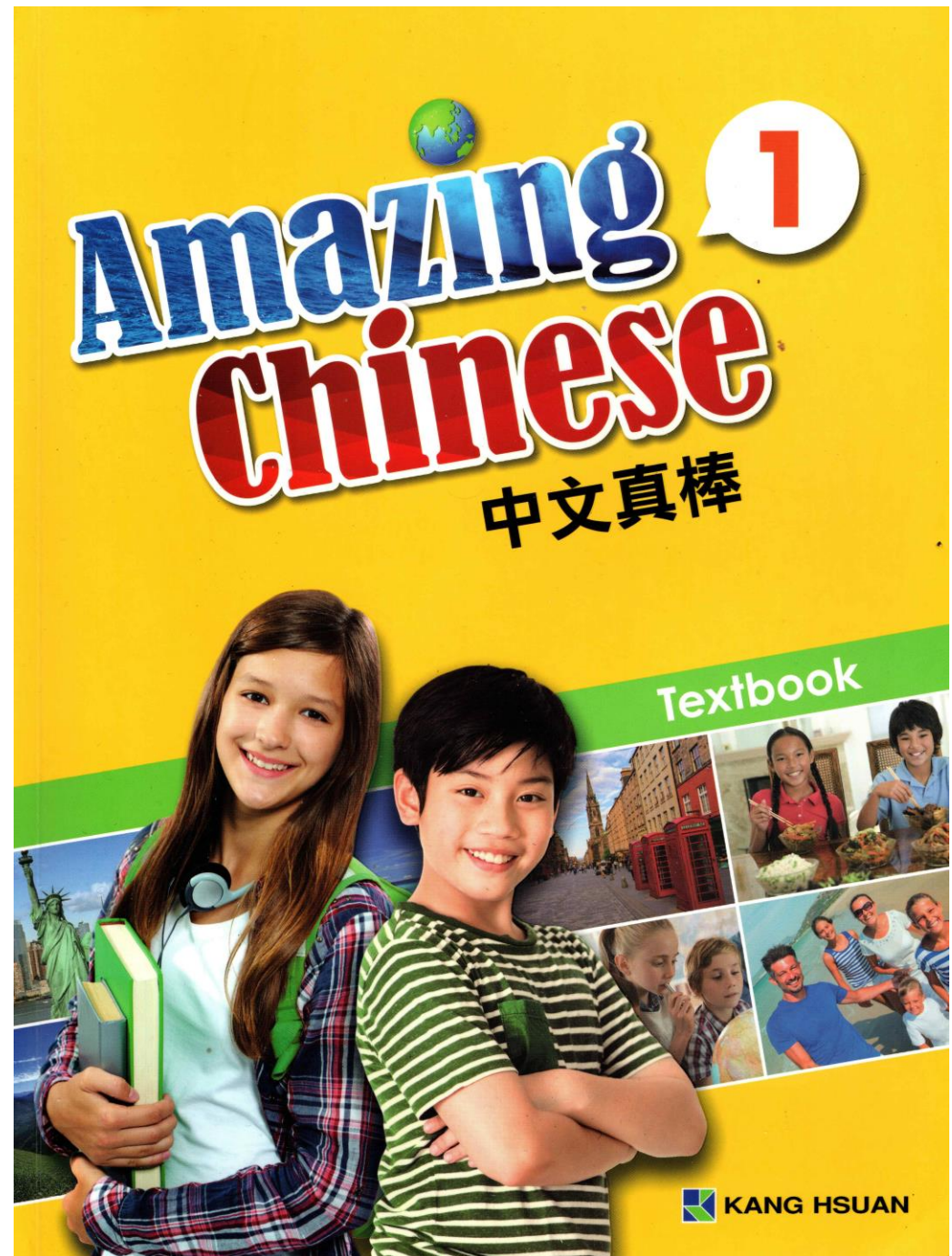


Textbook Planning Workshop

The planning challenge
Making the experience ...

- more conceptual,
 - inquiry-based,
 - oral-interactive,
 - learner(s)-centred
- => more meaningful





第二单元

6

我会说汉语

I Can Speak Chinese

In this lesson, you will learn

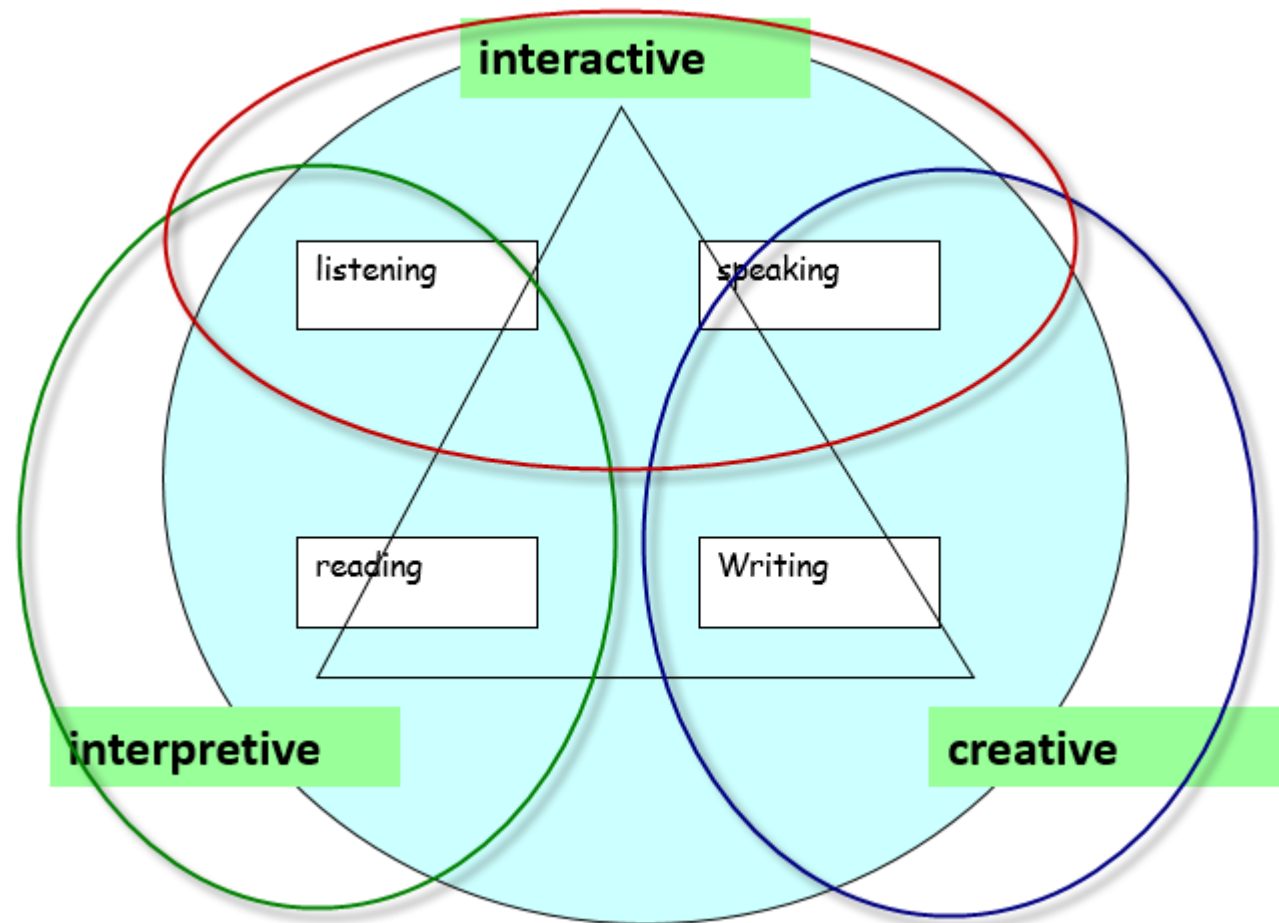
- ▶ to name different languages
- ▶ to say what language a person speaks

AIMS?

