

坦桑尼亚联合共和国
THE UNITED REPUBLIC OF TANZANIA

教育部
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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Commissioner for Education 教育专员

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CHINESE LANGUAGE SYLLABUS FOR ADVANCED SECONDARY EDUCATION
中五至中六年级
FORM V-VI
2023年

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缩略词汇 Abbreviations and Acronyms

ACSEE	高中国家考试	Advanced Certificate of Secondary Education Examination
CAT	机器辅助翻译	Computer – Assisted Translation
ICT	信息与通信技术	Information, Communication and Technology
TIE	坦桑尼亚教育学院	Tanzania Institute of Education
TIPS	“思考、书写、配对、分享”教学法	Think, Ink, Pair, Share

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Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation distribution of this syllabus.

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1.0 简介 Introduction

高级中学阶段汉语是一门必修课程。学习汉语的目的是为了培养学生在日常生活中应对周围环境所需的知识、技能和态度。中文教学旨在使学生掌握四项语言技能（听、说、读、写），掌握翻译和口译技能，并使学生能在不同环境中轻松运用语言以适应沟通需求。这种语言促进了投资和商业活动中的合作，从而为经济发展做出贡献。汉语还为学生提供了更多的就业机会。

汉语课程大纲旨在指导坦桑尼亚联合共和国高中阶段（Form V-VI）的汉语教学与学习。该大纲解释了2023年高级中学课程中所指示的能力。提供了教学信息，使教师能够有效地准备自己的教学过程。还提供了教学和学习机会，指导教师应用不同的方法和策略，促进学生的文学技能发展并培养其创造力、批判性思维、沟通、合作和解决问题等21世纪必备的技能

Chinese Language for Advanced Secondary Education is a compulsory subject for the student who chooses to join the language stream taking Chinese language among the subjects in their combination. The purpose of learning Chinese language is to equip the students with knowledge, skills, and attitude that will enable him or her to cope with the surrounding environment in their daily life. The teaching of Chinese language aims at enabling the students to develop the four language skills (listening, speaking, reading, and writing); acquire translation and interpretation skills; and prepares them to effortlessly use the language to suit their communicative needs in different settings. This language promotes collaboration in investment and business activities, thus contributing to economic development. The Chinese language opens up various opportunities, including the ability to create works for self-employment.

The Chinese language syllabus is designed to guide the teaching and learning of Chinese language at Advanced Secondary Education, Form V – VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote student's literary skills and develop 21st century skills which include creativity, critical thinking, communication, collaboration and problem solving.

2.0 坦桑尼亚教育的总目标 Main Objectives of Education in Tanzania

坦桑尼亚教育的主要目标是使每个坦桑尼亚人能够：The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) 提升和改善个人品格，培养自尊和自信心；Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) 尊重坦桑尼亚的文化、传统和习俗，以及不同的文化观点、人道主义、人权、态度和包容能力；Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) 获取知识并运用科学技术、创新、发展批判性思维、创造力、合作、沟通和积极的人生态度，在个人发展以及国家和整个世界的可持续发展中发挥作用；Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) 理解并保护国家的核心价值观，包括人性、爱国主义、正直、团结、透明、诚实、责任心和国家语言；Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) 培养生活技能和就业技能，提高日常生活的效能；Develop life and work-related skills to increase efficiency in everyday life;
- (f) 倡导以爱和尊重为基础的职业道德，以提高生产和服务供应的生产力和效率；Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) 认识和解决跨领域问题，包括人（社会）的健康和福祉、性别平等，以及环境保护和可持续发展；Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) 促进国家和国际合作、和平与正义，遵守国家宪法和国际协议。Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 高中教育的阶段目标 Objectives of advanced Secondary Education

坦桑尼亚高中教育阶段的目标是使每个坦桑尼亚人能够：

In providing advanced secondary education in Tanzania, the main objectives are to enable every Tanzanian to:

- (a) 加强、扩展和加深对他们在初中教育中获得的知识、技能和态度的理解；
Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the lower level of Secondary Education;
- (b) 保护传统习俗、民族价值观、民主；重视人权和公民权利，以及与这些权利相辅相成的义务和责任；
Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) 培养在科技、理论和技术知识等各个领域学习的自信心和能力；
Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) 加强专业交流中语言的运用；
Improve the use of language in academic communication;
- (e) 加强在健康、安全、性别平等和可持续环境保护等跨领域社会问题上的责任；
Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) 培养一系列技能和能力，使学生能够自主创业、顺利就业并有效地管理他们的生活环境
Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) 为学生接受高等教育做好准备。
Develop readiness to continue to a college education.

