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.

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'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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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)
Acknowledgements

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:

Claire Dugard CILT, the National Centre for Languages

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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.


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.

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*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._


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.
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.
<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Self and others: myself, family and friends</td>
<td>Health and welfare: food and drink</td>
<td>Free time</td>
<td>Environment: local area</td>
<td>Travel and tourism: shopping</td>
<td>World of work: types of jobs, job preferences</td>
<td>Media/arts: painting, crafts, sculpture, music, film, literature</td>
<td>Social issues: bullying and anti-social behaviour</td>
<td>Customs and traditions</td>
</tr>
<tr>
<td></td>
<td>Home life and daily routine</td>
<td>Home life and daily routine</td>
<td>Home life and daily routine: responsibilities at home</td>
<td>Environment: transport</td>
<td>Travel and tourism</td>
<td>World of work: careers and future plans</td>
<td>Media/arts: painting, crafts, sculpture, music, film, literature</td>
<td>Social issues: Equality and Gender, smoking, drug addiction, alcoholism, current affairs</td>
<td>Customs and traditions</td>
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<tr>
<td><strong>Level overview showing progression across the levels.</strong></td>
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</tbody>
</table>

Curriculum guide for Chinese
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 I 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

<table>
<thead>
<tr>
<th>Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
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<tr>
<th>Politeness conventions</th>
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<tbody>
<tr>
<td>圈圈游戏</td>
</tr>
<tr>
<td>教室例行活动</td>
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<tr>
<td>文化交流</td>
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</table>

### Key structures and vocabulary

<table>
<thead>
<tr>
<th>Greetings focus</th>
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</thead>
<tbody>
<tr>
<td>Pronouns</td>
</tr>
<tr>
<td>Verb and usage</td>
</tr>
<tr>
<td>Question form</td>
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</tbody>
</table>

<table>
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<th>Politeness conventions focus</th>
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<td>Verb and usage</td>
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<td>Question form</td>
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<table>
<thead>
<tr>
<th>Resources</th>
</tr>
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<tbody>
<tr>
<td>Chinese made easy, Book 1</td>
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<tr>
<td>Chinese for GCSE, Book 1</td>
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<table>
<thead>
<tr>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>你叫什么(名字)? 我叫 …</td>
</tr>
<tr>
<td>他叫什么? 他叫</td>
</tr>
<tr>
<td>你是谁? 我是 …</td>
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<td>他是谁? 他是…</td>
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<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>一二三四五六七八九十</td>
</tr>
<tr>
<td>你几岁? 我 …</td>
</tr>
<tr>
<td>他几岁? 他 …</td>
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<tr>
<td>一个 / 两个 / 三个 / 四个…</td>
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</table>

### Oracy

- **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.

### 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).

- **As the script is introduced, links should be made wherever possible to language pupils are familiar with orally and which is relevant to them.**

- **Inform 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.)

- **Intercultural understanding:** emphasise importance of politeness/respect when greeting/meeting people.

### Additional Resources

<table>
<thead>
<tr>
<th>Resource</th>
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<tbody>
<tr>
<td>Chinese made easy, Book 1</td>
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<tr>
<td>Chinese for GCSE, Book 1</td>
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<tr>
<td><a href="http://www.enchantedlearning.com/asia/china">www.enchantedlearning.com/asia/china</a></td>
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<tr>
<td><a href="http://www.ukfcs.info">www.ukfcs.info</a></td>
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</tbody>
</table>
## Level 1

<table>
<thead>
<tr>
<th><strong>Themes, topics, texts</strong></th>
<th><strong>Key structures and vocabulary</strong></th>
<th><strong>Oracy</strong></th>
<th><strong>Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>身体各部分</strong> &lt;br&gt; <strong>Parts of the body</strong></td>
<td><strong>自我介绍</strong>  &lt;br&gt; <strong>Self-introduction</strong></td>
<td><strong>看图说话</strong>  &lt;br&gt; <strong>Use picture cards to elicit naming parts of the body/short responses.</strong></td>
<td><strong>看图认字</strong>  &lt;br&gt; <strong>Word recognition with flash cards.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>头, 头发, 眼睛, 耳朵, 口 / 嘴巴, 鼻子, 手 / 脚</strong>  &lt;br&gt; <strong>I have/ I have not</strong>  &lt;br&gt; <strong>I see/ I cannot see</strong>  &lt;br&gt; <strong>I use my hand / eye / mouth / ... to do what?</strong></td>
<td><strong>Simon says:</strong> Pupils obey teacher’s command only if teacher begins by saying “Simon says… (e.g.) shake your head, clap your hands, click your fingers.” If pupils follow command when teacher has not said “Simon says,” they are out and have to sit down.</td>
<td><strong>填格子</strong>  &lt;br&gt; <strong>Label parts of the body (cut and paste).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>我用手写字</strong>  &lt;br&gt; <strong>I write with my hand.</strong></td>
<td><strong>唱歌 “头,肩膀,膝盖,脚”</strong>  &lt;br&gt; <strong>Song: Head, Shoulders, Knees and Toes.</strong></td>
<td><strong>写字</strong>  &lt;br&gt; <strong>Learn to write the characters with the correct stroke order: 口, 手, 头, 耳.</strong></td>
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<tr>
<td></td>
<td><strong>我会听:</strong>  &lt;br&gt; <strong>点头, 摇头, 跺脚, 拍手, 睁开眼睛 / 口, 合上眼睛 / 口</strong></td>
<td><strong>唱歌游戏 - 两只老虎</strong>  &lt;br&gt; <strong>The tune of Frère Jacques (interchange words for body parts and/or substitute 快 with 慢).</strong> Possible activities around the song include:  &lt;br&gt; – Teacher can produce drawings of the tigers with different parts of the body missing as stimulus for the words of the song. Or use different animals,  &lt;br&gt; – 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.</td>
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<td></td>
<td><strong>看图说出身体各部分的用处</strong>  &lt;br&gt; <strong>Use pictures of actions to elicit uses of parts of the body:</strong> I use my hands to write, I use my eyes to read / watch TV, etc.</td>
<td><strong>扔骰子游戏</strong>  &lt;br&gt; <strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td>Themes, topics, texts</td>
<td>Key structures and vocabulary</td>
<td>Oracy</td>
<td>Literacy</td>
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</tr>
<tr>
<td>我的家庭 My family</td>
<td>爸爸,妈妈,哥哥,弟弟,姐姐,妹妹</td>
<td>家庭/家族 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.</td>
<td>家谱/家系 Draw family tree.</td>
</tr>
<tr>
<td>Immediate family members</td>
<td>爷爷,奶奶公公,婆婆</td>
<td>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).</td>
<td>识字/写字 Kinship terms.</td>
</tr>
<tr>
<td>宠物和动物 Pets and animals</td>
<td>狗, 猫, 鱼, 金鱼, 鸟, 小鸟, 鸡, 小白兔</td>
<td>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?</td>
<td>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?</td>
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<tr>
<td>资源</td>
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<th>Oracy</th>
<th>Literacy</th>
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<tbody>
<tr>
<td>我的家庭 My family</td>
<td>简单形容词 Simple descriptions</td>
<td>大小, 高矮, 多少, 长短, 新旧</td>
<td>• 看图说话 Describe the picture: use photographs of people/cartoon characters to elicit descriptions from the pupils.</td>
</tr>
<tr>
<td>我的家 My home</td>
<td>房间 Rooms in the house</td>
<td>小猫在哪里?</td>
<td>• 听力练习 Identify the picture: give out sets of pictures to pupils. Pupils have to hold up picture of person being described.</td>
</tr>
<tr>
<td>Resources</td>
<td>Chinese for GCSE</td>
<td>Where's Spot? (adapted for rooms in the house)</td>
<td>• 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?'</td>
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<td></td>
<td>Chinese made easy</td>
<td>小猫在哪里?</td>
<td>• 歌谜游戏 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.</td>
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<td>Hill, E. Where's Spot? (Dual language version, Chinese translation by Xin Ya)</td>
<td>小波在哪里？</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>房间, 睡房, 客厅, 花园, 书房, 楼上/楼下</td>
<td>• 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?'</td>
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*Grammar focus*
- Use of adjectives
- Question form
- Verb and preposition
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<th>Oracy</th>
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<tbody>
<tr>
<td>我的家 My home</td>
<td></td>
<td></td>
<td>See above</td>
</tr>
<tr>
<td>教室里的设备/用具 My classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content of bedroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toys, etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>一般家具:</td>
<td>床, 书桌, 椅子, 衣柜, 电脑, 电视 (机)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我的家</td>
<td>我的家</td>
<td>My home</td>
<td>My home</td>
</tr>
<tr>
<td>这是...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>玩具:</td>
<td>火车, 汽车, 洋娃娃, 狗熊</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar focus</td>
<td>Past tense article: The... has gone/is not there...不见了。</td>
<td></td>
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<tr>
<td>Future tense</td>
<td>I'll buy... for NAME</td>
<td></td>
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<tr>
<td>明确游戏</td>
<td>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.</td>
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<tr>
<td>记忆游戏</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>你是百万富翁，你要买什么？You're a millionaire! What presents will you buy for different people in the class? (An object? a toy? an animal?)</td>
<td></td>
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<tr>
<td>利用剪贴活动来介绍卧室/睡房里的家具</td>
<td>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.</td>
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<tr>
<td>买玩具</td>
<td>Teacher shows picture of toy shop and pupils say what toys they want to buy.</td>
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<tr>
<td>利用互动白板</td>
<td>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...)'</td>
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<tr>
<td>问答</td>
<td>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.</td>
<td></td>
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<tr>
<td>画画游戏</td>
<td>'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.</td>
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<tr>
<td>看图写字</td>
<td>Write captions.</td>
<td></td>
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</tr>
<tr>
<td>把教室里的教具和文件贴上标签</td>
<td>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).</td>
<td></td>
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<tr>
<td>课堂语言 (日常用语，简单的指令，要求，感谢语，称赞语)</td>
<td>坐下, 起立, 来去, 举手，看，听，读，写，画</td>
<td>再说一遍，再说一遍，很好，好极了</td>
<td>在表达课堂用语时尽量使用中文</td>
</tr>
<tr>
<td>Classroom language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routines, simple instructions, requests, expressing thanks, giving praise</td>
<td>Classroom language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar focus</td>
<td>Classroom language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of adverbs</td>
<td></td>
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<tr>
<td>故事例子: Examples of text to use:</td>
<td></td>
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<tr>
<td>小波在哪里? Where's Spot? (Dual language story book) (See p34)</td>
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<tr>
<td>儿歌 Children’s songs and rhymes.</td>
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<tr>
<td>Tangled: (A tangram)</td>
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<td>Cheater, C. and Farren, A. The literacy link</td>
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<td>Procedure for using stories in the classroom:</td>
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<tr>
<td>Introduce story (with visuals/highlighting key words or phrases);</td>
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<td>Tell story (with visuals/gesture/expressions);</td>
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<td>Work on story (content and language, e.g. through role-play, active reading and writing strategies such as classifying, sequencing);</td>
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<td>Create around story (illustrating a scene in story, making up own story).</td>
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<td>Creativity</td>
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<td>Story, poem, song, drama</td>
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*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 (spelt 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)
## Themes, topics, texts

