This is a reworking of the original Primary Programme of Study which was created principally for teachers with a working knowledge of Mandarin. In this version, a greater emphasis is placed on cultural input which can be developed by classroom teachers with limited or no Mandarin, working in conjunction with whatever level of language input is available to them through native-speaker teachers such as Hanban teachers or British Council CLAs.

The language content and overall approach remain the same as the original PoS, but it is hoped that this new presentation will prove more helpful to the non-specialist teachers and allow a greater variety of levels of engagement with Mandarin Chinese.

For schools teaching very little or no actual Chinese language, the framework based on key places in China with accompanying video material is designed to provide a stimulating and accessible jumping off point for exploring the richness and variety of Chinese history and culture.

There is a linked but separate scheme for the introduction of Chinese characters, and the two should be used in conjunction.

The content of the PoS remains aligned to the requirements for the Youth Chinese Test (YCT) Level One, and links are made to relevant activities in Better Chinese’s Better YCT iPad apps Volumes 1 & 3.
重庆  Chongqing
丽江  Lijiang
敦煌  Dunhuang
吐鲁番  Turfan
黄河  Yellow River

长江  Yangtze River
Important Note - Tones

At this stage, do not talk directly about the 4 tones with the students, but do explain that the rise or fall of your voice is important; most will accurately mimic your tone, so keep repeating until you are happy that they are reproducing what you say without explaining more. In this scheme, you will not fully explain this until topic 5, but you may find yourself explaining with them as you go along. The important thing at this stage is not to separate “sound” from tone. MAKE UP YOUR OWN SET OF GESTURES to emphasize the tonal values and BE CONSISTENT in this.
Important Note - pinyin

Although pinyin Romanization becomes an essential tool in the course of learning Mandarin Chinese, in the early stages it is not always helpful. It inevitably encourages Anglicized pronunciation, and it distracts from the primacy of Chinese characters. We favour an emphasis on accurate pronunciation with students initially free to write down the sound in any way that helps them to pronounce it correctly. Pinyin can be gradually introduced, but there must be strict consistency in maintaining the correct pronunciation.

Pinyin is included in this programme of study for the benefit of the teachers, not as an indication that it should be used with the students.
Classroom Games

• There are a number of classroom games and activities built into the programme of study

• Use your imagination to adapt games you already know from different subjects/classes to Chinese

• You can find a lot more ideas here:
  http://www.slideshare.net/shazza08/how-to-use-games-in-the-chinese-classroom
  http://www.bbc.co.uk/schools/primarylanguages/mandarin/
Topic 1 China and Chinese

CCTV Year of the Monkey Gala (n.b. 4.5 hr programme – chose bits you like!)

Where is Chinese spoken?

- Primary or native language
- More than 5 million
- More than 1 million
- More than 0.5 million
- More than 100,000

- Major Chinese speaking settlements

• Ask children where in the world English is spoken and show them where some of these places are on a map or globe.

World languages

• Look at where Chinese is spoken. Explain that they will be learning Chinese and ask if they know where this is spoken.

• Invite children to discuss what languages they have contact with or speak and why?
Knowledge about Language

• Talk about language – what is it? Orally - sounds put together to mean something. Written - Scribbles put together to mean something. Who do they mean something to – the people that use the same language (written and oral).

• Introduce Chinese as a language made up of different sounds, some very different from English, but some almost the same.

• [https://www.youtube.com/watch?v=0DFzj6LTAvY](https://www.youtube.com/watch?v=0DFzj6LTAvY)

• Listen to Chinese being spoken or sung in different contexts – use YouTube etc to find clips of TV shows, cartoons, children’s songs. Discuss how it sounds: Pocoyo in Chinese

• Investigate how we use our mouths and tongues to make different sounds. Model easy sounds e.g. 你好 nǐ hǎo hello (you good) and get children working in pairs watching each other's mouths.

• Introduce “harder” sounds 只 zhī, 吃 chī, 师 shī and talk about how to make them by curling your tongue back so the tip touches the roof of the mouth. We do something very similar in English with words like “judge” “church” and “shirt”; get the children to practice in pairs and to talk about how it feels making these sounds
Topic 2 – Saying hello

- Revise 你好 hello. Children who know a greeting in another language can greet the class.
- Introduce 你好吗? how are you? 谢谢 thank you 再见 goodbye and show 你好吗? song from YouTube (https://www.youtube.com/watch?v=l7ViCJS6bQU) N.B. this should be students’ first introduction to pinyin, to be followed up next lesson
- Invite children to move around the class, shaking hands and greeting each other using你好吗? 谢谢 再见. If they pick upon 我很好 I’m very well explain meaning briefly to be more fully addressed in next lesson
- Teach 老师 teacher as way to address teacher. Introduce phrase 老师好 teacher good as children’s greeting to teacher including when answering the register and 老师 再见 at end of class.
Video : Mulan  (Disney 1998)
The film is based on a traditional Chinese legend and is set sometime around 3rd-4th c CE. The costumes and uniforms are quite accurate, and underneath the jokes the depiction of beliefs and attitudes is genuine, as is the historical background with China constantly under threat from nomadic invaders from the North. Note, however, that the Emperor’s palace (below) is modelled on the Forbidden City in Beijing which wasn’t built until 1000 years later.

