

Mandarin Excellence Programme:

Handbook for New Teachers

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# Anglo European School: Mandarin Excellence Programme Delivery Model (2016-2017)

### Delivery of taught and non-taught teaching hours

All of our Year 7 MEP lessons were delivered during standard school timetable hours. The Anglo European School operates on a two-week timetable: students had five hours of lessons in Week 1, and three hours of lessons in Week 2. In addition, students usually had half an hour of independent study time for Chinese during Tutor Period once a cycle, and we used some afternoon registration periods to revise key language or structures. The same method of delivery will be used for next year’s cohort; with MEP lessons for both Year 7 and Year 8 MEP classes offered during standard school timetable hours.

We gave students a minimum of two hours of homework every week, which always included vocabulary revision. They used online resources/apps such as GoChinese, Memrise and Hello Chinese to supplement their homework time. In April, we subscribed to Chairman’s Bao, which provided students with more challenging extension work to further supplement their weekly homework time. We also used the online Edmodo classroom to set extension tasks and share additional resources, such as LyricLaoshi and a selection of films/cartoons and short documentaries for students to watch each week. Students who found learning the language more challenging were given personalised targets with clear tasks to complete each week, and all students had a list of focussed activities to improve their listening, speaking, reading and writing skills. We also set MEP student projects on average once every half term.

In terms of extracurricular activities, the majority of students chose to attend an additional language and culture lunchtime club once a week, which while not compulsory, gave them further insight and experience of Chinese culture. We ran a visit to the Southbank Centre for their ‘Changing China’ festival in December, as well as an MEP Enrichment Week in May, where students taught Mandarin lessons at a local Primary School, worked with the rock band Transition to compose their own songs in Mandarin, completed language tasks and ordered their lunch in Chinatown London, and took part in a Chinese History and Film workshop with James Trapp. Some of our students were invited to present in Mandarin at the House of Lords in January and a group of students performed a Mandarin song and won an award at our annual school Eistedfodd concert. We also hosted students from a Chinese Primary School for a two week visit.

### Delivery strategy

We chose to use Easy Steps to Chinese 1 Textbooks and Workbooks as our main resource, supplemented by Easy Steps to Chinese 2 and Jinbu 1. In addition, we used a self-made vocabulary and exercise booklet alongside the Easy Steps books. I chose to use Easy Steps for the following reasons:

1. The series includes eight books in three stages, which I felt would work well for an intensive course such as this one because there is sufficient material to take students all the way through to IB/A level. Each textbook also has a workbook with additional exercises to consolidate students’ understanding
2. The series follows a logical progression in topics and prepares students well for the GCSE examinations
3. There is a good balance of all four skills, as well as some cultural elements and I particularly like the clear foundation in tones and stroke order at the beginning of the book
4. The textbook is very user friendly, with colour and pictures to appeal to KS3 students
5. We already used this textbook with Year 9 lunchtime students and so I had lots of resources already

I tried to ensure that all four skills were taught in every lesson through a combination of self-made resources, online resources, exercises in the textbooks/workbooks, as well as supplementary resources such as GoChinese and the MEP student projects. McGraw-Hill’s Chinese Pronunciation book was particularly helpful for intensive pronunciation and tones practice. Pronunciation Games (Mark Hancock) also proved to be an invaluable resource and I developed my own ‘Pronunciation Journey Map’ to aid students with speaking practice. Students often used animated characters and mini whiteboards to aid writing practice, as well as character stroke practice sheets. Activities such as Card Chain, Battleships, Random Numbers, Spot the Odd One Out, Matching exercises, Whiteboard Challenge, James Bond, Pyramid sentences, Popcorn sentences, Spot the character mistake, etc. all proved to be popular activities.

Although I was the only teacher responsible for delivering the programme, we had a Hanban volunteer teacher who supported the students in some lessons and also ran a weekly language and culture club at lunchtime. Our Hanban teacher was new to teaching this year, but in the future Hanban teachers could also help create resources for lessons/find extension material for students

### Pupil selection and retention

Our process of recruiting and selecting students for the September 2016 cohort was as follows:

1. May 2016: Wrote to all parents who had accepted their offer of a place at the Anglo European School with an initial introduction letter and invitation to express interest in joining the programme. Our Headteacher also gave a brief introduction to the programme during a parent induction evening.
2. June 2016: Students whose parents had expressed an interest in joining the programme were invited to a half an hour Chinese taster lesson (colours) and short assessment. The assessment included a test on the colours they had been taught, character pictograms, copying characters and a short statement explaining why they wanted to learn Chinese
3. June 2016: We wrote to all Headteachers to ask them whether they would recommend the student for the programme on the basis of the level of independent study required, whether they have shown any interest in other languages/cultures, and how they thought they would cope with a visit to China in Year 8/Year 9. We did not ask for an academic reference/prediction of SATS results.
4. June 2016: On the basis of the taster lesson, Headteacher comment and assessment, we then selected 30 students and wrote to parents to ask them to complete a reply slip if they still wished their child to join the MEP. We made the level of commitment very clear in our letter to parents.

We changed the process for recruiting students for September 2017 by moving things forward in order to allow for more time to obtain references from Headteachers and enable form groups to be set prior to the school induction day. A letter went out to parents at the start of March asking them to express interest. We then ran morning and afternoon taster sessions and a short assessment in May. We asked for Headteacher references as before and wrote to parents to let them know the outcome at the end of May. The curriculum offer also changed because we found we were only able to offer MEP students one language given the 4 hour/week lesson time requirement (we had hoped they would be able to learn a second, European language in Year 8 in addition to the MEP Chinese).

### Special events and features

* September: Students had special calligraphy lessons to learn the basic strokes and to practise writing numbers
* October: Ran a carousel event for the MEP class with a tea demonstration and tasting session, riddles and lantern making, and a Chinese history/geography domino activity
* November: Taught a special series of lessons on the Ghost Festival and compared the festival with Halloween as well as other similar festivals in their home countries
* December: Took all of the MEP class to the Changing China Festival held at the Southbank Centre. Four of our students were also asked to share their experiences learning Chinese and introduce themselves in Chinese
* January: In celebration of Chinese New Year, all students in Year 7 took part in a week of Chinese themed activities during their lessons. These activities included making dumplings in technology, doing tai ch’i in PE, creating stain glass window cuttings in Art, learning about traditional Chinese instruments in Music, acting Mulan in Drama, taking part in a murder mystery involving the 12 zodiac animals in Maths, making and launching rockets in Science and studying Confucius and Daoism in RS. The MEP students also did calligraphy during the week
* January: The MEP class prepared and led Chinese New Year assemblies for all year groups during the Chinese New Year week, which included writing and acting out their own story of Nian
* January: 8 students hosted Chinese Primary School students for two weeks at the end of January and took part in some cross cultural exchange activities during these two weeks
* January: 4 students presented in Chinese at the All Party Parliamentary Group at the House of Lords and answered questions from delegates about their experience learning Chinese
* February: Students had a special lesson on Beijing Opera masks and the significance of different colours, before making their own masks
* March: 8 students performed in Chinese at Eistedfodd, Anglo European School’s annual international concert
* May: MEP Enrichment Week - students taught Mandarin lessons at a local Primary School, worked with the rock band Transition to compose their own songs in Mandarin, completed language tasks and ordered their lunch in Chinatown London, and took part in a Chinese History and Film workshop with James Trapp
* July: Students will attend an intensive MEP day organised by the IOE CI

# Recruitment

### Example letter to parents introducing the programme and inviting them to apply (May 2016)

Dear Parents

**Re: Mandarin Excellence Programme**

I am writing to share with you an exciting opportunity available to your child from September 2016. [name of school] is one of a small minority of schools in the country to be successful in bidding with the University College London to deliver the Department for Education’s Mandarin Excellence Programme. This is an intensive immersion course in Mandarin Chinese and those students selected to participate in the programme will be part of a privileged minority who will have access to the best teaching and enrichment opportunities over the next five years.

Learning Chinese is an exciting, challenging and hugely rewarding experience. China is one of the world’s oldest and richest cultures, with over 5000 years of history and the world’s longest continuous writing system. China is also the most populous nation in the world and Chinese is spoken by one fifth of the world’s population – Mandarin Chinese is spoken not only in the People’s Republic of China and Taiwan, but also by Chinese communities in other Asian countries, such as Malaysia, Singapore, Mongolia, the Philippines, Indonesia, and Thailand. In today’s global society, speaking Mandarin and having an understanding of Chinese culture is hugely important and with the thriving Chinese economy, its importance is only set to increase.

The Department for Education’s Mandarin Excellence Programme (MEP) will be delivered by University College, London’s Institute Of Education Confucius Institute in partnership with the British Council. The purpose of the programme is to deliver a minimum of 5,000 speakers of Mandarin on their way to a high level of fluency by 2020.

**The aims:-**

* Our students will be amongst 100 students in the first year of the programme who will aim to achieve a high level of fluency in Mandarin Chinese within 5 years. They will learn Chinese for four hours a week in school. This is an intensive and accelerated programme, consisting of a taught element, on-line learning, enrichment days, University immersion weeks and visits to China.
* To produce highly motivated, highly skilled global citizens who will be ahead of their peers in terms of communication skills and employability.
* Establish Mandarin Chinese as part of the core language offer at [name of school], developing a new curriculum model and innovative blended learning opportunities for linguists.

**Curriculum Offer:**

Students will learn Chinese as a single language option in Year 7. This means students will have sufficient time and focus to build the foundation they need to make real progress in the language and would also have the advantage that they can continue with the rest of their curriculum as normal. This group would have:-

* 4 hours a week taught Chinese
* Homework, including access to on-line resources
* 2 Saturday schools
* 2 enrichment days
* 1 week Chinese summer school

**Year 8/9:**

Students will continue with 4 hours a week of taught Chinese, but we will endeavour to offer students a second, European language. In addition, students will take part in a China immersion course in Beijing in Year 8, and a UK-based Chinese immersion course in Year 9. Hanban (a public institution affiliated with the Chinese Ministry of Education, committed to providing Chinese language and cultural teaching resources and services worldwide) will part fund this linguistic and cultural summer course in Beijing, which will include 4 hours of intensive language learning every day, plus immersive experiences to allow students to apply their learning.

**Year 10/11:**

Students will progress to GCSE in Mandarin Chinese and will also have the opportunity to take part in an international work experience placement in China at the end of Year 11.

**How to get involved…**

Only 30 students can be selected to take part in this programme. If you would like your child to be considered, please complete the initial expression of interest below and return to the school by **[date].**

Those interested will be invited to a parent meeting prior to the Induction Day to introduce the programme in greater depth. During this period, we will contact your current Headteacher to seek a reference on your child to ensure they feel they will be able to cope with the level of independent study required and the intensity of the immersion courses.

On the Induction Day, interested students will take part in a Chinese taster lesson where their aptitude for language learning will be assessed further. They will also be invited to a further day of Chinese language learning and cultural activities to engage their interest and allow the Subject Leader for Chinese, [name of teacher], to make some more detailed assessments and conduct a languages aptitude test.

Those who are successful will be invited to take part in the programme by letter in July. These 30 students will form their own tutor group and their Form Tutor will ensure their progress and well-being is closely monitored and students will be well supported.

This programme affords a unique and exciting opportunity for our students and I hope that you will want to engage in this with us.

Yours sincerely…

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### Example letter to Headteachers asking them for a reference (March 2017)

Dear Headteacher

**Re: Mandarin Excellence Programme**

I am writing to you because [name of student] has expressed interest in joining the Mandarin Excellence Programme at [name of school] from September 2017. [name of school] was one of a small minority of schools in the country to be successful in bidding with the University College London to start delivering the Department for Education’s Mandarin Excellence Programme from September 2017. This is an intensive immersion course in Mandarin Chinese and those students selected to participate in the programme will be part of a privileged minority who will have access to the best teaching and enrichment opportunities over the next five years.

Students will learn Chinese as a single language option. They will have 4 hours a week of taught Chinese, as well as homework (including access to on-line resources) and enrichment days. In addition, students will take part in a China immersion course in Beijing in Year 8, and a UK-based Chinese immersion course in Year 9.

The Mandarin Excellence Programme has proved hugely popular with prospective students and is already oversubscribed, but places are limited to 30 students for September 2017. We will consider all applications, irrespective of academic achievement to date, however, due to the intensity of the programme and the level of commitment required, it is important that students are able to work independently (including some online study) and are sufficiently motivated. An interest in other cultures, or experience living abroad would also be desirable. In addition, students on the programme will be expected to take part in summer schools, including an immersion course in China at the end of Year 8.

In order to help ensure we select the most suitable students, I would be grateful therefore if you could reply to this email by **[date]** and comment on whether you think [name of student] would enjoy the Mandarin Excellence Programme and how well you feel they would cope with the intensity and level of commitment required.

Yours sincerely…

### Example letter to parents inviting their child to attend a taster morning (April 2017)

Dear Parents

**Re: Mandarin Excellence Programme**

Thank you very much for expressing interest in your child joining our Mandarin Excellence Programme (MEP) from September 2017. This is an intensive immersion course in Mandarin Chinese and those students selected to participate in the programme will have the great advantage of having access to the best Mandarin learning and enrichment opportunities provided by [name of school] and UCL over the next five years.

We are delighted by the positive response of parents towards the programme for September. As you are aware, we are only able to offer places to 30 students. We would therefore like to invite your child to a taster morning of Chinese language learning and cultural activities to engage their interest and allow the Subject Leader for Chinese, [name of teacher], to make some more detailed assessments and conduct a Mandarin aptitude test. We are also in the process of contacting your current Headteacher to seek a reference on your child to ensure they feel they will be able to cope with the level of independent study required and the intensity of the immersion courses.

The programme for the morning is as follows:

**09:15 - arrive at [name of school].** Please take your child to the Main School Reception, where they will be directed to the school canteen to register

**09:30 – Welcome and introduction to the programme.** Some students from our current MEP Year 7 class will also introduce themselves in Chinese and talk about their experiences learning Chinese this ear.

**09:45-10:45 - Session 1.** Students will be split into groups for either a language taster lesson, or carousel of cultural activities, such as Tai Ch’i and Calligraphy.

**10:45-11:00 - Break with squash and biscuits provided.** Some students from our current MEP Year 7 class will also join to talk to students during the break.

**11:00-12:00 - Session 2.** Students will be split into groups for either a language taster lesson, or carousel of cultural activities, such as Tai Ch’i and Calligraphy.

**12:00-12:45 – Mandarin Aptitude Test**

**12:45 – End of the morning.** Your child will be escorted outside to wait for you outside the Main School Reception. Please email [school email address] if your child will be making their own way home.

Those who are successful will be invited to take part in the programme by letter at the end of May. These 30 students will form their own tutor group and their Form Tutor will ensure their progress and well-being is closely monitored and students will be well supported. This programme affords a unique and exciting opportunity for our students and I hope that you will want to engage in this with us.

Yours sincerely…

### Mandarin Taster Day & Aptitude Test Timetable: Morning Session

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **School Canteen** | **L09** | **L03** | **L01** | **L06** |
| **9.15-9.30am - Registration** | All students to register in School Canteen  *MEW, Shi Li, Yu Lumei, Hong Haiyan* |  |  |  |  |
| **9.30-9.45am - Welcome & Introduction to the programme** | JMG to give introduction (5 minutes);  Two students from 7C to introduce themselves and answer questions;  MEW to send students out in groups  *MEW, Shi Li, Yu Lumei, Hong Haiyan, JMG, Daisy Huang* |  |  |  |  |
| **9.45-10.45am – Session 1**  *MEW to supervise groups D, E, F and organise rotation every 20 minutes* |  | Groups A, B & C (max. 25 students): Language Taster Session (1 hour)  *Daisy Huang* | Group D (max. 6 students): Tai Ch’i Taster Session (20 minutes)  Group E (max. 7 students): Tai Ch’i Taster Session (20 minutes)  Group F (max. 7 students): Tai Ch’i Taster Session (20 minutes)  *Shi Li* | Group E (max. 7 students): Chinese Tea Demonstration & Tasting (20 minutes)  Group F (max. 7 students): Chinese Tea Demonstration & Tasting (20 minutes)  Group D (max. 6 students): Chinese Tea Demonstration & Tasting (20 minutes)  *Hong Haiyan* | Group F (max. 7 students): Numbers Calligraphy Taster Session (20 minutes)  Group D (max. 6 students): Numbers Calligraphy Taster Session (20 minutes)  Group E (max. 7 students): Numbers Calligraphy Taster Session (20 minutes)  *Yu Lumei* |
| **10.45-11am – Break**  7C students to join for break |  | Groups A, B & C – Squash and biscuits served in L09; hot water for staff  Three students from 7C to join to meet students  *Daisy Huang & Yu Lumei* |  | Groups D, E & F – Squash and biscuits served in L01; hot water for staff  Three students from 7C to join to meet students  *MEW, Shi Li & Hong Haiyan* |  |
| **11-12pm – Session 2**  *Daisy Huang to supervise groups A, B, C and organise rotation every 20 minutes* |  | Groups D, E & F (max. 20 students): Language Taster Session (1 hour)  *MEW* | Group A (max. 8 students): Tai Ch’i Taster Session (20 minutes)  Group B (max. 8 students): Tai Ch’i Taster Session (20 minutes)  Group C (max. 9 students): Tai Ch’i Taster Session (20 minutes)  *Shi Li* | Group B (max. 8 students): Chinese Tea Demonstration & Tasting (20 minutes)  Group C (max. 9 students): Chinese Tea Demonstration & Tasting (20 minutes)  Group A (max. 8 students): Chinese Tea Demonstration & Tasting (20 minutes)  *Hong Haiyan* | Group C (max. 9 students): Numbers Calligraphy Taster Session (20 minutes)  Group A (max. 8 students): Numbers Calligraphy Taster Session (20 minutes)  Group B (max. 8 students): Numbers Calligraphy Taster Session (20 minutes)  *Yu Lumei* |
| **12-12.45pm – Mandarin Aptitude Test**  *(Lunch for Chinese staff 12-12.30pm)* |  | Groups D, E, F (max. 20 students): Mandarin Aptitude Test (45 minutes)  *Invigilator 1* |  | Groups A, B, C (max. 25 students): Mandarin Aptitude Test (45 minutes)  *Invigilator 2* |  |
| **12.45pm – End of Morning** |  | Invigilator to escort students to wait outside Main School Reception; take papers to Exams Office |  | Invigilator to escort students to wait outside Main School Reception; take papers to Exams Office |  |

### Resources for the MEP language taster lesson (PowerPoint).

|  |  |  |
| --- | --- | --- |
| Slide 1 |  | Greet students as they come in, give each student a “compound card.” After a few minutes, use Chinese countdown and ask students to be quiet. Take register if first session. Ask students: What do you notice about the Chinese words I have given you? (Elicit ‘characters’ and ‘pinyin’). What is pinyin? Why is it there? How many Chinese characters do you think there are? How many years have Chinese people been writing Chinese characters? |
| Slide 2 |  | “hanzi” means characters – “han” refers to the Chinese people, and “zi” means character/word. Give very brief overview of oracle bone inscriptions etc. (just 1 minute!) |
| Slide 3 |  | Chinese characters were initially pictograms. They have evolved now, but sometimes, you can still see the pictures they initially represented (see examples). In a minute, you are going to see how many pictures, old style characters and modern characters you can correctly match in pairs (show cards), but first of all, let’s look at the words I gave you at the start of the lesson. These are all compound words (two or more characters joined to form a new word). Lots of you had words with ‘电’ electric – go through with students reading and guessing answers – don’t spend more than 5 minutes on this – may not get through them all!  Hand out cards to match and set task, matching sheet as extension. |
| Slide 4 |  | Ask why Beijing Opera masks, get students to guess meaning of each colour. Present and drill new vocabulary (e.g. boys/girls, loudly/softly…) chorally and individually. Draw attention to radicals as appropriate |
| Slide 5 |  | Present and drill new vocabulary (e.g. boys/girls, loudly/softly…) chorally and individually. Draw attention to radicals as appropriate |
| Slide 6 |  | Present and drill new vocabulary (e.g. boys/girls, loudly/softly…) chorally and individually. Draw attention to radicals as appropriate |
| Slide 7 |  | Repeat after teacher, then beat the teacher (only repeat if correct), 对不对, A 还是 B, 这是什么, use BJ opera masks on desks |
| Slide 8 |  | 2 mins in pairs, then discuss (just a few for each character) |
| Slide 9 |  | Read English then Chinese |
| Slide 10 |  | 喜欢, write 我 and 不 on board. Give example for self, then ask a few students: 你喜欢。。。吗? |
| Slide 11 |  | If time: give them dice in pairs – get them to roll and then say either colour or character to test their partner. If not enough time, just do a couple from the front. |