### Health and welfare: Food and drinks

#### Familiar food and drinks
- Size, shape, colour

#### Asking for food and drink

#### Expressing opinions about food and drink

#### Describing food and drink

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<td></td>
<td><strong>水平2</strong></td>
</tr>
<tr>
<td><strong>常见食物和饮料</strong></td>
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<td></td>
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<tr>
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<td></td>
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<tr>
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<td><strong>如何向他人要食物和饮料</strong></td>
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<tr>
<td><strong>Asking for food and drink</strong></td>
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<tr>
<td><strong>发表有关食物和饮料的意见</strong></td>
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<tr>
<td><strong>Expressing opinions about food and drink</strong></td>
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</tr>
<tr>
<td><strong>形容食物和饮料</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Describing food and drink</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>水果:</strong> 苹果, 橘子, 香蕉, 葡萄, 西瓜, 水果</td>
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<td></td>
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<tr>
<td><strong>食物:</strong> 肉（猪肉, 牛肉, 羊肉, 鸡肉, 鸭肉）, 鱼, 菜, 肉, 绿豆, 红豆, 卷心菜, 面, 饺子, 汉堡包, 三明治</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>小吃:</strong> 麦片, 饼干, 巧克力, 糖果, 蛋糕, 苹果派</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>饮料:</strong> 牛奶, 水, 汽水, 可乐, 果汁, 茶, 咖啡</td>
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<td></td>
</tr>
<tr>
<td><strong>形容词:</strong> 大小, 多少, 方圆, 红, 绿, 黄, 白, 长短, 软硬, 新鲜</td>
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<td></td>
</tr>
<tr>
<td><strong>量词:</strong> 杯, 碗, 条, 个</td>
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#### Grammar focus
- **Use of question word: 吗**
- **Use of question form: 饿不饿? 啦不啦? 好不好?**
- **Use of intensifiers:** 很 / 极了
- **Use of common measure words**

#### 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).
- **剪贴活动** Cut out magazine pictures of common food and paste them into two columns headings: 我喜欢吃/不喜欢吃.
- **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.
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<tbody>
<tr>
<td>喜欢/不喜欢</td>
<td>写作</td>
<td>分类选择  Sort food and drinks into categories on a grid and select to make sentences e.g. I like... but not...</td>
<td></td>
</tr>
<tr>
<td>Likes and dislikes</td>
<td>Adverbial phrases: 好吃极了/难吃极了!</td>
<td>学生调查  Survey of classmates: favourite foods and drinks</td>
<td></td>
</tr>
<tr>
<td>节日里的食物</td>
<td>连接词: 和/但是</td>
<td>情境描述  Describe what family and friends like to eat or dislike eating.</td>
<td></td>
</tr>
<tr>
<td>Food for special occasions</td>
<td>Birthday, festivals</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>过生日</td>
<td>鳕鱼, 糕点, 生日蛋糕, 鸡肉, 面条, 生日帽</td>
<td>造句  Make sentences.</td>
<td></td>
</tr>
<tr>
<td>过新年</td>
<td>年糕, 年饼, 香肠, 花生, 坚果, 鱼, 橘子</td>
<td>根据调查情况写简单的报告  Write a simple report based on the class survey.</td>
<td></td>
</tr>
<tr>
<td>过中秋节</td>
<td>饼子</td>
<td>设计请帖  Design an invitation card: to a birthday or festival celebration.</td>
<td></td>
</tr>
<tr>
<td>过圣诞节</td>
<td>火鸡, 圣诞饼干</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Themes, topics, texts

Key structures and vocabulary

Oracy

Literacy

Resources

Curriculum guide for Chinese

Level 2

Themes, topics, texts

日常生活

Daily routine

数字,日期,时辰

Numbers, dates, time

日常生活

Daily routine

Resources

Chinese made easy, Textbook 1

Learning sheets from Haojile

www.curriculum.edu.au/haojile/learn.html

饥饿的毛虫

The very hungry caterpillar

Resources

Chinese made easy, Textbook 1

Learning sheets from Haojile

www.curriculum.edu.au/haojile/learn.html

数字:十一到三十

Numbers: 11–30

日期,时辰

Dates, parts of day

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Describe ages of family and relatives.

声母区分

Phonological awareness

老师选一个声母（如 zi/zhi, ci/chhi, si/shi, ji/qi），让学生注意听。老师说一个词，学生举起手。（每五个人一组，每组选一个词）

拼读练习

Phonemic awareness

老师出示一个拼音，学生指这个字母。然后让学生在一张纸上拼出这个字。

猜字游戏

Character guessing

老师在OHP或白板上出示一个字，然后逐渐显现出这个字，学生要找出这个字。

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用小白板练习写字

Writing practice

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朗读数字

Recitation

老师出示数字，学生齐读。

宾果

Bingo

老师在OHP或白板上出示一个字，然后逐渐显现出这个字，学生要找出这个字。

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## Level 2

### Themes, topics, texts | Key structures and vocabulary | Oracy | Literacy
--- | --- | --- | ---
日常活动 | 班上调查 | Class survey. | 拼音练习
Common activities | 问朋友 | Ask a partner. | Sound-letter relationships: teacher says sound of letter, pupils point to written form or hold up card with written form.
 | 传递游戏 | Pass it on: circle activity to practice questions and answers based on this topic and previous topics. Teacher/pupil asks a 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. | 写句
 | 问调查 | Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks questions and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil. | 按调查写报告

### 喜好 Hobbies

| Likes and dislikes | Gate activity: partner A says word, partner B has to write it correctly to win point. Partner A checks if correct. | 写句
| 我喜欢 …/爱 … | 写句
| 我不喜欢 … | 写句
| 你喜欢什么活动? | 写句
| 你喜欢吗? | 写句
| 你喜欢不喜欢 …? | 写句

### 喜好 Hobbies

| 喜好 Hobbies | 听力练习 | Listen and note: pupils listen to recording of young people saying where they do activities – at home, at school etc. | 训练记忆力
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## Level 2

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>活动地方</strong> Places for activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>嗜好</strong> Hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Year festival</strong> New Year festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Celebrations</strong> Celebrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>十二生肖的故事</strong> Story of the twelve animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Classroom language** Classroom language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>资源</strong> Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Themes

- **活动地方** Places for activities
- **嗜好** Hobbies
- **New Year festival** New Year festival
- **Celebrations** Celebrations
- **十二生肖的故事** Story of the twelve animals
- **资源** Resources

### Key structures and vocabulary

- **公园** park
- **花园** garden
- **体育馆** stadium
- **图书馆** library
- **网/足球场** football field
- **游泳池** pool
- **庆祝** celebrations
- **新年** New Year festival
- **基督** Christmas
- **母亲节** Mother's day
- **父亲节** Father's day
- **十二生肖** Story of the twelve animals
- **腊过** celebrate
- **红包** red envelope
- **恭喜** congratulations
- **中型** Chinese brushwork
- **十二生肖的面具** masks
- **新衣** new clothes
- **对联** couplets

### Oracy

- **画出自己最喜爱的活动然后口头描述活动什么时候，跟谁，在哪里）** Draw favourite activities and talk about them to the class (when, who with, where).
- **角色扮演 - 说祝贺语** Role-play using festive greetings.
- **唱歌 (恭喜歌, 新年歌)** Sing New Year Song.

### Literacy

- **画图写句子** Draw pictures and write captions.
- **写日记** Write a diary.
- **看图写句子** Write sentences using information from the grid.
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 穿什么衣服？ Describing what clothes people are wearing | 你穿什么衣服？
穿什么衣服？
你喜欢穿什么衣服？
你穿什么颜色的…? | 说话练习：两人一组互相对上身所穿的衣服。
看图选择：老师提供图片里人物所穿的大小号码。学生看图选择，老师提供图片里的人物所穿的大小号码。学生看图选择，老师提供图片里的人物所穿的大小号码。
角色扮演：两个朋友在挑选衣服，学生用表达，‘This is too big/too long, I don’t like this colour.’ | 练字：毛衣，大衣，鞋子，穿，Writing/calligraphy practice. |
|  | 衣子（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） | 用‘Tai’/ ‘too’ |
| 颜色 | 我穿什么好看？
你喜欢我穿什么颜色（颜色）好看？
我很喜欢穿
我很不喜欢穿 | | |
|  | 用形容词 True/ Best/ 比较 | | |
|  | 用情态动词 觉得/应该 | | |
| 大小 Sizes | 太大，太大，太长了，太短了 | 看图说话：老师提供图片，图片里的人物所穿的号码有太大/太短/太大/太小——学生说，“太大了/太大了/太长了/太短了…”
对话练习：短对话：(e.g. buying clothes in a shop) practising the phrases. ‘This is too short, too long, too short, etc.’ | |
| Too big, too small, too long, too short, link to simple descriptions of people, colours, likes, dislikes | 你穿几号衣服？
你喜欢/不喜欢 | 角色扮演：两个朋友不能决定穿什么去参加一个聚会。对话练习/角色扮演：短对话：(e.g. buying clothes in a shop) practising the phrases. ‘This is too short, too long, too short, etc.’ | |
<p>| Resources | Chinese made easy, Books 1 and 2 | Grammar focus | |
|  | PowerPoint presentation | 用‘Tai’/ ‘too’ | |
|  | <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a> | | |</p>
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</tr>
<tr>
<td><strong>Landscape</strong></td>
<td></td>
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<tr>
<td><strong>地点</strong> Location</td>
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<tr>
<td><strong>设施</strong> Amenities</td>
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<tr>
<td><strong>月份</strong> Months</td>
<td></td>
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<tr>
<td><strong>季节</strong> Seasons</td>
<td></td>
<td></td>
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<tr>
<td><strong>气候</strong> Weather</td>
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</table>