This is the tomb of Fu Hao, a famous woman warrior of the Shang Dynasty, 1500 years before Hua Mulan.
Tomb of Lady Fu Hao

Further activities

• Use Google Earth to explore China’s place in the world
• Talk about relative sizes of countries – especially students’ countries of origin
• Investigate main features of China – big cities, rivers, mountains etc using multi-media resources
Topic 3 – Introductions and questions

- Warm up with 你好 song
- Use above as introduction to pinyin with brief explanation that it is how Chinese represent the sounds of Chinese characters and that Chinese children use it to help them learn characters; emphasise that pinyin is NOT English pronunciation and explain that you will talk about differences as they occur. Emphasise the aural and that students should trust what they hear, not what they read. **NB at this stage is should be quite permissible for students to write what they hear in any form that works for them. Recognition and use of pinyin can be developed gradually.**
- Revisit greetings with Q&A你好吗？How are you?我很好I’m very well. Highlight how the addition of 吗 question marker turns the greeting into a question. Explain the use of 很 as meaning “very” but how often it is there more just to help the sound/balance of the phrase.
- Introduce 你呢？and you? and negative 不好 not well and explain that 不 is the all purpose negative in Chinese. And reply 你呢？where 呢 turns the question back on the person asking.
- Show a video clip of people saying hello and introducing themselves: [http://www.bbc.co.uk/languages/chinese/real_chinese/videos/greetings/](http://www.bbc.co.uk/languages/chinese/real_chinese/videos/greetings/) Can they remember any of the names they heard? How were the names similar/different to ones they know?
• Introduce 姓 family name and 叫 call/be called as used in clip above
• Using characters first, introduce personal pronouns 我 I, 你 you, 他/她 he/she
• Show http://www.youtube.com/watch?v=hP1NrkNMybo
• Model 你叫什么（名字）? you called what (name)? Ask the children to repeat. Reinforce pronunciation by asking children to respond in different voice tones and at different speeds. Introduce 什么 what? as a question word that is simply replaced by answer. Explain that they will soon come across more of these and they are very useful.
• Introduce a guessing game where the children must say whether a child is providing their correct name or a false one. Teach 对 right/correct, 不对 wrong/incorrect. 我叫….I called. Play the guessing game: one child sits with their back to the class and asks 你叫什么? Silently point to another child who disguises their voice and says the wrong name. The first child calls out the name they think it is. The class respond with 对 right or 不对, 她/他叫….wrong, he/she called

Shanghai in the 1930s
Video: The Laoshan Hermit (Shanghai Animation Studios)
Based on a story by the 17th century author Pu Songling, this tells the story of a foolish man who goes off to Laoshan Mountain to learn magic from an ancient wise man. It is in English voiced by Chinese actors and the backgrounds are based on traditional Chinese landscape painting.

Further activities

• Show BBC video clip again and talk about how Chinese names are formed; discuss the differences with names in other languages. Talk about how Chinese people translate non-Chinese names into Chinese (i.e. phonetically) and how Chinese people living outside China adopt Western names

• Use an online Chinese name generator to help children to find Chinese names for themselves.

• *n.b. you can decide whether to go for traditional 3-part names that reflect character/aspirations ([http://www.mandarintools.com/chinesename.html](http://www.mandarintools.com/chinesename.html)) or more simple transliteration based on given name ([http://www.chinesetools.com/names/search.html](http://www.chinesetools.com/names/search.html))
Topic 4 – parts of the body

- Watch Heads, Shoulders, Knees and Toes song:
  [https://www.youtube.com/watch?v=sL36splAPvk](https://www.youtube.com/watch?v=sL36splAPvk)
  and/or
  [http://www.youtube.com/watch?annotation_id=annotation_138196545&feature=iv&src_vid=y-UUu9gAaEY&v=AhjPjEy8jc](http://www.youtube.com/watch?annotation_id=annotation_138196545&feature=iv&src_vid=y-UUu9gAaEY&v=AhjPjEy8jc)

- Use the body parts for pronunciation practice concentrating on the tone combinations: 头 head, 肩膀 shoulder(s), 膝盖 knee(s), 脚趾 toe(s), 肚子 stomach, 屁股 bottom/buttocks, 耳朵 ear(s), 眼睛 eye(s), 鼻子 nose, 嘴巴 (also 口) mouth.

- With the teachers using flashcards to highlight the body part names, play the song again with actions.

- Lead the song and, pointing to the appropriate body part, leave gaps for the children to fill in.
Play ‘Simon says/老师说’ teacher says: ‘Simon/teacher says touch your toes/head/knees’. Children must follow these instructions, otherwise they are out. When you miss out the ‘Simon/teacher says….’ and just say ‘touch your….’ any child following the instruction is out. You can give the instructions in Mandarin using: 老师: 摸摸鼻子 etc teacher says, touch nose..

Introduce words describing shape: 他/她很高/矮 he/she very tall/short and use photos of celebrities to ask questions using both 吗 question marker and x 不 x? x not x? Include also 头发 hair and 长/短 long/short.
Video: The Immortal Emperor: Qin Shihuang (BBC Documentary)

1500 years later, the emperors of the Ming Dynasty were buried in grand tombs like the First Emperor’s – but without the Terracotta Army

Ming Tombs

More about Xi’an:
https://en.wikipedia.org/wiki/Xi’an
Further activities

- Use a picture of a Chinese dragon such as https://www.britishmuseum.org/explore/highlights/highlight_image.aspx?image=ps240710.jpg&retpage=16418 or from the Dragon Screen set here: https://www.flickr.com/photos/chinesenetworks/sets/ to identify body parts in a different context. Use this as a starting point to investigate dragons in Chinese myths and beliefs.