• Textbook 'elements'

1. **Aims / Intentions** – (functional grammar points)
2. **Texts** – dialogues / narratives (inc new grammar & vocab)
3. **Vocabulary** – (sequenced)
4. **Grammar** - codes with English explanation,
Sentence examples – inc grammar patterns
5. **Exercises & Activities** – opportunities to practice grammar (inc. Listen-Speak-Read-Write activities)
6. **Character learning** – routine writing practice
7. **Communication TASKS** – '*purposeful use*' of language
8. **Reflection** – on learning
9. **Culture** – related aspects of target culture
10. **Assessment** – review of learning (input=output)

The contemporary, communicative curriculum; the exchange, interpretation or creation of PERSONAL meanings



A conceptual frame for planning learning of *Chinese as a system* (in the context of learning to communicate)

Conceptual exploration of ...

Chinese **phonology**;
Pronunciation (pinyin)
Tone syllables – syllable groups
Prosody, Intonation

orthography / writing system;
Strokes - types & sequences,
Components - types and relationships,
Characters – structures and features

Chinese **morphology**;
character word forming ability

Communication-focused

- Content/vocabulary (word knowledge)
 - **content words**
- The language system (grammar features)
 - **function words**

Conceptual (bilingual) exploration of grammar concepts
Meta-terms

1. **Nouns, Pronouns**
2. **Verbs,**
3. **Adjectives,**
4. **Numbers**
5. **Adverbs,**
6. **Prepositions,**
7. **Measures,**
8. **Question words,**
9. **Conjunctions,**
10. **Particles**

Task-based, communicative orientation
Modular, sequenced, developmental

Prior learning - what concepts about (Chinese) language are addressed?

	Learning Objectives	Communicative Topics		Key Language	Cultural Knowledge	Tasks and Activities
Unit 1: Myself and my family						
L.1 My name is Xiaoyue 我叫小月	<ul style="list-style-type: none"> ★ Introduce yourself and tell what name you go by 	Make introductions 你姓什么? 你叫什么名字?		<ol style="list-style-type: none"> 1. Sentence structure using words "叫" and "姓" 2. Interrogative sentence structure using question word "什么" 	Addressing younger people with "小Xiǎo + ○" e.g. 小月, 小李	<ul style="list-style-type: none"> ★ Greeting ★ Introduce yourself and others ★ Design name cards and exchange cards
L.2 I am thirteen years old 我今年十三岁	<ul style="list-style-type: none"> ★ Give the date and year ★ Give your age and birthdate 	Talk about your age and birthdate 你今年几岁? 今天是几月几日?		<ol style="list-style-type: none"> 1. Number and times: Year "年" 2. Number and times: Date "日/月" 3. Number and times: Age "岁" 	Asking someone's age (under/ below 10) e.g. "你几岁?" for people who are under 10. "你多大了?" for people older than 10.	<ul style="list-style-type: none"> ★ Role play - Using the information of student ID card to introduce friends ★ Choose to be any celebrity you like and take turns to introduce yourselves to others
L.3 There are five members in my family 我家有五口人	<ul style="list-style-type: none"> ★ Understand Chinese family structure ★ Describe your family members and give their ages 	Number of members in a family 你家有几口人? 你家有什么人? 你有几个兄弟姐妹?		<ol style="list-style-type: none"> 1. Sentence structure using words "有/没有" 2. Sentence structure using words "有+什么……" 3. Measure words use after "几" 	Indicating the position for siblings in a family with "老lǎo + ○" e.g. 老大, 老二	<ul style="list-style-type: none"> ★ Introduce Lily's family using clues from the picture ★ Introduce your family to your classmates
Unit 2: Personal background						
L.4 She lives in China 她住在中国	<ul style="list-style-type: none"> ★ Ask a person about their nationality and provide your own ★ Ask a person where they live and tell them where you live 	Talk about your nationality and where you live 你是哪国人? 我是英国人, 你呢? 我住在中国。		<ol style="list-style-type: none"> 1. Interrogative sentence structure using question word "哪" 2. Sentence structure use of "在" 	The way of apologizing	<ul style="list-style-type: none"> ★ Pair work - talk about nationality and where they live ★ Role play – China's Got Talent ★ Talk about the ID card
L.5 She grew up in Beijing 她在北京长大	<ul style="list-style-type: none"> ★ Say the names of different cities ★ Introduce someone who grew up in a different place to where they live now 	Introduce the city where you grew up 你在哪儿出生? 在哪儿长大? 你喜欢住在哪儿?		<ol style="list-style-type: none"> 1. Use of "在" with place 2. Use of "也" 3. Sentence structure using "喜欢" 4. Use of "还是" 	The way of expressing dual identity	<ul style="list-style-type: none"> ★ Talk about "在哪儿出生/长大" ★ Complete sentences with "也" ★ Find someone who... ★ Research on a mixed-ethnic celebrity and talk more about his/her

Prior learning ...

- Topics – name, age, birthday/date, family, numbers,
- Verbs- 是有在 叫姓住 喜欢
- Q words 什么, 几, 哪, 还是, 吗, 呢
- ‘function words’ 没不的

Recycling - to consolidate u's & use of

- 1, 2, 3 person pronouns 我, 你, 他-她 / 们
- Question types and formats
- **Key** verbs 是, 有, 在
- Measure words with numbers & nouns
 - . . .



