Short Course

Chinese Language and Culture

Specification for Junior Cycle Short Course

June 2016

Contents

Introduction
to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

Rationale

A growing number of young people are interested in learning Chinese and discovering the culture and way of life of Chinese people. This short course in Chinese Language and Culture offers students an introduction to the language and culture of China. It provides students with a learning base in Mandarin Chinese which they can subsequently build on in their studies. They also learn about China and they understand and experience many aspects of Chinese culture which are essential to communicate effectively in Chinese. Students develop their communication skills, their ability to interact successfully with Chinese people and those from other cultures, and their capacity to be effective language learners. The focus is on understanding and speaking basic Chinese in everyday situations through active engagement in activities and through using digital media. The level of personal proficiency to be achieved in the short course is broadly aligned to the Common European Framework of Reference (CEFR) A1.1 for speaking and listening, with a lower level for reading and writing. Students learn to become more self-directed in their learning and to identify what helps them achieve their goals. Their progress is supported and accelerated by drawing on their experience of learning other languages. This short course is designed to build confidence and competence through enjoyment and a sense of achievement in learning to speak and write Chinese.

Aim

This short course aims to enable students to reach set basic proficiency levels in spoken and written Mandarin Chinese, develop their cultural and intercultural awareness, and learn to plan and evaluate their progress in learning Chinese.

Overview: Links

Tables 1 and 2 on the following pages show how Chinese Language and Culture may be linked to central features of learning and teaching in junior cycle.

Chinese Language and Culture and statements of learning

Table 1: Links between junior cycle Chinese Language and Culture and the statements of learning

Statements of learning (SOL)

Statement	Examples of related learning in the course
SOL 2: The student listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability.	Students communicate with Chinese speakers giving and receiving simple messages. They learn to understand pinyin and some basic characters. They also learn to write simple phrases in pinyin and to use characters.
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and cultures in which they live.	Students explore Chinese culture and language through activities, cultural events and tasks, through face-to-face contact and through use of digital media. They learn about other ways of viewing the world, and of being and doing. They enrich their emerging sense of cultural and linguistic identity, and enhance their understanding of their own values and belief systems.
SOL 16: The student describes, illustrates, predicts and explains patterns and relationships.	Students investigate how language works by making comparisons between Chinese and other languages in a range of areas including sound, word order and writing systems. They learn about language-learning strategies and how to develop those most suited to learning Chinese, how to take risks and become creative in using language, and they discover that 'making errors' can be a valuable way of learning Chinese as well as other languages.
SOL 24: The student uses technology and digital media to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Students source information and content in different facets of Chinese language and culture using the internet. They use technology to interact with Chinese speakers in a variety of ways. They create a range of texts, images and artifacts using online tools. They complete their portfolio and store their learning (audio, video and other) materials online. They also use ICT to plan and engage in private study.

Chinese Language and Culture and key skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

Figure 1: Key skills of junior cycle

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

- Being curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

- Imagining
- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

KEY SKILLS

- BEING LITERATE
- MANAGING MYSELF
- COMMUNICATING
- STAYING WELL
- WORKING WITH OTHERS
- MANAGING INFORMATION & THINKING
- BEING CREATIVE
- BEING NUMERATE

This course offers opportunities to support all key skills, but some are particularly significant. The examples below identify some of the elements that are related to learning activities in this short course. Teachers can also build many of the other elements of particular key skills into their classroom planning.

Table 2: Links between junior cycle Chinese language and culture and key skills

Key skill	Key skill element	Student learning activity
Being creative	Learning creatively	Students create and organise events showing and sharing their understanding of Chinese culture and language with the school/peers and the community, e.g. Chinese New Year, Dragon Boat Festivals.
Being literate	Growing my understanding of words	Students develop an understanding of how language works by learning a new language. They learn to make comparisons across all the languages they speak or study by noticing how words express meanings.
Being numerate	Seeing patterns, trends and relationships	Students participate in learning activities which involve using numbers (such as indicating age, time, distance, quantity, height, and giving directions) and they notice patterns as they engage in writing Chinese characters.
Communicating	Listening and expressing myself	Students engage in face-to-face and online conversations with Chinese speakers from a variety of backgrounds. They participate in authentic, real-life activities and tasks in order to understand what is being said and to convey messages.
Managing information and thinking	Using digital technology to access, manage and share content	Students use digital technology to access language and cultural content as well as learning materials. They use online media to complete course tasks with their peers.
Managing myself	Being able to reflect on my own learning	Students learn to self-assess their level in Chinese. They reflect on their learning and set new proficiency targets at regular intervals.
Staying well	Being healthy, physical and active	Students explore Chinese attitudes to food and their role in promoting health and wellbeing. They learn about and experience how the practice of martial arts can improve mental and physical balance. They engage in cultural activities requiring dexterity and co-ordination, e.g. paper-cutting, calligraphy and dance.
Working with others	Learning with others	Students communicate in pairs and groups. They create a variety of links with Chinese speakers in partner schools and communities. They link with other school subjects: home economics, to make Chinese dishes; music to learn to sing Chinese songs; or history to learn about China's past.

Overview: Course

This is a course in Chinese Language and Culture for the non-native speaker, with approximately 70% weighting towards language and 30% towards culture.

The four strands are organised around domains of language use that are seen as potentially relevant and meaningful to junior cycle students:

Strand 1: Myself, my family and my friends.

Students communicate about themselves in personal settings.

Strand 2: Out and about in public places.

Students acquire language to participate in different public situations

Strand 3: Education and school.

Students communicate with teachers and peers in school/out-of-school settings

Strand 4: Chinese and young global citizens.

Students learn and talk about Chinese people, both in China and around the world, and their connections with other cultures and peoples.

In the four separate yet interconnected strands, students develop communication skills, intercultural and language awareness, and competence in digital literacy. While the four strands suggest a particular order for learning, this can be modified by teachers or students depending on need. All students are required to achieve the same learning outcomes but will do so to different degrees of competence.

The short course adopts an activity and task-based approach to language learning. Activities and tasks encourage students, with the guidance of their teachers, to identify and call on the target language they need to achieve a 'real-world' outcome. The target language needed includes language skills (listening, speaking, reading and writing), grammatical forms, vocabulary and pronunciation (including tones). Samples of each of these are set out in the sample exponents. The sample exponents set out examples of specific learning which should flow from engagement with the learning outcomes of the course (Appendix 2).

The Classroom-Based Assessment reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related classroom-based assessment. Guidelines for schools who wish to develop their own short course(s) are available.

The learning outcomes of this course are broadly aligned with the level indicators for Level 3 of the National Framework of Qualifications (Appendix 1).

The Chinese Language and Culture short course has been designed for approximately 100 hours of student engagement.

Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA-developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in Chinese language and culture. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

Strand 1: Myself, my family and my friends

Learning outcomes

Students learn about	Students should be able to
Personal greetings, showing awareness of conventions	1.1 understand and exchange simple greetings
	1.2 use Chinese names and titles appropriately
	1.3 write their own name in Chinese characters
	1.4 send simple messages using pinyin
Exchanging certain personal information	1.5 share information about age and birthday
	1.6 understand and use basic numbers
	1.7 appreciate the cultural significance of numbers in Chinese*
	1.8 say and recognise their own Zodiac sign*
Interests and hobbies	1.9 understand someone talking about hobbies
	1.10 talk (like/dislike) about hobbies and interests
	1.11 appreciate the cultural significance of colours in China*
Sharing information about home and family life	1.12 draw a sample Chinese family tree*
	1.13 understand and talk about daily life in China/at home
	1.14 compare some food customs in China/at home*
	1.15 use digital media to access and share information
Sharing information about home and family life	1.16 draw a sample Chinese family tree*
	1.17 understand and talk about daily life in China/at home
	1.18 compare some food customs in China/at home*
	1.19 use digital media to access and share information

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Strand 2: Out and about in public places

Learning outcomes

Students learn about	Students should be able to
Getting around in China	2.1 ask for and understand directions
	2.2 mark some famous Chinese cities and places on a map*
	2.3 understand and ask for simple information about the weather
Celebrating Chinese culture	2.4 research well-known Chinese New Year customs*
	2.5 interpret some simple information about Chinese New Year
	2.6 organise a spring festival in their classroom/school*
	2.7 perform a Chinese song/poem/dance
Going shopping	2.8 compare teenage 'must haves' in China and their own country*
	2.9 understand and talk about sizes and price of some items
	2.10 role-play a shopping event using Chinese currency
	2.11 create images of typical Chinese street markets and shops*
Going out for a Chinese meal	2.12 understand and respond to greetings in a restaurant
	2.13 design a typical Chinese restaurant using digital media*
	2.14 recognise some Chinese dishes on a restaurant menu
	2.15 say which dishes they want to order

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Strand 3: Education and school

Learning outcomes

Students learn about	Students should be able to
Going to school in China	3.1 understand and use classroom language in Chinese
	3.2 address school staff appropriately*
	3.3 talk about subjects studied in Chinese and Irish schools
A typical school day	3.4 compare daily timetables in Chinese and Irish schools*
	3.5 ask and tell the time
	3.6 talk about homework in China and Ireland
Out-of-class time	3.7 understand someone talking about free time
	3.8 ask about student free-time activities in China
Social and other media	3.9 learn about how young Chinese use the internet in China*
	3.10 create a group for a Chinese social network*
	3.11 set up online links to talk in Chinese*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Strand 4: Chinese and young global citizens

	Learning outcomes
Students learn about	**Students should be able to**
Chinese language in the world	4.1 show where Chinese is widely spoken using a world map*
	4.2 indicate which languages are spoken in China*
	4.3 compare Chinese and another East Asian language*
Learning languages	4.4 indicate which languages they can speak
	4.5 show what they 'can say and do' in different Chinese language skills
	4.6 share experiences of learning different languages including Chinese*
Chinese people in the world	4.7 research famous Chinese people and/or events*
	4.8 introduce a Chinese person/family to the class
	4.9 organise a Chinese cultural event
	4.10 describe a China-Ireland project, e.g. all-China Gaelic games*
Chinese inventions and innovations	4.11 describe a well-known Chinese invention*
	4.12 present a short project on a Chinese initiative of their choice, e.g. saving the Giant Panda*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different language-learning activities such as discussing and interacting, presenting, researching, and organising cultural events. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work. They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment (CBA) related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not only on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, the Assessment Toolkit will include learning, teaching, assessment and reporting support material.

Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one Classroom-Based Assessment. Where feasible, teachers of short courses will participate in learning and assessment review meetings.

Classroom-Based Assessment: Language and culture project

Students will complete a language and culture project as their Classroom-Based Assessment (CBA).

Students are given an opportunity to choose a topic or issue that is of interest to them and to carry out an exploration over time leading to an oral presentation. The development of spoken interaction and spoken production will be central to this and students will also demonstrate their cultural knowledge and intercultural awareness. Other skills which will be developed include basic research skills, organising material, using key phrases and questions to give shape to ideas, as well as creative skills needed to prepare a presentation. This Classroom-Based Assessment provides useful opportunities for using a range of oral presentation styles. In addition, the activity offers students opportunities, where appropriate, to collaborate with classmates and others in gathering and developing materials, as they prepare for their presentation.

Students can use both Chinese and English/Irish. The Assessment Guidelines provide fuller details on the CBA and suggest a minimum number of sentences in Chinese which students should be able to use.

A particular purpose of the Classroom-based Assessment will be to facilitate developmental feedback to students during their engagement with the task and at the end of the process. The Classroom-Based Assessment for the Chinese short course can be completed in second or third year.

Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessments and are the criteria that will be used by teachers to assess students' language and culture project. More detailed material on assessment and reporting in this short course, including features of quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for Chinese language and culture. The guidelines will include, for example, the suggested length and formats for students' projects, and support in using 'on balance' judgement in relation to the features of quality.

Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessment, are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a Special Needs Assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment.

Accommodations which enable all students to access learning and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the classroom-based assessment. Equally, a student who cannot speak may draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available here and guidelines for teachers of students with general learning disabilities are available here.

Appendix 1:
Level indicators for Level 3 of the National Framework of Qualifications

This short course has been developed in alignment with the level indicators for Level 3 of the National Framework of Qualifications. Usually, for Level 3 certification and awards, the knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.

NFQ Level	3
Knowledge *Breadth*	Knowledge moderately broad in range
Knowledge *Kind*	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know-how and skill *Range*	Demonstrate a limited range of practical and cognitive skills and tools
Know-how and skill *Selectivity*	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence *Context*	Act within a limited range of contexts
Competence *Role*	Act under direction with limited autonomy; function within familiar, homogeneous groups
Competence *Learning to learn*	Learn to learn within a managed environment
Competence *Insight*	Assume limited responsibility for consistency of self-understanding and behaviour

Appendix 2:
Sample exponents for teaching the course

Introduction

What follows provides sample language and culture content to support planning for teaching and learning in the Chinese Language and Culture short course. These exponents are provided to illustrate the kind of learning students will need to engage with to achieve the learning outcomes in each of the four strands.

The sample exponents can also support student learning in a number of ways:

- Students can use the exponents to keep a record of their progress throughout the course. Guided by their teacher they can complete 'can do' statements, based on the exponents of learning and keep a record of these in their Learning Record.

