

## CHINESE (MANDARIN) CURRICULUM UNITS – FORM 1

- CHI 7.1 Let's Start: Pinyin, Tones and Basic Strokes
- CHI 7.2 Pinyin, Numbers and more Strokes – *yi, er, san...* 一, 二, 三……
- CHI 7.3 Greetings – *Ni hao!* 你好!
- CHI 7.4 Dates – *jintian xingqiyi* 今天星期一
- CHI 7.5 Age – *Ni jinnian duo da le?* 你今年多大了?
- CHI 7.6 Telephone Numbers – *Wode dianhua haoma shi...* – 我的电话号码是……
- CHI 7.7 Family Members – *Wo jia you wu kou ren* 我家有五口人
- CHI 7.8 I introduce myself – *zi wo jieshao* 自我介绍
- CHI 7.9 Countries and Nationalities – *Wo shi Zhongguoren!* 我是中国人!
- CHI 7.10 Occupation – *Wo baba shi laoshi* 我爸爸是老师
- CHI 7.11 Let's review a bit – *Women xian fuxi yixia* 我们先复习一下

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.1 Let's Start: Pinyin, Tones and Basic Strokes

**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 pronounce vowels and consonants in Chinese. (Speaking and Listening)
2. Teach students how to discern and reproduce the four tones in Chinese Mandarin. (Speaking and Listening)
3. Teach students how to write syllables in Chinese using *pinyin* and use the appropriate tonal marks on the vowels to distinguish and vocalise the correct tone. (Writing and Reading)
4. Teach students how to recognise and draw 8 of the basic strokes to form Chinese characters. (Reading and Writing)

Key words	Points to note	Resources
<p><i>Pinyin</i>, vowels, consonants, tones and tonal marks, characters (<i>hànzì</i>),</p>	<p>The peculiarity of Chinese (Mandarin) being a tonal language should be explained and introduced to the students from the very beginning. The teacher should introduce the vowels (<i>a, o, e, i, u, ü</i>) and consonants (<i>b, p, m, f, d, t, n, l, g, k, h, j, q, x, zh, ch, sh, r, z, c, s, y, w</i>) in Chinese. By the means of interactive lessons, students should acquire the necessary skills to discern and reproduce the utterance of the four tones in Chinese (Mandarin): i.e. 'first tone' <i>mā</i>, 'second tone' <i>má</i>, 'third tone' <i>mǎ</i>, 'fourth tone' <i>mà</i> with the addition of a 'neutral tone' <i>ma</i>. It is also important to note at this stage that the variation or incorrect pronunciation of the tone on a given syllable implies a change in meaning: i.e. comparing <i>mā</i> (mother) with <i>mǎ</i> (horse). The students should learn how to place the correct 'tonal mark' on the vowel of each syllable. Some words have neutral tones, so no tonal marks are need: i.e. <i>bàba māmā</i>. The first 8 basic strokes (<i>diǎn, héng, shù, piě, nà, tí, zhé, gōu</i>) should also be introduced in this unit. By the end of this unit the student should be able to recognise the learnt strokes of given characters (<i>hànzì</i>) and draw them.</p>	<p><i>Easy Steps to Chinese 1, Textbook and Workbook</i>, Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.</p> <p><a href="http://www.uvm.edu/~chinese/PDF/PRC-Writing-Sheet.pdf">http://www.uvm.edu/~chinese/PDF/PRC-Writing-Sheet.pdf</a></p> <p><a href="http://www.uvm.edu/~chinese/PDF/PRC-Character-Writing-Sheet.pdf">http://www.uvm.edu/~chinese/PDF/PRC-Character-Writing-Sheet.pdf</a></p> <p><a href="http://chineseprintables.com/paper/rice_A4.pdf">http://chineseprintables.com/paper/rice_A4.pdf</a></p>

