一切顺心。 新年快乐! 万事大吉! 合家欢乐! 恭喜发财! 祝你——新年快乐, 佳节如意! 祝新年快乐, 万事如意! 祝: 圣诞快乐! 母亲节快乐! 父亲节快乐! 送礼物, 送贺卡, 吃蛋糕 / 吃年糕, 穿新衣, 拜年, 给红包, 圣诞树, 圣诞老人	<ul style="list-style-type: none"> 看庆祝节日的视频 Watch videos of festivals. 角色扮演 - 说祝福语 Role-play using festive greetings. 唱歌 (恭喜歌, 新年歌) Sing New Year Song. Resources www.ukfcs.info/resourcesbank or http://community.gold.ac.uk <ul style="list-style-type: none"> 看图讲故事 Tell Story of the twelve animals using picture prompts. 角色扮演讲故事 Role-play Story of the twelve animals (using masks). 	<ul style="list-style-type: none"> 画画与填充 Draw and label a picture with as full a description as possible including size and colour of the different body parts. 排列故事 Sequence pictures for the story. 画图讲故事 Draw cartoon strip of story and write captions. 用毛笔写对联 Write festive greetings for door hangings with Chinese brush work. 设计贺卡 Design a greetings card for the festival. 设计海报庆祝节日 Design a poster for the festival.
课堂语言 Classroom language 提醒 Gaining attention 指示 Giving instructions 维持次序 Organising 轮流做 Taking turns 给回应 Giving feedback	<ul style="list-style-type: none"> 用涂一致/鼓励学生运用 Once these new classroom phrases have been introduced, make a point of using them consistently. Reward pupil use of the phrases too. 玩西门说 Simon says: teacher then pupil gives commands, including commands from Level 1 classroom language. 	聆听, 阅读/朗读, 告诉大家, 告诉朋友, 问朋友, 画画, 图颜色, 今天几号?, 对不对?, 请安静下来, 请注意, 排队, (交) 给我, 看看图画, 分对做, 分四个人的小组, 围圆圈, 轮到我/你, 对了/错了, 把东西收拾好, 我不懂/明白, 请再说一次 / 你可以重复吗?	

Level 3

Themes, topics, texts

穿什么衣服？
Describing what clothes people are wearing

Resources
 Chinese made easy, Book 1

Key structures and vocabulary

你穿什么衣服？
 我穿...
 你穿什么衣服上学？
 你喜欢穿什么衣服？
 你穿什么颜色的...？
 裙子（条），衬衫（件），毛衣（件），裤子（条），短裤（条），袜子（双），
 帽子（顶），大衣（件），鞋子（双）
 颜色

我穿什么好看？
 你穿 好看。
 你觉得我穿什么（颜色）好看？
 我比较喜欢穿
 我真不喜欢穿
 我最不喜欢穿

Grammar focus
 • Measure words with clothes 量词
 • Use of modifiers 真/最/比较
 • Use of modal verbs 觉得/应该

大小 Sizes

Too big, too small, too long, too short, link to simple descriptions of people, colours, likes, dislikes

Resources
 Chinese made easy, Books 1 and 2
 PowerPoint presentation 买衣服
<http://community.gold.ac.uk>

Oracy

- 谈话练习：两人一组互相形容身上穿的衣服。
- 看图选择：听力训练 一老师形容图画里其中一人的衣服，学生看图选择。 Teacher displays set of pictures showing people wearing different clothes. She then describes one of the people and pupils have to identify who it is.
- 听音画图：老师形容，学生依照画图。 Dictation: pupils draw what the teacher describes.
- 宾果：一张卡片上写又把张义天的图片，老师随便叫出衣服的名字，学生的卡片上如果有那件衣服就把它划掉
- 猜谜游戏：Guessing game: teacher selects one picture out of set without letting pupils see. Pupils have to guess which one has been selected. Pupil who guesses correctly wins the card.
- 掷骰子/选卡片游戏：Dice/card game in pairs/groups of three: set of cards with pictures, in this case clothes items, turned face down. Pupils roll dice in turn. Person with highest number turns over top card and has to say number and item, e.g. two shirts. They then get to keep card. Aim is to collect as many cards as possible.
- 角色扮演：Role-play: two friends can't decide what to wear for a party. Or argument between parents and child about what they should wear.

- 看图说话：老师提供图片，图片里的人物所穿的衣服有的太长/太短/太大/太小...学生说：“太大了/太小了/太长了/太短了...”。 Spot the mistake: teacher presents pictures showing people in wrong sizes of items of clothing. Pupils respond by saying 'the...is too big/too small/too long/too short.'
- 对话练习/角色扮演：Short dialogue: (e.g. buying clothes in a shop) practising the phrases. 'This is too short, too long,' etc.

Literacy

- 练字：毛衣，大衣，鞋子，穿， Writing/ calligraphy practice.
- 看图配段：把适当的句子连到图片。 Match short paragraphs to pictures.
- 看图造句：Make captions for picture prompts.
- 写短文：Provide magazine cut-outs of famous people and ask pupils to write short descriptions of what they are wearing.
- 接龙游戏：Dominoes.
- 按次序排列：Sequencing.
- 造句：Sentence making.

- 填空：Fill in the gaps.
- 写话剧：Write a dialogue between two people trying out clothes, using expressions such as, 'this is too big/too long, I don't like this colour.'

Level 3

Themes, topics, texts

环境

Landscape

地点

Location

设施

Amenities

Resources

Chinese made easy,

Book 3

愚公移山

www.ukfcs.info/resourcebank

你住在哪里？

我住在城市里/郊区/乡下/海边/山上……

你家附近有什么设施？

我家附近有……

市中心有什么？市中心有……

学校，教堂，公园，游泳池，运动场，体育馆，便利店，超级市场，书店，书店，餐/饭馆，电影院，酒店，网球场，高尔夫球场，图书馆，博物馆，银行，工厂，写字楼，百货公司，火车站，公共汽车站，地铁站，游乐场，戏（剧）院

间，所，座，家

哪个城市比较大/小，甲还是乙？

哪座山/教堂比较高，甲还是乙？

设施够不够/好不好/多不多？

交通方便不方便？

环境安静不安静？热闹不热闹？

空气好不好？污染不污染？

Grammar focus

Use of comparative expression 比较

Use of measure words with buildings 量词

Question form 方便不方便？够不够？多不多？

月份

Months

季节

Seasons

气候

Weather

Resources

Chinese made easy, Book 2

PowerPoint presentation, What's the

Weather Like Today?

www.ukfcs.info and

<http://community.gold.ac.uk>

Key structures and vocabulary

看图说话 Identify and say: teacher puts number beside items on board and asks for the number of an item or for the name of an item with a particular number.

井字游戏 Noughts and crosses: two teams and noughts and crosses grid with numbers or pictures (in this case places in local area). Pupils choose their box by naming the object inside. The line wins.

听录音回答 Listening to audio recording: different people talking about where they live (中国和英国) and what there is to see/do there. Pupils complete table to demonstrate understanding.

看图说话, 判断对错 True/false listening: pupils have simplified town map with pictures/symbols of places. Teacher makes statements about what there is to see in the town. Some statements are true, others false. Pupils have to put if true and if false.

画图描述 Pupils draw picture with their home in the middle and all the places nearby around it. They then describe what's in their picture to the teacher/rest of class

猜谜活动 Teacher places cards with pictures of places around the classroom. Teacher instructs pupils where to go, e.g. 'Go to the market, and then gives further instruction about what to do there, e.g. 'Eat a banana, play football, ride your bike, say a prayer.' Pupils mime activity.

童谣 Chant/song to practise months of the year.

识字 Identify and say. (See above)

猜谜游戏 Guessing game.

掷骰子游戏 Dice games ('Talking dice').

Literacy

写字练习 Writing/calligraphy practice.

接龙游戏 Dominoes (words/pictures).

造句 Sentence building: pupils,

holding character cards of known words in front

of the class by positioning themselves in the

correct order facing the class.

按句子结构排列汉字 Jumbled words.

选译 Odd one out.

反义词搭配 Matching opposites (big/small,

long/short).

找句子 Word search.

阅读: 愚公移山的故事 Reading e.g. the *Foolish*

old man moves the mountain and sequencing

exercise.

Local area 家乡

*See Resource list

Level 3

Themes, topics, texts

学校/班级资料
School/class
information

学校的名字
班级的名字
老师/校长的名字

Resources
Chinese made easy, Books 1 and 2

科目

Subjects

课程表

Timetable

每天上几节课

How many lessons a day

每节课的时间

Times of each lesson

Resources

Chinese made easy, Book 2
英国中文课本 Books 3 and 4
PowerPoint presentation, School
Timetable
www.ukfcs.info
http://community.gold.ac.uk

Key structures and vocabulary

小学/中学/大学, 年级, 教室, 上课/下课, 上学/放学
课间休息, 校长, 老师, 同学

你上什么学校?
你上/读几年级?
校长叫什么名字?
老师的名字是什么?
几点开始上课?
几点放学?

学校有什么科目?
有英语/读写 (Literacy)/语文/数学/体育/运动(games)/音乐/乐
理/科技(化学, 生物, 物理) /
美术/地理/历史/ 电脑/信息技术 (Information Technology) ...

体育: 游泳, 舞蹈, 体操, 跑步
运动: 足球, 网球, 篮球, 板球, 曲棍球, 羽毛球, 乒乓球

课外活动, 休息

你学习几门课程?
你每天上几节课?
一节课多长时间?
你喜欢哪几科? 我喜欢...
你不喜欢哪几科? 我不喜欢...
你最喜欢哪一科? 我最喜欢...
你最喜欢上哪几课?
你最喜欢上哪一课?
你为什么? 因为我觉得... 很容易/很难。
因为我对...感/不感兴趣。
有意思/没有意思。
作业多不多?

Grammar focus

- Use of because
- Use of expression 'to be interested in'

Oracy

• **根据资料表做问答练习** Question and answer practice: using table, introduce four characters with various details: name, age, where each lives, where each goes to school, what year/class they're in. Model asking and answering questions in third person with whole class, before getting pupils to do this in pairs. Teacher then gives own personal details as model for pupils to talk about themselves 'for real'.

• **选择练习** Preferences: classify subjects into likes and dislikes/list in order of preference.
• **找搭档** Find someone who: pupils circulate among classmates asking about likes and dislikes until they find pupil who likes/dislikes specified item. Could lead on to class survey 级调查。

• **看时间表问答练习** Question and answer practice: using enlarged timetable ask questions about what subjects are taught on what day and at what time.

• **听音填表练习** Listening: pupils have outline timetable and cards with subject symbols and words in Chinese. They have to move card to correct position on timetable following teacher's instructions.

• **圆圈活动** Circle activity: to practise questions and answers based on this topic and previous topics.

Literacy

- 按部首排字 Sorting words according to the radicals.
- 猜字游戏 Dominoes (words-pictures).
- 排字练习 Word building.
- 排字练习 Jumbled words.
- 把适当的词挑选出来 Odd one out.
- 反义词搭配 Matching opposites (big/small, long/short).
- 学生设计课程表 Pupils design and complete their own timetable in Chinese.
- 看图配字/词 Matching: pupils match captions to pictures showing different areas of school.

Level 3

Themes, topics, texts

课堂上的用语
引起老师的注意
Attracting attention

道歉

Apologising

表述难题

Expressing problems

请教

Asking for help

请求许可

Asking permission

完成作业

Completing a task

庆祝胜利

Celebrating a win

Classroom language

课堂用语

Key structures and vocabulary

老师，请问……
对不起，老师，我晚到了。
我不懂，我听不懂，我不明白（这个意思）
我忘记了
你可以帮忙吗？请你帮一帮忙。（语法：帮一帮，看一看，读一读，试一试，用一用……）
我可以借……给我用一用吗？
我可以借用一用吗？
我可不可以去上厕所？（语法：可不可以/可以不可以……）
我可不可以把窗户/门关上/打开？
（语法：把 + object + verb）
老师，我需要换（新的）练习簿。
这个……用中文怎么说？
我做完了。
我赢/输了/我们赢/输了。

Grammar focus

- Use of 'ke yi' / 'bu keyi' 可以/不可以

Oracy

- 圆圈活动** Circle activity: wheel of fortune. Resources needed are: (a) Set of A4 cards with prompts/questions* on one side and numbers (written large) on back. (b) Wheel of fortune made of card and divided into as many sectors as there are question cards, with spinner made with card and a brass paper fastener. Students sit in one large circle. Cards are spread face down with numbers clearly visible. Volunteer spins wheel, reads number where the spinner stops and picks up card with that number. S/he responds to prompt or question. If s/he answers correctly, then card is placed back on the floor face up. That number is now void. If s/he answers incorrectly, card is placed back face down for someone else to try. The wheel passes to next person. Gradually more and more cards are turned face up. When pupil spins a void number, the wheel is simply passed to next person and s/he is off the hook. This activity can be adapted for different topics at different levels.

*Words or phrases to translate, questions to answer or pictures to describe.

Literacy

- 展示课堂用语. Stick poster with classroom language phrases on wall.
- 学生把课堂用语写在本子上和标题下. Pupils write labels for work on wall displays and in their books.

Level 3

Themes, topics, texts

节日的故事:
 清明节
 端午节
 七月七日七夕节—牛郎与织女的故事
 中秋节的故事—嫦娥奔月的故事
 月饼的故事
 九月九日重阳节的故事

Stories of various festivals – according to the seasons:
 Tomb-sweeping festival (or Clear and Bright festival)
 Dragon Boat festival
 Double Seventh Night (Chinese Valentine's Day)
 Mid-autumn festival – The Lady in the Moon
 The story of the moon cake
 Double Ninth Day

Resources
www.6mj.com
 中国民间故事网
www.wx1xx.com
www.wx1xx.com/Article_Show.asp?ArticleID=525
 节日的故事和来源
<http://zhidao.baidu.com/question/3343560.html>
 有关中国风俗习惯的资料
 英国中文课本 Books 3 and 4
 唐诗
 Tang poems
www.ukfcs.info
<http://community.gold.ac.uk>

Key structures and vocabulary

唐诗
 《鹿寨》 (王维)
 《春眠》 (孟浩然)
 《静夜思》 (李白)
 《清明》 (杜牧)

节日的故事:
 清明节
 端午节
 七月七日七夕节—牛郎与织女的故事
 中秋节的故事—嫦娥奔月的故事
 月饼的故事
 九月九日重阳节的故事

很久以前, 古时候, 有一天, 后来 Use of story-telling conventions.

Oracy

• **叙述故事:** Re-tell story using picture prompts.
 • **看录影带讲故事:** Prediction: students watch video of fable or folk tale. Play part of the video. Ask pupils to guess what the story is about and to predict what might happen next. Continue playing the video to confirm predictions. This could lead on to dramatising the story/illustrating the story.
 • **借助道具讲故事:** Talking puppets: practise role-play using puppets or props.
 • **角色扮演:** Role-play: practise role-play in the style of a character (e.g. as if you were 嫦娥), or by conveying an emotion (e.g. happy, sad, shy, embarrassed, angry).

Literacy

• **朗读故事/朗诵唐诗:** Read aloud/recite poems.
 • **画插图:** Illustrate the story/poem
 • **填空:** Fill in the blank to complete the story or the poem.
 • **按次序排列故事:** Sequence the story or the poem.
 • **用连环画复述故事:** Retell the story using cartoon format.

Assessment at Levels 1–3

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which pupils:

In oracy pupils are able to:

- Respond to simple requests and instructions;
- Listen and respond with ease and confidence;
- Use visual cues;
- Use appropriate forms of address for teacher and peers;
- Repeat modelled phrases independently with correct pronunciation;
- Identify particular sounds;
- Draw on non-verbal communication to convey meaning (facial expression, gesture, mime);
- Engage in classroom routines;
- Participate in role-plays;
- Memorise new words;
- Apply what they have learnt to new situations;
- Correct themselves (e.g. if they mispronounce or forget).

In intercultural understanding/creativity pupils are able to:

- Match/sequence pictures to spoken or written text;
- Retell and/or act out a story (with support of visual prompts);
- Make predictions based upon what they know about stories and other genres;
- Follow the rules of a game;
- Perform rhymes, songs, short dialogues;
- Reflect key features of the culture through creating stories, posters, cards, murals;
- Compare and contrast aspects of different cultures through, e.g. Venn diagrams showing common and unique features, picture charts comparing different cultures.

It is important to be aware that, at this stage, pupils' comprehension will be greater than their expressive ability, so opportunities to demonstrate understanding in various ways should be included.

In literacy pupils are able to:

- Write characters in correct stroke order;
- Match the Pinyin and simple words to the written form;
- Recognise simple words in written form (e.g. their name, words for classroom objects);
- Match objects and images to spoken or written words;
- Form an increasing number of recognisable letters/characters and numbers;
- Pick out key points from short, simple texts;
- Make logical predictions based on the context/situation and their prior knowledge;
- Memorise spellings.

In self- and peer-assessment pupils are able to:

- Think, pair, share. Pupils think individually about a question or set of questions and record response. They then discuss ideas with a partner and record what they have shared. Finally ideas are shared with whole group or with another pair. This process, which is useful at different levels, encourages pupils to think about their learning and achieve greater clarity about their own strengths and weaknesses. It also provides valuable information for the teacher about how pupils are progressing;
- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Teachers may provide sample goal statements in target language, e.g.:
 - I am going to talk to _____ about _____;
 - I am going to speak at least _____ times in lessons;
 - I am going to use two new words today: _____ and _____;
 - I am going to write a message about _____ to _____;
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Formally accredited assessment

Asset Languages (Breakthrough Stage)



LL*		Can Do statements These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	Examples of teacher assessed tasks There is some scope for teachers to adapt material to suit their own programme of study.
1	L	I can understand a few familiar spoken words and phrases.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can say/repeat a few words and short simple phrases.	Pupils repeat two lines of text after teacher.
	R	I can recognise and read out a few familiar words and phrases.	Matching people/animals/objects/etc to short texts.
	W	I can write or copy simple words or symbols.	Copying list of five words beside a picture.
2	L	I can understand a range of familiar spoken phrases.	The teacher reads six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can answer simple questions and give basic information.	Pupils answer simple personal questions, e.g. about a friend.
	R	I can understand familiar written phrases.	True/false based on statements about pictures.
	W	I can write one or two short sentences to a model and fill in the words on a simple form.	Completing form/list with single words, then composing two sentences based on information.

*LL = Languages Ladder

3	L	I can understand the main point(s) from a short spoken passage.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can ask and answer simple questions and talk about my interests.	Presentation (four sentences) based on personal item, picture, toy, souvenir, book, etc.
	R	I can understand the main point(s) from a short written passage in clear printed script.	Identifying which person the information given in short texts relates to.
	W	I can write a few short sentences with support using expressions which I have already learned.	Translating three simple sentences.

The external assessment for Breakthrough assesses aspects of grades 1–3. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

Performance descriptors for Breakthrough

L	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You may need to listen several times to get the information you need, depending on how fast and clearly the speaker talks. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
S	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your pronunciation will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
R	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.
W	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your spelling will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.