- The exponents can be used to set learning goals and facilitate formative feedback to students on their progress and suggested next steps in their learning.

- They can also be useful in reporting progress to parents/guardians.

The examples set out here are not prescriptive and teachers should exercise their own judgement regarding the amount and level of challenge that is appropriate for their students. Teachers may also decide which of the topics best respond to the interests and abilities of students at a given time in their learning journey.

A wide range of source material can be used to support the teaching of this short course including the use of authentic documents, web-based resources and textbooks, or indeed teachers may develop their own materials individually or with colleagues.

Myself, my family and my friends

Sample Exponents:
1.1–1.4: Personal greetings, showing awareness of conventions

Students should be able to

1.1 understand and exchange simple greetings
1.2 use Chinese names and titles appropriately
1.3 write their own name in Chinese characters
1.4 send simple messages using pinyin

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Nǐhǎo. Zàijiàn. 你好。 再见。 Dàjiā hǎo. Lǎoshī hǎo. 大家 好。 老师 好。 Nǐ shì nǎ guó rén? 你 是 哪 国 人? Wǒ shì Zhōngguó rén. 我 是 中国 人。 Nǐ jiào shénme míngzi? 你 叫 什么 名字? Wǒ jiào Lǐ Xiǎolóng. 我 叫 李 小龙。 Hěn gāoxìng rènshi nǐ. 很 高兴 认识 你。 Xièxie! 谢谢!	**New words** wǒ nǐ jiào shénme 我 你 叫 什么 míngzi nǎ guó rén 名字 哪 国 人 hǎo hěn bù gāoxìng 好 很 不 高兴 shì rènshi Zhōngguó Ài'ěrlán 是 认识 中国 爱尔兰 xièxie dàjiā 谢谢 大家	**Recommended characters** Read:　一　二　三　四　五 　　　　你　好　中　人　我 Write:　中　人
		Learning about characters • Chinese characters: a bit of history • Using a character writing worksheet • Write simple single characters: numbers 1 to 5
	Grammar reference • Pronouns *wǒ* and *nǐ* • Use of the verb *jiào* • Use of the verb *shì* (to be) • Introduce use of *hěn* • Negative form *bù* • Questions with *ne*	
Sample real-life texts and tasks **Listening (input)** • Short dialogues on greetings • Sounds of Chinese (poem or song) **Speaking (output)** • Exchange simple greetings • Ask/answer simple questions • Counting 1–5 (counting rhymes)	**Pronunciation** • Role of tones in Chinese • Introduction to four tones	**Sample real-life texts and tasks** **Reading** • Recognise some characters (on flash cards) • Read some sentences in pinyin **Writing** • Write names in characters • Write numbers in characters

Developing cultural knowledge	Promoting intercultural awareness
• First steps in learning Chinese (language and culture) • Greeting Chinese people in family/public settings • Given and family names in China • Introduction to the Chinese writing system	• Comparing ways of saying hello/goodbye in China • Being polite in China/Ireland/own country • Using hand gestures and body language • Choosing a Western/Chinese name

Myself, my family and my friends

Sample Exponents:
1.5–1.8: Exchanging certain personal information

Students should be able to

1.5   share information about age and birthday

1.6   understand and use basic numbers

1.7   appreciate the cultural significance of numbers in Chinese*

1.8   say and recognise their own Zodiac sign*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking

Sample sentences

Nǐ duōdà? Wǒ shíèr suì.
你 多大? 我 十二 岁。

Nǐ shǔ shénme? Wǒ shǔ…
你 属 什么?   我 属……

Nǐ shēngrì shì nǎ tiān?
你 生日   是 哪 天?

Wǒ shēngrì shì shí'èryuè sìhào.
我 生日   是 十二月   四号。

Nǐ jiā zài nǎr?
你 家 在 哪儿?

Wǒ jiā zài Shànghǎi.
我 家 在 上海。

Nǐ diànhuà shì duōshǎo?
你 电话   是 多少?

Wǒ diànhuà shì…
我 电话   是……

Sample real-life texts and tasks

Listening (input)

• Talking about age, Zodiac sign
• Numbers 1–20
• Counting and birthday songs

Speaking (output)

• Dialogues on birthday celebrations
• Sing a birthday song with your class
• Counting 6–10 (counting rhymes)

Focusing on form

New words

jǐ suì jīnnián duō
几 岁 今年   多

dà shēngrì nián
大 生日   年

yuè rì hào shí èr
月 日 号 十 二

shǔ nǎr diànhuà duōshǎo
属 哪儿 电话   多少

Grammar reference

• Structure of numbers
• Question words: *shénme*, *shénme shíhou*, *nǎlǐ*
• Use of *zài* as preposition
• Use *men* to indicate plural
• Date format: year, month, day

Pronunciation

• Four tones marks
• Introduction to pinyin

Reading and writing

Recommended characters

Read: 六 七 八 九 十
       天 我 大

Write: 你 好 天 我 大

Learning about characters

• Single and compound characters
• Write simple single characters: number 6 to 10

Sample real-life texts and tasks

Reading

• Sample Chinese Zodiac signs
• Greeting cards
• Chinese ID cards/simple messages

Writing

• Draw own Zodiac including character
• Write short messages in pinyin
• Practice writing select characters

Developing cultural knowledge

• Lucky and unlucky numbers in Chinese
• The 12 animals of the Chinese Zodiac
• Birthday celebrations in old and new China
• Introduction to calligraphy

Promoting intercultural awareness

• Counting numbers using finger gestures
• Calculating age in China and Western cultures
• Celebrating birthdays in China/Ireland/your country

Myself, my family and my friends

Sample Exponents:
1.9–1.11: Interests and hobbies

Students should be able to

1.9   understand someone talking about hobbies

1.10 talk (like/dislike) about hobbies and interests

1.11 appreciate the cultural significance of colours in China*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Nǐ xǐhuan zuò shénme? 你 喜欢 做 什么? Wǒ xǐhuan dǎ lánqiú. 我 喜欢 打 篮球。 Nǐ xǐhuan yùndòng ma? 你 喜欢 运动 吗? Nǐ xǐhuan shénme yánsè? 你 喜欢 什么 颜色? Nǐjiā yǒu xiǎogǒu ma? 你家 有 小狗 吗? **Sample real-life texts and tasks** Listening (input) • Young people talk about their hobbies • Young people say which hobbies they like best Speaking (output) • Ask/answer questions about hobbies • Ask/answer questions about favourite colours	**New words** xǐhuan zuò yùndòng dǎlánqiú 喜欢 做 运动 打篮球 tīzúqiú kàndiànshì yóuyǒng yǒu 踢足球 看电视 游泳 有 shàngwǎng yánsè àihào gǒu 上网 颜色 爱好 狗 hóngsè huángsè báisè chéngsè 红色 黄色 白色 橙色 **Grammar reference** • Yes-no questions with *ma* • Express possession with *yǒu* • Negative form *méiyǒu* **Pronunciation** • Six basic finals (single vowels): *a, o, e, i, u, ü* • Placement of tone marks	**Recommended characters** Read: 什 么 有 吗 Write: 什 么 有 **Learning about characters** • Pictographic characters: 人, 口, 女 • Characters with phonetic elements: 吗 **Sample real-life texts and tasks** Reading • Posters featuring hobbies, events • Internet searches on student past-times Writing • Draw/design a promotional poster