### Resources for the MEP language taster lesson (Starter activity)

|  |  |
| --- | --- |
| diàn  电 | huà  话 |
| electricity | language |

|  |  |
| --- | --- |
| rì  日 | jì  记 |
| day | remember |

|  |  |
| --- | --- |
| huá  滑 | bǎn  板 |
| slide | board |

|  |  |
| --- | --- |
| duǎn  短 | xìn  信 |
| short | letter |

|  |  |
| --- | --- |
| xiǎo  小 | chī  吃 |
| small | eat |

|  |  |
| --- | --- |
| gāo  高 | xìnɡ  兴 |
| high | mood |

|  |  |
| --- | --- |
| mínɡ  明 | xīng  星 |
| bright | star |

|  |  |
| --- | --- |
| yǒu  有 | mínɡ  名 |
| have | name |

|  |  |
| --- | --- |
| ɡuǎnɡ  广 | ɡào  告 |
| spread | announce |

|  |  |
| --- | --- |
| gāo  高 | shǒu  手 |
| high | hand |

|  |  |
| --- | --- |
| tiān  天 | jià  价 |
| sky | price |

|  |  |
| --- | --- |
| miàn  面 | tiáo  条 |
| wheat | strip |

|  |  |
| --- | --- |
| rè  热 | xīn  心 |
| hot | heart/mind |

|  |  |
| --- | --- |
| mínɡ  明 | bái  白 |
| bright | white |

|  |  |
| --- | --- |
| gāo  高 | ɡuì  贵 |
| high | valuable |

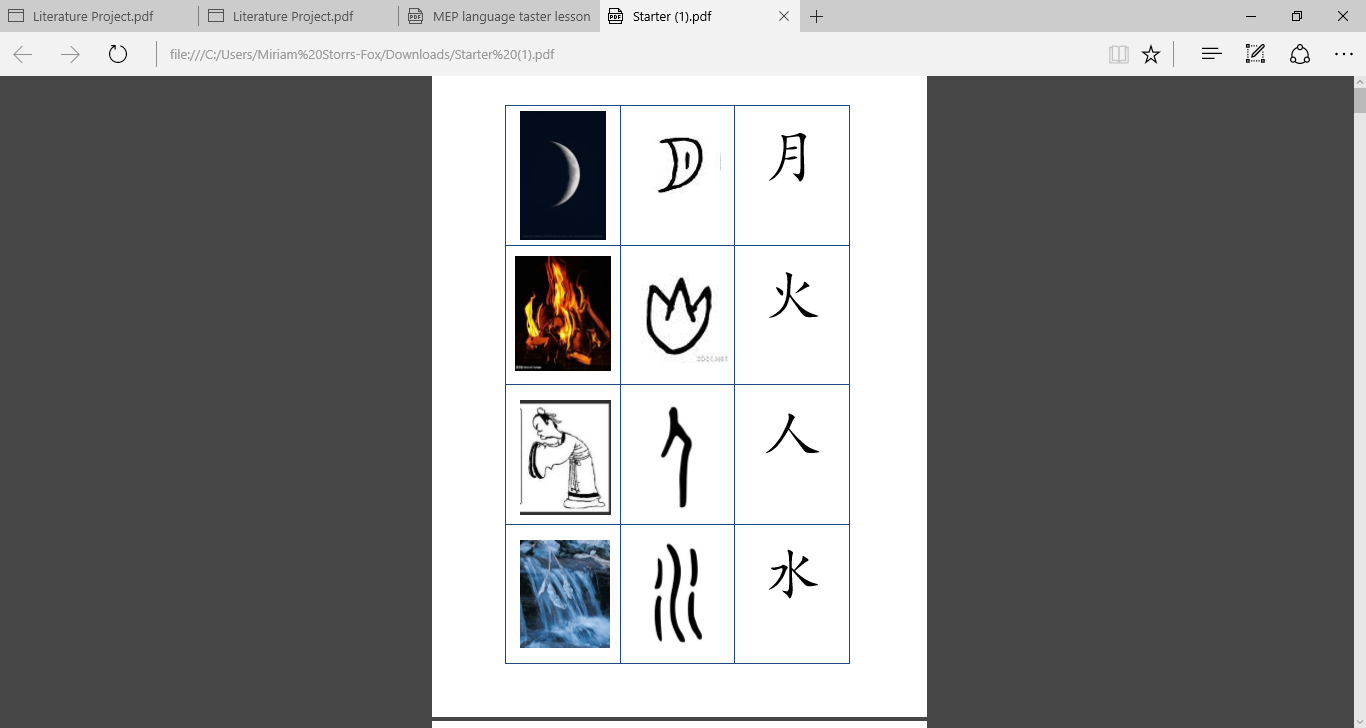
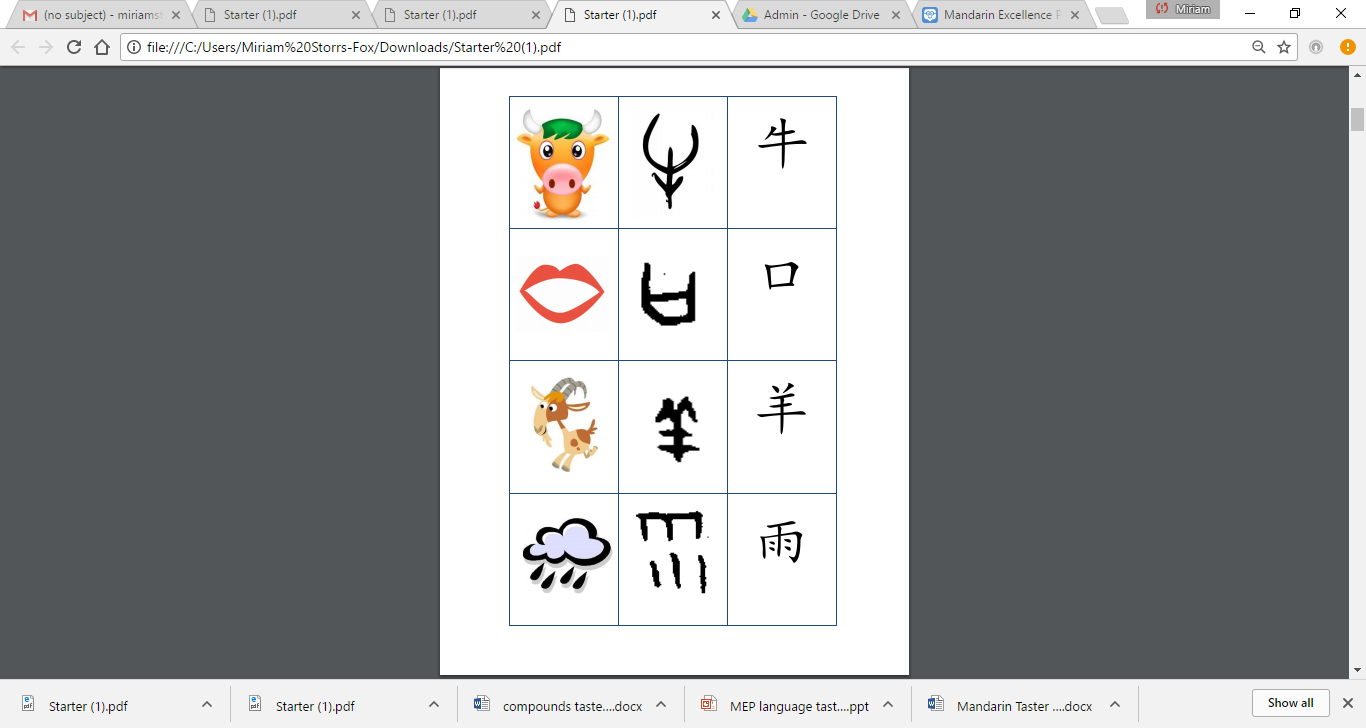
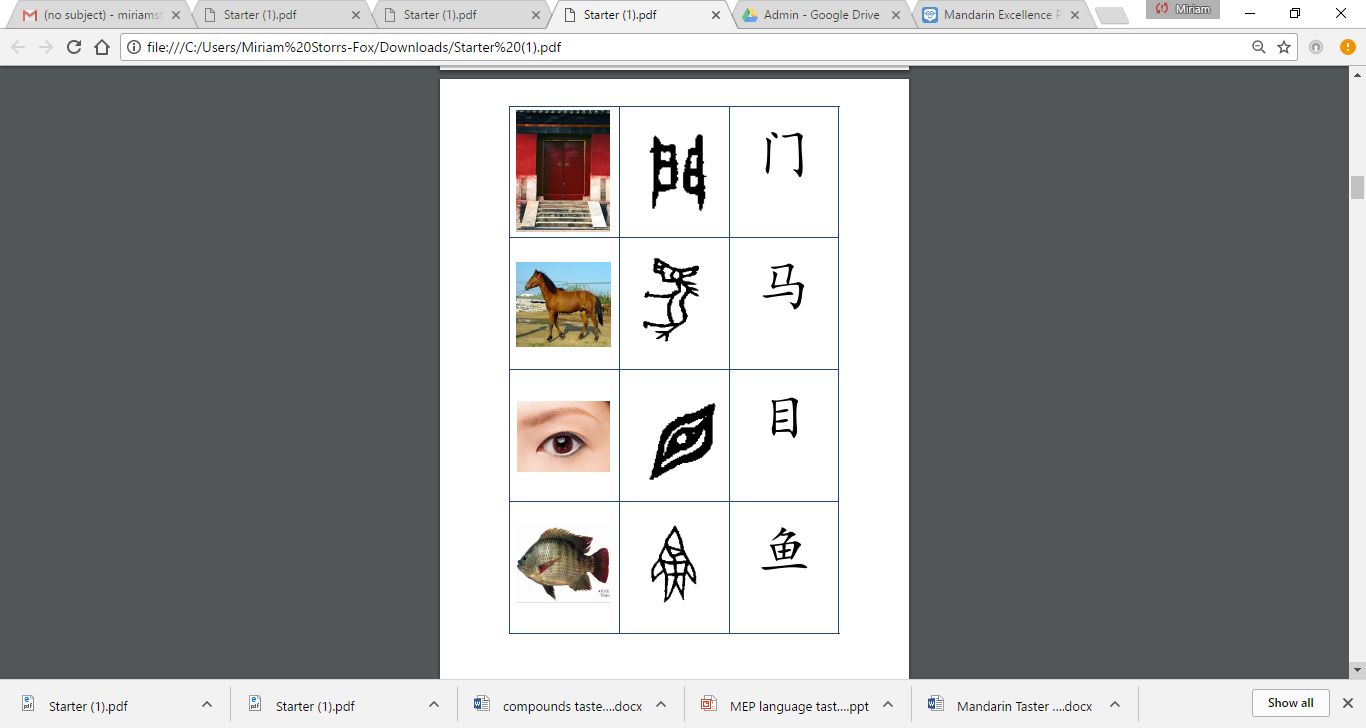
|  |  |
| --- | --- |
| dònɡ  动 | wù  物 |
| move | thing |

|  |  |
| --- | --- |
| diàn  电 | nǎo  脑 |
| electric | brain |

|  |  |
| --- | --- |
| miàn  面 | bāo  包 |
| wheat | bundle |

|  |  |
| --- | --- |
| diàn  电 | shì  视 |
| electric | vision |

|  |  |
| --- | --- |
| diàn  电 | yǐnɡ  影 |
| electric | shadow |

Resources for the MEP language taster lesson (Character matching cards)*.*

### Mandarin Aptitude Test

**First name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Surname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mark: \_\_/20**

**Part 1**

How many of the colours we have learnt can you remember? Write the pinyin and English from the selection in the boxes next to each character. The first one is done as an example for you. [2 marks for each question]

Red

**Pinyin: \_** hóng sè**\_\_ English: \_\_\_**red**\_\_\_**

bái sè

红色

**Pinyin: \_\_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_**

Black

蓝色

lǜ sè

**Pinyin: \_\_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_**

Yellow

黄色

**Pinyin: \_\_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_**

hēi sè

黑色

Green

**Pinyin: \_\_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_**

白色

lán sè

**Pinyin: \_\_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_**

White

绿色

hóng sè

Blue

huáng sè

**Part 2**

For each of the five English words below, select the character with the same meaning (tip: try to see pictures in the characters). The first one is completed as an example for you.

[1 mark for each question]

1. Mouth \_\_d\_\_

a)马 b)山 c)田 d)口 e)子

2. Child \_\_\_\_\_

3. Field \_\_\_\_\_

4. Horse \_\_\_\_\_

5. Mountain \_\_\_\_\_

**Part 3**

Copy and write these characters in the correct stroke order. Write the whole character 5 times. An example has been completed for you. [2 marks for each question]

**[](http://upload.wikimedia.org/wikipedia/commons/1/1e/%E6%AD%A5-bw.png)**

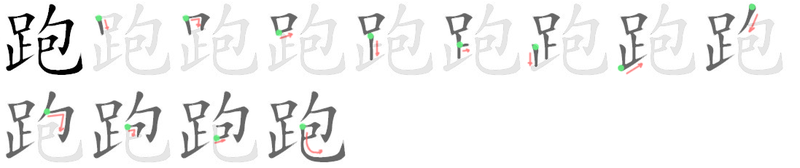
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**[](http://upload.wikimedia.org/wikipedia/commons/4/44/%E6%89%93-bw.png)**

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[](http://upload.wikimedia.org/wikipedia/commons/3/37/%E7%88%B8-bw.png)

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[](http://upload.wikimedia.org/wikipedia/commons/a/a5/%E8%B7%91-bw.png)

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**Part 4**

Explain in just a few sentences why you would like to learn Chinese on the Mandarin Excellence Programme:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 5**

Which activity did you most enjoy today? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Example MEP offer letter (May 2017)

Dear Parent

I am delighted to be able to offer your child a place on the Mandarin Excellence Programme, starting in September 2017. The Mandarin Excellence Programme is a nationwide intensive language programme funded by the Department for Education. With the support of the British Council and the UCL Institute of Education, [name of school] will be at the forefront of delivering this ground breaking programme.

If you accept this offer, your child will be part of the [Form Group 7C] and will study Mandarin Chinese for four hours a week on timetable for the next five years until the end of Year 11. They will sit a GCSE in Mandarin Chinese and may also obtain other internationally recognised qualifications, such as HSK, China’s language proficiency test. As part of the programme, your child will also attend summer immersion courses most summers, either in the UK or in China, as well as enrichment days in school and cultural trips to London. All of these visits and enrichment opportunities will be heavily subsidised by the DfE and Hanban (a public institution affiliated with the Chinese Ministry of Education) and any cost incurred will be minimal. It is our aim that by the end of the five years, your child will be on track towards a very high level of fluency in Mandarin Chinese.

Mandarin Chinese is the most widely spoken language in the world and is therefore one of the most important languages for the UK’s future. By taking part in the Mandarin Excellence Programme, your child will be getting a head start in life by mastering this vital skill at an early stage. However, consideration must be given to the five year commitment required as well as the expectation that your child will attend the summer immersion courses and complete between two to four hours of Mandarin homework a week.

If you decide not to accept the offer of a place on the programme, your child will study two European languages in Year 7. We will endeavour to offer them the languages they have selected where possible. They will have the opportunity to take part in our extensive visits programme and spend time in countries where the languages are spoken.

The Mandarin Excellence Programme has been very popular, with over 80 students applying, and we do have a waiting list in place. We would therefore be grateful if you could return the reply slip below to the school office, or email Feedback FAO Admissions [email address] by Monday 23rd May if you wish to accept the offer of a place on the programme. If we do not hear from you by this date, we will offer the place to the next child on the waiting list.

We look forward to working with you on this new and exciting venture.

Yours sincerely…

### Example European Languages offer letter (May 2017)

Dear Parent

I am writing to inform you that we have been unable to offer your child a place on the Mandarin Excellence Programme, starting in September 2017. The programme was heavily oversubscribed, with over 80 students applying for just 30 places. We have endeavoured to select students in as fair a way as possible, through Mandarin taster lessons, Mandarin Aptitude Tests and references from their Primary Schools. Whilst we have tried to ensure that the process is as equitable as possible, we understand that you may be disappointed with this decision. We do have a waiting list in place and will contact you if any additional places become available to see if you are still interested in your child joining the programme. Please do not contact [name of teacher] to discuss individual cases.

Your child will study two European languages in Year 7. We will endeavour to offer them the languages they have selected where possible. They will have the opportunity to take part in our extensive visits programme and spend time in countries where the languages are spoken. We also hope to be able to offer a Mandarin Culture & Language lunchtime club, which will be open to all students in Years 7 and 8 and we would encourage your child to join if they are still interested in learning the language. Your child may also have the opportunity to learn Chinese at [name of school] later in their school career.

Thank you very much for your support.