For full information visit the Asset Languages website (www.assetlanguages.org.uk). Here you can view and download the Chinese Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

Level 4

Themes, topics, texts

各式交通工具
Modes of transport
 个人喜爱的交通工具
Preferred forms of travel
 上学乘坐的交通工具
Travelling to school

Resources
 Chinese for GCSE, Book 1, Unit 8

Key structures and vocabulary

结构 Structures

- 你怎样去(伦敦)/___的?
- 她/他怎样去(中国)/___的?
- 你怎样去上学?
- 她/他怎样回家?
- 你喜欢乘搭___吗?
- 我喜欢乘搭___。

词汇 Vocabulary

- 动词 Verbs: 坐, 乘, 搭乘, 步行
- 交通工具 Vehicles: 汽车, 出租车, 公共汽车, 火车, 电车, 轮船, 飞机, 自行车, 校车

Grammar focus

- Travel by appears in various ways with different vehicles:*
 e.g. [坐] / 乘 / 搭乘: 汽车, 飞机 [骑]: 自行车

Oracy

- 听力及语音练习: 找出适当的图片** Identify and say: with pictures of different vehicles displayed on the board, students match the sounds to the pictures. Teacher either picks up a picture and asks 10 of the students the sound or says the word and asks students to pick up the picture. More capable students can use the picture to make sentences: e.g. 我喜欢乘搭飞机。
- 猜桥牌游戏** Guessing game: stick the pictures to a set of playing cards. With the picture side facing, away from the students, they must pick out one and guess what it is. To make the activity more interesting, the picture side can be facing the class while one of the students comes to the front to pick up one picture and guess.
- 问答练习** Question and answer practice: e.g. 你怎样上学? 我搭乘公共汽车上学。 This might be based around class survey to find out what forms of transport are used by the class to get to school. Information could then be presented in form of bar chart. (Possible comparison with schools in China).

Literacy

Pupils are at a stage where they are beginning to read and write short pieces of text made up of familiar language. Thus it is now possible and important to integrate more fully the spoken and written forms of the language, so that they reinforce each other. As new topics are introduced orally (with visual support), link should be made systematically to the written form drawing attention to unfamiliar characters and to common patterns (e.g. roots, groups). Although activities to support the recognition, memorisation and production of characters remain necessary, there is scope at Levels 4-6 to incorporate a much wider range of approaches.

The following are some of the examples:

- 配图** Matching pictures to words: getting pupils to match word cards to pictures as new language is introduced.
- 阅读理解** Reading comprehension: reading short texts describing journeys to school and completing table to show understanding.
- 作文** Writing short texts on familiar topics: the reading texts then become model for pupils to compose their own short texts about their journeys to school.

- 默写游戏** Running dictation: short pieces of text (e.g. five lines) are stuck up around room away from where pupils are sitting (or in corridor outside). Pupils work in pairs. Each pair has a text allocated to them (by number or colour). One pupil remains seated where they are. Their partner has to stand up and 'run' to their text, read it, memorise it chunk by chunk, run back to their partner and dictate it. The winners are the pair with the first absolutely correct version of the text. (See Resources: British Council.)

Level 4

Themes, topics, texts

到中国旅游
(真实或者想象)

A trip to China

Real or imaginary

Resources

Chinese for GCSE, Book 2, Unit 8

Key structures and vocabulary

你将什么时候去旅行?

- 在春天, 夏天, 秋天, 冬天, 暑假
- 在圣诞节, 在复活节

从伦敦到____(上海)有多远?

- 它有____(100-10, 000)公里。

你能描述你的行程吗?

- 我/我们将在____(时间)离开家。
- 我/我们将乘(地铁/公共汽车)到____。
- 我/我们将花____小时在____里。
- 然后我/我们将乘飞机到____(上海)。
- 在飞机上我们将听音乐/聊天/阅读/睡觉/吃点东西到上海后, 我/我们将乘火车往____。
- 我/我们将在____(时间)到达____。

Grammar focus

- Future tense 将会
- Connectives 首先 然后

Literacy

- 阅读及书写短文 Read and write short texts on familiar topics, incorporating knowledge and language learnt.
- 字典, 旅游资讯小册子, 游客资讯 Use of reference material: Dictionary, travel news and pamphlets, tourist information.

Resources

Pocket Chinese Dictionary, OUP
Audeison, J. and Chin, C. Mandarin Phrase book
Xiandai Hanyu Cidian (现代汉语词典)
Modern Chinese Dictionary, Commercial Press

Oracy

- 听力练习 Listening activity: teacher describes journey. Pupils trace the stages of the journey on a simplified map indicating mode of transport at each stage and other details.
- 拼图游戏 Find your partners: text describing a journey is cut up into sections and jumbled up. In pairs/groups pupils reorder sections to recreate original text. They can then put the text in writing, and use it as a model to create their own (literacy).
- 计划旅程 Planning a journey: in small groups pupils work with maps to identify big cities in China. They can then select places they would like to visit. Each group should choose a general area to visit and three or four specific places they would like to explore. Pupils can use a variety of resources (e.g. print, video, computer, interviews) to find out more about their chosen locations. They could then create their own posters/displays with maps, pictures and captions and short texts in Chinese (literacy).
- 机场送别 Ask pupils to imagine they are at an airport, carrying a heavy suitcase. They have to think of where they are going, who with, and why (e.g. to Beijing, with my friend, to see the Olympic Games. They then go round greeting as many people as possible at the airport and asking them where they are going, etc. At the end of the activity, pupils form a circle, one person in the middle. Someone in the circle has to say who that person is, where they are going, etc.

环境: 交通
Environment: Travel and transport

Level 4

Themes, topics, texts

假期 (真正或者想象)

Holidays

Real or imaginary

什么时候, 在哪, 里

When, where, with whom

在哪里停留?

Where stayed

天气

Weather

看见/做了什么

Things to see and do

吃了什么?

Meals/Refreshments

Resources

Chinese for GCSE, Book 1, Unit 8

Key structures and vocabulary

结构: Structures

- 你/他/她什么时候去度假?
- 你/他/她去了哪儿?
- 我/他/她去了_____。
- 你/他/她和谁一起去?
- 你在哪里停留?
- 我住在朋友家/饭店。
- 天气怎样?
- 天气_____。
- 你做了/看见了什么?
- 你在那里最喜欢什么?
- 我喜欢/爱_____。
- 但是, 我不喜欢/讨厌_____。
- 它很沉闷, 恐怖。
- 你买了什么礼物?
- 我买了_____。
- 它/它们花费多少钱?
- 它/它们花费_____。
- (货币/数字 1-100)
- 你吃了什么? 喝了什么?
- 你希望再去哪里吗?

Grammar focus

- Past tense 例如: 去了, 做了, 吃了, _____ [吗]?
- Question words 句式: _____ [吗]?

Oracy

- 说话练习 Speaking practice.
- 介绍旅游景点 Question and answer practice: using table, introduce four characters with different holiday details for each one. Practise asking and answering questions in past tense (third person) with whole class and then as pair work activity. Pupils can then be asked to play the part of one of the characters to practise first person.
- 合听力/阅读活动, 介绍新教材 Discussing spoken or written texts: input new language through a listening or reading activity (literacy) e.g. a diary account with photos of a special trip/a video of a trip). Before hearing/reading text, teacher introduces and gets pupils to practise some key words/phrases (with visual support). The text is presented with visual support. Possible follow up activities include oral questioning, recreating text orally from visuals, highlighting particular aspects of grammar and vocabulary (e.g. contrasting present, future and past tense forms of key verbs, relative clauses, descriptions).
- 巩固学习 -- 重复使用已有知识 Consolidating and developing language use: revising, extending and integrating points taught previously (family, travel, weather, food and drink).
- 扩展句子 Modelling and having pupils practise building longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.
- 表达意见 Expressing simple opinions and giving reasons.
- 演讲意见 -- 个人或分组进行 Presenting ideas to an audience: (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. At this level pupils will need clear guidance from the teacher to assist them in planning, rehearsing and preparing resources for their presentation. This may be in the form of a task sheet, setting out stages and time limit for completion. It will also be useful for them to be told what criteria will be used by the teacher or peers to assess quality of presentation. (See pp68-71)

Literacy

词汇和结构

Letter, word and sentence levels

• 认字/词:

- 国家/旅游景点名称, 天气, 旅
- 店, 纪念品, 饮食, 货币, 数字
- 1-100
- 配词
- 配对
- 配图
- 填充一填字/词
- 重组句子

文章

Text level

- 非句成段
- 造句, 续句, 延长句子
- 看图造句
- 拟写作文
- 写日记, 短讯, 电子邮件, 明信片
- 使用参考资料:
- 查字典, 阅读句式练习
- 阅读技巧

- 阅读文章并找出重点 Text marking involves highlighting/underlining particular features of a text and can help both in accessing texts and developing important reading strategies (looking for clues to meaning, skimming and scanning).
- 学生分组阅读文章不同段落, 然后设计问题向同学发问 Pupils read different sections of a text and make up questions for others to answer.

Level 4

Themes, topics, texts

纪念品
Buying presents

货币

Money

数字：一至一百
Numbers 1–100

Resources

Rudelson, J. and Qin, C. *Mandarin phrasebook*, pp110–5

问路

Asking directions

Resources

Chinese for GCSE, Book 1, Unit 8
Rudelson, J. and Qin, C. *Mandarin phrasebook*, pp57–9

Key structures and vocabulary

词汇 Vocabulary

礼物, 纪念品, 便宜, 贵, 钱币, 人民币, 英镑,
货币: 元, 角, 分
数字: 一至一百

结构: Structures

- 你想买什么?
- 那很昂贵/便宜。
- 多少钱?
- 我想买_____。
- 还有别的吗?
- 谢谢, 再见。

词汇 Vocabulary

前, 后, 左, 右, 对面, 左/右转, 向左, 右拐, 直行, 附近,
远, 近, 十字路口, 第一个路口

结构: Structures

- 请问怎样去火车站/电影院?
- 向前走
- 十字路口左转
- 火车站在超级市场后面, 离这儿不远。

Grammar focus

- Prepositions 在(银行附近/对面)

Oracy

- 模拟练习 Role-play
 - 讨价还价 Act out shopping scene where there is an argument over price.
 - 售货员推销货品 Act out scene where shopkeeper keeps trying to sell things the customer doesn't want to buy.
 - 模拟不同顾客购物 Act out scene as people with particular character, e.g. someone shy and someone bossy (using finger puppets).
 - 模仿名人 (例如: 成龙) 购物 Act a celebrity going shopping, e.g. Jackie Chan.

Note

- It is important to create comfortable, safe environment when doing drama activities.
- Emphasise use of mime, gesture, facial expression and tone of voice to help to convey meaning.
- Draw pupils attention to 'stalling strategies' to allow time to hesitate, e.g. use spoken expressions and gestures which allow for thinking time. Have pupils practise these.

模拟练习 Role-play

- 问路及指示
 - Act out scene involving someone asking for directions. Person giving directions talks too fast or mumbles, so person lost has to keep asking them to repeat.
 - 模拟不同路人问路
 - Act out scene as a people with particular character, e.g. someone shy and someone bossy (using finger puppets).
 - 模拟某名人问路
 - Act a celebrity asking for directions, e.g. Jackie Chan.
 - 模拟某间谍问路
 - Act a spy asking for directions, e.g. James Bond.

Literacy

词汇和结构

Letter, word and sentence levels

- 认字/词:
- 价钱, 路标, 街名, 方向, 商店
- 配图
- 配对
- 填充—填字/词

文章

Text level

- 重组句子
- 排句成段
- 造句, 续句, 延长句子
- 看图造句
- 使用参考资料:
- 查字典, 阅读广告/旅游小册子

Level 4

Themes, topics, texts

职业
Names of jobs
工作地点
Where people work
家人 / 朋友的职业
Jobs done by family/ friends
喜欢的职业
Job preferences

Resources
 Chinese for GCSE, Book 1, Unit 6
 Rudelson, J. and Qin, C. Mandarin
 phrasebook, pp49–50

Key structures and vocabulary

词汇 Vocabulary
 司机, 厨师, 侍应, 接待员, 技工, 护士, 店员, 教师, 医生, 药剂师, 农夫, 律师, 警察, 演员, 歌手, 记者, 科学家, 神父.

结构 Structures
 • 你的妈妈/爸爸做什么工作?
 • 她/他是_____。
 • 她/他在哪里工作?
 • 在一家工厂/办公室/商店/学校/医院 / 餐馆/ 酒楼/ 酒吧/ 农场/ 戏院工作。
 • 你喜欢什么工作?
 • 你将来想做什么?
 • 我喜欢_____, 因为_____。
 • 我想做_____, 因为_____。

Oracy

- 听力及语音练习—找出适当的图片 Identify and say. (See p50)
- 猜桥牌游戏 Guessing game. (See p50)
- 调查 Survey: class survey to find out most/least popular jobs in group.
- 听力理解 Listen and note: listen to recordings of interviews with different people about their jobs. Pupils note key points including what are considered best and worst aspects of job.
- 探射灯: 选一名学生代表回答老师的问题, 其它学生表达同意或不同意, 然后做集体讨论 Spotlight: a pupil volunteers to come to front of class and stand 'in the spotlight' (e.g. standing on a special spot, sitting on a special chair, wearing a special scarf/hat). Other pupils note numbers 1–10 on sheet of paper ready to respond to questions. The teacher asks ten questions to the spotlight volunteer about the topic covered and s/he gives answer out loud. After each response the rest of class put a tick if they think answer was correct, a cross if they think it was wrong and a question mark if they are not sure. Following applause for 'spotlight' pupil, teacher goes over responses. For each question teacher asks how many people gave which response. This gives valuable feedback both for the teacher and for pupils on what they need to work on further. (A variation of this is where pupils hold up 'calling cards' to give their responses. Each pupil has a set of three cards, one green one to signal 'correct', one red one to signal 'wrong' and one amber one to signal 'not sure'). This gives an immediate visual impression of who understands what).
- 模拟练习 Role-play: use imagination to create interesting conversations using familiar language, e.g. radio/TV interview with (famous) person about their job.

Literacy

词汇和结构
Letter, word and sentence levels

- 认字/词:
- 职业, 工作地点, 兴趣
- 配词
- 配图
- 填充—填字/词
- 重组句子

文章
Text level

- 非句成段
- 造句, 续句, 延长句子
- 看图造句
- 裁编作文
- 使用参考资料: 查字典, 阅读广告/职业介绍资料

工作 World of work: Jobs

Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>指令 Instructions</p> <p>评语 Comments</p> <p><i>Resources</i> Chinese for GCSE, Book 1, Unit 8</p>	<p>讲, 听, 读, 写, 划, 抄, 配合, 在下面加横线, 分类, 比较 回答问题, 看图画, 排列字, 词语, 句子次序, 填充, 家课 很好, 好, 做得好, 尚可, 不及格 等第: 优、良、中、差</p>	<p>诗歌朗诵 Poetry recitation. • 欣赏图片, 分析及讨论 Bring in pictures or examples of art that students might see during a trip to China (e.g. architecture, paintings, sculpture). Arrange these around the room and allow pupils to examine them. Pupils can use a simple grid format with pictures to record the feelings or responses that each picture evokes. They can do this activity in groups and later share the information. Also invite them to look for what makes the pieces distinctive and what they have in common. Have them work in groups to classify the articles • 观察有代表性的艺术品, 并表达个人意见. Have pupils locate and bring to class examples of typical Chinese art with an explanation of what they think makes the art typical or what they like about it.</p>	<p>By this stage pupils should recognise basic written instructions in textbooks, on worksheets, etc. They should also be able to understand basic written comments made by the teacher on their work. Teachers should support pupils initially in familiarising themselves with this language. It should then be used consistently and gradually extended.</p>
<p>描写中国的景色 Description of landscapes of China</p> <p>Reading short texts, poems/prose</p> <p><i>Resources</i> UKFCS Textbooks Book 5, Chapter 18 Book 6, Chapter 3 Book 7, Chapters 1 and 5</p>	<p>• 古诗, 新诗, 散文 Appreciation of different writing styles. • 五言律诗, 七言绝句 The formats of traditional poetry writing. • 欣赏诗的韵律及其中的含义 Appreciation of rhymes and ideas conveyed in poems. <i>Resources</i> www.chinapage.com/main2.html www.chinapage.com/dragon1.html www.chinesecontemporary.com/artist</p>	<p>• 诗朗诵 Poetry recitation. • 欣赏图片, 分析及讨论 Bring in pictures or examples of art that students might see during a trip to China (e.g. architecture, paintings, sculpture). Arrange these around the room and allow pupils to examine them. Pupils can use a simple grid format with pictures to record the feelings or responses that each picture evokes. They can do this activity in groups and later share the information. Also invite them to look for what makes the pieces distinctive and what they have in common. Have them work in groups to classify the articles • 观察有代表性的艺术品, 并表达个人意见. Have pupils locate and bring to class examples of typical Chinese art with an explanation of what they think makes the art typical or what they like about it.</p>	<p>• 阅读诗 / 诗歌, 然后用文字写出或画图表达意思 Appreciation and creative writing: try to visualise the picture created by reading through the text. • 图文配对 Matching cards with simple information to pictures and then completing extra card(s) of their own. • 写作—到中国旅游的经历 Writing about travelling experiences in China. • 搜集旅游资料, 计划旅游行程 Project: planning a trip to China. • 比较中国及英国的传统故事及不同的文化背景 Compare traditional stories from China and British cultures (as well as other cultures).</p>
<p>认识传统文化/创作 Culture and creativity</p>		<p>• 讲述/聆听在中国的旅游经历 (可引申至写作活动) Talk about/listen to travelling experiences in China. • 小组活动 - 计划去中国旅游 (可参考旅游宣传册), 并向全班报告计划 Group work: plan a trip to China and present to the class. • 讨论/选出最佳旅游计划 Writing a story: ask pupils as a group to compose a story about one of the works they have seen by making suggestions and comments that the teacher can record. Invite each student to make one comment for inclusion. The story can be used for further writing and reading practice.</p>	

Level 5

Themes, topics, texts

和人际交往 (适当的谈话举止)

- Meeting people**
Appropriate modes of address
- 欢迎到学校。
 - 你好吗?
 - 这是 (校长/我的朋友)

性格描述

Character descriptions

关系

Relationships

- 谁是你最好的朋友?
- 她/他长得怎么样?
- 谈谈你的同班同学。
- 你和__相处得怎样?
- 你的生肖是什么?
- 如果你赢得100万磅, 你会做什么?

Zodiac signs

Resources

- Chinese for GCSE, Book 2, Unit 1
Chinese for GCSE, Book 3, Unit 1
UKFCS Book 7, Chapter 2
GCSE revision guide, pp27-28
UKFCS, Book 4, Exercise attachments
www.ukfcs.info

Key structures and vocabulary

- (欢迎来到学校。
- (你好吗?)
- (这是 (校长/我的朋友)
- (谁是你最好的朋友? 她/他长得怎么样?)
- (谈谈你的同班同学。
- (你和__相处得怎样? 我们不能忍受_____。
- (他/她 + _____)

(扩展第1课所学的有关 [外表] 的形容词):
仁慈/凶恶, 聪明/愚蠢, 用功/懒惰, 认真/有趣, 强壮/弱小, 勇敢/怯懦, 安静/爱说话, 友善/不友善, 慷慨/自私
(A比B 有趣, C 是最有趣的。 (等等)
(如果你赢得 100 万磅, 你会做什么?)
• 谈判/商讨用语
是, 那是对的。/不是, 那是错的。
我同意。/我不同意。
你认为怎样?
我认为...
... 是很重要的。
X 比 Y 更重要。
让我们放... 第一, 第二... 在这里。

Grammar focus

- **Adjectives** 形容词:
 - **Description** 形容词的运用—形容男/女性别及中性的形容词
- 例: 她很漂亮; 他很潇洒; 她/他很好看
 - 数目: 两个, 一对
 - **Comparison** 比较形式 例: 乙 比 丙好; 甲是 最好的。
- **Verbs** 动词:
 - **Future** 将来式— 会/将会...)
 - **Conditional clause** 假设 例: 如果, 她会。

Oracy

As pupils progress through the levels, there will be some recycling of topics. Whilst it may well be important to reactivate previously learnt vocabulary and structures (typically through brainstorming), the teacher should be aiming rapidly to extend the topic in terms both of content and sophistication of language as well as providing the opportunity for the development of higher order thinking skills (e.g. comparing, explaining, justifying). It is essential that teachers do not view topics as self-contained units, but are making links between the different areas they are covering. Indeed there are increased opportunities for cross-curricular work and work around different text types at this level. With regard to grammar, pupils are expected to be able to use a range of tenses and to construct longer, more complex sentences. They should also be increasingly aware of strategies for extracting meaning from spoken and written texts, drawing on contextual and other clues e.g. non-verbal signals. (See *Learning strategies checklist* on pp26-7)

- 欢迎来自中国的一位客人到学校。 Welcoming a guest from China (to the school).
- 跨越不同的称呼: 例如 先生, 太太, 小姐; 不同形式的 [你]—对教师和其它成年人讲话时应该有何不同? 与对孩子们或朋友之间谈话时的称呼有何不同? Making appropriate use of different forms of address, familiar/polite, formal/informal.
- 你怎样描述这个人的性格? (同学, 教师, 名人) Brainstorming: how would you describe this person's character? (pupil, teacher, celebrity). Possibly allow pupils to prepare ideas in pairs first, referring to dictionary, and then get feedback to whole class.
- 在班上讨论一个故事、电影或肥皂剧里的人物。 Class discussion about characters in a story, film, soap opera.