4.0 高中教育的综合能力 General Competences for Advanced Secondary Education

高级中等教育的一般能力包括：

The general competences for Advanced Secondary Education are to:

- (a) 运用在普通中等教育中获得的知识和技能，加强和拓宽学术理解；

Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;

- (b) 表现对公民身份、国家美德、人权和公民权益的认识； Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;

- (c) 在学习各个领域，包括科学技术、理论知识和职业教育方面展示自信； Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;

- (d) 在进行学术交流时运用语言学习； Language studies in conducting academic communication;

- (e) 运用跨学科问题的知识，掌握周围环境； Apply knowledge of cross-cutting issues to master the surrounding environment.

- (f) （运用知识和技能使自己能够创业、就业，并适应生活环境； Use knowledge and skills to enable him/her to employ oneself, be employed as well as manage life and his/her environment; and

- (g) 展示准备好进入下一个教育阶段的状态。 Demonstrate readiness to proceed to the next level of education.

5.0 汉语学科的主要能力和具体能力 Main and Specific Competences

主要和具体的能力要求在表格1中有所说明

The main and specific competences to be developed are presented in Table 1.

表1: Table 1: 中五--中六的主要能力和具体能力 *Main and Specific Competences for Form V-VI*

主要能力 Main competences	具体能力 Specific competences
1. 掌握高级汉语技能 Master advanced Chinese language skills	1.1 提高对汉语基础知识和原则的理解 Develop the understanding of Chinese language basics and principles 1.2 拓展汉语词汇 Develop Chinese language vocabulary 1.3 在各种语境中，使用适当的词汇和语法 Use appropriate vocabulary and grammar in different contexts
2. 在会话和写作中展现出对汉语的高水平理解 Demonstrate higher understanding of Chinese language in conversation and written	2.1 提高对汉语对话和文本的理解 Develop understanding of Chinese language conversations and texts
3. 在对话和写作中进行高水平的交流 Communicate effectively in conversations and written texts	3.1 展示理解中文对话的能力 Demonstrate the ability to communicate orally 3.2 展示在各种语境中进行有效写作的能力 Demonstrate the ability to communicate effectively in writing

主要能力 Main competences	具体能力 Specific competences
4.0 在各种语境下进行口译和笔译 Interpret and translate	4.1 笔译复杂文本 Translate complex texts 4.2 提供口译 Provide Interpretation

6.0 教师，学生与父母/监护人在汉语教学中的角色 Roles of Teacher, Student and Parent in Teaching and Learning

良好的教师、学生和家长（或监护人）之间的关系对于确保成功的学习至关重要。本部分概述了在促进有效的汉语教学和学习过程中，每个参与者的角色。

A good relationship between a teacher, student and parent or guardians is fundamental to ensuring successful learning. This section outlines roles for each participant in facilitating effective teaching and learning of Chinese language.

6.1 教师 The teacher

教师应该：The teacher is expected to:

- (a) 帮助学生学习和掌握汉语的预期能力; Help the student to learn and acquire the intended competencies in Chinese language.
- (b) 根据学生的需求和能力水平使用恰当的教学和学习方法，使学生能够：Use teaching and learning approaches that will allow student to:
 - i. 发展 21 世纪所需的能力；Develop the competences needed in the 21st century;
 - ii. 积极参与教学和学习过程，考虑到学生的需求和能力；Actively participate in the teaching and learning process, keeping in mind student's, needs and abilities;