Yours sincerely…

# Schemes of Work & Resources

### Easy Steps to Chinese Scheme of Work for Year 7 MEP (Anglo European School)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Content coverage/ key questions | Learning outcomes | Activities/exercises | Handouts / resources |
| MICHAELMAS TERM | | | | |
| Week 1 & 2: Year 7 Induction Programme | | | | |
| 3 | **Basic greetings; Introduction to China; Chinese Characters (pictograms)**  **Pinyin; Numbers**  **Character strokes; Numbers calligraphy writing**  **Numbers; Abacus** | * Be able to greet the teacher and classmates in Chinese * Culture: Be able to understand and talk about where China is, population, Chinese language, Chinese zodiac, One Child Policy, concepts such as “face” and “guanxi” and key cultural differences * Characters: Understand the way in which characters have evolved and learn to recognise pictures in characters * Understand what pinyin is: initials, finals, tones * Be able to say and read numbers 1-99 in Chinese * Culture: Understand which numbers are lucky/unlucky and why; learn how to use an abacus * Be able to write the 8 basic strokes * Understand general rules for writing characters * Be able to copy numbers 1-10 with correct stroke order | * Hand out exercise books, vocabulary booklets, textbooks… * Quiz in pairs – 5 mins to answer as many questions as possible before watching the video * Introduction to China video (to answer quiz questions): <https://www.youtube.com/watch?v=uttfyD3j1KI> – go through and mark answers * Character matching exercise: looking at the way in which characters have evolved (pictures – ancient characters – modern characters) * Video on origins of Chinese characters? * Plenary – guessing Chinese characters from pictures * Practice reading initials, finals and 4 tones * Tones practice (ES1, pg. 2, 4) * Numbers PP/flashcards * Numbers song * Reveal characters * Numbers sequences * Make noise for odd number games * RIP numbers bingo * Pairs game (matching characters and numbers) * Calligraphy writing: 8 basic strokes & numbers 1-10 (Hanban teacher to help) * Name the highlighted stroke (ES1, pg. 3) * Count the strokes of each character (ES1, pg. 11) * Rainbow writing * Simple maths puzzles using numbers * Put numbers in right order (random selection 1-99) in teams – line up in correct order * Learn how to use abacus (Hanban teacher to help) * Discuss tips to learn characters (demonstrate Quizlet) | * Exercise books, vocabulary booklets, textbooks * Trackers (with marking policy) * Classroom language * Names on desks (English and Chinese) * Laminated 同学们好/老师好and registration signs 到老师/他，她不在 * ‘Introduction to China’ quiz * McGraw-Hill’s Chinese Pronunciation textbook & CD * Calligraphy material * Abacuses * Mini whiteboards * Coloured pens/pencils * Pairs game (numbers) |
| Homework: Matching exercise (looking at the way in which characters have evolved); copy characters for numbers 1-10 in vocabulary booklet and learn to recognise characters and pinyin for numbers 1-10, as well as how to read and write numbers 1-99 | | | | |
| 4 | **Review numbers; Introducing yourself; Pronunciation practice**  **Chinese characters: compounds; Pronunciation practice; Being polite; pronouns**  **Review Unit 1**  **Create cartoon strip on toondoo.com** | * Review numbers (be able to say, read & write no. 1-99 in characters) * Be able to ask someone their name and answer for yourself and others in the class (using he/she/they…) * Cultural: Understand how names are given in Chinese and what they mean * Be able to write new characters with the correct stroke order and understand the structure of characters * Understand what Chinese compounds are and be able to apply logic to deduce the meaning of unfamiliar character compounds * Be able to ask and answer how you are in Chinese * Consolidate understanding of tones, strokes and stroke order, pinyin, numbers, greetings and names * Be able to type in Chinese | * **Vocabulary test: Numbers** * PP to present new vocabulary * James Bond activity * Throw imaginary basketball and ask and answer question * Pipe cleaners characters/rainbow writing using animated characters * Complete the dialogue (ES1, pg. 16) * Listening ES1, pg. 19 * Tones practice (ES1, pg. 5, 6,7; 12) * Compounds starter – guess the meaning * Pronunciation journey: use ES1, pg. 17 * Pinyin: m, n, f, l + a, i, o * “How are you” song * Practice writing characters on mini whiteboards (animated characters) * Complete dialogue in vocabulary booklets * Newspaper Challenge: find characters in newspaper * Pairs matching exercise (numbers, greetings, pronouns) * Write sentence introducing self (hello and name) * Workbook: pg. 9, ex. 7 & 8; pg. 11 ex. 11 & 12; pg. 15 ex. 8; pg. 18 ex. 11 * Create cartoon strip with names and greetings on toondoo.com * Workbook practice test | * Chinese names for students * Vocabulary Test: Numbers * Large characters to stick around classroom * Pipe cleaners/coloured pens * McGraw-Hill’s Chinese Pronunciation textbook & CD * Pronunciation journey mats * Compounds starter * “How are you” song * Mini whiteboards * Newspapers * Toondoo.com * Photocopy practice test (workbook) |
| Homework: Copy new characters; Unit 1 practice test (workbook); prepare for Unit test | | | | |
| 5 | **Unit 1 Listening & Reading Assessment**  **Review Unit Tests; Classroom language**  **Months/dates**  **一月/十二月**  **今天几月几号**  **Days of the week**  **星期一/星期天**  **今天星期几？**  **（昨天/明天）** | * Be able to identify WWW & EBI from Unit 1 tests * Understand and be able to use key classroom language * Be able to name, read, understand and write 12 months of the year * Cultural: Be aware of differences western/lunar calendar * Be able to ask and answer when your birthday is * Be able to ask and answer question about dates orally using today/tomorrow/yesterday * Be able to read, say, write and comprehend Chinese words for days of the week * Ask and answer (orally & written) what day it is today (yesterday/tomorrow) * Understand how to give dates in Chinese and be able to translate dates into English and Chinese characters | * Unit 1 Listening & Reading assessments * Starter: correct Unit Tests & complete self-assessment form * Classroom language matching exercise * “Confucius Says” game * Classroom language dice game * Drill months of the year using PP (make reference to Chinese lunar calendar) * Sing “Months of the year” song * Pairs game (months) * Practice writing on mini whiteboard * BINGO/RIP * Stand in order of birthday months * Whiteboard challenge (months and dates translation into English & Chinese characters) * Sing days of the week to tune of Frere Jacques * Pairs game (days of the week) * Practice writing new characters on mini whiteboard * Question and answer quick-fire (day today/yesterday/ tomorrow) – could use PP with Chinese festivals * Drill question & answer to ask about dates | * Unit 1 Listening & Reading assessments (photocopy); Listening CD * Classroom language matching exercise * Self-assessment form * Pairs game (month and days of the week) |
| Homework: Copy new characters; Learn to write and recognise characters for months of the year and days of the week, as well as full sentences; translation practice in exercise books | | | | |
| 6 | **Review months/dates/days of the week in Chinese; give a full date with the year**  年  **Chinese characters: radicals; Pronunciation Practice**  **Review dates; Giving age in Chinese**  **出生， 生日，在**  **Age; Pronunciation practice**  **多大，几岁，了** | * Understand how to give the year in Chinese and be able to translate dates in full (orally and written) with the year * Be able to distinguish between j, q, x * Understand and be able to identify common Chinese radicals Be able to understand and use a Chinese calendar to find key dates * Be able to talk and write about when you were born and when your birthday is * Understand birthday traditions in China * Understand when to use 多大/几岁when asking about age and be able to ask and answer questions about own and age of others * Be able to distinguish between zh, ch, sh, r | * **Vocabulary test: months, dates, days** * Workbook: pg. 30, ex. 11; pg. 31, ex. 14 * Workbook pg. 32, ex. 15 * Listening ES1 pg. 26 * Speaking practice ES1, pg. 27 ex. 6 * Workbook: pg. 35, ex. 20 & 21 * Dialogues ES1 pg. 29, ex. 10 * Verbal tennis * Pinyin j, q, x listening practice – ex. 4, pg. 25 * Pronunciation journey using pg. 28, ex. 9 * Radicals matching exercise * Pinyin: m, n, f, l with finals ai and ao; an and ang * Extension: ES1 pg. 31, ex. 2 * Speaking practice ES1, pg. 30, ex. 1 * ES1, pg. 32 ex. 4 * Practice writing new characters on mini whiteboard * Re-arrange sentences * Sing “Happy Birthday” in Chinese * Listening ES1 pg. 35 * Speaking ES1, pg. 36 * Copy new characters (animated) * Write dialogue about someone else in the class asking and answering their age * Pinyin: ES1, pg. 31, ex. 3 * Tones: ES1, pg. 34, ex. 8; pg. 37, ex. 11 * Listening ES1, pg. 37 ex. 10 | * Vocabulary Test * Radicals matching exercise * McGraw-Hill’s Chinese Pronunciation textbook & CD |
| Homework: Copy & learn new characters | | | | |
| 7 | **Review dates, birthdays and year of birth**  **Telephone numbers**  家，电话，号码，多少  **Where live; Question words in Chinese**  住，在，哪儿， 北京，伦敦  **Review Unit 2** | * Consolidate understanding of new vocabulary and structures * Understand how to ask and give telephone number (orally) * Be able to create & write dialogue in Chinese giving basic introduction (name, age, telephone number) * Be able to ask and answer where you and others live (orally) * Understand key question words and how to use them * Be able to write a short paragraph about yourself or a friend (name, year you were born, birthday, age, where you live, telephone number) * Be able to understand and respond to key questions * Consolidate understanding of Unit 2 | * Create fictitious ID card (name, age, year of birth, birthday) then swap and complete questionnaire * Workbook: pg. 39, ex. 8; pg. 40, ex. 10; pg. 42, ex. 14; pg. 44, ex. 18 * Text 1 (pg. 38) as class (numbers given as individual digits, 1 read as ‘yao’) * Speaking practice, ES1 pg. 39 * Create dialogue with partner & perform to class (ex. 3, pg. 40) * Swap & peer assess toondoo cartoons * PP where live, ES1, Text 2 (pg. 42) * Oral practice (pairs) – ex. 9, pg. 44 * Listening exercise – ex. 10, pg. 45 * Unit 2 Question & Answer matching cards * Question words & exercise in vocabulary booklets * Practice writing new characters on mini whiteboard * Writing exercise in vocabulary booklets * Peer assess writing work * Card chain | * Example ID card * Questionnaires * Unit 2 Question & Answer matching cards * Card chain |
| Homework: Copy & learn new characters; revise for Unit tests | | | | |
| **HALF TERM** | | | | |
| 1 | **Prepare for Unit 2 tests: writing & speaking**  **Prepare for Unit 2 tests: speaking & reading**  **Prepare for Unit 2 tests: reading & listening**  **Unit 2 Test: Speaking in pairs (revise/use Go Chinese – Hanban teacher to help)** | * Consolidate understanding of Unit 2 * Speaking tests | * Correct writing draft * Discuss techniques to learn writing * Write and record answers to speaking questions * Peer assess speaking work * Workbook: pg. 58, ex. 1, 3; pg. 59, ex. 6 & 7; pg. 60, ex. 9; pg. 61, ex. 11 & 12 * Pronunciation Journey * GoChinese (show students how to use it) | * Pronunciation Journey mats * Computer room; recording device |
| 2 | **Unit 2 Test: Reading (Speaking cont. if need be; revise for writing)**  **Unit 2 Test: Listening & Writing**  **Review Unit Tests; Family**  爸爸，哥哥，妈妈，姐姐，弟弟，妹妹  **Family**  有，没有，吗，口 | * Unit 2 Reading (revise for Writing) * Unit 2 Listening & Writing * Be able to identify WWW & EBI from Unit 1 tests * Be able to read and say key vocabulary for family members * Be able to give full sentences orally about own/imaginary family (age, date of birth…) * Cultural: Understand some of the differences & similarities Chinese/western families * Be able to use have/have not to talk about who is in your own/imaginary family * Be able to ask and answer questions orally about family members * Understand how to use measure word口to talk about family members * Be able to give full sentences about different families orally * Be able to introduce orally and understand a description of a family | * Unit tests * Correct Unit Tests & complete self-assessment forms * PP family members * Listening ES1, pg. 47, ex. 1 & 2 * Pairs game * Cultural element: traditional family/single child policy (BBC learning zone/BBC China stories) * Illustrate family vocabulary to help remember key characters * Copy characters on mini whiteboard using animated characters * Listening Text 1 (pg. 46) * Speaking practice pg. 48 * Random numbers * Label a family picture and introduce for them to draw picture on mini whiteboard (include some names, ages, date of birth…) | * Unit tests * Self-assessment forms * Pairs game * Family pictures |
| Homework: Copy & learn to read and write family members and key words to introduce family; translation in vocabulary booklet | | | | |
| 3 | **Family; Pronunciation Practice**  **Family**  这，那，是，谁  **Self-introduction**  中学，小学，年级  **Self-introduction; Pronunciation Practice**  哪国，中国，美国，人，一半是 | * Be able to write a short paragraph about family, giving as much detail as possible * Be able to ask who someone is and answer (orally & written) * Understand and give self-introductions (including year group) orally and written * Understand and give self-introductions (including nationality) orally | * **Vocabulary test – family members** * Write up description from last lesson * Peer assess writing * Tones: listening 7, pg. 52 * Pronunciation Journey (use pg. 52) * Family word-search starter * Listening ES1, pg. 50 * Speaking practice pg. 51 * Copy new characters on mini whiteboards * Write dialogues pg. 53 * Card chain * Translation vocabulary booklet * Workbook pg. 70, ex. 17 * Text 1 (pg. 54) * Oral practice (pairs) – ex. 1, pg. 55 * Read and correct common mistakes in self-introduction * Write own self-introduction paragraph * Re-arrange sentences (workbook pg. 75, ex. 6) * Tones: listening pg. 56, ex. 2 * Listening ES1, pg. 59 * Find someone who… * Pinyin: b, p and a, ai, ao, an, ang | * Vocabulary Test - Family * Family pictures * Pronunciation Journey mats * Family word-search starter * Mini whiteboards * Card chain * Find someone who… * McGraw-Hill’s Chinese Pronunciation textbook & CD |
| Homework: Copy & Learn Self-introduction & Nationality characters and key sentences; vocabulary booklet exercises pg. 24 | | | | |
| 4 | **Self-introduction**  **Jobs**  工作，老师，商人，护士，医生，秘书，经理，司机  **Jobs**  **Jobs** | * Consolidate understanding of nationality vocabulary and sentence structure * Be able to write self-introduction in characters (type on the computer) * Be able to say and read key jobs in Chinese * Understand the structure used when talking about jobs * Be able to ask and answer questions about the jobs people (i.e. family members) do * Consolidate new vocabulary * Be able to write a description of someone in characters with name, age, date of birth, nationality, where they live, job, telephone number… | * **Vocabulary test – Self-introduction (including nationality)** * Battleships (nationality) * Workbook pg. 81 (draft bullet points then type) * Peer assess writing * PP key jobs * RIP Bingo * Find someone who… (full sentences with job, nationality, self-introduction) * Listening Text 1, ES1 pg. 62 * Speaking pg. 67 * Pairs matching game (jobs) * James Bond (jobs/nationality) * Character writing on mini whiteboards (animated characters) * Use picture cards to write description/create imaginary business card for self and introduce to partner (orally) * Jobs word search/sentence re-order * Write full description (based on picture card) * Peer assess writing * Card chain | * Vocabulary test – Self Introduction * Battleships * Computer room * Find someone who… * Pairs (jobs) * Picture cards * Card chain |
| Homework: Learn to recognise job vocabulary, complete translation & copy characters | | | | |
| 5 | **Jobs; Question words**  也，呢  **Jobs; Pronunciation Practice**  **Review Unit 3: Writing**  **Review Unit 3: Listening & Speaking** | * Understand the difference between 你爸爸工作吗？／你爸爸做什么工作？ * Understand use of 也 and 呢 in passage * Understand and be able to use key question words (pg. 67) * Consolidate understanding of new vocabulary and structures | * **Vocabulary Test – Jobs** * Listening Text 2, ES1 pg. 66 * Workbook pg. 85: Ex. 7 * Reading 20, Workbook pg. 91 * Matching q & a (Unit 3) * Question words: pg. 67, ex. 8 * Re-arrange sentences (Workbook pg. 96) * Tones, pg. 64 * Pinyin: d, t and a, ai, ao, an, ang * Get students to write out key characters, then cut radicals and see if they can combine radicals and components * BINGO/noughts & crosses * Random numbers * Gap fill (Workbook pg. 97) * Essay writing (Workbook, pg. 97) * Peer assess essay * Listening, ex. 9, pg. 68 * Listening, ex. 12, pg. 69 * In pairs, prepare answers to speaking questions | * Vocabulary test – jobs * Matching questions & answers * Re-arrange sentences * McGraw-Hill’s Chinese Pronunciation textbook & CD * BINGO |
| Homework: Record speaking interviews (use as speaking test); revise for Unit tests | | | | |
| 6 | **Review Unit 3: Reading**  **Unit 3: Reading test**  **Unit 3: Listening & Writing tests**  **Review Unit 3 Tests; Time**  点，零，分，刻，半，两 | * Consolidate understanding of new vocabulary and structures * Be able to identify WWW & EBI from Unit 3 tests * Be able to read and say the time in Chinese orally, with prompts * Listen to and understand different times * Be able to ask and answer what time it is * Be able to listen to and understand different times, including minutes to the hour * Be able to read and recognise key time characters | * Workbook, pg. 94, ex. 3 * Review question words * Go Chinese * Unit Tests * Peer assess writing Correct Unit Tests & complete self-assessment forms * PP/Flashcards/giant clock to present time words * Oral practice (pairs) – ex. 1, pg. 71 * Listening exercise – ex. 4, pg. 72 * BINGO | * Computer Room * Unit tests * Self-assessment forms * Giant clock * Flashcards |
| Homework: Copy & Learn Time characters; Create flashcards & Chinese clock | | | | |
| 7 | **Time**  现在，表，差  **Time; Pronunciation Practice; Question Words**  **Time Phrases**  早上，上午，中午，下午，晚上  **Time; Pronunciation Practice** | * Be able to write key time characters with the correct word order * Understand how the day is divided into 5 phases in Chinese * Be able to say, read and write the time, specifying the time of day | * Workbook, pg. 100, ex. 4 (write the time in exercise book) * Use flashcards/Chinese clock to test partner * Text 2, ES1 pg. 74 * Speaking practice pg. 75 * Listening ex. 10, pg. 76 * Copy characters on mini whiteboard * Workbook pg. 101, ex. 7 * **Vocabulary Test - Time** * Vowels & tones, pg. 71 * Pinyin revision, pg. 77 * Speaking practice, pg. 77 * ES1, pg. 72, ex. 3 * Workbook pg. 100, ex. 5 * Workbook pg. 102, ex. 10 * Workbook pg. 104, ex. 13 * Workbook pg. 106, ex. 19 * PP (times of the day) * Speaking practice, pg. 80 * RIP/BINGO * Copy characters on mini whiteboard/write on back * Workbook pg. 111, ex. 7 * Whiteboard challenge (Time & Time Phrases) * Tones: pg. 81, ex. 6 * Pinyin: g, k, h and a, ai, ao, an, ang * Workbook, pg. 113, ex. 12 * Listening ES1, pg. 83, ex. 8 * Card chain | * Mini whiteboard * Vocabulary Test – Time * McGraw-Hill’s Chinese Pronunciation textbook & CD * Card chain |
| Homework: Complete Time exercises in vocabulary booklet; Copy & Learn Time Phrases | | | | |
| **CHRISTMAS HOLIDAYS** | | | | |
| 1 (start back partway through this week) | **Time & Daily Routine**  起床，吃早饭，上学，上课，放学，睡觉 | * Be able to say and read key ‘daily routine’ words in Chinese * Understand structure used to talk about time and daily routine; be able to translate sentences into English * Give complete sentences (orally) to describe daily routine | * Whiteboard challenge (Time) * PP to present ‘daily routine’ vocab * Workbook pg. 115, ex. 15 * In pairs, read & translate text 2 (pg. 82) * Oral practice (ex. 1, pg. 83) * Order Daily Routine phrases | * Daily routine phrases to re-order |
| Homework: Copy Daily Routine characters & Make flashcards | | | | |
| 2 | **Time & Daily Routine**  **Time & Daily Routine**  **Time & Daily Routine**  **Time & Daily Routine; Pronunciation Practice** | * Be able to write sentences about Daily Routine in characters with the correct word order * Be able to recognise characters and confidently read/translate sentences about daily routine into Chinese/English (orally & written) | * Gap fill/translation sheet * Copy characters on mini whiteboard * Translation: vocabulary booklet * Speaking practice pg. 84, ex. 9 * Listening pg. 84, ex. 10 * Card chain * Whiteboard Challenge (Daily Routine) * Battleships * Create mini story board about daily routine * Find hidden characters starter * Write questions about daily routine, swap story board and answer for partner * Workbook pg. 117, ex. 20 * Find someone who… * Pinyin: z, zh and a, ai, ao, an, ang | * Gap fill/translation sheet * Mini whiteboards * Card chain * Battleships * Find someone who… * McGraw-Hill’s Chinese Pronunciation textbook & CD |
