

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
<p>Sample sentences</p> <p>Nǐhǎo. Zàijiàn. 你好。再见。</p> <p>Dàjiā hǎo. Lǎoshī hǎo. 大家好。老师好。</p> <p>Nǐ shì nǎ guó rén? 你是哪国人?</p> <p>Wǒ shì Zhōngguó rén. 我是中国人。</p> <p>Nǐ jiào shénme míngzi? 你叫什么名字?</p> <p>Wǒ jiào Lǐ Xiǎolóng. 我叫李小龙。</p> <p>Hěn gāoxìng rènshi nǐ. 很高兴认识你。</p> <p>Xièxie! 谢谢!</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Short dialogues on greetings • Sounds of Chinese (poem or song) <p>Speaking (output)</p> <ul style="list-style-type: none"> • Exchange simple greetings • Ask/answer simple questions • Counting 1–5 (counting rhymes) 	<p>New words</p> <p>wǒ nǐ jiào shénme 我 你 叫 什么</p> <p>míngzi nǎ guó rén 名字 哪 国 人</p> <p>hǎo hěn bù gāoxìng 好 很 不 高兴</p> <p>shì rènshi Zhōngguó Ài'ěrlán 是 认识 中国 爱尔兰</p> <p>xièxie dàjiā 谢谢 大家</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Pronouns <i>wǒ</i> and <i>nǐ</i> • Use of the verb <i>jiào</i> • Use of the verb <i>shì</i> (to be) • Introduce use of <i>hěn</i> • Negative form <i>bù</i> • Questions with <i>ne</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Role of tones in Chinese • Introduction to four tones 	<p>Recommended characters</p> <p>Read: 一 二 三 四 五 你好 中 人 我</p> <p>Write: 中 人</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Chinese characters: a bit of history • Using a character writing worksheet • Write simple single characters: numbers 1 to 5 <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Recognise some characters (on flash cards) • Read some sentences in pinyin <p>Writing</p> <ul style="list-style-type: none"> • Write names in characters • Write numbers in characters
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • 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 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>Nǐ duō dà? Wǒ shí èr suì. 你多大? 我十二岁。</p> <p>Nǐ shǔ shén me? Wǒ shǔ... 你属什么? 我属……</p> <p>Nǐ shēng rì shì nǎ tiān? 你生日是哪天?</p> <p>Wǒ shēng rì shì shí èr yuè sì hào. 我生日是十二月四号。</p> <p>Nǐ jiā zài nǎr? 你家在哪儿?</p> <p>Wǒ jiā zài Shàng hǎi. 我家在上海。</p> <p>Nǐ diàn huà shì duō shǎo? 你电话是多少?</p> <p>Wǒ diàn huà shì... 我电话是……</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Talking about age, Zodiac sign • Numbers 1–20 • Counting and birthday songs <p>Speaking (output)</p> <ul style="list-style-type: none"> • Dialogues on birthday celebrations • Sing a birthday song with your class • Counting 6–10 (counting rhymes) 	<p>New words</p> <p>jǐ suì jīn nián duō 几岁今年多</p> <p>dà shēng rì nián 大生日年</p> <p>yuè rì hào shí èr 月日号十二</p> <p>shǔ nǎr diàn huà duō shǎo 属哪儿电话多少</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Structure of numbers • Question words: <i>shén me, shén me shí hou, nǎr</i> • Use of <i>zài</i> as preposition • Use <i>men</i> to indicate plural • Date format: year, month, day <p>Pronunciation</p> <ul style="list-style-type: none"> • Four tones marks • Introduction to pinyin 	<p>Recommended characters</p> <p>Read: 六 七 八 九 十 天 我 大</p> <p>Write: 你 好 天 我 大</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Single and compound characters • Write simple single characters: number 6 to 10 <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Sample Chinese Zodiac signs • Greeting cards • Chinese ID cards/simple messages <p>Writing</p> <ul style="list-style-type: none"> • Draw own Zodiac including character • Write short messages in pinyin • Practice writing select characters