- (c) 使用以学生为中心的教学策略，使学生成为学习的中心，包括让学生思考、反思和从各种信息源中搜索信息的策略； Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) 创造友好的教学和学习环境； Create a friendly teaching and learning environment;
- (e) 准备和改进教学和学习资源； Prepare and improvise teaching and learning resources;
- (f) 定期进行形成性评估，使用评估理论和实践的工具； Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) 不论学生的差异如何，平等对待所有学生； Treat all the students equally irrespective of their differences;
- (h) 在学校期间保护学生； Protect the student while at school;
- (i) 跟查学生的日常进展； Keep track of the student's daily progress;
- (j) 确定学生的需求并提供适当的干预措施； Identify the student's needs and provide the right intervention;
- (k) 让家长/监护人和社会大众参与学生的学习过程； Involve parents/guardians and the society at large in the student's learning process; and
- (l) 在教学和学习过程中整合交叉学科问题和信息通信技术。 Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 学生 The student

学生应当： The student is expected to:

- (a) 通过参与课堂内外的各种学习活动来培养预期的能力； Develop the intended competences by participating on various learning activities inside and outside the classroom;
- (b) 积极参与教学和学习过程。 Actively engage in the teaching and learning process.
- (c) 从各种信息源中获取知识，包括教科书、参考书和在线图书馆中及其他出版物。 Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 家长 The parent

家长/监护人应当: The parent/guardian is expected to

- (a) 监督孩子在学校的学术进展Monitor their child's academic progress in school.
- (b) 在可能的情况下, 为孩子提供所需的学术支持Where possible, provide the child with the needed academic support.
- (c) 为孩子提供一个安全友好的家庭环境, 有利于他们的学习Provide the child with a safe and friendly home environment which is conducive for their learning.
- (d) 跟踪孩子的行为进展Keep track of the child's progress in behaviour.
- (e) 为孩子提供学习过程所需的所有必要材料Provide the child with any necessary materials required in the learning process.
- (f) 在孩子心中树立教育承诺和对教育的积极价值观Instil in their child a sense of education commitment and positive value towards education.

7.0 建议的教学方法 Teaching and Learning Methods

教学方法对于培养学生的能力至关重要。本教学大纲建议在每个活动中采用多种教学和学习方法, 包括但不限于讨论、演示、实地参观、实践工作、研究、科学实验和项目作业。然而, 建议教师根据环境或背景计划和使用其他合适的方法。所有的教学和学习方法都应学生的日常生活相结合。The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 教学资源/材料 Teaching and Learning Resources

教学的过程需要不同的资源。在这方面，教师和学生需要时应共同努力收集或利用学校和家庭环境中的其他资源。教师和学生应该不断从各种来源寻求信息，以有效促进教学和学习过程。批准供参考的教学和学习资源清单将由TIE（可能是指教育部门或学校教育委员会）提供。The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 学习过程的评估 Assessment of the Learning Process

评估在汉语教学中非常重要。它分为形成性评估和总结性评估。形成性评估向教师和学生提供有关教学和学习进展的信息，并在改进教学和学习过程时做出决策。因此，教师应该应用各种形成性评估方法，包括但不限于讨论、演示、口头提问、头脑风暴、实验、观察、实际操作和项目。

另一方面，总结性评估将侧重于确定学生的学习成就。教师应该使用各种总结性评估，包括期中考试、期末考试、模拟考试和项目。从这些评估中获得的分数将作为持续评估的一部分。因此，持续评估占学生最终成绩的30%，而国家六年级考试占70%，详见表2。Assessment is important in teaching and learning of Chinese Language. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

表 2: Table 2: 评估措施及其对学生成绩的贡献 Assessment Measures for Student’s Achievement

评估 Assessment Measures	中五年级 Form V	中六年级 Form VI
期末考试 Terminal Examination	5	5
年终考试 Annual Examination	5	-
实践 Project	-	10
模考Mock Examination	-	5
中六国家考试National Form VI Examination		70
总分 Total		100

10.0 课时数量 Number of Periods

高中汉语课程大纲通过考虑特定能力和学习活动的复杂性，提供了教学和学习所需的时间估计。每周为该学科分配了十个40分钟的课时。

The Chinese Language Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in teaching and learning by considering the complexity of the specific competences and the learning activities. Ten periods of 40 minutes each have been allocated for this subject per week.