| Homework: Finish story board; Learn to read and write Daily Routine characters and full sentences | | | | |
| 3 | **Daily Routine; Transport**  开车，上班，走路，每天，坐，校车  **Transport**  怎么  **Transport**  **Transport; Pronunciation Practice** | * Be able to say and read different modes of transport * Understand the structure used to talk about taking transport to a place * Revise to/from school * Learn how to say “go to work” * Ask and answer questions about transport * Be able to write full sentences talking about transport, including times and places * Consolidate knowledge of key transport words and sentence pattern * Consolidate knowledge of key words & sentence patterns | * **Vocabulary Test – Time & Daily Routine** * PP/Flashcards to present transport vocabulary * RIP/BINGO * Text 1, pg. 86 * Speaking practice pairs, pg. 87 * Matching exercise, pg. 88 * Battleships * Workbook, pg. 121, ex. 5 * Pairs matching game * Text 2, pg. 90 * Interview classmates * Listening pg. 92, ex. 7 * Speaking practice, pg. 95 * Questions (orally) pg. 95 * Re-arrange sentences * Copy characters on mini whiteboards * Write full description using picture prompts * Peer assess writing * Pronunciation Journey, using pg. 88 * Pinyin & Tones, pg. 89 * Card chain | * Vocabulary Test – Time & Daily Routine * Battleships * Re-arrange sentences * Mini whiteboards * Picture prompts * Pronunciation Journey * Card chain |
| Homework: Copy & Learn Transport Vocabulary; Complete exercises in vocabulary booklet | | | | |
| 4 | **Chinese New Year Special Lesson (Hanban teacher to help)**  **Chinese New Year Special Lesson (Hanban teacher to help)**  **Review Unit 4**  **Review Unit 4; Pronunciation Practice; Prepare for Listening & Speaking Exam** | * Understand the main traditions associated with Chinese New Year * Be able to wish someone a Happy New Year in Chinese * Consolidate understanding of key vocabulary and structures | * **Vocabulary Test – Transport (full sentences)** * Chinese New Year videos/quizzes * Watch news clips * Calligraphy writing (duilian) * Create own hongbao/lanterns * Make Chinese New Year card * Go Chinese/Quizlet * Post-it questions (speaking practice) * Answer speaking paper questions and practice in pairs * Pronunciation Journey (use test) | * Chinese New Year material * Computer Room * Post-its * Pronunciation Journey |
| Homework: Create Chinese New Year book for Primary Schools; Prepare for Unit Tests (Speaking) | | | | |
| 5 | **Review Unit 4: Prepare for Writing Exam**  **Review Unit 4: Prepare for Reading Exam**  **Unit 4 Listening & Speaking Tests (revise for Writing & Reading/use Go Chinese – Hanban teacher to help supervise)**  **Unit 4 Listening & Speaking Tests (revise for Writing & Reading/use Go Chinese – Hanban teacher to help supervise** | * Consolidate understanding of key vocabulary and structures * Unit Tests | * Whiteboard Challenge * Write essay (Workbook, pg. 133) * Peer assess writing * Practice speaking questions * Re-arrange sentences (based on workbook, pg. 132) * Workbook pg. 130-133 (ex. 1, 2, 4, 5, 7, 9) * Unit 4: Matching Q & A | * Re-arrange sentences * Unit 4 Q & A * Computer Room * Recording equipment |
| Homework: Revise for Reading & Writing Unit tests | | | | |
| 6 | **Unit 4 Reading Test (revise for Writing)**  **Unit 4 Writing Test; Pronunciation Practice**  **Review Unit 4 Tests; Colours; Beijing Opera**  **Colours** | * Consolidate understanding of key vocabulary and structures * Unit Tests * Be able to identify WWW & EBI from Unit 4 Tests * Be able to say and read colours in Chinese * Be able to say what colours you/family members like and don’t like * Understand what Beijing Opera is and the significance of different colours * Be able to write full sentences in Chinese about the colours you/family members like and don’t like | * Unit Tests * Pinyin: s, sh, r and a, ai, ao, an, ang * Correct tests & complete self-assessment * PP/Flashcards to present colours (use Chinese Opera masks) * Beijing Opera * Text 1, pg. 96 * Colours word search * Find someone who… * Copy characters on mini whiteboards * Write paragraph about colours (use Text 2, pg. 96 as model) * Peer assess writing * Listening, pg. 98 * Noughts & Crosses | * Unit 4 Tests * McGraw-Hill’s Chinese Pronunciation textbook & CD * Self-reflection forms * Chinese Opera Masks * Colours word search * Find someone who… * Mini whiteboards |
| Homework: Copy & Learn Colours characters; Complete exercises in vocabulary booklet | | | | |
| 7 | **Colours**  **Colours: Create Beijing Opera Mask (Hanban teacher to help)**  **Colours: Create Beijing Opera Mask (Hanban teacher to help)**  **Colours; Pronunciation Practice**  的 | * Understand how to use adjectives in Chinese * Be able to describe the colour of transport (orally & written) | * **Vocabulary Test – Colours** * Pairs matching exercise * Battleships * Listening ex. 10, pg. 103 * Design Beijing Opera Mask * Create Beijing Opera Mask * Describe mask in Chinese * Record students wearing mask and describing them * Speaking practice, pg. 97 * Workbook pg. 139, ex. 10 * Tones: pg. 97 * Initials with finals: o, u, ou | * Vocabulary Test * Pairs matching * Battleships * Opera masks and paint * Cameras |
| Homework: Write descriptions of transport using 的 (pg. 97); Workbook pg. 145 | | | | |
| **HALF TERM** | | | | |
| 1 | **Colours; Pronunciation Practice**  **Clothes**  **Clothes**  **Clothes** | * Consolidate knowledge key vocabulary/sentence patterns * Be able to say and read clothes vocabulary * Listen and understand clothes and colours * Say what clothes you/family members like and don’t like (including colours) * Say what you are wearing/not wearing * Be able to say and read extra clothes vocabulary * Be able to write a description of what people are wearing (clothes and colours) | * Spot the mistake (Workbook, pg. 144, ex. 20) * Make sentences (Workbook pg. 140, ex. 13) * Practice exercises using 的 * Initials with finals e, ei * Present vocab using PP/realia/flashcards * Speaking practice, pg. 105 * Listening, Text 1, pg. 104 * Listening pg. 109 * Speaking practice, pg. 109 * Re-arrange sentences (clothes and colours) * PP/realia to present extra clothes vocabulary * Workbook pg. 153, ex. 12 * Copy characters on mini whiteboard (animation characters) * Write sentences describing pictures on pg. 109 * Listening, pg. 111 * Spot the Mistakes (Workbook pg. 156, ex. 19) * Reading Comprehension (Workbook pg. 157, ex. 20) * Write description of person * Peer assess writing | * McGraw-Hill’s Chinese Pronunciation textbook & CD * Flashcards, clothes * Re-arrange sentences * Mini whiteboards |
| Homework: Copy & Learn Clothes vocabulary (review colours); Complete exercises in vocabulary booklet | | | | |
| 2 | **Clothes; Pronunciation Practice**  **Body Parts**  眼睛，鼻子，耳朵，嘴巴，手，腿，脚  **Body Parts & adjectives**  大，小，长，得，矮，高，头发  **Body Parts & adjectives** | * Consolidate knowledge clothes vocabulary/key structures * Understand traditional dress in China * Be able to say and read body parts in Chinese with prompts * Be able to describe body parts using adjectives and understand sentence structure (orally) * Read/listen & understand sentences describing appearance * Be able to write a description of someone using the correct order for body parts and adjectives | * **Vocabulary Test – Clothes** * Clothes pairs game * What’s missing game * Pictures/video clips of traditional dress * Initials with e, eng * PP/flashcards to present vocabulary * Workbook pg. 160, ex. 3 * Confucius Says… * Heads, shoulders, knees and toes song * Pairs matching game * BINGO * PP to present adjectives and sentence structure * Workbook pg. 161, ex. 5 * Speaking practice, pg. 115 * Text 2, pg. 118 * Speaking practice pg. 119 * Copy body parts and adjectives on mini whiteboard (animated characters) * Workbook pg. 165 (describe pictures) * Listening pg. 121 * Listening pg. 123 * Verbal Tennis | * Vocabulary Test – Clothes * Clothes pairs game * Realia * McGraw-Hill’s Chinese Pronunciation textbook & CD |
| Homework: Copy & Learn Body Parts and Adjectives; Complete exercises in vocabulary booklet | | | | |
| 3 | **Body Parts & Adjectives**  **Body Parts & Adjectives; Pronunciation**  **Unit 5 Revision: Listening & Speaking**  **Unit 5 Revision: Reading**  **(MEW on visit)** | * Consolidate understanding of body parts and adjectives | * **Vocabulary Test – Body Parts & Adjectives** * Design body book & label with body parts and description * Reading Comprehension (Workbook pg. 169) * Essay Writing (prepare for Unit 5 test) * Peer assess writing * Pinyin & tones: pg. 116 * Pronunciation Journey (use test as model) * Prepare interview in pairs using speaking questions * Workbook pg. 172-175 (ex. 4, 5, 6, 7, 8, 9, 10, 11) * Unit 5 question match | * Vocabulary Test * Paper for book * Unit 5 Question match |
| Homework: Prepare for Unit tests | | | | |
| 4 | **Unit 5 Revision (Go Chinese/Quizlet)**  **Unit 5 Tests: Reading**  **Unit 5 Tests: Listening & Writing**  **Unit 5 Tests: Practice & Record interview; play to class & peer assess**  **(MEW on visit)** | * Consolidate understanding of body parts and adjectives |  | * Unit Tests * Recording Equipment |
|  | | | | |
| 5 | **Literature Module – Taught by Hanban teacher 4 lessons** | * Develop linguistic and cultural understanding |  |  |
| Homework: as set by Hanban teacher | | | | |
| 6 | **Review Unit 5 Tests; Pronunciation Practice; Countries, Languages**  去过，没去过，国家，会，说，语言  **Countries, Languages**  **Countries, Languages**  **Countries, languages**  在，跟，学 | * Be able to identify WWW & EBI in Unit 5 Tests & Complete self-assessment forms * Be able to say, and read key country names * Understand & be able to use 去过/没去过 (talk about countries you and family members have/have not been to) * Listen and understand which countries people have/have not been to * Be able to ask questions about which countries people have been to * Write full sentences saying which countries you/family members have been/not been to * Understand & be able to use 会 * Be able to ask and answer what languages you speak orally * Be able to read and understand sentences about languages people speak * Write full sentences about languages you/others can speak with correct word order * Understand (read and listen) structure to talk about languages you study at school/speak at home | * Complete self-assessment forms * Initials & I, ia, iao * PP, realia (flags etc.) to present country names * ES2, Text 1 (pg. 1) * Speaking ex. 1 (pg. 2) – full sentences using去过/没去过 * Workbook pg. 4, ex. 10 * Listening pg. 4, ex. 5 * Q & A as class * Find someone who… * Copy characters on mini whiteboard (animated characters) * Workbook pg. 2, ex. 3 * Write mini paragraph about countries * Pairs match (countries) * PP to present languages * Interview partner (pg. 5, ex. 7) * Copy characters on mini whiteboard * Workbook pg. 3, ex. 7 * Workbook pg. 4, ex. 8 * Reading comprehension, pg. 5, ex. 11 * Write sentences about languages you/family members speak * Whiteboard challenge (countries and languages) * Text 2, pg. 6 * Matching questions and answers, pg. 7 * Workbook pg. 7, ex. 15 * Workbook pg. 9, ex. 20 * Listening pg. 7, ex. 10 * Write sentence about languages you study at school/speak at home | * McGraw-Hill’s * Self-assessment forms * Realia * Find someone who.. |
| Homework: Copy & Learn countries and languages & complete exercises in vocabulary booklet | | | | |
| **EASTER** | | | | |
| 1 | **Countries, Languages**  **Countries, Languages; Pronunciation Practice**  **School subjects**  **School subjects; Pronunciation Practice** | * Consolidate understanding of countries and languages vocabulary and sentence structure * Write a short paragraph about the countries you/family members have been to & the languages you study at school and speak at home * Be able to say and read school subjects * Talk about which subjects you like/don’t like * Write a short paragraph about which subjects you study & which subjects you like/don’t like | * **Vocabulary Test – Countries & Languages** * Guess countries, pg. 9 * Speaking practice, pg. 9 * Essay writing (Workbook pg. 9) * Peer assess writing * Word search (Workbook pg. 8) * Pinyin: pg. 3 * Initials and ie, iou * Card chain * BINGO * PP/Flashcards to present new vocabulary * RIP * Speaking practice pg. 2 * Text 2, pg. 15 * Find someone who… * Speaking practice, pg. 16 * Pairs match * Copy characters on mini whiteboard (animated characters) * Write a short paragraph about which subjects you study & which subjects you like/don’t like * Peer assess writing * Interview classmates (pg. 17) * Pronunciation Journey (pg. 12) | * Word search * McGraw-Hill’s * Find someone who… * Pairs match |
| Homework: Copy & Learn characters for school subjects; complete exercises in vocabulary booklet | | | | |
| 2 | **School subjects**  有的，还有  **School subjects**  **School subjects (review)**  **Chinese schools** | * Confidently understand & be able to use有的/还有 * Ask & answer questions about nationality/country/ language/subjects/class at school * Understand the similarities and differences between Chinese & UK schools | * **Vocabulary Test – School Subjects** * Speaking gap fill exercise (A & B) Chinese student timetable * Text 1, pg. 10 * Pg. 11, ex. 1 (translate into English and match pictures) * Ex. 4, pg. 13 * Workbook pg. 13, ex. 7 * Ex. 5, pg. 13 * Listening 6, pg. 14 * Workbook pg. 18, ex. 19 * Role play (textbook pg. 19) * Re-arrange sentences (Workbook pg. 19, ex. 21) * Listening pg. 19, ex. 13 * “A day in the life of me” (Workbook pg. 19) * Peer assess writing * Video clips/skype with China/research project on Chinese schools * Card chain | * Gap fill (timetable) * Video clips/skype |
| Homework: Learn to recognise & write opinions and additional school vocabulary | | | | |
| 3 | **School; Pronunciation Practice; Making telephone calls**  **Making telephone calls**  **Making telephone calls**  **Making telephone calls** | * Understand and be able to have a short phone conversation in Chinese * Understand meaning of 坐一坐 etc, and be able to use appropriately * Understand and be able to use 知道/不知道 | * **Vocabulary Test – Opinions, additional School vocabulary** * Initials and ian, iang * Tones: pg. 22 * Text 1, pg. 20 * Speaking practice, pg. 21 ex. 1 * Listening ex. 6, pg. 24 * Speaking practice (role play), pg. 24 * Put phone conversation in order * Matching exercise, pg. 22 * Copy key characters on mini whiteboard (animated characters) * Workbook pg. 23 * Text 2, pg. 25 * Dialogues pg. 26 * Workbook pg. 22 * Ex. 4, pg. 23 * Create and perform role plays (pg. 27) – peer assess * Listening pg. 28 * Workbook pg. 24, ex. 10 * Ex. 13, pg. 28 * Workbook ex. 14, pg. 26 * Interview classmates, pg. 29 * Translation (workbook pg. 27) | * McGraw-Hill’s |
| Homework: Copy & learn phone call vocabulary (listening) & complete exercises in vocabulary booklet | | | | |
| 4 | **Unit 1 Review; Pronunciation Practice**  **Unit 1 Review**  **Unit 1: Prepare for Listening & Speaking Tests**  **Unit 1: Prepare for Reading & Writing Tests** | * Consolidate understanding of key vocabulary and structures | * **Vocabulary test – making phone calls (listening/speaking)** * Re-arrange sentences (Workbook, pg. 28) * Match questions and answers * Workbook pg. 29, ex. 23 * Initials & in, ing * Unit 1 Test (Workbook pg. 32-35): ex. 1, 2, 3, 4, 5, 6, 10, 11 * Card chain | * McGraw-Hill’s |
| Homework: Prepare for Unit Tests | | | | |
| 5 | **Unit 1 Speaking (use Go Chinese)**  **Unit 1 Listening & Speaking (revise for Writing/Reading)**  **Unit 1 Writing**  **Unit 1 Reading** | * Consolidate understanding of key vocabulary and structures |  |  |
|  | | | | |
| 6 | **Review Unit Tests; Weather**  **Weather; Pronunciation Practice**  **Weather**  **Weather** | * Be able to identify WWW & EBI in Unit 1 Tests * Be able to say and read key weather words * Understand structure for giving weather and be able to talk about the weather today/yesterday/tomorrow with prompts * Be able to understand a simple weather forecast and talk about the weather in different cities * Be able to write about the weather in different cities | * Correct tests & complete self-assessment form * PP/flashcards to present new vocabulary * BINGO/RIP * Text 1, pg. 30 * Battleships (weather) * Matching, ex. 1, pg. 31 * Pairs matching game * Speaking 4, pg. 32 * Listening 6, pg. 33 * Speaking 5, pg. 33 * Pronunciation Journey (pg. 32) * Matching exercise, pg. 36 * Copy weather characters onto mini whiteboards (animated characters) * Describe pictures (pg. 34) * Dialogue in pairs (pg. 37) * Listening pg. 38 * Matching questions & answers (pg. 39) * Create own weather forecast using picture prompts * Verbal Tennis | * Self-assessment * Battleships * Pairs * McGraw-Hill’s * Picture prompts |
| Homework: Copy & Learn key weather vocabulary; complete exercises in vocabulary booklet | | | | |
| 7 | **Weather**  **Weather**  **Seasons**  **Seasons; Pronunciation Practice** | * Consolidate understanding of key weather vocabulary and structures * Be able to say and read 4 seasons * Understand structure to talk about weather in different cities in different seasons * Be able to talk about weather in different cities in different seasons * Write about weather in different seasons | * **Vocabulary Test – Weather** * Record weather forecasts in groups * Watch & peer assess Weather forecasts * Answer questions (Workbook pg. 45) * Card chain * Essay writing (Workbook pg. 45) * PP to present new vocabulary * BINGO (weather and seasons) * Text 1, pg. 40 * Matching pg. 41 * Listening, pg. 42 * Describe pictures orally * Workbook ex. 2, pg. 47 * Re-arrange sentences (Workbook ex. 6, pg. 48) * Correct mistakes (Workbook, pg. 49) * Write about weather in a given city in different seasons (with picture prompts) * Peer assess writing * Tones: pg. 42 | * Cameras * Card chain |
| Homework: Copy characters & Learn seasons | | | | |
| **HALF TERM** | | | | |
| **1 & 2 Ebblinghem Visit** | | | | |
| 3 | **Seasons**  **Seasons**  **Seasons**  **Seasons** | * Be able to speak and write about the weather in different seasons in different cities | * **Vocabulary Test – Seasons** * Text 2, pg. 45 * Speaking practice, pg. 46 * Listening pg. 47 * Reading comprehension (Workbook, pg. 49) * Make sentences (Workbook pg. 50) * Writing, pg. 48 * Match questions and answers (Workbook pg. 53) * Card chain * Re-arrange sentences (Workbook pg. 54) * Answer questions (Workbook, pg. 54) * Research city of choice online and make bullet points to answer questions pg. 49 * Create poster about city in Chinese |  |
| Homework: Finish poster | | | | |
| 4 | **Sickness; Pronunciation Practice**  **Sickness**  **Sickness**  **Sickness; Pronunciation Practice** | * Understand the differences between Chinese and Western medicine * Be able to say and read symptom vocabulary * Be able to ask and answer questions in Dr role play with minimal prompts * Be able to write about illnesses in Chinese using correct word order | * Review body parts (matching exercise) * Write body parts (Workbook pg. 57) * Video clip: Dr in China * Text 1, pg. 50 * Matching exercise: symptoms * Initials and iong * Look up extra words (Workbook pg. 58) * Speaking practice, ex. 4 (pg. 52) * Listening, ex. 8 pg. 53 * Translation into English (Workbook pg. 59, ex. 7) * Listening, Workbook pg. 57 * Give sentence with body part and symptom (pick from hat) * Re-arrange sentences (Workbook pg. 64) * Text 2, pg. 55 * Role play using cue cards * Perform and peer assess role play * Draw pictures for descriptions (pg. 59) * Copy key characters on mini whiteboard (animated) * Create own mini storyboard * Initials and u, ua, uo; uai, ui | * Matching exercises * Role play cue cards |
| Homework: Finish mini storyboard | | | | |
| 5 | **Sickness; Pronunciation Practice**  **Sickness**  **Review Unit 2; Pronunciation Practice**  **Review Unit 2** | * Be able to write full description of illness in Chinese * Consolidate understanding of key vocabulary and structures | * Translation (Workbook pg. 65) * Essay writing (Workbook pg. 65) * Peer assess writing * Initials and uan, uang; un, ueng, ong * Unit 2 Test (Workbook pg. 68-71): ex. 1, 2, 6, 7, 8, 9 * Initials and U, ue; Uan, un; -r finals * Go Chinese |  |
| Homework: Research in preparation for Film & History Project | | | | |
| 6 | **Film & History Project** | * Develop linguistic and cultural understanding |  |  |