Continued below

Literacy

- 介绍生字部首、笔画 Introducing radicals and strokes in new vocabulary.
- 查字典比赛: 找出相关的中/英文形容词 Dictionary race: find the English equivalent of Chinese words.
- 词汇分类, 例如: 形容词—褒义词与贬义词, 同义词和反义词 Categorising vocabulary: e.g. adjectives (in terms of positive/negative, synonyms/antonyms).
- 中国人姓名的起源的研究 Researching origin of Chinese names.
- 分析词汇 (形容词与名词/动词与副词) 的运用。 Analysing vocabulary: (adjective, noun, verb, adverb), types of ending.
- 阅读并注意有关星座的要点。 Reading and noting key points from horoscopes.
- 设计一张关于个人生肖的海报。 Poster about personal zodiac sign.
- 投稿到杂志的随笔专栏, 夸张地描述一个你喜欢/不喜欢的人。 Gossip column for a magazine full of exaggerations/lies about someone you love/hate.
- 设计一个个人网站的主页, 加上自我介绍 website.
- 写一篇文章解释你为什么投票支持你的朋友 参选校务委员会委员 Writing a paragraph explaining why your friend should be voted class representative on the school council.

Level 5

Themes, topics, texts

Key structures and vocabulary

Oracy

Literacy

人 际 关 系 Self and others

Continued

- **列出：择友条件** Diamond ranking*: what qualities do you look for in a friend? Sense of humour, loyalty, etc.
- **向其它班级或学校介绍自己、老师和同学** Presenting self, class and teachers to class in another school (via video-conferencing) or to another class in same school.
- **自我介绍：我的生肖和它的寓意** Presentation: my zodiac sign and what it means.
- **角色扮演：分为【正】/【反】两方，辩论关于某同学、教师、名人的好坏。** Role-play: argument about classmate, teacher, celebrity. One likes, the other hates the person.
- **分组讨论：荒岛之旅** Interview: Desert Island Discs. Groups select five pieces of music they would like to have with them on a desert island and justify their choice to the class. Could be extended into writing task (literacy).

* Diamond ranking is a group activity intended to stimulate thinking and encourage discussion. Each group is given nine cards, on each of which a point related to the topic is written (in this case a personal quality). The pupils have to discuss and agree on a rank order for the cards, placing them in order of importance in the shape of a diamond. To help pupils engage in discussion, teacher should revise/introduce language of negotiation and/or provide prompt sheet with key phrases. (See Key structures and vocabulary opposite)

Level 5

Themes, topics, texts

名人
Famous people

职业
Profession

出生 (地点/日期) -
Born (where and when)

家庭
Family

外形描述
Physical description

性格
Character

成就
Achievements

前景
Future prospects

个人意见
Personal opinion

一些著名的人:
Some famous people:

例如: 诗人, 文人, 发明家, 政治家, 艺术家

Resources
UKFCS textbooks,
Book 5, Chapters 11, 12, 15, 16 and 17;
Book 6, Chapters 6 and 11
Chinese for GCSE, Book 2, Chapter 20

Key structures and vocabulary

() 是一位著名 / 受欢迎的 _____
(作家, 演员, 歌手, 运动员, 政治家, 生意人)
(他/她)在 _____ (地点/日期) 出生。
(他/她)是 _____ (外形描述)。
(他/她)有 _____ (兄弟/姐妹)。
(他/她)是一个能干的 _____ (成就)。
(他/她)的性格 _____ (严肃, 随和, 友好, 活泼)。
(他/她)很有创造力。
(在 _____ (年份), 她/他成就了 _____
(写作, 表演, 设计, 发明, 发现, 参加/赢了比赛, 得奖, 推行, 支持, 抵抗...)
(明年/两年以后)她/他会 _____。
(他/她)最大的成就在 _____, 当时她/他 _____。
(我喜欢/欣赏/他/她)是因为 _____。

Grammar focus

- Connectives 连接词:
此外, 也, 亦是, 或
首先, 第二, 第三, 最后
那时, 当时, 因此, 所以, 但是
幸好, 不幸
- Relative clauses 复句式句子:
那个穿红裙子的女孩是我的妹妹。

Oracy

- 听力理解, 找出具体的细节 Listening and noting: listening to longer passages of familiar language and identifying specific details, e.g. name, date and place of birth, description, achievements, etc.
- 回答问题 Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.
- 聆听并且理解不同来源或类型的文章 Listening to and understanding a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions.
- 做一简短的演讲, 并且准备回答问题 Presenting ideas to an audience: giving a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it.
- 猜名人 Twenty questions: one pupil (in hot seat) is given card with name of famous person. Rest of class ask questions to try to work out who s/he is.
- 资料搜集 Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- 问答游戏 - 探射灯 Spotlight activity. (See p54)
- 文法拍卖游戏 Grammar auction: this activity involves presenting class with ten sentences, five of which have mistakes in them. Sentences are selected to focus on points students are working on. Students (working individually, in pairs or in groups) are told that they each have a certain amount of money with which to bid for each sentence. Students study sentences and then have a chance to bid against each other to 'buy' sentences from the teacher. The winner is/are the student(s) who succeed(s) in 'buying' the most correct sentences (See British Council: FLAs on-line).

Literacy

- 猜清那是谁? (校内人物或名人) Guess who it is: pupils read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live.
- 重组四个属于不同年代名人的资料 Pieces of information about four famous people (two male, two female) are provided on cards. Pupils have to sort cards by famous person, then sequence them chronologically.
- 资料搜集 - 从文、书、因特网搜集名人事迹, 然后起草书写, 可以借助大纲 Researching (from articles, books, internet) and then using a word processor drafting and redrafting piece of writing on a famous person (with or without the support of a writing frame).
- 找记忆, 寻找图片 Hide 'n' seek: memorisation technique. Give pupils or get them to make a set of (12) cards. On one side should be written items to be learnt and on the other their translations / pictures. Each pupil lays out their set of cards in front of them with the translations / pictures face down. Pupil then looks at card, translates in head and turns over card to check. If correct, card is turned over. If not, it remains face down and pupil can't return to it until s/he has been round all the other cards. Aim is to turn over all cards as quickly as possible. Once all cards have been turned over, process can be reversed, i.e. aiming to turn all the cards back over again as quickly as possible. Pupils should be encouraged to use this technique when learning vocabulary for homework
- 提高使用参考工具的技能, 包括使用双语词典 Developing reference skills, including use of bilingual dictionary.

Resources

Pocket Chinese dictionary, OUP

Level 5

Themes, topics, texts

比较英国和中国的家居环境 (传统及现代化的) Compare homes and gardens (traditional and modern) in UK and China:

- 位置及天气的影响
Effects of location and climate
- 设计的特色
Design features (buildings, furniture)
- 布置的差别
Differences between rich and poor

Resources
<http://depts.washington.edu/chinachi/home/shomint.htm>

对家庭的责任 Responsibilities in the home

Resources
Chinese for GCSE, Book 1, Level 6
Book 2, Chapter 2
Book 3, Chapter 7
UKFCS Textbooks, Book 7, Chapter 16

Home life and daily routine/Responsibilities at home

Key structures and vocabulary

- 一百年前英国 / 中国的房屋是怎样的?
- 现代的房屋又是怎样?
- 房子是用什么建造的?
- 它们在哪里建筑?
- 它们是在河边 / 岸边 / 大城市里建筑的。
- 屋顶是用砖块 / 瓦片造成的。
- 房子有一层高, 那是因为受天气的影响 - 暴风雨、洪水。
- 房屋是怎样保温的?
 - 屋内有自来水、电力、煤气、火炉 ...
 - 屋内有空调, 因为天气炎热和潮湿。
 - 有钱人住在洋房 / 高楼大厦里。
 - 穷人住在茅屋 / 合租房间。
 - 有钱人有佣人, 他们是 ...
 - 现代化的厨房里有煮食炉、冰箱、洗衣机、洗碗机、微波炉 ...
- 在家里谁做家务?
 - 我 / 他 / 她负责喂狗, 做饭、洗衣服、熨衣服、除尘 ...
 - 我 / 他 / 她负责整理床铺、收拾房间、摆好碗筷 ...
- 多久做一次?
 - 每天、常常、有时候、经常、每星期一 / 两次。
- 你做家务吗?
 - 我帮妈妈、爸爸、兄弟姊妹做 ...
- 你认为公平吗?
 - 是, 因为 ... / 不, ... 应该多做一些。
 - 我要做 ..., 但他 / 她只做 ... / 什么也不做。

Grammar focus

- **Adverbial phrases: frequency** 频率副词: 例如 - 一天、常常、每星期一次

Oracy

- 用图片或影像介绍相关词汇, 形容家居的异同 - 一中英国家、新旧、贫富等。 Using visuals to introduce key vocabulary and differences/similarities between homes: UK/China, old/new, rich/poor, building up Venn diagram.
- 用图片或影像比较一百年前和现代的家庭分别有什么不同。 Using visuals compare a kitchen/living room a hundred years ago with one today.
- 听力练习 - 从别人的谈话中记录与家居有关的证据。 Listening to people talking about their home and noting details: location, building materials, number of floors, method of heating, furniture, decoration, special features.
- 回答有关家居的问题。 Answering more open-ended questions, as well as questions requiring yes/no answers.
- 分组研究及报告 - 理想家居。 Preparing group presentation on the ideal home or to select from given choice. Internet as resource and presentation using PowerPoint. (See p59)
- 听力练习 - 从别人的谈话中记录他们在家庭中承担的不同责任。 Listening to different people talking about what household chores they do at home. Pupils complete grid to identify who does what.
- 听力练习 - 父母的指责及孩子们的借口。 Listening to parents complaining about what the pupils should have done to help in the house and pupils making excuses (forgot, on the phone, doing homework, not well, etc). Note complaint and excuse.
- 角色扮演 - 宴会后谁来收拾房子? Role-play: argument between parent(s) and child(ren) about, e.g. who should tidy up after party or about one child being expected to do more than another. This could be done with finger puppets.

Literacy

- 为各种类型的房子贴标签。 Labelling pictures of houses in UK/China, traditional/modern, rich/poor.
- 分类 - 一对为不同类型的房子搭配相应的形容词。 Categorising activity: pupils working in groups provided with set of cards, and pictures of different houses in UK and China. On each card there is short piece of information about different houses. Pupils have to decide which text card goes with which house.
- 填充 - 描述理想的家园。 Gap-fill/writing frame to support pupils in writing article/letter to describe ideal home.
- 配对 - 按要求寻找合适的房子。 Matching advertisements for different properties.
- 阅读文章找出有关要点。 Text marking.
- 非次序 (对话) Sequencing (dialogue).
- 填空 (对话) Gap-filling (dialogue).
- 听写 (Fluency) Dictation. (See p50)
- 编辑作文。 Guided writing.
- 扩展句子 - 运用副词。 Building longer, more complex sentences using adverbs/ adverbial phrases.
- 查字典比赛。 Dictionary racing: find the English equivalent of Chinese words
- 分析词汇。 Analysing vocabulary (adjective, noun, verb, adverb). Types of ending.

Level 5

Themes, topics, texts

衣着/时装

Dress and Fashion

- 人物描述 (衣着, 装饰)
Describing people (clothes, jewellery)
- 描述学校制服, 宴会衣服, 节日服饰
- 描述 school uniform, party clothes, festival clothes
- 比较风格 (东方/西方, 传统/现代, 男性/女性)
Comparing styles (East and West, traditional and modern, male and female)
- 东方/西方的婚礼服饰
Dress, etc at Chinese and Western weddings

Resources

Chinese for GCSE Book 2, Chapter 16
Rudelson, J. and Qin, C. Mandarin phrasebook, pp117–20

Key structures and vocabulary

(你穿什么?
(她/他穿什么?)
(扩展第3课所学的词汇, 包括:

- 服装: 套装, 大衣, 外套, 衬衣, 领带, 围巾, 披肩, 手套, 腰带, 帽子, 衫, 裤, 裙, 鞋, 袜
- 衣料: 棉, 麻, 丝绸, 羊毛, 天鹅绒, 牛仔布,
- 毛皮, 皮革
- 形容词: 漂亮, 时髦, 素色, 条纹, 小格子, 带有纽扣/金属片
- 装饰: 紧, 宽松, 手镯, 戒指, 耳环, 项链(+ 金, 银, 钻石, 珍珠)
- 你去宴会 / 庆祝会时穿什么?
- 新年或其它节日(里) 你穿什么衣服?
- 我、他、她穿——。
- 你最喜欢什么款式的衣服?
东方的 - 西方的
怀旧的 - 新潮的

Oracy

- 听录音, 留意关于衣着的评议。学生要记下要点
Listening and noting: listening to recordings of interviews with different people about clothes/jewellery/fashion. Pupils note key points including preferences with regard to design, fabrics, comfort.
- 集体 brainstorming: 鼓励学生用连接词扩展句子回答问题
Brainstorming: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.
- 调查及分析数据: Survey: pupils interview classmates, family and friends to find out opinions regarding past and present fashion and Chinese/Western fashion. Data is analysed and presented in the form of bar charts/pie charts (using spreadsheet software).
- 表达意念——可用影音器材, 手势和身体语言
表达想法或演绎内容, 如: 朗诵诗词、诗歌、文章、图画等
Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p52)
- 角色扮演: 公平贸易
Issue: fair trade fashion. (imaginary) Interview with factory worker, company director, shop owner (Citizenship link).
- 采访关于最新款时装的流行情况
Interview about latest fashion.
- 时装表演
Fashion show in which some pupils model clothes and other provide commentary.

Literacy

- 小型白板活动: 例如: 同义/反义词, 默写, 造句, 接龙游戏等
Mini whiteboard activities, e.g.:
- Write the synonym/antonym for ...
- Write three adjectives describing size.
- Odd one out (pupils choose odd one out of four words and then justify their decision).
- Anagram game: teacher writes word on board and students write down as many words as they can from it.
- Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, a measure word OR a negative sentence OR a question.
- 填空: 标题或看文章
Gap filling captions or short articles/reviews: missing words provided in box below for differentiation.
- 集体创作——设计网页/时装杂志。
Create PowerPoint presentation/fashion magazine in groups. After initial whole class brainstorm, pupils work in groups to plan, research and then draft and redraft pages/screens combining text with images, sound effects, etc (See www.languages-ict.org.uk See also *Resource list*)
- 发展学生的不同类型的观察力
Developing pupils' awareness of different genres (advertisement, review, interview).
- 研究和报告衣服的制造过程
Researching and presenting the process of clothes manufacturing from the growing and picking of the cotton to sale in a department store in the UK (Citizenship link).
- 设计一件珠宝饰物, 然后写一段短文为你的设计进行推销
Persuasive writing: designing a piece of jewellery and writing a paragraph promoting it.
- 发掘高使用参考工具的技能, 包括使用双语词典
Developing reference skills, including use of bilingual dictionary.

Resources

Pocket Chinese dictionary, OUP

Level 5

Themes, topics, texts

不同类型的媒体
(电视, 收音机, CD, DVD, 计算机, 数码相机, 摄像机, 移动电话)

Different types of media

Television, radio, CD, DVD, computer, digital camera, video camera, mobile phone, MP3 player

个人喜好
(使用的频率)

Preferences

Frequency of use

Resources

Rudelson, J. and Qin, C. *Mandarin phrasebook*, pp100-4
UKFCS Textbook, Book 7, Chapter 13
Chinese for GCSE Book 2, Unit 7

Media

Key structures and vocabulary

- 你看电视 / 听收音机 / 听音乐 / 去看电影吗?
- 你喜欢看 / 听哪种节目?
- 我喜欢卡通片 / 喜剧节目 / 聊天节目 / 纪录片 / 肥皂剧 / 体育节目 / 自然节目 / 游戏节目 / 新闻节目 / 科幻小谈节目。
- 你喜欢哪种电影?
- 我喜欢动作电影 / 恐怖电影 / 喜剧 / 浪漫爱情电影 / 音乐剧 / 歌舞片 / 西方电影。
- 你喜欢听哪种音乐?
- 我喜欢经典音乐 / 流行音乐 / 强节奏音乐 / 轻音乐 / 民歌 / 爵士乐 / 乐与怒 / 粤曲 / 京剧。
- 你最喜欢的歌手 / 乐队 / 演员是谁?
- (你最喜欢的歌曲 / 电影是什么?)
- 你有计算机吗?
- 你用它做什么?
- 我做游戏, 上网, 发电子邮件, 聊天, 看我的照片, 做我的作业。

Grammar focus

- *Showing preference and giving opinions* 例如: 我最喜欢 _____, 因为 _____。 我不喜欢 _____, 因为/我认为 _____。

Oracy

- **搜集资料 - 大众媒体** Brainstorming to identify different types of media. This can be done as whole class activity or initially in pairs with the support of a dictionary.
- **调查 - 班中最受欢迎 / 不受欢迎的大众媒体** Survey to discover most/least popular media in class, school, across generations
- **电视 / 杂志广告 - 讨论他们最喜欢哪个及为什么** Pupils shown three TV advertisements: they then discuss which they like best and why. Opinions are then presented to the whole class. This activity could also be done with magazine advertisements.
- **用多媒体表达意念** A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast, etc. Pupils storyboard* and then make their own digital video.
- **问香游戏 - 探射灯** Spotlight. (See p54)
- **幸运轮游戏** Wheel of fortune. (See p45)

*Storyboarding is a planning device used to visually sketch out the actions of a story in the fashion of a cartoon strip. It is a standard procedure used by film-makers to break a narrative down into a series of interlocking scenes and to decide how each scene will be shot. (See Storyboarding in reference list). Pupils should be familiar with the procedure from Drama and English lessons, but it will be useful for teachers to model it. Having identified and sketched a sequence of images reflecting key moments in drama/presentation, pupils need to work on the soundtrack, i.e. script and any sound effects/background music and also performance aspects, camera angles, etc.

Literacy

- **小型白板活动** Mini-whiteboard activities. (See previous page)
- **阅读文章找出有关要点** Text marking.
- **排次序 (对话)** Sequencing (dialogue).
- **填空 (对话)** Gap-filling (dialogue).
- **听写 (Running)** Dictation.
- **提纲作文** Guided writing
- **浏览中文报纸、杂志等, 找出主题** Analyse authentic texts: browse through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story.
- **中国新闻简报 - 学生翻译成英文** Translating/interpreting: news round up from China: pupils act as translators/interpreters summarising selected news items from Chinese press for UK audience.
- **介绍中国文字的起源及组合 (形、音、义、部首等)** 如何引用其它阅读技巧去配合研究 Word relationships: talk about word derivation and use other reading strategies from National Literacy Strategy.

