**Scheme of work – Chinese**

Cambridge Secondary

# Introduction

This document is a scheme of work as a suggested plan of delivery for Cambridge Secondary Chinese. Learning objectives for the stage have been grouped into topic areas or ‘units’. These have then been arranged in a recommended teaching order but you are free to teach objectives in any order within a stage as your local requirements and resources dictate.

The scheme for has assumed a term length of 8-10 weeks, with three terms per stage and 1-2 units per term. The suggested percentage of teaching time to spend on each unit is provided at the beginning of each unit. You should decide on the amount of teaching time as necessary, to suit the pace of your learners and to fit the work comfortably into your own term times.

Where possible, several suggested activities have been given for each learning objective. Some are short introductory or revision activities and some are more substantial learning activities. You need to choose a variety of activities that will meet the needs of your learners and cover all of the requirements of the learning objectives.

Teaching Object: TAMOS sixth grade students

Student Level: Beginning/Intermediate

Group Size: 8-12 students

Scheduling: 40 minutes/lesson, 2-4 lessons/week

Notice:

Words and Phrase: through accumulating vocabularies and intensive training, learners will quickly gain the ability to understand daily conversation and express themselves.

Chinese Character: studying a basic rules how Chinese characters are composed and be able to read and write characters.

Pronunciation Training: phonics basic rules studying and intensive training let learners master Chinese pronunciation.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 3 |
| 1A Unit 1 People | 2A Unit 2 Body | 3A Unit 3 Classroom; Unit 4 School supplies |

# Unit 1 People

It is recommended that this unit takes approximately 100% of the term

In this unit, learners

* begin learn words about people and apply them to sentences
* begin learn greeting and saying good bye in Chinese
* Learn the basics of Chinese characters and phonetics

## Pronunciation includes:

* 21 initials
* 36 finals
* four tones

## Recommended vocabulary for this unit:

* 人、男人、女人、男孩儿、女孩儿、你、我、他、你们、我们、他们、谁、她、她们、小李、婷婷
* 头、头发、眼睛、鼻子、嘴、脸、耳朵、牙、舌头
* 你好、老师、学生、您、再见

| Framework code | Learning objective | Suggested activities to choose from | Resources | Comments |
| --- | --- | --- | --- | --- |
| WP-1  WP-5  WP-7  WP-9  WP-C-11 | Vocab：人、男人、女人、男孩儿、女孩儿、你、我、他、你们、我们、他们、谁、她、她们、小李、婷婷 and use them to make sentences  Vocab：头、头发、眼睛、鼻子、嘴、脸、耳朵、牙、舌头 and use them to make sentences  use 什么、 的 and a new sentence structure pronoun+的+n to make sentences.  Vocab: 推、拉、指  Sentences: 谁+ v.+ sb.+的 + n.  answer questions and ask questions with 你好、老师、学生、您、再见for greeting and saying good bye. | I Do, You Say - students take turns to demonstrate a word or a phrase and the rest will say the word or the phrase.  I Say, You Do – students take turns to say a word or a phrase and the rest will demonstrate what he or she say by body movements or gestures.  The teacher refers to different body parts of different classmates and asks questions, and the students answer with the learned sentence patterns.  Let students greet every classmate in Chinese. | Board and markers  Wall map  Slides  Textbook, Xiaoli’s Story | This unit is at the beginning stage, and it is a very important task to make students interested in Chinese |
| PT-2  PT-4  PT-8 | 21 initials  36 finals  four tones | Students use Talking Pen listen and read the initials song and finals song.  The students will be divided into two groups, one group speaks Pinyin, and the other group judges what tone it is. | Board and markers  Slides  Textbook, Pronunciation Training    Quick Chinese Talking Pen | Help students distinguish between four tones. |
| CC-3  CC-10 | Brief introduction of the beginning of Chinese characters and the basic rules of how characters are composed.  Practising 8 basic strokes  Introducing component 亻  Practising 4 characters 人、你、他、们  characters 手、指、拉、推 | Find IT – Students will find the characters as been told.  The students will be divided into two groups, the teacher displays the Chinese character cards, and the students speak pinyin based on the Chinese characters.  I Write, You Say - students will take turns to write a character and the rest will read the character as well as demonstrate what he or she write by body movements or gestures.  Students will do the characters under instruction of the teacher.  Students will do relevant exercise. | Board and markers  Slides  Textbook, Chinese Characters  Chinese Character exercise books | Let students have a preliminary understanding of Chinese characters. |

# Unit 2 Body

It is recommended that this unit takes approximately 100% of the term

In this unit, learners

* begin learning some words and sentences about the body identify similarities and differences
* Start learning to speak some numbers in Chinese
* Start learning Chinese writing and pronunciation rules for Pinyin.