### Jinbu Scheme of Work for Year 7 MEP (Dartford Grammar School)

Students will start and continue learning Chinese in their original classes for the first 2 terms. After the selection process, the MEP students will start the MEP lessons in a separate class from Term 3.

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| --- | --- | --- |
| **Date** | **Content** | **Assessment / Project** |
| **Term 1**  **Sept - Oct** | **Jinbu 1 Unit 1 - Hi!**  *(Numbers, Age, Greetings, Name)*  *Resources:* [*T:\Modern Languages\Non-Euro & Russian Langs\Resources\Chinese\KS3\Jinbu 1 - Year 7\Year 7\Unit 1*](file:///T:\Modern%20Languages\Non-Euro%20&%20Russian%20Langs\Resources\Chinese\KS3\Jinbu%201%20-%20Year%207\Year%207\Unit%201) | Project: Research and group presentation on 8 different cities in China.  Assessment:  MYP Writing assessment – Cartoon of introductions.  MYP Listening, reading (based on visual stimulus) assessment.  [*Resources: T:\Modern Languages\Non-Euro & Russian Langs\Resources\Chinese\KS3\Jinbu 1 - Year 7\Year 7\Unit 1\Unit Plans & Assessments*](file:///T:\Modern%20Languages\Non-Euro%20&%20Russian%20Langs\Resources\Chinese\KS3\Jinbu%201%20-%20Year%207\Year%207\Unit%201\Unit%20Plans%20&%20Assessments) |
| **Term 2**  **Nov – Dec** | **Jinbu 1Unit 2 – Family and home**  *(Family members, Pets, Birthday, Extended family members)*  [*Resources:*](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%202) [*T:\Modern Languages\Non-Euro & Russian Langs\Resources\Chinese\KS3\Jinbu 1 - Year 7\Year 7\Unit 2*](file:///T:\Modern%20Languages\Non-Euro%20&%20Russian%20Langs\Resources\Chinese\KS3\Jinbu%201%20-%20Year%207\Year%207\Unit%202) | Assessment:  [MYP speaking assessment – My Family](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%202\Unit%20Plans%20&%20Assessments\Family%20Speaking%20Assessment.docx)  [MYP writing assessment – Family tree](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%202\Unit%20Plans%20&%20Assessments\Family%20Tree%20MYP%20Writing%20Assessment.docx) |
| **Term 3**  **Jan – Feb**  **6 weeks (15-20)**  **18 main lessons of 50 mins**  **6 after school lessons of 90 mins** | **Jinbu 1 Unit 3 – Hobbies**  (Hobbies, Opinions + more hobbies, Sports, Days of the week)  [*Resources:*](file:///T:\Modern%20Languages\Non-Euro%20&%20Russian%20Langs\Resources\Chinese\KS3\Jinbu%201%20-%20Year%207\Year%207\Unit%203) *SharePoint- MFL – Department – MEL Shared Docs – Chinese – KS3 – MEP lessons – Unit 2 and 3*  **Artsmark**   * Calligraphy for new characters * Chinese New Year celebration activities: paper cutting and traditional lantern making   **Task- based Project- Learning Chinese through technology** | Assessment:  MYP Listening and Reading assessments  MYP writing assessment – My hobbies  **Week 15**  Review Dates and Birthday, new words: 年，新年，〇 (二〇一七年)， 今天，明天，昨天，快乐，生日快乐  Learn the Chinese birthday song  **Week 16**  Hobbies 1: 爱好，听音乐，上网，看书，买东西，我的爱好是…, 我爸爸/妈妈/哥哥/姐姐/弟弟/妹妹的爱好是…  **Week 17**  Hobbies 2: 喜欢，不喜欢，看电影，看电视，玩儿滑板，玩儿电脑游戏，做，你喜欢做什么？  The use of 也  **Week 18**  Sports: 运动，游泳，跑步，打篮球，踢足球，打网球，打乒乓球，打板球，最， 我最喜欢…  The use of 会  **Week 19**  Days of the week and related activities: 星期，星期一…日, 你星期…做什么？  The word order of using time phrases: Person + time + activity  **Week 20**  Revision and termly Assessments |
| **Term 4**  **Feb – April**  **7 weeks (21-27)**  **21 main lessons of 50 mins**  **7 after school sessions of 90 mins** | **Jinbu 1 Unit 4 – School**  *(Subjects, Telling the time, Using plural pronouns and sentence structure with time phrases, Nationality)*  [*Resources:*](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%204) *SharePoint- MFL – Department – MEL Shared Docs – Chinese – KS3 – MEP lessons – Unit 4*  **Artsmark- Roleplay in the drama room ( drama performance in the group of 2: two people talk about their hobbies)**  **Task- based Project- school timetable and description** | Assessment:  MYP writing assessment – 10 sentences translation from English into characters and Pinyin  MYP Speaking assessment – Questions and answers based on Unit 4  **Week 21**  Term 3 assessments feedback  **Week 22**  Role play – (two people meet first time and talk about their hobbies)  School 1: 课，英文，中文，法文，德文，数学，音乐，地理，科学，历史，体育，你喜欢…课吗？你喜欢不喜欢…课?  The use of 最 and 最不  **Week 23**  School 2: 学，我星期…有…课  The use of 因为  The use of 很+adj. XX课很好玩儿  **Week 24**  Time: 点，几点，分，现在，现在几点，半，上午，下午，晚上  The word order of time: Day + AM/PM +o’clock  The use of 节  **Week 25**  My timetable lesson: 上学，放学，吃，早饭，午饭，晚饭  Consolidate The word order of time: Person + Day + AM/PM +o’clock + Activities  **Week 26**  My class: 们，我们，你们，他/她们，班，男学生，女学生，中国，英国，德国，法国  The use of 多少个  Consolidate the use of 因为  **Week 27**  Revision and Speaking assessment |
| **Term 5**  **Apr – May**  **5 weeks (28-32)**  **12 main lessons of 50 mins**  **4 after school sessions of 90 mins**  **WEEK 32 – EXAMS- off timetable** | **Jinbu 1 Unit 5 – Food and drink + END OF YEAR EXAMS**  Prepare speaking exams to take place during lessons. Prepare revision for reading, listening and writing exams.  [*Resources:*](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%205)  *SharePoint- MFL – Department – MEL Shared Docs – Chinese – KS3 – MEP lessons – Unit 5*  **Artsmark- Traditional Chinese food for different festivals**  **Task- based Project- design your own Chinese target language help sheet** | Assessment:  End of Year 7 Listening and Speaking exams (conducted during lesson time)  End of Year 7 Reading and Writing exams (completed off timetable)  **Week 28**  Term 4 writing assessment and feedback  **Week 29**  Food and drink 1: 鸡蛋，面包，面条，米饭，水果，比萨饼，吃，你最喜欢/最不喜欢吃什么？为什么？  Food and drink 2: 喝，水，咖啡，茶，果汁，牛奶；好吃/喝  我最喜欢吃…，因为很好吃  **Week 30**  Chinese food:　炒面，炒饭，蛋炒饭，包子，饺子  Chinese festivals: 春节，端午节，中秋节  **Week 31**  Daily meals: 牛肉，鸡肉，羊肉，猪肉，肯德基，麦当劳，汉堡，菜，早饭，午饭，晚饭  Structure: 我早/午/晚 饭吃…  **Week 32**  Off timetable (End of Year 7 exams for all subjects)  Start the Speaking hurdle test |
| **Term 6**  **Jun – Jul**  **6 and half weeks (33-39)**  **WEEK 34 – Creativity week- off timetable** | **Jinbu 1 Unit 5 – Food and drink +**  **MEP hurdle tests**  Exam review and target setting.  Completion of Unit 5.  End of Year project work.  [*Resources:*](file:///\\dgb-sr-003.dartfordgrammar.internal\RMStaff\staff%20resources\Modern%20Languages\Chinese\KS3\7L1%208L2%20PKT&NFS\Unit%205)  *SharePoint- MFL – Department – MEL Shared Docs – Chinese – KS3 – MEP lessons – Unit 5*  **Artsmark- Prepare for the end of Year Showcase Evening**   * **Introduce Chinese dragon and culture**   **Project: - MEP intensive learning days (2 days)**   * **Role play (**Drama performance in groups of 3. Ordering food at a restaurant (conducted in theatre hall, with props and filmed**)** | Assessment:  MEP hurdle tests (four skills)  **Week 33**  Completion of the Speaking, Writing, Listening and Reading hurdle tests  **Week 34 (School’s Creativity week)**  Off timetable  Thursday and Friday: MEP intensive learning days  **Week 35**  Exam review and target setting  **Week 36**  At a restaurant: 菜，巧克力，冰淇淋，饭馆，碗，杯，可乐，请给我，我要…, 谢谢  **Week 37**  Consolidate the words for ‘at a restaurant’ and film the drama performance  **Week 38**  Introduce Chinese dragon  End of Year Showcase Evening  **Week 39**  Chinese poetry session |

Electronic copies of these sample Schemes of Work for the Mandarin Excellence Programme can also be found here:

<http://mandarinexcellence.edublogs.org/schemes-of-work/>

Resources created to use with Jinbu and Easy Steps to Chinese can be found here:

<http://mandarinexcellence.edublogs.org/textbook-resources/>

### Student Projects

These projects can be accessed on the following websites: <https://mandarinexcellence.edublogs.org/mep-resources/year-7/> (Year 7 Student Projects)

<https://mandarinexcellence.edublogs.org/mep-resources/year-8/> (Year 8 Student Projects)

### Teacher’s Notes for Student Projects

**Background to the Student MEP Projects**

These projects were created to support MEP teachers in delivering the required non-taught hours, outside of the classroom. As such they have been written with the intention that the teacher does not have to mark the work if they do not wish to (although it is obviously beneficial for both teachers and students if they are able to look at the work carried out). Moreover, teachers do not need to use them if they feel that their own work better fits with their student’s requirements and their SoW.

These projects deliberately avoid specific topics that are typically taught in core textbooks (for example Jinbu 1 or Easy Steps to Chinese), as it was felt that teachers would have enough material themselves to cover these topics and we wanted to avoid work becoming repetitive for students. However, where possible, tasks have been designed to build upon an expected language base developed from typical SoW.

Whilst they have been designed specifically with MEP in mind, any teachers of Chinese are welcome to use the resources if they think they might be useful. Many can be adapted for different year groups at a secondary level.

**Use of the Projects**

The projects have been designed with flexibility in mind. Whilst we have offered suggestions in terms of how long each project will take and the order they would be best used in, ultimately you know best what will work with your students. If you feel that a task within a project needs altering, or removing, you are perfectly entitled to do so, to fit your requirements. Obviously, when thinking about time expectations to complete each project, this is dependent on the other work you are also asking your students to complete outside of the classroom, which is different for each teacher. So, for example, a project might take one class 2 weeks to complete, and another class 3 weeks to complete.

Some teachers have structured use of the projects in such a way that their entire class is working on one or two specific projects for a set amount of time. After completion, time is incorporated into the taught hours to review the projects, share what they have learnt and consolidate any new language. Other teachers may choose to not review the work, and rely on students to check the answers via the links provided on the project; it is up to you.

**Layout of the Projects**

Each project has been divided into tasks based around the overall topic of the project. The time needed for each task varies depending on the task, and it is not expected that the student sits down and completes the project from start to finish in one go.

Additionally, there is no problem with students working together and sharing information about the projects; the projects are designed to foster the MEP student’s independent learning skills, and encourage them to search out more information about Chinese language and culture. As their class teacher, it is up to you to decide how you would like them to proceed with the projects.

**Timing of the Projects**

We have given estimated timings for each task within the project in the teacher’s notes, as well as an overall estimated time. We have NOT included them in the projects to be handed to students, as we felt it would place undue pressure. Should you find that your students are taking significantly longer/ shorter amounts of time, please do let us know so that we can adjust the notes.

**Order and Grade of the Projects**

We have provided a suggested order in which to introduce projects, based on difficulty of language and difficulty of task.

To make it simple we have given each project a 1-3 dragon rating (1- easier, 2- medium, 3- challenging). This is so that pupils are not put off by words such as “challenging/ easy”. This rating appears on the front of each project as this symbol-

Obviously the rating will vary depending on when you introduce the project, what language they have already studied, and so forth.

If you would like to use a project that is challenging please don’t forget that you can adapt or omit aspects that you consider too difficult for your students (and you can always return to at a later date).

**Suggested Order of Projects (Year 7)**

|  |  |  |
| --- | --- | --- |
| **Project Name** | **Series Type/ content** | **Difficulty** |
| Learning Chinese through Technology | ICT | Image result for chinese dragon1 |
| Please Vote for Me | Film | Image result for chinese dragon1 |
| The First Emperor & the Terracotta Army | History | Image result for chinese dragon1 |
| The Great Wall | History | Image result for chinese dragon1 |
| Ode to Chinese | Songs | Image result for chinese dragonImage result for chinese dragon2 |
| The Land that is China | Geography | Image result for chinese dragonImage result for chinese dragon2 |
| Chinese Diary (1) | Personal | Image result for chinese dragonImage result for chinese dragon2 |
| Manhua | Personal/ Culture | Image result for chinese dragonImage result for chinese dragon2 |
| Lost Cowboy | Songs | Image result for chinese dragonImage result for chinese dragon2 |
| Martial Arts- Kung Fu | Culture | Image result for chinese dragonImage result for chinese dragon2-3 Image result for chinese dragonImage result for chinese dragonImage result for chinese dragon |
| The People and Languages of China | Geography | Image result for chinese dragonImage result for chinese dragon3Image result for chinese dragon |
| Chinese Literature | Culture | Image result for chinese dragonImage result for chinese dragon3Image result for chinese dragon |
| Daddy, Where are we Going? | Film/ Culture/ Geography | Image result for chinese dragonImage result for chinese dragon3Image result for chinese dragon |
| Shopping, Chinese Style | Culture/ Geography | Image result for chinese dragonImage result for chinese dragon3Image result for chinese dragon |

**Suggested Order of Projects (Year 8)**

|  |  |  |
| --- | --- | --- |
| **Project Name** | **Series Type/ content** | **Difficulty** |
| Chinese Diary (2) | Personal | Image result for chinese dragon1 |
| Tang Poetry and a Short Story | Culture | Image result for chinese dragonImage result for chinese dragon2 |
| Youtube Chinese Channels | Culture/ Film/ ICT | Image result for chinese dragonImage result for chinese dragon2 |

### Classroom Language Sheets

老师好! lǎoshī hǎo! Hello teacher!

同学们好! tóngxuémen hǎo! Hello students!

上/下课! shàng/xià kè! Start/finish class!

很好 hěn hǎo! Very good!

非常好！ fēicháng hǎo! Excellent!

请坐 qǐng zuò Please sit

起立 qǐlì Stand up

请安静 qǐng ānjìng Please be quiet!

看白板 kàn báibǎn Look at the board

打开书 dǎkāi shū Open your books

请举手 qǐng jǔshǒu Put up your hand

我说，你们听 wǒ shuō, nǐmen tīng Listen to me say it

请跟我说 qǐng gēn wǒ shuō Say it with me

再说一次 zài shuō yí cì Say it again

对不对？ duì bu duì? Is it correct?

对! / 不对! duì! / bù duì! Correct/Wrong!

好了吗？ hǎo le ma? Are you ready?

好了/还没好 hǎo le / hái méi hǎo Ready / Not yet

懂不懂？ dǒng bù dǒng? Do you understand?

懂了/不懂 dǒng le/bù dǒng I understand / I don’t understand

...怎么说？ ...zěn me shuō? How do you say…?

...怎么写？ ...zěn me xiě? How do you write…?

我不知道 wǒ bù zhīdào I don’t know

对不起，我忘了 duìbùqǐ, wǒ wàng le… Sorry, I forgot…

我想去厕所 wǒ xiǎng qù cèsuǒ I want to go to the toilet

对不起，我迟到了 duìbuqǐ, wǒ chí dào le! Sorry, I’m late

### Classroom Tally Sheets

Keep a tally of the number of times you ask for something in Chinese. Once you get 5 ticks, you can get a lottery ticket. Each lottery ticket can be exchanged for a prize at the end of each half term!

|  |  |
| --- | --- |
| **Half Term 1** |  |
| **Half Term 2** |  |
| **Half Term 3** |  |
| **Half Term 4** |  |
| **Half Term 5** |  |
| **Half Term 6** |  |

### Classroom Language Matching Sheet

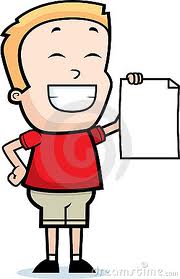
Any questions?

****

Please look

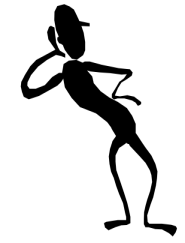
****

Please listen

****

？

Please put up your hands

**j0424444[1]**

Are you ready?

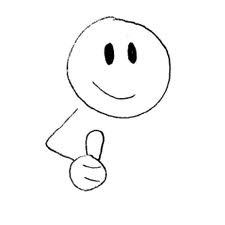
Are you ready?

Please stand up

Please sit down

Please open your books

？



hǎo le / hái méi hǎo!

好了吗？

Have you finished?

好了/还没好！

对！ ☺

不对!☹

对吗？duì ma?

Correct?

C

对不起，我迟到了！Duìbuqǐ, wǒ chí dào le!



有问题吗？

yǒu wèntí ma?



对不起，我不知道

duìbuqǐ wǒ bù zh**ī**dào

...中文/英文怎么说？

... zhōngwén/yīngwén zěnme shuō?



我忘了...

wǒ wàng le…



qǐng zhàn

...怎么写？

…zěnme xiě？

### Extension/consolidation ideas & self-access resources

**To improve my reading, I can…**

* Spend 10 minutes a day revising vocabulary using the vocabulary booklet. I can use the ‘look/cover/check’ method, make flashcards or use Memrise/Quizlet
* Spend 15 minutes a week completing reading exercises on GoChinese
* Set my phone to Chinese and try to text my friends in Chinese
* Post on the Edmodo group in Chinese
* Read 1 article a week on Chairman’s Bao

**To improve my writing, I can…**

* Spend 5 minutes a day copying characters using the copy sheets in the yellow booklet, paying close attention to stroke order
* Make a list of the characters I often write incorrectly and practise writing these until I have learnt how to write them from memory
* Write rainbow characters to help me remember how to write complicated characters
* Get instant feedback on my stroke order by using the Hello Chinese app
* Use my tracker to look up new linking words and experiment with using these in my writing
* Write to my Chinese penfriend

**To improve my listening, I can…**

* Record myself reading vocabulary lists on my phone and then listen to the words and see if I can remember what they mean
* Spend 15 minutes a week completing listening exercises on GoChinese
* Practise listening to the 4 tones on GoChinese
* Get instant feedback on my pronunciation by using the Hello Chinese app
* Listen to 1 article a week on Chairman’s Bao
* Listen to Chinese songs on the lyriclaoshi website

**To improve my speaking, I can…**

* Record myself reading new vocabulary and then listen to the pronunciation on pleco and see if I can hear the difference
* Use Chinese as much as possible in lessons
* Read the textbook texts out loud and record myself, then listen to check the accuracy of my pronunciation

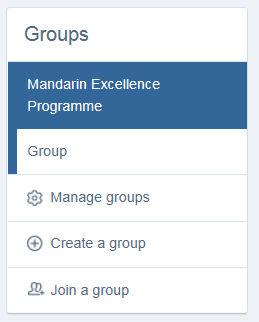
### Edmodo – Joining Instructions

Sign Up (if you do not already have an Edmodo ‘Teacher’ account)

1. Go to [**www.edmodo.com.**](https://www.edmodo.com/) **Select** the "**I'm a Teacher**" button.
2. Fill out the registration form and select the **“Sign Up”** button to complete the sign up process.
3. The first time you log in you will need to set up your own group. You may never use that working group, or you can use it for your own personal use. Edmodo will not allow you to complete the sign up process without creating a group.
4. Check your **e-mail** for a **confirmation** to view the next steps for setting up your Edmodo Account.