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Lucky and unlucky numbers in Chinese • The 12 animals of the Chinese Zodiac • Birthday celebrations in old and new China • Introduction to calligraphy 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Nǐ xǐhuan zuò shénme? 你 喜欢 做 什么?</p> <p>Wǒ xǐhuan dǎ lánqiú. 我 喜欢 打 篮球。</p> <p>Nǐ xǐhuan yùndòng ma? 你 喜欢 运动 吗?</p> <p>Nǐ xǐhuan shénme yánsè? 你 喜欢 什么 颜色?</p> <p>Nǐjiā yǒu xiǎogǒu ma? 你家 有 小狗 吗?</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Young people talk about their hobbies • Young people say which hobbies they like best <p>Speaking (output)</p> <ul style="list-style-type: none"> • Ask/answer questions about hobbies • Ask/answer questions about favourite colours 	<p>New words</p> <p>xǐhuan zuò yùndòng dǎlánqiú 喜欢 做 运动 打篮球</p> <p>tīzúqiú kàndiànshì yóuyǒng yǒu 踢足球 看电视 游泳 有</p> <p>shàngwǎng yánsè àihào gǒu 上网 颜色 爱好 狗</p> <p>hóngsè huángsè báisè chéngsè 红色 黄色 白色 橙色</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Yes-no questions with <i>ma</i> • Express possession with <i>yǒu</i> • Negative form <i>méiyǒu</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Six basic finals (single vowels): a, o, e, i, u, ü • Placement of tone marks 	<p>Recommended characters</p> <p>Read: 什么 有 吗</p> <p>Write: 什么 有</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Pictographic characters: 人, 口, 女 • Characters with phonetic elements: 吗 <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Posters featuring hobbies, events • Internet searches on student past-times <p>Writing</p> <ul style="list-style-type: none"> • Draw/design a promotional poster
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • How much free time do Chinese students have? • Favourite past-times: shopping, visiting family, sport, etc. • Significant, lucky and unlucky colours in Chinese society 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Nǐ jiā yǒu jǐ kǒu rén? 你 家 有 几 口 人?</p> <p>Wǒ jiā yǒu wǔ kǒu rén. 我 家 有 五 口 人。</p> <p>Nǐ yǒu gēge ma? 你 有 哥 哥 吗?</p> <p>Zhè shì wǒ bàba, nà shì wǒ māma. 这 是 我 爸 爸, 那 是 我 妈 妈。</p> <p>Wǒ jiā hěn dà, yǒu wǔ gè fángjiān. 我 家 很 大, 有 五 个 房 间。</p> <p>Wǒ xǐhuan mǐfàn. 我 喜 欢 米 饭。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Family members introduce themselves • Conversations about food <p>Speaking (output)</p> <ul style="list-style-type: none"> • Say who is in your family • Say which dishes you like/dislike 	<p>New words</p> <p>jiā bàba māma gēge 家 爸 爸 妈 妈 哥 哥</p> <p>jiějie dìdì fángjiān 姐 姐 弟 弟 房 间</p> <p>wǔ zhè nà 五 这 那</p> <p>kuàizi mǐfàn miàntiáo jiǎozi 筷 子 米 饭 面 条 饺 子</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Introduce measure words • Measure word <i>gè</i> • Express existence with <i>yǒu</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Initials (1): <i>b, p, m, f, d, t, n, l</i> • Combine initials (1) and six basic finals • Neutral tone: <i>ma</i> 	<p>Recommended characters</p> <p>Read: 爸 妈 个 口 家 Write: 爸 妈 个 口</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Role of radicals • Recognise radicals: 马 人 <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Recipes for Chinese dishes • Source Chinese family charts (internet) <p>Writing</p> <ul style="list-style-type: none"> • Practice character writing • Write the ingredients for a Chinese dish • Create a family tree (print or digital)