- See also the separate Dragons PPT.
Topic 5 – Numbers and age

- 你好 hello song
  (https://www.youtube.com/watch?v=l7ViCJS6bQU)
- Introduce the 4/5 tones
- Introduce the colour coding for characters: 蓝色 blue; 绿色 green; 红色 red; 棕色 brown
- Numbers 1-9
- Age 我七岁 I (am) 7 years.
- Simple arithmetic using + 加 and – 减 and = 等于
• Warm up with 你好 hello song
  (https://www.youtube.com/watch?v=l7ViCJS6bQU )
• Introduce the 4/5 tones as different sounds not using “ma” initially but four common words, one for each tone e.g. 家 home 国 country 好 good 大 big 呢?
• Talk about how they sound different and what your voices are doing. How do we use flat, falling and rising tones in English to convey meaning/emotion? Get the children to experiment with saying phrases/sentences in English in different ways. Encourage them to mark what their voices are doing with gestures/movements.
• Now also model with 妈 mother 麻 numb 马 horse 骂 curse/tell off 吗 question marker showing characters colour-coded for tone. Emphasize similar sounds in Mandarin and how different tone makes them a different sound. Experiment with saying monosyllabic English words in the different tones
• Introduce the character colours: 蓝色 blue; 绿色 green; 红色 red; 棕色 brown and begin to describe new sounds as a blue sound, a green sound etc according to tone. Establish this as part of the learning process.
Watch Chinese counting song:  
http://www.youtube.com/watch?v=2eLP3FuuEVs

一二三四五六七八九十 1,2,3,4,5,6,7,8,9,10

Practice numbers 1-10 – try using Jinshan peasant paintings – you should be able to find one for each number here:  
https://www.google.co.uk/search?q=jinshan+peasant+paintings&tbm=isch&tbo=u&source=univ&sa=X&ei=93YoU5PvJYeP5ATUpYG4Aw&sqi=2&ved=0CCoQsAQ&biw=1280&bih=919

See also  
http://schoolsonline.britishcouncil.org/sites/default/files/files/Lesson%20plan%206%20-%20Counting%20in%20Chinese%201.pdf for number cards and further ideas

Invite a child to the front and ask them to hold a flash card of a number up. Introduce the question 你几岁？you how many years? Ask the class to suggest the meaning of the question. Ask the question again to elicit the reply 七 7 or 八 8. Model the sentence 我七岁 I (am) 7 years. Ask the question to the class and they chorus the reply. Ask individual children. Repeat with 我八岁 I (am) 8 years

In groups of six, children have Chinese digit cards turned upside down. Each turns over a card and has to say the appropriate phrase as if they were the age represented by the card

Introduce + 加 and  - 减 and = 等于 to do some simple oral sums
Video: Pandas - BBC documentary

What’s wrong about Po? Apart from the fact he is wearing clothes! See next slide for answer

More about Chengdu:
https://en.wikipedia.org/wiki/Chengdu
http://www.huffingtonpost.com/sharon-hoge/10-reasons-to-visit-chengdu_b_7426502.html
Further activities

• Teach the way finger signs are used for numbers 1-10. Ask the children why and how they might be useful? It is thought they might have originated to transcend different dialects and for bargaining https://www.youtube.com/watch?v=5qtam3_InmM

• Talk about lucky numbers in China: http://en.wikipedia.org/wiki/Numbers_in_Chinese_culture

• Why numbers are lucky if they sound like a word with another meaning.

• How Chinese people will pay money for lucky phone numbers or car number plates for example https://www.youtube.com/watch?v=pT52hREAf18
Topic 6 – Numbers 11-99 and measure words

- BBC Chinese tone practice game:
- Chinese counting song:
  [http://www.youtube.com/watch?v=2eLP3FuuEVs](http://www.youtube.com/watch?v=2eLP3FuuEVs)
- Revise numbers 1-10
- Number building 11-99
- Introduce the concept of measure words

Panda answer: real pandas have white tails
Topic 6 – Numbers 11-99 and measure words

- Warm up with BBC Chinese tone practice game: http://www.bbc.co.uk/languages/chinese/games/tones.shtml
- Watch Chinese counting song: http://www.youtube.com/watch?v=2eLP3FuuEVs
- Revise numbers 1-10 concentrating on correct pronunciation, with special attention to 4, 7, 10
- Explain how Chinese builds numbers in 10s and Units so there are no difficult new words to learn (refer to French, Spanish, Italian, German as appropriate); model numbers between 11 (10+1 十一) and 21 (2x10+1 二十一) then ask children to work out any number between 22 = (2x10)+2 二十二 and 99 (9x10+9 九十九) using that pattern
- Introduce the idea that whereas in English we can count things without a group name, in Chinese groups of things must always have a name. Discuss measure words in English using units of measurement e.g. litre of.., a kilo of.. and extend this to informal measure words such as a glass of…, a box of …, a bowl of..etc
- Explain that Chinese has all these measure words and give examples e.g. 三公升 3 litres, 四公里 4 km, 一杯可乐 a glass of cola, 一碗米饭 a bowl of rice But no need to learn vocabulary – illustration of how measure words work only.
- Now explain that whenever you are “counting” things in Chinese, or giving quantities, you have to imagine putting them into a special shaped container for that type of object but there is one useful all purpose container 个 (See separate PPT on measure words)
Video: The 3 Gorges Dam and The Yangtze Gorges (Chongqing is situated at the top of an enormous reservoir formed by the 3 Gorges Dam)

Chongqing is famous for its spicy food, and is the home of火锅 hotpot, one of the most popular ways of eating throughout China.