Resources

UKFCS Textbook, Book 11

- **提高使用参考工具的技能, 包括使用双语词典** Developing reference skills, including use of bilingual dictionary.
- **记忆, 寻找图片** Hide 'n' seek: memorisation technique. (See p58)

Level 5

Themes, topics, texts

安排活动：看电影，参加音乐会或者运动会
Making arrangements to attend film, music or sporting event:

邀请 Invitation
 地点 Location
 时间 Time

Resources
 Chinese for GCSE Book 2, Unit 7

媒体 / 文化 / 创作 Media / Culture / Creativity

Key structures and vocabulary

有什么正在上演？
 在_____有(电影，音乐会，比赛) 上演 / 举行。
 5 镑， 1 0 镑， 1 5 镑

Oracy

- 听录音，记下约会的细节：Listening and noting: listening to recordings of people making arrangements and noting details.
- 角色扮演 Role-play:
 - 约朋友看电影(用电话)，表达不同意见 Act out scene (on phone) where two friends disagree on what film they should go and see.
 - 扮演不同性格的人物，(如乐观 / 悲观人物) Act out scene as a people with particular character, e.g. someone very optimistic, someone very pessimistic (using finger puppets)
 - 扮演间谍 Act a spy (on the phone) arranging to meet another spy in a certain row at the cinema to pass on secret information, e.g. James Bond.

Literacy

- 排列对话顺序 Sequencing dialogue.
- 浏览节目表 / 目录，找出主要的讯息。 Scanning events pages in magazine or on Internet for key information.
- 从电影介绍中找出 3 部你喜欢的电影，并且解释你喜欢的理由。例如：近代作品—《英雄》、《秦故事》经典作品—《红楼梦》、《三国演义》
 From film information, identifying three you might like to see and explain reason for your choice.

Level 6

Themes, topics, texts

**受伤，
Injuries
病痛**

Illnesses

**治疗方法
Treatments**

Resources
 Chinese for GCSE Book 2, Level 15
 Book 3, Level 14
 UKFCS Textbooks
 Book 3, Chapter 14
 Book 6, Chapter 11
 Book 7, Chapter 10
 Book 8, Chapter 8

**看医生、牙医或
药剂师
Consulting a doctor,
Consult or chemist**

Resources
 Ruddleison, J. and Qin, C. *Mandarin
Phrasebook*, pp157, 166–167

Key structures and vocabulary

- 你觉得怎样?
- 她/他/他感到好些/还好/很好。
- 我/她/他感到好些/还好/很好。
- 怎么了?
- 我/他/她觉得冷/咳嗽。
- 我/他/她觉得热/中署/花/粉症。
- 我/他/她患上流行性感冒/手指/手臂/肩/颈/腿/脚/疼痛。
- 我/他/她弄断我/她/他的手臂/腿。
- 我/他/她割伤/打伤/烧伤我的/她的/他的_____。
- 我/他/她被_____叮伤/虫伤。
- 我/他/她感到恶心。
- 我/他/她应该/必须休息/服药/看医生/牙医。
- 你, 她/他/他应该/必须包扎/绷带, 上药水, 贴胶布/吃药丸。

Grammar focus
Modal verbs 语法: 情态动词(应该/必须)

Resources
<http://community.gold.ac.uk>

- 怎么了?
- 我患上_____。
- 你病了很久?
- 自从_____。
- 你有没有吃药?
- 有/没有。
- 你吃了什么?
- 我吃了_____。
- 你有什么建议?
- 下周要卧床休息。
- 每4个小时服(两)茶匙_____。
- 每天两次, 饭前/饭后服用。
- 你需要见专科医生。

Grammar focus
Perfect tense 语法: 自从_____, 我病了_____ (星期)。

Literacy

- At this level it is important for pupils to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to support this. Activities based on texts (both written and spoken) can be used as a stimulus for language investigation.

- Examples would include:**
- 单词定义配对 Word definitions: match word to definition;
 - 同义词和反义词 Synonyms and antonyms: matching or table completion;
 - 排列不同的单词形式一语法功能: 如名词, 动词, 形容词, 副词: Different word forms depending on grammatical function (noun, verb, adjective, adverb) using table completion;
 - 排列不同的动词形式一过去, 现在, 将来式: Different verb forms depending on tense using table completion.

Teachers need to decide what types of activity lend themselves most readily to any particular text.

- 按顺序排列对话 Sequencing dialogue.
- 听力/阅读理解 Noting key points of simple messages/adverts e.g. in a magazine or on a website, or hear, e.g. on TV or radio.
- 设计海报 Persuasive writing: designing a poster to advertise a product. This could become a class competition judged by another teacher or sixth formers.
- 提高使用参考工具的技能, 包括使用双语词典 Developing reference skills, including use of bilingual dictionary.
- 凭记忆, 寻找图片 'Hide n' seek: memorisation technique. (See p58)

Oracy

- 集体讨论 Brainstorming to identify different parts of the body and illnesses; this can be done as whole class activity or initially in pairs with the support of a dictionary.
- 听力理解 一 鉴定细节, 如: 病者哪里受伤, 受伤原因, 如何治疗等 Listening and noting: listening to different people talking about their illnesses; pupils note what is wrong and advice about treatment, etc. by completing grid. Differentiate by adding column for extra details.
- 提问启发性问题, 引导学生采用不同语法的句式回答 Open-ended questions: putting more longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- 角色扮演 Role-play
 一 劝说(电话)受重伤朋友看医生 Act out scene (on phone) where friend has serious injury, but refuses to see doctor or go to hospital.
 一 孩子与父母对话: 孩子找借口不上学 Act out scene between child and parent, where child is making up excuses for not being able to go to school (because doesn't want to do test/exam).
- 扮演不同性格的人物, (如乐观 / 悲观人物) Act out scene as a person with particular character. e.g. someone who exaggerates problems ('drama queen') and someone who always thinks things will turn out for the best (using finger puppets).
- 角色扮演 一 医生和护士 Improvisation: doctors and nurses group practice activity. Four pupils (patient, friend, nurse, doctor) improvise role-plays with unpredictable elements.
- 制作广告录音带或录像带推销一种产品 Advertisement: pupils make a tape/video advertising a product.
- 幸运轮游戏 Wheel of fortune. (See p45)
- 问答游戏 一 探射灯 Spotlight activity. (See p54)
- 分组竞赛游戏 Blockbusters: like the television game, there are two teams and the aim is to join hexagons across the board (left to right or top to bottom). A hexagon is won by naming it correctly. If team cannot name it, the other team has the chance to go. Can be adapted for different levels.

Level 6

Themes, topics, texts

健康生活
Healthy living
饮食, 运动, 环境
Diet, exercise,
environment

Resources
 Rudelson, J. and Qin, C. Mandarin
 phrasebook, p127
 UKFCS Textbook
 Book 4, Chapter 14
 Book 5, Chapter 2
 Chinese for GCSE
 Book 1, Units 3 and 7
 Book 3, Chapter 14 and 15
<http://community.gold.ac.uk>

健康及体能 Health and fitness

健康饮食烹饪法
Recipe for a healthy
(Chinese or English)
dish

Resources
<http://community.gold.ac.uk>

Key structures and vocabulary

- 你吃/喜欢什么类型的食物?
 - 我喜欢吃英国/中国/马来西亚/泰国 / 中东 / 印度/巴基斯坦/斯里兰卡食物 / 我是素食者。
- 我吃/不吃/喜欢/不喜欢:
 - 肉(牛肉, 羊肉, 猪肉, 鸡肉...)
 - 海鲜(鱼, 虾, 蟹...)
 - 蔬菜(白菜, 萝卜, 番茄, 青瓜, 辣椒, 马铃薯...)
 - 水果(橙, 桃, 李子, 西瓜, 芒果, 苹果, 无花果...)
 - 谷物类(面包, 麦片, 米饭, 意大利面条, ...).....
 - 奶类食品(牛奶, 奶酪...)
 - 甜品(蛋糕, 饼干, 甜点心, 糖果...)
 - 饮品(水, 茶, 咖啡, 果汁...)
- 你/她/他有健康的饮食习惯吗?
 - 是的, 我有。
 - 我吃/喝(或不吃/不喝)_____。
- 你早餐/午餐吃什么?
 - 你的学校提供营养午餐吗?
 - 你吃许多零食吗?
 - 你做运动吗?
 - 是的, 我踢(打)足球/网球/板球/羽毛球/_____球。
 - 我每周去游泳, 跑步, 跳舞_____一次。
- 我跳健康舞, 练柔道, 骑自行车。
 - 你怎样使生活更健康?
 - 我可以做更多/少些_____。
- 你应该避免吃_____。
- 你每天至少应该喝两公升水。

Grammar focus

- **Adverb of frequency** 频率副词: 例如 - 一天, 常常, 每星期一, 次, 从来没有

- 首先, 其次, 然后, 下一步, 最后
- 洗, 剥, 切, 切, 切碎, 切薄片, 倒, 加入, 搅拌, 混合, 放置,
- 翻熟, 煎, 蒸, 煮, 焗, 烤, 焗,
- 油炸, 焗, 有柄锅, 煲, 煲, 电饭煲, 微波炉, 烤箱
- 煮洋葱时, _____
- 当煮熟(煮好)时, _____

Oracy

- **集体讨论 - 鉴定健康和 unhealthy 的生活的特点**
 Brainstorming to identify features of healthy and unhealthy lifestyles: this can be done as whole class activity or initially in pairs with the support of a dictionary.
- **调查: 同班同学, 家庭和朋友的生生活方式**
 Survey: pupils interview classmates, family and friends to find out about lifestyle.
- **调查: 学校午餐餐谱**
 Survey: pupils interview classmates, family and friends to find out about school meals.
- **报告 - [有益] 和 ‘有害’ 健康的产品**
 Presenting to an audience: pupils make a presentation of products which are ‘good for your health’ and those which are ‘bad for your health’.
- **制作广告录像带**
 Make a video of advertisements compiled and presented by pupils or invite pupils to present their advertisement using ICT (presentation software).
- **计划日常活动**
 Preparing exercise routine: pupils make up an exercise routine.
- **按顺序排列: 最佳 / 最差的保健方法**
 Diamond ranking: best (or worst) ways to keep healthy. (See p57)
- **对战游戏 - 练习语法**
 Battleships game: fun way to practise grammar, e.g. verb manipulation. Played in pairs. Each pair has grid with specific elements marked at top and side, e.g. infinitive of verbs on left and pronouns across top. Each pupil secretly puts crosses in five squares. They then have to combine elements correctly to ‘hit’ different boxes on their partner’s grid and ‘sink’ ships. It is useful to mark off squares they have tried unsuccessfully. If they get one right they continue until wrong, then it is their partner’s turn. First to sink all five of partner’s ships is winner. Adaptable to different levels.

- **听指令, 排列图片次序**
 Sequencing: listening to instructions and sequencing pictures to show understanding.
- **用计算机软件向全班介绍你最喜欢的食谱**
 Presenting favourite recipe to rest of class (using presentation software).

Literacy

- **小型白板活动:** 例如: 同义/反义词, 默写, 造句, 蛟龙游戏等
 Mini whiteboard activities, e.g.:
 - Categorising, e.g. healthy/unhealthy.
 - Odd one out.
 - Anagram game. Teacher writes word on board and students write down as many words as they can from it.
 - Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, a measure word OR a negative sentence OR a question.
- **多项选择及填字游戏, 复习常见词汇和短语**
 Multiple choice magazine style quiz which revises present tense and frequency phrases in contexts such as food, drink, sport.
- **使用 ICT 网页**
 Pupils write or prepare using ICT (desktop publishing software) a ‘good resolutions’ page using present and future tenses.
- **与其它学校交换关于生活方式的信息**
 Pupils exchange information with partner school in China about aspects of lifestyle (possible use of ICT via email) and write a comparison summary.
- **制作传单或者说明书**
 Pupils write an advice leaflet or fact sheet for a particular person, e.g. someone confined to a wheelchair, a small child, a teenager.
- **提高使用参考工具的技能, 包括使用双语词典**
 Developing reference skills, including use of bilingual dictionary.
- **按记忆, 寻找图片**
 Hide ‘n’ seek: memorisation technique. (See p58)

- **排序活动**
 Sequencing activity.
- **填充**
 Gap-filling.
- **出版班报刊物介绍及比较不同的食谱**
 Creating class magazine of favourite recipes and comparing with partner school.

Level 6

Themes, topics, texts

比较中国和英国的学校生活
School life in China compared to UK

学校类型
School type

Mixed/single sex, age range
学校生活
School day

Breaks, lunch hour and homework
学科
Subjects

教师(包括校长)
Teachers/the headteacher

特别的事件
Special events

社团/活动/旅行
Clubs/activities/trips

每个学制的利弊
Advantages and disadvantages of each school system

Resources
Chinese for GCSE
Book 2, Unit 4
Book 3, Unit 4
UKFCS Textbooks
Book 8, Chapter 2
Book 9, Chapters 1, 4, 12 and 13

Key structures and vocabulary

- 你去哪所学校?
— 我去一个 男校/女校/男女混合学校
 - 有多少名学生?
— 有 (大约) _____ 名学生。
 - 你可以形容你的学校吗?
— 学校的一天从 _____ (时间) 开始。
 - 我们到班主任老师那儿登记。
— 有时会有集会。
 - 我们在 _____ 开始上课。
 - 我们早晨有 (3) 门 (一个小时) 的课。
— 早上从 (1:00—1:30) 小息,
— 从 (11:00—11:30) 午休。
 - 我们在 _____ (时间) 下课。
 - 下课后有课外活动, 例如_____。
 - 需要穿校服制服吗?
— 是的, 我们必须穿_____。
 - 你读什么学科/语言?
— 你喜欢/不喜欢哪个科目(为什么)?
 - 在学校有什么特别的事件?
— 你在休息/午餐时间做什么?
— 你有家庭作业吗?
— 学校有什么课外活动?
— 学校的气氛怎么样? (严肃, 友好)
 - 这所学校和那所学校之间有什么分别? (同伴的学校)
— 在我们的学校 _____, 但是在那所学校 _____。
— 最好的/最坏的事是_____。
— 与 _____ 相比较, _____。
- 谈别的语言:
- 你同意那个 _____ (意见) 吗?
— 我同意/不同意。
 - 事实上, _____。
 - 它是完全不真实的。
 - 你为什么以为 _____?
 - 这样做好不好?

Oracy

- 听力理解 - 鉴定细节或评论 Listening and noting: listening to young people in UK and China. Pupils note information/good and bad points by completing grid. Differentiate by adding colour for extra details.
- 提问启发性问题, 引导学生应用不同语法句式回答 Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- 阅读及搭配相关的句子 Statements activity: which statements apply to education in China, which apply to education in the UK, and which apply to both countries. Pupils work collaboratively discussing which category each of 10–12 statements belong to.
- 看图片, 提问题 Question setting around a picture; pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- 按顺序排列 - 学校的重要事项 Diamond ranking: the most important things in school. Pupils work collaboratively in groups to rank statements about school. Outcomes are then compared and decisions justified. (See p57)
- 用视听器材或者预备数据介绍概念 Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p52)
- 班级采访及调查 Survey: pupils interview classmates.
- 问答游戏 - 探射灯 Spotlight. (See p54)
- 幸运轮游戏 Wheel of fortune. (See p45)
- 掷骰子游戏 Dice games: (talking dice, see Resources) to reinforce vocabulary, practise sentence construction, etc.

Literacy

Activities from previous page apply here too

- 比较不同的学校生活 Comparing: pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing information. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- 写信答复一家刊物上的某篇文章 Writing a letter to a magazine responding to an article.
- 写信给一家青少年刊物, 答复青少年问题专栏里的问题 Responding to letter on problem page of a teenage magazine.
- 以不同者身份重写文章 Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- 以一名角色为基点重写文章 Rewriting a text from the standpoint of one of the characters/people referred to.
- 比较现代及五十年前的学校生活 Describing how school has changed in UK and China over the past 50 years. Might be based on interviews with parents/grandparents
- 写日记 Writing a page in diary of a pupil in China, describing what happened at school.
- 提高使用参考工具的技能, 包括使用双语词典 Developing reference skills, including use of bilingual dictionary.

Level 6

Themes, topics, texts

人们在空闲时间做什么/喜欢做什么?
Activities people do/like doing in their free time

相隔多长时间做一次? How often they do them

他们最喜爱的嗜好是什么? Favourite hobbies

他们擅长/不擅长。 What things people are (not) good at

表达关于不同嗜好的意见。 Expressing opinions about different hobbies

Resources
Chinese for GCSE:
Book 1, Unit 7
Book 2, Unit 17
Book 3, Unit 17 and 18
UKFCS Textbooks
Book 5, Chapter 10
Book 7, Chapter 4
Book 8, Chapter 7

Key structures and vocabulary

- 你在空闲时做什么?
- 她/他在她/他的空闲时间里做什么?
- 多长时间一次?
- 经常, 有时, 从未, 每(星期六), 每周一次/两次
- 与谁?
- 与我的妈妈, 爸爸, 兄弟, 姐妹, 朋友
- 你/她/他喜欢做什么?
- 什么是你/她/他最喜欢的嗜好?
- 爱, 喜欢, 不爱, 讨厌, 不能忍受
- 上周末/学校假期/昨天晚上你做什么?
- 下周末/今天晚上你计划做什么?
- (过去式, 将来式及现在式动词, 全部人)
- 体育
- 踢足球, 打网球, 乒乓球, 桌球, 板球, 曲棍球, 羽毛球
- 游泳, 钓鱼, 驾驶帆船, 滑雪, 骑自行车, 武术
- 音乐
- 弹钢琴, 弹吉他, 拉小提琴, 吹长笛, 打鼓(在学校管弦乐队内/在一乐队内)
- 在学校的唱诗班唱歌
- 去跳舞
- 去音乐会
- 听流行音乐, 民歌, 古典音乐, 爵士乐
- 媒介
- 看书, 小说, 杂志
- 看电视(参考Level 5-媒介+下面各项)
- 玩计算机竞赛游戏
- 摄影
- 看电影
- 一般
- 与朋友外出
- 去寺庙, 清真寺, 上教堂
- 我喜欢/不喜欢, 因为。
- (它很好玩, 有趣, 紧张刺激, 沉闷,
- 使人疲惫)
- 我擅长/不擅长。

Oracy

- 集体讨论 - 把词汇分类为[喜欢]及[不喜欢]。 Brainstorming to revise and extend vocabulary introduced in Level 2. Possibly categorise into likes and dislikes.
- 听人们谈论他们怎样度过他们的空闲时间并且写下重点。 Listening and noting: listening to people talking about how they spend their free time and noting details e.g. activities, how often they do them, why they like them (Grid completion).
- 角色扮演 - 访问名人在空闲时间做什么。 Role-play interview with sporting, music or film personality about what they do in their free time.
- 调查: 访问同班同学。 Survey: pupils interview classmates.
- 提问与发问问题, 引导学生应用不同语法句式。 回答。 Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- 分组介绍自己的嗜好 / 当地的休闲活动。 Presenting ideas to an audience: preparing group presentation on favourite hobby or leisure activities in local area. Using internet as resource and presenting using PowerPoint.
- 我样侣游戏。 Find your double: pupils are each given a set of interests and dislikes on a card. They move around, interviewing others to find the other pupil in the class with an identical match of tastes.
- 听力及阅读练习 - 整理资料。 Jigsaw listening and reading task: some pupils have to discover information from a written text and other pupils find information from a spoken, taped source. Partners share information to produce a full account.
- 准备一篇一分钟的演讲。 Prepare a one-minute speech.
- 问答游戏 - 探射灯。 Spotlight. (See p54)
- 幸运轮游戏。 Wheel of fortune. (See p45)