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Family life and ties in China • Some well-known dishes from different parts of China • Importance of food in Chinese life and culture 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Qù... zěnmē zǒu? Wǎng zuǒ zhuǎn. 去…… 怎么 走? 往 左 转。</p> <p>Zuò jǐ lù chē? 坐 几 路 车?</p> <p>Yào huàn chē ma? Búyào. 要 换 车 吗? 不要。</p> <p>Jīntiān Běijīng tiānqì hǎoma? 今天 北京 天气 好吗?</p> <p>Běijīng dōngtiān lěng, xiàtiān rè. 北京 冬天 冷, 夏天 热。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Station announcements about travel • Conversations on directions/weather • Weather announcements <p>Speaking (output)</p> <ul style="list-style-type: none"> • Asking/answering directions • Say what the weather is like • A song or poem on a favourite season 	<p>New words</p> <p>zǒu wǎng zuǒ yòu zhuǎn mǐ 走 往 左 右 转 米</p> <p>hónglǜdēng lù tiānqì 红绿灯 路 天气</p> <p>xiàyǔ xiàtiān dōngtiān 下雨 夏天 冬天</p> <p>rè lěng dìtú chángjiāng 热 冷 地图 长江</p> <p>Běijīng Shànghǎi Xiānggǎng 北京 上海 香港</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Question word: <i>zěnmē</i> • Use of verb <i>qù</i> • Express 'need to' with <i>yào</i> • Compare <i>būyào</i> and <i>méiyǒu</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Initials (2): <i>g, k, h, j, q, x</i> • Combine initials (2) and six basic finals 	<p>Recommended characters</p> <p>Read: 去 走 坐 上 下 Write: 去 走 上 下</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • What are character strokes? • Introducing basic strokes 1: <i>diǎn, héng, shù</i> <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Simple transport timetables • Tickets for bus and trains • Brochures on Chinese cities and places <p>Writing</p> <ul style="list-style-type: none"> • Identify provinces/cities on a map of China • Short texts of some famous places
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Using public transport in China • Some cities, rivers, mountains, provinces, etc. • Introduction to the geography of China • Some climate differences across China 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Xīnnián hǎo. Xīnnián kuàilè. 新年好。新年快乐。</p> <p>Jīnnián shì... nián. 今年是……年。</p> <p>Chūnjié zài shénme shíhòu? Yīyuè huò èryuè. 春节在什么时候？一月或二月。</p> <p>Zhōngguó rén zěnmē guò chūnjié? 中国人怎么过春节？</p> <p>Wǒmen hé quánjiā yìqǐ guò chūnjié. 我们和全家一起过春节。</p> <p>Zhōngguó rén guò chūnjié chī shénme? 中国人过春节吃什么？</p> <p>Wǒmen chī yú, jiǎozi hé yuánxiāo. 我们吃鱼、饺子和元宵。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Media texts featuring celebrations • Songs, greetings, poems • Conversations about new year <p>Speaking (output)</p> <ul style="list-style-type: none"> • Chinese New Year messages • ‘Happy New Year’ chants • Short poems and sayings for new year 	<p>New words</p> <p>guò jīnnián chūnjié xīnnián 过今年春节新年</p> <p>kuàilè bāojiǎozi shíhòu huò 快乐包饺子时候或</p> <p>hóngbāo yuánxiāojié yīyuè zěnmē 红包元宵节一月怎么</p> <p>quánjiā yìqǐ chī yú 全家一起吃鱼</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Expressing days and dates • Use of <i>huò</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Initials (3): <i>zh, ch, sh, r</i> • Combine initials (3) and six basic finals 	<p>Recommended characters</p> <p>Read: 春 月 吃 年 今 Write: 月 吃 年 今</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Introducing basic strokes 2: <i>piě, nà</i> • Combine use of strokes <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Chinese banners/couplets • New year cards for friends and family • Recipes for new year <p>Writing</p> <ul style="list-style-type: none"> • Chinese New Year greetings • Write names of some dishes
