CHINESE (MANDARIN) CURRICULUM UNITS – FORM 2

CHI 8.1  What’s the time? – Xianzai ji dian le? 现在几点了？

CHI 8.2  Daily Routine – Wo zaoshang qi dian qichuang 我早上七点起床

CHI 8.3  Means of Transport (1) – Wo baba kaiche shang ban 我爸爸开车上班

CHI 8.4  Means of Transport (2) – Ni mama zenme shang ban? 你妈妈怎么上班？

CHI 8.5  Colours – Wo xihuan huangse 我喜欢黄色

CHI 8.6  Clothes (1) – Wo xihuan chuan chenshan 我喜欢穿衬衫

CHI 8.7  Clothes (2) – Wo xihuan hongse de chenshan 我喜欢红色的衬衫

CHI 8.8  Parts of the body – Wo you dada de yanjing 我有大大的眼睛

CHI 8.9  Countries and Nationalities (2) – Wo quguo Yingguo he Faguo 我去过英国和法国

CHI 8.10  School subjects – Wo xihuan shang Hanyu ke 我喜欢上汉语课

CHI 8.11  Making a phone call – Wei! Qing wei, Xiao Wen zai jia ma? 喂！请问，小文在家吗？

CHI 8.12  Let’s review a bit – Women xian fuxi yixia 我们先复习一下
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.1 *What's the time? – Xianzai ji dian le? 现在几点了？*  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit duration:** 9 lessons of 40 minutes (6 hours)

### Objectives

The teacher will:

1. Teach students how to ask and tell the time in Chinese. (Speaking and Listening)
2. Guide students to explore time expressions in different situations: school time, opening and closing time in signs. (Speaking, Listening, Writing and Reading)
3. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)
4. Teach students how to draw and recognise 11 new Chinese characters. (Reading and Writing)

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<td>现在</td>
<td>In this unit students should learn 6 new radicals in Chinese characters (土, 又, 刀, 米, 衣/衤, 彡) and 11 new characters (点, 零, 分, 刻, 两, 现, 表, 差, 每, 从, 到).</td>
<td><em>Easy Steps to Chinese 1, Textbook and Workbook</em>, Computer Lab, internet access, headphones, CD players, clock face, flashcards, picture cards, PowerPoint presentations and handouts given in class by the teacher.</td>
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<td>几点了</td>
<td>The teacher should guide students to understand, ask and answer questions about telling the time (几点了？ 两点三刻). Before introducing the time, the numbers, days of the week and months should also be revised. Students should be encouraged to make their own learning aids, e.g. clock face, flashcards, picture cards etc., record their work digitally, use the language learnt through role-play, to interact and take initiatives in group work or in class. The teacher should present different situations in order to explain time expressions, such as ‘every day’, ‘every week’, ‘from... to’, etc. The teacher should also explain the difference between 多少 and 几 when asking for quantity or amount (how many/much?) and guide students to revise important ‘question words’ learnt in Form 1, such as 什么, 哪儿, 几个, 吗, etc.</td>
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Subject: Chinese (Mandarin)
Unit code and title: CHI 8.2 Daily Routine – Wo zaoshang qi dian qichuang 我早上七点起床
Strand: Listening, Speaking, Reading and Writing
Unit duration: 9 lessons of 40 minutes (6 hours)

Objectives
The teacher will:
1. Teach students how to describe their daily routine in very short and simple sentences. (Speaking and Listening)
2. Guide students to explore time expressions related to the daily routine. (Speaking, Listening, Writing and Reading)
3. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)
4. Teach students how to draw and recognise 16 new Chinese characters. (Reading and Writing)

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| 早上, 上午, 中午, 下午, 晚上, 起床 吃早饭 上学, 上课, 吃午饭, 放学, 做功课, 吃晚饭, 看电视 睡觉 | In this unit students should learn 6 new radicals in Chinese characters (穴, 失, 页, 扌, 艹, 走) and 16 new characters (早, 午, 下, 晚, 起, 床, 吃, 饭, 去, 课, 放, 功, 看, 视, 睡, 觉).
The teacher should introduce some time expressions that are needed to discuss about daily routine: morning, noon, afternoon and evening. By means of interactive lessons and resources, the teacher should guide the students how to describe some of the main activities done during the day: getting up, having breakfast, going to school, starting lessons, coming from school, doing homework, watching TV and going to sleep. At this level, students should be able to ask and tell others what time they usually do the above-mentioned activities (你几点吃早饭?)
The teacher could use videos ppt. presentations to help the students revise the parts of the day and stress on the correct pronunciation of the new vocabulary (早饭, 吃饭, etc.) as well as learn all the different daily routine actions. | Easy Steps to Chinese 1, Textbook and Workbook, Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher. |
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.3 Means of Transport (1) – Wo baba kaiche shang ban 我爸爸开车上班  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit duration:** 9 lessons of 40 minutes (6 hours)