**Resources**
- Chinese made easy, Book 2
- PowerPoint presentation, What's the Weather Like Today? www.ukfcs.info and http://community.gold.ac.uk

**Months**
- January, February, March...
- 春夏秋冬
- 春天/夏天/秋天/冬天

**Seasons**
- Spring/Summer/Autumn/Winter

**Weather**
- 下雨/下雨
- 雪/下雪
- 阴天/多云

**Environment**
- 你住在哪里？
- 我住城市里/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...

**Landscape**
- 学校/野外/公园/游泳池/运动场/体育馆/便利店/超级市场/商店/书店/餐厅/剧院
- 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

**Location**
- 问, 座, 个, 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？

**Amenities**
- 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?
- 空气好坏? 污染不污染?

**Grammar focus**
- Use of comparative expression
- Use of measure words with buildings
- Question form

**Oracy**
- 香语对话 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.

**Literacy**
- 写字练习 Writing/calligraphy practice.
- 选词游戏 Dominoes (words/pictures).
- 连句 Sentence building: pupils.

*See Resource list
## Level 3

### Themes, topics, texts

<table>
<thead>
<tr>
<th>School/class information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>学校/班级资料</strong></td>
</tr>
<tr>
<td><strong>School/class information</strong></td>
</tr>
<tr>
<td><strong>学校的名字</strong></td>
</tr>
<tr>
<td><strong>班级/年级</strong></td>
</tr>
<tr>
<td><strong>老师/校长的名字</strong></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>科目</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>课程表</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many lessons a day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>每天上几节课</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times of each lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>每节课的时间</strong></td>
</tr>
</tbody>
</table>

#### 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

#### Literacy

<table>
<thead>
<tr>
<th>Literacy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grammar focus</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Oracy</th>
</tr>
</thead>
</table>

- 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'.

#### Resources

- **Chinese made easy, Books 1 and 2**

- **PowerPoint presentation, School Timetable**

- **www.ukfcs.info**

- **http://community.gold.ac.uk**

**Grammar focus**

- 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 at end.

- 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: 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 practice questions and answers based on this topic and previous topics.
## Level 3

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>老师, 请问...</td>
<td>可以/不可以</td>
<td>展示课堂用语</td>
<td>Stick poster with classroom language phrases on wall.</td>
</tr>
<tr>
<td>对不起, 老师, 我迟到了。</td>
<td>道歉</td>
<td>学生把课堂用语写在本子上和标题下</td>
<td>Pupils write labels for work on wall displays and in their books.</td>
</tr>
<tr>
<td>我不懂, 我听不懂, 我不明白（这个意思）</td>
<td>表述难题</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我不知道</td>
<td>请教</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我忘记了</td>
<td>请求许可</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你可以借我用一用吗？</td>
<td>完成作业</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你可以帮忙吗？ 请帮我做...，我不会，我听不懂，我听不懂，我不会，我不会...（这个意思）</td>
<td>庆祝胜利</td>
<td></td>
<td></td>
</tr>
<tr>
<td>我可不可以去厕所？（语法：可不可以/可以不可以...）</td>
<td>Grammar focus</td>
<td>• Use of 'ke yi' / 'bu keyi' 可以/不可以</td>
<td></td>
</tr>
</tbody>
</table>

### Classroom language

<table>
<thead>
<tr>
<th>课堂用语</th>
<th>Key structures and vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractions attention</td>
<td>Classroom language</td>
</tr>
<tr>
<td>Apologising</td>
<td>课堂用语</td>
</tr>
<tr>
<td>Expressing problems</td>
<td>教科书</td>
</tr>
<tr>
<td>Asking for help</td>
<td>老师, 你...</td>
</tr>
<tr>
<td>Asking permission</td>
<td>老师, 我需要换一本练习簿。这个...用中文怎么说？</td>
</tr>
<tr>
<td>Completing a task</td>
<td>我做完题目了。我赢了! 题目是...</td>
</tr>
<tr>
<td>Celebrating a win</td>
<td>我赢了! 我赢了! 我赢了!</td>
</tr>
</tbody>
</table>

### 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. Sihe 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 sihe 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.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>节日的故事:</td>
<td>唐诗</td>
<td>叙述故事: Re-tell story using picture prompts.</td>
<td>朗读故事/朗读唐诗 Read aloud/recite poems.</td>
</tr>
<tr>
<td>清明节</td>
<td>《鹿港》 （王維）</td>
<td>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.</td>
<td>朗读图 Illustrate the story/poem</td>
</tr>
<tr>
<td>端午节</td>
<td>《春眠》 （孟浩然）</td>
<td>借助道具讲故事 Talking puppets: practise role-play using puppets or props.</td>
<td>借助道具讲故事 Sequence the story or the poem.</td>
</tr>
<tr>
<td>七月初七牛郎与织女的故事</td>
<td>《静夜思》（李白）</td>
<td>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).</td>
<td>用连环画复述故事 Retell the story using cartoon format.</td>
</tr>
<tr>
<td>中秋节的故事</td>
<td>《清明》 （杜牧）</td>
<td>画插图 Illustrate the story/poem</td>
<td>画插图 Illustrate the story/poem</td>
</tr>
<tr>
<td>嫦娥奔月的故事</td>
<td></td>
<td>填空 Fill in the blank to complete the story or the poem.</td>
<td>填空 Fill in the blank to complete the story or the poem.</td>
</tr>
<tr>
<td>月饼的故事</td>
<td></td>
<td>按次序排列故事 Sequence the story or the poem.</td>
<td>按次序排列故事 Sequence the story or the poem.</td>
</tr>
<tr>
<td>九月九日重阳节的故事</td>
<td></td>
<td>用连环画复述故事 Retell the story using cartoon format.</td>
<td>用连环画复述故事 Retell the story using cartoon format.</td>
</tr>
</tbody>
</table>

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

Use of story-telling conventions.
- Re-tell story using picture prompts.
- 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.
- Talking puppets: practise role-play using puppets or props.
- 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).

Resources:
- www.6mj.com
- www.wxjxx.com
- www.wxjxx.com/Article_Show.asp?ArticleID=525
- http://zhidao.baidu.com/question/3343560.html
- Books 3 and 4
- Tang poems
- http://community.gold.ac.uk
Curriculum guide for Chinese

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 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 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.
Curriculum guide for Chinese

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)

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

*LL = Languages Ladder
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 completing 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 completing this stage, you should be able to ask and answer simple questions and talk about my interests. Presentation (four sentences) based on personal item, picture, toy, souvenir, book, etc.

**R**
On completing this stage, you should be able to 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**
On completing this stage, you should be able to write a few short sentences with support using expressions which I have already learned. Translating three simple sentences.

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.
## Themes, topics, texts

**Chinese Environment: Travel and transport**

### Key structures and vocabulary

<p>| 环境:交通 | 个人喜爱的交通工具 |</p>
<table>
<thead>
<tr>
<th>旅行和交通</th>
<th><strong>Preferred forms of travel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>各式交通工具</td>
<td><strong>Modes of transport</strong></td>
</tr>
<tr>
<td>环境:交通</td>
<td><strong>Environment: Travel and transport</strong></td>
</tr>
<tr>
<td>旅行和交通</td>
<td><strong>Travelling to school</strong></td>
</tr>
</tbody>
</table>

### Grammar focus
- 'Travel by' appears in various ways with different vehicles: e.g. 坐 (坐), 乘 (乘), 搭乘 (搭乘), 行 (行): 汽车 (car), 飞机 (plane), 自行车 (bicycle), 校车 (school bus).

### Resources
- Chinese for GCSE, Book 1, Unit 8

### Listening and pronunciation practice
- Find 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.

### Guessing game
- 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.

### Question and answer practice
- 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.)

### 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 to help students to draw attention to the forms and structures in the text. 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.)
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>环境:交通</td>
<td>Environment: Travel and transport</td>
<td>Grammar focus</td>
<td>Reading and writing short texts on familiar topics, incorporating knowledge and language learnt.</td>
</tr>
<tr>
<td>到中国旅游</td>
<td>A trip to China</td>
<td>Future tense</td>
<td>Resources: Dictionary, travel news and pamphlets, tourist information.</td>
</tr>
<tr>
<td>(真正或者想象)</td>
<td>Real or imaginary</td>
<td>Connectives</td>
<td>Resources: Pocket Chinese Dictionary, OUP; Rudelson, J. and Qin, C. Mandarin Phrase book; Xiandai Hanyu Cidian (现代汉语词典)</td>
</tr>
<tr>
<td>Listen to teacher describes journey. Pupils trace the stages of the journey on a simplified map indicating mode of transport at each stage and other details.</td>
<td>Pocket Chinese Dictionary, OUP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>在春天, 夏天, 秋天, 冬天, 暑假</td>
<td>In spring, summer, autumn, winter, holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你能描述你的行程吗?</td>
<td>Can you describe your journey?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将什么时候去旅行?</td>
<td>When will you go on your journey?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>从伦敦到上海有多远?</td>
<td>How far is it from London to Shanghai?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你在什么时候出发?</td>
<td>What time will you leave?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将在什么时候到达上海？</td>
<td>What time will you arrive in Shanghai?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将乘什么交通工具去上海?</td>
<td>How will you travel to Shanghai?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将乘火车去上海吗?</td>
<td>Will you travel to Shanghai by train?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将乘飞机去上海吗?</td>
<td>Will you travel to Shanghai by plane?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将乘飞机飞多长时间?</td>
<td>How long will you fly on the plane?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你将在什么时候到家?</td>
<td>What time will you arrive home?</td>
<td></td>
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### Level 4

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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<tbody>
<tr>
<td>交通及旅游</td>
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<td>交通及旅游</td>
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<tr>
<td>假期 (真正或者想象)</td>
<td>旅行和旅游</td>
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<td>什么时候,在哪,里</td>
<td>When, where, with whom</td>
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<tr>
<td>在哪里停留?</td>
<td>Where stayed</td>
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<td>天气</td>
<td>Weather</td>
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<tr>
<td>看见/做了什么</td>
<td>Things to see and do</td>
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<tr>
<td>吃了什么?</td>
<td>Meals/Refreshments</td>
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</table>

**结构:**

- **结构:** Structures
  - 你/她/他什么时候去了度假?
  - 你/她/他去了哪里?
  - 现在在做什么?
  - 天气怎样?
  - 你/她/他和谁一起去?
  - 你/她/他和谁一起去?