11.0 教学内容 Teaching and Learning Contents

本教学大纲的内容以矩阵形式呈现，包括七列，其中包括主要能力、具体能力、学习活动、建议的方法、评估标准、教学资源 and 课时数量，如表3-4所示。

The contents of this syllabus are presented in matrix form with seven columns which include the main competences, specific competences, learning activities, suggested methodologies, assessment criteria, resources and the number of periods, as presented in Tables 3 to 4.

中五 Form V

表 3: Table 3 : 中五的具体内容 *Detailed Contents for Form V*

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
1.0 掌握高级汉语技能 Master advanced Chinese language skills	1.1 提高对汉语基础知识和原则的理解（形态学、音韵学、句法学、和语义学） Develop the understanding of Chinese language basics and principles	(a) 学习简单成对句子的发音（例如绕口令） Pronounce simple minimal pair sentences (<i>example tongue twisters and couplet</i>)	头脑风暴: 引导学生描述变调规则，特别是一声和三声的变调规则 Brainstorming: Guide students to describe the rule of changing tones particularly for first tones and third tones 雪球游戏: 练习正确的声调、语调和重音（例如: <i>zh, ch, z, x, j, q</i> ） Snow Balling: Practice correct tones, intonations an accent (e.g <i>zh, ch z, x, j, q</i>)	准确发音简单的成对句子（例如绕口令） Simple minimal pair sentences are pronounced accurately (example tongue twisters)	录制的电影、书面材料记录的文字，书面材料，使用从 YouTube 下载的视频来显示绕口令等 Recorded text, Written materials, Use of downloaded video from YouTube that show tongue twisters etc	72

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
			<p>角色扮演: 引导学习者演绎给定的绕口令, 以提高正确发音</p> <p>Role play: Guide students to dramatize a given tongue twister to enhance correct pronunciation</p> <p>拼图: 引导学生使用拼图来正确朗读声调、语调及重音, 给出简单的最小对句</p> <p>Jigsaw: Guide students to use jigsaw to pronounce correct tones, intonations and accent, in simple minimal pair sentences given</p>			

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 识别具有相同含义但书写不同的字词Identify words with the same meanings but different orthography	<p>TIPS 教学法: 引导学生列举具有相同意思但书写不同的字词</p> <p>TIPS: Guide students to mention out words with same meanings but different orthography by using Think, Ink, Pair, Share method</p> <p>小组讨论: 引导学生在密集阅读给定材料后, 确定具有相同意思但不同写法的字词</p> <p>Group discussion: Guide students to identify words with the same meaning but different orthography after intensive reading of given material through discussion</p>	正确识别具有相同含义但书写不同的字词Words with same meanings but different orthography are identified correctly		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 识别具有相同书写但不同含义的字词Identify words with the same orthography but different meanings	<p>TIPS 教学法: 引导学生列举具有相同意思但书写不同的词语</p> <p>TIPS: Guide students to mention out words with same orthography but different meaning</p> <p>小组讨论: 在深入阅读所给材料后, 学生们可以通过讨论辨认出书写相同但意思不同的词语</p> <p>Group discussion: After intensive reading of given material, guide students to identify words with the same orthography but different meanings through discussion</p>	<p>正确识别具有相同书写但不同含义的字词</p> <p>Words with the same orthography but different meanings are identified correctly</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(d) 写18-19笔画的汉字 Write the Chinese character with 18-19 strokes	角色扮演: 运用小游戏帮助学生在互动中学习汉语的书写 Games and activities: Create fun and interactive games and activities that incorporate Chinese character writings	写出 18-19 笔画的汉字 Chinese characters with 18-19 strokes are written		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	1.2 拓展汉语词汇 Develop Chinese language vocabulary	(a) 从复杂的口语文本中推断生词的含义 Infer meaning of unfamiliar words from a complex oral text	笔记记录: 引导学生在听口语文本（演讲、采访、电影、对话等）时做笔记，以识别不熟悉的词汇 Note taking: Guide students to take note during listening oral text (speech, interview movie, conversation etc) to identify unfamiliar vocabulary 案例研究: 指导学生从演讲、戏剧、电影等中写下生词 Case study: guide students to write unfamiliar vocabulary from speech, play, movies etc	从复杂的书面文本中推断出不熟悉的单词的含义 Meaning of unfamiliar words from a complex oral text are inferred	图片，录制文本，阅读文本，录制音频 Picture, recorded text, reading text, recorded audio	36