Literacy

- 根据兴趣寻找适合的笔友。 Matching people to pen pal advertisements according to interests.
- 研究当地的休闲活动, 并且总结人们能做的事。 Carrying out research (via the internet) on leisure and sporting activities in a town in China and summarising what people can do.
- 比较英国和中国的年轻人怎样度过他们的空闲时间。 Comparing: how young people spend their free time in UK and China.
- 查字典找出有关嗜好的词语。 Using a dictionary to find words for hobbies not covered by teacher.
- 用连接词造句。 Building more complex sentences: pupils provided with list of conjunctions (and, but, although, or, because, also...). They describe their own interests and those of others.
- 编故事。 Making up story about sports fanatic and his/her weekly routine using connectives (first, then, next, after that, finally).
- 阅读及回答电子邮件。 Read an e-mail message from a partner school and reply to some of their questions on e.g. hobbies, the weather, holidays, likes and dislikes.
- 用第三者身份重写作文。 Rewriting a text in a different person (third instead of first person) or tense (past instead of present). Rewriting a text from the standpoint of one of the characters/people referred to.
- 默写游戏。 Running dictation. (See p50)

Level 6

Themes, topics, texts

媒介
Media

描述和表达关于节目，
电影，歌曲，计算机游
戏的意见

Describing and
expressing opinions
about programmes,
films, songs, computer
games

Resources

Chinese for GCSE
Book 2, Unit 7
Book 3, Unit 7
UKFCS Textbooks
Book 7, Chapter 3
Rudelson, J. and Qin, C. Mandarin
phrasebook, pp99–103

- 你觉得这部 电影 / 歌 / 书 怎么样？
- 我认为它很出色，好，不错，不好，很差。
- 你喜欢 / 不喜欢它什么？
- 它非常感人 / 刺激 / 有趣 / 搞笑 / 朴实
- 它是关于什么的？
- 它是关于 _____ (人物 / 事物)。
- 词汇：有一天，突然，逐渐，第二天，两个月以后，最后，高潮，转折点是 _____。
- 我最喜爱的人物是 _____。
- 他 / 她 (非常) 美丽，漂亮，潇洒，诚实，勇敢，疯狂，一个好人
- 我不喜欢的人物是 _____。
- 他 / 她是邪恶，自私，侵略性，做慢的。

语法

使用复句
使用副词

Grammar focus

- Relative clauses 复句
- Adverbs, adverbial phrases 副词，副词短语

Key structures and vocabulary

- 排序：故事内容 / 电视节目 Sequencing: key events of short story/television programme.
- 看电影 / 广告片段，预测结局 What happens next: Watching film clips/advertisements. Teacher pauses tape and different points and asks pupils to predict what happens next.
- 背诵诗，歌曲，故事等 Memorising and performing a poem, song, story or sketch.
- 描述电影，歌曲，故事等，并表达意见 Describing and expressing opinions about a film, song, book: this could take the form of a class debate.
- 采访同伴对电影，歌曲，故事等的意见 Interviewing partner about a film s/he has seen, book s/he has read, song s/he has heard.
- 教师/同学扮演某位名人，其他同学提问 Hotseating: teacher or pupil takes on identity of character in film or story. Rest of class put questions.
- 用多媒体表达意见 A multimedia presentation: sketch e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast. Pupils storyboard and then make their own digital video. (See p61)
- 传统和现代中国音乐欣赏 Bring two or three samples of traditional and contemporary Chinese music for pupils to listen to. Ask pupils to express opinions about the music (whether they like it or not), and their reasons. Present information about the music (e.g. date, era, purpose, performer, composer). Follow up by asking pupils to bring to class a piece of music they like. They should be prepared to do a two-minute presentation (e.g. including composer and performer, date, theme, reason for preference).
- 演讲或写作练习 写一篇响应报刊，杂志，网上的短篇文章的报道 Selected short articles from magazines, newspapers. Internet used as stimulus for spoken or written response.
- 问答游戏 - 探射灯 Spotlight. (See p54)
- 幸运轮游戏 Wheel of fortune. (See p45)

Literacy

- 排序活动：故事内容 / 电视节目 Sequencing events in a story or film.
- 标注内文 Text marking.
- 排序活动：对话 Sequencing (dialogue).
- 填充：对话 Gap-filling (dialogue).
- 默写 Dictation.
- 写评论：电影，歌曲，故事等 Writing a review of a short story, film or song following model demonstrated by teacher and/or with the help of a writing frame.
- 重写故事 Rewriting story in a different tense.
- 重写文章 Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- 重写文章 Rewriting a text from the standpoint of one of the characters/people referred to.

Keeping a reading/viewing diary: at this stage it is important for pupils to extend their reading/viewing of material in the target language. As well as working on texts and film material as a whole class, pupils should be encouraged to select material to read/view which is of intrinsic interest to them. This may be in a range of genres and include both fiction and non-fiction. It may also include websites and CD-ROMs as well as television and radio programmes. To assist pupils in operating more independently as readers/viewers, teachers should give some guidance on suitable material and model strategies which support understanding (see pp26–7). Asking pupils to keep a diary is a way of encouraging them to reflect on what they are reading/viewing. It can be useful to provide headings for the diary including title, date, type of book/magazine/programme/website, opinion and rating, new words learnt.

Assessment at Levels 4–6

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Understand and respond to questions, including those which are more open-ended and involve expressing and justifying opinions;
- Participate in role-plays. It is important to discuss assessment criteria with pupils before they present dialogues, sketches, etc. These might include extent to which pupils:
 - Convey an understandable message;
 - Use appropriate titles and forms of address;
 - Include relevant and interesting details or features;
 - Find ways to keep the conversation going;
 - Use a variety of vocabulary and language structures.
- Make more extensive use of target language for classroom discourse (questions, requests, explanations);
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In intercultural understanding/creativity pupils are able to:

- Perform songs/sketches;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email, oral presentations, creating posters/displays.

Possible criteria for evaluating collaborative (multimedia) stories/drama scripts include:

- The story begins with a problem to be solved;
- The story is easy to understand and follow;
- The relationships of the characters to each other are clear;
- Events follow a logical sequence;
- The ending resolves the story problem.

Possible criteria for evaluating short poems/pieces of creative writing:

- Offer personal feelings or viewpoints;
- Provide clear themes or messages;
- Draw on features of the poetry and prose they have read and heard.

In literacy pupils are able to:

- Make logical predictions based on the context/situation and their prior knowledge;
- Use clues to work out meaning;
- Demonstrate comprehension of a range of short texts;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Organise work and make it easy to follow;
- Memorise spellings;
- Make work interesting by including details or using a variety of language structures;

Possible criteria for assessing written work (including emails, letters, diary pages, etc) might include extent to which:

- Meaning is clear;
- Interesting, relevant details are included;
- Appropriate conventions are followed;
- A range of vocabulary is used;
- Risks are taken in using language not practised in class.

In self- and peer-assessment pupils are able to:

- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Pupils assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Discuss with pupils criteria for carrying out presentations:

- Meaning is clear and comprehensible;
- Delivery is fluid;
- Vocabulary and structures are varied and appropriate for the purpose and context;
- Content interesting and informative (clear message/ideas, awareness of audience);
- There is risk taking (in relation to expression of ideas, use of language).

To prompt reflection and self-assessment, have students keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:

- Title and author, artist, actor, or musician;
- Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
- A short description;
- A brief account or symbol that shows their opinion of the work.

When students create artwork, have them develop a short, simple assessment form (in target language) that their classmates, teacher and family members can fill out. For example, they might pose two questions: what is one thing you liked? What is one thing we could improve?

Formally accredited assessment

Asset Languages (Preliminary Stage)



LL*		Can Do statements These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	Examples of teacher assessed tasks There is some scope for teachers to adapt material to suit their own programme of study.
4	L	I can understand the main points and some of the detail from a short spoken passage.	Three item multiple choice exercise.
	S	I can take part in a simple conversation and I can express my opinions.	Learners ask questions to identify a favourite sport.
	R	I can understand the main points and some of the detail from a short written text.	Three item multiple choice exercise.
	W	I can write a short passage on a familiar topic, adapting language which I have already learned.	Learners arrange phrases in the target language to match English sentences.
5	L	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage.	True or false based on statements.
	S	I can give a short prepared talk, on a topic of my choice, including expressing my opinions.	In pairs, learners discuss favourite TV programmes.
	R	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written text.	True or false sentences based on a text.
	W	I can write a short passage on a range of familiar topics.	Learners write an informative article of five sentences.

*LL = Languages Ladder

6	L	I can understand passages referring to present and past or future events.	Matching English statements to short target language extracts.
	S	I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple questions about it.	In pairs, learners prepare a short radio advertisement.
	R	I can understand longer passages and distinguish present and past or future events.	Gap-filling from a choice of three words in the target language.
	W	I can write a simple text, e.g. a letter, giving and seeking information.	Learners write eight sentences to describe an ideal day.

The external assessment for Preliminary assesses aspects of grades 4–6. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

Performance descriptors for Breakthrough

L	On completing this stage, you should be able to understand standard speech relating to a range of predictable everyday matters, providing that it is spoken clearly and directly. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
S	On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
R	On completing this stage, you should be able to understand standard language relating to a range of predictable everyday matters. You should be able to read clear handwritten text. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
W	On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. You should be able to write simple texts, with spelling that is generally accurate. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

For full information visit the Asset Languages website (www.assetlanguages.org.uk). Here you can view and download the Chinese Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

GCSE Chinese

Examination Board: Edexcel

Key features:

- Designed for full course linear (no modular or short course versions)
- One tier
- Terminal exam (No course work)
- Two exam options
 - A: Four skills (Listening, Speaking, Reading and Writing) / Specification number 1666
 - B: Three skills (Listening, Reading and Writing) / Specification number 1667

Paper 1666 (4 skills)			Paper 1667 (3 skills)	
Paper/assessment objective	%	Time	%	Time
1 Listening and responding	25	45 mins (+ 5 mins reading time)	33	45 mins (+ 5 mins reading time)
2 Speaking	25	8 – 12 mins		
3 Reading and responding	25	55 mins	33	55 mins
4 Writing	25	1 hour 15 mins	33	1 hour 15 mins

Grades A*–G are awarded for candidates taking the GCSE examination. It is up to teachers, pupils and parents to decide at what point to enter pupils for the GCSE examination. It is expected that pupils working at Level 6 in this guide should be able to achieve at least Grade C.

Candidates will be required to:

- Listen and respond to different types of spoken language;
- Express themselves and interact with teacher in speech, using a range of vocabulary, syntax and structures;
- Read and respond to different types of written language, including texts from ICT-based sources;
- Express themselves in writing using a range of vocabulary, syntax and structures;
- Understand and apply the grammar of Chinese as detailed in the specification;
- Respond to materials from countries and communities where the Chinese is spoken.

In addition, candidates aiming at grades C–A* will be expected to:

- Listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- Speak at greater length and take active part in interactive conversations, using a wider range of vocabulary and more complex syntax and structures;
- Read and respond to longer and more complex written texts including some unfamiliar material;
- Write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- Understand and apply a fuller range of grammar.

NB: The expectations for speaking are, of course, not applicable to candidates undertaking the 3 skills GCSE.

The GCSE Chinese specification and past papers with mark scheme are available on the Edexcel website: www.edexcel.org.uk

Level 7

Themes, topics, texts

- 位置
Location
- 省份
Region
- 气候
Climate
- 景色
Landscape
- 野生生物
Wildlife
- Resources**
Chinese for GCSE, Book 3, Chapters 1, 4 and 24

Key structures and vocabulary

- ‘中国’ 名字的含义
 - 中国的地理位置及邻近的国家
 - 亚洲：东，南，西，北方接连的国家，例子：俄罗斯，越南，日本 ...
 - 中国的地理环境
 - 面积：960 万平方千米，是世界第三大国家
 - 地势：高原（青藏高原），平原（华北平原），盆地（四川盆地）分布在中部及西部
 - 山脉：喜马拉雅山脉，泰山，长白山...
 - 河流：黄河，长江，珠江...
 - 中国的省分及著名的城市
 - 河南省，湖北省，广东省 ...
 - 北京（首都），上海，香港 ...
 - 中国的出产和资源
 - 食粮：米（南方），麦（北方），水果 ...
 - 矿物：石油，煤，铁 ...
 - 中国的工业
 - 工业发达，是国民经济的主导产业
 - 有钢铁，化工，机械，纺织，电子，航空航天...
 - 中国的天气
 - 季风气候，夏季高温多雨，冬季寒冷干燥
 - 北方：属温带/亚寒带；南方：属亚热带
 - 中国常见的野生动物
 - 豹，老虎，骆驼，熊猫（国宝）...
- 其它使用汉语的地区和城市：
台湾，新加坡 及各国华人聚居的大城市 如 美国、英国的利物浦 加拿大的温哥华 澳大利亚的雪梨等
- Grammar focus**
- Revise adjectives: comparative and superlative forms 温习形容词的比较式

Oracy

- 集体讨论 - 有关野外 / 人造生态环境的词汇**
Brainstorming to revise and extend vocabulary introduced in Level 3; possibly categorise into wild/human-made environment. Variation of this could be based on visual stimulus. Teacher shows image(s) for five seconds. Pupils have to note on mini-whiteboards words for 6–10 things shown in the picture. Results are then fed back.
- 听力练习 - 记录下所需资料**
Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- 听力练习 - 记录下对话的人物 / 内容**
Listening and identifying 'Who said what?': pupils are given list of quotes from an audio/video recording. They listen and have to identify name of person who says each thing.
- 听力练习 - 记录下指数字 / 词出现的次数**
Listening and completing word frequency grids: pupils are given a list of words/phrases which occur a number of times during an audio/video recording. They have to identify how often each word/phrase occurs.
- 听一篇较长的文章，记下重点，写份简报**
Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- 提出启发性问题，引导学生应用不同语法句式回答**
Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- 用视听器材或者预备资料介绍概念**
Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p52)
- 辩论 - 住在郊区及城市的好处与坏处**
Debate: pros and cons of living in the city and living in the country.

Continued on next page

Literacy

- It is important that pupils continue to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to promote this. However, pupils should also be encouraged and guided to make more extensive use of reference material so that they can become more independent as learners. Pupils need to be exposed to a range of text types including some longer texts and teachers should draw judiciously on the range of active reading and writing strategies to support this (see pp26–7). Use of the word processor for drafting and redrafting of work can play a valuable role.
- 阅读文章找出有关要点 Text marking.
 - 排次序 (排序) Sequencing (paragraphs).
 - 填空 Gap-filling.
 - 听写 (Running) Dictation.
 - 用卡片分类, 排列与组合资料 Following introduction with as much visual support as possible, pupils are given pieces of information on cards about three countries, regions, historical events, people, religions, buildings, etc. Pupils working in groups of three have to sort the cards with or without the support of additional resources (audio/video/text based/web). Where there is a logical order to the pieces of information, as in a series of historical events, pupils may be asked as a second activity to sequence the sets of cards.
 - 写作 - 住在郊区及城市的好处与坏处 Writing an article about pros and cons of living in the city and living in the country (with support of writing frame).

Continued on next page

Level 7

Themes, topics, texts

人民
People历史
History宗教
Religion节日
Major festivals

Resources

UKFCS textbooks
Book 5, Chapter 14
Book 7, Chapter 5
Book 9, Chapters 14 and 15
Yan et al, *Chinese Culture Reference Book*
Huang et al, *Chinese History Reference Book*
Rudelson, J. and Qin C. *Mandarin Phrasebook*

中国的人口

- 约13 亿, 大约是世界人口的 1 / 5
- 大多数是汉族人 (约 90%), 其余为 55 个少数民族

中国的语言

- 大多数地区使用汉语 (普通话), 个别地方也说其它的方言 (广东话, 福建话, 藏语...)

中国的历史

- 历史悠久, 有五千年文化, 是四大文明古国之一。
- 中华人民共和国成立于 1949 年
- 首都北京, 是政治、经济和文化中心, 名胜古迹包括紫禁城, 天安门广场, 长城, 天坛 ...
- 现任国家主席是胡锦涛, 国务院总理是温家宝。

中国的重要节日:

- 春节, 中秋节, 端午节, 清明节 ...
- 日期, 传统和庆祝模式 (参考资料)

中国的宗教

- 佛教, 道教, 儒教, 基督教, 天主教, 回教 ...
- 有本土的, 也有外来的, 各有不同的教义和崇拜方式 (参考资料)

参考资料:

《英国中文学校联合会教科书》第七册 / 中国
《中国地理常识》、《中国历史常识》、《中国文化常识》 — 国务院侨务办公室 / 中国海外交流协会

Key structures and vocabulary

see also *previous page*

- **听力及搭配相关的句子** Listening and matching: pupils given set of statements, some of which apply to one person/place, some to another. Pupils listen to audio/video recording and match statements to appropriate person/place.
- **听力及排序** Listening and sequencing: pupils are given jumbled list of phrases from audio/video recording. They have to number them in the order they hear them during recording. Selection of words/phrases may be based on lexical relevance, e.g. words to do with landscape; functional relevance, e.g. words expressing liking or disliking; grammatical relevance, e.g. questions, use of adjectives, etc.
- **听力及翻译** Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- **看图·问问题** Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- **用多媒体表达意念** A multimedia presentation (sketch, interview documentary on famous place, historical figure, festival); pupils storyboard and then make their own digital video. (See p61)
- **听力或阅读资料, 组成一份报告** Jigsaw listening and reading task: some pupils have to discover information from a written text and other pupils find information from a spoken, taped source. Partners share information to produce a full account.
- **准备一篇一分钟的演讲词** Preparing a one-minute speech.
- **问答游戏 - 探射灯** Spotlight. (See p54)

See Listening and speaking strategies (pp26-7)

Literacy

see also *previous page*

- **研究指导资料—搜集, 分类, 取材, 展出** Guided research involving one or more of the following:
 - Identification of information: text marking.
 - Categorisation of information: table completion (natural resources etc) in different regions.
 - Reformulation of information: summarising/producing an illustrated fact sheet.
 - Presentation of information to an audience.
- **罗列出自己学的知识, 想学的以及已掌握的知识** Completing KWL chart (under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt). Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.
- **集体讨论, 计划及编写报告, 并用计算机科技展示出来** Creating PowerPoint presentation/magazine. After initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/ screens combining text with images, sound effects, etc. (See *References and further reading*)

Resources

www.languages-ict.org.uk

- **重写故事 - 不同时态** Rewriting story in a different tense (by modifying original on word processor).
- **重写故事 - 不同人称身份** Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.
- **提高使用参考工具的技能, 包括使用双语词典** Developing reference skills, including use of bilingual dictionary.