我叫朱丽亚，我是美国人，
wǒ jiào Zhūlǐyà wǒ shì Měiguó rén

我住在北京。
wǒ zhù zài Běijīng

我会说英语、法语
wǒ huì shuō Yīngyǔ Fǎyǔ

和一点儿汉语。我喜欢
hé yīdiǎnr Hànyǔ wǒ xǐhuān

学法语。我的爸爸和妈妈是英语
xué Fǎyǔ wǒ de bāba hé māma shì Yīngyǔ

老师，他们不会说汉语。
lǎoshī tāmen bù huì shuō Hànyǔ

我有一个外国朋友，他住在台北。
wǒ yǒu yí gè wàiguó péngyǒu tā zhù zài Tàiběi

他喜欢看中文书和学外语。英语和法语，
tā xǐhuān kàn Zhōngwén shū hé xué wàiyǔ Yīngyǔ hé Fǎyǔ

他都会说。
tā dōu huì shuō



生词 New words

VOCAB

会 can; to know hui how to	老师 teacher lǎoshī
说 to speak shuō	外国 foreign wàiguó
英语 English Yīngyǔ	看 to read kàn
法语 French Fǎyǔ	中文 Chinese Zhōngwén
一点儿 a little yīdiǎnr bit	书 book shū
汉语 Mandarin Hànyǔ	外语 foreign language wàiyǔ
学 to learn xué	都 all, both dōu



Language note

“汉语” means “Mandarin Chinese”, also known as “普通话 Pǔtōnghuà” or Standard Chinese, which is an official language of China, Taiwan, and Singapore. The term of “华语 Huáyǔ” refers to Mandarin Chinese in Southeast Asia. “中文” means Chinese language. It is a written form of the standard language.

1 课文理解 Reading Comprehension

1.1 Choose the correct answer.

- () What is Julia's nationality?
(a) (b) (c) (d)
- () Where does Julia live?
(a) Berlin (b) Beijing (c) New York
- () How many languages does Julia speak?
(a) 1 (b) 2 (c) 3
- () What language would Julia like to learn?
(a) English (b) French (c) Mandarin Chinese
- () Do Julia's parents speak Mandarin Chinese?
(a) Yes (b) No (c) Not given
- () Where does Julia's friend live?
(a) Beijing (b) London (c) Taipei
- () Which of these hobbies does Julia's friend not have?
(a) reading (b) writing (c) learning a foreign language
- () What language(s) does Julia's friend speak?
(a) Only English (b) Only French (c) Both English and French

EXERCISES

1.2 你呢? How about you?

1. What language(s) do you speak?
(Please circle)



Try to answer the following questions in Chinese (Hanzi/Pinyin).

- Which language do you like most?
Answer: _____
- Do you like to read English books?
Answer: _____
- Do your parents speak Mandarin Chinese?
Answer: _____

Challenge

- List two place names in the text: _____
- List two language names in the text: _____
- List two hobbies in the text: _____

2 语言点练习 Key Language Practice

2.1 Sentence structure using "会"

- Q: 你会说汉语吗?
A: 我会说汉语。
Q: 他会不会说英语?
A: 他不会说英语。
Q: 老师会不会说法语?
A: 老师会说法语。

Grammar note

"会" means "can" or "to know how to". It is an auxiliary verb, which points to having an acquired skill. Two different question forms can be employed in the "会" sentence. The negation marker "不" should be placed before "会".
Structure: S. + 会 + V. + O. (can + skill)

GRAMMAR

2.2 Measure word use of "一点儿"

- 我会说一点儿汉语。
他会说一点儿法语。
弟弟会说一点儿英语。
妹妹会写一点儿汉字。

Grammar note

一点儿 means "a little" or "a bit", which can often make things sound more polite or modest. "儿" can be skipped.

2.3 Use of "都"

- 法语和英语, 他都会说。
北京和伦敦, 她都喜欢。
看书和写汉字, 我都喜欢。

Grammar note

"都" means "all" or "both", which is an adverb used to indicate that all items referred to by the subject noun have something in common. When the object is "A 和 B", it must be moved to the front of the sentence. Structure: A 和 B, S.+都+V.

你会说法语吗?

会啊!

Vous pouvez me dire où est la gare, s'il-vous-plait?

他说什么?

Task 1 Language Map

Pair up. Find the Mandarin-speaking regions of the world and color them in.



TASK = ACTIVITY = EXERCISE

Task 2 Language Master

- Step 1** In the top right box, write another language in Chinese that you wish to ask your classmates about.
Step 2 In the second row, write down the names of the four languages in English.
Step 3 Ask your classmates "你会不会说 _____ ?" Then write down their answers.

You may write 会 if he or she can speak the language fluently.
You may write 不会 if he or she is not able to speak that language.
You may write 一点儿 if he or she can speak a little bit of the language.

语言 Language	汉语	英语	法语
名字 Name			

- Step 4** According to your recording, write the common things with 都-sentences, and share with the class.
E.g. 英语和汉语, 朱丽亚都会说。

- _____ 和 _____, _____ 都会说。
- _____ 和 _____, _____ 都会说。
- _____ 和 _____, _____ 都不会说。

WHAT IS THE PURPOSE OF THE ACTIVITY – WHAT IS BEING 'PRACTICED'?



你：你喜欢说汉语吗？
nǐ xǐhuān shuō Hànyǔ ma

我：我喜欢说汉语。你呢？
wǒ xǐhuān shuō Hànyǔ nǐ ne

我：我喜欢说汉语和德语。你会说德语吗？
wǒ xǐhuān shuō Hànyǔ hé Déyǔ nǐ huì shuō Déyǔ ma

我也会说一点儿德语。
wǒ yě huì shuō yídiǎnr Déyǔ

你的爸妈会说汉语吗？
nǐ de bà ma huì shuō Hànyǔ ma

他们不会说汉语。你的爸爸妈妈呢？
tāmen bù huì shuō Hànyǔ nǐ de bàba māma ne

德语和汉语，他们都会说。
Déyǔ hé Hànyǔ tāmen dōu huì shuō

你会写汉字吗？
nǐ huì xiě Hànzì ma

我会写一点儿汉字。
wǒ huì xiě yídiǎnr Hànzì

生词 New words

德语 German
Déyǔ

写 to write
xiě

汉字 Chinese character
Hànzi

VOCAB

补充词 Bonus words

西班牙语 Spanish
Xībānyáyǔ

日语 Japanese
Rìyǔ



3 对话练习 Dialogue Practice

Task 1 Do you speak...?

Step 1 Pair up. Role-play for the example.

Step 2 Complete the exercise on your own, and then role-play with your classmate.

Example

A: 你会说法语吗？

B: 我会说法语。

A: 你的爸爸妈妈呢？

B: 他们都不会说法语。

Exercise

A: 你会说_____吗？

B: 我_____。

A: 你的爸爸妈妈呢？

B: _____。



ACTIVITY

Task 2 Language Survey

Step 1 Pair up. Discuss what the questions should be for the answers given.

Step 2 Write down the questions using the BOLD words as pointers.

1 Q: _____?

A: 我喜欢说英语。

2 Q: _____?

A: 我会写汉字。

3 Q: _____?

A: 我不喜欢学外语。

4 Q: _____?

A: 我会说一点儿日语。

Step 3 Ask your classmates the questions. If anyone matches an answer, write their names down.

1



2



3



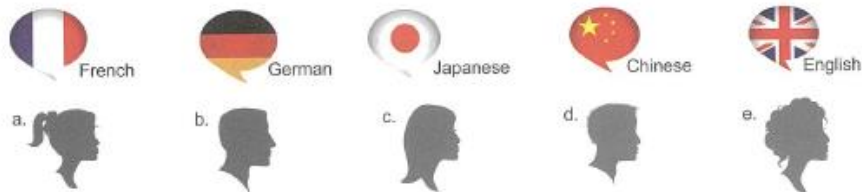
4



4 听力练习 Listening Practice



4.1 A group of friends are talking about which languages they can speak. Write a, b, c, d or e next to the person who can speak that language.