### Joining the Mandarin Excellence Programme Edmodo Group

1. Once your account is set up click the link in the email sent from Edmodo inviting you to join the Mandarin Excellence Programme group. If you are already logged in, doing

this will automatically add the group to your Edmodo account.

1. The Mandarin Excellence Programme Group will then appear in your group list on the left hand side of your homepage in Edmodo.

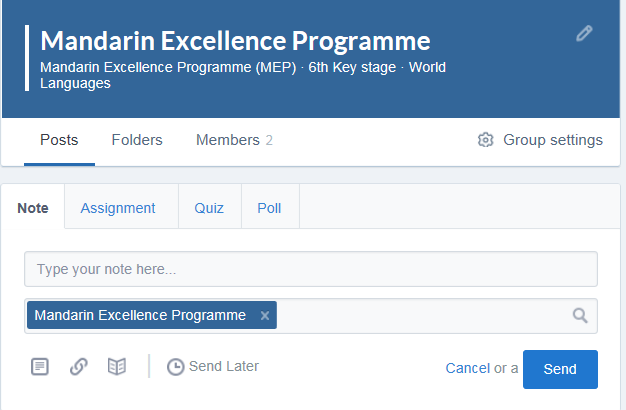
If the Group does not appear on the left side of the homepage, click the ‘Notifications’ button  on the toolbar and you should be able to choose the option to join the group.

3. Click on the group (Mandarin Excellence Programme) to reveal the posts.

If you have any problems joining the group after you have received the invitation please contact us a [mandarinexcellence@ucl.ac.uk](mailto:mandarinexcellence@ucl.ac.uk)

### Adding a new post / starting a conversation and replying to a previous post

1. To add a new post, and to start a conversation write your message in the text box (where it says “*type your note here”*)



1. The Post page is like Facebook. You can reply to a post by simply clicking reply by the original message and writing your reply in the text box that appears. You can also reply to later replies in the same way.

### Adding resources, files, folders and links

To add a resource (Word Document, Image, Video) you can either:

1. Attach the resource in a new post. Please state clearly what the resource is e.g. Y7 scheme of work / Y8 activity / Y7 lesson plan etc. This will help us to save the resources in an appropriate place for future access (see MEP Group Folders below).
2. Add a link/URL in a new post or in a reply if the resource is available online e.g. on YouTube.
3. Add a resource from your own personal Edmodo library. You would need to have saved the resource into your Edmodo library in advance.

(Edmodo will not let you upload a resource in a reply, but it will let you type/paste a link)

### MEP Group Folders

As you add resources to the post page, the MEP Project Team will add them to the MEP folders that you can view once you have joined the MEP Group. Only the creator of a folder has the ability to add items to that folder. The folders in the MEP group are initially structured as follows:

* + Year 7
    - Curriculum / Scheme of Work
    - Lesson Plans
    - Resources & Activities
  + Year 8
    - Curriculum / Scheme of Work
    - Lesson Plans
    - Resources & Activities

We will monitor the materials as they are uploaded and will create more folders as required.

### Using the resources in the folders

To view the folders, while in the MEP Group, click Folders, click the Folder Name that you wish to look at.



Although you will not be able to add items to a folder, you can download them to your own personal computer or your own personal Edmodo library. In doing this they will be available to you to share and use with your own groups of teachers and students and in your classroom. By setting up your own group to do this and inviting your teaching colleagues and students to be part of the group you can then share resources with them from your library.

### Useful Online/app based Teaching Resources (as recommended by the MEP Expert Panel)

The following resources are recommendations made by teachers on the Expert Panel formed by the Department for Education.

General teaching resources

|  |  |
| --- | --- |
| **Name** | **Focus** |
| **Chinese Pod**  <https://chinesepod.com/> (MONTHLY PAYMENT REQUIRED)  **Chinese Pod TV**  <https://www.youtube.com/user/ChinesePodTV> (FREE) | Podcasts of around 20 minutes including dialogue in Chinese and discussion of the vocabulary and grammar introduced in the dialogue. Excellent resource for independent study - improving listening skills and gaining new vocabulary or consolidating vocabulary and grammar.  Each podcast comes with a PDF document which includes a breakdown of new vocabulary and grammar structures. Also has podcasts discussing culture of China. Suitable for all levels with podcasts based on the following levels: Newbie, Elementary, Intermediate, Upper Intermediate, Advanced.  As above in video format. No accompanying PDF documents |
| **Slow Chinese**  <http://www.slow-chinese.com/shop> (WEBSITE - FREE, PODCASTS – PAYMENT REQUIRED) | Contains blog posts about different aspects of Chinese culture and language. Frequently updated and can be used for both listening and reading practice. Podcasts also available at cost that read the articles and are therefore good for listening skills. Suitable for intermediate level and above students. |
| **Go Chinese**  <http://www.gochinese.net/>  (Annual subscription - £400 a year for <100 users, £600 a year for over 100) | Vocabulary/reading/listening/character input exercises, along with past papers to use alongside Easy Steps to Chinese, Edexcel, IB Ab Initio, IB Standard, A Level, etc.  Excellent for independent learning and differentiation and also for teachers inputting own texts/resources, which can be immediately segmented into words, Pinyin added and words translated as necessary by the platform. |
| **Confucius Institute online resources**  <http://www.chinesecio.com/?lang=en>  <http://www.chinesecio.com/cms/zh-hans/culture-lessons-list> | Cultural information and various topics of interest. Suitable for all levels. |
| **Mock HSK exam level 1 – 6, use the exercises for practice listening and reading comprehension**  <http://www.lse.ac.uk/CIBL/resources/Mock-HSK-tests-levels-1-6.aspx> | For A level |
| **Cambridge Pre-U Chinese, use as listening and reading comprehension exercise**  <http://www.cie.org.uk/programmes-and-qualifications/cambridge-pre-u-mandarin-chinese-9778/> | For A level |

O*ther suitable resources*

|  |  |
| --- | --- |
| **BBC Learning Zone – Chinese**  <http://www.bbc.co.uk/languages/chinese> | There are videos and clips related to different areas of real life topics. Suitable for all levels. |
| **Beginner Chinese Games**  <http://howdoilearnchinese.com/>  <http://www.thechinesestaffroom.com/resources/games> | Games for practising basics such as numbers, days/months, colours. For beginners. |
| **Easy Chinese lessons video from CCTV**  <http://english.cntv.cn/program/learnchinese/easychinese/index.shtml> | For beginners |
| **Rosetta Stone**  <http://www.rosettastone.co.uk/lp/h1/?pc=cop&language=chi>  (PAYMENT REQUIRED) | Comprehensive language learning software, available as downloadable software or as online resources for computers, tablets and smartphones |
| **ULearn Chinese teaching Youth Chinese Test packs levels 1-6** | Each text book has five themed units introducing new vocabulary supported with reinforcement exercises. Designed in A5 format and can be printed locally from the supplied pdfs.  Workbook -activities linked to the text book are completed by students. Each workbook has a variety of activities suited for a wide age range and these can be printed as required from the supplied pdfs. Teacher's Guide - with a summary of the objectives and key vocabulary for each unit the detailed teaching notes provide support for both Chinese (a Chinese version of the Teacher's guide is provided for Packs 1 and 2) and non-Chinese speaking teachers. |
| **Michel Thomas Language Course Mandarin**  <http://www.michelthomas.com/learn-mandarin-chinese.php>  (PAYMENT REQUIRED) | Largely audio CD-based, with a visual review course and interactive exercises for PC or Mac. Very clear presentation for beginners. |
| **Collins Easy learning Chinese characters**  <https://www.amazon.co.uk/Learning-Mandarin-Chinese-Characters-Collins/dp/0007450060> | Learn how to write 250 of the most common Chinese characters, with stroke by stroke guidance on every page. |

Online tools/reference sources

*Particular recommendations*

|  |  |
| --- | --- |
| **Name** | **Focus** |
| **Quizlet**  <https://quizlet.com/> | Website and app for learning characters and vocabulary. Includes games based on characters. Characters can be put together in sets by teachers or by students. Suitable for all levels.  Quizlet Teacher costs, but allows you to check student progress. |
| **The Chairman’s Bao**  <http://www.thechairmansbao.com/>  (NOW REQUIRES PAYMENT) | Online newspaper in simplified Chinese. Good for practising reading skills, authentic listening material, can save vocabulary lists. Suitable for students at HSK Level 1- 6. |
| **Skritter**  <https://html5.skritter.com/> (PAYMENT REQUIRED) | Website or app that allows you to practise writing characters using the correct stroke order. Suitable for all levels. |
| **Memrise**  <https://www.memrise.com/> (FREE) | App and website for learning characters and vocabulary. Also has pronunciation of each character so is good for oral and visual recognition of characters. Suitable for all levels. |
| **MDBG**  <http://www.mdbg.net/chindict/chindict.php> (FREE) | Online Chinese dictionary. Gives example sentences of how a word is used. The user can draw the character to search for its meaning and can copy the image of the character and put it into a Powerpoint slide which then shows you the moving graphic of how the character is written using the correct stroke order and detailing the radical in a different colour. Suitable for all levels. |
| **A All set learning Grammar Wiki**    <https://resources.allsetlearning.com/chinese/grammar/Main_Page> (FREE) | Website (and now a book too) detailing comprehensive information about a wide range of grammar points in Chinese. Suitable as a reference resource for both students and teachers, from beginner level to advanced level. |
| **Bing Chinese dictionary**  <http://cn.bing.com/dict/search?q=welcome&FORM=BDVSP6&mkt=zh-cn> (FREE) | Online Chinese dictionary which is good for example sentences. Suitable for all levels. |
| **Chinese Tools**  <http://www.chinese-tools.com> (FREE) | Website with cultural information but key thing is it allows you to type in Chinese characters if the computer doesn’t allow you to. Also allows you to type in Chinese characters which then produces the pinyin with tone marks. Suitable for all levels. |
| **Online English to Chinese, Chinese to English dictionary**  [www.nciku.com](http://www.nciku.com) |  |
| **Sentence of the week – poems or phrases**  <http://www.lse.ac.uk/CIBL/resources/Sentence-of-the-Week.aspx> | For A level |
| **HSK and YCT (Youth Chinese Test) past papers**  <http://www.chinesetest.cn/godownload.do> | Good revision materials for all levels |

*Other suitable resources*

|  |  |
| --- | --- |
| **Hanlexon**  <http://www.hanlexon.org/index.htm> (PAYMENT REQUIRED) | Website which allows you to create PDF documents of characters with accompanying boxes to practise writing the characters accurately and with the correct stroke order. More suitable for teachers but could be used by students at all levels. |
| **Arch Chinese**  <http://www.archchinese.com/how_to_write_chinese.html> (PAYMENT REQUIRED) | Similar website to Hanlexon but generates a different type of character worksheet. Also generates flashcards. Suitable for teachers or students at all levels. |
| **Chinese characters input online tool**  [www.inputking.com](http://www.inputking.com) | Suitable for all levels. |
| **Chinese to Pinyin converter**  <http://www.chinesetools.eu/tools/chinese-to-pinyin/index.php#transcrire> | Helps students with pronunciation and preparation for speaking exams. Suitable for all levels. |
| **Learning radicals of Chinese characters**  <http://www.chtsai.net/radicals/> | Animations to show radical stroke order to form characters. |
| **Mind Snacks Mandarin** (PARTLY FREE, MOSTLY PAID) | Games to practice character/Pinyin recognition. Suitable for all learners and levels |
| **Clicker 6**  <http://www.cricksoft.com/support/clicker6.aspx> | Build sentences from characters by clicking on them from a box. Allows characters to be presented in the sequence they will be needed, but gives pupils a choice at each stage |

# Cultural activities & Extra Curricular ideas

### Year 7 Chinese New Year Week – Example letter to parents

Dear Parents

**Re. Chinese New Year week**

Chinese New Year falls on January 28th this year and it will be the Year of the Rooster. In celebration of the Chinese New Year, Year 7 will be doing a range of Chinese related activities in their lessons during the week beginning Monday 23rd January; including making dumplings in Technology, stain glass window paper-cutting in Art, exploring traditional Chinese music and playing an authentic Erhu in Music, and learning about the story of Mulan in Drama. In addition, the canteen will serve a Chinese-themed meal on Wednesday 25th January. Your child will be given an introduction lesson on the Chinese New Year during their Tutor Period on Thursday 26th January, where they will also be given a booklet with information about the Chinese New Year.

We hope that your child will enjoy exploring a different culture during this week, which forms an integral part of our distinctive international curriculum.

Many thanks for your support.

Yours sincerely…

### Year 7 Chinese New Year Week – Example information poster for Form Rooms

**CHINESE NEW YEAR WEEK!!**

**Chinese New Year falls on January 28th this year. We will be celebrating Chinese New Year at Anglo during the week beginning Monday 23rd January.**

**Here are a few things you can look forward to in your lessons this week…**

**English:** Exploring Chinese newspapers & poetry

**Mathematics:** Mathematical murder mystery involving the 12 Chinese animals; Tangrams

**Science:** Rocket themed lesson on the CNSA (Chinese space program)

**Geography:** Project work on the Gobi desert

**Religious Studies:** Exploring Chinese religion (Taoism & Lao Tzu)

**French:** Exploring the Chinese New Year in French

**PE:** Table tennis competition (boys); Tai ch’i lesson (girls)

**Technology:** Dumpling making

**History:** Investigating Chinese rulers and their styles of leadership

**German:** Exploring the Chinese New Year in German

**Art:** Stain glass window paper-cutting

**Music:** Exploring traditional Chinese music using the pentatonic scale; opportunity to play an authentic erhu

**On Wednesday 25th January, there will also be a special Chinese New Year meal in the canteen!!**

Year 7 Chinese New Year Week – CNY booklet

zhōng guó xīn nián

中国新年

Chinese New Year

**Name**/姓名**: \_\_\_\_\_\_\_ Class**/班级**：\_\_\_**



**A few things you can look forward to in your lessons this week…**

**English:** Exploring Chinese poetry

**Mathematics:** Chinese New Year Maths Challenge; Mathematical murder mystery involving the 12 Chinese animals; Tangrams

**Science:** Rocket themed lesson on the CNSA (Chinese space program)

**Geography:** Project work on the Gobi desert

**Religious Studies:** Exploring Chinese religion (Taoism & Lao Tzu)

**French:** Exploring the Chinese New Year in French

**PE:** Table tennis competition (boys); Tai ch’i lesson (girls)

**Technology:** Dumpling making

**History:** Investigating Chinese rulers and their styles of leadership

**German:** Exploring the Chinese New Year in German

**Art:** Stain glass window paper-cutting

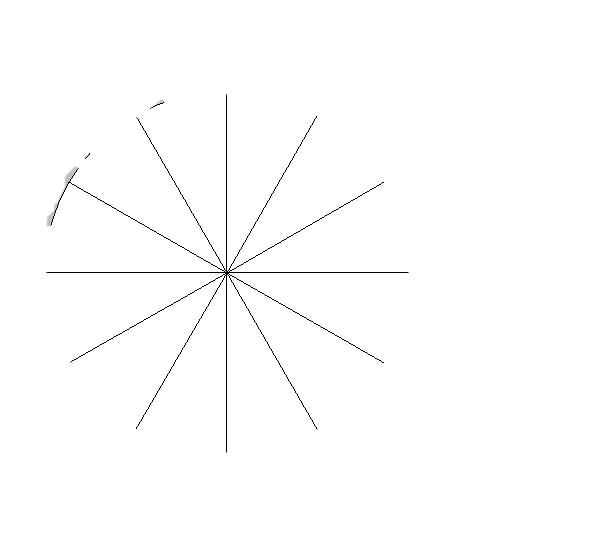
**Music:** Exploring traditional Chinese music using the pentatonic scale; opportunity to play an authentic erhu

**Drama:** Exploring the story of Mulan and women’s rights in Chinese society at that time

**… and much, much more!!**

**On Wednesday 25th January, there will also be a special Chinese New Year meal in the canteen!!**

**Design your own Chinese zodiac calendar**



牛

鼠

2021, 2009, 1997, 1985,

1973

虎

2020, 2008, 1996, 1984,

1972

猪

2022, 2010, 1998, 1986,

1974

2031, 2019, 2007, 1995,

1983

2023, 2011, 1999, 1987,

1975

2030, 2018, 2006, 1994,

1982

狗

兔

鸡

龙

2024, 2012, 2000, 1988,

1976

2029, 2017, 2005, 1993,

1981

2028, 2016, 2004, 1992,

1980

2025, 2013, 2001, 1989,

1977

2026, 2014, 2002, 1990,

1978

2027, 2015, 2003, 1991,

1979

猴

蛇

马

羊

Which zodiac animal are you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What about your family members? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the characteristics of these different animals?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you think these characteristics are true of yourself and your family?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chinese New Year**

The Year of the Rooster begins on 28January 2017. Chinese New Year is also known as the Spring Festival.

Chinese New Year is the main Chinese festival of the year and is not a religious event. There are many traditions and stories linked with it.

The date of Chinese New Year changes from year to year. It corresponds to the new moon (black moon) in either late January or February. Traditionally, celebrations last for fifteen days, ending on the date of the full moon. In China the public holiday lasts for seven days.



The Chinese calendar is made up of a cycle of twelve years, each of them being named after an animal. This is very like our signs of the zodiac.

Over a sixth of the people in the world celebrate Chinese New Year. It is a time to remember the family and wish everyone peace and prosperity in the coming year.

## Chinese New Year Customs

Chinese New Year is a time when families get together to celebrate and also to remember members of the family who have died. On New Year’s Day, families will first visit the older relatives to show their respect. In the days before New Year people buy presents, decorations, food and new clothes and have their hair cut. Houses are cleaned from top to bottom to sweep out any bad luck from the old year and make way for good luck. You cannot clean your house on New Year’s Day, as it is considered bad luck.

Families put lights up outside their homes and doors and windows are often newly painted in red. On New Year’s Eve, decorations called ‘Hui Chun’ made of red and gold paper are hung down the doors to bring good luck. They have messages wishing happiness, prosperity and long life.

Red is a lucky colour and is supposed to frighten off the monster Nian who is thought to come on New Year’s Eve. The colour gold represents wealth.

### The Lion Dance

Street celebrations often include a traditional lion dance which is thought to bring good luck.

There are two dancers. One acts as the head and the other the body. They dance to a drum, cymbals and a gong. On the head of the lion is a mirror so that evil spirits are frightened away by their own reflections.

As the lion runs along the streets, he meets the ‘Laughing Buddha’, dressed in monk’s robes and a mask. He teases the lion with a fan made of banana-leaves which makes the lion jump around.



As the lion moves from place to place he looks for green vegetables such as lettuces which are hung above the doors of houses. Hidden in the leaves is a red packet of money. The lion eats the lettuce and packet, then scatters lettuce leaves to symbolise a fresh start for the New Year and the spreading of good luck.

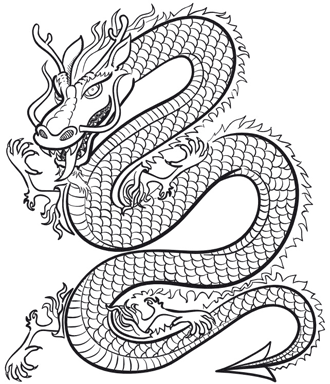
### The Lantern Festival

The celebrations end on the fifteenth day with ‘The Festival of Lanterns’. Everywhere is decorated with lanterns of different sizes and in the streets there is music and dancing.

The making of lanterns in China is a tradition which goes back 500 years. Red lanterns are lucky.



**The Dragon Dance**

Dragon dances are performed at New Year to scare away evil spirits. The dragon always includes the colours red, gold and green. It is carried on poles by a team of dancers and weaves its way round the streets collecting money.

Chinese people think of dragons as helpful, friendly creatures. They are linked to good luck, long life and wisdom - nothing like the fierce, fire-breathing Western dragons.

Chinese Dragons are associated with storm clouds and life-giving rain. They have special powers so they can fly in the air, swim in the sea and walk on land. The Dragon has features of other animals such as the horns of a stag, the scales of a fish and the footpads of a tiger.