## Pronunciation includes:

* b, p, m, f, d, t, n, and l with single finals
* g, k, h, j, q, x with single finals
* zh, ch, sh, r, z, c, s, y, w with single finals.

## Recommended vocabulary for this unit:

* 身体、脖子、肩膀、肚子、背、 胳膊、腿、手、脚、心
* 拍、打、摇、干、做、是、同学
* 对不起、没关系、谢谢、不客气、别客气、一会儿见、明天见
* 一、二、三、四、五、六、七、八、九、十.

| Framework code | Learning objective | Suggested activities to choose from | Resources | Comments |
| --- | --- | --- | --- | --- |
| WP-18  WP-21  WP-C-23/24 | Vocab: 拍、打、摇、干、做、是、同学  Sentences: …干什么？/ 做什么？/  A是B的···  use ordinal numeral 1-99 to make sentences.  answer questions and ask questions with 对不起、没关系、谢谢、不客气、别客气、一会儿见、明天见for apologizing and saying thanks. | When learning words such as body, students can draw a classmate themselves, and then mark each body part in Chinese.  Some students are asked to speak words in Chinese, while others draw quickly on the blackboard.  Number game-each student counts in Chinese in sequence, but claps hands when it reaches a multiple of 3. | Blank paper  Watercolor brush  Board and markers  Wall map  Slides  Textbook, Xiaoli’s Story | Pay attention to the words and sentence patterns that students are prone to read or say wrong at this stage. |
| PT-12  PT-17  PT-20 | b, p, m, f, d, t, n, and l with single finals.  g, k, h, j, q, x with single finals.  zh, ch, sh, r, z, c, s, y, w with single finals. | Students use Talking Pen listen and read the pronunciation.  The teacher reads the pronunciation and the student writes it in the exercise book. Every 3 syllables are a group, a total of 4 groups, and all the correct answerers can get a star.  The students spoke in pinyin in groups, and the other group wrote the pinyin they heard on the blackboard. | Excercise book  Quick Chinese Talking Pen  Board and markers  Slides  Textbook, Pronunciation Training |  |
| CC-13  CC-16  CC-19  CC-22 | characters男、女、我、谁、什、么、的、她  characters 月、脖、脸、腿、脚、背、肩  characters 拍、打、摇、干、做、是、同、 学  characters 一 二 三 四 五 六 七 八 九 十 | Let students find the learned Chinese elements in the new Chinese characters.  Each Chinese character gives students 1 minute to memorize, and then select 3 students for each Chinese character to dictate on the blackboard, let other students comment on right or wrong.  Students will be divided into 2-3 groups, each group will have a lot of Chinese characters cards, see which group first find the Chinese characters read by the teacher and give them to the teacher. | Dictation paper  Board and markers  Slides  Textbook, Chinese Characters  Chinese Character exercise books | Must let students write Chinese characters according to the correct writing rules. |

# Unit 3 Classroom

It is recommended that this unit takes approximately 50% of the term

In this unit, learners

* Learn some words about the classroom and apply them to sentence patterns
* Learn to speak and write big numbers in Chinese
* Learn to ask and answer names.

## Pronunciation includes:

* g, k, h, j, q, x with compound finals.recording stages in work
* d.t.n.l with single finals.