1. 小东的朋友: _____ 2. 朱丽亚的朋友: _____
3. 林月的朋友: _____ 4. 张心华的朋友: _____

4.2 Listen to the teacher's interview and fill in the blanks with Chinese characters.

LISTEN & WRITE

NOTES

He is a 30-year old (1) _____.

He is a/an (2) _____ teacher.

He cannot speak (3) _____ but he can write a little bit of (4) _____.

His father is half- (5) _____, and half-Chinese.

He was born in (6) _____.

He can speak (7) _____ Chinese.

He likes to read and learn (8) _____.

5 汉字练习 Character Practice

5.1 学部首 Learning radicals



"讠" (yán) looks like a Chinese back-sloping comma and a Z. "言" is a single character, but the component "讠" is not. The radical "讠" is related to "language" or "a speech-related action" directly or indirectly.



"女" (nǚ) is a single character, but also a component. The radical "女" is related to "female" directly or indirectly.

Task Circle the radical and write down the pinyin.

Example 姐 (jiě)

1. 妈 ()

2. 语 ()

3. 妹 ()

4. 说 ()

5.2 写汉字 Writing characters

书 讠 彳 书 书

写 讠 冫 写 写

老 耂 耂 耂 耂 耂

师 丨 丨 丨 师 师 师

学 丨 丨 丨 学 学 学

说 讠 讠 讠 说 说 说 说

点 丨 丨 丨 点 点 点 点

语 讠 讠 讠 语 语 语 语

看 丨 丨 丨 看 看 看 看

都 丨 丨 丨 都 都 都 都

5.3 汉字活动 Character activity

Step 1 Pair up and discuss what you see in the following pictures.



Step 2 Design a logo with two different languages in one drawing.

CHARACTER LEARNING
= CHARACTER WRITING

6

我会说汉语 | Can Speak Chinese



6.1 Listen to the audio and circle the correct sound.

ai ei ao ou

1. bǎi běi bě	2. gǎo gǒu gǔo	3. bái bēi bé	4. māo mōu māi
------------------------	-------------------------	------------------------	-------------------------

6.2 Listen to the audio and write down the correct pinyin sound for each picture.

'SPEAKING'

an en ang eng er

1. Měi guó r _____ 	2. k _____ shū 	3. sh _____ rì 	4. shí _____
------------------------	--------------------	--------------------	------------------

6.3 Pair characters into words and write the English in parentheses.

一	会	汉	字
点	外	北	京
儿	语	两	学
在	个	老	师

Example: 北京 (Beijing)

- _____ ()
- _____ ()
- _____ ()
- _____ ()

READING

6

6.4 Fill in the boxes with the missing characters and pinyin.

- 我会说英语、语和一点儿语。
wǒ shuō yǔ Fā yǔ hé yídiǎnr Hàn yǔ
- 他喜欢看和学语。
tā xǐhuān shū hé wàiyǔ
- 她的爸不说德语。
 de bà mā huì shuō Déyǔ
- 我有两个英国友，他们在北京。
wǒ yǒu liǎng Yīngguó péng yǒu tāmen zhù zài jīng

READING

6.5 Write the negation of the following statements.

Example: 我会说汉语。 ↔ 我不会说汉语。

- 他会说日语。 ↔ _____
- 我有外国朋友。 ↔ _____
- 哥哥喜欢看书。 ↔ _____

READING / GRAMMAR

6.6 Circle the odd one.

* Challenge: Write down the reason.

Example: 妈妈(弟弟)姐姐妹妹 Reason: Only 弟弟 is male

- 汉语 日语 英国 西班牙语 Reason: _____
- 写字 看 说 Reason: _____
- 伦敦 德国 美国 印度 Reason: _____
- 中国 日本 英国 印尼 Reason: _____

READING

6.7 Your school wants to arrange an exchange program for the upcoming summer holidays. Research what the mediums of instruction might be for the 4 schools shown below. Try to complete the table in Chinese.

	School A	School B
Location	Mexico City, Mexico	Montreal, Canada
medium of instruction		
	School C	School D
Location	Zurich, Switzerland	Manila, Philippines
medium of instruction		

* Challenge: How many official languages does each of the countries above have?

6.8 Draw a line to match the question and its corresponding answer.

- | | | | |
|---------------|---|---|-----------|
| 1. 你喜欢看书吗? | • | • | 她不会说日语。 |
| 2. 他喜欢学外语吗? | • | • | 我的朋友会说汉语。 |
| 3. 她会说日语吗? | • | • | 我喜欢看书。 |
| 4. 你的朋友会说汉语吗? | • | • | 他喜欢学外语。 |

6 任务活动 Activity

4 sentences have been removed from the dialogue. Choose the correct sentence from A-D which fits each gap (1-4).

Step 1 Pair up and discuss with your partner.

小东：你有法国朋友吗？

丽丽：我没有法国朋友。你呢？

小东：我有一个法国朋友。(1) _____

丽丽：他会说汉语吗？

小东：(2) _____

丽丽：你呢？你会说什么外语？

小东：我会说汉语、法语和一点儿日语

丽丽：(3) _____

小东：你会写汉字吗？

丽丽：(4) _____

- A. 我会写一点儿。
- B. 汉语和英语，他都会说。
- C. 他住在新加坡。
- D. 我不会说日语。

READING CHARACTERS

Step 2 Role play (Drama Time!)

Who plays 小东？

Who plays 丽丽？

Where is the scene (location)？



你会了吗？ Checklist

1. Circle "R" if you can READ it with correct pronunciation. Circle "M" if you can tell the MEANING.

都	R M	会	R M	写	R M	说	R M	看	R M
学	R M	书	R M	一点儿	R M	外语	R M	中文	R M
法语	R M	汉语	R M	汉字	R M	老师	R M	外国	R M

2. Read and answer the questions in Chinese: Tick "M" if you can tell the MEANING of the question in English. Tick "A" if you can ANSWER the question in Chinese.

M A 你会说什么外语？ _____

M A 你不会说什么外语？ _____

M A 你会写汉字吗？ _____

M A 你喜欢看中文书吗？ _____

6.9 Using “都” to combine the two sentences.

Example: 我喜欢妹妹。我喜欢弟弟。 → 妹妹和弟弟，我都喜欢。

1. 他喜欢看书。他喜欢学外语。

→ _____

2. 哥哥会说德语。哥哥会说汉语。

→ _____

3. 她不会说日语。她不会说法语。

→ _____

READING GRAMMAR

6.10 Listen to the conversation between Xiaotao and Emi. Write the words in their correct places. You will hear the words first.

德语

日语

法语


汉语

: 你会说日语吗?


: 我的爸爸和妈妈是日本人, 我会说¹_____。你呢?