The dragons vary in length from a few metres to up to 100m. Longer Dragons are thought to be luckier than shorter ones. The dances can be performed either during the day or night, but at night a blazing torch will be carried to light the way.

**Chinese New Year – how much do you remember?**

1. What is the other name for Chinese New Year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How long does the Chinese New Year festival last? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. When is Chinese New Year celebrated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How many people celebrate Chinese New Year worldwide? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How is the Chinese New Year celebrated today?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What decorations are put up on Chinese New Year’s Eve?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What colour should you wear for New Year’s celebrations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. According to Chinese custom, on New Year’s Day, you shouldn’t…
3. Eat anything b) Leave home c) Sweep the house
4. According to tradition, who do families visit on the first day of the Chinese New Year?
5. Youngest family members b) Friends c) Oldest family members
6. Who is the monster Nian?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why do street celebrations often include a lion dance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does the lion look for? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What happens on the 15th day of the New Year? What is the celebration called?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why do people perform dragon dances?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What characteristics do dragons have in China?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long are the dragons?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MC900410689[1]Chinese New Year Greetings & Songs  ♫ ♪**

新年好，新年好，祝贺大家新年好！

我们唱歌，我们跳舞，祝贺大家新年好！

xīn nián hǎo, xīn nián hǎo, zhù hè dà jiā xīn nián hǎo !

wǒ men chàng gē, wǒ men tiào wǔ, zhù hè dà jiā xīn nián hǎo ！

Happy New Year, Happy New Year, Happy New Year to you!  
We are singing, we are Dancing, Happy New Year to you!

MC900445394[1]

**Happy New Year!**

gōng hè xīn xǐ

恭 贺 新 禧

**May you be happy and prosperous!**

gōng xǐ fā cái

恭 喜 发 财

**Cuisine**

nián yè fàn

年夜饭

Chinese New Year’s Eve Meal



kǎo jī

烤鸡

Roast chicken

jú huā chá

菊花茶

Chrysanthemum tea

yú

鱼

Fish

miàn tiáo

面条

Noodles



nián gāo

年糕

Glutinous Rice Cake

jiǎo zi

饺子

Dumplings

jú zi

桔子

Mandarin oranges

dàn gāo

蛋糕

Cake

Read and fill in the correct answers (Write in pinyin/challenge yourself by copying the characters)

1. In Chinese, \_\_\_\_\_\_\_\_\_\_ sounds like "getting higher year by year". In Chinese people's mind, the higher you are, the more prosperous your business is.
2. \_\_\_\_\_\_\_\_\_\_ are the most popular and abundant fruit during the Chinese New Year. They represent luck or good fortune.
3. \_\_\_\_\_\_\_\_\_\_ must be presented with a head, tail and feet to symbolise completeness.
4. \_\_\_\_\_\_\_\_\_\_ is pronounced 'yu' in Chinese, the same pronunciation as another character which means abundance/prosperity. By eating it, people hope to have more than just their basic needs each year.
5. \_\_\_\_\_\_\_\_\_\_ look like silver ingots. Legend has it that the more \_\_\_\_\_\_\_\_\_ you eat during the New Year celebration, the more money you can make in the New Year.
6. \_\_\_\_\_\_\_\_\_ are a symbol of longevity. Make sure \_\_\_\_\_\_\_\_\_ are left uncut when served.

**Make a Chinese New Year card**

*Sample:*

qīn ài de bà ba

亲爱的爸爸:

Dear Dad



Gōng xǐ fā cái

恭喜发财!

Wishing you prosperity

ài nǐ de

爱你的Alice

### Year 7 Chinese New Year week – Quiz

**What do you know about China?**

1. **Where is China?**
2. West Asia B. East Asia C. North Asia D. South Asia
3. **How many nations border China?**
4. 15 B. 5 C. 10 D. 14
5. **What is the capital city of China?**

A. Beijing B. Shanghai C. Xian D. Nanjing

**4) What is the approximate population of China?**

A. 6 million B. 6 billion C. 70 million D. 1.38 billion

**5)** **How many different Chinese ethnic groups are recognised in China?**

A. 50 B. 35 C. 56 D. 14

**6) What are the two most widely-spoken Chinese dialects called?**

A. English & Mandarin B. Mandarin & Cantonese C. Cantonese & English

D. Taiwanese & Mandarin

**7) Approximately how many Chinese characters are there?**  
 A. 40,000 B. 10,000 C. 100 D. 26

**8) How many animals are there in the Chinese zodiac?**

A. 10 B. 11 C. 12 D. 14

**9) What is the animal for the coming Chinese New Year?**

A. Rooster B. Sheep C. Monkey D. Snake

**10) Which colour do Chinese people think is lucky?**

A. White B. Green C. Red D. Yellow

**11) What is the name of the current Chinese President?**

A. Hu Jintao B. Deng Xiaoping C. Xi Jinping D. Mao Zedong

### Year 7 Chinese New Year week – Quiz (Answers)

**What do you know about China?**

1. **Where is China?**

B. East Asia

**How many nations border China?**

D. 14

1. **What is the capital city of China?**

A. Beijing

**4) What is the approximate population of China?**

D. 1.38 billion

**5)** **How many different Chinese ethnic groups are recognised in China?**

C. 56

**6) What are the two most widely-spoken Chinese dialects called?**

B. Mandarin & Cantonese

**7) Approximately how many Chinese characters are there?**  
 A. 40,000

**8) How many animals are there in the Chinese zodiac?**

C. 12

**9) What is the animal for the coming Chinese New Year?**

A. Rooster

**10) Which colour do Chinese people think is lucky?**

C. Red

**11) What is the name of the current Chinese President?**

C. Xi Jinping

### Year 7 Chinese New Year week – Script for ‘Nian’ play written and performed by MEP class

**“”**

***Scene 1***

， ， 。 ， 。

A long time ago in China, there was a group of villagers living happily together. Their village was so beautiful, with lots of flowers and trees.

***Scene 2***

， 。 ， 。 ， 。 。 。

Not far away, there was a monster called “Nian”. It was very tall. It had a big head with red eyes and small ears, so it was very afraid of loud noises and bright lights.

“” ， ， 。 “”。“”， 。

Nian came to the village every year. It ate lots of things, even the people. The villagers were really frightened of it. Whenever the Nian came to their village, they had to hide in the mountains.

***Scene 3***

， 。 、。 ， 。 、 。 。

One year, an old man came to the village. He was very clever and brave. He told the villagers not to be afraid of the monster because he could defeat it. He taught them to hang up lots of lanterns and set off firecrackers. The whole village was noisy and bright.

***Scene 4***

！！！ ， 。 ， 。 。

The monster came! It heard the noise of the firecrackers and saw the light of the lanterns. It was afraid and had no choice but to return home. He never dared return to the village again.

***Scene 5***

， ， 。 ， ， 。 ， 、 ， ， “ ”。

The villagers came back to their homes. When they found that the monster had run away, they were really excited. They wore new clothes and made delicious food to celebrate. From that day on, at this time of year, people celebrate in the same way, by hanging up lanterns and setting off firecrackers. They call the day “guonian.”

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **第一节课** | **第二节课** | **第三节课** | **第四节课** | **第五节课** | **第六节课** |
| **星期一** | **(L09 & L10)** Intro Williams 老师  9-9点半**: 剪纸**  *Yu 老师*  9点半-10点：  **准备上课**  Group A  (*Hong老师*): Teaching Family Members  Group B (*Williams老师*): Teaching colours with Beijing Opera  Group C (*Yu老师*): Origami/paper cutting  Group D  *(Williams 老师):* Transition song | **(L09 & L10)准备上课**  Group A  (*Hong老师*): Teaching Family Members with ‘I have…’/’I don’t have…’/’Do you have…?’  Group B (*cover teacher*): Teaching colours with Beijing Opera  Group C (*Yu老师*): Origami/paper cutting  Group D  (Shi *老师*): Transition song | **(L09) 准备上课** (including practice lessons if possible)  Group A  (*Hong老师*):  Group B (*Williams老师*)  Group C (*Yu老师*):  Group D (Shi *老师*)  \*All resources to be photocopied/printed **must** be ready by 11.15am\*  **12点走路去Ingatestone 小学** | **(Ingatestone 小学)**  **吃午饭**  *(Williams, Shi, Yu, Hong老师*) | **(Ingatestone 小学)**  1点-3点：**上课**  *(Williams, Shi, Yu, Hong老师*) | **(Ingatestone 小学)**  1点-3点：**上课**  *(Williams, Shi, Yu, Hong老师*) |

### MEP Enrichment Week - Student Timetable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **第一节课** | **第二节课** | **第三节课** | **第四节课** | **第五节课** | **第六节课** |
| **星期二** | **(L09)** Register & starter (prepare questions in English and Mandarin for Transition Band): *(Williams 老师)*    **(Amphitheatre)**  9点一刻-9点五十五分**:早操** (*Yu老师*)  9点一刻-9点五十五分**: 踢毽子** (Shi *老师*)  Two groups of 15 students in each, 20 minutes with each group | **(L09, then library) 中国文学**  *(Williams 老师)*  Menus and key language for ordering food in Chinatown; Literature Project  (*Yu老师*, Shi *老师*) | **(L10) 中国文学**  *(Williams 老师)*  Literature Project | **吃午饭** | **(Main Hall) 跟Transition上音乐课**  *(Williams老师)* | **(L09) 跟Transition上音乐课**  *(Williams老师)* |
|  | **第一节课** | **第二节课** | **第三节课** | **第四节课** | **第五节课** | **第六节课** |
| **星期三** | 8点一刻：在Eurolounge 见面,坐旅游车去伦敦的中国城  *(Williams, Shi, Yu,老师*) | **伦敦的中国城**  *(Williams, Shi, Yu,老师*)  10点-10点三刻：Treasure Hunt & Interview Challenge  11点-11点三刻：Bubble Tea/Bakeries  12点-12点三刻：吃午饭  1点-1点半：Free Time  1点三刻：回学校 | | | | |
| **星期四** | **(L09)中国历史和中国电影课** *(Williams, Trapp老师*); *(P1: Yu老师*) | | | | | |

### MEP Enrichment Week – Lesson plan for local Primary School

Top tips:

* Make sure someone is at the door to greet students and welcome them into the classroom (你好)
* Don’t forget to smile! Students will enjoy the lesson much more if you are relaxed!
* Complete the plan below so you know who is leading which activity
* Think carefully about what resources you will need and make sure they are ready before the class comes in
* Plan a starter/lead-in activity when students first come in to the classroom (e.g. you could put some questions about the One Child Policy on the projector and ask them to discuss in pairs/put up the 6 colours and ask them to guess what each colour represents/play the Transition song and ask them where they think it is filmed and why/ask them to look at the example origami and see if they can work out how they were made…)
* Plan lots of short activities (5 mins) and don’t talk for too long from the front of the class!

**Any resources to photocopy/print must be ready by 11.15am.**

**Please make sure this table is completed by 11.15am.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity Name** | **Who is leading?** | **Proceedure:**  **What is the teacher doing?**  **What are the students doing?** | **What resources do we need?** | **Time (e.g. 5 mins…)** |
|  |  |  |  |  |

### MEP Enrichment Week – Chinatown Quiz

**中国城！**

**TREASURE HUNT…**

**General**

* Where do you think most of the restaurant/shop owners come from? Why do you think this is? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Look at the signs for Gerrard Street – ‘street’ 中文怎么写？\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Look on the shop/restaurant doors – can you find the characters for ‘open’? Write them here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Can you find the characters for ‘bank’? Write them here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* If you needed to see a 会计 or 律师, where could you go? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Can you find the traditional characters for 伦敦？Copy them here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What is 珍珠奶茶？Where can you find it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 这是什么？\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Joy Luck Restaurant**

* ‘Restaurant’ 中文怎么写？\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* What do the characters for ‘hot pot’ mean literally? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* ‘Home made delicacies’ 中文怎么写？\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Golden Dragon Restaurant**

* ‘點心’英文什么意思？\_\_\_\_\_\_\_\_\_\_\_\_\_ Can you write the simplified characters and pinyin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Can you guess what 小菜 means in English? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Wonderful Patisserie**

* What is the Chinese name of the restaurant? What does it mean literally? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How many different types of 月饼 can you find inside? Which would you most like to try? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fengshui Inn**

* What is the character on the ‘Year of the Rooster’ posters? What does it mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Why are there waving cats in the shop window? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Far East Restaurant**

* Find the sign that says ‘cash only.’ Can you work out which are the characters for ‘cash’? Write them here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**New Loon Supermarket**

* Look in the supermarket entrance, can you find the characters for ‘entrance’? What do they literally mean? Write them here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* 一盒樱桃多少钱？\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTERVIEW (CHALLENGE!!)…**

Find a friendly looking Chinese person and ask: 你好！你会说普通话吗？(nǐ huì shuō pǔtōnghuà ma?). Don’t forget to use the polite ‘you’ if they are older than you!

If they say yes, introduce yourself, e.g. 我们是中学生，我们学习中文。我们可以问你一些问题吗？(women kěyǐ wèn nǐ yīxiē wèntí ma?)

Ask them questions in Chinese to find out the answers below. Complete the table in characters:

|  |  |
| --- | --- |
| Name |  |
| Nationality |  |
| Job |  |
| Family |  |
| Where they live |  |
| What hobbies they have |  |

### MEP Enrichment Week – Chinatown Restaurant Vocabulary

**How to survive in a Chinese restaurant!**

nǐ hǎo ， qǐng gěi wǒ mén cài dān

你 好， 请 给 我 们 菜 单。

Excuse me, please could we have a menu.

qǐng wèn ，wǒ mén kě yǐ diǎn cài le ma?

请 问, 我 们 可 以 点 菜 了吗？

Please can we order？

wǒ men xiǎng yào

我 们 想 要 ……

We would like to order...

qǐng gěi wǒ chā zǐ hé dāo

请 给 我 叉 子 和 刀。

Please could I have a knife and fork.

qǐng bāng wǒ jiā shuǐ

请 帮 我 加 水。

Could you top up the tea.

zhè gè cài hěn hǎo chī

这 个 菜 很 好 吃。

It is very tasty.

qǐng duō gěi wǒ men （how many）shuāng kuài zǐ

请 多 给 我 们（how many） 双 筷 子。

Please can we have (number) more chopsticks.

qǐng gěi wǒ men zhàng dān ，xiè xiè

请 给 我 们 帐 单， 谢 谢。

Please could we have the bill.

qǐng gěi wǒ men zhǐ jīn

请 给 我 们 纸 巾。

Please could we have some napkins.

qǐng gěi wǒ yī bēi shuǐ

请 给 我 一 杯 水。

Please could I have a cup of water.

qǐng wèn ，wèi shēng jiān zài nǎ lǐ?

请 问， 卫 生 间 在 哪 里？

Excuse me, where is the toilet?

Useful cultural resources can be found here:  http://mandarinexcellence.edublogs.org/general-language-learning-resources/culture/

# Monitoring Progress

### Student Tracker & Level 1-9 Descriptorshttp://www.icis.com/globalassets/ias/global/images/static_pages/china-map.jpg

**AES Chinese Department**

**MFL Results tracker**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_ Target: \_\_\_\_**

**Record of results:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date:** | **Listening** | **Reading** | **Writing** | **Speaking** | **Translation** | |
|  |  |  |  |  | **>TL** | **>En** |
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***Reflection on assessments:***

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| --- | --- | --- |
| **Date:** | **WWW:** | **Next time I need to:** |
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| --- | --- | --- | --- | --- |
| Lev. | Listening | √ | Speaking | √ |
| B | I can understand a word. |  | I can answer simple questions. |  |
| I can understand a few words. |  | I can give descriptions using short set phrases. |  |
| I can understand a range of familiar phrases but need repetition to help. |  | My pronunciation is good and the meaning is clear. |  |
| W | I can understand a few longer phrases. |  | I can answer different questions. |  |
| I can understand a range of longer phrases. |  | I can give descriptions using longer set phrases. |  |
| I can understand many longer phrases with repetition. |  | My pronunciation is good and the meaning is clear. |  |
| 1 | I can understand some parts of short passages containing familiar language. |  | I can take part in a short conversation saying 2 or 3 different things. |  |
| I can understand many parts of short passages containing familiar language. |  | I can ask and give opinions. |  |
| I can understand most main parts of short passages. |  | I can adapt set phrases we have learnt by adding different vocabulary. |  |
| I can understand simple opinions. |  |
| 2 | I can understand some points of longer passages. |  | I can have a short conversation saying 3 or 4 different things. |  |
| I can understand many points of longer passages. |  | I am beginning to use my knowledge of grammar to adapt vocabulary and short phrases. |  |
| I can understand most points and details of longer passages. |  | My pronunciation and tones are improving to sound more authentic. |  |
| 3 | I can understand some points of passages based on several topics including 2 tenses. |  | I can talk about my interests and experiences. |  |
| I can understand many points of passages based on several topics including 2 tenses. |  | I can talk about my interests and experiences using 2 tenses. |  |
| I can understand most points of passages based on several topics including 2 tenses. |  | I can talk using longer sentences and more variety. Even if I make a mistake, I am understood easily. |  |
| 4 | I can understand some points of longer tenses based on several topics including 3 tenses. |  | I can talk about a variety of topics using 3 tenses. |  |
| I can understand many points of longer tenses based on several topics including 3 tenses. |  | I am starting to use a variety of structures and can apply my knowledge of grammar to new situations. I am also using longer and more detailed sentences. |  |
| I can understand most points of longer tenses based on several topics including 3 tenses. |  | I am starting to cope with unpredictable elements. |  |
| 5 | I can understand some points of longer passages that include some unfamiliar situations with a range of tenses and complex structures. |  | I can talk about a variety of topics using 3 tenses and other complex structures. |  |
| I can understand many points of longer passages that include some unfamiliar situations with a range of tenses and complex structures. |  | I can talk about a variety of topics in detail using 3 tenses and other complex structures. |  |
| I can understand most points of longer passages that include some unfamiliar situations with a range of tenses and complex structures. |  | I can use my knowledge of vocabulary and grammar to cope with unpredictable elements. |  |
| 6 | I can understand many points of longer passages that include complex and unfamiliar language spoken at near normal speed. |  | I can answer unprepared questions in a developed way and participate in a discussion. |  |
| I can talk about unprepared topics in a developed way and improvise using a range of structures. |  |
| I can understand most points of longer passages that include complex and unfamiliar language spoken at near normal speed. |  |
| I can talk without preparation using complex structures with reasonable accuracy. |  |
| 7 | I can understand many points of longer passages that include unfamiliar situations with a range of tenses and complex structures in a variety of accents. |  | I can talk without preparation on a range of relevant topics, both familiar and unfamiliar. |  |
| I can understand most points in the target language spoken at normal speed in a variety of accents. |  | I can speak confidently with good pronunciation. |  |
| I can speak using a range of complex structures with ease. |  |
| 8 | I can understand some points of authentic materials on familiar topics and factual topics and paraphrase or report parts of the meaning. |  | I can talk confidently about factual topics, giving opinions. |  |
| I can understand many points of authentic materials and paraphrase or report some of the meaning. |  | I can talk confidently, giving and seeking opinions on factual topics and coping with unpredictable elements. |  |
| I can understand most points of authentic materials and paraphrase or report the meaning. |  | I am consistently accurate. |  |
| 9 | I can understand many points of authentic materials on factual and imaginative pieces. |  | I can talk confidently about factual and imaginative topics. |  |
| I can understand most points of authentic materials on factual and imaginative pieces. |  | I can talk confidently, giving and seeking opinions on factual and imaginative topics and can cope with unpredictable elements. |  |
| I can understand all points of authentic materials on factual and imaginative pieces. |  | I am consistently accurate, speak fluently and with the correct tones. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lev. | Reading | √ | Writing | √ |
| B | I can read and understand a few characters. |  | I can understand stroke order and general rules for writing characters. |  |
| I can read a few characters out loud with a reasonable pronunciation. |  | I can copy familiar Mandarin characters accurately. |  |
| I can read a range of familiar phrases but use a vocabulary list to help. |  | I can write familiar characters that I have learnt by heart with only a few errors. |  |
| W | I can read & understand a few longer phrases with fairly accurate pronunciation |  | I can copy a few short phrases in characters. |  |
| I am aware of tones and some initials and finals. |  | I can write a few short phrases in characters that I have learnt by heart with only a few mistakes. |  |
| I can read & understand some longer phrases but may look things up to help. |  | I can copy unfamiliar characters with the correct stroke order. |  |
| 1 | I can read & understand parts of short passages in characters containing familiar language. |  | I can write 3 to 4 sentences in characters with my textbook to help. |  |
| I am starting to use a dictionary to look up new words. |  | I can write a few sentences in characters from memory. |  |
| I can find radicals in some new words. |  | I can write a short sentence in characters to express my opinion. |  |
| I can translate a simple, familiar sentence into English accurately. |  | I can translate a simple sentence into the target language accurately with my vocabulary booklet to help. |  |
| 2 | I can understand the main points of longer passages. |  | I can write 5-6 sentences in characters fairly accurately. |  |
| I can find radicals in most new words. |  | I can include new vocabulary with the help of a dictionary. |  |
| I can translate a couple of simple, familiar sentences into English accurately. |  | I can translate 2 sentences into the target language accurately. |  |
| 3 | I can understand points of short texts in characters based on several topics. |  | I can write a short paragraph on a familiar topic. |  |
| I can read and understand some sentences in characters with details such as time and place. |  | I can write some sentences in characters with details such as time and place. |  |
| I can translate a few sentences into English with details such as time and place. |  | I can translate 3 sentences into characters accurately that include opinions and details. |  |
| 4 | I can understand some points of longer texts based on several topics including 3 tenses. |  | I can write a longer passage about a variety of topics using at least 2 tenses, with longer sentences and giving more detail. |  |
| I am starting to read texts (factual and fictional) and I am working out the meaning independently. |  | I am starting to use a variety of structures and can apply my knowledge of grammar to new topics. |  |
| I can translate a short paragraph from characters into English accurately. |  | I can translate 4 sentences into the target language including different tenses. |  |
| 5 | I can understand points of various longer passages that include some unfamiliar characters with a range of tenses and complex structures. |  | I can write about a variety of topics using 3 tenses and consistently use other complex structures. |  |
| I can use my knowledge of grammar to understand new vocabulary and structures. |  | I can write confidently about new situations without preparation. |  |
| I can translate a paragraph from characters into English accurately. |  | I can translate a paragraph which includes 3 tenses into the target language accurately. |  |
| 6 | I can understand factual and imaginative materials. |  | I can write imaginative articles and stories of different lengths which include opinions. |  |
| I am beginning to use a range of structures I have learnt when responding to comprehension questions. |  | I use my grammatical knowledge to link paragraphs and include some complex structures. |  |
| I am starting to be able to translate unfamiliar characters and structures into English accurately. |  | I can talk without preparation using complex structures with reasonable accuracy. |  |
| I can use my textbook and dictionary to correct, edit and re-draft my work. |  |
| I am starting to translate unfamiliar language into the target language accurately. |  |
| 7 | I can understand longer passages that include unfamiliar characters with a range of tenses and complex structures. |  | I can write with a high level of accuracy and include complex structures. |  |
| I can translate longer passages into English accurately. |  | I can write a flowing, coherent piece of work. |  |
| I can understand the target language in a variety of forms and use my knowledge to infer meaning. |  | I can paraphrase and use quotes to support my responses. |  |
| 8 | I can understand different authentic texts – this includes texts written in different formats. |  | I can write in a variety of formats and styles. |  |
| I can summarise authentic texts, inferring meaning accurately and independently. |  | I can express points of views and develop arguments coherently. |  |
| I can translate authentic texts accurately. |  | I am able to translate a variety of different text styles into the target language accurately. |  |
| 9 | I can read authentic materials independently, according to my interests. |  | I can write in a variety of styles, both factual and imaginative. |  |
| I can understand authentic materials on factual and imaginative pieces. |  | I can present points of views, develop arguments, analyse and evaluate in the target language. |  |
| I can translate all points of authentic materials on factual and imaginative pieces. |  | I am consistently accurate when translating unfamiliar texts into the target language. |  |