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • 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.) 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>Píngguǒ yī jīn duōshǎo qián? 苹果 一斤 多少 钱?</p> <p>Tài guì le. 太 贵 了。</p> <p>Piányi yīdiǎnr hǎoma? 便宜 一点儿 好吗?</p> <p>Gěi nǐ qián. 给 你 钱。</p> <p>Zhǎo nǐ wǔ kuài. 找 你 五 块。</p> <p>Zhè jiàn tài cháng le. 这 件 太 长 了。</p> <p>Dàxiǎo hěn héshì. 大小 很 合适。</p> <p>Kěyǐ shìshi ma? 可以 试试 吗?</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Ads for popular purchases • Conversations in shops and markets • Descriptions of shops and streets <p>Speaking (output)</p> <ul style="list-style-type: none"> • Asking a price to buy something • Bargaining for the best price • Jingles and counting rhymes 	<p>New words</p> <p>ōuyuán yuán kuài máo fēn 欧元 元 块 毛 分</p> <p>jīn jiàn xiǎo dàxiǎo 斤 件 小 大小</p> <p>héshì piányi guì mǎi 合适 便宜 贵 买</p> <p>shāngdiàn chāoshì 商店 超市</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Express 'very' or 'too' with <i>tài</i> • Tag question with <i>ma</i> • Question word: <i>duōshǎo</i> • Use of <i>yīdiǎnr</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Initials (4): z, c, s, y, w • Combine all the initials and six basic finals 	<p>Recommended characters</p> <p>Read: 苹果 钱 太 很</p> <p>Write: 苹果 太 很</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Introducing basic strokes 3: <i>tí, gōu, zhé</i> • Combine and practise use of all strokes <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Size/price labels and receipts • Names of shops and streets • Banknotes and coins • Chinese shopping websites <p>Writing</p> <ul style="list-style-type: none"> • Short shopping list • Draw signs for shops, streets, etc. • Recognise and read numbers
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • 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 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Nínhǎo, qǐngwèn nín jǐ wèi? 您好，请问您几位？</p> <p>Sì wèi. 四位。</p> <p>Nǐ xǐhuān zhōngcān hái shì xīcān? 你喜欢中餐还是西餐？</p> <p>Nǐ xiǎng chī shénme? Wǒ xiǎng chī kǎoyā. 你想吃什么？我想吃烤鸭。</p> <p>Nǐ néng chī là ma? 你能吃辣吗？</p> <p>Kěyǐ chī yīdiǎnr. 可以吃一点儿。</p> <p>Nǐ xiǎng hē shénme? 你想喝什么？</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Conversations in Chinese restaurants • Follow media recipes in Chinese <p>Speaking (output)</p> <ul style="list-style-type: none"> • Asking for food • Jingles and counting rhymes 	<p>New words</p> <p>zhōngcān yòng càidān mǎidān 中餐 用 菜单 买单</p> <p>děngyíxià diǎn cài hē 等一下 点 菜 喝</p> <p>là sháozi fúwùyuán 辣 勺子 服务员</p> <p>Zhōngguóchá guǒzhī huǒguō 中国茶 果汁 火锅</p> <p>kǎoyā chǎomiàn chūnjuǎn 烤鸭 炒面 春卷</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Express ‘can’ with <i>néng</i> • Use of <i>hái</i> • Express ‘want to’ with <i>xiǎng</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Compound finals (1): <i>ai, ei, ui</i> • Combine initials with compound finals (1) 	<p>Recommended characters</p> <p>Read: 您 西 想 位 问 Write: 西 想 问</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Identify radicals in character lists <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Names of some dishes • Chinese restaurant names • Simple recipes <p>Writing</p> <ul style="list-style-type: none"> • Names of Chinese restaurants • Write names of some dishes
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Typical Chinese restaurants and tea-houses • Going for a Chinese meal: menus, sharing dishes, chopsticks • Chinese dishes and Chinese tea: examples from different regions 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>Lǎoshī, wǒ xiǎng wèn yīgè wèntí. 老师，我想问一个问题。</p> <p>Hǎode, qǐng shuō. 好的，请说。</p> <p>Lǎoshī, wǒ tīngbùdǒng. 老师，我听不懂。</p> <p>Tā shì wǒ de tóngxué. 他是我的同学。</p> <p>Nǐ xué nǎxiē kè? 你学哪些课？</p> <p>Wǒ xué hànyǔ, shùxué hé yīngyǔ. 我学汉语、数学和英语。