: 我不会说日语。我有一个日本朋友, 他会说²_____。

: 法语和³_____, 我都会说。

: 我不会说法语。

: 你会说什么?

: 我会说汉语和⁴_____。

LISTEN READING

6.11 Read the following dialogue and answer the questions in English.



John

我是英国人, 今年十二岁。我住在伦敦。
我会说英语和一点儿汉语。我的妈妈也会说一点儿汉语。



Emi

我是日本人。我和爸爸妈妈住在东京。
我的爸爸是汉语老师。汉语和日语, 我都会说。



Xiaotao

我是中国人, 在北京出生, 住在上海。
我喜欢写汉字。我会说汉语、英语和德语。

Section A: Highlight the country names in the dialogue above.

Section B: Answer the questions in English.

READING

1. Who can speak English? _____
2. Does John speak Chinese? _____
3. Who lives in Tokyo? _____
4. What occupation does Emi's father have? _____
5. How many languages does Xiaotao speak? _____

6.12 Using the dialogue in exercise 6.11 as an example, fill out and then record a self-introduction.

我叫_____。
我是_____人。今年_____岁。
我在_____出生, 住在_____。
我会说_____、_____和一点儿_____。

- 6.13** This is the introduction of a new teacher taken from a school newspaper. Read it and answer the questions in English.

李亚老师是我们的新老师。
 李老师在英文老师，她在中国出生，在新加坡长大，她是新加坡人。
 李亚老师喜欢看书和学外语。汉语和英语，她都会说。她也会说日语和写一点儿汉字。



1. What is the new teacher's name? Answer in pinyin.

2. Is this new teacher the male or the female? How do you know?

3. What does the new teacher teach?

4. Where does the new teacher come from? Please be specific by including his/her place of birth and nationality.

5. How many languages can the new teacher speak?

6. What is the extent of the new teacher's Chinese language skills?

- 6.14** Listen to the audio and answer in English.

1. What is her job? _____

2. What is her nationality? _____

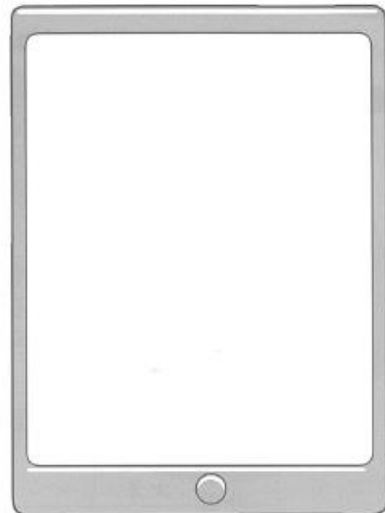
3. What European language can she speak? _____

4. What is her hobby? _____

READING

- 6.15** Create an image for your newsfeed that describes a new friend that you met this year. Your picture must contain a caption in Hanzi that describes his nationality and which language he/she can speak.

※Add hashtag #
learning to make it cool!



WRITING

- 6.16** Answer the following questions in Chinese. Write a short paragraph of about 60 words.

- How many foreign friends do you have?
(Choose one friend and write down his or her name.)
- Where does she/he live?
- What language does she/he speak?
- Does she/he like to read and learn languages?

Unit Title – My L&C Identity

Inquiry questions (for class as a community of learners)

- Who are we?
 - Where do we come from?
 - What 'cultures' do we *identify* with?
 - What languages do/can we speak?

Goals => success criteria


To understand aspects of individual & group identity ...

- To share 'insights' into
 - the languages we know / can speak / would like to learn
 - our countries of birth (self / parents / ancestors), nationalities, ethnicities, citizenship

Task(s)

to be able to..

- (Exchange) Discuss own/others L&C identities (origins, languages)
- (Interpret) Read and share descriptions of peoples L&C background
- (Create) Write about own L&C identity



第二单元

6

我会说汉语

I Can Speak Chinese

In this lesson, you will learn

- ▶ to name different languages
- ▶ to say what language a person speaks

第6课 我会说汉语 65

Unit planning - Scope of learning

*Introducing new FUNCTION WORDS as **concepts** (in Chinese & English)*

★ Name different languages ★ Say what language a person speaks	Talk about what language you can speak 你会说汉语吗? 你会不会说汉语? 我会说一点儿汉语, 你呢? 汉语和英语, 我都会说。	1. Sentence structure using "会" 2. Measure word use of "一点儿" 3. Use of "都"	★ Language Map ★ Language Survey ★ Role play (小东 & 丽丽)
---	--	--	--

How modal / aux / modal verbs are used to express wish, need etc

- ... to express abilities 会 / aspirations 想

When and How to use different question types

- Interrog Pn 谁, 哪个, Q word 吗呢, yes-no V不V 有没有?

How adverbs are used to modify verbs

- incl negation 不, 没, scope & inclusion 都, 也)

The importance of classifiers / measure word

- (v - M 点儿 - n)

Continue building understandings of features of Chinese Language

- Phonology
 - pinyin de/encoding skills,
 - pronunciation / tone sensitivity
- Orthography
 - character analysis skills, (how to ..)
 - component knowledge (naming / recognition)
 - writing skills = character composition skills
- Morphology –
 - word formation knowledge
 - word transliteration processes (Eg-Cn) – proper nouns eg countries)

Content areas (Content words)

- languages, countries, languages/dialects, ethnicities
 - Which ones matter? What identities are in the class?
- Where we all come from (birth, ancestry, ethnicity, nationality)
 - Countries of birth, of origin, ethnic identities, nationality-citizenship
- The languages (/dialects) we (all) know & learn
 - English, Chinese ... Cantonese, ...

Language items / vocabulary (list A)

NEW- enhanced vocabulary list

Verbs	说(话)		语言	
	听(话)		中文	
	读(书)		汉字	
	写(字)		拼音	
	看		汉语	
	学		英语	
	用		日本语	
	会		书	
	想		澳大利亚	
			国籍	
			国家	
	老师		外国	
	都		民族	
	点儿		公民	

Unit planning – B) sequencing

Engaging with new concepts via textbook content

Timeline - 3 weeks / 10 lessons (late term 2)

4 steps

1. Setting the inquiry - identifying the task
2. Identifying & exploring the inputs/ resources,
3. Building the classroom interactivity
=> learning and using new concepts,
4. Completing the tasks. Reflecting on new learnings

3 stages:

- 1. Participating in Oral Interactions(T-S Q&A)*
 - Building knowledge of Chinese phonology & grammar (4 lessons)*
- 2. Engaging in INITIAL LITERACY development*
 - Exploring new characters – building knowledge of the system (2 lessons)*
- 3. Reading and writing tasks and interactions*
 - Developing print literacy skills (4 lessons)*

3 stages

1) *Participating in Oral Interactions (T-S Q&A) (4 lessons)*

Building knowledge of Chinese phonology and grammar

- a. Engaging with new ideas – learning more about ourselves
- b. Engaging with new language concepts
- c. Building pronunciation skills & pinyin knowledge
- Textbook p66-72,