**资源:**

- **Chinese for GCSE, Book 1, Unit 8**

**说话练习:**

- **Speaking practice:**

**话题和结构:**

- **Letter, word and sentence levels**
  - 识字/词: 国家/旅游景点名称, 天气, 旅客, 纪念品, 饮食, 货币, 数字1-100
  - 配图
  - 配词
  - 填空/填写/词/词组
  - 重组句子

**文章:**

- **Text level**
  - 排句成段
  - 造句, 连句, 延长句子
  - 看图造句
  - 提纲作文
  - 写日记, 信件, 电子邮信, 明信片
  - 使用参考资料
  - 双语词, 阅读与句式练习

**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.**

**演绎意见 - 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 pp56–71)
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<td><strong>交通和旅游</strong>&lt;br&gt; Travel and tourism</td>
<td><strong>模拟练习</strong> Role-play</td>
<td><strong>词汇和结构</strong> &lt;br&gt; Letter, word and sentence levels</td>
</tr>
<tr>
<td><strong>纪念品</strong> &lt;br&gt; Buying presents</td>
<td><strong>礼物, 纪念品</strong>&lt;br&gt; Gifts, souvenirs</td>
<td>Act out shopping scene where there is an argument over price.</td>
<td>认字/词:</td>
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<tr>
<td><strong>货币</strong> &lt;br&gt; Money</td>
<td><strong>价钱, 路标, 街名</strong>&lt;br&gt; Price, road signs, street names</td>
<td>Emphasise use of mime, gesture, facial expression and tone of voice to help to convey meaning.</td>
<td>价钱, 路标, 街名, 方向, 商店</td>
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<tr>
<td><strong>数字: 一至一百</strong> &lt;br&gt; Numbers 1–100</td>
<td><strong>前, 后, 左, 右</strong>&lt;br&gt; Front, back, left, right, left/right turn</td>
<td>Write pupil 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.</td>
<td>配对</td>
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<tr>
<td><strong>问路</strong> &lt;br&gt; Asking directions</td>
<td><strong>请问我怎么去火车站/电影院?</strong>&lt;br&gt; How do I get to the train station/the cinema?</td>
<td>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.</td>
<td>使用参考材料;</td>
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### Vocabulary
- **货币**
  - 价格, 路标, 街名, 方向, 商店
- **数字**
  - 一至一百
- **结构**
  - 前, 后, 左, 右, 对面, 左/右转, 向左/右拐, 直行, 附近, 远, 十字路口, 第一个路口

### Resources
- Chinese for GCSE, Book 1, Unit 8
- Rudelson, J. and Qin, C. Mandarin phrasebook, pp37-9
## Level 4

### Themes, topics, texts

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<tr>
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<th>English</th>
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<tbody>
<tr>
<td>职业 (Names of jobs)</td>
<td>Work</td>
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<tr>
<td>工作地点 (Where people work)</td>
<td>Jobs done by family/friends</td>
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<tr>
<td>家人/朋友的职业 (Jobs done by family/friends)</td>
<td>Career</td>
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### Key structures and vocabulary

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<tr>
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<td>Jobs</td>
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<td>Location of work</td>
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### Oracy

- 听力及语音练习—找出适当的图片 (Identify and say.) (See p.50)
- 猜牌游戏 (Guessing game.) (See p.50)
- 调查 (Survey): class survey to find out most/least popular jobs in group.

### Literacy

- 词汇和结构 (Letter, word and sentence levels)
  - 认字/词
  - 配图/词
  - 配图/词
  - 配图/词
- 文章 (Text level)
  - 排句成段
  - 造句、续句、延长句子
  - 看图造句

### Resources

- Chinese for GCSE, Book 1, Unit 6
- Rudelson, J. and Qin, C. Mandarin phrasebook, pp 49–50
- 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.
- 调查 (Survey): class survey to find out most/least popular jobs in group.
- 猜牌游戏 (Guessing game) (See p.50)
- 调查 (Survey): class survey to find out most/least popular jobs in group.
- 词汇和结构 (Letter, word and sentence levels)
  - 认字/词
  - 配图/词
  - 配图/词
  - 配图/词
- 文章 (Text level)
  - 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/职业介绍资料

### Vocabulary

- 司机, 厨师, 侍应, 接待员, 护工
- 医生, 药师, 律师, 警察, 演员, 歌手, 记者
- 科学家, 神父, 工人

### Structures

- 你的妈妈/爸爸做什么工作？
- 她/他是在哪里工作？
- 她/他在一家工厂/办公室/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______。

### Activities

- 听力及语音练习—找出适当的图片 (Identify and say.) (See p.50)
- 猜牌游戏 (Guessing game.) (See p.50)
- 调查 (Survey): class survey to find out most/least popular jobs in group.
- 调查 (Survey): class survey to find out most/least popular jobs in group.
- 词汇和结构 (Letter, word and sentence levels)
  - 认字/词
  - 配图/词
  - 配图/词
- 文章 (Text level)
  - 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/职业介绍资料

### Additional Notes

- 词汇练习—认字/词:
  - 职业, 工作地点, 兴趣
  - 配图/词
  - 配图/词
  - 配图/词

- 文章练习—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/职业介绍资料
## Level 4

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<th>Key structures and vocabulary</th>
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<td>指令 Instructions</td>
<td>口令 Classroom commands</td>
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<td>评语 Comments</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Chinese for GCSE, Book 1, Unit 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>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.</td>
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</tbody>
</table>

| **Culture and creativity**    |                               |       |          |
| 描写中国的景色 Description of landscapes and sceneries of China | 五言律诗, 七言绝句 The formats of traditional poetry writing. |       |          |
|                              | 欣赏诗歌的韵律及其中的含义 Appreciation of rhymes and ideas conveyed in poems. |       |          |
| **Resources**                 | www.chinapage.com/main2.html |       |          |
|                              | www.chinapage.com/dragon1.html |       |          |
|                              | www.chinesecontemporary.com/artlist |       |          |
| **Culture and creativity**    |                               |       |          |
| 描写中国的景色 Description of landscapes and sceneries of China | 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. |       |          |

| **Oracy**                     |                               |       |          |
| 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. Draw the picture or re-write in own words. |       |          |
| 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. Draw the picture or re-write in own words. |       |          |

| **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>| <strong>Writing about travelling experiences in China.</strong> |       |          |
| 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>
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<th>Literacy</th>
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<tbody>
<tr>
<td>和人交往 (和善的谈话举止)</td>
<td>Meeting people</td>
<td>适宜的表达方式</td>
<td>语言艺术</td>
</tr>
<tr>
<td>(适当的谈话举止)</td>
<td>Appropriate modes of address</td>
<td>(合适的行为)</td>
<td>(表达的方式)</td>
</tr>
<tr>
<td>• 欢迎到学校。</td>
<td>• (You should say:</td>
<td>• 你好吗?</td>
<td>• 介绍生字注释，笔画</td>
</tr>
<tr>
<td>• 你是谁?</td>
<td>You’re welcome.</td>
<td>• 这是 (校长/我的朋友)</td>
<td>Introduction of radicals and strokes in new vocabulary.</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td>(This is the principal my friend)</td>
<td>• 我们相处得很好。</td>
<td>• 填写/填空：完成下列句子：</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td>• How are you?</td>
<td>• 我不能忍受______。</td>
<td>Grammar focus:</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td>• 他/她 + ____</td>
<td>• Adjectives:</td>
</tr>
<tr>
<td>• 欢迎到学校。</td>
<td></td>
<td></td>
<td>• Description:形容词的运用—形容男/女性及中性的形容词</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• 例：她很漂亮；他很潇洒；他/她很好看</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• 形容词的运用—形容男/女性及中性的形容词</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• 例：两个，一对，几对，两对</td>
</tr>
<tr>
<td>• 欢迎到学校。</td>
<td></td>
<td></td>
<td>• Comparison:比较形式 例：乙 比 丙好; 甲是 最好 的。</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• Wei 动词：</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• Future 将来式— 会/将会…</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• Conditional clause 假设例：如果，她会。</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• 类比：例如，形容词— 褒义词与贬义词，同义词与反义词</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• Categorising vocabulary: (e.g. adjectives in terms of positive/negative, synonyms/antonyms).</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• 了解/理解：你怎样描述这个人的性格? (同学，教师，名人)</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• Brainstorming: how would you describe this person’s character? (pupil, teacher, celebrity).</td>
</tr>
<tr>
<td>• 这是 (校长/我的朋友)</td>
<td></td>
<td></td>
<td>• 可能允许学生将想法整理成故事或小册子。</td>
</tr>
<tr>
<td>• 你好吗?</td>
<td></td>
<td></td>
<td>• 可能允许学生制作自己的网站。</td>
</tr>
</tbody>
</table>

**Zodiac signs**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Grammar focus</th>
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<td>Chinese by GCSE: Book 2, Unit 1</td>
<td>• Adjectives:</td>
</tr>
<tr>
<td>Chinese by GCSE: Book 3, Unit 1</td>
<td>• Description:形容词的运用—形容男/女性及中性的形容词</td>
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<tr>
<td>UKFCS Book 1, Chapter 7</td>
<td>• 例：她很漂亮；他很潇洒；他/她很好看</td>
</tr>
<tr>
<td>GCSE revision guide, pp27–28</td>
<td>• 形容词的运用—形容男/女性及中性的形容词</td>
</tr>
<tr>
<td>UKFCS, Book 4, Exercise attachments</td>
<td>• 例：两个，一对，几对，两对</td>
</tr>
<tr>
<td><a href="http://www.ukfcs.info">www.ukfcs.info</a></td>
<td>• Comparison:比较形式 例：乙 比 丙好; 甲是 最好 的。</td>
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<td>• Wei 动词：</td>
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<tr>
<td></td>
<td>• Conditional clause 假设例：如果，她会。</td>
</tr>
</tbody>
</table>