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Teacher/school announcements • Classroom/teacher language <p>Speaking (output)</p> <ul style="list-style-type: none"> • Greetings in school • Self-introduction (classmates/teachers) • Asking/answering simple questions 	<p>New words</p> <p>huídá wèntí tīng dǒng 回答问题听懂</p> <p>tóngxué kè de 同学的</p> <p>Some school subjects</p> <p>shùxué yīngyǔ jiāzhèng 数学 英语 家政</p> <p>Maths English Home Economics</p> <p>lìshǐ tǐyù kēxué hànyǔ 历史 体育 科学 汉语</p> <p>history P.E. Science Chinese</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Possessive pronouns • Possession with <i>de</i> • Possession without <i>de</i> • Plural form <i>xiē</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Compound finals (2): <i>ao, ou, iu</i> • Combine initials with compound finals (2) 	<p>Recommended characters</p> <p>Read: 听 老师 说不 Write: 听 说 不</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • How to deconstruct a Chinese character (character components) • Basic rules for stroke order: introduction <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Curriculum schedule • Daily schedule • Subject timetables • Name and label tags <p>Writing</p> <ul style="list-style-type: none"> • Short greeting messages to friends/family • Thank you note • Practice writing the characters for school subjects
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Going to school in China • School size, boarding schools, etc. • How to ask questions in class in China 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>Jǐdiǎn shàngkè? 几点 上课?</p> <p>Shàngwǔ qīdiǎnbàn. 上午 七点半。</p> <p>Jǐdiǎn xiàkè? 几点 下课?</p> <p>Xiàwǔ liùdiǎn. 下午 六点。</p> <p>Wǒmen zhōuyī dào zhōuwǔ shàngkè, 我们 周一 到 周五 上课。</p> <p>zhōuliù zhōurì bú shàngkè. 周六 周日 不 上课。</p> <p>Wǒmen zhōngwǔ shíèrdiǎn chī zhōngfàn. 我们 中午 十二点 吃 中饭。</p> <p>Nǐde zuóyè duō ma? 你的 作业 多 吗?</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Listen and tell the time • Dialogues about time <p>Speaking (output)</p> <ul style="list-style-type: none"> • Ask the time • Talking about schedules (meeting at a certain time) 	<p>New words</p> <p>zhōu bàn diǎn xiànzài 周 半 点 现在</p> <p>shàngkè fēn shàngwǔ 上课 分 上午</p> <p>zuóyè nán zhōurì zhōngfàn 作业 难 周日 中饭</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Structure of days of the week • Tell the time • Question word: <i>jǐ</i> <p>Pronunciation</p> <ul style="list-style-type: none"> • Compound finals (3): <i>ie, üe, er</i> • Combine initials with compound finals (3) • Tonal shift: <i>yī</i> pronounced as <i>yígè, yinián</i> 	<p>Recommended characters</p> <p>Read: 点 饭 周 课 午 Write: 点 周 午</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Basic rule for stroke order: top to bottom <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Notices posted up in schools • Daily schedules with times <p>Writing</p> <ul style="list-style-type: none"> • Write a sample daily schedule for yourself • Write a sample weekend schedule
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • A day in the life of a Chinese student • How much homework do Chinese students have to do? • Organisation of Chinese school year 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>Nǐ kèyú shíjiān xǐhuan zuò shénme? 你 课 余 时 间 喜 欢 做 什 么?</p> <p>Wǒ xǐhuan kàn diànyǐng, yě xǐhuan tiàowǔ. 我 喜 欢 看 电 影, 也 喜 欢 跳 舞。</p> <p>Nǐ xǐhuan bù xǐhuan pǎobù? 你 喜 欢 不 喜 欢 跑 步?</p> <p>Pǎobù, wǔshù hé tiàowǔ wǒ dōu xǐhuan, nǐ ne? 跑 步、武 术 和 跳 舞 我 都 喜 欢, 你 呢?</p> <p>Wǒ yě xǐhuan liàn tàijíquán. 我 也 喜 欢 练 太 极 拳。</p> <p>Wǒmen dōu xǐhuan duànliàn shēntǐ. 我 们 都 喜 欢 锻 炼 身 体。</p> <p>Wǒ zuì xǐhuan tiàowǔ. 我 最 喜 欢 跳 舞。</p> <p>Wǒ yě shì. 我 也 是。