More about Chongqing: https://en.wikipedia.org/wiki/Chongqing
Further activities

• Use British Council Year of the Horse pack Counting in Chinese 2 lesson plan with 100 Horses painting.


• Look at some other famous handscroll paintings such as:

http://upload.wikimedia.org/wikipedia/commons/e/e9/QingMingShangHeTu_Big.jpg (click on image to enlarge and scroll across).

http://upload.wikimedia.org/wikipedia/commons/1/1c/Chen_Rong_-_Nine_Dragons.jpg

• Use these as a base for descriptive writing and/or an art project copying sections or making your own mini handscrolls
Topic 7

- Introduce 这 this and 那 that
- Introduce family memebers
- Play 摸摸看 touch see - Touch the Picture.
- Introduce phrase: 你家有谁？Your home has who?
- Incorporate numbers using measure word 个 i.e. 我家有爸爸，妈妈，一个妹妹，一个弟弟 my home has father, mother, one younger sister, one younger brother。
- Introduce 两 as counting word for two, and 没 as negative for 有 have.
- Warm up with pronunciation practice of previous vocab – try using character flashcards with character and meaning on one side and pinyin on reverse
- Introduce 这 this and 那 that as important new words and sounds; reinforce the retroflex (see https://www.youtube.com/watch?v=wsDIEyrUoJk again – remember “judge” “church” “shirt”) sound 这(tongue curled back with tip on roof of mouth), model it and get the children to practice with each other.
- Using the Simpsons (or a famous family of your choice) take on the role of one of the characters of the family e.g. 我叫Lisa Simpson. 这是我妈妈这是我爸爸，这是我妹妹这是我哥哥 (I am called Lisa. This is my mother, this is my father, this is my younger sister, this is my elder brother.) With the Chinese characters on a white board, as well as a picture of the person you are adopting and the other family members run through the sentences asking the children to say ‘Lisa’, 妈妈 mother, 爸爸 father, 哥哥 older brother, 妹妹 younger sister; introduce 姐姐 older sister as the relationship between Maggie and Lisa and 弟弟 younger brother as if Lisa has a younger brother.
• Play 摸摸看 touch see - Touch the Picture. Place flashcards for the family members on the board. Divide the class into two teams. One child from each team comes to the board. Say aloud one of the family members e.g. 妹妹 younger sister. The first child to touch the correct picture wins a point for their team. Choose two new children for the next round.

• Introduce phrase: 你家有谁？Your home has who? Explain that 谁 is a new question word that means “who?” Break it down character by character practicing correct pronunciation; concentrate on new key word 有 have and reinforce 谁 (second question word to go with 什么 what? – emphasize question word pattern)

• When confident, bring in numbers using measure word 个 i.e. 我家有爸爸，妈妈，一个妹妹，一个弟弟 my home has father, mother, one younger sister, one younger brother. Introduce 两 as counting word for two, and 没 as negative for 有 have.
Video: Lijiang's Naxi Minority

There are 56 ethnic groups identified in China, but 91% of the population are Han Chinese. A tour of China's ethnic cultures

Further activities

• Watch video on complex family names:
  http://www.youtube.com/watch?v=nCFRoIls1jY

• Investigate the importance of family in traditional and modern Chinese society.

• How is this changing in modern China? 1 child policy, migration to cities, high-rise living...watch video of daily life in the hutongs of Beijing:
  http://www.youtube.com/watch?v=IGDGyh5AGgE
  http://www.youtube.com/watch?v=SeWXmAKdxOo
Topic 8 - Countries

- Introduce new vocabulary around countries and nationalities and new question word 哪 which?,
- Model the question 你是哪国人? You are which country person? and emphasize Q & A sentence pattern
- Look up Chinese names for different UK cities: 伦敦 London, 伯明翰 Birmingham, 利物浦 Liverpool etc;
- Use an online chart of all the flags 国旗 of the world
Warm up with tone/colour practice either using BBC tone game (see above) or your own version using colour-coded character cards.

Show the two videos below: http://www.youtube.com/watch?v=CLuDpdt5Ry8 http://www.youtube.com/watch?v=n7e9k8vT1eQ

and introduce new vocabulary with new question word 哪 which?, 国 and 国家 both mean country: 人 person. Also basic countries: 英国 England: 中国 China plus other countries relevant to the children (you can find all countries listed here http://www.freechineselessons.com/countries/)

Look at how some countries have 国 country and others just sound like the countries’ names: 美国 America; 德国 Germany; 法国 France; but 意大利 Italy; 西班牙 Spain; 印度 India; 巴基斯坦 Pakistan etc.