Teaching Objectives	Examples of Teaching activities	Learning Outcomes
<p><b>Speaking, Listening</b></p> <p>The teacher will:</p> <p>Guide the students to pronounce the four distinctive tones of Chinese Mandarin.</p> <p>Teach students how to transliterate Chinese syllables into Latin alphabet using <i>pinyin</i>.</p> <p><b>Writing, Reading</b></p> <p>Teach students how to place the correct tonal mark on syllables.</p> <p>Teach students how to recognise and draw 8 of the basic strokes to form Chinese characters</p>	<p>The first step of the learning acquisition is achieved by repetition. The teacher should pronounce out loud the four distinctive tones of Chinese and let the students repeat them out loud.</p> <p>The teacher shall introduce the vowels and consonants of Chinese syllables in <i>pinyin</i>. Once the students become aware of the tonal differences and how these imply change in meaning, the teacher shall introduce the four 'tonal marks' to be placed on the syllables.</p> <p>By means of games, interactive whiteboard and Power-point presentations, the teacher should enable the students to identify the correct 'tonal mark' according to the syllable and tone.</p> <p>Students should be given specific sheets to start writing and exercising on the correct movement of the hand when drawing the first 8 basic strokes. These will be essential when forming the first Chinese characters. Attention should be given on precision and direction of the strokes.</p>	<p>The student will:</p> <p>Be made aware of the particular nature of spoken Mandarin and can compare and contrast Chinese, Maltese and English sounds.</p> <p>Reproduce the four distinctive tones of the Chinese language and recognise how they can change the meaning of words e.g. <i>mā</i>, <i>má</i>, <i>mǎ</i> and <i>mà</i>.</p> <p>Distinguish the four distinctive tones of spoken Mandarin and identify the change in the meaning of words that occurs when the tone changes.</p> <p>Be able to recognise, name and draw the first 8 basic strokes.</p>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.2 Pinyin, Numbers and more Strokes

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

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

<b>Objectives</b>		
The teacher will:		
1. Teach students how to recognise and pronounce combinations of vowels and consonants in Chinese. (Speaking and Listening)		
2. Teach students how to discern and reproduce the four tones in Chinese Mandarin on different syllables. (Speaking and Listening)		
3. Teach students how to write more syllables in Chinese using <i>pinyin</i> and use the appropriate tonal marks on the vowels to distinguish and vocalise the correct tone. (Writing and Reading)		
4. Teach students how to recognise and draw more basic strokes to form Chinese characters. (Reading and Writing)		
5. Teach students 5 basic rules of writing characters.		
6. Teach students numbers from 1 to 10 in Chinese characters and <i>pinyin</i> .		
<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
Character writing rules, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十  Stroke order and counting	In this unit students should learn more basic strokes in order to form Chinese characters. More vowel-consonant patterns in Chinese should also be introduced: the students should learn how to recognise and reproduce different syllables in Chinese. The teacher should now introduce the numbers from 1 to 10 in pinyin and characters. The teacher should also explain the first five basic rules of writing characters, i.e. 十, 三, 什, 小, 因. The students should also learn the concept of stroke counting and order and start to write from one-stroke character to ten-stroke characters.	<i>Easy Steps to Chinese 1, Textbook and Workbook</i> , Computer Lab, internet access, headphones, CD players. PowerPoint presentations and handouts given in class by the teacher.  <a href="http://chineseprintables.com/paper/field_A4.pdf">http://chineseprintables.com/paper/field_A4.pdf</a>