Developing cultural knowledge
• How much free time do Chinese students have?
• Favourite past-times: shopping, visiting family, sport, etc.
• Significant, lucky and unlucky colours in Chinese society

Promoting intercultural awareness
• Compare Chinese/Irish students' past-times
• Compare significance of colours in different world cultures

Myself, my family and my friends

Sample Exponents:
1.12–1.15: Sharing information about home and family life

Students should be able to

1.12 draw a sample Chinese family tree*

1.13 understand and talk about daily life in China/at home

1.14 compare some food customs in China/at home*

1.15 use digital media to access and share information

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Nǐ jiā yǒu jǐ kǒu rén? 你 家 有 几 口 人? Wǒ jiā yǒu wǔ kǒu rén. 我 家 有 五 口 人。 Nǐ yǒu gēge ma? 你 有 哥哥 吗? Zhè shì wǒ bàba, nà shì wǒ māma. 这 是 我 爸爸，那 是 我 妈妈。 Wǒ jiā hěn dà, yǒu wǔ gè fángjiān. 我 家 很 大，有 五 个 房间。 Wǒ xǐhuan mǐfàn. 我 喜欢 米饭。 **Sample real-life texts and tasks** **Listening (input)** • Family members introduce themselves • Conversations about food **Speaking (output)** • Say who is in your family • Say which dishes you like/dislike	**New words** jiā bàba māma gēge 家 爸爸 妈妈 哥哥 jiějie dìdi fángjiān 姐姐 弟弟 房间 wǔ zhè nà 五 这 那 kuàizi mǐfàn miàntiáo jiǎozi 筷子 米饭 面条 饺子 **Grammar reference** • Introduce measure words • Measure word *gè* • Express existence with *yǒu* **Pronunciation** • Initials (1): *b, p, m, f, d, t, n, l* • Combine initials (1) and six basic finals • Neutral tone: *ma*	**Recommended characters** Read: 爸 妈 个 口 家 Write: 爸 妈 个 口 **Learning about characters** • Role of radicals • Recognise radicals: 马 人 **Sample real-life texts and tasks** **Reading** • Recipes for Chinese dishes • Source Chinese family charts (internet) **Writing** • Practice character writing • Write the ingredients for a Chinese dish • Create a family tree (print or digital)

Developing cultural knowledge • Family life and ties in China • Some well-known dishes from different parts of China • Importance of food in Chinese life and culture	**Promoting intercultural awareness** • Compare family life in China/Ireland/own country • Culture and politeness at meal-times in Ireland/China • Plan a Chinese meal/dish for your family/friends

Out and about in public places

Sample Exponents:
2.1–2.3: Getting around in China

Students should be able to

2.1   ask for and understand directions

2.2   mark some famous Chinese cities and places on a map*

2.3   understand and ask for simple information about weather

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences	**New words**	**Recommended characters**
Qù… zěnme zǒu? Wǎng zuǒ zhuǎn. 去…… 怎么 走? 往 左 转。	zǒu wǎng zuǒ yòu zhuǎn mǐ 走 往 左 右 转 米	Read: 去 走 坐 上 下 Write: 去 走 上 下
Zuò jǐ lù chē? 坐 几 路 车?	hónglǜdēng lù tiānqì 红绿灯 路 天气	
Yào huàn chē ma? Búyào. 要 换 车 吗? 不要。	xiàyǔ xiàtiān dōngtiān 下雨 夏天 冬天	**Learning about characters**
Jīntiān Běijīng tiānqì hǎoma? 今天 北京 天气 好吗?	rè lěng dìtú chángjiāng 热 冷 地图 长江	• What are character strokes? • Introducing basic strokes 1: *diǎn, héng, shù*
Běijīng dōngtiān lěng, xiàtiān rè. 北京 冬天 冷，夏天 热。	Běijīng Shànghǎi Xiānggǎng 北京 上海 香港	
Sample real-life texts and tasks		**Sample real-life texts and tasks**
Listening (input)	**Grammar reference**	**Reading**
• Station announcements about travel • Conversations on directions/weather • Weather announcements	• Question word: *zěnme* • Use of verb *qù* • Express 'need to' with *yào* • Compare *búyào* and *méiyǒu*	• Simple transport timetables • Tickets for bus and trains • Brochures on Chinese cities and places
Speaking (output)		**Writing**
• Asking/answering directions • Say what the weather is like • A song or poem on a favourite season	**Pronunciation** • Initials (2): *g, k, h, j, q, x* • Combine initials (2) and six basic finals	• Identify provinces/cities on a map of China • Short texts of some famous places

Developing cultural knowledge	Promoting intercultural awareness
• Using public transport in China • Some cities, rivers, mountains, provinces, etc. • Introduction to the geography of China • Some climate differences across China	• Comparing public transport in China/Ireland • With your classmates, design a two-week trip to China • How to prepare for a visit to China • Comparing weather in Ireland/China

Out and about in public places

Sample Exponents:
2.4–2.7: Celebrating Chinese culture

Students should be able to

2.4   research well-known Chinese New Year customs*

2.5   interpret some simple information about Chinese New Year

2.6   organise a spring festival in their classroom/school*

2.7   perform a Chinese song/poem/dance

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Xīnnián hǎo. Xīnnián kuàilè. 新年 好。 新年 快乐。 Jīnnián shì… nián. 今年 是……年。 Chūnjié zài shénme shíhòu? Yīyuè huò èryuè. 春节 在 什么 时候? 一月 或 二月。 Zhōngguó rén zěnme guò chūnjié? 中国 人 怎么 过 春节? Wǒmen hé quánjiā yīqǐ guò chūnjié. 我们 和 全家 一起 过 春节。 Zhōngguó rén guò chūnjié chī shénme? 中国 人 过 春节 吃 什么? Wǒmen chī yú, jiǎozi hé yuánxiāo. 我们 吃 鱼，饺子 和 元宵。 **Sample real-life texts and tasks** **Listening (input)** • Media texts featuring celebrations • Songs, greetings, poems • Conversations about new year **Speaking (output)** • Chinese New Year messages • 'Happy New Year' chants • Short poems and sayings for new year	**New words** guò jīnnián chūnjié xīnnián 过 今年 春节 新年 kuàilè bāojiǎozi shíhou huò 快乐 包饺子 时候 或 hóngbāo yuánxiāojié yīyuè zěnme 红包 元宵节 一月 怎么 quánjiā yīqǐ chī yú 全家 一起 吃 鱼 **Grammar reference** • Expressing days and dates • Use of *huò* **Pronunciation** • Initials (3): *zh, ch, sh, r* • Combine initials (3) and six basic finals	**Recommended characters** Read: 春 月 吃 年 今 Write: 月 吃 年 今 **Learning about characters** • Introducing basic strokes 2: *piě, nà* • Combine use of strokes **Sample real-life texts and tasks** **Reading** • Chinese banners/couplets • New year cards for friends and family • Recipes for new year **Writing** • Chinese New Year greetings • Write names of some dishes