**Personality/Character descriptions**

| As pupils progress through the levels, there is 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) |

| • 欢迎到学校。 | Welcoming a guest from China (to the school). |
| • 你好吗? | Consider different forms of address: the polite forms of address (先生, 太太, 女士) and the informal forms of address (同学, 教师, 名人) |
| • 这是 (校长/我的朋友) | Brainstorming: how would you describe this person’s character? (pupil, teacher, celebrity). |
| • 你好吗? | Possibly allow pupils to prepare ideas in pairs first, referring to dictionary, and then get feedback to whole class. |
| • 这是 (校长/我的朋友) | Design a paragraph explaining why your friend should be voted class representative on the school council. |

**Personality/Character descriptions**

<p>| • 欢迎到学校。 | Welcoming a guest from China (to the school). |
| • 你好吗? | Consider different forms of address: the polite forms of address (先生, 太太, 女士) and the informal forms of address (同学, 教师, 名人) |
| • 这是 (校长/我的朋友) | Brainstorming: how would you describe this person’s character? (pupil, teacher, celebrity). |
| • 你好吗? | Possibly allow pupils to prepare ideas in pairs first, referring to dictionary, and then get feedback to whole class. |
| • 这是 (校长/我的朋友) | Design a paragraph explaining why your friend should be voted class representative on the school council. |</p>
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<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>人际 关 系</td>
<td>[Continued]</td>
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<tr>
<td>Self and others</td>
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</tbody>
</table>

- **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 partner school (via video-conferencing) or to another class in same school.
- **自我介绍：我的生肖和它的意思** Presentation: my zodiac sign and what it means.
- **角色扮演：分开『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 review/introduce language of negotiation and/or provide prompt sheet with key phrases. (See Key structures and vocabulary opposite)
Themes, topics, texts

<table>
<thead>
<tr>
<th>Name</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous people</td>
<td>(<strong><strong>是一位著名/受欢迎的</strong></strong>) （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，和蔼，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,参加/赢了比赛,得奖,推行,支持,抵制...) (明年/两年以后她/他会____。 (他/她最大的成就是在____当时她/他____。 (我喜欢/欣赏他/她是因为____。</td>
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<tr>
<td>Profession</td>
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<tr>
<td>Birth (where and when)</td>
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<td>Family</td>
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<td>Physical description</td>
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<tr>
<td>Opinion</td>
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</table>

Grammar focus
- Connectives: 此外,也,亦是,或首先,第二,第三,最后
  - 那时,当时,因此,所以,但是,不久,不幸
- Relative clauses: 复合句:
  - 那个穿红裙子的女孩是我的妹妹。

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.
- Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.
- Listening and understanding a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions.
- Developing reference skills, including use of bilingual dictionary.

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
- Pocket Chinese dictionary, OUP

Developing reference skills, including use of bilingual dictionary.

Some famous people:
- 例如：诗人,文人,发明家,政治家,艺术家

Resources
- Developing reference skills, including use of bilingual dictionary.
### Level 5

#### Themes, topics, texts

- **家居生活及日常活动/家庭责任**
- **比较英国和中国的家居环境** (传统及现代化的)
- **设计的特色**
- **贫困的差别**

#### Key structures and vocabulary

- 家居生活及日常活动/家庭责任
- Design features (buildings, furniture)
- Differences between rich and poor

#### Oracy

- 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__ 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 __ 层高, 那是因为受天气的影响 – 暴风雨、洪水。

#### Literacy

- 为各种类型的房屋贴标签 Labelling pictures of houses in UK/China, traditional/modern, rich/poor.
- 分类 – 配对不同类型的房屋及配对相应的形容词 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.
- 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.

#### Grammar focus

- Adverbial phrases: frequency 频率副词: 例如–-每天、常常、每星期一次

#### Resources

- http://depts.washington.edu/chinaciv/home/3homintr.htm
- Chinese for GCSE, Book 1, Level 6
- Book 2, Chapter 2
- Book 3, Chapter 7
- UKFCS Textbooks, Book 7, Chapter 16

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### Curriculum guide for Chinese

- **Oracy**
  - Home life and daily routine
  - Roles and responsibilities in the home

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<thead>
<tr>
<th>Home life and daily routine</th>
<th>Roles and responsibilities in the home</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 一百年前英国 / 中国的房屋是怎样的?</td>
<td>- 在家里谁做家务?</td>
</tr>
<tr>
<td>- 现代的房屋又是怎样?</td>
<td>- 我 / 他 / 她负责购物、做饭、洗衣服、熨衣服、除尘。</td>
</tr>
<tr>
<td>- 房子是用 __ 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 __ 层高, 那是因为受天气的影响 – 暴风雨、洪水。</td>
<td>- 我 / 他 / 她负责整理床铺、收拾房间、摆好碗筷。</td>
</tr>
<tr>
<td>- 设计的特色</td>
<td>- 你认为公平吗?</td>
</tr>
<tr>
<td>- 房屋是怎样保温的?</td>
<td>- 是, 因为 __ / 不, ___ 应该多做一些。我要做 _<strong>, 但他/她只做</strong> / 什么也不做。</td>
</tr>
<tr>
<td>- 房子有 __ 层高, 那是因为受天气的影响 – 暴风雨、洪水。</td>
<td>- 你做家务吗?</td>
</tr>
<tr>
<td>- 对家庭的责任</td>
<td>- 我帮妈妈、爸爸、兄弟姊妹做 ___。</td>
</tr>
<tr>
<td>- Roles and responsibilities in the home</td>
<td>- 你做家务吗?</td>
</tr>
<tr>
<td>- 房子是用 __ 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 __ 层高, 那是因为受天气的影响 – 暴风雨、洪水。</td>
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</tr>
<tr>
<td>- 设计的特色</td>
<td>- 我帮妈妈、爸爸、兄弟姊妹做 ___。</td>
</tr>
<tr>
<td>- 房屋是怎样保温的?</td>
<td>- 你认为公平吗?</td>
</tr>
<tr>
<td>- 房子有 __ 层高, 那是因为受天气的影响 – 暴风雨、洪水。</td>
<td>- 是, 因为 __ / 不, ___ 应该多做一些。我要做 _<strong>, 但他/她只做</strong> / 什么也不做。</td>
</tr>
</tbody>
</table>

---

### Grammar focus

- Adverbial phrases: frequency 频率副词: 例如–-每天、常常、每星期一次

---

### Resources

- http://depts.washington.edu/chinaciv/home/3homintr.htm
- Chinese for GCSE, Book 1, Level 6
- Book 2, Chapter 2
- Book 3, Chapter 7
- UKFCS Textbooks, Book 7, Chapter 16
### Level 5

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over/ actresses, clothes</td>
<td>Listen and note: listening to recordings of interviews with different people about clothes/jewellery/fashion. Pupils note key points including preferences with regard to design, fabrics, comfort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing clothes, party, festival clothes</td>
<td>Brainstorming: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing school uniform, party clothes</td>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparing styles (East and West, traditional and modern, male and female)</td>
<td>Express 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing school uniform, party clothes, festival clothes</td>
<td>Persuasive writing: designing a piece of jewellery and writing a paragraph promoting it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing school uniform, party clothes, festival clothes</td>
<td>Developing pupils’ awareness of different genres (advertisement, review, interview).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing school uniform, party clothes, festival clothes</td>
<td>Research 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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing clothes, party, festival clothes</td>
<td>Developing reference skills, including use of bilingual dictionaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing school uniform, party clothes, festival clothes</td>
<td>Resources: Pocket Chinese dictionary, OUP.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Themes, topics, texts

#### Different types of media
- **Television, radio, CD, DVD, computer, digital camera, video camera, mobile phone, MP3 player**

#### Preferences
- **Frequency of use**

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

### 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?
- 你最喜欢 / 听哪种类型?
- 你对哪种节目有偏好？
- 你个人的喜好 / 爱好是 ____。

### Oracy

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

### Literacy

- **Mini-whiteboard activities**
- **Text marking.**
- **Gap-filling (dialogue).**
- **Spotlight.** (See p54)
- **Wheel of fortune.** (See p45)

#### Resources
- UKFCS Textbook, Book 11
- Developing reference skills, including use of bilingual dictionary.
- Developing subject aural skills.
- Developing subject writing skills.
- Relevant use of ICT/technology.

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### Media

#### Media

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Different types of media</strong></td>
<td><strong>Media</strong></td>
<td><strong>Preferences</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Television, radio, CD, DVD, computer, digital camera, video camera, mobile phone, MP3 player</td>
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</tr>
<tr>
<td><strong>Preferences</strong></td>
<td><strong>Frequency of use</strong></td>
<td><strong>Grammar focus</strong></td>
<td><strong>Showing preference and giving opinions</strong></td>
</tr>
<tr>
<td><strong>频率 of use</strong></td>
<td><strong>频率 of use</strong></td>
<td><strong>Showing preference and giving opinions</strong></td>
<td><strong>Showing preference and giving opinions</strong></td>
</tr>
</tbody>
</table>

**Grammar focus**

**Showing preference and giving opinions** 例如: 我最喜欢 ____，因为 ____。我不喜欢 ____，因为/我认为 ____。
## 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:
    - 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:
      - 在______有(电影，音乐会，比赛)上演/举行。
      - 在______有(电影，音乐会，比赛)上演/举行。
      - 有什么正在上演?
      - 有什么正在上演?
      - 在_____有(电影，音乐会，比赛)上演/举行。
      - 有什么正在上演?
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      - 有什么正在上演?
      - 有什么正在上演？
**Level 6**

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and fitness</strong></td>
</tr>
<tr>
<td><strong>Injuries</strong></td>
</tr>
<tr>
<td><strong>Illnesses</strong></td>
</tr>
<tr>
<td><strong>Treatments</strong></td>
</tr>
</tbody>
</table>

### Key structures and vocabulary

- You feel ______.
- She/He feels ______.
- She/He feels ______.

- What happened?
  - I hurt my ______.
  - I had ______.

- She/He had ______.
- She/He was ______.

### Oracy

- **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.

### 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 support this. Activities based on texts (both written and spoken) can be used as a stimulus for language investigation.

### Examples would include:

- **Word definitions:** match word to definition; open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.

- **Synonyms and antonyms:** matching or table completion; arranging different word forms depending on grammatical function (noun, verb, adjective, adverb) using table completion.

- **Modal verbs:** using table completion.

- **Different verb forms:** depending on tense using table completion.