**Linking words**

**因为。。。所以。。。(yīnwei… suǒyǐ)**  **Because… therefore…**

**因为**我的数学老师很好，**所以**我很喜欢数学课。(Because my Maths teacher is very good, I like Maths lessons)

**虽然。。。但是。。。(suīrán… dànshì)** **Although... but...**

**虽然**做老师很累，**但是**我觉得很有意思。(Although it’s tiring being a teacher, I think it is very interesting)

**除了。。。以外，也。。。(chúle… yǐwài…yě)** **Apart from... also...**

**除了**打篮球以外，我**也**很喜欢打乒乓球。(Apart from basketball, I also like playing table tennis)

**要是。。。就。。。(yàoshì… jiù)** **If... then...**

**要是**你喜欢跑步，我们星期六**就**可以一起去跑步。(If you like running, we could go running together on Saturday)

**不但。。。而且。。。(búdàn… érqiě…)** **Not only... also...**

我觉得看电影**不但**好玩，**而且**也可以让我放松。(I think watching films is not only fun, but can also help me relax)

**先。。然后。。。 (xiān… ránhòu…)** **First, then...**

回家以后，我**先**看半个小时电影，**然后**做作业。(When I go home, I first watch a film for half an hour, then do homework)

**。。。的时候。。。 (de shíhòu) When...**

我小**的时候**很喜欢法文课，但是我现在更喜欢德文课。(When I was young, I really liked French lessons, but now I prefer German lessons)

**比 (bǐ) Comparison**

我觉得看电视**比**看书好玩。(I think watching TV is more fun than reading books)

**跟/和。。。一样 (yīyàng) Comparison**

音乐课**和**体育课**一样**难。(Music lessons are as difficult as PE lessons)

**没有Comparison**

在电视上看足球比赛**没有**自己踢足球有意思。(Watching football matches on TV isn’t as interesting as playing football)

**又。。。又。。。 (yòu) Both... and... (adjectives)**

打网球**又**有意思**又**好玩。(Playing tennis is both interesting and fun)

**一边。。。一边。。。 (yībiān) While... at the same time...**

我常常**一边**吃晚饭，**一边**跟我家人聊天。(I often eat dinner while chatting to my family)

**我最喜欢的。。。是。。。 The... that I most like is...**

**我最喜欢的**运动**是**游泳。 (The sport that I most like is swimming)

**对。。。（没）有兴趣 (duì… yǒu xìngqù)** **To be (not) interested in something**

我**对**电影很**有兴趣**。(I am really interested in films)

**得 (de) To comment on an action**

他跑步跑**得**很快。 (He runs very fast)

**Giving an opinion**

我觉得 (juédé)。。。/ 我认为 (rènwéi) 。。。(I think…)

对我来说 (duì wǒ lái shuō)。。。(In my opinion…)

**Connectives**

和 = and (used for nouns with the same verb) 我喜欢网球**和**足球。

也 = also 我爸爸每天跑步，我**也**常常跑步。

**Future verbs**

打算 (dǎsuàn) /计划 (jìhuà) = plan to

想 (xiǎng) = would like to

要 (yào) = will

我明年**打算**上大学 (I plan to go to university next year)

**Time Phrases**

今年(jīn nián) = this year

去年(qù nián) = last year

明年(míng nián) = next year

前年 (qián nián) = the year before last

后年 (hòu nián) = the year after next

两年前 (liǎng nián qián) = two years ago

每年 (měi nián) = every year

今天 (jīn tiān) = today

昨天 (zuó tiān) = yesterday

明天 = tomorrow

前天 = the day before yesterday

后天 = the day after tomorrow

两天前 = two days ago

每天 = every day

这个月 (zhè gè yuè) = this month

上个月 (shàng gè yuè) = last month

下个月 (xià gè yuè) = next month

每个月 = every month

这个星期 (zhègè xīngqī) = this week

上个星期 = last week

下个星期 = next week

每个星期 = every week

很少 (hěn shǎo) = rarely

常常/经常/通常(chángcháng / jīngcháng / tōngcháng) = often

我**很少**看电视 = I rarely watch TV

我**上个月**去**了**法国 = I went to France last month

我**明年想**去中国 = I would like to go to China next year

**Speaking prompts**

**General question phrases**

/ = please tell me about…

。。。 = please can you introduce…

**How to start your answer**

。。。 = first of all, I’ll introduce…

\_\_\_\_\_ = this photo was taken in…

，。。。 = on the photo, is…

，。。。 = on the photo, I am…

**How to elaborate on your answers**

。。。 。。。= I don’t really like…, but I really like…

。。。 = I used to often… but now…

。。。 = In the future I plan to…

， ， = There are ads & disads, e.g.

, 。。。 = Furthermore, I think…

**Time phrases**

。。。 = I normally…

。。。 = In my spare time, I…

**Picture based speaking task**

。。。 = First of all, I’d like to introduce…

。。。= I chose this photo because…

\_\_\_\_\_ = This photo was taken in/at \_\_\_\_\_

/// 。。。 = To the right/left/at the back/at the front of the picture/photo, there is…

**Help!!!**

， = Sorry, please can you say it again

对不起，我不懂（dǒng） = Sorry, I don’t understan

## Mandarin Excellence Programme Year 7 Mock Speaking Test

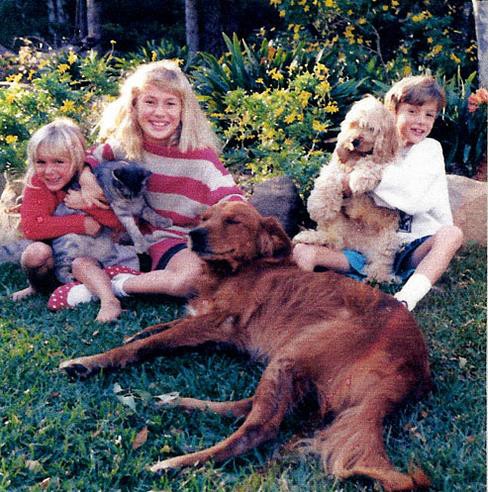
There are two sections to this test.

**Section 1** (1 minute 30 seconds – 2 minutes)

Your teacher will give you up to minute 30 seconds to introduce your family in Chinese. Your teacher will ask you 2 questions about what you have said. [20 marks]

**Section 2 (1 minute 30 seconds plus 30 seconds preparation time)**

Look at the picture below about Jane’s family



Your teacher will ask you to:

1. Say 3 things related to the picture in Chinese
2. Answer 2 questions about it
3. Ask 2 questions about it. [**20 marks]**

### Speaking Test Mark Scheme

**Section 1**

**To be marked out of 20**

* **10 marks for communication**
* **10 marks for language**

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Communication** | **Marks** | **Language** |
| 10  9 | Communicates information successfully with little hesitation. Pronunciation and tones are clear, with few inaccuracies. Can be easily understood by the listener | 10  9 | A very accurate family introduction with a good range of vocabulary and correct sentence structure, making use of connectives. |
| 8  7 | Communicates information successfully with minor prompting and/or hesitation. Pronunciation and tones are clear, despite some inaccuracies. Can be understood by the listener with minimal effort required. | 8  7 | An accurate family introduction with a range of vocabulary and sentence structures and the occasional connective |
| 6  5 | Communicates most of the information requested with some prompting and hesitation. Pronunciation and tones are mostly clear enough, despite inaccuracies. Can be understood by the listener, with effort in some cases. | 6  5 | A family introduction with a few errors in vocabulary and structures and little attempt to move beyond very simple sentences |
| 4  3 | Communicates some of the information requested with prompting and hesitation. Pronunciation and tones are clear in some cases. Can be understood by the listener, though effort required. | 4  3 | A family introduction with more significant errors in vocabulary and structures and little attempt to move beyond very simple sentences |
| 2  1 | Communicates very little or no information relevant to the task. Pronunciation is rarely clear and there are long hesitations. Understanding requires considerable effort from the listener. | 2  1 | A very limited family introduction using single words and phrases and/or largely inaccurate sentence structure. |
| 0 | Nothing of relevance can be understood by the listener | 0 | Produces no relevant language |

**To be marked out of 6**

* **6 marks for answering questions (3 marks per question)**

|  |  |
| --- | --- |
| **Marks** | **Marks for each question answered** |
| 3 | Answer in a full sentence |
| 2 | Answer |
| 1 | Partial answer |

**Speaking Test Mark Scheme Section 2**

**To be marked out of 20**

* **10 marks for communication**
* **10 marks for language**

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Communication** | **Marks** | **Language** |
| 10  9 | Communicates information successfully with little hesitation. Pronunciation and tones are clear, with few inaccuracies. Can be easily understood by the listener | 10  9 | Responds for the most part in simple, accurate sentences (rather than single words) with few grammatical errors. Demonstrates a connective  Is able to ask a question.  Uses a good range of appropriate vocabulary. |
| 8  7 | Communicates information successfully with minor prompting and/or hesitation. Pronunciation and tones are clear, despite some inaccuracies. Can be understood by the listener with minimal effort required. | 8  7 | Responds for the most part in simple sentences (rather than single words) with some grammatical errors. Is able to ask a question, with some prompting. Uses a range of appropriate vocabulary. |
| 6  5 | Communicates most of the information requested with some prompting and hesitation. Pronunciation and tones are mostly clear enough, despite inaccuracies. Can be understood by the listener, with effort in some cases. | 6  5 | Responds using some simple sentences and some individual words, some successfully and some with errors. Tries to ask a question. Uses appropriate vocabulary. |
| 4  3 | Communicates some of the information requested with prompting and hesitation. Pronunciation and tones are clear in some cases. Can be understood by the listener, though effort required. | 4  3 | Responds using single words and short phrases with some errors evident. Uses some vocabulary appropriate to the task. Is unable to ask a question, |
| 2  1 | Communicates very little or no information relevant to the task. Pronunciation is rarely clear and there are long hesitations. Understanding requires considerable effort from the listener. | 2  1 | Attempts to repeat words or to respond using individual words with frequent errors. Does not have vocabulary appropriate to the tasks. |
| 0 | Nothing of relevance can be understood by the listener | 0 | Produces no relevant language |

**To be marked out of 4**

* **4 marks for impression**

|  |  |
| --- | --- |
| **Marks** | **Impression** |
| 4 | Speaks without hesitation and demonstrates an excellent ability to manipulate the language, impressive for Year 7. |
| 3 | Speaks with some hesitation and demonstrates a very good ability to manipulate the language, very good for Year 7. |
| 2 | Speaks with hesitation and demonstrates a good ability to manipulate the language, good for Year 7. |
| 1 | Speaks with hesitation but nonetheless demonstrates some ability to manipulate the language, sound for Year 7. |

### Speaking Test Mark Sheet

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Section One** | | | **Section Two** | | |  |
| Candidate number | Image assigned to candidate | Communication | Language | Questions answered | Communication | Language | Impression | **Total score** |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | B | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | C | /10 | /10 | /6 | /10 | /10 | /4 | /50 |
|  | A | /10 | /10 | /6 | /10 | /10 | /4 | /50 |

# Mandarin Excellence Programme Year 7 Mock Writing Test.

**There are three questions in this test. You have 45 minutes.**

Question 1

**Look at the information in Chinese about Wang Li.**

**Wang Li –** 王力



|  |  |
| --- | --- |
| **Name:** | 我叫王力。 |
| **Age:** | 我十九岁。 |
| **Family:** | 我家有三口人。 |
| **Pets:** | 我有一只狗。 |

**This is Eleanor.**

**Eleanor**



**Now write 3 sentences in Chinese about Eleanor in the table below. If you wish, you can make use of the sentences used to describe Wang Li.**

|  |  |
| --- | --- |
| **Name:** | 我叫 Eleanor。 |
| **Age:** |  |
| **Family:** |  |
| **Pets:** |  |

**[10 marks]**

Question 2

Look at the picture and write 3 sentences which are related to it.



You may want to use the following words:

女

踢足球

喜欢

**[15 marks]**

Question 3

A Chinese student is coming to stay at your house. Write them an email to introduce your family:

Include the following information:

* the number of people in your family
* who they are
* what pets you have
* what you like doing in the evenings.

Write approximately 40-50 characters in Chinese and don’t forget to greet your friend and send best wishes at the end of the email.

[25 marks]

### Writing Test Mark Scheme

**Question 1**

**To be marked out of 10:**

* **6 marks for communication (2 marks per sentence)**
* **4 marks for accuracy of characters and structures**

|  |  |
| --- | --- |
| **Mark** | **Communication - maximum of 2 for each sentence** |
| 2 | Full communication with own substitutions in the given sentence patterns |
| 1 | Communication by copying in full the model given |
| 0 | No communication |

|  |  |
| --- | --- |
| **Mark** | **Accuracy of characters and structures** |
| 4 | Characters and structures accurately used |
| 3 | Characters and structures predominantly accurate |
| 2 | Some accuracy of characters and structures with more substantial errors |
| 1 | Largely inaccurate with some examples of accurate characters |
| 0 | No relevant material in Chinese characters |

**Question 2**

**To be marked out of 15:**

* **9 marks for communication (3 marks for each sentence)**
* **6 marks for accuracy of characters and structures**

|  |  |
| --- | --- |
| **Mark** | **Communication – maximum of 3 for each sentence** |
| 3 | Full communication |
| 2 | Partial communication |
| 1 | Limited communication |
| 0 | No communication |

|  |  |
| --- | --- |
| **Mark** | **Accuracy of characters and structures** |
| 6 | Characters and structures accurately used |
| 5 | Characters and structures largely accurate |
| 4 | Some accuracy of characters and structures but more errors evident |
| 3 | Some accuracy of characters and structures with more substantial errors in both characters and usage |
| 2 | Largely inaccurate - a few examples of characters accurately written |
| 1 | Isolated examples of characters accurately written |
| 0 | No relevant material in Chinese characters |

**A candidate writing 2 short sentences can only gain a maximum of 4 for accuracy of characters and structures.**

**A candidate writing 2 sentences, one of which is longer and includes a connective, can be marked as if they had written 3 sentences.**

**Question 3**

**To be marked out of 25:**

* **3 marks for answering each of the bullet points (12 marks in total)**
* **3 marks for an appropriate beginning and ending to the email**
* **10 marks for characters and structure**

|  |  |
| --- | --- |
| **Mark** | **Communication – maximum of 3 for each bullet point** |
| 3 | Full communication of each bullet point |
| 2 | Partial communication of the bullet point |
| 1 | An attempt at communication of the bullet point, which is largely incomplete |
| 0 | No communication of the bullet point |

|  |  |
| --- | --- |
| **Mark** | **Communication – Appropriate beginning and ending** |
| 3 | Appropriate beginning and ending to the email |
| 2 | Appropriate beginning or ending to the email |
| 1 | Names at the beginning and end of the email |
| 0 | No attempt to cover this requirement |

|  |  |
| --- | --- |
| **Mark** | **Characters and structure** |
| 10/9 | A good range of characters correctly written. Accurate use of simple sentence structures with connectives used. Infrequent errors. |
| 8/7 | A little more ambitious than the 5/6 band in range of characters. Accurate in use of simple structures with occasional connectives, but some more serious errors/more frequent slips. |
| 6/5 | Limited in range of characters. Control of some simple sentence structures evident. |
| 4/3 | Some simple characters written correctly. Occasional examples of accurate usage of simple sentences, but very inconsistent |
| 2/1 | Substantially inaccurate both in character writing and structures, with only isolated examples of accuracy. |

### Writing Test Mark Sheet

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Question one** | | **Question two** | | | **Question three** | | |  |
| Candidate number/name | Communication | Accuracy of characters and structures | | Communication | Accuracy of characters and structures | Communication – Bullet Points | Communication – Appropriate beginning and ending | Characters and structure | **Total score** |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |
|  | /6 | /4 | | /9 | /6 | /12 | /3 | /10 | /50 |