Teaching Objectives	Examples of Teaching activities	Learning Outcomes
<p><b>Speaking, Listening</b></p> <p>The teacher will:</p> <p>Guide the students to pronounce syllables in Chinese paying attention to precise vocalisation of vowels, consonants and the four tones.</p> <p>Teach students how to count from 1 to 10 always paying attention on the tones.</p> <p><b>Writing, Reading</b></p> <p>Teach students some fundamental rules when drawing Chinese characters.</p> <p>Teach students the numbers from 1 to 10 in both <i>pinyin</i> and character.</p> <p>Teach students how to recognise and draw 8 of the basic strokes to form Chinese characters</p>	<p>The teacher should still pronounce out loud the four distinctive tones of Chinese and let the students repeat them out loud. The teacher shall introduce more syllables with tonal marks and students should be asked to pronounce them paying particular attention to the vowel-consonant combination and tone. By means of games, interactive whiteboard and Power-point presentations, the teacher should enable the students to identify the correct pronunciation of random syllables in Chinese.</p> <p>The teacher shall introduce the numbers from 1 to 10 in both <i>pinyin</i> and characters.</p> <p>When teaching the basic fundamental rules to draw Chinese characters, the students should be made aware of the importance of stroke order and counting. Students should get accustomed to the concept of counting strokes when learning a new Chinese character right from the beginning. This will enable them to memorise characters efficiently and quickly.</p> <p>Students should be given specific sheets to start writing and exercising on the correct movement of the hand when drawing basic strokes and the numbers in characters. These will be essential when forming the first Chinese characters. Attention should be given on precision and direction of the strokes.</p>	<p>The student will:</p> <p>Reproduce the four distinctive tones when vocalising syllables.</p> <p>Be able to count from 1 to 10.</p> <p>Be able to draw the first Chinese characters bearing in mind the correct stroke order and fundamental rules.</p>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.3 Greetings - *Ni hao!* 你好!