### Objectives

The teacher will:

1. Guide students to explore time expressions related to the means of transport. (Speaking, Listening, Writing and Reading)
2. Guide students to explore the use of the prepositional word 坐 and the vocabulary and structures used to talk about movement. (Speaking, Listening, Writing and Reading)
3. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)
4. Teach students how to draw and recognise 13 new Chinese characters. (Reading and Writing)

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| 走路 | In this unit students should learn 6 new radicals in Chinese characters (女, 欠, 门, 包, 包) and 13 new characters (开, 车, 班, 走, 路, 坐, 校, 火, 公, 共, 汽, 地, 铁). In this unit the teacher should guide the students to continue consolidate their knowledge of simple sentence structures. By means of interactive lessons, the teacher should illustrate some of the most common means of transport in Chinese and teach students how to draw and recognise the characters relative to the unit vocabulary. Students should learn how to use the preposition 坐 with some means of transport (我坐校车上学) and form short and simple sentences. When teaching, objectives and key words should be clearly visible (using the interactive whiteboard, wall charts etc.) so that students focus more on their learning and are better supported in the learning process. | *Easy Steps to Chinese 1, Textbook and Workbook,*  
Computer Lab, internet access, headphones, CD players, flashcards, picture cards, PowerPoint presentations and handouts given in class by the teacher.  
Free MDBG Chinese-English dictionary: https://www.mdbg.net/chindict/chindict.php |

| 开车 | | |
| 坐 | | |
| 校车 | | |
| 火车 | | |
| 地铁 | | |
| 公共汽车 | | |
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.4 *Means of Transport (2) – Ni mama zenme shang ban? 你妈妈怎么上班？*  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit duration:** 9 lessons of 40 minutes (6 hours)

### Objectives
The teacher will:

1. Teach students more vocabulary and expressions relative to the means of transport and enhance the description of their daily routine. (Speaking, Listening, Writing and Reading)
2. Guide students to explore time expressions related to the daily routine and means of transport. (Speaking, Listening, Writing and Reading)
3. Teach students how to draw and recognise 7 new Chinese characters. (Reading and Writing)

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<td>怎么, 电车, 飞机, 渡船, 出租车, 上/下课, 上/放学, 上 / 下班, 上 / 下车</td>
<td>In this unit students should learn 7 new characters (怎么, 电车, 飞机, 渡船, 出租车) and enhance their vocabulary relative to the means of transport. Students should also learn how to ask questions relative to the means of transport using the ‘question word’ 怎么, e.g. 你怎么上学？Students should be encouraged to make their own learning aids e.g. flashcards and picture-cards for the vocabulary learnt in class. The teacher should also take every possible opportunity to consolidate previously learnt structures within new content, such as by adding expressions of time, e.g. 我每天七点坐校车上学. Extra attention should be given to the use of 上 and 下 and forming sentences expressing movement.</td>
<td>Easy Steps to Chinese 1, Textbook and Workbook, Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher. Free MDBG Chinese-English dictionary: <a href="https://www.mdbg.net/chindict/chindict.php">https://www.mdbg.net/chindict/chindict.php</a></td>
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Students are to participate actively in the teaching and learning process: Students are encouraged to investigate rules, grammatical patterns and structures etc. They are guided and encouraged to make comparisons with known languages and culture and to reflect on their learning. In this manner, thinking skills, knowledge of how language works, cultural and intercultural connections are part of the learning process.
Subject: Chinese (Mandarin)
Unit code and title: CHI 8.5 Colours – Wo xihuan huangse 我喜欢黄色
Strand: Listening, Speaking, Reading and Writing

Unit duration: 9 lessons of 40 minutes (6 hours)

Objectives
The teacher will:
1. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)
2. Teach students how to recognise and draw 15 new Chinese characters. (Writing and Reading)
3. Teach students how to talk about their likes and dislikes. (Speaking, Reading and Writing)
4. Teach students how to say and write 11 colours in Chinese. (Speaking, Listening, Writing and Reading)
5. Guide students to revise the use of the adverb 也. (Writing and Speaking)