Model the question 你是哪国人? You are which country person? and emphasize Q & A sentence pattern where answer word simply replaces question word. Have the children in pairs or table groups asking each other and answering. Compile a list of all the different countries in the class.

Remind the children of the use of 吗 as a question word in 你好吗? How are you?

Go round the class to model the question 你是X(国)人吗? you are X country person? to elicit the answer 我是X(国)人 I am X country person or 我不是X(国)人. I am not X country person. n.b. only use 国 if it is already in the country’s name e.g. 英国. You do not need to add it to ones like 意大利 Italy or 印度 India.

Get the children working in groups taking it in turns to ask the question using different countries.

Look up Chinese names for different UK cities: 伦敦 London, 伯明翰 Birmingham, 利物浦 Liverpool etc; look up the Chinese names for English cities with famous football teams and see if the children can guess which team it is from the Chinese. http://www.ntmp.gov.cn/yingguoditu.htm

Use an online chart of all the flags (国旗) of the world (such as http://wallpho.com/43771-flags-of-the-world-2009-id-27434.htm) to identify all the different countries in the class.
The monk Xuán Zàng/Tripitaka really existed. He lived between 602 and 664 CE and spent 17 years journeying from the Tang Dynasty capital Chang’an (now Xi’an) in China to India and back collecting Buddhist holy books called sutra. Find out more about him in the British Council Year of the Monkey pack: Year Of the Monkey.

http://www.bbc.co.uk/news/in-pictures-34276009
Further activities

• Investigate why China calls itself 中國 Middle Kingdom – 7,000 years of civilisation, Chinese Emperors as rulers of the whole world. Where does our word China come from? What about the Chinese names for UK, France, Germany, America?

• When did Europeans first reach China? Marco Polo? Chinese inventions.

• Go back to your map of China (Topic 2) to further investigate different parts of China – choose a province such as Jiangsu or Zhejiang, or Xinjiang etc more more detailed investigation. Or follow the Yellow River or Yangtze to see what different types of geography it passes through.
Topic 9 - Pets and animals

- Introduce question: 你家有宠物吗？Your home have pet?
- Use posters or flashcards to introduce vocabulary for different pets
- Using different question words.
- Remind class of use of measure words and introduce: 只 for most animals, 条 for fish and snakes
- Organize a class survey using Q & A format above to find out about pets for classroom display – who has what, how many, who has none.
- Use names of other (wild) animals to investigate how Chinese makes new words
Pronunciation practice to differentiate between j- zh- and q- ch-. Start by using 几 how many?, 家 home/family, 这 this, 七 7, 吃 eat and new word 宠 pet (see below). Explore how the sounds are made differently, particularly tongue position – compare English jeans and judge, and cheese and church.

Remind children of 家 (see Family above) and question 你家有谁? Your family has who? Talk about how in Chinese, one word 家 has different related meanings; family, home. In English we would ask: Who is there in your family? Where is your home?

Introduce question: 你家有宠物吗? Your home have pet? A: 我家有/没有宠物。My home have/not have pet.

Use posters or flashcards to introduce vocabulary for different pets: 大 big; 小 little; 狗 dog; 猫 cat; （金）鱼 (gold)fish; 鸟 bird, 老鼠 (Chinese people don’t keep rats and mice as pets, so same word for both – maybe use 大/ 小 big/little to differentiate); 仓鼠 hamster; 豚鼠 guinea pig; 兔子 rabbit; 蛇 snake

How can you ask the question using question word 什么 what? – 你家有什么宠物? Your home has what pet? Highlight that you don’t need to use 吗 when there is another question word in the sentence.

What is the difference in the questions and the answers they expect? If a child has no pets, then the answer will be the same to both questions – 我家没有宠物 My home not have pet. Emphasize use of 没 as negative for 有 have.

Remind class of use of measure words and introduce: 只 for most animals, 条 for fish and snakes

Organize a class survey using Q & A format above to find out about pets for classroom display – who has what, how many, who has none.

Use names of other (wild) animals to investigate how Chinese makes new words: common animals always known in China, like 12 animals of Zodiac, but others are combination words that describe the animal: 熊猫 panda (bear cat); 斑马 zebra (striped horse); 长颈鹿 giraffe (long neck deer); 海豚 dolphin (sea pig): ask the children if they can think up new English names for animals that describe them: e.g. humped horse for camel

For teacher’s info/ or share with class if appropriate: it is not just animals that needed new made-up words – modern inventions are the same and this is how Chinese has always kept up to date: use as examples, but not necessarily to be remembered yet, words like: 火车 train (fire carriage); 钢笔 pen (steel brush); 铅笔 pencil (lead brush); 电话 telephone (electric speech); 电视 television (electric sight); 电脑 computer (electric brain); 光盘 CD/DVD (shiny plate)
Video: A Heat Wave called Turfan

The faces and costumes of the many nationalities that travelled along the Silk Road are preserved in the tomb pottery of the Tang Dynasty.

More about Turfan: https://en.wikipedia.org/wiki/Turpan
Further activities

• Explore the concept of home and family in China (pig under a roof); what does 老家 mean literally and figuratively? Do Chinese people like to keep pets? What pets did they have 50 years ago? What pets do they have now?