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

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

<b>Objectives</b> The teacher will:						
<p>1. Teach students how to recognise and pronounce combinations of vowels and consonants in Chinese introducing the concept of initials and finals. (Speaking and Listening)</p> <p>2. Teach students how to discern and reproduce the four tones in Chinese Mandarin on different syllables. (Speaking and Listening)</p> <p>3. Teach students how to recognise and draw more basic strokes to form Chinese characters. (Reading and Writing)</p> <p>4. Teach students the structure and stroke order of 15 Chinese characters. (Writing and Reading)</p> <p>5. Teach students how to greet formally and informally. (Speaking and Listening)</p> <p>6. Teach students how to introduce themselves saying their names and their classmates' names. (Speaking and Listening)</p> <table border="1"><thead><tr><th data-bbox="192 751 568 791"><b>Key words</b></th><th data-bbox="568 751 1525 791"><b>Points to note</b></th><th data-bbox="1525 751 2011 791"><b>Resources</b></th></tr></thead><tbody><tr><td data-bbox="192 791 568 1393">Syllables: initial + final  你好, 您好 再见 你叫什么名字? Names: 小月, 大生 Personal pronouns: 我, 你, 他 and 她 <i>Laoshi vs. xuesheng</i> <i>Wo keyi shang cesuo ma?</i> <i>Wo you yi ge wenti?</i> <i>Qing wen, zhe ge wen shi shenme yisi?</i> <i>Bu mingbai</i> <i>Xiexie! Bu keqi</i></td><td data-bbox="568 791 1525 1393">In this unit students should learn how to write 15 Chinese characters paying attention to stroke order: 你, 您, 好, 再, 见, 叫, 什, 么, 名, 字, 我, 小, 月, 大, 生. The teacher should explain the difference between 你 and 您 when greeting or addressing people. By means of interactive lessons, students should learn how to greet other peers and other people using oral expressions, e.g. 早上好, 你早, 晚上好 and 晚安 (to be learnt in <i>pinyin</i> only). Students should also learn how to introduce themselves (我叫小月) or others (他叫大生). Students should now start to greet their teacher using the expression 老师好!, thank and ask permissions from peers and teacher using expressions to be learnt orally and in <i>pinyin</i> only, e.g. 我可以上厕所吗?; 我有一个问题; 请问, 这个词是什么意思?: 不明白; 谢谢.</td><td data-bbox="1525 791 2011 1393"><i>Easy Steps to Chinese 1, Textbook and Workbook,</i>  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></tr></tbody></table>	<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>	Syllables: initial + final  你好, 您好 再见 你叫什么名字? Names: 小月, 大生 Personal pronouns: 我, 你, 他 and 她 <i>Laoshi vs. xuesheng</i> <i>Wo keyi shang cesuo ma?</i> <i>Wo you yi ge wenti?</i> <i>Qing wen, zhe ge wen shi shenme yisi?</i> <i>Bu mingbai</i> <i>Xiexie! Bu keqi</i>	In this unit students should learn how to write 15 Chinese characters paying attention to stroke order: 你, 您, 好, 再, 见, 叫, 什, 么, 名, 字, 我, 小, 月, 大, 生. The teacher should explain the difference between 你 and 您 when greeting or addressing people. By means of interactive lessons, students should learn how to greet other peers and other people using oral expressions, e.g. 早上好, 你早, 晚上好 and 晚安 (to be learnt in <i>pinyin</i> only). Students should also learn how to introduce themselves (我叫小月) or others (他叫大生). Students should now start to greet their teacher using the expression 老师好!, thank and ask permissions from peers and teacher using expressions to be learnt orally and in <i>pinyin</i> only, e.g. 我可以上厕所吗?; 我有一个问题; 请问, 这个词是什么意思?: 不明白; 谢谢.	<i>Easy Steps to Chinese 1, Textbook and Workbook,</i>  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>
<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>				
Syllables: initial + final  你好, 您好 再见 你叫什么名字? Names: 小月, 大生 Personal pronouns: 我, 你, 他 and 她 <i>Laoshi vs. xuesheng</i> <i>Wo keyi shang cesuo ma?</i> <i>Wo you yi ge wenti?</i> <i>Qing wen, zhe ge wen shi shenme yisi?</i> <i>Bu mingbai</i> <i>Xiexie! Bu keqi</i>	In this unit students should learn how to write 15 Chinese characters paying attention to stroke order: 你, 您, 好, 再, 见, 叫, 什, 么, 名, 字, 我, 小, 月, 大, 生. The teacher should explain the difference between 你 and 您 when greeting or addressing people. By means of interactive lessons, students should learn how to greet other peers and other people using oral expressions, e.g. 早上好, 你早, 晚上好 and 晚安 (to be learnt in <i>pinyin</i> only). Students should also learn how to introduce themselves (我叫小月) or others (他叫大生). Students should now start to greet their teacher using the expression 老师好!, thank and ask permissions from peers and teacher using expressions to be learnt orally and in <i>pinyin</i> only, e.g. 我可以上厕所吗?; 我有一个问题; 请问, 这个词是什么意思?: 不明白; 谢谢.	<i>Easy Steps to Chinese 1, Textbook and Workbook,</i>  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>				



**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.4 Dates – *jintian xingqi* 今天星期一

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

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

<b>Objectives</b> The teacher will:		
<b>Key words</b> Radicals, verb “to be” 是 今天, 昨天, 明天 今年 号/日 一月 星期, 星期一  2017 年 10 月 1 号/日  jiā (plus), jiǎn (minus) děng yú (equal)	<b>Points to note</b> In this unit students should learn the first 6 radicals in Chinese characters (亻, 女, 口, 夕, 宀, 心/忄) and 11 new characters (星, 期, 天, 日, 今, 年, 是, 号, 昨, 几, 明). Students should learn how to count and write the numbers from 10 to 99. By means of interactive lessons, the teacher should also introduce the months of the year (i.e. 一月) and the days of the week (i.e. 星期一). By the end of the unit, the students should be able to ask and say the date (今天几月几号? 今年是二〇一七年。今天二月六号/日。今天星期一). By the end of the unit, students can express the date in Chinese and notice the peculiar way in which Chinese write the order ‘year-month-day’ when compared to West.	<b>Resources</b> <i>Easy Steps to Chinese 1, Textbook and Workbook</i> , 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>  For numbers 1-99: <a href="https://www.youtube.com/watch?v=90Q-18e85ek">https://www.youtube.com/watch?v=90Q-18e85ek</a>  <a href="https://www.youtube.com/watch?v=oHCwtw_JyhM">https://www.youtube.com/watch?v=oHCwtw_JyhM</a> <a href="http://english.cntv.cn/program/learnchinese/20100903/100852.shtml">http://english.cntv.cn/program/learnchinese/20100903/100852.shtml</a>