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
			<p>情景模拟: 创建情景, 引导学生从口语文本 (工业、法庭、酒店、市场、情景) 中识别生词</p> <p>Scenario: Create scenario guiding students to identify unfamiliar vocabulary from oral text (industrial, court, hotel, market, scenario)</p>			

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 从复杂的书面文本中推断陌生词语的含义 Infer meaning of unfamiliar words from a complex written text	做笔记: 引导学生在听口语文本时做笔记, 以识别生词 Note taking: guide students to take note during reading written text to identify unfamiliar vocabulary 案例研究: 指导学生从演讲、书籍等中写下生词 Case study: guide students to write unfamiliar vocabulary from speech, books etc	从复杂的书面文本中推断出不熟悉的单词的含义 Meaning of unfamiliar words from a complex written text are inferred		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	1.3 在各种语境中，使用适当的词汇和语法 Use appropriate vocabulary and grammar in different contexts	(a) 在学校、家庭、市场和医院等不同环境中，使用适当的词汇和语法口头表达简单的想法 Express simple ideas orally using appropriate vocabulary and grammar	角色扮演和模拟： 指导学生在各种情境中运用汉语进行对话，例如市场、医院 Role play and simulation: Guide students to demonstrate on various context e.g market hospital 辩论： 引导学生就各种有趣的话题展开辩论 Debate: Guide students to debate on various interesting topics 沉默法： 引导学生在课堂上大量发言，表达自己的观点和想法 Silent way: Guide students to speak and engage a lot in class session to express their view and ideas	在学校、家庭、市场和医院等不同环境中，使用适当的词汇和语法口头准确表达简单的想法 simple ideas are expressed accurately orally using appropriate vocabulary and grammar in different contexts such as school, home, market, and hospital	录音文本、阅读文本、录音音频、从YouTube下载的视频及相关内容 Recorded text, reading text, recorded audio, downloaded video from YouTube with related content	54

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		<p>(b) 使用高级语法和词汇（时态和主谓一致）来描述事件、对象和情况</p> <p>Use advanced grammar and vocabulary (<i>tenses and subject-verb agreement</i>) to describe events, objects and situations</p>	<p>TIPS教学法：学生陈述语法要点，并运用这些语法要点构造句子</p> <p>TIPS: Students to mention grammar points and construct sentences by using those grammar points</p> <p>语法翻译法：引导学生根据语法规则撰写句子</p> <p>Grammar translation method: Guide students to compose sentence based on grammatical rule</p> <p>案例研究：帮助学生从给定的文本中识别高级词汇</p> <p>Case study: Help students to identify advanced vocabularies from given texts</p>	<p>正确使用高级语法和词汇（时态和主谓一致）来描述事件、对象和情况</p> <p>Advanced grammar and vocabulary are used correctly (<i>tenses and subject-verb agreement</i>) to describe events, objects and situations</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		<p>(c) 在电影、购物、酒店和购票等不同情境中，使用适当的词汇和语法以书面形式表达简单的想法</p> <p>Express simple ideas in writing using appropriate vocabulary and grammar</p>	<p>TIPS 教学法：学生写下一天计划（需超过200个汉字）</p> <p>TIPS: Students to write down their plan of the day (more than 200 character)</p> <p>小组讨论：以小组为单位，引导学生写有关当前和过去事件的短篇故事</p> <p>Group Discussion: Guide students on their group to write short stories about present and past events</p>	<p>在电影、购物、酒店和购票等不同情境中，使用适当的词汇和语法正确书写简单的想法</p> <p>Simple ideas are expressed in writing using appropriate vocabulary and grammar</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
			<p>拼图：引导学生写关于去电影院、购物、酒店和购票的对话</p> <p>Jigsaw: Guide students to write conversation about going to cinema, shopping, hotel and buying tickets</p>			