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

### Resources

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

#### Themes, topics, texts

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>健康生活&lt;br&gt;Healthy living</td>
<td>集体讨论 - 确定健康和不健康的特征的活动&lt;br&gt;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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>饮食, 运动, 环境&lt;br&gt;Diet, exercise, environment</td>
<td>调查: 同班同学, 家庭成员和朋友的生活方式&lt;br&gt;Survey: pupils interview classmates, family and friends to find out about lifestyle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>饮食, 运动, 环境&lt;br&gt;Diet, exercise, environment</td>
<td>调查: 学校午饭菜单&lt;br&gt;Survey: pupils interview classmates, family and friends to find out about school meals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>健康饮食烹饪法&lt;br&gt;Recipe for a healthy (Chinese or English) dish</td>
<td>翻译并制作美味的食品&lt;br&gt;Translate and prepare delicious food.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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

#### Grammar focus

- Adverb of frequency: 例如 - daily, regularly, weekly, sometimes, never

#### Literacy

- 小型白板活动: 例如: 同义/反义词, 简短文章, 接龙游戏等<br>Mini whiteboard activities, e.g: Categorising, e.g. healthy/unhealthy.
- 套题: 例如 - 题目: 你在学校做什么? 可以问一个问题并附加一个选项: 例如 - A. I play sports. B. I do homework. C. I go to school. D. I don't have classes. 题目可以根据实际情况调整。<br>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.
- 开发参考工具的使用技能: Developing reference skills, including use of bilingual dictionary.

#### Health and fitness

- 你吃/喜欢什么类型的食物?<br>What kind of food do you/like to eat?
- 我吃/不吃/喜欢/不喜欢: 肉(牛肉, 羊肉, 猪肉, 羊肉, 鸡肉...) 海鲜(鱼, 虾, 蟹...) 蔬菜(白菜, 杏子, 西瓜, 芒果, 苹果, 芒果...) 水果(香蕉, 苹果, 桃子, 杏子, 西瓜, 苹果, 水果...) 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? Yes, I have. I eat/have (or don't eat/have)__
- 你/她/他做运动吗? Yes, I play sports/football /... ball. I play/walk/swim/... once per week.
- 你怎样使生活更健康? I can do more exercise. I can eat more/less__

#### Recipe for a healthy (Chinese or English) dish

- 食材: 包括: 食物(如: 鸡肉, 鱼, 蔬菜, 水果, 谷物类, 奶类食品, 甜品, 饮品...)
- 烹饪步骤: 例如: 洗, 削, 切, 高温, 油炸, 炒, 烤, 炖...
- 软件资源: Pupils write or prepare using ICT (desktop publishing software) a 'good resolutions' page using present and future tenses.
### Themes, topics, texts

- **School**
  - School life in China compared to UK
  - School type: Mixed/single sex, age range
  - School life: Breaks, lunch hour and homework

- **Subjects**
  - Teachers/the headteacher
  - Special events: Clubs/activities/trips

- **Advantages and disadvantages of each school system**
  - Chinese for GCSE
  - Book 2, Unit 4
  - Book 3, Unit 4
  - UKFCS Textbooks
  - Book 8, Chapters 2
  - Book 9, Chapters 1, 4, 12 and 13

### Key structures and vocabulary

- you go to which school?
  - I go to a school/ girls' school/ mixed school
- how many students are there?
  - there are ___ students.
- What do you think of your school?
  - I think it is ___.
- Are there any special events?
  - yes, there are ___.
- What do you do in your school?
  - we do ___.

### Literacy

- **Writing**
  - Writing a page in diary of a pupil in China describing what happened at school.
  - Writing a letter to a magazine responding to an article.
  - Rewrite a text in a different person (third instead of first person) or tense (past instead of present).

- **Listening and noting**
  - Listening to young people in UK and China. Pupils note information and key points by completing grid. Differentiate by adding column for extra details.

- **Speaking**
  - Compare different school systems.
  - Describe how school has changed in UK and China over the past 50 years. Might be based on interviews with parents or grandparents.

- **Reading**
  - 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.

- **Grammar**
  - 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.

- **Resources**
  - Chinese for GCSE
  - Book 2, Unit 4
  - Book 3, Unit 4
  - UKFCS Textbooks
  - Book 8, Chapters 2
  - Book 9, Chapters 1, 4, 12 and 13
### Themes, topics, texts

<table>
<thead>
<tr>
<th>Activities people do in their free time</th>
<th>Favourite hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What things people are (not) good at</td>
<td>Expressing opinions about different hobbies</td>
</tr>
</tbody>
</table>

#### Key structures and vocabulary

- 空闲时间 (Free time)
- 人们在空闲时间做什么？(What do people do in their free time?)
- 喜欢/不喜欢做什么？(Like/Dislike doing)
- 他们擅长/不擅长什么？(What are they good at?)
- 表达关于不同嗜好的意见。(Expressing opinions about different hobbies)

#### Literacy

- ** 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

- **Practical activities**
  - Brainstorming to revise and extend vocabulary introduced in Level 2. Possibly categorise into likes and dislikes.
  - 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).
  - Role-play interview with sporting, music or film personality about what they do in their free time.
  - Survey: pupils interview classmates.
  - Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt relative clauses, etc.
  - 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.
  - Find a partner game: 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.
  - 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.
  - Prepare a one-minute speech.
  - Spotlight. (See p54)
  - Wheel of fortune. (See p45)
  - Matching people to pen pal advertisements according to interests.
  - Carrying out research (via the Internet) on leisure and sporting activities in a town in China and summarising what people can do.
  - Comparing: how young people spend their free time in UK and China.
  - Using a dictionary to find words for hobbies not covered by teacher.
  - 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.
  - Making up story about sports fanatic and his/her weekly routine using connectives (first, then, next, after that, finally).
  - Reading an e-mail message from a partner school and apply to some of their questions on e.g. hobbies, the weather, holidays.
  - Rewrite text from the standpoint of one of the characters.
  - Using third person instead of first person or tense (past instead of present). Rewriting a text from the standpoint of one of the characters.

- **Oracy**
  - Asking启发性问题,引导学生应用不同语法回答.
  - **Listening**}

- **Writing**
  - 用连接词造复句.
  - 阅读及写电子邮件.
  - 用第三者身份重写文章.

#### Resources

- GCSE
  - Book 1
  - Book 2
  - Book 3
  - UKFCS Textbooks
  - Book 5
  - Book 7
  - Book 8

#### Additional Activities

- Find a partner game
- Jigsaw listening and reading task
- Presenting ideas to an audience
- Matching people to pen pal advertisements according to interests.
- Carrying out research (via the Internet) on leisure and sporting activities in a town in China and summarising what people can do.
- Comparing: how young people spend their free time in UK and China.
- Using a dictionary to find words for hobbies not covered by teacher.
- 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.
- Making up story about sports fanatic and his/her weekly routine using connectives (first, then, next, after that, finally).
- Reading an e-mail message from a partner school and apply to some of their questions on e.g. hobbies, the weather, holidays.
- Rewrite text from the standpoint of one of the characters.

#### Future topics

- 空闲时间 (Free time)
- 人们在空闲时间做什么？(What do people do in their free time?)
- 喜欢/不喜欢做什么？(Like/Dislike doing)
- 他们擅长/不擅长什么？(What are they good at?)
- 表达关于不同嗜好的意见。(Expressing opinions about different hobbies)
## Level 6

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>媒介 (Media)</td>
<td>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)</td>
<td></td>
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</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>媒介/文化/创作 (Media/Culture/Creativity)</td>
<td>Resources (Chinese for GCSE Book 2, Unit 7 Book 3, Unit 7 UKFCS Textbooks Book 7, Chapter 3 Rudelman, J. and Qin, C. Mandarin phrasebook pp99–103)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Themes, topics, texts**

- 你觉得这部电影/歌曲/书怎么样？
- 我认为它很出色/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）。
- **语法**
  - 使用复句 (relative clauses)
  - 使用副词 (adverbs, adverbial phrases)
  - 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).
  - 重写文章 (Rewriting a text in a different person (third instead of first person) or tense (past instead of present)).

**Key structures and vocabulary**

- **询序：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** (Watching film clips/advertisements. Teacher pauses tape and different points and asks pupils to predict what happens next).
- **看诗歌/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).
- **用多媒体表达意念** (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** (Writing a review of a short story, film or song following model demonstrated by teacher and/or with the help of a writing frame).
- **重写文章** (Rewriting a text in a different person (third instead of first person) or tense (past instead of present)).

**Oracy**

- **Grammar focus**
  - Relative clauses (复句)
  - Adverbs, adverbial phrases (副词，副词短语)
  - 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 Rudelman, J. and Qin, C. Mandarin phrasebook pp99–103)

**Literacy**

- **排序活动：故事内容 / 电视节目** (Sequencing: key events of short story/television programme).
- **标在内文** (Text marking).
- **续写：对话** (Gap-filling (dialogue)).
- **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 in a different person (third instead of first person) or tense (past instead of present)).

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 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 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;
- 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?

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Formally accredited assessment

Asset Languages (Preliminary Stage)

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

*LL = Languages Ladder
Curriculum guide for Chinese

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

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**

<table>
<thead>
<tr>
<th>Level</th>
<th>L</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper/assessment objective</th>
<th>%</th>
<th>Time</th>
<th>%</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Listening and responding</td>
<td>25</td>
<td>45 mins (+ 5 mins reading time)</td>
<td>33</td>
<td>45 mins (+ 5 mins reading time)</td>
</tr>
<tr>
<td>2 Speaking</td>
<td>25</td>
<td>8 – 12 mins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Reading and responding</td>
<td>25</td>
<td>55 mins</td>
<td>33</td>
<td>55 mins</td>
</tr>
<tr>
<td>4 Writing</td>
<td>25</td>
<td>1 hour 15 mins</td>
<td>33</td>
<td>1 hour 15 mins</td>
</tr>
</tbody>
</table>

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](http://www.edexcel.org.uk)
## Level 7

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Location</th>
<th>Region</th>
<th>Climate</th>
<th>Landscape</th>
<th>Wildlife</th>
</tr>
</thead>
</table>

- '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
- 日本
- 中国的地理位置
  - 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)
  - 山脉: 喜马拉雅山脉, 泰山, 长白山...
  - 河流: 黄河, 长江, 珠江...
- 中国的省份及著名的城市
  - 河南省, 湖北省, 广东省...
  - 北京 (首都), 上海...
- 中国的出产和资源
  - 食粮: 米 (南方), 麦 (北方), 水果...
  - 矿物: 石油, 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...
- 中国的天气
  - 季风气候, 夏季高温多雨, 冬季寒冷干燥
  - 北方: 冬冷夏热; 南方: 冬暖夏热
- 中国常见的野生动物
  - 豹, 老虎, 驼峰, 熊猫 (国宝)...
- 其它使用汉语的地区和城市
  - 台湾, 新加坡...