• Investigate endangered species in China:

• Start a cross-curricular Panda project
Topic 10 - Food and Drink

- Explore children's knowledge of Chinese
- Emphasize similarities and differences
- Introduce, 汉堡包 hamburger, 比萨 pizza, 薯条 French fries and 巧克力 chocolate and remind children of 吃 eat
- Use a selection of vocabulary for fruits and
- Introduce the question 谁喜欢吃...? Who like eat
- Introduce 喝 drink and a selection of drinks
- Introduce 爱 love for children to use if they really like something: e.g. 我爱茶 I love drink tea
- Work with question words; highlight Q&A sentence pattern
Topic 10 - Food and Drink

- Pronunciation practice with new vocabulary: 喜欢 like, 吃 eat, 水果 fruit, 蔬菜 vegetable; model particularly the harder sounds 吃 eat, 喜 like, 菜 vegetable

- Explore children’s knowledge of Chinese food – introduce 米饭 rice and 面条 noodles; how does it compare with what they eat?


- Introduce, 汉堡包 hamburger, 披萨 pizza, 薯条 French fries and 巧克力 chocolate and remind children of 吃 eat

- Use a selection of vocabulary for fruits and vegetables from:
  https://www.youtube.com/watch?v=Pi3ag4RR39Q
  https://www.youtube.com/watch?v=SvYaWXIKMd0

  Chose from: fruit: 苹果 apple, 香蕉 banana, 葡萄 grapes, 橘子 orange, 李子 pear, 西瓜 watermelon, 草莓 strawberry, 柚子 pomelo vegetables: 西兰花 broccoli, 生菜 lettuce, 黄瓜 cucumber, 西红柿 tomato, 土豆 potato, 胡萝卜 carrot, 洋葱 onion, 菠菜 spinach
Pin flashcards of fruit and vegetables around the room. Call out the name of a vegetable and ask children to point to the correct picture. Introduce the question **Who like eat...?** Remind children of question word **who** Explain what the question means and discuss an appropriate response. Then ask **Who like eat vegetables?** **Who like eat vegetables** and so on. Reinforce use of negative **not** for answers **I not like eat...** Also vary question as: **Who not like eat...?**

Introduce **drink** and a selection of drinks such as **water, milk, tea, coffee, cola, fizzy drinks, fruit juice;** use flashcards as above for question **Who like drink...?**

Introduce **love** for children to use if they **really** like something: e.g. **I love drink tea**

Work with question words; highlight Q&A sentence pattern; remind children of question **You called what? You like drink what?** Ask if anyone can work out how to ask “What do you like to drink?” **You like drink what?** How many question words do they now know? **what? who? how many? (remind them you几岁? You how many years/How old are you?); which? (你是哪国人? You are which country person/which country are you from?)

Give the children in groups or pairs cards each with one of the question words on them. Have them circulate asking other groups/pairs a question using that word. When they get an answer they should respond **right/not right** depending whether they think it is the right answer or not.
Suzhou is the home of silk, which the Chinese first discovered how to produce at least 6000 years ago. Life of the silkworm

Further activities

• Use the Western fast food restaurants as a starting point to investigate western influence in modern China.
• Explore the different types of food eaten in different parts of China. Use this as an opportunity to explore further the geography of the different provinces.
• Organize a Chinese cookery lesson – see if you can recruit help from a local Chinese restaurant.
Topic 11 - Time – Sun, Moon and Stars

- Tongue twisters
- Start by talking about how the calendar works and use previous knowledge about Chinese New year to discuss the difference between the solar and lunar calendars.
- Introduce 天 day, 今天 today, 明天 tomorrow, 昨天 yesterday;
- Revise numbers 1-31 and then introduce month/day format 月 y 日 x month y day
- With the children work out today's date, day and month, write it on the whiteboard in characters and model the phrase 今天是 x 月 y 日 Today is x month y day.
- Tell the children to work out their birthdays in Chinese and compile a chart showing them with the children writing their own dates
- Introduce days of the week
Topic 11 - Time – Sun, Moon and Stars

- Tongue twisters: ask the class if they know any English tongue twisters and/or share some of your own. Tell the class that Chinese has tongue twisters too and try out: 老师四十四岁，是不是? (Teacher 44 years, is not is/ Teacher is 44, isn't she?) and/or 妈妈赶马，马慢，妈妈骂马 (Mother overtakes horse, horse slow, mother scolds horse)
- Start by talking about how the calendar works and use previous knowledge about Chinese New year to discuss the difference between the solar and lunar calendars. Do they know that our word “month” actually comes from the word “moon” and goes back to a time when we too used the lunar calendar.
- Explain that although Chinese festivals are based on the traditional lunar calendar, for everyday life China uses the same solar calendar as we do; and the way you say the date in Mandarin uses the words for both sun 日 and moon 月
- Introduce 天 day, 今天 today, 明天 tomorrow, 昨天 yesterday;
- Revise numbers 1-31 and then introduce month/day format 月 日 x month y day. Explain that in Mandarin big comes before little and that this will be a useful pattern to remember – look at how this is different in English and give examples: we say 21st January 2014 but the Chinese say 2014 January 21st; when we give addresses we say 21 Happy Lane, Funtown, Laughtershire, UK, but if you look at a Chinese letter, the address is written China, Laughter Province, Funtown, Happy Lane 21 (http://www.chinasnippets.com/2005/11/06/chinese-address-formats-western-addresses/)
- N.B. YCT uses 号 number for dates, so introduce it here as an alternative, mentioning it is also used in addresses for house/flat numbers. If you put the date in characters on your whiteboard, use 号.
• With the children work out today’s date, day and month, write it on the whiteboard in characters and model the phrase **今天 是 x 月 y 日 Today is x month day.** Highlight 明天 tomorrow and 昨天 yesterday and with the class work out 昨天 是 昨天 is… **yesterday is…** 明天 is… tomorrow is… n.b. highlight that 是 is doesn’t change, whereas in English we say “yesterday was” and if appropriate consider use of tenses in other languages the children know. Explain how Mandarin uses “marker” words and phrases to do the same job.