## Recommended vocabulary for this unit:

* 教室、桌子、椅子、黑板、白板、灯、门、这、那
* 窗户、屋顶、墙、地板、老师、学生、男生、女生
* 请问、贵姓、王、姓、李明、名字、叫、张婷婷、呢
* 百、千、万.

| Framework code | Learning objective | Suggested activities to choose from | Resources | Comments |
| --- | --- | --- | --- | --- |
| WP-27  WP-29  WP-31  WP-33  WP-35  WP-C-37 | Vocab: 教室、桌子、椅子、黑板、白板、灯、门、这、那  Sentences: 这是… / 那是….  Vocab: 窗户、屋顶、墙、地板、老师、学生、男生、女生  Sentences: 谁是…?  use 吗、不 and new sentence structures …是…吗？ …是不是…? 是，…是…/不，…不是… to make sentences.  use numbers greater than a hundred百、千、万 to make sentences.  Vocab: 请问、贵姓、王、姓、李明、名字、叫、张婷婷、呢  Sentences: 您贵姓？/ 你叫什么名字？我叫…  answer questions and ask questions with请问、您、姓、王、名字、叫、李明、呢for asking about names and introduction with names. | When learning classroom words, one student can say a word, and other students can quickly find corresponding items in the classroom.  When learning large numbers, teachers need to give students some digital translation questions in order from simple to difficult.  Ask students to speak their phone number in Chinese.  Students asked the names of every other classmate in Chinese, and every time a classmate was asked, they got a signature to see who collected the signatures of all the classmates first. | Calculator  Board and markers  Wall map  Slides  Textbook, Xiaoli’s Story | Help students recognize the different units of numbers in Chinese, English and Russian. |
| PT-32  PT-36 | g, k, h, j, q, x with compound finals.  d.t.n.l with single finals | Students use Talking Pen listen and read the pronunciation.  Students take turns to read what the teacher point at.  Students take turns to point out what the teacher read. | Board and markers  Slides  Textbook, Pronunciation Training    Quick Chinese Talking Pen |  |
| CC-28  CC-30  CC-34 | characters木 、桌、椅、板、灯、门  characters: 老、师、学、生、地、板、窗、户  characters: 吗、不、百、千、万 | Find IT – Students will find the characters as been told.  I Write, You Say - students will take turns to write a character and the rest will read the character as well as demonstrate what he or she write by body movements or gestures.  Students will do the characters under instruction of the teacher.  Students will do relevant exercise. | Board and markers  Slides  Textbook, Chinese Characters  Chinese Character exercise books | Students will be able to independently write the characters they have learnt. |

# Unit 4 School supplies

It is recommended that this unit takes approximately 50% of the term

In this unit, learners

* Start learning some words about school supplies and apply them to sentences
* Learn how to ask and answer nationality.

## Pronunciation includes:

* zh, ch, sh, r, z, c, s with compound finals
* y,w with compound finals
* zh, ch, sh, r with compound finals.

## Recommended vocabulary for this unit:

* 东西、书、汉语书、英语书、本儿、 练习本、 笔记本、笔、铅笔、签字笔、白板笔、 毛笔
* 这些、那些、哪些
* 电脑、笔记本电脑、台式电脑、包、书包、背包、钱包、手表、钟、手机、杯子
* 威廉、吧、高兴、很、认识、 国、国家、中国人、美国人、俄罗斯人、哪、这个、那个、尼娜.