See *Reading and Writing strategies*, including strategies for checking written work (pp26-7)

Level 7

Themes, topics, texts

**预定住宿
Booking
accommodation**
**在火车站
At the train station**
**买火车票
Buying a train ticket**

Resources
Rudelson J. and Jin C. *Mandarin
Phrasebook*
Chinese for GCSE, Book 1, Unit 8

旅行及观光 Travel and tourism

Key structures and vocabulary

预定住宿

- 请问有没有空房间？
- 你想要哪种房间？
- 我要一间单人房/双人房/___人房。
- 要有浴室/淋浴设备/___景色。
- 住多少晚？
- 住___晚。
- 这里有餐厅/游泳池/停车场吗？
- 早餐是什么时候？
- 在___时和___时之间。

在火车站

- 请问哪里是：售票处？
行李寄存处/___物柜？
候车室？
失物认领处？
- 在附近/靠近___。
- 在___的前面/后面/对面。

买火车票

- 我想买一张单程票/往返票。
- 要头等/经济，硬座/软座/卧铺
- 吸烟/无烟区
- 请问是多少钱一张票？
- 下一班火车在什么时候开？
- 它在___时开。
- 在哪一个月台？
- 我需要换车吗？
- 是的，你必须___换车。
- 火车在什么时候到达___？

Oracy

- **听力理解** – 一到旅馆 / 旅行社询问住宿细节及价格，记录下来以作比较。 Listening for specific information, e.g.:
 - Receptionist describes several rooms available in hotel. Pupils have to identify which, if any, fit particular requirements relating to price, facilities, etc.
 - Pupils asked to imagine they have been sent to tourist office by parents to find out about possible accommodation. Receptionist suggests three hotels and gives details. Pupils make notes under specific headings (and are encouraged to add further details if they can).
- **角色扮演** – 打电话预订房间。 Role-play: booking accommodation by phone (Conventions for speaking on the phone). (See Mandarin Phrasebook)
- **角色扮演** – 学生自由发挥 / 根据台词演话剧。 Role-play: scripted or improvised in the style of an action film, a soap opera, a chat show, a western, a musical.
- **角色扮演** – 表达各种情绪。 Role-play: (scripted or improvised). Before acting out role-play, pupils select card with word on it describing their character/mood (e.g. silly, angry, forgetful, happy, superior, nervous, chatty, bossy). They then act out role play and observers have to guess their character/mood.
- **听力练习** – 填写空缺的数据。 Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- **听力练习** – 按顺序排列字词。 Sequencing: pupils are given jumbled set of words/phrases and asked to list them in the order that they hear them.
- **听力理解** – 分辨各式口语及用法。 Listening with focus on register: pupils asked to identify different ways of requesting, apologising, complaining, thanking and to explain which are more/less formal and why.
- **角色扮演** – 翻译员。 Role-play: acting as an interpreter for someone who doesn't speak the language.

Literacy

- **小型白板活动**: 例如: 同义/反义词, 默写, 造句, 接龙游戏等。 Mini whiteboard activities, e.g.:
 - Categorising, e.g. healthy-unhealthy.
 - Odd man out.
 - Anagram game. Teacher writes word on board and students write down as many words as they can from it.
 - Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, a measure word (Chinese) or a negative sentence or a question.
- **配对练习** Matching labels to signs and notices.
- **排列对话次序** Sequencing: lines of a dialogue are cut up on strips of paper/card. Pupils working in pairs have to sequence lines in correct order. An ICT opportunity if pupils presented with Word file containing jumbled sentences.
- **编写台词** Writing script/storyboarding scene at hotel or train station in preparation for pupils making their own digital video. (See p61)
- **写信预订房间** – 注意书信格式。 Letter writing to book accommodation using writing frame. Focus on conventions for writing formal letters.
- **辨别不同意义的词汇** Odd one out: pupils are given sets of four or five words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of 'odd one out' items for classmates to try to work out can also be a valuable activity.

Level 7

Themes, topics, texts

喜爱的职业
Job preferences工作经验
Work experience个人才能
Personal qualities申请职位
Applying for jobs失业的问题
Issue of unemployment

Resources

UKFCS Textbook, Book 7, Chapter 2
Chinese for GCSE, Book 3, Unit 2
Rudelson, J. and Qin, C. Mandarin
phrasebook, p49

喜爱的职业

- 你喜爱做什么工作？
- 我喜爱/不喜爱做与孩子/成人/公众有关的工作
- 我喜爱/不喜爱做室内/户外工作
- 我喜爱/不喜爱做商业，旅游，饮食，时装，金融，教育，健康，体育方面的工作。
- 我想做一名技工，护士，警察，科学家，商人，记者，医生等等。
- 为什么？
- 我选择这个职业是因为：
 - 我喜欢/对 艺术 / 生意 / 计算机 感兴趣。
 - 我喜欢与成人/ 孩子合作。
 - 我喜欢旅行。
 - 它有新的挑战，有趣，有好的报酬。

工作经验

- 你有工作经验吗？
- 去年我在商店/设计公司/办公室/图书馆/餐厅/饭店实习过
一 周/ 一 月。
- 周末我在 工作。
- 我的工作是在店员 / 出纳员 / 接待员。
- 我负责/帮助做 。
- 你挣到多少钱？
- 我挣到 。
- 你什么时候工作？
- 我 开始上班， 下班。
- 你最喜欢做的是什么呢？
- 我最喜欢做的是帮助顾客 / 使用我的语言才能。

个人才能 / 失业的问题

- 你的个人专长是什么？
- 我是有雄心/平静/自信/果断/勤奋/实际/实际/认真/坚强/有组织力的人。
- 我与人和睦相处。
- 我有团队精神。
- 我有主动性/想象力/幽默感。
- 你为找工作而担心过吗？
- 有的，这里失业率/就业市场非常具有竞争性。

申请工作

- 读写能力：填写履历表/申请书

Grammar focus

- 〔语法〕
- Preferences and opinions
 - 我喜爱/不喜爱 。
 - 为什么？
 - 因为 。

Key structures and vocabulary

- 讨论不同工作的好处及坏处 Brainstorming the pros and cons of different jobs.
- 听对话，写履历表 Listening to taped conversation with e.g. a famous person and then writing their CV.
- 写电话留言 Making notes on phone messages left by clients.
- 角色扮演 - 学生自由发挥 / 根据台词演出话剧 Role-play (scripted or improvised) in the style of an action film, a soap opera, a chat show, a western, a musical.
- 角色扮演 - 应聘面试 Role-play/simulation of job interview: this could be done as a listening triad where one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
- 听力练习 - 填写空缺数据 Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- 分组讨论从事各种工作的条件及动机 Diamond ranking: pupils working in groups are given a set of nine statements on separate pieces of card about what makes jobs more or less attractive (e.g. earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work, having job security, having a lot of responsibility, good promotion prospects). (See p57)
- 班级调查：调查大多数人喜欢做什么工作及喜欢的原因。 Carry out a class survey to find out what jobs people would most like to do and why.
- 准备一篇一分钟的演讲《我的工作》 Prepare a one-minute speech entitled My Job.
- 集体讨论 Snowball: after working with a partner, pupils are asked to get into a four, to compare, explain, question.
- 辩论：性别与不同工作的关系 Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and China). Why is this? Is it fair? Class debate.

Literacy

- 配对：适当的人选与工作 Matching: pupils are given five job advertisements and five sets of information about different people. They have to match the jobs to the people. They could then discuss which of the jobs they would like personally to do most and why.
- 填写履历表： Complete a CV using a writing frame.
- 写申请书： Letter writing to respond to job advertisement using writing frame. Focus on conventions for writing formal letters.
- 排序：排列有关面试对话的次序 Sequencing: lines of a job interview dialogue are cut up on strips of paper/card. Pupils working in pairs have to match questions and answers and then sequence lines in correct order. An ICT opportunity if pupils presented with Word file containing jumbled sentences.
- 描述个别行业的一天的一天生活 Describe a day in the life of a filmstar, journalist, train driver, waitress, etc.
- 写一篇有关工作经验的日记 Write a work experience diary.
- 回复电子邮件 Write a reply to an email you've received to arrange a meeting.
- 翻译电子邮件摘要 Write a summary in English of an email sent from a client in Chinese.
- 辨别不同意义的词汇 Odd one out: pupils are given sets of four or five words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of 'odd one out' items for classmates to try to work out can also be a valuable activity.

Level 7

Themes, topics, texts

不同类型的欺凌
Different types of bullying

欺凌怎样影响人
How bullying affects people

怎样处理欺凌
How to deal with bullying

Resources
UKFCS Textbooks,
Book 5: Chapter 5
Book 6: Chapter 10

Key structures and vocabulary

不同类型的欺凌
• 在学校有欺凌的事情吗?
• 是哪一种欺凌?
- 身体的欺凌 - 撞击, 踢, 抢走个人物件
- 语言上的欺凌 - 叫外号, 侮辱, 恶意批评
- 间接性的欺凌 - 传播的谣言, 通过电子邮件或手提电话传
送讨厌的消息

欺凌怎样影响人
• 你/你的朋友有被欺凌过吗?
- 是, 我被____欺凌过。他/她/他们____。
• 那么你/他/她的感觉怎样?
- 我/他/她感到沮丧, 孤单, 没用, 困扰, 愤怒, 挫败
• 有什么结果?
- 拒绝去学校
- 不说话 (退缩)

怎样处理欺凌
你应该给正在被欺凌的人什么建议?
• 他/她/你应该:
- 告诉成人 - 教师或者父母。
- 鼓励被欺凌的人与你谈论发生了什么事情。
- 让那些恃强凌弱的人知道你不害怕他们。
- 在学生会上提出欺凌的问题。

语法:
被动的形式: 你有被欺凌过吗?
是, 我被欺凌过。
• 14.1 -14.7 诗集/短文欣赏及绘画
• 14.8 介绍中国历史文物 - 兵马俑
• 14.9 介绍中国寓言 - 太阳的声音
• 14.10 角色扮演 - 小记者调查报告

Oracy

• 集体讨论: 欺凌的型式及成因 Brainstorming: identify different types of bullying, why people bully and whose responsibility it is to prevent it. This can be done as whole class activity or initially in pairs with the support of a dictionary.
• 提问启发性问题, 引导学生应用不同语法句式回答 Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
• 听力理解: 欺凌类型, 感觉, 结果, 解决办法 and identify specific details, e.g. type of bullying, feelings, consequences, solutions.
• 分组陈述及表达意见 Statements activity: groups discuss each statement in set to decide on which ones they agree with and which they disagree with. Representative from group feeds back to class giving reasons for decision.

短篇小说, 诗, 歌, 表演
[可以包括学生创作]
Short stories, poems, songs, plays

This may include work created by pupils
Resources
<http://community.gold.ac.uk>

Literacy

• 就相关主题编写一个故事 Work on this topic could be based around a related short story.
• 海报设计: 反对欺凌 Design anti-bullying poster: the poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with...!)
• 写一则关于欺凌的忠告教导年龄较小的同学 Writing an advice sheet for younger children about bullying.
• 写借到青少年期刊的问题专栏 Responding to letter on problem page of a magazine.
• 以第三者身份或过去时态重写一篇文字 Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
• 模拟文中人物重写一篇文字 Rewriting a text from the standpoint of one of the characters / people referred to.
• 模拟一个受欺凌者写一篇日记 Write a day in the diary of a bully/victim.
• 提高使用参考工具的技能, 包括使用双语词典 Developing reference skills, including use of bilingual dictionary.
• 凭记忆, 寻找图片 Hide 'n' seek: memorisation technique. (See p58)

• 写故事大纲 Making a labelled plan or diagram of the setting of part of the story.
• 模拟故事中的一个人物写一篇日记 Writing an interior monologue or diary page of one of the characters.
• 写一篇摘要/评论 Writing a summary/writing a review.
• 创作简单的诗 Composing simple poems.

Resources
British Council Poetry Workshop, KS3
www.britishcouncil.org/flasonline

• 看插图/封面预告故事情节 Predicting content of story from illustrations, book cover.
• 角色扮演 - 表演故事中的一节 Role-playing episodes from the story.
• 采访故事中的一个角色 Interviewing a character from the story.
• 向同班同学提问 Making up questions to put to classmates.
• 向同班同学介绍自己的作品 Presenting a work to the class commenting on what you like/dislike about it and why.

Level 8

Themes, topics, texts

英国/中国主要的环境问题

Major environmental problems in the UK/China

政府行动
Government actions

个人行动
Individual actions

Resources
http://www.wwf.org.uk/core/wildlife/fs_000000038.asp
 UKFCS Textbook, Book 10, Chapter 12
 What Can we Do UKFCS website
 Wildlife-Leopardcat, UKFCS website
 Organic Chicken, UKFCS website
www.ukfes.info

Key structures and vocabulary

在英国/中国, 主要的环境问题是什么?
 我认为/我想/看来最大的/最坏的问题是:

- 全球变暖/温室效应
- 对野生动物物的威胁
- 森林的破坏
- 从运油轮/油车泄漏出的石油
- 水/空气/土壤污染
- 交通/工业污染
- 酸雨
- (核)废料
- 旅游

— 环境因为_____受到损坏。

— 必须要_____。

— 我赞成_____ / 反对_____。

— _____可能有害/好的影响。

— 政府应该采取什么措施保护环境? 我们能够保护环境做什么?

— 政府可以/应该/必须:

- 防止对森林的毁坏
- 采取措施保护濒危物种
- 采取措施减少交通/工业污染
- 采取措施减少使用杀虫剂
- 停止建造高速公路
- 鼓励使用公共交通工具
- 鼓励废物循环利用
- 加大对其它能源(太阳能/风能)的投资利用
- 我们可以/应该/必须:
- 改变我们的生活方式
- 停止制造垃圾
- 循环使用(纸, 瓶子, 罐头, 塑料)
- 不要浪费水/电
- 使用公共交通工具(或者自行车)而不使用汽车
- 抗议
- 吃更多的有机食品

Literacy

- 引导学生做一个专题调查研究。Guided research involving one or more of the following:
 - Identification of information: text marking.
 - Categorisation of information: table completion (natural resources, etc in different regions).
 - Reformulation of information: summarising/producing an illustrated fact sheet.
 - Presentation of information to an audience.
- 设计一张海报。Poster: ask pupils to select environmental issue they are concerned about and design a poster telling people about it. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with ...! Protect ...! Save ...!)
- 做比较。Comparing: pupils compare environmental issues and steps taken to address them in their own local area/country with situation in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information about the situation in the local area/country. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- 按照事件的经过排列顺序。Sequencing activity: the life cycle of a Coke can/newspaper. Pupils working in pairs/groups decide on correct order for sentences cut up on card. Visual support in the form of a set of pictures may be provided.
- 通过查字典找出词与词(例如名词、形容词、动词等)之间的关系。Dictionary activity to explore word relationships (noun, adjective, verb, adverb, synonyms, antonyms).

Oracy

- 搜集关于环境的资料。Using spidergram (and with visual support), brainstorm ideas/information related to environment: to ensure maximum involvement and help trigger ideas, teacher can provide list of related terms/ideas which pupils working in pairs are asked to classify (e.g. positive/negative) and then add to. This can be followed by whole class feedback.
- 观看录像带/光盘(话剧或纪录片)。Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language. It is generally useful:
 - To introduce key theme(s) before viewing (appropriate visual(s) can assist here).
 - To present the programme in sections and possibly allow pupils to view more than once.
 - To give pupils an activity, e.g. true/false or table completion, to focus their attention while viewing.
- 排列次序。Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to protect the environment. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate. (See p57)
- 向观众介绍。Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.
 - 在班上做调查。Survey to find out who in group recycles what.
 - 做一次采访, 编写剧目并演出。Interview: script and act out an interview.
 - 准备一篇一分钟的演讲。Preparing a one-minute speech.

Level 8

Themes, topics, texts

年轻人抽烟/吸毒/喝酒的原因
Reasons why young people smoke, take drugs, drink alcohol

比较英国和中国的情况
Comparing situation in UK with ...

应该怎么样处理问题
How issue should be addressed

Resources
 戒烟家长戒烟 UKFCS website
 吸烟对男性健康的危害, UKFCS website
 二手烟的毒害, UKFCS website
 女人酗酒, UKFCS website
 www.ukfcs.info

Key structures and vocabulary

- 在英国/中国/为什么有这么多年年轻人抽烟/吸毒/喝酒?
 - 因为他们的朋友抽烟/吸毒/喝酒
 - 为了交际
 - 帮助他们松弛神经
 - 让他们觉得是大人
 - 你为什么抽烟/吸毒/喝酒?
- 你为什么不抽烟/吸毒/喝酒?
 - 因为很贵
 - 对身体不好
 - 能导致癫痫/心脏病
 - 会上瘾
 - 能导致疯狂/强暴行为
 - 能导致犯罪
- 你认为应该规定获准年轻人抽烟/喝酒的年龄为 ____
- 任何年龄/十六岁/十八岁/应该禁止
- 政府/学校应该采取什么措施来防止年轻人抽烟/吸毒/喝酒?
 - 为年轻人提供更多有关抽烟/吸毒/喝酒会伤害身体的资料
 - 应该在所有公共场所禁止吸烟
 - 商店不应该出售香烟/酒给十八岁以下的年轻人
 - 贩毒者应该得到更严重的惩罚
 - 禁止播放售卖烟酒广告
 - 吸食大麻合法化

讨论用语 Language of argument
 一方面来说... 但另一方面...
 首先... 其次..., 然后..., 最后...
 尽管... 可是... 但是...
 毫无疑问...
 我们不应该忘记...
 以我来看.../以我的经验来看...
 这要看.../这要看...是否...

Oracy

- 听力练习 Listening for specific words/phrases. Pupils are given copy of transcript with every fifth/length word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- 观看录像带/光盘 (话剧或记录片) Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.
- 同意或不同意 Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- 提问题 Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- 排列次序 Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to discourage drug dependency. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.
- 准备一篇一分钟的演讲 Preparing a one-minute speech.
- 探射灯: 选一名学生代表回答老师的问题, 其它学生表达同意或不同意, 然后做集体讨论 Spotlight activity. (See p54)
- 在班上做调查 Survey: pupils interview classmates.

See Listening and Speaking strategies, pp26-7

Literacy

- 这个题目的活动可以围绕一个有关的短故事进行 Work on this topic could be based around related short story.
- 设计一张海报 Poster: ask pupils to select an issue they are concerned about and design a poster telling people about it. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with ...! Protect ...! Save ...!)
- 做比较 Comparing: pupils compare drug dependency issues and steps taken to address them in their own local area/country with situation in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information about the situation in the local area/country. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- 写信给杂志社 Writing a letter to a magazine responding to an article (drafting and redrafting on word processor).
- 编写建议 Writing an advice sheet for younger children about dangers.
- 写信答复一家青少年杂志社的问题专栏 Responding to letter on problem page of a teenage magazine.
- 以不同人称或时态改写文章 Rewriting a text in a different person (third instead of present) by modifying or tense (past instead of present).
- 代入角色改写文章 Rewriting a text from the standpoint of one of the characters/people referred to.
- 翻译 Translation from and into target language.

See Reading and Writing strategies including strategies for checking written work pp26-7

主题, 话题, 课文

吸烟, 吸毒, 喝酒

Level 8

Themes, topics, texts

性别平等
Equality of the sexes

法律上
In law

在家中
In the family

在工作方面
In employment

Resources
Lee, P. Battle of the sexes, Chinatown (2004)
梁祝故事

Key structures and vocabulary

- 在英国/中国
 - 法律上
 - 家庭中
 - 工作方面 男女平等吗?
- 男女在不同的文化里有什么不同的待遇?
- 媒介是怎样刻画男女形象的(东西方的典型形象)?
- 你的意见/观点是什么?
- 我的意见/看法是...
- 很明显.../我对...的印象是.../我同意/我不同意。
- 对女人来说,女人
 - 未享有与男人一样的权利
 - 未得到像男人一样的教育机会
 - 未得到像男人一样的升职机会
 - 收入低于男人
 - 被认为必须做家务
 - 被认为必须在家照顾子女 是对的/公平的/不对的/不公平的。
- 女人应该有权选择:
 - 与谁结婚
 - 什么时候结婚
 - 什么时候生/生育女
 - 要不要外出工作
- 家中男女平等吗?
- 你可以自由出入自如吗?
- 谁做家务?
- 你和你的兄弟姐妹享有差不多同样的自由吗?
- 在过去百多年来,英国/中国妇女的境遇有什么样的转变?
- 五/一/一百年前,女人
 - 不能参加投票选举
 - 没有/很少有接受高等教育
 - 没有/很少有社会工作

See p78, Language of argument

Oracy

- **听力练习 - 找出指定的词汇** Listening for specific words/phrases: pupils are given copy of transcript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
 - **观看录像带/光盘 (话剧或纪录片)** Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.
 - **组织一个三八妇女节庆祝会** Organising and presenting an International Women's Day (8th March) event. Useful ideas and information for teachers can be found at the Birmingham Grid for Learning and Teacher websites (see Resources /Isf).
 - **同意或不同意** Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
 - **向观众介绍...** Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.
 - **分组学习,重新编写报道** Rainbow/expert groups: Class divided into groups, each pupil in a group is given a number, or a colour. Each group works on a different aspect of a topic. Then new groups are formed by asking pupils with same number or colour to work together. Each member then informs others about what they have learnt and answers any questions.