Teaching Objectives	Examples of Teaching activities	Learning Outcomes
<p><b>Speaking, Listening, Writing and Reading</b></p> <p>The teacher will:</p> <p>Teach students how to count and say the numbers from 1-99.</p> <p>Teach students simple addition and subtraction in Chinese.</p> <p>Teach students the months of the year and the days of the week.</p>	<p>The teacher should introduce the numbers from 1-99.</p> <p>With games, such as bingo or tombola, students practise how to recognise and say the numbers from 1-99 in Chinese.</p> <p>Doing maths in Chinese by adding two simple words, such as jiā (plus) and jiǎn (minus), shall enable students to use numbers in a real context. The teacher shall first ask individually each student to work a simple addition or subtraction, then each student shall ask a peer to work another simple addition or subtraction. (e.g. 一加二等于多少?)</p> <p>The teacher should start the lesson introducing first the new words (月, 星期, 年 and 几) on the whiteboard. Knowing the numbers from 1-12, students should be able to guess the month or the day of the week (一月, 二月, 星期一, 星期二).</p> <p><a href="https://www.youtube.com/watch?v=oHCwtw_lyhM">https://www.youtube.com/watch?v=oHCwtw_lyhM</a>  <a href="https://www.youtube.com/watch?v=yLY2qdgarlc">https://www.youtube.com/watch?v=yLY2qdgarlc</a>  <a href="http://www.chinese-tools.com/learn/chinese/07-year-month-date-day.html">http://www.chinese-tools.com/learn/chinese/07-year-month-date-day.html</a></p>	<p>Students will:</p> <p>Be able to count and recognise numbers from 1 to 99.</p> <p>Be able to use numbers from 1-99 when playing tombola, bingo or when working out a simple addition and subtraction.</p> <p>Be able to write and recognise new characters in Chinese.</p> <p>Be able to distinguish and write the days of week and the months in Chinese characters.</p>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.5 Age – *Ni jinnian duo da le?* 你今年多大了?

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

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

<b>Objectives</b> The teacher will:		
<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
的 年 vs. 岁 我在……出生 我的生日是……	In this unit students should learn 6 new radicals in Chinese characters (人, 亻, 日, 月, 山, 王) and 10 new characters (在, 出, 的, 王, 多, 了, 他, 文, 岁, 她). Students should learn how to say their own date of birth and ask others about their date of birthday. By means of interactive lessons, students should learn how to ask for a person's age (你今年多大了? or 小文今年几岁了?) and add this to their introduction. Students should learn the difference between 年 and 岁 and learn when these are used in their respective context. The teacher should also explain how to use the particle 的 when attributing an object to a person (expressing the possession): 我的生日是三月十号.	<i>Easy Steps to Chinese 1, Textbook and Workbook</i> , 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>  <a href="http://english.cntv.cn/program/learnchinese/20100813/102092.shtml">http://english.cntv.cn/program/learnchinese/20100813/102092.shtml</a>  <a href="http://english.cntv.cn/program/learnchinese/20100810/101187.shtml">http://english.cntv.cn/program/learnchinese/20100810/101187.shtml</a>