Key words
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<td>新欢 颜色 黑白 黄色 蓝色 红色，粉红色，橙色，棕色，紫色，绿色，灰色</td>
<td>In this unit students should learn 6 new radicals in Chinese characters (⿵, 火/⿰, 爪/⺈, 力, 示/礻) and 15 new characters (喜, 欢, 黑, 色, 白, 黄, 颜, 橙, 紫, 棕, 绿, 灰, 蓝, 粉, 红). At this unit, teacher should guide students how to express their likes and dislikes, e.g. 我喜欢黄色。 Students should learn 11 colours in Chinese (black, white, yellow, blue, red, pink, orange, brown, purple, green and grey). By means of interactive lessons, students should learn how to ask other peers what colour they like or dislike and finally be able a short report about it, e.g. 五个人喜欢黑色…… For this task, the teacher should also revise and stress the importance of the correct use of the adverb 也, when talking about likes and dislikes.</td>
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**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.6 Clothes (1) – Wo xihuan chuan chenshan 我喜欢穿衬衫  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit duration:** 9 lessons of 40 minutes (6 hours)

**Objectives**
The teacher will:
1. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)  
2. Teach students how to recognise and draw 15 new Chinese characters. (Writing and Reading)  
3. Enable students to identify some vocabulary pertaining to clothes. (Speaking, Listening, Reading and Writing)  
4. Teach students how to describe their peers and people, their clothes and express their tastes. (Speaking, Writing and Reading)

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| 穿, 服, 衣, 装, 衬, 长裤, 短裤, 毛衣, 外套 | In this unit students should learn 6 new radicals in Chinese characters (冂, 牛/牛, 贝, 牟, 户, 心/忄) and 15 new characters (穿, 衣, 服, 衬, 衫, 牛, 仔, 裤, 毛, 外, 套). During the course of this unit, the teacher should guide the students how to express themselves and manifest their likes and dislikes in terms of colours and clothing. The students should be able to describe their own outfits and talk about the clothes of their peers and other people. At this stage, students should be able to pronounce the four distinctive tones in Chinese in a more confident manner. In order to facilitate this learning and confidence acquisition process, the teacher should guide and train the students to expose short written descriptions aloud in front of their peers. Moreover, the students should also be capable of discerning the meaning of words learnt in class by listening to their teacher and/or other peers delivering short oral descriptions of people, their tastes and their clothes. | *Easy Steps to Chinese 1, Textbook and Workbook,*  
Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.  
Free MDBG Chinese-English dictionary: [https://www.mdbg.net/chindict/chindict.php](https://www.mdbg.net/chindict/chindict.php) |
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.7 Clothes (2) – Wo xihuan hongse de chenshan 我喜欢红色的衬衫

**Strand:** Listening, Speaking, Reading and Writing

**Unit duration:** 9 lessons of 40 minutes (6 hours)

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### Objectives

The teacher will:

1. Teach students how to recognise and draw 13 new Chinese characters. (Writing and Reading)
2. Guide students to consolidate the vocabulary learnt in the previous unit. (Writing, Reading, Speaking and Listening)
3. Teach students how to tell the colour of some clothes. (Speaking, Listening, Reading and Writing)
4. Teach students how to use the particle 的 with nouns to describe objects. (Speaking, Listening, Writing and Reading)

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| 的 帽子 手套 围巾 皮鞋 运动鞋 袜子 西装 领带 | In this unit students should learn 13 new characters (帽，手，围，巾，皮，鞋，运，动，袜，西，装，领，带). A student-centred learning approach shall enable students to develop skills leading to the acquisition of Chinese as a foreign language, to equip them with autonomous learning skills through enjoyable and varied activities. Students are exposed to the Chinese language and are made aware of intercultural diversity. Through questioning techniques the teacher should elicit linguistic responses enabling students to express themselves with increasing confidence, independence and creativity. In this unit, the teacher should guide students to consolidate and enhance their knowledge of vocabulary related to clothing. Students should learn how to use 的 when describing objects, e.g. 红色的衬衫. In order to facilitate the learning of vocabulary and characters, students should be encouraged to create | *Easy Steps to Chinese 1, Textbook and Workbook,*  
Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.  
Free MDBG Chinese-English dictionary: https://www.mdbg.net/chindict/chindict.php |
their own flash-cards and to look for clothes on magazines for description purposes. Moreover, students should be able to prepare written and oral profiles of people and tell about their likes and dislikes in terms of clothes and colours.