2) *Engaging in INITIAL LITERACY development*

- Engaging with new character knowledge (2 lessons)

- a. Developing character analysis processes
- b. Building component recognition, naming skills
- c. Developing reading-writing skills - Textbook p73 (see Lists B&C)

3) *Reading and writing tasks and interactions (4 lessons)*

- a. Developing print literacy skills – reading skills and writing skills (with support)
Textbook p68, 71, 74, workbook p47-51

Stage One (4 lessons)

Lesson One – context setting

- intro key concepts & terms (in Eg & Cn) - exploring L&C diversity in the class
- building vocabulary related to
 - a) L&C identity (C-N-E-L-C) and
 - b) language learning & using (LSRW)
- – sharing a **Chinese-English vocab list** and adapting for own purposes

Lesson Two – building OI skills

a) Student book p66-67

- Text 1 (我会说) **pinyin focus** (Rc / Ra) – pronunciation – fluency focussed
- Ex 1.1, 1.2 – Rc check -> task convert Eg->Cn => Cn Q&A

b) UL discussion – how aux verbs / Measure words / adverbs ‘work’, in Cn & Eg



我叫朱丽亚, 我是美国人,

wǒ jiào Zhūlìyà wǒ shì Měiguó rén

我住在北京。

wǒ zhù zài Běijīng

我会说英语、法语

wǒ huì shuō Yīngyǔ Fǎyǔ

和一点儿汉语。我喜欢

hé yídiǎnr Hànyǔ wǒ xǐhuān

学法语。我的爸爸和妈妈是英语

xué Fǎyǔ wǒ de bāba hé māma shì Yīngyǔ

老师, 他们不会说汉语。

lǎoshī tāmen bú huì shuō Hànyǔ

我有一个外国朋友, 他住在台北。

wǒ yǒu yí gè wàiguó péngyǒu tā zhù zài Tàiběi

他喜欢看中文书和学外语。英语和法语,

tā xǐhuān kàn Zhōngwén shū hé xué wàiyǔ Yīngyǔ hé Fǎyǔ

他都会说。

tā dōu huì shuō



生词 New words

会 hui	can; to know how to	老师 lǎoshī	teacher
说 shuō	to speak	外国 wàiguó	foreign
英语 Yīngyǔ	English	看 kàn	to read
法语 Fǎyǔ	French	中文 Zhōngwén	Chinese
一点儿 yídiǎnr	a little bit	书 shū	book
汉语 Hànyǔ	Mandarin	外语 wàiyǔ	foreign language
学 xué	to learn	都 dōu	all, both

Language note

"汉语" means "Mandarin Chinese", also known as "普通话 Pǔtōnghuà" or Standard Chinese, which is an official language of China, Taiwan, and Singapore. The term of "华语 Huáyǔ" refers to Mandarin Chinese in Southeast Asia. "中文" means Chinese language. It is a written form of the standard language.

1 课文理解 Reading Comprehension

1.1 Choose the correct answer.

- () What is Julia's nationality?
(a) (b) (c) (d)
- () Where does Julia live?
(a) Berlin (b) Beijing (c) New York
- () How many languages does Julia speak?
(a) 1 (b) 2 (c) 3
- () What language would Julia like to learn?
(a) English (b) French (c) Mandarin Chinese
- () Do Julia's parents speak Mandarin Chinese?
(a) Yes (b) No (c) Not given
- () Where does Julia's friend live?
(a) Beijing (b) London (c) Taipei
- () Which of these hobbies does Julia's friend not have?
(a) reading (b) writing (c) learning a foreign language
- () What language(s) does Julia's friend speak?
(a) Only English (b) Only French (c) Both English and French

Student book p66-67
Text 1 (我会说) (Rc / Ra)
Ex 1.1, 1.2 – Rc check -> task
convert Eg->Cn => Cn Q&A

1.2 你呢? How about you?

1. What language(s) do you speak?
(Please circle)

Try to answer the following questions in Chinese (Hanzi/Pinyin).

2. Which language do you like most?

Answer: _____

3. Do you like to read English books?

Answer: _____

4. Do your parents speak Mandarin Chinese?

Answer: _____



Challenge

1. List two place names in the text: _____
2. List two language names in the text: _____
3. List two hobbies in the text: _____

2 语言点练习 Key Language Practice

2.1 Sentence structure using "会"

Q: 你会说汉语吗?

A: 我会说汉语。

Q: 他会不会说英语?

A: 他不会说英语。

Q: 老师会不会说法语?

A: 老师会说法语。

Grammar note

"会" means "can" or "to know how to". It is an auxiliary verb, which points to having an acquired skill. Two different question forms can be employed in the "会" sentence. The negation marker "不" should be placed before "会".
Structure: S.+ 会+ V.+ O. (can + skill)

2.2 Measure word use of "一点儿"

我会说一点儿汉语。

他会说一点儿法语。

弟弟会说一点儿英语。

妹妹会写一点儿汉字。

Grammar note

一点儿 means "a little" or "a bit", which can often make things sound more polite or modest. "儿" can be skipped.

2.3 Use of "都"

法语和英语, 他都会说。

北京和伦敦, 她都喜欢。

看书和写汉字, 我都喜欢。

Grammar note

"都" means "all" or "both", which is an adverb used to indicate that all items referred to by the subject noun have something in common. When the object is "A 和 B", it must be moved to the front of the sentence. Structure: A 和 B, S.+都+V.

b) UL discussion – how aux verbs / Measure words / adverbs 'work', in Cn & Eg

Lesson Three

UL discussion: how C-N-E-L words are formed in Chinese (task 1 p69)

- Exploration of key country names in Au-NZ, SE Asia, E Asia, S Asia, Eu, Nth Am
- Prepare a draft of own L&C i'd

=> S-S Q&A => T-SS Q&A

(focus on 1-2-3person Pn)

Task 1 Language Map

Pair up. Find the Mandarin-speaking regions of the world and color them in.



Task 2 Language Master

Step 1 In the top right box, write another language in Chinese that you wish to ask your classmates about.

Step 2 In the second row, write down the names of the four languages in English.

Step 3 Ask your classmates "你会不会说_____?" Then write down their answers.

You may write 会 if he or she can speak the language fluently.
You may write 不会 if he or she is not able to speak that language.
You may write 一点儿 if he or she can speak a little bit of the language.

语言 Language	汉语	英语	法语	
名字 Name				

Step 4 According to your recording, write the common things with 都-sentences, and share with the class.
E.g. 英语和汉语, 朱丽亚都会说。

1. _____ 和 _____, _____ 都会说。
2. _____ 和 _____, _____ 都会说。
3. _____ 和 _____, _____ 都不会说。

Lesson Four

a) SB – p70-71

text 2 (你喜欢吗?)