See Listening and speaking strategies pp26-27

Literacy

- **引导学生做一个专题调查研究**: Guided research involving one or more of the following:
 - Identification of information: text marking.
 - Categorisation of information: table completion (natural resources, etc in different regions).
 - Reformulation of information: summarising/producing an illustrated fact sheet.
- Presentation of information to an audience.
 - **写信答复一家青少年杂志社的问题专栏** Responding to letter on problem page of a teenage magazine.
 - **以不同人称或时态改写文章** Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.
 - **代入角色改写文章** Rewriting a text from the standpoint of one of the characters/people referred to.
- **翻译** Translation from and into target language.
- **做比较** Comparing: pupils compare gender issues and steps taken to address them in their own local area/country with situation in target country.
- **用 PowerPoint 介绍一篇报告或杂志** Creating PowerPoint presentation/magazine: after initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.

Resources
www.languages-ict.org.uk

See Reading and Writing strategies including strategies for checking written work, pp26-7

Level 8

Themes, topics, texts

出生
Birth

婚姻
Marriage

死亡
Death

比较中国和英国的情况
Comparison between
China and UK

Resources

中西式婚礼服饰及习俗, UKFCS website
中式婚礼习俗及程序, UKFCS website
www.ukfcs.info

一生中的大事：出生、婚嫁、死亡
Rites of passage: birth, marriage, death.

Key structures and vocabulary

- 人们是怎样庆祝婴儿出生的?
- 怎样为婴儿取名?
- 不同的名字有什么不同的意义?(你的名字,你家人的,你朋友的,名人的?)
- 你想结婚吗?
- 赞成和反对结婚的理由有哪些?
- 你相信包办婚姻吗?
- 你应该只和你宗教信仰相同的人结婚吗?
- 离婚究竟会不会被接受?
- 结婚典礼中有什么仪式?
- 人们会做、说、穿戴、吃、喝什么?
- 在过去百多年来,传统习俗有什么样的变化?
- 有人死去了会怎样?
- 葬礼的仪式是怎样的?
- 人们怎样哀悼/纪念死去的人?

Oracy

- **集体搜集关于英国及中国习俗的资料,画思维导图来比较异同** Brainstorming what pupils know about customs in UK and China: a Venn diagram could be used to build up picture of what is different and what two cultures have in common.
- **听力练习并做笔记** Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- **同意或不同意** Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- **问题** Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- **排列次序** Diamond ranking: pupils working in groups are given a set of nine girls'/boys' names with information about the origin of the names. They have to negotiate order of preference. Decisions are then fed back to whole class with justifications. (See p57)
- **向观众介绍** Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.
- **用多媒体介绍** A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast. Pupils storyboard and then make their own digital video.
- **探射灯游戏** Spotlight activity. (See p54)

Literacy

- **填写图表比较学习前后的知识** Completing KWL chart: under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt. Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.
 - **用灵活的读写方式搜集资料然后编写文章** Using active reading and writing strategies to draw information from texts (including Internet material) and then to generate own creative works.
 - **这个题目的活动可以围绕一个有关的短故事或诗歌进行** Work on this topic could be based around a related short story, poems, and songs.
- Resources**
www.britishcouncil.org/ifaonline-lessons-all-ages.htm
- **比较英国及其它国家的传统习俗,然后设计一张海报** Comparing traditions in UK with those in China based on (Internet) research. Then creating poster/display.
 - **代入角色改写文章** Rewriting a text from the standpoint of one of the characters/people referred to.
 - **以不同人称或时代改写文章** Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.
 - **翻译** Translation from and into target language.
 - **阅读关于出生,婚嫁或死亡的诗歌,然后以此为题材进行自我创作** Read poetry inspired by birth, marriage, death and then write own poem.
 - **设计一张海报** Create a poster describing the wedding or funeral of a famous person.

See Reading and Writing strategies including strategies for checking written work, pp26-7

Level 8

Themes, topics, texts

Short stories, poems, songs, plays

This may include work created by other pupils

Resources

UKFCS Textbook, Book 9, Chapter 16
UKFCS Workbook 9, Chapter 16
《归园田居》(陶渊明)
《春》 Chapters 26-28, by 巴金
李清照
<http://cn.chiculture.net/php/frame.php?id=cnswweb/html/0412>

诗歌 - 一 《归园田居》 (陶渊明)
《木兰辞》
《春》 - 巴金 第二十六至二十八章
梁祝故事
宋朝女词人李清照 (1084-1155?)

Key structures and vocabulary

Oracy

- 阅读并分析故事内容、人物及情节，介绍分析技巧，然后鼓励学生自己阅读，作阅读报告，改写原文，或者命题创作。 Read short story with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills, i.e. skimming, scanning and identifying viewpoint. Having worked on text with class ask students to select another short story to read independently. They can identify elements and ideas and prepare brief book reports to share with classmates. If poetry is chosen, then the focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level.

Literacy

- 分析及列出故事大纲 Making a labelled plan or diagram of the setting of part of the story.
- 写一段“内部独白”或者以其中一个角色的身份写一篇日记 Writing an ‘interior monologue’ or diary page of one of the characters.
- 写一篇摘要 Writing a summary.
- 写一篇评论 Writing a review.
- 以不同视角重写故事 Rewriting in a different tense.
- 创作一首简单的诗 Composing simple poems.

Resources

British Council, Poetry workshop, KS3
www.britishcouncil.org/flasonline

一生中的大事：出生，婚嫁，死亡
Creativity

Level 9

Themes, topics, texts

描述罪案:
Describing crimes
案件的程序
Sequence of events

动机
Motives
警方调查
Police investigations

惩罚
Punishments

Resources
邻居失窃 UKFCS Textbook, Book 9, Chapter 7
应该怎么办 UKFCS Workbook 9, Chapter 7
直述式与报导式写法 UKFCS Workbook 9, Chapter 15
消遣游伦敦 UKFCS Textbook GCSE
信用卡诈骗案 UKFCS Textbook GCSE
Practice Book p27

Key structures and vocabulary

- 发生了什么事?
- 那里曾有人入屋盗窃。那里曾发生爆炸/袭击/打斗/枪击/谋杀/行刺/恐怖分子袭击事件。
- 什么时候发生的?
- 有没有人受伤?
- 有, X被入屋打/袭击/下毒/刺伤/击中/杀害/ 谋杀。X家被人入屋盗窃。
- 有没有偷去了东西?偷去了什么?
- 有, 手机、钱包、手袋、手表、首饰、自行车、汽车...
- 尸体是在哪里发现的?
- 有没有目击者?
- 你有没有看到什么?
- 有, 我看到窃贼/袭击者在恐吓...
- 我看见盗贼逃跑。
- 他/她年纪有多大?他/她是什么样子的?
- 罪案发生时你正在做什么?
- 我正准备出门/等候公共汽车/走踏去车站。
- 警方跟受害者联络过了吗?
- 警方有没有捉到嫌疑犯?
- 警方破案了吗?警方有没有捉到任何人?
- 警方有没有任何线索/嫌疑犯?
- 警方认为犯罪者是...
- 证据显示...
- 动机是什么?
- X经审查后被定罪, 被判入狱...年。
- X以前曾受审, 被判...罪

Grammar focus

- **Passive** 被动语态 - 被, 受
- **Reported speech** 报告式文体 - 把直接引语转变成间接引语

Oracy

- **搜集关于罪案的意见/资料(利用视听教材)** Using spidergram (and with visual support), brainstorm ideas/information related to crime.
- **观看录像带/光盘(话剧或纪录片)** Viewing video/DVD recordings. (See p77)
- **听力练习 - 找出指定的词汇** Listening for specific words/phrases: pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- **听力练习并做笔记** Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- **重新翻译** Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- **同意或不同意** Statements activity. (See p73)
- **提问题** Question setting around a picture. (See p73)
- **排列次序 - 政府应采取什么措施来减少犯罪** Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to reduce crime. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.
- **编写剧目并演出 - 侦探向目击者问口供** Interview: script and act out an interview between detective and someone who has witnessed a crime.
- **给影片片段或照片写口评并向全班口述** Preparing a commentary for a film clip or a series of photos depicting a crime and present to class.
- **探射灯游戏** Spotlight activity. (See p54)

Literacy

- Reports on crimes in the press can be used for a range of active reading and writing activities. (See p50)
- **按事件的发展经过排列顺序** Sequencing generally refers to events in chronological order.
- **在文章中找出与事件有关的资料, 例如: 人物、时间、地点、起因等** Text marking: to identify e.g. who, what, when, where, why.
- **在文章中找出与罪案有关的词汇或语法例子** Text marking: to identify crime related vocabulary OR examples of grammatical features.
- **配对: 为每一段落配上适当的标题** Matching paragraph headings to paragraphs.
- **做笔记** Note-taking.
- **用自己的话概述案件** Summarising in own words.
- **默书游戏 (Running) Dictation**
- **指引写作: 例如指明是以犯罪者/受害者角度看事件发生的经过** Guided writing: e.g. description of events from perspective of culprit or victim.
- **以不同人称或时态改写文章** Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- **改写文章** Rewriting a text from the standpoint of one of the characters/people referred to.
- **翻译** Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).
- **代入角色写日记** Writing a day in the diary of detective (Hercule Poirot) or criminal.
- **查字典活动** Dictionary activity to explore word relationships (noun, adjective, verb).

See Reading and Writing strategies including strategies for checking written work pp26-7

Level 9

Themes, topics, texts

种族主义 - 过去与现在

Racism then and now

种族主义的起因

Causes of racism

防止种族主义

Preventing racism

Resources

Ranasinghe, J. *Anti-Chinese race attacks Lee, R. Racism, Chinatown (2004)*
是球场上的种族主义行为 UKFCS website
www.irepect.net
www.redhotcurry.com

社会议题：种族主义

Key structures and vocabulary

- 英国/中国存在种族主义吗?
- 从何时起便有华人来到英国?为什么?
- 这与英国的殖民历史有什么关系?
- 对...存在种族歧视/偏见。
- 那里面有/曾发生了很多种族主义事件。
- ...与...之间经常出现紧张局面。
- ...又是种族歧视的受害者。
- ...是什么导致种族主义的产生?
- ...典型的...人是什么样的?
- ...是不是所有...人都是这样的?
- ...大众传媒是怎样鼓励这类典型观念的?
- ...如何消除偏见?
- ...学校里存在着种族主义吗?
- ...像BNP这样的组织怎样煽动种族主义仇恨?
- ...政府应该采取什么行动来制止种族主义?
- ...我能够做什么?

讨论用语

一方面来说... 但另一方面...
首先..., 其次..., 然后..., 最后...
尽管... 但是...
毫无疑问...
我们不应该忘记...
以我来看.../以我的经验来看...
这要看.../这要看...是否...

Oracy

- 利用“多元文化”等宣传海报作为课上讨论的出发点 Commission for Racial Equality (CRE) 'diversity' poster could be used a starting point for discussion about diversity and the make up of British society. What makes the people different, what do they share? Why do conflicts arise? What are typical prejudices/misunderstandings? How can better understanding be developed? audio/video recording and making notes under headings. Then writing summary in own words.
- 观看录像带/光盘(话剧或纪录片) Listening to and presenting an anti-racist event: useful ideas and information for teachers can be found at the respect and redhotcurry websites. (See Weblinks page)
- 组织或介绍一项反对种族主义的活动 Organising and presenting an anti-racist event: useful ideas and information for teachers can be found at the respect and redhotcurry websites. (See Weblinks page)
- 把句子分组(按同意或不同意) Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- 角色扮演一父母和子女在与异族朋友结交这个问题上的不同意见 Role-play: argument between parent and child. Child has friend of different ethnic background. Parent disapproves and would like child to associate only with children of same background.
- 提问题 Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- 在课堂上提意见 Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.

Literacy

- 阅读从报纸或网站选出的文章, 找出重点信息 Reading selected articles, etc from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks.
- 引导学生做某一专题调查, 例如歧视等 Guided research e.g. into discrimination, involving one or more of the following:
 - Identification of information: text marking.
 - Categorisation of information: table completion.
 - Reformulation of information: summarising/producing an illustrated fact sheet.
 - Presentation of information to an audience.
- 指引写作: 例如指明是以犯罪者/受害者角度写事件发生的经过 Guided writing: e.g. description of events from perspective of culprit or victim. (See p82)
- 翻译 Translation from and into target language.
- 用 PowerPoint 介绍一篇报告或杂志 Creating PowerPoint presentation/magazine. After initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.

Resources

www.languages-ict.org.uk

- 阅读/翻译/评论一首描写种族主义的诗歌, 之后以此为主题进行自我创作 Read/translate/review a poem related to racism. Then write own poem.

Level 9

Themes, topics, texts

政治
Politics
科学, 环境
Science, environment
社会问题
Social issues
身体健康
Health and fitness
电影, 电视, 音乐
Film, television, music
运动
Sports
气候
Weather
Resources
Bird Flu, UKFCS website
Chinese Tea, UKFCS website
Police Camera, UKFCS website
Cold Weather and Clothing, UKFCS website
www.ukfcs.info

Key structures and vocabulary

- 发生了什么事?
- 这件事与谁有关?
- 你可以描述(那个人)吗?
- 在哪里?
- 你可以描述发生地点吗?
- 什么时候?
- 为什么? 导致事故的原因是什么? 谁有责任?
- 造成了什么后果? 将会造成什么后果?

Oracy

- 听练习 - 找出指定的词汇: Listening for specific words/phrases: pupils are given copy of transcript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- 听力练习 - 找出谁说了什么: Listening and identifying 'Who said what?': pupils are given list of quotes from an audio/video recording. They listen and have to identify name of person who says each thing.
- 听力练习并做笔记: Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- 听力练习, 重新翻译: Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- 听录音带或看录像带找资料: Listening to/viewing audio or video clips (including from UK based radio and TV stations and the Internet) for key information which is entered into table. It is also possible for teacher to record simplified news broadcast.
- 编写新闻报道并作表演: Writing, rehearsing and performing own news bulletin: this could be recorded and shown to younger class at the school. Or there could be exchange of video with partner school.

Literacy

- 读新闻报告, 然后做写作练习: Reading selected articles, etc from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks, e.g. writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text, identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focussing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion.
- 翻译: Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language finally comparing to original.
- 编写一份单页报纸: Creating news-sheet.
- 听写游戏: Running dictation. (See p50)

写作 Creativity

短篇小说、诗、歌、戏剧演出
(可以包括其他的学生作品)
Short stories, poems, songs, plays, films.
This may include work created by other pupils

- 阅读并分析故事内容、人物及情节, 介绍分析技巧, 然后鼓励学生自己阅读, 作阅读报告, 改写原文, 或者命题创作: Read short story with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills skimming, scanning and identifying viewpoint. Having worked on text with class, ask students to select another short story to read independently. They can identify elements and ideas and prepare brief book reports to share with classmates. If poetry is chosen, then the focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level. Texts can, in fact, be used as effective springboard into a topic.

电影 - 无间 (Film: Infernal Affairs (available on DVD))

- 分析及列出故事大纲: Making a labelled plan or diagram of the setting of part of the story.
- 写一段“内疚独白”或者以其中一个角色的身份写一篇日记: Writing an interior monologue or diary page of one of the characters.
- 写一篇摘要: Writing a summary.
- 写一篇评论: Writing a review.
- 重写故事: Rewriting in a different tense.
- 创作一首简单的诗: Composing simple poems.

Resources
British Council, Poetry workshop, KS3
www.britishcouncil.org/iaonline

Assessment at Levels 7–9

Whilst teaching at levels 7–9 should not be dominated by examination requirements, colleagues will wish to ensure that pupils are familiar with the types of task commonly used by examination boards. Past papers can be a useful source of teaching material.

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Describe people, places, feelings, moods in some detail (use of adjectives and adverbs, relative clauses, qualifiers);
- Express and justify opinions (by presenting arguments, giving illustrations – use of subordinate clauses);
- Report a sequence of events (crime or news event) using appropriate tenses, link words, conventions for direct and indirect speech, etc;
- Speculate about people and events (use of conditional sentences);
- Deal with elements of unpredictability in everyday transactions;
- Deliver a short prepared presentation fluently and with good pronunciation (using voice and gesture effectively to enhance expression) and respond to follow up questions. Show awareness of audience;
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In literacy pupils are able to:

- Understand and respond to a range of text types, factual and imaginative (letters, articles, brochures, emails, web pages, radio interviews, films, stories, poems);
- Understand texts which include some complex sentences and unfamiliar language;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Express information/ideas contained in texts clearly and concisely in their own words;
- Draft and redraft text (using a word processor) to improve content, organisation of ideas, accuracy and presentation;
- Understand and respond to texts in formal as well as informal registers (e.g. job advertisements and applications, formal letters);
- Synthesise information from various sources;
- Use a dictionary and other reference materials to improve accuracy, precision and variety of expression;
- Identify relationships between words and use this both to support memorisation and to deepen understanding of how the language system works;
- Make intelligent guesses based on knowledge of the world;
- Use clues to work out meaning (pictures, headings, layout, lexical and syntactic features).

In intercultural understanding/creativity pupils are able to:

- Analyse/interpret short literary works/film (clips) by commenting on setting, plot, character, message (reviews);
- Perform songs and sketches;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email, oral presentations, creating posters/displays;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Carry out a project/compose text with a particular audience in mind (e.g. class in a partner school abroad);
- Compare the presentation of ideas, attitudes and feelings in contrasting texts;
- Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.

In self- and peer assessment pupils are able to:

- Identify and explain mistakes in their own work and that of other pupils;
- Self-assess in relation to clear (GCSE/AS) criteria;
- Identify daily/weekly/monthly goals which are reviewed;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation);
- Keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:
 - Title and author, artist, actor, or musician;
 - Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
 - A short description;
- Build up a portfolio based on projects, different types of written text composed over the year;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Formally accredited assessment

Asset Languages (Intermediate Stage)



LL*		Can Do statements	Examples of teacher assessed tasks
		These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	There is some scope for teachers to adapt material to suit their own programme of study.
7	L	I can understand longer passages and recognise people's points of view.	Learners hear a radio interview and answer three-option multiple choice questions.
	S	I can answer simple unprepared questions in a conversation or following a presentation.	Learners play a guessing game in a group, asking and answering questions.
	R	I can understand longer texts and recognise people's points of view.	Three-option multiple choice based on a text.
	W	I can write a text (e.g. a report or a letter) conveying simple opinions and/or points of view.	Transfer of meaning based on personal information.
8	L	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.	Learners match English sentences to short spoken extracts.
	S	I can tell a story or relate the plot of a book or film and give my opinions about it.	Learners make a presentation about a news item of their choice.
	R	I can understand texts including some unfamiliar material from which I can recognise attitudes and emotions.	Identifying five correct English sentences from a list of ten about a text.
	W	I can produce formal and informal texts in an appropriate style on familiar topics.	Writing a poster to advertise a charity event.