- Tell the children to work out their birthdays in Chinese and compile a chart showing them with the children writing their own dates
- Tell the children that days of the week are easy in Mandarin and that along with moon for month and sun for day, they also need to know the word for star: 星期 star period. Monday to Saturday use 星期 + numbers 1-6, Sunday is 星期 + 天 sky/day/heaven Model days of the week 星期一, 二, 三, 四, 五, 六, 天 and with the children work out how to say “today is…; tomorrow is…; yesterday was…”
Video: Ice city - Harbin

The Siberian tiger is also native to North China and Harbin has the largest breeding group in the world in its Tiger park.

More information on Harbin: https://en.wikipedia.org/wiki/Harbin
Harbin Ice Festival
Further activities

• Investigate festivals in China:
  • http://schoolsonline.britishcouncil.org/sites/default/files/files/2468_BC_Chinese%20new%20year%202014-Pack%20sheets-Online%20PDF_02.pdf
  • Also Dragon Boat Festival 端午节 https://en.wikipedia.org/wiki/Duanwu_Festival
  • Qing Ming Festival 清明节 https://en.wikipedia.org/wiki/Qingming_Festival
Topic 12 – Time and Timetables

- Explain that in ancient times, before there were clocks, time in China, as in the rest of the world was marked by bells. Mandarin still uses the word for “bell” 钟 to mean “clock” as well.
- Introduce 点 dot/hour and 分 part/minute as the markers for hours and minutes
- Revise numbers 1-60 and then with the characters 点分 and 半 half on the whiteboard, ask the children to work out how you say the time.
- Introduce 早上 morning, 下午 afternoon and 晚上 evening for morning, afternoon and evening.
- On whiteboard show a timetable for whole day – divide it into 家 home and 学校 school
- Introduce 课 for lesson/subject with verb 上 go up (but here meaning “attend, begin/have”), and 现在 now
- Have flashcards to show the characters for each lesson of the timetable: 英文课 English/Literacy, 中文课 Chinese, 科学课 Science, 数学课 Maths/Numeracy, 地理课 Geography, 历史课 History, 体育课 PE but no need to learn vocabulary.
Topic 12 – Time and Timetables

- Revisit tongue twisters in Section 11 and play BBC tone game: [http://www.bbc.co.uk/languages/chinese/games/tones.shtml](http://www.bbc.co.uk/languages/chinese/games/tones.shtml)

- Explain that in ancient times, before there were clocks, time in China, as in the rest of the world was marked by bells. Mandarin still uses the word for “bell” 钟 to mean “clock” as well.

- Introduce 点 dot/hour and 分 part/minute as the markers for hours and minutes, but explore also their other meanings to show why they are used i.e. “dots” on the clock for hours, and “parts” of an hour for minutes.

- Revise numbers 1-60 and then with the characters 点分 and 半 half on the whiteboard, ask the children to work out how you say the time.

- Introduce 早上 morning, 下午 afternoon and 晚上 evening for morning, afternoon and evening. Mention that you can also turn these words into greetings by adding 好 good as alternatives to just 你好 hello: 早上好 good morning; 下午好 good afternoon; 晚上好 good evening

- On whiteboard show a timetable for whole day – divide it into 家 home and 学校 school i.e. Get up; have breakfast; leave for school; start school etc in English and go round class asking for times in Chinese.

- Introduce 课 for lesson/subject with verb 上 go up (but here meaning “attend,begin/have”), and 现在 now: model the phrase 我们现在上中文课 we now attend Chinese class. Remind the children of previous learning to work through the meaning of the question 你喜欢上什么课? You like have what class? Go round the class asking the question; the children can reply 我喜欢上 x (in English) I like have x with you supplying the Mandarin for the named lesson. Have flashcards ready to show the characters for each lesson of the timetable: 英文课 English/Literacy, 中文课 Chinese, 科学课 Science, 数学课 Maths/Numeracy, 地理课 Geography, 历史课 History, 体育课 PE but no need to learn vocabulary.
Video: Guilin landscape

This area has inspired artists for many centuries. Watch this short video and search online for other views to create your own landscape painting.

More information on Guilin: https://en.wikipedia.org/wiki/Guilin
Further activities

• Investigate a typical day for a pupil in a primary school in China. [http://www.bbc.co.uk/learningzone/clips/a-typical-school-day-in-a-primary-school-in-china/6252.html](http://www.bbc.co.uk/learningzone/clips/a-typical-school-day-in-a-primary-school-in-china/6252.html) What is the same and what is different.