Teaching Objectives	Examples of Teaching activities	Learning Outcomes
<p><b>Speaking, Listening, Writing and Reading</b></p> <p>The teacher will:</p> <p>Teach students how to ask the age of a person.</p> <p>Teach students how to express possession using the particle 的.</p>	<p>The purpose of the unit is to help students consolidate the acquisition of the numbers in Chinese and enable them to use them in various contexts. The teacher should begin the lesson by showing video clips and PowerPoint presentations on the topic and then ask each student the same question (你今年多大了?). This will help students get used to the sound and correct tones.</p> <p><a href="http://english.cntv.cn/program/learnchinese/20100813/102092.shtml">http://english.cntv.cn/program/learnchinese/20100813/102092.shtml</a></p> <p>The teacher should introduce the particle 的 by giving examples. Students may start introducing their peers using sentences, such as 这是我的朋友, 这是我的书, etc.</p> <p><a href="https://resources.allsetlearning.com/chinese/grammar/Structural_particle_%22de%22#.E7.9A.84%20de.29%20before%20Nouns">https://resources.allsetlearning.com/chinese/grammar/Structural_particle_%22de%22#.E7.9A.84 .28de.29 before Nouns</a></p> <p>Students may learn new vocabulary but should be requested to write them at least in <i>pinyin</i>, unless the words contain characters already learnt in class. This exercise shall enable students to express and mark the possession of objects, such as 这是马力的书; 这是我的课本.</p>	<p>Students will:</p> <p>Be able to introduce themselves, say and ask someone his or her age.</p> <p>Be able to use numbers in a given context.</p> <p>Be able use the measure word 岁 and not 年 with numbers when saying the age of a person.</p> <p>Be able to express and mark possession using the particle 的.</p>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.6 Telephone Numbers – 我的电话号码是……

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

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

<b>Objectives</b> The teacher will:		
<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
多少 电话号码 <i>yi</i> or <i>yao</i> (一)  我住在北京。  哪	In this unit students should learn 6 new radicals in Chinese characters (讠, 石, 小, 白, 阝, 纟) and 10 new characters (家, 电, 话, 码, 少, 住, 哪, 儿, 北, 京). Students should learn how to ask for a telephone number (你的电话号码是多少?) and reply (我的电话号码是……). By means of interactive conversations and lessons, the teacher should explain how to use the question word 哪儿. Students should learn how to ask where someone lives (你住在哪儿?) and use the given information to introduce themselves or others in class. In this unit, the students should also learn how to say and write Beijing both in <i>pinyin</i> and characters and say and write Malta (马耳他) and some major cities in <i>pinyin</i> at least: Shanghai (上海), Hong Kong (香港), Xi'an (西安), London (伦敦), Paris (巴黎), Rome (罗马), etc.	<i>Easy Steps to Chinese 1, Textbook and Workbook</i> , 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>  <a href="https://www.youtube.com/watch?v=7K_DPXn4iVc">https://www.youtube.com/watch?v=7K_DPXn4iVc</a> <a href="https://www.youtube.com/watch?v=aevIdCecg14">https://www.youtube.com/watch?v=aevIdCecg14</a>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.7 Family Members – *Wo jia you wu kou ren* 我家有五口人。

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

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

<b>Objectives</b> The teacher will:		
<b>Key words</b> 'measure word' (口) 家 爸爸, 妈妈 哥哥, 弟弟 姐姐, 妹妹  有 和 谁 这	<b>Points to note</b> In this unit students should learn 6 new radicals in Chinese characters (禾, 父, 讠, 彳, 羊, 口) and 14 new characters (有, 口, 人, 爸, 妈, 哥, 姐, 和, 弟, 谁, 妹, 这, 个, 那). Students should learn the concept of 'measure word' when counting people and objects. Students should learn how to make simple phrases using the verb 有 to express possession and ask questions with 谁 (e.g. 他是谁?). Students should be able to form simple sentences about their family. By means of interactive lessons, the teacher should teach students how to introduce and speak about people and objects using 这 (i.e. 这是我弟弟。这是我的书).	<b>Resources</b> <i>Easy Steps to Chinese 1, Textbook and Workbook</i> , 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>  <a href="http://english.cntv.cn/program/learnchinese/20100831/100943.shtml">http://english.cntv.cn/program/learnchinese/20100831/100943.shtml</a>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.8 I introduce myself – *zi wo jieshao* 自我介绍