When encountering new vocabulary students should be encouraged to try to use their knowledge of language first, i.e. use cognates, internationalisms, inference, learning by association, etc. and then use the dictionary to learn the word in its context, character, pinyin and correct pronunciation.
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.8 Parts of the body – *Wo you dada de yanjing* 我有大大的眼睛  
**Strand:** Listening, Speaking, Reading and Writing  
**Unit duration:** 9 lessons of 40 minutes (6 hours)

### Objectives
The teacher will:
1. Teach students how to draw and recognise 6 new radicals of Chinese characters. (Writing)
2. Teach students how to recognise and draw 19 new Chinese characters. (Writing and Reading)
3. Guide students to learn vocabulary relating to the parts of the body. (Speaking, Listening, Reading and Writing)
4. Teach students how to describe their physical features. (Speaking, Listening, Writing and Reading)

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| 人体, 脸, 头, 头发, 眼睛, 耳朵, 鼻子, 嘴巴, 牙齿, 舌头, 手, 手指头, 腿, 脚, 什么样, 高, 矮 | In this unit students should learn 6 new radicals in Chinese characters (厂, 车, 立, 革, 止, 虫) and 19 new Chinese characters (体, 脸, 头, 发, 眼, 睛, 耳, 鼻, 嘴, 巴, 牙, 齿, 舌, 指, 腿, 脚, 矮, 高, 样).  
In this unit, students should learn how to write and read the main parts of the body in Chinese. The teacher should guide students to make their own learning aid tools, such as personal flash-cards or class charboards containing all the vocabulary of the unit.  
The students should learn how to write short paragraphs in Chinese and be able to expose orally short descriptions of themselves, their peers and/or other people. By means of interactive lessons, the teacher should introduce and describe some famous personalities of China and the West, putting emphasis on the new vocabulary to the unit. | *Easy Steps to Chinese 1, Textbook and Workbook,*  
Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.  
Free MDBG Chinese-English dictionary: https://www.mdbg.net/chindict/chindict.php |
The teacher should explain how and when to use 什么 and 什么样 to ask questions as well as the repeated characters to put emphasis on adjectives (e.g. 大大, 高高). At this stage, the teacher should also briefly explain the use of the particle 得 followed by a verb (她长得不高).

Students should be able to understand oral conversations or recordings where people are introduced and describe their own appearance or give a physical description of other people.
Subject: Chinese (Mandarin)  
Form 2  
Unit code and title: CHI 8.9 Countries and Nationalities (2) – Wo quguo Yingguo he Faguo 我去过英国和法国  
Strand: Listening, Speaking, Reading and Writing  
Unit duration: 9 lessons of 40 minutes (6 hours)  

Objectives  
The teacher will:  
1. Teach students how to recognise and draw 16 new Chinese characters. (Writing and Reading)  
2. Teach students how to talk about more countries and languages. (Speaking, Reading and Writing)  
3. Teach students how to ask what countries a person has visited. (Speaking, Writing and Listening)  
4. Teach students how to ask if a person is capable of doing something. (Speaking, Writing and Listening)  

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<td>过 (particle for past experience)</td>
<td>In this unit students should learn 16 new characters (过，会，韩，泰，加，拿，澳，亚，坡，广，东，跟，很，多，朋，友). At this level, students should learn how to ask where a person is born and whether he/she has visited a particular country. The teacher should explain how to use the particle 过 to express past experiences, such as in relation to countries (e.g. 你去过英国吗？) and reply affirmatively or negatively (没去过). By means of interactive conversations and lessons, the teacher should introduce the verb 会 to ask if a person is capable of doing something (e.g. 你会说中文吗?). Students should be able to form interrogative sentences using the ‘question word’ 什么 (e.g. 你会说什么语言?) and use 一点儿 and 很多 to mean the quantity or intensity.</td>
<td><em>Easy Steps to Chinese 2, Textbook and Workbook,</em> Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher. Free MDBG Chinese-English dictionary: <a href="https://www.mdbg.net/chindict/chindict.php">https://www.mdbg.net/chindict/chindict.php</a></td>
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| 是不是……？ | The use of the word 跟 should also be explained and students should be able to express actions or activities done in company of other people. The teacher should also explain more on the usage of the word ‘哪 + noun’ to form interrogative sentences (e.g. 你在哪个学校上学？).