### Grammar focus
- **Revise adjectives:** comparative and superlative forms

### 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.**

### Resources
- **Chinese for GCSE, Book 3, Chapters 1, 4 and 24**
- **listening:**
  - 记录下所需资料
  - 听力练习 - 记录下对话的人物 / 内容
  - 听力练习 - 记录下对话的人物 / 内容
  - 听力练习 - 记录下对话的人物 / 内容
  - 听力练习 - 记录下对话的人物 / 内容
  - 听力练习 - 记录下对话的人物 / 内容

### Text marking.
- **Gap-filling.**
- **(Running) Dictation.**
- **Writing an article about pros and cons of living in the city and living in the country (with support of writing frame).**
## Level 7

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Chinese speaking countries</th>
<th>People</th>
<th>History</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>话说中国及其它使用汉语的地方</td>
<td>人民</td>
<td>史前</td>
<td>宗教</td>
</tr>
<tr>
<td>中国的人口</td>
<td>多数</td>
<td>历史</td>
<td>宗教</td>
</tr>
<tr>
<td>中国的历史</td>
<td>人数</td>
<td>历史</td>
<td>宗教</td>
</tr>
<tr>
<td>中国的语言</td>
<td>语言</td>
<td>语言</td>
<td>宗教</td>
</tr>
</tbody>
</table>

### Key structures and vocabulary

| 中国的人口 | 多数 | 历史 | 宗教 |
| 约13亿，大约是世界人口的1/5 | 多数是汉族人（约90%）, 而其余为55个少数民族 | 历史悠久, 有五千年文化, 是四大文明古国之一。 | 佛教, 道教, 儒教, 基督教, 天主教, 回教… |

### Oracy

- **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.
- **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/structures 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.
- **Listening and translation:** pupils are given a number of target phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- **Listening and speaking strategies:** 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.

### Literacy

- **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.

**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](#)

**References and further reading**

- [Rewriting story in a different tense (by modifying original on word processor)](#)
- [Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor](#)
- [Developing reference skills, including use of bilingual dictionary](#)

See Reading and Writing strategies, including strategies for checking written work (pp26–7)
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
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<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| **预定住宿** Booking accommodation | - 请问有没有空房间？
- 你想要哪种房间？
- 我想要一间__单人房/双人房/三人房__。
- 要有浴室/淋浴设备/__景色__。
- 住多少晚？
- 在__。
- 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。 | - 听力理解 - 到旅馆/旅行社询问住宿细节及价格，记录下来以作比较
- Recepti onist 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). | - 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.:
- 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... Getting pupils to make up sets of 'odd one out' items for classmates to try to work out can also be a valuable activity. |
| **在火车站** At the train station | - 请问哪里是：售票处？
- 行李寄存处/贮物柜？
- 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** Buying a train ticket | - 我想来一张单程票/往返票。
- 要头等/经济, 硬座/软座/卧铺。
- 请问是多少钱一张票？
- 下一趟火车在什么时候开？
- 它在__时开。
- 在哪一个月台？
- 我需要换车吗？
- 是的，你必须在__换车。
- 火车在什么时候到达__？ | - 听力练习 - 按顺序排列字词
- lines of a dialogue are cut up on strips of paper/card. Pupils working in pairs have to sequences lines in correct order. An ICT opportunity if pupils presented with Word file containing jumbled sentences. | |
| **旅行及观光** Travel and tourism | - 旅行及观光
- Buying a train ticket | - 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. ... happy, superior, nervous, chatty, bossy). They then act out role play and observers have to guess their character/mood. | |
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<td>职业及前景规划</td>
<td>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 the people would like personally to do most and why.</td>
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<td>Preferences and opinions</td>
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<td>Unemployment issues</td>
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<td>Issue of unemployment</td>
<td>UKFCS Textbook, Book 7, Chapter 2</td>
<td>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 the people would like personally to do most and why.</td>
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### Themes, topics, texts

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<tr>
<td>Different types of bullying</td>
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<td>社会的问题:欺侮</td>
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<td>Social issue: Bullying</td>
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<tr>
<td>How bullying affects people</td>
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<td>怎样处理欺侮</td>
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<tr>
<td>How to deal with bullying</td>
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<td></td>
</tr>
</tbody>
</table>

#### Resources
- UKFCS Textbooks, Book 5, Chapter 5
- Book 6, Chapter 10
- http://community.gold.ac.uk
- British Council Poetry Workshop, KS3
- www.britishcouncil.org/flasonline

### Creativity
- 短篇小说，诗，歌，表演
  - Short stories, poems, songs, plays
  - This may include work created by pupils

#### Resources
- http://community.gold.ac.uk
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<td><strong>English/Chinese main environmental issues</strong></td>
<td><strong>Major environmental problems in the UK/China</strong></td>
<td><strong>Government actions</strong></td>
<td><strong>Guided research involving one or more of the following:</strong></td>
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<td>在英国/中国，主要的环境问题是什么？</td>
<td>在英国/中国，主要的环境问题是什么？</td>
<td>我认为/我想/看来最大的/最坏的问题是：</td>
<td>介绍学生做一个专题调查研究（Guided research involving one or more of the following）：</td>
</tr>
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<td>- 全球变暖/温室效应</td>
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<td>- 对野生动物的威胁</td>
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<td>- 分类信息：表格完成（自然资源，等在不同的地区）。</td>
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<td>- 森林的破坏</td>
<td>- 森林的破坏</td>
<td>- 重组信息：总结/制作一个插图事实单。</td>
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<td>- 从罐装/油桶泄漏的石油</td>
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<td>- 展示信息给一个观众（either individually, in small groups or with the class）使用准备好的材料，视觉，姿态和表达。这可能会是一个‘活’的，多媒体演绎，一个画，一首歌，一个视频。</td>
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<tr>
<td>- 水/空气/土壤污染</td>
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<td>- 水/空气/土壤污染</td>
<td>- 在面上做调查（Survey）在下面在谁组内调查。</td>
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<tr>
<td>- 酸雨</td>
<td>- 酸雨</td>
<td>- 酸雨</td>
<td>- 做一次采访（Interview）并演出。</td>
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<td>- 人类的活动</td>
<td>- 人类的活动</td>
<td>- 人类的活动</td>
<td>- 填写一份一分钟的演讲。</td>
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<td><strong>Personal actions</strong></td>
<td><strong>Government actions</strong></td>
<td><strong>Individual actions</strong></td>
<td><strong>Presentation of information to an audience.</strong></td>
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<td>What Can We Do UKFCS website</td>
<td>- 识别信息：文本标记；</td>
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<td><strong>Organic Chicken UKFCS website</strong></td>
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**Oracy**
- **Narrative**: 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.

**Literacy**
- **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.**

**Design activity to explore word relationships (noun, adjective, verb, adverb, synonyms, antonyms).**

**Presentation of information to an audience.**
**Themes, topics, texts**

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<td>醉烟，吸毒，喝酒 抽烟，吸毒，喝酒</td>
<td>听力练习</td>
<td>工作在这个题目的活动可以围绕一个有关的话题进行。Work on this topic could be based around a related short story.</td>
</tr>
<tr>
<td>年轻人抽烟/吸毒/喝酒的原因 Reasons why young people smoke, take drugs, drink alcohol</td>
<td>观看视频/DVD 录像带（片段或整部影片） 观看视频/DVD 录像带（片段或整部影片）</td>
<td>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...!) 海报。</td>
</tr>
<tr>
<td>比较英国和中国的情况 Comparing situation in UK with China</td>
<td>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. 同意或不同意</td>
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<tr>
<td>应该怎么办处理问题 How issue should be addressed</td>
<td>选取一名学生回答老师的问题，其他学生表达同意或不同意，然后进行讨论。Spotlight activity. (See p54) 选取一名学生回答老师的问题，其他学生表达同意或不同意，然后进行讨论。</td>
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<tr>
<td>Resources 阅读和写作策略包括策略 for checking written work pp26–7 阅读和写作策略包括策略 for checking written work pp26–7</td>
<td>特写翻译 Translation from and into target language. 特写翻译</td>
<td>See Listening and Speaking strategies, pp26–7 See Listening and Speaking strategies, pp26–7</td>
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</tbody>
</table>
Themes, topics, texts

Gender equality
Equality of the sexes

Key structures and vocabulary

- In law
- In the family
- In employment

Oracy

Listening for specific words/phrases: pupils are given copies 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 lists from which pupils select.

- Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.

- 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 Teachernet website (see Resources list).

- 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.

- 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.

- Writing a report or magazine. 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.

- 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.

- Writing a letter to a teenage magazine. Responding to letter on problem page of a teenage magazine.

- Rewriting a text from the standpoint of one of the characters/people referred to.

- Translation from and into target language.

Resources

- www.languages-ict.org.uk

See Reading and Writing state trials including strategies for checking written work, pp26–7

Literacy

See Listening and speaking strategies pp26–27
Level 8

Themes, topics, texts

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<td>Chinese</td>
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<td>80</td>
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<tr>
<td>Themes, topics, texts</td>
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<tr>
<td>Rites of passage: birth, marriage, death.</td>
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<tr>
<td>Comparison between China and UK</td>
</tr>
<tr>
<td>Resources</td>
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</tbody>
</table>

Oracy

- Brainstorming 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.
- Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- 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.
- 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.
- Diamond ranking: pupils working in groups decide on and note questions they would like to ask the person/people in the picture. Decisions are then fed back to whole class with justifications. (See p57)
- 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.
- Rewrite a text from the standpoint of one of the characters/people referred to.
- Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.
- Reading poetry inspired by birth, marriage, death and then write own poem.
- Create a poster describing the wedding or funeral of a famous person.
- 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.
- Using active reading and writing strategies to draw information from texts (including Internet material) and then to generate own creative works.
- Comparing traditions in UK with those in China based on (Internet) research. Then creating poster/display.
- Rewrite a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.

Literacy

- Writing a story based on a given prompt or picture.
- Filling in a story sheet with information about the main characters.
- Using active reading and writing strategies including strategies for checking written work, pp26–7
- Using active reading and writing strategies to draw information from texts (including Internet material) and then to generate own creative works.
- Using active reading and writing strategies including strategies for checking written work, pp26–7
- Using active reading and writing strategies to draw information from texts (including Internet material) and then to generate own creative works.