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

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

<b>Objectives</b> The teacher will:		
<b>Key words</b> 不 有/没有  小学, 中学 学生 一年级 香港	<b>Points to note</b> In this unit students should learn 6 new radicals in Chinese characters (彳, 巾, 豸, 雨, 火/灬, 刀/刂) and 14 new characters (没, 兄, 中, 学, 上, 级, 香, 港, 不, 呢, 半). Students should learn how to negate verbs with 不 and 没. Teachers should also introduce the Chinese scholastic system, its similarities and differences when compared to the 小学 and 中学 in Malta.  <a href="https://www.youtube.com/watch?v=BGE1CNjIk4E">https://www.youtube.com/watch?v=BGE1CNjIk4E</a>	<b>Resources</b> <i>Easy Steps to Chinese 1, Textbook and Workbook,</i> 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>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.9 Countries and Nationalities – *Wo shi Zhongguoren 我是中国人!*

**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 13 new Chinese characters. (Writing and Reading)
2. Teach how to ask and state where one comes from and which language/s one speaks. (Speaking, Listening, Writing and Reading)
3. Teach students how to talk about countries and languages. (Speaking, Reading and Writing)
4. Teach students how to ask and say the nationality. (Speaking, Writing and Listening)
5. Teach students how to ask simple 'yes/no' questions. (Speaking, Writing and Listening)

Key words	Points to note	Resources
你是哪国人? 中国, 中国人, 中文, 汉语 马耳他, 马耳他人, 马耳他语 英国, 英国人, 英语 美国, 美国人 德国, 德国人, 德语, 意大利, 意大利人, 意大利语, 日本, 日本人, 日语  说 吗?	In this unit students should learn 13 new characters (国, 汉, 语, 马, 耳, 英, 美, 德, 意, 利, 本, 说, 吗). At this level, students should learn how to ask and say their own nationality (你是哪国人? 我是马耳他人). Through interactive lessons, the students should also learn how to write some major countries in characters (China, Malta, England, USA, France, Germany, Italy and Japan) and be able to recognise the characters and write at least in <i>pinyin</i> other countries (Spain, Greece, Russia, South Korea, Australia and Canada). The teacher should also teach how to ask yes or no questions using 吗 (你是中国人吗?) and revise how to give affirmative and negative answers.	<i>Easy Steps to Chinese 1, Textbook and Workbook,</i> 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>  <a href="http://english.cntv.cn/program/learnchinese/20100820/102120.shtml">http://english.cntv.cn/program/learnchinese/20100820/102120.shtml</a>

Teaching Objectives	Examples of Teaching activities	Learning Outcomes
<p><b>Speaking, Listening, Writing and Reading</b></p> <p>The teacher will:</p> <p>Teach students how to ask and state where one comes from and which language/s one speaks.</p> <p>Teach students how to ask yes/no questions and how to reply both affirmatively and negatively.</p>	<p>Set the scene by showing a short video clip where people introduce themselves and say their nationality.  <a href="https://www.youtube.com/watch?v=jEHVLuhQ9aU">https://www.youtube.com/watch?v=jEHVLuhQ9aU</a></p> <p>By means of PowerPoint presentations, world atlas and other material, show students a few countries. At this level, students should learn only a few names of countries in characters. However, they can increase their vocabulary by learning more countries and nationalities in <i>pinyin</i>.</p> <p>Students research names of countries in Chinese using a map of Europe or the school atlas and a dictionary.  Students can be divided in groups and should ask for and give information about countries (e.g. 这个是英国吗?), match country flags to names of countries and say the respective nationalities.</p> <p>Start conversation and dialogues between students: 你是哪国人? 你是美国人吗? 你说英语吗?</p> <p>Students shall learn how to ask a yes/no question: 你是中国人吗? Reply affirmatively : 是的, 我是中国人, or negatively: 不是, 我不是中国人, 我是美国人.</p> <p><a href="http://english.cntv.cn/program/learnchinese/20100820/102120.shtml">http://english.cntv.cn/program/learnchinese/20100820/102120.shtml</a></p>	<p>Students will:</p> <p>Listen and respond confidently and appropriately to rehearsed personal questions about where they live and which language/s they speak using good pronunciation and right intonation.</p> <p>Understand rehearsed utterances and simple sentences relating to information given about place of origin and languages spoken without relying on visual cues.</p> <p>Listen to short statements and identify specific information – names of countries and languages with the aid of visual cues repetition and support.</p> <p>Respond orally to questions using familiar rehearsed key words and phrases, initiating and maintaining a short interaction.</p> <p>Sequence in writing short text (short questions and answers) correctly, using correct word and character order.</p>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.10 Occupation – *Wo baba shi laoshi* 我爸爸是老师