Students should now also be able to ask ‘yes-or-no’ questions by also using the sentence pattern 是不是, e.g. 你是不是中国人？

In this unit, moreover, the teacher should give some cultural information about the provinces in China and their dialects, such as the Canton province and the Cantonese language (广东，广东话). |
Subject: Chinese (Mandarin)
Unit code and title: CHI 8.10 School subjects – Wo xihuan shang Hanyu ke 我喜欢上汉语课
Strand: Listening, Speaking, Reading and Writing
Unit duration: 9 lessons of 40 minutes (6 hours)

Objectives
The teacher will:
1. Teach students how to recognise and draw 17 new Chinese characters. (Writing and Reading)
2. Teach students how talk about their school subjects. (Speaking, Listening, Reading and Writing)
3. Teach students how to connect sentences with the adverb 还. (Writing, Reading, Speaking and Listening)
4. Teach students how to use 有的 to express undetermined quantities. (Writing, Reading, Speaking and Listening)
5. Teach students how to use the conjunction 但是. (Writing, Reading, Speaking and Listening)

Key words
Points to note
Resources
门 (measure word for 课)
有的
还
但是
数学
体育
美术
音乐
电脑
历史
地理
戏剧
化学
科学
生物
物理
In this unit students should learn 17 new characters (还，但，门，数，育，术，音，乐，脑，历，史，戏，剧，化，科，物，理).
In this unit, students should learn how to talk about their school experience and their subjects. The teacher should guide students to express their likes and dislikes regarding their school subjects and connect sentences using adverbs, such as 也 and 还, and the conjunction 但是, e.g. 我很喜欢数学，但是不喜欢历史.
Students should be able to talk and ask other peers questions about grade, school and academic subjects.
A new measure word is introduced in this unit: 门 – students should be able to count lessons using the now the correct ‘measure word’. The teacher could also introduce other simple and important ‘measure words’ (e.g. 长，本，个，支) in pinyin only and guide students how to count objects and people (e.g. 三个人，一个朋

Easy Steps to Chinese 2, Textbook and Workbook,
Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.
Free MDBG Chinese-English dictionary: https://www.mdbg.net/chindict/chindict.php
Teaching objectives and key words have to be clearly visible at all times e.g. use the IWB, wall charts etc. Teachers have to ascertain that students are given ample time for active learning, interaction and consolidation.
Subject: Chinese (Mandarin)
Unit code and title: CHI 8.11 Making a phone call – Wei! Qing wei, Xiao Wen zai jia ma? 喂！请问，小文在家吗？
Strand: Listening, Speaking, Reading and Writing
Unit duration: 9 lessons of 40 minutes (6 hours)

Objectives
The teacher will:
1. Teach students how to recognise and draw 16 new Chinese characters. (Writing and Reading)
2. Teach students how to handle a simple phone conversation in Chinese. (Speaking and Listening)
3. Teach students when to use expressions when verbs follow the pattern 等一等，等等 and 等一下. (Speaking and Listening)
4. Guide students how to use the expression 回来 and 回家. (Speaking, Listening, Writing and Reading)
5. Teach students what sentence expressions can be used when to look for other people. (Speaking, Listening, Writing and Reading)
6. Teach students how to use the sentence structure 对……打电话 when calling someone on the phone. (Speaking, Listening, Writing and Reading)
7. Teach students how to given simple and polite instructions using 清 (Speaking, Listening, Writing and Reading)