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
2.0 在会话和写作中展现出对中文的高水平理解 Demonstrate higher understanding of Chinese language in conversation and written	2.1 提高对中文对话和文本的理解 Develop understanding of Chinese language conversations and texts	(a) 聆听和理解来自正式和非正式的不同环境的简单口头文本 Listen and comprehend simple oral texts from different contexts	案例研究: 引导学生听简单的对话、新闻, 并根据问题进行回答 Case studies: Guide students to listen simple dialogues, news, to respond to it accordingly by answering questions 拼图: 使用视觉辅助工具, 如视频、带字幕的电影或电视节目, 练习理解能力 Jigsaw: Using visual aids, such as video, watching movies or TV show with subtitles to practice comprehension skills.	聆听和正确理解来自不同语境的简单口头文本 Simple oral texts from different contexts are listened and comprehended	录音文本、阅读文本、录音音频、从 YouTube 下载的视频及相关内容 Recorded text, reading text, recorded audio, downloaded video from YouTube with related content	72

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时 数量 Number of periods
			<p>做笔记: 引导学生在听汉语内容（演讲、对话等）时做笔记，因为做笔记有助于记住关键信息和词汇</p> <p>Taking notes: Guide students while listening Chinese contents such as speech, conversation to take note as taking note help students to remember key information and vocabulary words</p>			

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 阅读和理解有关熟悉主题和情况的真实文本（例如电子邮件、博客、信件、报纸） Read and understand authentic texts on familiar topics and situations (<i>e.g. email messages, blogs, letters, newspaper</i>)	案例研究: 引导学生阅读某个真实案例研究, 并根据其进行总结回答 Case study: Guide students to read a certain authentic case study and respond to it accordingly by summarizing it 讨论: 组织学生以小组为单位寻找中文博客、电子邮件、信函, 熟悉如何使用它们 Discussion: Organize students on their groups to find Chinese blogs, email, letter and be familiar on how to use them	阅读和正确理解熟悉主题和情况的真实文本, (例如电子邮件、消息、博客信件、报纸) Authentic texts on familiar topic and situations are read and understood (<i>e.g. email, message, blogs letters, newspaper</i>)		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 自信而自主地回应复杂的口头信息 Respond to complex oral messages with confidence and autonomy	情景：指导学生自信和自主地回应所听到的情景，注意声调、语调和肢体语言 Scenarios: Guide students to respond on scenario heard with confidence and autonomy, pay attention to tones, intonation and body language 拼图：学生通过辨别口语文本中使用的正式和非正式语言来回应 Jigsaw: Students to respond on oral texts by identifying both formal and informal language used on those texts	自信和自主地回答复杂的口头信息 complex oral messages with confidence and autonomy are responded		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(d) 自信而自主地回应复杂的口头信息 Deduce meaning of unknown words and expressions from different oral and written texts (<i>e.g. announcements, news items, dialogues</i>)	拼图：组织学生聆听口语文本，推断未知的词语和表达 Jigsaw: Organize students to listen to oral texts to deduce unknown words and expression 小组讨论： 学生阅读各种不同的文本，帮助他们建立词汇量，提高从生词和表达中推断意思的能力 Group discussion: students to read variety of different text given that help them to build vocabulary and improve ability to deduce meaning from unfamiliar words and expressions	从不同的口头和书面文本中正确推断出未知字词和表达的含义（例如公告、新闻项目、对话） meaning of unknown words and expressions from different oral and written texts are deduced (<i>e.g. announcements, news items, dialogues</i>)		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
3.0 在对话和写作中进行高水平的交流 Communicate effectively in conversations and written texts	3.1 展示理解中文对话的能力 Demonstrate the ability to communicate orally	(a) 字词准确发音 Pronounce words correctly	头脑风暴：学生解释音调如何变化（一声和三声） Brainstorming: Students to explain how do tones change (<i>first, second tones and third tone</i>) 沉浸式学习：引导学生观看电影，听歌曲，注意母语发音 Immersing: guide students to watch movies, listen to song music and pay attention to native pronunciation 停顿模仿：引导学生聆听母语者的音频并模仿 Listen and Imitate: Guide students to listen to an audio of a native speaker and to imitate that audio	根据规则正确发音的字词 Words are pronounced correctly	录音文本、阅读文本、录音音频、从 YouTube 下载的视频及相关内容 Recorded text, reading text, recorded audio, downloaded video from YouTube with related content	54