• **N.B. take note of the extra vocabulary and use as appropriate**

• Investigate the Drum and Bell Towers in Beijing: [http://en.wikipedia.org/wiki/Gulou_and_Zhonglou_(Beijing)](http://en.wikipedia.org/wiki/Gulou_and_Zhonglou_(Beijing)) Use this as a starting point for an ongoing exploration of Beijing – find the Forbidden City, Tiananmen Sq, the Temple of Heaven on city maps. Make this the start of a class project to find out more about Beijing, ancient and modern.

• Locate other cities that still have Drum and/or Bell towers: Xi’an and Nanjing
Topic 13 - Colours

- Introduce Peking opera is a popular form of traditional entertainment that is still shown often on TV.
- Show part of the Peking operas: Monkey disturbs the Palace of Heaven (start at 05.00 mins) https://www.youtube.com/watch?v=rRukNTlKkos and The Broken Bridge - the story of Lady White Snake (start at 14.00) https://www.youtube.com/watch?v=dAvkNBFdrz0
- Choose different masks and work with the class on Q&A 这/那是 什么颜色? This is what colour? That is X colour
- Give the class blank mask templates (http://www.firstpalette.com/tool_box/printables/Chineseoperamask.html) for them to colour in with their own invented character, and label the colours.
The yellow River is known as the cradle of Chinese civilization. It was one of the centres of Neolithic development, and the area that saw the beginning of the Bronze Age with the Xia and Shang dynasties. In traditional mythology it is where human beings were first created.

*The story of Nu Gua*
Further activities

• Both the Monkey King and lady White Snake are very famous characters in Chinese traditional stories. We will return to the Monkey King at another stage. You can find a version of the Lady White Snake story here in audio and written format.

• The story is set around the real West Lake which is in Hangzhou city and is one of the most popular tourist destinations in China. Use Google Maps or Google Earth to locate Hangzhou and West Lake. Also use Google Images to locate pictures of the Broken Bridge, Hangzhou and the Thunder peak Pagoda.

• As extension, ask the children to plan their own simple story involving the character they invented with their mask.
**Topic 14 – Going places**

- Practise the different u & ü sounds. Talk about how the sounds are different and what you do with your mouth to make them.
- Introduce the verb 去 go and question word 哪儿 where. Take the opportunity to revise the other question words so far encountered.
- Model the question and answer 你去哪儿？You go where？我去
- Discuss with the children places they go in their daily life e.g. home, school, bus stop, shopping centre, swimming pool, football ground and ask whether they think children their age in China will go to the same sort of places. What will they look like?
Topic 14 – Going places

- Practise the different u & ü sounds in e.g. 不 not, 福 good luck, 母 mother and 去 go, 绿 green, 举 lift/raise. Talk about how the sounds are different and what you do with your mouth to make them.
- Introduce the verb 去 go and question word 哪儿 where. Take the opportunity to revise the other question words so far encountered: 什么 what?, 几 how many? and the alternative ways of asking questions: x 不 x and 吗.
- Model the question and answer 你去哪儿？You go where? 我去 I go x replacing x with countries or cities from session 8. If you created a wall display of countries, the children should use that to choose their answers.
- Remind children of vocabulary for yesterday, today and tomorrow 昨天 yesterday, 今天 today, 明天 tomorrow and model how to introduce them into the Q&A: 你明天去哪儿？You tomorrow go where? 我明天去中国 I tomorrow go China.
- Discuss with the children places they go in their daily life e.g. home, school, bus stop, shopping centre, swimming pool, football ground and ask whether they think children their age in China will go to the same sort of places. What will they look like? Use Google images to find pictures of Chinese shops/supermarkets; schools, bus stops, parks, home. Some suggested links here:


http://i.telegraph.co.uk/multimedia/archive/02581/Tesco-Legou2_2581877b.jpg


http://i.dailymail.co.uk/i/pix/2009/07/20/article-0-05C78427000005DC-513_634x415.jpg

1000 peaks and myriad ravines
Wang Hui
1632-1717
Make cards for each of the destinations with the vocabulary (enough for one for each child) 商店 shop, 超市 supermarket, 游泳池 swimming pool, 车站 bus stop, 学校 school, 家 home, 公园 park and practise these words with the class. Give each child a card and get them to circulate around the class asking each other 你去哪儿? You go where? and replying with 我去..I go..(according to the card they hold). 你呢? You, eh?. Use the opportunity to introduce 也 also if two children have the same destination.

The Yangtze marks the division between North and South China. Until quite recently it was assumed that Chinese civilisation began in the North, but sites like Sanxingdui with its mysterious masks and human figures have changed this.
Video: Rediscovering the Yangtze

Map of Yangtze River Geographic Location
(Click to enlarge)

Endangered species of the Yangtze
Further activities

• Use the photo of Taiji fan in the park as a starting point to investigate Traditional Chinese medicine and "energy". Watch videos of people doing Taiji:  http://www.youtube.com/watch?v=JRaakjTxckI
  • http://www.youtube.com/watch?v=Vc0ejKcAv2k
  • https://www.youtube.com/watch?v=SjPHwaNdWls
  • https://www.youtube.com/watch?v=-GFnimrzqro See if you can find a teacher to practice some taiji with the class.

• Find out about daily life for a young boy in a provincial Chinese city by watching Junjie’s story here:  http://schoolsonline.britishcouncil.org/projects-and-resources/ragdoll-films See also the associated resources.