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Students talk about different past-times • Listen to sports announcements <p>Speaking (output)</p> <ul style="list-style-type: none"> • Dialogues on favourite past-times and activities • Asking and answering questions 	<p>New words</p> <p>kèyú kàn diànyǐng 课 余 看 电 影</p> <p>yě tiàowǔ pǎobù duànliàn 也 跳 舞 跑 步 锻 炼</p> <p>shēntǐ wǔshù dōu 身 体 武 术 都</p> <p>tàijíquán zuì 太 极 拳 最</p> <p>Grammar reference</p> <ul style="list-style-type: none"> • Express ‘all’ <i>dōu</i> • Affirmative-negative questions • Use of adverb <i>yě</i> (also) • Use of adverb <i>zuì</i> (the most) <p>Pronunciation</p> <ul style="list-style-type: none"> • Practice nasal finals: <i>an, en, in, un, ün</i> • Tonal shift: <i>bù</i> pronounced as <i>búshì</i> 	<p>Recommended characters</p> <p>Read: 喜 欢 做 都 呢</p> <p>Write: 喜 欢</p> <p>Learning about characters</p> <ul style="list-style-type: none"> • Basic rule for stroke order: left to right <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Movie posters, media ads • Short newspaper articles <p>Writing</p> <ul style="list-style-type: none"> • Write sentences about favourite free time activities (characters and pinyin) • Chinese characters for popular sports
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Friendship ties amongst young people in China • Introduction to martial arts in China • Sport and leisure activities in China 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>Nǐ yībān yòng shénme liáotiān? 你 一般 用 什么 聊天?</p> <p>Wǒ yībān yòng wēixin. 我 一般 用 微信。</p> <p>Zhōngguó rén yòng shénme wǎngzhàn chá xìnxi? 中国人 用 什么 网站 查 信息?</p> <p>Tāmen chángcháng yòng bǎidù. 他们 常常 用 百度。</p> <p>Nǐ shōudào le wǒ de xìnxi ma? 你 收到 了 我的 信息 吗?</p> <p>Méiyǒu. Shì shénme? 没有。 是 什么?</p> <p>Shì yīgè zhōngwén yìngyòng. Tā hěnbàng. 是 一个 中文 应用。 它 很棒。</p> <p>Shuōshuō zuì shòuhuānyíng de zhōngwén yìngyòng. 说说 最 受欢迎 的 中文 应用。</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> Get the gist meaning from some well-known media sites Dialogues using the names of Chinese internet sites <p>Speaking (output)</p> <ul style="list-style-type: none"> Short presentation about Chinese internet sites Asking and answering questions 	<p>New words</p> <p>shàngwǎng kàn xīnwén 上网 看 新闻</p> <p>liáotiān fā shōu yóujiàn 聊天 发 收 邮件</p> <p>yóuxiāng chá xìnxi 邮箱 查 信息</p> <p>yībān chángcháng yòng 一般 常常 用</p> <p>le méiyǒu xuéxí yìngyòng 了 没有 学习 应用</p> <p>shòuhuānyíng Xīnlàngwēibó 受欢迎 新浪微博</p> <p>Yōukù Wēixìn Bǎidù 优酷 微信 百度</p> <p>Grammar reference</p> <ul style="list-style-type: none"> Express completed action with <i>le</i> Words of frequency: <i>yībān</i>, <i>chángcháng</i> <p>Pronunciation</p> <ul style="list-style-type: none"> Practice nasal finals: <i>ang</i>, <i>eng</i>, <i>ing</i>, <i>ong</i> Tonal shift: <i>hěn</i> pronounced as <i>hénhǎo</i> 	<p>Recommended characters</p> <p>Read: 站 了 学 百 用 Write: 了 学 百</p> <p>Learning about characters</p> <ul style="list-style-type: none"> Basic rule for stroke order: outside to inside <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> Look up some Chinese media sites with your friends and share key information with your classmates Search for the names of popular Chinese online games <p>Writing</p> <ul style="list-style-type: none"> Send a text message to your friends Draw up a list showing Western/Chinese media sites
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> 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.) 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> 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