Developing cultural knowledge
• Chinese New Year Day and Spring Festival
• Special dishes: dumplings, whole fish, rice cakes
• Aspects of Chinese New Year celebrations (lion/dragon dances, lucky red envelopes, fire-crackers)
• Other Chinese festivals in the lunar calendar (dragon boat, mid-autumn, tomb-sweeping, etc.)

Promoting intercultural awareness
• Examples of festivals in own and other cultural traditions
• Compare Christmas and Chinese New Year
• Chinese New Year celebrations in cities around the world
• Create a spring festival event for your school/community (banners, lanterns, food, songs, dance, martial arts, etc.)

Out and about in public places

Sample Exponents:
2.8–2.11: Going Shopping

Students should be able to

2.8   compare teenage 'must haves' in China and their own country*

2.9   understand and talk about sizes and prices of some items

2.10 role-play a shopping event using Chinese currency

2.11 create images of typical Chinese street markets and shops*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking

Sample sentences

Píngguǒ   yī jīn   duōshǎo   qián?
苹果   一斤   多少   钱?

Tài   guì   le.
太   贵   了。

Piányi   yīdiǎnr   hǎoma?
便宜   一点儿   好吗?

Gěi   nǐ   qián.
给   你   钱。

Zhǎo   nǐ   wǔ   kuài.
找   你   五   块。

Zhè   jiàn   tài   cháng   le.
这   件   太   长   了。

Dàxiǎo   hěn   héshì.
大小   很   合适。

Kěyǐ   shìshi   ma?
可以   试试   吗?

Sample real-life texts and tasks

Listening (input)
· Ads for popular purchases
· Conversations in shops and markets
· Descriptions of shops and streets

Speaking (output)
· Asking a price to buy something
· Bargaining for the best price
· Jingles and counting rhymes

Focusing on form

New words

ōuyuán   yuán   kuài   máo   fēn
欧元   元   块   毛   分

jīn   jiàn   xiǎo   dàxiǎo
斤   件   小   大小

héshì   piányi   guì   mǎi
合适   便宜   贵   买

shāngdiàn   chāoshì
商店   超市

Grammar reference
· Express 'very' or 'too' with *tài*
· Tag question with *ma*
· Question word: *duōshǎo*
· Use of *yīdiǎnr*

Pronunciation
· Initials (4): *z, c, s, y, w*
· Combine all the initials and six basic finals

Reading and writing

Recommended characters

Read: 苹 果 钱 太 很

Write: 苹 果 太 很

Learning about characters
· Introducing basic strokes 3: *tí, gōu, zhé*
· Combine and practise use of all strokes

Sample real-life texts and tasks

Reading
· Size/price labels and receipts
· Names of shops and streets
· Banknotes and coins
· Chinese shopping websites

Writing
· Short shopping list
· Draw signs for shops, streets, etc.
· Recognise and read numbers

Developing cultural knowledge
· Traditional Chinese streets, shops and markets
· How to make a purchase in China
· The currencies of East Asia
· How to bargain when shopping in China

Promoting intercultural awareness
· Popular purchases for young people in China/Ireland
· Compare online shopping in China/Ireland
· Compare streets and shops in China/Ireland/own country
· Draw/design a traditional Chinese shop or dwelling

Out and about in public places

Sample Exponents:
2.12–2.15: Going out for a Chinese meal

Students should be able to

2.12 understand and respond to greetings in a restaurant

2.13 design a typical Chinese restaurant using digital media*

2.14 recognise some Chinese dishes on a restaurant menu

2.15 say which dishes they want to order

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Nínhǎo, qǐngwèn nín jǐ wèi? 您好， 请问 您 几 位? Sì wèi. 四 位。 Nǐ xǐhuān zhōngcān háishì xīcān? 你 喜欢 中餐 还是 西餐? Nǐ xiǎng chī shénme? Wǒ xiǎng chī kǎoyā. 你 想 吃 什么? 我 想 吃 烤鸭。 Nǐ néng chī là ma? 你 能 吃 辣 吗? Kěyǐ chī yīdiǎnr. 可以 吃 一点儿。 Nǐ xiǎng hē shénme? 你 想 喝 什么?	**New words** zhōngcān yòng càidān mǎidān 中餐 用 菜单 买单 děngyīxià diǎn cài hē 等一下 点 菜 喝 là sháozi fúwùyuán 辣 勺子 服务员 Zhōngguóchá guǒzhī huǒguō 中国茶 果汁 火锅 kǎoyā chǎomiàn chūnjuǎn 烤鸭 炒面 春卷	**Recommended characters** Read: 您 西 想 位 问 Write: 西 想 问 **Learning about characters** • Identify radicals in character lists
Sample real-life texts and tasks **Listening (input)** • Conversations in Chinese restaurants • Follow media recipes in Chinese **Speaking (output)** • Asking for food • Jingles and counting rhymes	**Grammar reference** • Express 'can' with *néng* • Use of *hái* • Express 'want to' with *xiǎng* **Pronunciation** • Compound finals (1): *ai, ei, ui* • Combine initials with compound finals (1)	**Sample real-life texts and tasks** **Reading** • Names of some dishes • Chinese restaurant names • Simple recipes **Writing** • Names of Chinese restaurants • Write names of some dishes

Developing cultural knowledge	**Promoting intercultural awareness**
• Typical Chinese restaurants and tea-houses • Going for a Chinese meal: menus, sharing dishes, chopsticks • Chinese dishes and Chinese tea: examples from different regions	• Courtesy at meal-times in your own country (China, Ireland, other) • Compare the approach to food and food culture in China and Ireland • Project on Chinese/Asian restaurants/take-aways in your locality

Education and school

Sample Exponents:
3.1–3.3: Going to school in China

Students should be able to

3.1   understand and use classroom language in Chinese

3.2   address school staff appropriately*

3.3   talk about subjects studied in Chinese and Irish schools

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used

---

Listening and speaking

Sample sentences

Lǎoshī,   wǒ   xiǎng   wèn   yīgè   wèntí.
老师，   我   想   问   一个   问题。

Hǎode,   qǐng   shuō.
好的，   请   说。

Lǎoshī,   wǒ   tīngbùdǒng.
老师，   我   听不懂。

Tā   shì   wǒ   de   tóngxué.
他   是   我   的   同学。

Nǐ   xué   nǎxiē   kè?
你   学   哪些   课?