(Rc, Ra) => T-S Q&A

对话 Dialogue

22

: 你喜欢说汉语吗?
nǐ xǐhuān shuō Hànyǔ ma

: 我喜欢说汉语。你呢?
wǒ xǐhuān shuō Hànyǔ nǐ ne

: 我喜欢说汉语和德语。你会说德语吗?
wǒ xǐhuān shuō Hànyǔ hé Déyǔ nǐ huì shuō Déyǔ ma

: 我也会说一点儿德语。
wǒ yě huì shuō yídiǎnr Déyǔ

: 你的爸妈会说汉语吗?
nǐ de bà ma huì shuō Hànyǔ ma

: 他们不会说汉语。你的爸爸妈妈呢?
tāmen bù huì shuō Hànyǔ nǐ de bàba māma ne

: 德语和汉语，他们都会说。
Déyǔ hé Hànyǔ tāmen dōu huì shuō

: 你会写汉字吗?
nǐ huì xiě Hànzì ma

: 我会写一点儿汉字。
wǒ huì xiě yídiǎnr Hànzì

生词 New words

德语 German Déyǔ

写 to write xiě

汉字 Chinese character Hànzì

补充词 Bonus words

西班牙语 Spanish Xībānyáyǔ

日语 Japanese Rìyǔ

3 对话练习 Dialogue Practice

Task 1 Do you speak...?

Step 1 Pair up. Role-play for the example.

Step 2 Complete the exercise on your own, and then role-play with your classmate.

Example	Exercise
A: 你会说法语吗?	A: 你会说_____吗?
B: 我会说法语。	B: 我_____。
A: 你的爸爸妈妈呢?	A: 你的爸爸妈妈呢?
B: 他们都不会说法语。	B: _____。

Task 2 Language Survey

Step 1 Pair up. Discuss what the questions should be for the answers given.

Step 2 Write down the questions using the BOLD words as pointers.

1 Q: _____ ? A: 我喜欢说英语。	2 Q: _____ ? A: 我会写汉字。
3 Q: _____ ? A: 我不喜欢学外语。	4 Q: _____ ? A: 我会说一点儿日语。

Step 3 Ask your classmates the questions. If anyone matches an answer, write their names down.

1

2
Jimmy

3

4

Lesson 4b

Task 4.1 4.2 (Lc) => T-S Q&A ,
4.2 convert Eg-Cn => T-S Q&A

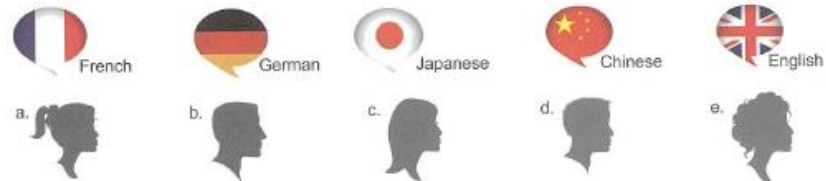
End Stage One

***Review text data & student personal data
via OI Q&A (no scaffolds)***

4 听力练习 Listening Practice



4.1 A group of friends are talking about which languages they can speak. Write a, b, c, d or e next to the person who can speak that language.



1. 小东的朋友: _____ 2. 朱丽亚的朋友: _____
3. 林月的朋友: _____ 4. 张心华的朋友: _____

4.2 Listen the teacher's interview and fill in the blanks with Chinese characters.

NOTES

He is a 30-year old (1) _____ .
He is a/an (2) _____ teacher.
He cannot speak (3) _____ but he can write a little
bit of (4) _____ .
His father is half- (5) _____ , and half-Chinese.
He was born in (6) _____ .
He can speak (7) _____ Chinese.
He likes to read and learn (8) _____ .

Stage Two (2 lessons Lesson Five & Six)

Resource – vocab list (-> character list -> component list)

UL Discussion, character deconstruction & analysis

1. Character structure
-> component identification
2. Component classification
by stroke types / relationships
3. Component naming
=> 'reading'
4. Component de/construction by stroke type and sequence
=> writing
5. Character construction by component in structure sequence
=> naming & writing

5 汉字练习 Character Practice

5.1 学部首 Learning radicals



"讠" (yán) looks like a Chinese back-sloping comma and a Z. "言" is a single character, but the component "讠" is not. The radical "讠" is related to "language" or "a speech-related action" directly or indirectly.



"女" (nǚ) is a single character, but also a component. The radical "女" is related to "female" directly or indirectly.

Task Circle the radical and write down the pinyin.

Example 姐 (jiě)

1. 妈 ()

2. 语 ()

3. 妹 ()

4. 说 ()

5.2 写汉字 Writing characters

书	丨 丿 ㇇ 书 书
写	丨 冫 冫 写 写
老	一 十 土 耂 老 老
师	丨 丨 丨 师 师 师
学	丨 丨 丨 学 学 学 学
说	丨 讠 讠 说 说 说 说 说
点	丨 丨 丨 点 点 点 点 点
语	丨 讠 讠 语 语 语 语 语
看	一 二 二 看 看 看 看 看
都	一 十 土 耂 耂 都 都 都 都

5.3 汉字活动 Character activity

Step 1 Pair up and discuss what you see in the following pictures.



Step 2 Design a logo with two different languages in one drawing.

我	你	他	是	叫	姓	的	朋	友	好		
日	天	年	今	岁	出	生	快	乐	吗	几	
有	没	谁	和	这	家	爸	妈	姐	妹	哥	弟
住	在	哪	对	起	新	中	西	美	国		
长	半	还	也	喜	欢	香	北	台	东		53
小	什	么	不	月	大	人	口	京			
一	二	三	四	五	六	七	八	九	十		

Prior Cx
knowledge
Unit 1-5 cx
lists

U6 Character list

会	想	学	看	写	读	听	说	
书	语	言	话	文	字	老	师	
英	中	汉	日	本	澳	大	利	亚
族	民	外	国	都	点	儿		
公	籍	拼	音					

Component classes: stroke types & sequences #1

Tops	一	丿	艹	𠂇	㇇				
Lids	冫	冫	冫	土					
Sides	讠	讠		冫	卜	冫			
bases	灬	心							
十 Heng-shu	千	木	禾	本	米	来			
土 tu	𠂇	土	玉						
二 er	二	五	亚						
口 set	口	口	占	中	日	日	目	盂	
冫 Heng-zhe-gou	方	书	与	冫	币				

Stage Three (4 Lessons)

Lesson Seven

- Textbook p68, 71, 74,
- activity 2, 3, 6,
- Rc Ra T-S Q&A
(some writing activity)

2 语言点练习 Key Language P

2.1 Sentence structure using "会"

- Q: 你会说汉语吗?
A: 我会说汉语。
Q: 他会不会说英语?
A: 他不会说英语。
Q: 老师会不会说法语?
A: 老师会说法语。

2.2 Measure word use of "一点儿"

- 我会说一点儿汉语。
他会说一点儿法语。
弟弟会说一点儿英语。
妹妹会写一点儿汉字。

2.3 Use of "都"

- 法语和英语, 他都会说。
北京和伦敦, 她都喜欢。
看书和写汉字, 我都喜欢。

3 对话练习 Dialogue Practice

Task 1 Do you speak...?

Step 1 Pair up. Role-play for the example.

Step 2 Complete the exercise on your own, and then role-play with your classmate.