<p>Sample sentences</p> <p>我学汉语两年了。 I am studying Mandarin for two years.</p> <p>普通话是中国的主要语言。 Mandarin is the official language of China.</p> <p>新加坡和马来西亚也说普通话 Mandarin is spoken in Singapore and Malaysia.</p> <p>中国的香港和广州说粤语。 Cantonese is spoken in Hong Kong and Guangzhou.</p> <p>中国最受欢迎的体育项目是乒乓球。 Pingpong is the most popular sport in China.</p> <p>请说出几个东亚地区武术的名字。 Name some martial arts in East Asia.</p> <p>Some real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Examples of spoken Cantonese • Understanding martial arts commands • Some famous martial arts movies <p>Speaking (output)</p> <ul style="list-style-type: none"> • Give martial arts commands in Chinese • Say which are your favourite Chinese movies 	<p>New words</p> <p>普通话 粤语 Mandarin Cantonese</p> <p>日本 日语 韩国 韩语 Japan Japanese Korea Korean</p> <p>台湾 香港 澳门 新加坡 Taiwan Hong Kong Macau Singapore</p> <p>旗袍 和服 韩服 乒乓球 qipao kimono hanbok Pingpong</p> <p>Body parts:</p> <p>头 手 脚 腿…… head hand foot leg...</p> <p>Martial arts commands:</p> <p>功夫 站 提 转 打 Kongfu stand raise turn strike</p> <p>Possible project titles</p> <ul style="list-style-type: none"> • ‘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 	<p>Recommended characters</p> <p>Read: 香港 台湾 汉语 Write: 汉语</p> <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Find provinces/cities on a map of China • Tell the difference between Chinese, Japanese and Korean characters (internet search) <p>Writing</p> <ul style="list-style-type: none"> • 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.
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • 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 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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 citizens

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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>你说什么语言? Do you speak Chinese, Irish...?</p> <p>我说/我不会说…… I speak/do not speak...</p> <p>我能说/听懂/写/读…… I can speak/understand/write/read...</p> <p>我能说一点儿。我能说得很好。 I speak a little. I speak very well.</p> <p>我喜欢/不喜欢语言。 I like/do not like languages.</p> <p>学习语言很容易/难。 Learning a language is easy/hard.</p> <p>Some real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Students chat about their Chinese language learning • Listen to students saying what they 'can do' in Chinese <p>Speaking (output)</p> <ul style="list-style-type: none"> • Say what languages you speak • Asking/answering simple questions about your language learning 	<p>New words</p> <p>爱尔兰语 西班牙语 法语 德语 Irish Spanish French German</p> <p>波兰语 阿拉伯语 汉语水平考试 Polish Arabic HSK</p> <p>容易 难 听 说 读 写 easy hard listen speak read write</p> <p>Possible project titles</p> <ul style="list-style-type: none"> • 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? 	<p>Recommended characters</p> <p>Read: 爱尔兰法德 Write: 爱尔兰</p> <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • 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) <p>Writing</p> <ul style="list-style-type: none"> • 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
<p>Understanding how languages are learned</p> <ul style="list-style-type: none"> • 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? 		<p>Developing my plan for learning Chinese</p> <ul style="list-style-type: none"> • 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	Focusing on form	Reading and writing