Key words

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<tr>
<td>谢谢</td>
<td>In this unit students should learn 16 new characters (谢，客，气，先，请，问，位，等，打，错，关，系，回，来，知，道).</td>
<td><strong>Easy Steps to Chinese I, Textbook and Workbook,</strong> Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.</td>
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<tr>
<td>不客气</td>
<td></td>
<td>Free MDBG Chinese-English dictionary: <a href="https://www.mdbg.net/chindict/chindict.php">https://www.mdbg.net/chindict/chindict.php</a></td>
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<td>先生，小姐</td>
<td>In this unit, the teacher should introduce the vocabulary needed when referring to phone calls, such as enquiring who is on the line, whether a person can be found there, apologise or simply ask someone to kindly hang on the line.</td>
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<td>请问</td>
<td>Students should learn to use verbs in the pattern 等一等，等等 and 等一下 to imply a short and quick action or express an attempt or trial (e.g. 请你等一下).</td>
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<td>对不起</td>
<td>Students should learn to form more structured sentences using adverbs 也 and 还, ask simple question beginning with 请问 and give polite</td>
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<td>没关系</td>
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| 对……打电话 | instructions. At this point, the teacher should also explain how to properly use verbs with prepositions, such as 对……打电话.
For the purpose of this unit, the teacher should also begin the revision of ‘question words’ (e.g. 哪, 什么, 几, 多少, etc.) in order to form sentences and start conversations on the phone, asking for the time and place of meetings, lessons, work, etc.
Students should be able to seek clarification by using learnt expressions, e.g. 对不起, 我听不懂, 你说什么?
Making a phone call: [http://english.cntv.cn/program/learnchinese/20101029/100585.shtml](http://english.cntv.cn/program/learnchinese/20101029/100585.shtml) |
**Subject:** Chinese (Mandarin)  
**Unit code and title:** CHI 8.12  
**Strand:** Listening, Speaking, Reading and Writing

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**Objectives**
The teacher will:

1. Help students consolidate what they have learnt during the scholastic year through written and oral activities. (Speaking and Writing)
2. Guide students how to revise and memorise the Chinese characters learnt in class. (Writing and Reading)
3. Guide students to explore the format, types of exercises and rubrics encountered in examination papers and guide students to explore ways to improve their work on various tasks according to topics and structures covered in previous units e.g.: checking word format, cohesion, language structures, transfer of learnt vocabulary and structures to other contexts. etc. (Listening, Speaking, Reading, Writing).

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**Points to note**
The aim of this final unit is to guide students to prepare for the annual examination by discussing language learning skills, as well as revising language dealt with in previous units. Revision work is to build on skills introduced in the Form 1 revision unit. Furthermore, students are made familiar with the format of the Form 2 examination paper. During the course of Form 2, students continue to consolidate their knowledge of the importance of correct sentence structure through the practice of new ‘measure words’, adverbs and cohesive links.

In this final unit, the teacher should help students consolidate the vocabulary, characters and grammar point learnt in class. Simple dictation exercises of words should facilitate the acquisition process.

By the end of Form 2, students should be able to write and read words in Chinese in both pinyin and characters, discern and pronounce the four distinctive tones with more accuracy.

The teacher gives an overview of the various tasks set in the oral, listening, reading and written parts of the annual examination. These areas have been dealt with separately in previous units. Students discuss study skills and students’ preferred ways of revising.

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**Resources**

- *Easy Steps to Chinese 1 & 2, Textbook and Workbook*
- Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.
- Free MDBG Chinese-English dictionary: [https://www.mdbg.net/chindict/chindict.php](https://www.mdbg.net/chindict/chindict.php)
language. Teacher and students analyse and discuss areas, which students need to work on individually and/or as a group to reflect on and consider how to reach targets set. Students are to be guided to set their own objectives for revising. Students make use of their learning diary to plan their work and to make use of work done in previous units, while working on different tasks, identifying areas they still need to work on. Students are encouraged to create their own tasks. Students work on peer-teaching activities, preparing their own material and sharing it with others. Time for tasks is set according to time needed in examinations.

During the learning process of Chinese characters, students should always pay attention to stroke order and counting. This learning technique shall enable students to write and recognise Chinese characters with ease.

By the end of Form 2, students should be able to introduce themselves, their peers, family members and other people in a more articulated manner; ask and tell the time and use various time expressions in different situations, e.g. school timetables, daily routine, meetings, etc.; ask questions and talk about the most common means of transport; likes and dislikes when talking about colours, clothing, school subjects and other various activities; and use words and expressions commonly associated with phone calls.

Students are to be encouraged to make their own learning aids, e.g. flashcards etc., record their work digitally, e.g. a multimedia presentation, interact and take initiatives in group work and link their knowledge with the outside world. Students who are confident in using presentation software or any other multimedia resource should be encouraged to offer support to others, if needed. When encountering new vocabulary students should be encouraged to try to use their knowledge of language first, i.e. use cognates, internationalisms, inference, learning by association, etc. and then use the dictionary to learn the word in its context, character, pinyin and correct pronunciation.
By the end of Form 2, students should be able to read and write 143 Chinese characters.