Example

- A: 你会说法语吗?
B: 我会说法语。
A: 你的爸爸妈妈呢?
B: 他们都不会说法语。

Exercise

- A: 你会说_____吗?
B: 我_____。
A: 你的爸爸妈妈呢?
B: _____。



6 任务活动 Activity

4 sentences have been removed from the dialogue. Choose the correct sentence from A-D which fits each gap (1-4).

Step 1 Pair up and discuss with your partner.

- 小东: 你有法国朋友吗?
丽丽: 我没有法国朋友。你呢?
小东: 我有一个法国朋友。(1) _____
丽丽: 他会说汉语吗?
小东: (2) _____
丽丽: 你呢? 你会说什么外语?
小东: 我会说汉语、法语和一点儿日语。
丽丽: (3) _____
小东: 你会写汉字吗?
丽丽: (4) _____

- A. 我会写一点儿。
B. 汉语和英语, 他都会说。
C. 他住在新加坡。
D. 我不会说日语。



Lesson Eight - Workbook 6.4-6.10

Rc, Ra => T-S Q&A – writing

6

6.4 Fill in the boxes with the missing characters and pinyin.

1. 我会说英语、语和一点儿语。

wǒ shuō yǔ Fā yǔ hé yídiǎnr Hàn yǔ

2. 他喜欢看和学语。

tā xǐhuān shū hé wài yǔ

3. 她的爸不说德语。

de bà mā huì shuō Déyǔ

4. 我有两个英国友，他们在北京。

wǒ yǒu liǎng Yīngguó péng yǒu tāmen zhù zài jīng

6.5 Write the negation of the following statements.

Example: 我会说汉语。 ↔ 我不会说汉语。

1. 他会说日语。 ↔ _____

2. 我有外国朋友。 ↔ _____

3. 哥哥喜欢看书。 ↔ _____

6.6 Circle the odd one.

*Challenge: Write down the reason.

Example: 妈妈(弟弟)姐姐妹妹 Reason: Only 弟弟 is male





1. 汉语 日语 英国 西班牙语 Reason: _____

2. 写字 看 说 Reason: _____

3. 伦敦 德国 美国 印度 Reason: _____

4. 中国 日本 英国 印尼 Reason: _____

6.7 Your school wants to arrange an exchange program for the upcoming summer holidays. Research what the mediums of instruction might be for the 4 schools shown below. Try to complete the table in Chinese.

	School A	School B
Location	 Mexico City, Mexico	 Montreal, Canada
medium of instruction		
	School C	School D
Location	 Zurich, Switzerland	 Manila, Philippines
medium of instruction		

*Challenge: How many official languages does each of the countries above have?

6.8 Draw a line to match the question and its corresponding answer.

1. 你喜欢看书吗?

• 她不会说日语。

2. 他喜欢学外语吗?

• 我的朋友会说汉语。

3. 她会说日语吗?

• 我喜欢看书。

4. 你的朋友会说汉语吗?

• 他喜欢学外语。

6

6.9 Using “都” to combine the two sentences.

Example: 我喜欢妹妹。我喜欢弟弟。 → 妹妹和弟弟，我都喜欢。

1. 他喜欢看书。他喜欢学外语。

→ _____

2. 哥哥会说德语。哥哥会说汉语。

→ _____

3. 她不会说日语。她不会说法语。

→ _____

6.10 Listen to the conversation between Xiaotao and Emi. Write the words in their correct places. You will hear the words first.

德语 日语 法语 汉语

你: 你会说日语吗?

她: 我的爸爸和妈妈是日本人，我会说¹_____。你呢?

你: 我不会说日语。我有一个日本朋友，他会说²_____。

她: 法语和³_____，我都会说。

你: 我不会说法语。

她: 你会说什么?

你: 我会说汉语和⁴_____。

Lesson Nine

workbook 6.11, 12, 13, 14

=> Task – write a personal description of your own L&C i'd

6.11 Read the following dialogue and answer the questions in English.



John

我是英国人，今年十二岁。我住在伦敦。
我会说英语和一点儿汉语。我的妈妈也会说一点儿汉语。

我是日本人。我和爸爸妈妈住在东京。
我的爸爸是汉语老师。汉语和日语，我都会说。



Emi



Xiaotao

我是中国人，在北京出生，住在上海。
我喜欢写汉字。我会说汉语、英语和德语。

Section A: Highlight the country names in the dialogue above.

Section B: Answer the questions in English.

1. Who can speak English? _____
2. Does John speak Chinese? _____
3. Who lives in Tokyo? _____
4. What occupation does Emi's father have? _____
5. How many languages does Xiaotao speak? _____

6.12 Using the dialogue in exercise 6.11 as an example, fill out and then record a self-introduction.

我叫_____。
我是_____人。今年_____岁。
我在_____出生，住在_____。
我会说_____、_____和一点儿_____。

6.13 This is the introduction of a new teacher taken from a school newspaper. Read it and answer the questions in English.

李亚老师是我们的新老师。
李老师是英文老师，她在中国出生，在新加坡长大，她是新加坡人。
李老师喜欢看书和学外语。汉语和英语，她都会说。她也会说日语和写一点儿汉字。



1. What is the new teacher's name? Answer in pinyin.

2. Is this new teacher the male or the female in the picture? How do you know?

3. What does the new teacher teach?

4. Where does the new teacher come from? Please be specific by including his/her place of birth and nationality.

5. How many languages can the new teacher speak?

6. What is the extent of the new teacher's Chinese language skills?

6.14 Listen to the audio and answer in English.

1. What is her job? _____
2. What is her nationality? _____
3. What European language can she speak? _____
4. What is her hobby? _____

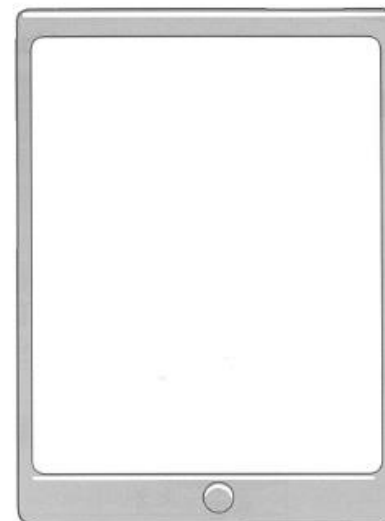
Lesson Ten

Task completion & presentation

- task scaffolds - workbook 6.15, 16
- Unit review & reflection

6.15 Create an image for your newsfeed that describes a new friend that you met this year. Your picture must contain a caption in Hanzi that describes his nationality and which language he/she can speak.

※Add hashtag #
learning to make it cool!



6.16 Answer the following questions in Chinese. Write a short paragraph of about 60 words.

1. How many foreign friends do you have?
(Choose one friend and write down his or her name.)
2. Where does she/he live?
3. What language does she/he speak?
4. Does she/he like to read and learn languages?

A rectangular box with rounded corners and a light blue border. Inside the box are several horizontal lines for writing. This is the designated area for students to write their answers to the questions in task 6.16.

So?