Resources

- www.britishcouncil.org/flasonline-lessons-all-ages.htm
- www.ukfcs.info
## Level 8

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| **一生中的大事: 出生, 婚嫁, 死亡** | 诗歌 - 《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?) | • 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. | • 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段“内部独白” or diary page of one of the characters.  
• 写一篇摘要 Writing a summary.  
• 写一篇评论 Writing a review.  
• 以不同的时态重写故事 Rewriting in a different tense.  
• 创作一首简单的诗 Composing simple poems.  

| Resources | **Creativity**  
Short stories, poems, songs, plays  
This may include work created by other pupils  
UKFCS Textbook, Book 9, Chapter 16  
UKFCS Workbook 9, Chapter 16  
《田园组曲》 (陶渊明) 《木兰辞》 《春》 - 巴金 第二十六至二十八章  
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**Resources**  
British Council, Poetry workshop, KS3  
www.britishcouncil.org/flasonline  
### 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**

#### Key structures and vocabulary

- **发生什么事了？**
- **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/自杀/谋杀分子袭击事件。**
- **什么时候发生的？**
- **有没有人受伤？**
- **有，X被人殴打/袭击/下毒/刺伤/击中/杀害/一枪打死。X家被入屋盗窃。**
- **有没有偷去了东西？偷去了什么？**
- **有，手提电脑/手表/首饰/自行车/汽车/摩托/手袋/手机/钱/文件…**
- **尸体是在哪里发现的？**
- **有没有目击者？**
- **你有没有看到什么？**
- **有，...我正准备出门/等候公共汽车/走路去车站。**
- **警方跟受害者联络过了吗？**
- **警方有没有捉到嫌疑人？**
- **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**

#### Oracy

- **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

#### Literacy

- **Reports on crimes in the press can be used for a range of active reading and writing activities.**
  - **(See p26)**
  - **Rewriting a text from the standpoint of one of the characters/people referred to.**
  - **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).
## Level 9

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
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<th>Literacy</th>
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<td><strong>Racism then and now</strong></td>
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<td>Social Issue: Racism</td>
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<tr>
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<td><strong>Focus</strong></td>
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<td><strong>资源</strong></td>
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</table>

### Key Structures and Vocabulary
- **Racism**
- **Preventing racism**
- **Causes of racism**
- **Anti-Chinese race attacks**
- **Racism, Chinatown (2004)**
- **UKFCF website**
- **www.irespect.net**
- **www.redhotcurry.com**

### Literacy
- Reading articles from newspapers or websites (including those which are UK based).
- Identifying key information, then moving on to more challenging tasks.
- Guiding students in a specific research, for example 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.
- Guided research, for example 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.

### Oracy
- **Racism**
- **Preventing racism**
- **Causes of racism**
- **Anti-Chinese race attacks**
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- **UKFCF website**
- **www.irespect.net**
- **www.redhotcurry.com**

### Resources
- **www.languages-ict.org.uk**
- **Creating a PowerPoint presentation or magazine.**
- **Guided writing: e.g. description of events from the perspective of a culprit or victim.**
- **Translation from and into target language.**
- **Guided research: e.g. into discrimination.**
- **Guided reading:**
  - Reading selected articles, etc. from newspapers or websites (including those which are UK based).
  - Identifying key information, then moving on to more challenging tasks.
  - Guiding students in a specific research, for example 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.

### Discussion
- **One side... but the other...**
- **First... then...**
- **In addition...**
- **However...**
- **Nevertheless...**
- **In my view...**
- **On the other hand...**
- **Either... or...**
- **As far as...**
- **Concerning...**
- **In my opinion...**

### Role-play
- **Role-play:**
  - Argument between parent and child. Child has a friend of different ethnic background. Parent disapproves and would like child to associate only with children of the same background.
  - Role-play: argument between parent and child. Child has different ethnic background. Parent disapproves and would like child to associate only with children of the same background.

### Question Setting
- **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 answers to the questions. This can then lead on to a piece of written work.

### Writing
- **Writing:**
  - Editing and redrafting ideas.
  - Guiding writing: e.g. description of events from the perspective of a culprit or victim.
  - Translation from and into target language.

### Translation
- **Translation from and into target language.**
  - **Guided reading:**
  - Reading selected articles, etc. from newspapers or websites (including those which are UK based).
  - Identifying key information, then moving on to more challenging tasks.
  - Guiding students in a specific research, for example 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.

### Resources
- **www.languages-ict.org.uk**

### Reading/Translation/Review
- **Reading/translation/review:**
  - Reading an article in a newspaper or on a website related to racism. Then write your own poem.
## Level 9

### Themes, topics, texts

- **Politics**
- **Science, environment**
- **Social issues**
- **Health and fitness**
- **Film, television, music**

### Key structures and vocabulary

- **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.
- **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.
- **Listening to longer passages of familiar language and making notes under headings.** Then writing summary in own words.
- **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.
- **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.

### Oracy

- **Read and analyze story:** Read short story with 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.
- **Rewriting story:** Writing an interior monologue or diary page of one of the characters.
- **Writing a summary:** Writing a summary.
- **Writing a review:** Writing a review.
- **Rewriting in a different tense:** Rewriting in a different tense.

### Literacy

- **Reading and writing exercises:** 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.
- **Translation:** 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.
- **Creating a newspaper:** Creating newssheet.

### Resources

- **British Council, Poetry workshop, KS3**
- **www.britishcouncil.org/flasonline**
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 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 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);
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- 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)

<table>
<thead>
<tr>
<th>LL*</th>
<th>Can Do statements</th>
<th>Examples of teacher assessed tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 L</strong></td>
<td>I can understand longer passages and recognise people’s points of view.</td>
<td>Learners hear a radio interview and answer three-option multiple choice questions.</td>
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<td></td>
<td>I can answer simple unprepared questions in a conversation or following a presentation.</td>
<td>Learners play a guessing game in a group, asking and answering questions.</td>
</tr>
<tr>
<td></td>
<td>I can understand longer texts and recognise people’s points of view.</td>
<td>Three-option multiple choice based on a text.</td>
</tr>
<tr>
<td></td>
<td>I can write a text (e.g. a report or a letter) conveying simple opinions and/or points of view.</td>
<td>Transfer of meaning based on personal information.</td>
</tr>
<tr>
<td><strong>8 L</strong></td>
<td>I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.</td>
<td>Learners match English sentences to short spoken extracts.</td>
</tr>
<tr>
<td></td>
<td>I can tell a story or relate the plot of a book or film and give my opinions about it.</td>
<td>Learners make a presentation about a news item of their choice.</td>
</tr>
<tr>
<td></td>
<td>I can understand texts including some unfamiliar material from which I can recognise attitudes and emotions.</td>
<td>Identifying five correct English sentences from a list of ten about a text.</td>
</tr>
<tr>
<td></td>
<td>I can produce formal and informal texts in an appropriate style on familiar topics.</td>
<td>Writing a poster to advertise a charity event.</td>
</tr>
</tbody>
</table>

*LL = Languages Ladder*
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

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

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://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

<table>
<thead>
<tr>
<th>Week</th>
<th>Context(s) and learning objectives</th>
<th>Vocabulary and structures (core and extension)</th>
<th>Activities, including homeworks (differentiation features, relevant language learning strategies and informal assessment opportunities indicated as appropriate)</th>
<th>Resources (including ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>5</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>End of unit assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 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


Other resources for the teaching of Chinese

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


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

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.kepu.org.cn/gb/earth/acidrain/
http://www.nju.edu.cn/njuc/dikexi/earthscience/chp7/dcwr.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**

梁祝故事
www.liangzhu.org
Equality of the sexes

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
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

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


The Bilingual Family Newsletter [http://www.bilingualfamilynewsletter.com](http://www.bilingualfamilynewsletter.com)


Centre for Information on Language Teaching and Research (2001) *An Agenda for Languages*. London: CILT, the National Centre for Languages.


CILT, the National Centre for Languages (2006) *Positively Plurilingual: The contribution of community languages to UK education and society*. London: CILT.


Curriculum guide for Chinese


Dept. of Education and Training, Government of Western Australia.


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

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

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
Curriculum guide for Chinese

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

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

Practical Support Pack (DfES)

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

Teachernet
International Women’s Day

Welsh Language Board ‘Twf’ website
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

Dr Jim Anderson is Lecturer in Modern Languages in Education in the Department of Educational Studies at Goldsmiths College, University of London. He has many years’ experience working in London comprehensive schools where a wide range of languages has been taught. His research interests lie in the field of bilingualism and new media literacies. Jim is co-ordinator of the Flexible PGCE in Community Languages (Arabic, Mandarin Chinese, Panjabi and Urdu) at Goldsmiths and is a member of the National Community Languages Advisory Group.

Amy Thompson is Adviser for Minority Ethnic Achievement in Medway Children’s Service. A qualified teacher of modern languages and English as an additional language, she has many years’ experience working in both mainstream and community language schools. She was a founder member of the UK Federation of Chinese Schools (UKFCS), co-author of the UK Chinese textbooks, and chair of the Education Committee from 1998 to 2004. Amy has been an examiner for GCSE Chinese, is a member of the National Community Languages Advisory Group and has an MA with distinction in Applied Linguistics (Second Language Learning and Teaching).

Katherine Li is a qualified teacher in Hong Kong as well as in Britain and has accumulated 35 years of teaching experience. She is the headteacher of Wirral Chinese Association Chinese School. She is also a part-time lecturer in GCSE and A level Chinese at Wirral Metropolitan College, as well as an external examiner in GCSE Chinese for Edexcel. Katherine has been involved in Chinese mother-tongue teaching in community schools and teaching Chinese as a Modern Foreign Language in mainstream schools and college since 1997.

Eileen Lee is a qualified teacher in Britain. She has been teaching Chinese as a community language for many years. She has taught at different levels and has prepared numerous pupils for both GCSE and A level examinations. She is also a part-time teacher of Chinese as a Modern Foreign Language in mainstream schools. Eileen has co-authored a book entitled GCSE Chinese revision guide (Cantonese/traditional-character version and Mandarin/simplified-character version) and co-authored the UK Chinese textbooks. She is also an external examiner of GCSE Chinese, Paper 2 for Edexcel.