| Framework code | Learning objective | Suggested activities to choose from | Resources | Comments |
| --- | --- | --- | --- | --- |
| WP-41  WP-43  WP-46  WP-48  WP-51 | Vocab：东西、书、汉语书、英语书、本儿、 练习本、 笔记本、笔、铅笔、签字笔、白板笔、 毛笔 and use them to make sentences  Vocab: 这些、那些、哪些  Sentences: 这些/那些是什么？哪些＋n＋是…?  Vocab：电脑、笔记本电脑、台式电脑、包、书包、背包、钱包、手表、钟、手机、杯子 and use them to make sentences  Vocab: 有、没有、也  Sentences: sb.＋有…吗？/ 有，sb.+有＋...／没有，sb.+没有... sb.＋有没有…? sn.＋也＋有...吗？  Vocab: 威廉、吧、高兴、很、认识、 国、国家、中国人、美国人、俄罗斯人、哪、这个、那个、尼娜  Sentences: ….是哪国人 | When learning school supplies words, one student can say a word, and other students can quickly find corresponding items in the classroom.    Select some characters from different countries and let students inquire and answer the nationalities of these characters in Chinese.  Many word cards are prepared, and the teacher reads the words and the students look for the cards.  The teacher found something, and the students took turns to use Chinese and the sentence patterns learned today to tell if they had such a thing. | Word cards  Board and markers  Wall map  Slides  Textbook, Xiaoli’s Story |  |
| PT-40  PT-45  PT-50 | zh, ch, sh, r, z, c, s with compound finals  y,w with compound finals  zh, ch, sh, r with compound finals | Students use Talking Pen listen and read the pronunciation.  Students take turns to read what the teacher point at.  Divide the students into several groups. Two students in each group. One student speaks a pinyin. The other student finds the pinyin in the book and reads it with a pen. See if the pronunciation of the pen is consistent with the student's pronunciation. | Board and markers  Slides  Textbook, Pronunciation Training    Quick Chinese Talking Pen |  |
| CC-42  CC-44  CC-47  CC-49 | characters: 东、西、书、本、笔、汉、英、语  characters: 这、那、哪、些  characters: 电、包、机、杯  characters: 有、没、也 | The teacher reads the Chinese characters and sees which group can find the corresponding Chinese character cards first.  Students will find the characters as been showed in characters cards.  Students will do the characters under instruction of the teacher.  Students will do relevant exercise. | Board and markers  Slides  Textbook, Chinese Characters  Chinese Character exercise books | Students can consciously discover the elements of Chinese characters that have been learned in the new Chinese characters. |

# Unit 5 School

It is recommended that this unit takes approximately 100% of the term

In this unit, learners

* Start learning some words about school and apply them to sentences
* Start learning some local words
* Learn some city words and locations.

## Pronunciation includes:

* y.w with compound finals
* b, p, m, f, d, t, n, l with vowels followed by a nasal consonant.

## Recommended vocabulary for this unit:

* 学校、教室、图书馆、办公室、餐厅、宿舍、洗手间、便利店、操场、花园、地方、这儿、那儿
* 上课、下课 、在、哪儿、是的、上（边）、下（边）、前（边）、后（边）、左（边）、右（边）、里（边）、外（边）
* 东边、西边、南边、北边、东南边、东北边、西南边、西北边
* 嗨、啊、看、地图、中国、北京、香港、广州、好久不见.

| Framework code | Learning objective | Suggested activities to choose from | Resources | Comments |
| --- | --- | --- | --- | --- |
| WP-55  WP-57  WP-60  WP-C-63 | Vocab: 学校、教室、图书馆、办公室、餐厅、宿舍、洗手间、便利店、操场、花园、地方、这儿、那儿  Sentences: 这儿/那儿＋是＋什么＋地方？  Vocab: 上课、下课 、在、哪儿、是的、上（边）、下（边）、前（边）、后（边）、左（边）、右（边）、里（边）、外（边）  Sentences: ..在＋吗？ ...在＋（哪儿）？／...在＋n。在＋方位＋v.  Vocab：东边、西边、南边、北边、东南边、东北边、西南边、西北边 and use them to make sentences  answer questions and ask questions with 嗨、啊、看、地图、中国、北京、香港、广州、好久不见for greeting and ask and describe directions. | The game where you can use a kitten when learning location words: through the PPT that keeps changing its position in PPT, let students describe the kitten’s location words.  Ask students to talk about what is in TAMOS school in Chinese. | PPT  Board and markers  Wall map  Slides  Textbook, Xiaoli’s Story | Can introduce and expand some Chinese urban cultural knowledge to students. |
| PT-54  PT-59 | y.w with compound finals  b, p, m, f, d, t, n, l with vowels followed by a nasal consonant | Students use Talking Pen listen and read the pronunciation.  Divide the students into two teams, let the two teams pass a pinyin with their voices, and the team that first writes the words correctly on the blackboard wins. | Board and markers  Slides  Textbook, Pronunciation Training    Quick Chinese Talking Pen |  |
| CC-56  CC-58  CC-61 | characters: 校、教、室、课、办、公、花、园  characters: 上、下、前、后、左、右、里、外、边  characters: 东，南，西，北 | Find IT – Students will find the characters as been told.  BINGO—Students use their learned Chinese characters to make their own tables, and then mark the Chinese characters that the teacher reads. | Jiugong grid paper  Board and markers  Slides  Textbook, Chinese Characters  Chinese Character exercise books |  |