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

**Unit duration:** 18 lessons of 40 minutes (12 hours)

<b>Objectives</b> The teacher will:		
<b>Key words</b> 我们, 你们, 他们 工作 老师 律师 商人 护士 医生 秘书 经理 司机 独生子, 独生女 也	<b>Points to note</b> In this unit students should learn 6 new radicals in Chinese characters (广, 讠, 方, 目, 木, 足) and 22 new characters (们, 独, 女, 子, 做, 工, 作, 也, 老, 师, 律, 商, 护, 士, 医, 秘, 书, 经, 理, 司, 机, 海). Students should learn the concept of ‘measure word’ when counting people and objects. Students should learn how to make simple phrases using the verb ‘to have’ (有) and ask questions with 谁. Students should be able to introduce and form simple sentences about their family. By means of interactive lessons, the teacher should teach students how to introduce and speak about people and objects using 这 (i.e. 这是我弟弟。这是我的书). Using the pictures of jobs, which students have brought from home, students practise in pairs asking for and giving information regarding jobs.	<b>Resources</b> <i>Easy Steps to Chinese 1, Textbook and Workbook,</i> 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>

**Subject:** Chinese (Mandarin)

**Form 1**

**Unit code and title:** CHI 7.11 Let's review a bit – *Women xian fuxi yixia 我们先复习一下*

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

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

<b>Objectives</b> 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)		
<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
Pronouns: 我, 你, 他, 她, 我们, 你们, 他们, 她们 Verbs: 是, 有, 说 不, 没, 也, 吗 Numbers: 1-99 Self-introduction, 年/岁 这是 Measure words: 口 Main family members, Countries, nationalities and languages, Occupations	In this final unit, the teacher should help the students consolidate the vocabulary, characters and grammar point learnt in class. Simple diction exercises of words should facilitate the acquisition process. By the end of Form 1, students should be able to write and read words in Chinese in <i>pinyin</i> and pronounce the four distinctive tones. At this level, students should be able to write the correct 'tonal mark' on each vowel to distinguish the relative tones of the Chinese language. Students should also be aware of the importance of stroke order and counting when learning new Chinese characters. By the end of Form 1, students should also be able to look up for words both in <i>pinyin</i> and characters in a Chinese dictionary. Students should be able to introduce themselves, their peers and their family members; ask and say their names, age, nationality and languages; count from 1 to 99 and say numbers in sequence; ask and say their telephone number; form simple sentences on occupations; ask simple 'yes/no' questions and give	<i>Easy Steps to Chinese 1, Textbook and Workbook,</i> 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>

	<p>affirmative and negative answers.</p> <p>During this unit, the teacher should guide students to get accustomed to the final exam format and modality.</p> <p>By the end of Form 1, students should be able to recognise 36 of the main Chinese radicals and have learnt how to read and write 116 Chinese characters.</p>	
--	--	--