

Jinbu 1: Chapter 4: Revision

Aim: To go over the main vocabulary from Chapter 4 using English, Chinese, characters, pinyin and pictures.

Speaking Activity

Teachers' Notes: For this activity, you can either use the timetable on P58 of Jinbu 1 or create your own timetable and adjust it to the ability of your class (e.g. use pinyin and characters or just characters). Have the timetable placed somewhere that everyone can see it i.e. on the board or wall. Prepare stickers based on the timetable – please see Appendix A as an example. Make sure there are enough stickers for every student in your class.

Procedure: Hand out the stickers, making sure your students don't see what is written on their own sticker. The stickers should be attached to the students' backs so each student cannot see their own card but can see everyone else's. The aim of the activity is for the students to go around asking each other questions in Chinese to determine where on the timetable their sticker belongs. Ask the students to put themselves in the order of the timetable. So for example, all the students who have their subjects on a Monday will group together and form a line that reflects the order of the day their subject falls. Obviously to do this they have to ask questions and listen to answers, so if you have a less able class, you may wish to review the language needed at the start of the activity, or perhaps give weaker students slips of paper with the questions. The repetition of questions helps consolidate the language structure.

The end result is that all the students in the class will form a human timetable, which they will have formed by asking each other questions in Chinese. You can check this as a final group by asking them to say what lesson they are, what day, what time.

Flashcard Activities: Reading, Speaking, Writing

There are four sets of flash cards (Appendix B):

1. English translations of main vocab.
2. Chinese character with pinyin of main vocab
3. Chinese characters only of main vocab.
4. Pictures that reflect the main vocab.

There are many variations of activities which can be used with these cards for varying levels of ability and for different purposes.

Below are a few ideas:

Activity 1 – Split your class into teams of 4-5. Hold up a flashcard (use different sets for different purposes). If a group knows the answer, they put their hand up. The group gets one point for good pronunciation and one point for correct translation. Alternatively, you can use the English cards and ask them to write the character from memory.

Activity 2 – Split the class into small groups and give each group some flashcards. Get them to label the flashcards with the correct meaning in English or Chinese and use the words to make up sentences. If they need more words to complete their sentences, they can swap with other groups in the class. The group with the most sentences wins.

Activity 3 – Charades. Get students to take a card from a box and act out the word. You can bring in some props for them to use for some of the more difficult words. The other students have to call out the correct Chinese (and/ or show the correct flashcard if they have a set).

Appendix A

Use with timetable on -58 of Jinbu 1 book

星期一 上午八点 科学	星期一 上午九点十分 英文	星期一 下午两点十分 美术
星期一 下午三点一刻 中文	星期一 下午四点二十分 地理	星期二 下午八点 中文

星期二 下午九点十分 数学	星期二 下午十一点半 英文	星期二 上午三点刻 电脑
星期三 下午八点 数学	星期三 下午九点十分 数学	星期三 下午十点二十分 中文
星期三 上午两点十分 体育	星期三 上午四点二十分 英文	星期四 下午八点 地理

星期四 下午九点十分 数学	星期四 下午十点二十分 历史	星期四 上午两点十分 英文
星期四 上午三点一刻 法文	星期五 下午八点 数学	星期五 下午十点二十分 中文
星期五 下午十一点半 体育		

Appendix B

Four different sets of flash cards

English	Chinese	French
German	Science	Maths
History	Geography	PE
Music	School	Lesson

Morning	Afternoon	Lunch
Female Student	Student	China
Britain	Male Student	

英文 Yīngwén	中文 Zhōngwén	法文 Fǎwén
德文 Déwén	科学 Kēxué	数学 Shùxué
历史 Lìshǐ	地理 Dìlǐ	体育 Tǐyù
音乐 Yīnyuè	学校 Xuéxiào	课 Kè

上午 Shàngwǔ	下午 Xiàwǔ	午饭 Wǔfàn
女学生 Nǚ xuéshēng	学生 Xuéshēng	中国 Zhōngguó
英国 Yīngguó	男学生 Nán xuéshēng	

英文	中文	法文
德文	科学	数学
历史	地理	体育
音乐	学校	课

上午	下午	午饭
女学生	学生	中国
英国	男学生	