Wǒ   xué   hànyǔ,   shùxué   hé   yīngyǔ.
我   学   汉语、   数学   和   英语。

Sample real-life texts and tasks

Listening (input)

• Teacher/school announcements
• Classroom/teacher language

Speaking (output)

• Greetings in school
• Self-introduction (classmates/ teachers)
• Asking/answering simple questions

Focusing on form

New words

huídá   wèntí   tīng   dǒng
回答   问题   听   懂

tóngxué   kè   de
同学   课   的

Some school subjects

shùxué   yīngyǔ   jiāzhèng
数学   英语   家政
Maths   English   Home Economics

lìshǐ   tǐyù   kēxué   hànyǔ
历史   体育   科学   汉语
history   P.E.   Science   Chinese

Grammar reference

• Possessive pronouns
• Possession with *de*
• Possession without *de*
• Plural form *xiē*

Pronunciation

• Compound finals (2): *ao, ou, iu*
• Combine initials with compound finals (2)

Reading and writing

Recommended characters

Read: 听 老 师 说 不

Write: 听 说 不

Learning about characters

• How to deconstruct a Chinese character (character components)
• Basic rules for stroke order: introduction

Sample real-life texts and tasks

Reading

• Curriculum schedule
• Daily schedule
• Subject timetables
• Name and label tags

Writing

• Short greeting messages to friends/ family
• Thank you note
• Practice writing the characters for school subjects

Developing cultural knowledge

• Going to school in China
• School size, boarding schools, etc.
• How to ask questions in class in China

Promoting intercultural awareness

• Comparing school life in China and Ireland
• Compare subjects studied in Irish and Chinese schools
• Compare popular subjects in Ireland and China

Education and school

Sample Exponents:
3.4–3.6: A typical school day

Students should be able to

3.4   compare daily timetables in Chinese and Irish schools*

3.5   ask and tell the time

3.6   talk about homework in China and Ireland

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking

Sample sentences

Jǐdiǎn   shàngkè?
几点　　上课?

Shàngwǔ   qīdiǎnbàn.
上午　　　七点半。

Jǐdiǎn   xiàkè?
几点　　下课?

Xiàwǔ   liùdiǎn.
下午　　六点。

Wǒmen   zhōuyī   dào   zhōuwǔ   shàngkè,
我们　　周一　　到　　周五　　上课,

zhōuliù   zhōurì   bú   shàngkè.
周六　　周日　　不　　上课。

Wǒmen   zhōngwǔ   shíèrdiǎn   chī   zhōngfàn.
我们　　中午　　　十二点　　吃　　中饭。

Nǐde   zuóyè   duō   ma?
你的　　作业　　多　　吗?

Sample real-life texts and tasks

Listening (input)
- Listen and tell the time
- Dialogues about time

Speaking (output)
- Ask the time
- Talking about schedules (meeting at a certain time)

Focusing on form

New words

zhōu   bàn   diǎn   xiànzài
周　　半　　点　　现在

shàngkè   fēn   shàngwǔ
上课　　分　　上午

zuóyè   nán   zhōurì   zhōngfàn
作业　　难　　周日　　中饭

Grammar reference
- Structure of days of the week
- Tell the time
- Question word: *jǐ*

Pronunciation
- Compound finals (3): *ie*, *üe*, *er*
- Combine initials with compound finals (3)
- Tonal shift: *yī* pronounced as *yígè*, *yìnián*

Reading and writing

Recommended characters

Read: 点　饭　周　课　午

Write: 点　周　午

Learning about characters
- Basic rule for stroke order: top to bottom

Sample real-life texts and tasks

Reading
- Notices posted up in schools
- Daily schedules with times

Writing
- Write a sample daily schedule for yourself
- Write a sample weekend schedule

Developing cultural knowledge
- A day in the life of a Chinese student
- How much homework do Chinese students have to do?
- Organisation of Chinese school year

Promoting intercultural awareness
- School routines in Chinese/Irish schools: terms, length of day, etc.
- Compare school-year and holiday breaks in China/Ireland
- Chinese/Irish students and their attitudes to school, homework etc.
- Compare attitudes to time in China/Ireland/own country

Education and school

Sample Exponents:
3.7–3.8: Out of class time

Students should be able to

3.7 understand someone talking about free time

3.8 ask about student free-time activities in China

Listening and speaking

Sample sentences

Nǐ kèyú shíjiān xǐhuan zuò shénme?
你 课余 时间 喜欢 做 什么?

Wǒ xǐhuan kàn diànyǐng, yě xǐhuan tiàowǔ.
我 喜欢 看 电影, 也 喜欢 跳舞。

Nǐ xǐhuan bù xǐhuān pǎobù?
你 喜欢 不 喜欢 跑步?

Pǎobù, wǔshù hé tiàowǔ wǒ dōu xǐhuan, nǐ ne?
跑步、 武术 和 跳舞 我 都 喜欢, 你 呢?

Wǒ yě xǐhuan liàn tàijíquán.
我 也 喜欢 练 太极拳。

Wǒmen dōu xǐhuan duànliàn shēntǐ.
我们 都 喜欢 锻炼 身体。

Wǒ zuì xǐhuan tiàowǔ.
我 最 喜欢 跳舞。

Wǒ yě shì.
我 也 是。

Sample real-life texts and tasks

Listening (input)

- Students talk about different past-times
- Listen to sports announcements

Speaking (output)

- Dialogues on favourite past-times and activities
- Asking and answering questions

Focusing on form

New words

kèyú kàn diànyǐng
课余 看 电影

yě tiàowǔ pǎobù duànliàn
也 跳舞 跑步 锻炼

shēntǐ wǔshù dōu
身体 武术 都

tàijíquán zuì
太极拳 最

Grammar reference

- Express 'all' *dōu*
- Affirmative-negative questions
- Use of adverb *yě* (also)
- Use of adverb *zuì* (the most)

Pronunciation

- Practice nasal finals: *an, en, in, un, ün*
- Tonal shift: *bù* pronounced as *búshì*

Reading and writing

Recommended characters

Read: 喜 欢 做 都 呢

Write: 喜 欢

Learning about characters

- Basic rule for stroke order: left to right

Sample real-life texts and tasks

Reading

- Movie posters, media ads
- Short newspaper articles

Writing

- Write sentences about favourite free time activities (characters and pinyin)
- Chinese characters for popular sports