<p>Sample sentences</p> <p>大家好! Hello, everyone!</p> <p>我的名字是…… My name is...</p> <p>我的中文名字是…… My Chinese name is...</p> <p>我们的“中国专题”是…… Our China project is...</p> <p>我将介绍…… I will introduce you to our project...</p> <p>希望大家喜欢我们的演讲。 I hope you find our presentation interesting.</p> <p>谢谢大家。下面是提问时间。 Thank you for listening. Any questions?</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Short talks on you tube, video etc. • Trailers and promos for Chinese movies <p>Speaking (output)</p> <ul style="list-style-type: none"> • How to introduce/end a short talk • How to answer and ask questions simple questions 	<p>New words</p> <p>孔子 秦始皇 毛泽东 Confucius Emperor Qin Mao Zedong</p> <p>万里长城 大河之舞 The Great Wall Riverdance</p> <p>天安门 新中国 Tiananmen New China</p> <p>梅兰芳 Mei Lanfang</p> <p>Possible project titles</p> <ul style="list-style-type: none"> • 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.) 	<p>Recommended characters</p> <p>Read: 毛 泽 东 长 城 Write: 毛 泽 东</p> <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Names of famous people/events in Chinese characters • Chinese history sources on the web • Make a selection of China history posters <p>Writing</p> <ul style="list-style-type: none"> • 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
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • 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 		<p>Developing intercultural awareness</p> <ul style="list-style-type: none"> • 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
<p>Sample sentences</p> <p>老师好。 Hello Sir/Ms...</p> <p>演讲题目是“中国四大发明”。</p> <p>The title of our project is Four Great Chinese Inventions.</p> <p>演讲分为两部分。</p> <p>There are two parts.</p> <p>我的同学将展示第一部分。</p> <p>My classmate will present Part One.</p> <p>我将展示第二部分。</p> <p>I will present Part Two.</p> <p>我想谈谈其它中国的发明。</p> <p>I would like to talk about other Chinese inventions.</p> <p>中国还有很多创新工程。</p> <p>There are also some innovations.</p> <p>通过这次演讲，我们学到了很多。</p> <p>We have learned a lot from doing this presentation.</p> <p>谢谢。</p> <p>Thank you.</p> <p>Sample real-life texts and tasks</p> <p>Listening (input)</p> <ul style="list-style-type: none"> • Examples of short talks on internet and TV • Talks by your class-mates, teacher and class visitors <p>Speaking (output)</p> <ul style="list-style-type: none"> • Part-practice: open/end short talk • Practice presentations in pairs/groups (record and playback) • Practice asking/answering questions 	<p>New words</p> <p>纸 印刷术 指南针 火药 paper print compass gunpowder</p> <p>雨伞 丝绸 茶 umbrella silk tea</p> <p>瓷器 算盘 china abacus</p> <p>熊猫计划 三峡工程 Save the Giant Panda Three Gorges Dam</p> <p>川藏线 Sichuan-Tibet Railway</p> <p>南水北调工程 South-North Water Transfer Project</p> <p>Possible project titles</p> <ul style="list-style-type: none"> • 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 	<p>Recommended characters</p> <p>Read: 茶 雨 伞 火 熊 猫 Write: 茶 雨 火</p> <p>Sample real-life texts and tasks</p> <p>Reading</p> <ul style="list-style-type: none"> • Sample headings and titles of projects • Internet sites in Chinese and English • Sample student projects <p>Writing</p> <ul style="list-style-type: none"> • Write headings and sub-headings for a presentation (characters, pinyin or English or a combination) • Group writing projects where work is divided out
<p>Developing cultural knowledge</p> <ul style="list-style-type: none"> • Four Chinese inventions which shaped the world • Examples of Chinese inventions we use every day • Some examples of contemporary China-led innovation projects 		<p>Promoting intercultural awareness</p> <ul style="list-style-type: none"> • 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.