*LL = Languages Ladder

9	L	I can understand the gist of a range of authentic passages in familiar contexts.	Learners correct an error in English sentences about a recorded interview.
	S	I can take part in a discussion, giving and justifying my opinions and ideas.	In groups of three, learners discuss holiday options.
	R	I can understand a wide range of authentic texts in familiar contexts.	Matching English summaries with short paragraphs on a theme e.g. career plans.
	W	I can communicate ideas accurately and in an appropriate style over a range of familiar topics.	Transfer of meaning detailing instructions.

The external assessment for Intermediate assesses aspects of grades 7–9. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

Performance descriptors for Breakthrough

L	You should now be comfortable with a range of tenses, and should be able to understand authentic passages on familiar matters. On completing this stage, you should be able to follow much of what is said at near normal speed on familiar matters or in predictable situations. You should be able to give an oral or written summary of what you have heard.
S	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.
R	You should now be comfortable with a range of tenses, and should be able to understand authentic texts on familiar matters. On completing this stage, you should be able to follow much of what you read on familiar matters or in predictable situations. You should be able to give an oral/written summary or translation of what you have read.
W	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your spelling should be generally accurate. You should be able to write on familiar matters or in predictable situations, using a range of simple language.

For full information visit the Asset Languages website (www.assetlanguages.org.uk). Here you can view and download the Chinese Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

GCSE/Chinese

Examination Board: Edexcel

Pupils working at Level 7 should be able to achieve Grade A/A* in the GCSE examination

For information on the GCSE examination, please refer to assessment information at the end of Level 6 (see page 71 in this guide).

GCE/Chinese

Examination Board: Edexcel (Specification number: 8610/9610)

GCE Chinese consists of 2 units

Unit 1 (paper 6261) - AS Level – can be taken on its own for AS qualification, or as part of the full Advanced GCE qualification

Unit 2 (paper 6262) – A2 Level – can be taken on its own for A2 qualification, or combine with Unit 1 to form the full Advanced GCE qualification

Levels 8–9 are appropriate for pupils preparing for GCE Advanced Subsidiary level (AS).

AS Chinese (Specification 8610, paper ref. 6261) includes the following:

- 3 passages for reading comprehension;
- 1 passage for translation from Chinese into English;
- 1 topic for continuous writing.

A2 Chinese (Specification 9610, paper ref. 6262) includes the following:

- 1 passage for reading comprehension;
- 1 passage for translation from English into Chinese;
- 1 research-based essay on a topic or text chosen from the prescribed list (new format from 2007).

Students preparing for GCE Advanced Subsidiary (AS) are expected to :

- Develop understanding of the written forms of Chinese from a variety of registers;
- Communicate confidently, clearly and imaginatively in Chinese through the written word, using increasingly accurate, complex and varied language;
- Increase their sensitivity to language and language learning;
- Develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where Chinese is spoken;
- Develop positive attitudes to foreign language learning.

Students preparing for GCE are also expected to:

- Understand and study in greater depth aspects of the contemporary society, cultural background and heritage of the countries or communities where Chinese is spoken;
- Use Chinese to analyse, hypothesise, evaluate, argue a case, justify, persuade, rebut, develop arguments and present viewpoints in writing;
- Demonstrate their capacity for critical thinking, to see relationships between different aspects of the subject and to perceive their field of study in a broader context.

The GCSE and GCE Chinese specification and past papers with mark schemes are available on the Edexcel website: www.edexcel.org.uk

2.3 Creating a scheme of work based on the guide

The scheme of work (SoW) sets out the teaching programme, year by year, for each course being taught. It includes the content that needs to be covered, the learning objectives involved at each stage, the main activities and resources which will enable these to be achieved and the ways in which they will be assessed. Typically the scheme for each year is broken down into six units of work each lasting half a term.

The scheme should:

- Reflect the agreed teaching philosophy of the department using it;
- Be clear, concise and realistic, i.e. focussed on the practical and do-able;
- Provide breadth and balance across all aspects;
- Take account of learner differences (background/aptitudes/learning styles);
- Support teachers in their short-term planning;
- Be seen as a working document to be reviewed and updated each year.

As has been pointed out previously, the framework charts in this curriculum guide are not, in themselves, a scheme of work. Rather they should be seen as offering a structured bank of material, based on sound pedagogical principles and related to the main national assessment frameworks. They thus provide substantial support for colleagues in developing an up-to-date scheme of work suited to their own context and to the needs of their pupils. It should be noted that the guides are available in electronic form on the CILT and Goldsmiths College (<http://community.gold.ac.uk>) websites. Additional resources linked to the guide can also be found on the Goldsmiths website.

You may also find it helpful to refer to government schemes of work for teaching Modern Foreign Languages (French, German and Spanish) at key stages 2 and 3 (QCA/DfES, 2000). In addition there is general guidance on medium and long term planning for language teaching in the government's Key Stage 2 and 3 Framework documents (DfES, 2003 and 2005).

If you are producing a scheme of work for the first time, you may find the following step-by-step approach useful:

1 Getting an overview:

- On one side of A4 create rough outline and headings for (6) units of work to be taught over the year. (Refer to exam specifications, textbooks and other documents including this guide.)

2 Deciding on format:

- Usually schemes of work are set out in the form of a grid as in the framework charts in this document (See possible template on p91). This makes it easy to refer across and see how the elements fit together. An alternative is to simply list information under headings. Your department or school may, of course, have its own established format that everyone is expected to follow.
- Create abbreviations for main resources you will be referring to, e.g. TN1(Ex B) for Textbook Name, Book 1, Exercise B. Use code consistently in SoW.

3 Creating a unit:

- Break unit down into sections and specify main contexts and learning objectives.
- Decide how many lessons/weeks should be devoted to each.
- Specify for each National Curriculum Attainment Target (Listening, Speaking, Reading, Writing) the level or range of levels aimed at within the unit. You might also find it useful here to note targets in relation to the Asset Languages scheme.
- Identify key structures and vocabulary bearing in mind range of levels within class and highlighting points which may require particular attention. It is useful to indicate what language is 'core' and what is 'extension' material for higher attainers (e.g. by using italics).
- Map on activities from textbooks and other sources, which are relevant and useful, as well as material you have produced, bearing in mind importance of:
 - Catering for range of attainment levels and for different learning styles;
 - Balancing teacher and pupil centred work;
 - Linking to previous units to support development of knowledge and skills;
 - Progressing from activities aimed at practising language to ones where the focus is on using the language for a real purpose, e.g. presenting or performing to an audience;

- Integrating and achieving balance between the four skills (although opportunity to do this is limited in early stages of acquiring new script);
 - Providing stimulating cultural content drawing on up-to-date, authentic material (where appropriate) and making links to other curriculum areas;
 - Drawing on imaginative works (stories, plays, poems, songs, paintings) as stimulus for cultural understanding as well as language development;
 - Developing awareness of language learning strategies (including effective use of reference material);
 - Building in use of ICT where appropriate.
 - Add homework activities (or identify possible homeworks amongst activities already selected).
 - Identify or add main assessment activities (informal and formal).
 - Cross check against National Curriculum Programme of Study, KS2/3 Framework, exam board specifications and, if necessary, revise activities as appropriate.
 - Review list of key structures and vocabulary and, if necessary, revise as appropriate (It may be that activity or text you have chosen requires teaching of language points not already specified).
 - Add any resources not already mentioned including websites and reference material.
- 4 Developing and reviewing the scheme of work:**
- Move on to create further units bearing in mind that developing a scheme of work is an ongoing process. Aim to get the basics in place and then flesh it out gradually.
 - Keep the scheme of work in a ring binder. This makes it easy to slip in extra pages or reminders about changes/additions to be made.
 - Once a unit or scheme has been created, aim to review it every one to two years.

A word of encouragement

Although creating a good scheme of work requires thought and effort, it will save you time in the long run and give you confidence in your teaching!

Possible template for a scheme of work

Year/Group:		Term:	Unit: (1)	Timing: (6 weeks)
NC PoS (excluding those covered routinely):		NC AT Levels: S: L: R: W:	Key Stage 2/3 Framework links:	
Week	Context(s) and learning objectives	Vocabulary and structures (core and extension)	Activities, including homeworks (differentiation features, relevant language learning strategies and informal assessment opportunities indicated as appropriate)	Resources (including ICT)
1				
2				
3				
4				
5				
6	End of unit assessment			

Notes:

- Following this format it should be possible to cover 1–2 weeks per page.
- It may be clearest to provide just a summary of language in the table, but to add full verbal and written outcomes at the end of the unit.

Abbreviations:

- NC National Curriculum
- PoS Programme of Study
- AT Attainment Target
- ICT Information and Communications Technology

Resource list for the teaching of Chinese

Recommended series of textbooks and materials

Chinese for GCSE, British Council, available from Heath Educational Books, Willow House, Willow Walk, Sutton, Surrey SM3 9QQ. Tel: 020 8644 7788. Fax: 020 8641. Web: www.heathbooks.co.uk

Chinese Made Easy, CME, available from CME Books Europe, 33 Lakin Road, Warwick. CV34 5BU. Tel: 0870 3830042. Fax: 0207 1171609. Web: www.cme4europe.co.uk

UK Federation of Chinese Schools Textbooks, UKFCS, available from UKFCS (books), 13 Langdale Close, Maidenhead, Berks SL6 1SY. Web: www.ukfcs.info/webpublicityE1.pdf

Other resources for the teaching of Chinese

Carle, E. (1992) *The very hungry caterpillar*. Mantra Lingua

Commercial Press (1997) *Modern Chinese Dictionary*. Peking: Commercial Press

Hill, E. (1985) Chinese translation Xin Ya, *Where's Spot?/小波在哪里?* (dual language). Singapore, SunYa Publications, Hong Kong and Southern Printing and Publishing Company

Huang, N (ed) (2001) *Chinese History Reference Book*. Ji Nan University Press

Lee, E. (2004) GCSE Chinese revision guide, WY Publishing

Lee, R. (2004) 'Racism'. Chinatown, 11:11

Lee, R (2004) 'Battle of the sexes' Chinatown, 12:40

Ranasinghe, J. (2005) 'Anti-Chinese Race Attacks'. Chinatown, 18: 12

Rudelson, J. and Jin, C. (2000) *Mandarin Phrasebook*. Lonely Planet

Ren, Q.L. (ed) (2001) *Chinese Culture Reference Book*. Ji Nan University Press

电影 无间道 *Infernal Affairs* (2002) dir. Wai Keung Lau and Siu Fai Mak (film, cert. 15)

Chinese weblinks

Different hand signals for indicating numbers

http://en.wikipedia.org/wiki/Chinese_number_gestures

or photographs of gestures on

www.chinese-tools.com/resources/number-gestures.html)

Activity sheets for children (numbers, animals, etc.) <http://www.enchantedlearning.com/asia/china>

Songs: *Head, shoulders, knees and toes* (For the tune, go to <http://www.niehs.nih.gov/kids/lyrics/headsh.htm> or <http://www.albinoblacksheep.com/flash/has>)

Two tigers (两只老虎): <http://www2.ups.edu/faculty/perry/chinesesongs/children/home.htm>

The cultural connotations and communicative functions of chinese kinship terms.

<http://www.mandarintools.com>

Nursery rhymes and songs

<http://www.xugu.net/ertong/gequ/default.asp?whichpage=2>

Story sacks <http://www.storysack.com>

Story sacks to make <http://familycrafts.about.com/cs/homemadebooks/l/blstorysindex.htm>

Information about Chinese history and culture, education, and the arts in English.

http://english.china.com/zh_cn/culture_history/

For lyrics of Yueliang daibiao wo de xin 月亮代表我的心.

<http://www.sinosplice.com/music/yueliang>

Texts and other resources from the United Kingdom Federation of Chinese Schools

<http://www.ukfcs.info>

Learning Worksheet from Haojile

<http://www.curriculum.edu.au/haojile/learn.html>

中国民间故事网

<http://www.6mj.com>

节日的故事和来源

<http://www.wxxlxx.com>

http://www.wxxlxx.com/Article_Show.asp?ArticleID=525

有关中国风俗习惯的资料

<http://zhidao.baidu.com/question/3343560.html>

Chinese weblinks by topic

Environment

<http://www.kepu.org.cn/gb/earth/acidrain/>

<http://www.nju.edu.cn/njuc/dikexi/earthscience/chp7/dcwr.htm>

<http://www.people.com.cn/wsjk/zhuanti/huanbao/home4.htm>

<http://www.kepu.org.cn/gb/earth/acidrain/>

<http://www.nju.edu.cn/njuc/dikexi/earthscience/chp7/dcwr.htm>

<http://www.people.com.cn/wsjk/zhuanti/huanbao/home4.htm>

Wildlife

<http://www.china-tiger.org/park/index.htm>

<http://www.xmems.org.cn/creature/bht/bht1.htm>

http://hk.dir.yahoo.com/Regional/Countries_and_Regions/Hong_Kong/Science/Biology/Zoology/_Animals__Insects__and_Pets/Wildlife

<http://www.life123.org>

<http://www.china-tiger.org/park/index.htm>

<http://www.xmems.org.cn/creature/bht/bht1.htm>

http://hk.dir.yahoo.com/Regional/Countries_and_Regions/Hong_Kong/Science/Biology/Zoology/_Animals__Insects__and_Pets/Wildlife

<http://www.life123.org>

News

http://hk.news.yahoo.com/fc/news_fc_hk1croco.html - wildlife

http://www.tid.gov.hk/tc_chi/aboutus/faq/cepa.html - W.T.O.

梁祝故事

www.liangzhu.org

http://hk.news.yahoo.com/fc/news_fc_hk1croco.html - wildlife

http://www.tid.gov.hk/tc_chi/aboutus/faq/cepa.html - W.T.O.

Equality of the sexes

<http://cn.chiculture.net/php/frame.php?id=/cnsweb/html/1002>

Homes

<http://depts.washington.edu/chinaciv/home/3homintr.htm>

Famous people

<http://www.xugu.net/ertong/gushi/39902.asp>

Chinese culture, traditions and history

<http://depts.washington.edu/chinaciv/guide.htm>

<http://www.chinapage.com/china.html>

Chinese language and literature, Chinese history

<http://www.hksyc.edu.hk/lib/internet/chilit.html>

A visual sourcebook for Chinese civilisation, including helpful teachers' guide

<http://depts.washington.edu/chinaciv/contents.htm>

<http://www2.rosettastone.com/en/individuals/languages/chinese>

<http://www.chinapage.com/main2.html>

<http://www.chinapage.com/dragon1.html>

<http://www.chinesecontemporary.com/artist>

www.ukfcs.info

<http://cn.chiculture.net/php/frame.php?id=/cnsweb/html/0412>

Poetry

http://www.cnd.org/Classics/Poetry/Tang_Shi/Tang_Shi-TOC.hz8.html#3.1

Tang poems: with pinyin, sound file and translations

http://english.china.com/zh_cn/chinese/tangshi.html#

Collection of novels, stories, poems, historical readers for all levels

<http://www.shuku.net/novels/mulu/ert.html>

陶渊明 (Tao Yuan Ming) 归园田居

<http://cn.chiculture.net/etv.php?id=106688#>

Mini-whiteboards/Dice

A4 'show-me' boards (plain/with lines/with squares) and A3 map boards and accessories available from:

Compass Educational Supplies, Waveney Drive, Lowestoft, NR33 OYX

Tel: 01502-500444

A4 whiteboards and (noiseless) dice available from Synergy Learning. Tel: 01243 779967

<http://www.synergy-group.co.uk/learnhome.html>

Talking Dice

Dice covering wide range of topics + activity ideas.

<http://www.talkingdice.co.uk>

References and further reading

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- Bhatt, A., Bhojani, N., Creese, A. and Martin, P. (2004) *Complementary and mainstream schooling: a case for reciprocity?* NALDIC Occasional Paper 18.
- The Bilingual Family Newsletter <http://www.bilingualfamilynewsletter.com>
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Useful websites

Association for Language Learning

<http://www.all-languages.org.uk>

AfL (Assessment for Learning)

<http://www.qca.org.uk/7659.html>

Asset Languages

<http://www.assetlanguages.org.uk>

Becta (British Educational Communications and Technology Agency)

ESOL & community languages
<http://www.becta.org.uk>

Birmingham Grid for Learning

International Women's Day
<http://www.bgfl.org/services/women/home.htm>

British Council: School Partnerships.

<http://www.britishcouncil.org/learning-ie-school-partnerships.htm>

British Council: Foreign Language Assistants on-line (FLA online)

Provides a wealth of ideas for activities, e.g. 'Running dictation', 'Grammar Auction' with detailed explanation.
<http://www.britishcouncil.org>

CILT, the National Centre for Languages

<http://www.cilt.org.uk>

Commission for Racial Equality

<http://www.cre.gov.uk>

For posters reflecting diversity in Britain, London and Southampton >

http://www.cre.gov.uk/publs/cat_posters.html

Community Languages Network (supported by the Specialist Schools and Academies Trust)

<http://www.schoolsnetwork.org.uk/commlang>

DfES Languages

<http://www.dfes.gov.uk/languages/index.cfm>

Goldsmiths College 'community.gold' website.

<http://community.gold.ac.uk>

Hounslow Language Services

Resources in a variety of media designed for teaching a range of community languages

www.hvec.org.uk/HvecMain/index.asp

www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf

LanguagesICT

<http://www.languages-ict.org.uk>

The Literacy Trust

Early bilingual communication

<http://www.literacytrust.org.uk/talktoyourbaby/Bilingual.html>

MediaEd

Film-making in the classroom (advice on film language, getting started with digital video, equipment, classroom practice and training).

<http://www.mediaed.org.uk/index.php>

Modern Foreign Languages Environment, Learning and Teaching Scotland

www.ltscotland.org.uk/mfle

NACELL The National Advisory Centre on Early Language Learning (NACELL)

http://www.nacell.org.uk/home/what_is.htm

[NALDIC \(National Association for Language Development in the Curriculum\)](http://www.naldic.org.uk)

<http://www.naldic.org.uk>

[NRC \(National Resource Centre for Supplementary Education\)](http://www.continue.org.uk/content.php?CategoryID=631)

<http://www.continue.org.uk/content.php?CategoryID=631>

[Practical Support Pack \(DfES\)](http://www.teachernet.gov.uk/supportpack/index.aspx)

<http://www.teachernet.gov.uk/supportpack/index.aspx>

[Talking Dice \(For information on resource that can be used with any language\)](http://www.talkingdice.co.uk/home.asp)

<http://www.talkingdice.co.uk/home.asp>

[Teachernet](http://www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword)

International Women's Day

<http://www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword>

[Welsh Language Board 'Twf' website](http://www.twfcymru.com)

Information and advice on raising children bilingually. Leaflet 'Raising Children Bilingually – Advice for Parents' (Welsh Language Board, 2004) can be downloaded from the site

<http://www.twfcymru.com>

The *Curriculum guides for community languages* provide a flexible outline for planning the design and delivery of language courses in mainstream and complementary schools. The series draws on recent policy developments in language teaching, including the Key Stage 2 Framework for Languages, the Key Stage 3 National Strategy and the Languages Ladder, and interprets them in a practical way for teachers.

The framework charts plot a clear path of linguistic progression across topics, suggesting a wide variety of activities that will help the development of both oracy and literacy in the target language.

Throughout the guides there is a major focus on intercultural awareness and creativity, alongside support for assessment, grammar and the development of learner independence.

Up-to-date resources and information supporting the guides can be found at <http://community.gold.ac.uk>.

'These guides offer a real opportunity to bring community languages into the mainstream of education where they belong, and to value the long unrecognised achievements of children who use them every day.'

Dr Terry Lamb, Director, Initial Teacher Education, University of Sheffield

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