Developing cultural knowledge

- Friendship ties amongst young people in China
- Introduction to martial arts in China
- Sport and leisure activities in China

Promoting intercultural awareness

- Student use of free time in Ireland and China
- Fitness and health in free time activities: a comparison
- Martial arts in Ireland and China: a comparison

Education and school

Sample Exponents:
3.9–3.11: Social and other media

Students should be able to

3.9   learn about how young Chinese use the internet in China*

3.10 create a group for a Chinese social network*

3.11 set up online links to talk in Chinese*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences Nǐ yībān yòng shénme liáotiān? 你 一般 用 什么 聊天？ Wǒ yībān yòng wēixìn. 我 一般 用 微信。 Zhōngguórén yòng shénme wǎngzhàn chá xìnxī? 中国人 用 什么 网站 查 信息？ Tāmen chángcháng yòng bǎidù. 他们 常常 用 百度。 Nǐ shōudào le wǒ de xìnxī ma? 你 收到 了 我 的 信息 吗？ Méiyǒu. Shì shénme? 没有。 是 什么？ Shì yīgè zhōngwén yìngyòng. Tā hěnbàng. 是 一个 中文 应用。 它 很棒。 Shuōshuō zuì shòuhuānyíng de zhōngwén yìngyòng. 说说 最 受欢迎 的 中文 应用。 **Sample real-life texts and tasks** **Listening (input)** • Get the gist meaning from some well-known media sites • Dialogues using the names of Chinese internet sites **Speaking (output)** • Short presentation about Chinese internet sites • Asking and answering questions	**New words** shàngwǎng kàn xīnwén 上网 看 新闻 liáotiān fā shōu yóujiàn 聊天 发 收 邮件 yóuxiāng chá xìnxī 邮箱 查 信息 yībān chángcháng yòng 一般 常常 用 le méiyǒu xuéxí yìngyòng 了 没有 学习 应用 shòuhuānyíng Xīnlàngwēibó 受欢迎 新浪微博 Yōukù Wēixìn Bǎidù 优酷 微信 百度 **Grammar reference** • Express completed action with *le* • Words of frequency: *yībān, chángcháng* **Pronunciation** • Practice nasal finals: *ang, eng, ing, ong* • Tonal shift: *hěn* pronounced as *hénhǎo*	**Recommended characters** Read: 站 了 学 百 用 Write: 了 学 百 **Learning about characters** • Basic rule for stroke order: outside to inside **Sample real-life texts and tasks** **Reading** • Look up some Chinese media sites with your friends and share key information with your class-mates • Search for the names of popular Chinese online games **Writing** • Send a text message to your friends • Draw up a list showing Western/Chinese media sites

Developing cultural knowledge	Promoting intercultural awareness
• Young people and their use of the internet in China • Using social networking in schools and with friends/family • Chinese media sites (Weibo, WeChat, Renren, QQ, Youkou, etc.)	• Compare social media sites in China and your country • Compare internet use among young people in China and Ireland • Use media to develop school/friendship links with China

Chinese and young global citizens

Sample Exponents:
4.1–4.3: Chinese language in the world

Students should be able to

4.1   show where Chinese is widely spoken using a world map*

4.2   indicate which languages are spoken in China*

4.3   compare Chinese and another East Asian language*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences 我学汉语两年了。 I am studying Mandarin for two years. 普通话是中国的主要语言。 Mandarin is the official language of China. 新加坡和马来西亚也说普通话 Mandarin is spoken in Singapore and Malaysia. 中国的香港和广州说粤语。 Cantonese is spoken in Hong Kong and Guangzhou. 中国最受欢迎的体育项目是乒乓球。 Pingpong is the most popular sport in China. 请说出几个东亚地区武术的名字。 Name some martial arts in East Asia.	**New words** 普通话 粤语 Mandarin Cantonese 日本 日语 韩国 韩语 Japan Japanese Korea Korean 台湾 香港 澳门 新加坡 Taiwan Hong Kong Macau Singapore 旗袍 和服 韩服 乒乓球 qipao kimono hanbok Pingpong **Body parts:** 头 手 脚 腿…… head hand foot leg… **Martial arts commands:** 功夫 站 提 转 打 Kongfu stand raise turn strike	**Recommended characters** Read: 香 港 台 湾 汉 语 Write: 汉 语
Some real-life texts and tasks **Listening (input)** • Examples of spoken Cantonese • Understanding martial arts commands • Some famous martial arts movies **Speaking (output)** • Give martial arts commands in Chinese • Say which are your favourite Chinese movies	**Possible project titles** • 'Overseas Chinese' communities around the world • The story of Cantonese • Multicultural China: 56 ethnic groups in China • Examine reasons for the growth of Chinese language learning around the world	**Sample real-life texts and tasks** **Reading** • Find provinces/cities on a map of China • Tell the difference between Chinese, Japanese and Korean characters (internet search) **Writing** • Mark main cities on a map of East Asian countries • Mark on a map places where Chinese is spoken around the world • Draw/design pictures of some martial arts figures and/or poses • Create a martial arts project/poster, e.g. Kung Fu, Shaolin, Taichi, etc.

Developing cultural knowledge
• Mandarin and other varieties of Chinese in China
• East Asian language families: example of Chinese, Japanese, Korean
• Different ethnic groups in China and some of their traditions
• Compare traditional and simplified Chinese characters

Promoting intercultural awareness
• Martial arts in East Asian and Irish cultures
• Popular and national sports and games in East Asia and Ireland
• National and regional customs in East Asia
• Compare characters used in Chinese, Japanese and Korean

Chinese and young global citizens

Sample Exponents:
4.4–4.6: Chinese and young global citzens

Students should be able to

4.4 indicate which languages they speak

4.5 show what they 'can say and do' in different Chinese language skills

4.6 share experiences of learning different languages including Chinese*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking

Sample sentences

你说什么语言？
Do you speak Chinese, Irish…?

我说/我不会说……
I speak/do not speak…

我能说/听懂/写/读……
I can speak/understand/write/read…

我能说一点儿。我能说得很好。
I speak a little. I speak very well.

我喜欢/不喜欢语言。
I like/do not like languages.

学习语言很容易/难。
Learning a language is easy/hard.