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 就各种活动发表简短演讲和公告 Deliver short speeches and announcements on various events	演讲: 指导学生写各种文件, 如演讲稿、正式信函、非正式信函、通告, 并在其他学生面前展示 Presentation: Organise students to present given speech of public function 情景: 每个学生创建未来事件情景, 描述他们希望未来的生活如何 Demonstration: Guide students to prepare announcement and deliver in front of other students	正确传达各种活动的简短演讲和公告 Short speeches and announcements on various events are delivered		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 讲述过去和未来的各种事件 Narrate past and future events	<p>拼图：使用这个方法帮助学生叙述已经发生但无法忘记的事件</p> <p>Jigsaw: Help students to narrate the event that happened but they cannot forget</p> <p>示范: 指导学生创作关于他们未来生活的剧本并在其他学生面前宣布</p> <p>Scenario: Each student to create future event scenario on how they wish their life to be in the future</p>	<p>正确叙述过去和未来的事件</p> <p>Past and future events are narrated</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	3.2 展现书面沟通的能力 Demonstrate-ability to communicate in writing	(a) 准备不同的文件, 例如公告、官方和非官方信件、简历/履历、感谢词/各种活动的欢迎信、演讲、填写表格、 Prepare different documents such as announcements, official and non-official letters, resume/ curriculum vitae (CV), vote of thanks/welcome remarks, invitation Cards/ letters, speeches and filling in forms	演讲: 指导学生书写各种文件, 例如演讲, 官方和非官方信件, 公告, 并在其他学生面前演讲 presentation: Guide students to write various documents such as speech, official letter and non-official letter, announcement and present in front of other students 拼图: 指导学生写关于过去事件和未来的短篇故事 Jigsaw: Guide students to write short stories about past events and future	正确准备不同的文件, 例如公告、正式和非正式信件、简历/履历、感谢词/各种活动的欢迎信、填写表格、邀请卡/信件和演讲) Different documents are prepared (such as announcements, official and non-official letters, resume/ curriculum vitae (CV), word of thanks/welcome note on various events, Fill in forms, invitation Cards/letters, and speeches)	图片, 课本, 录制文本, 阅读文本, 录制音频 Picture, textbooks, recorded text, reading text, recorded audio	32

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
4.0 笔译和口译 Translate and interpret	4.1 笔译复杂文本 Translate complex texts Kutafsiri	(a) 笔译各种文件（例如传单、小册子、海报、横幅、演讲、邀请卡/信件、简历/履历、报告、合同和遗嘱） Translate a variety of documents (e.g. fliers, brochures, posters, banners, speeches, invitation Cards/ letters, resume/ curriculum vitae (CV), reports, contracts, and wills)	头脑风暴：学生头脑风暴翻译的意义和翻译原则 Brainstorming: Guide students to brainstorm the meaning of translation and principle of translations 拼图：将学生分成小组翻译各种文件 Jigsaw: Divide students into groups to translate various documents 小组讨论：引导学生使用计算机辅助工具翻译指定的简短文件 Group discussion: Guide students to translate short documents given by using computer assisted tools (CAT)	正确翻译各种文件的翻译原则（例如传单、小册子、海报、横幅、演讲、邀请卡/信件、简历/履历、报告、学术报告、合同和遗嘱） Variety of documents are translated (e.g. fliers, brochures, posters, banners, speeches, invitation Cards/ letters, resume/ curriculum vitae (CV), reports, academic reports, contracts, and wills)	图片，录制文本，阅读文本，录制音频 Pictures, recorded text, reading text, recorded audio	30