Some real-life texts and tasks

Listening (input)
- Students chat about their Chinese language learning
- Listen to students saying what they 'can do' in Chinese

Speaking (output)
- Say what languages you speak
- Asking/answering simple questions about your language learning

Focusing on form

New words

爱尔兰语　西班牙语　法语　　德语
Irish　　　 Spanish　　French　German

波兰语　阿拉伯语　汉语水平考试
Polish　Arabic　　 HSK

容易　难　听　说　　读　写
easy　hard　listen　speak　read　write

Possible project titles
- Languages I speak at home and in school
- How I like to learn Chinese?
- What I find easy/hard in learning Chinese?
- What helps me most when I study Chinese in class/at home?
- What is my language learning plan in the next year and beyond?

Reading and writing

Recommended characters

Read:　爱　尔　兰　法　德

Write:　爱　尔　兰

Sample real-life texts and tasks

Reading
- With the help of your teacher, find out how 'a language portfolio' can help you progress in Chinese
- Download and read some examples of student portfolios (at beginner level)

Writing
- With your class-mates design a form to record your progress in Chinese learning under different headings
- Share the results of the information you gather with your class-mates, parents and teachers
- Create a personal folder which includes examples of texts/tasks/support materials which have helped you improve your Chinese

Understanding how languages are learned
- Learning another language – what skills do we need?
- Learning Chinese – what skills do we need?
- What are 'can do' statements and how do they help?

Developing my plan for learning Chinese
- Write 'can dos' for Chinese, e.g. tones, dialogues, characters, etc.
- With class-mates, discuss and agree key 'can dos' for future Chinese learning
- Plan how to work together to achieve goals and evaluate progress

Chinese and young global citizens

Sample Exponents:
4.7–4.10: Chinese people in the world

Students should be able to

4.7   research famous Chinese people and/or events*
4.8   introduce a Chinese person/family to the class
4.9   organise a Chinese cultural event
4.10 describe a China-Ireland project, e.g. all-China gaelic games*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking

Sample sentences

大家好!
Hello, everyone!

我的名字是……
My name is…

我的中文名字是……
My Chinese name is…

我们的 "中国专题" 是……
Our China project is…

我将介绍……
I will introduce you to our project…

希望大家喜欢我们的演讲。
I hope you find our presentation interesting.

谢谢大家。下面是提问时间。
Thank you for listening. Any questions?

Sample real-life texts and tasks

Listening (input)
• Short talks on you tube, video etc.
• Trailers and promos for Chinese movies

Speaking (output)
• How to introduce/end a short talk
• How to answer and ask questions simple questions

Focusing on form

New words

孔子	秦始皇	毛泽东
Confucius	Emperor Qin	Mao Zedong

万里长城	大河之舞
The Great Wall	Riverdance

天安门	新中国
Tiananmen	New China

梅兰芳
Mei Lanfang

Possible project titles

• Confucius: China's most famous teacher and thinker
• Mao Zedong and the Long March
• First Emperor Qin and the Terracotta Army
• The Silk Road: historical connections between Europe and Asia
• Chinese defenders of human rights
• Gaelic Games in China and Asia
• Organise a Chinese cultural fair for your school (stalls, performances, games etc.)

Reading and writing

Recommended characters

Read: 毛 泽 东 长 城

Write: 毛 泽 东

Sample real-life texts and tasks

Reading
• Names of famous people/events in Chinese characters
• Chinese history sources on the web
• Make a selection of China history posters

Writing
• Draw images of famous Chinese figures
• Draw a timeline of famous Chinese events or people (for display)
• Design China information posters (on different themes) for your school/classroom

Developing cultural knowledge

• Moments in Chinese history: Terracotta Army, Great Wall, Silk Road, Opium Wars, Second World War, Opening-Up
• People who changed Chinese history: Confucius, First Emperor Qin, Hua Mulan, Empress Wu Zetian, Sun Yatsen, Mao Zedong, Deng Xiaoping, Xi Jinping
• Today's generation: Yang Liwei, Jackie Chan, Yao Ming, Li Na, Lang Lang, Mo Yan

Developing intercultural awareness

• Develop a project on Chinese communities in your locality or beyond
• Compare some events and people in Western/Chinese history
• Design an Ireland-China project related to sport, travel, science, the arts, business, etc.
• With your class-mates, design a 'China Country Profile' for completion and display to others

Chinese and young global citizens

Sample Exponents:
4.11–4.12: Chinese inventions and innovations

Students should be able to

4.11 describe a well-known Chinese invention*

4.12 present a short project on a Chinese initiative of their choice, e.g. saving the giant Panda*

The inclusion of * at the end of a learning outcome indicates that both Chinese and English/Irish are used to achieve the outcome. Otherwise, Chinese is the language used.

Listening and speaking	Focusing on form	Reading and writing
Sample sentences 老师好。 Hello Sir/Ms… 演讲题目是 "中国四大发明"。 The title of our project is Four Great Chinese Inventions. 演讲分为两部分。 There are two parts. 我的同学将展示第一部分。 My classmate will present Part One. 我将展示第二部分。 I will present Part Two. 我想谈谈其它中国的发明。 I would like to talk about other Chinese inventions. 中国还有很多创新工程。 There are also some innovations. 通过这次演讲，我们学到了很多。 We have learned a lot from doing this presentation. 谢谢。 Thank you.	**New words** 纸　　印刷术　指南针　　火药 paper　print　compass　gunpowder 雨伞　　丝绸　茶 umbrella　silk　tea 瓷器　算盘 china　abacus 熊猫计划　　　　三峡工程 Save the Giant Panda　Three Gorges Dam 川藏线 Sichuan-Tibet Railway 南水北调工程 South-North Water Transfer Project **Possible project titles** • Life at a Giant Panda Care Centre • Following the route of the Sichuan-Tibet Railway • What is China's 'New Silk Road'? • The story of how paper was invented • My plan for a China-Ireland enterprise/ innovation project	**Recommended characters** Read:　茶　雨　伞　火　熊　猫 Write:　茶　雨　火
Sample real-life texts and tasks **Listening (input)** • Examples of short talks on internet and TV • Talks by your class-mates, teacher and class visitors **Speaking (output)** • Part-practice: open/end short talk • Practice presentations in pairs/groups (record and playback) • Practice asking/answering questions		**Sample real-life texts and tasks** **Reading** • Sample headings and titles of projects • Internet sites in Chinese and English • Sample student projects **Writing** • Write headings and sub-headings for a presentation (characters, pinyin or English or a combination) • Group writing projects where work is divided out

Developing cultural knowledge	Promoting intercultural awareness
• Four Chinese inventions which shaped the world • Examples of Chinese inventions we use every day • Some examples of contemporary China-led innovation projects	• Look up significant inventions or innovations (old or new) from around the world, e.g. Islamic and Arabian contribution to mathematics • Design and plan a China-Ireland innovation project for your locality or region, e.g. sports, tourism, business, arts, etc.

AN ROINN
OIDEACHAIS AGUS SCILEANNA

DEPARTMENT OF
EDUCATION AND SKILLS