中六Form VI

表 4: Table 4: 中六的具体内容 *Detailed Contents for Form VI*

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
1.0 掌握高级汉语技能 Master advanced Chinese language skills	1.1 提高对汉语基础知识和原则的理解（形态学、音韵学、句法学、和语义学） Develop the understanding of Chinese language basics and principles	(a) 发音复杂的最小成对句子（例如绕口令） Pronounce complex minimal pair sentences (example tongue twisters)	角色扮演：引导学生演绎给定的复杂绕口令，以提高正确发音的能力，达到像母语者一样的发音 Role play: Guide students to dramatize given complex tongue twister to enhance correct pronunciation like native 模仿和记忆： 给学生提供带有所需知识点的句子 (Zhi,chi,shi,s,z,j,q) Imitation and memorization: Students to be given sentences with minimal pair (Zhi, chi, shi s, z, j, q)	复杂的最小成对句子发音准确（例如绕口令） Complex minimal pair sentences are pronounced (example tongue twisters)	录制的电影、书面材料 记录的文字，书面材料，使用从 YouTube 下载的视频来显示绕口令等 Recorded text, Written materials, Use of downloaded video from YouTube that show tongue twisters etc	60

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
			<p>拼图： 学生使用拼图从口语文本中练习正确发音的语调、语音和口音</p> <p>Jigsaw: Guide students to use jigsaw to practise correct tones, intonations and accent from oral text</p>			
		(b) 构造复杂结构的句子Construct sentences with complex structure	<p>TIPS教学法： 学生提出简单和复杂结构的例子</p> <p>TIPS: Students to compose simple and complex structures</p> <p>讨论： 组织学生分组讨论复杂的中文句子结构</p>	<p>结构复杂的句子结构正确</p> <p>Sentences with complex structure are constructed</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
			<p>Discussion: Guide students on their groups to write short story by using several complex structures</p> <p>演讲: 引导学生做至少5个演讲，每个演讲含有10个复杂结构的句子</p> <p>Presentation: Guide students to introduce themselves by using complex sentence structure (oral)</p>			

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 写出 20-21笔画的汉字 Write the Chinese character with 20-21 strokes	角色扮演: 指导学生探索发生在学校和各种活动, 并将他们分成易于管理的小组, 进行角色扮演, 以展示他们对角色扮演中使用的简单语法理解。 Games and activities: Create fun and interactive games and activities that incorporate Chinese character writings	写出 20-21笔画的汉字Chinese character with 20-21 strokes are written		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	1.2 拓展汉语词汇 Develop Chinese language vocabulary	(a) 通过字词形成过程形成新字词, 例如(复合, 杂糅, 剪裁) Form new word through word formation processes eg (<i>compounding, blending, clipping</i>)	思考配对: 指导学生提出他们所知道的词语形成的各种方式, 并形成字词 Brainstorming: guide students to mention various way of word formation they know. 游戏: 例如填字游戏, 通过游戏过程了解字词的形过程, 以加强学生对词语形成过程的理解 Games: Use games such as crossword puzzle to guide students to form different words	尽管字词形成过程正确形成了新字词, 例如(复合, 杂糅, 剪裁) New word though word formation processes are formed e.g (<i>compounding, blending, clipping</i>)	录制文本 recorded text	40

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 使用上下文、技术词典、同义词库和百科全书推断新词汇的含义 Infer the meanings of new words using context, technical dictionary, thesaurus and encyclopaedia	TIPS教学法: 学生陈述发现新词汇含义的方法 TIPS: Students to mention ways that can be used to discover meaning of new vocabulary 讨论: 组织学生分组阅读书籍, 通过使用词典发现新词汇的含义 Discussion: Organize students into their groups to read books to discover meanings of new words by using dictionary	使用上下文、技术词典、词库和百科全书正确发现新词汇的含义 Meanings of new vocabulary using context, technical dictionary, thesaurus and encyclopaedia are inferred		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	1.3 在各种语境中，使用适当的词汇和语法 Use appropriate vocabulary and grammar in different contexts	(a) 使用高级词汇和语法（例如副词、介词、连词和量词）来描述特定领域的过去、现在和未来事件 Use advanced vocabulary and grammar (e.g. adverbs, prepositions, conjunctions and measure words) to describe field specific past, present and future events	辩论： 引导学生根据给定的主题，使用适当的词汇和语法进行论辩 Debate: Guide students to argue for or against on given themes by using appropriate vocabulary and grammar 演示： 指导学生展示在现实生活场景中人际沟通能力 Demonstration: Guide students to demonstrate inter personal communication in real life situations 情境： 学生根据过去、现在和未来的事件，复述所听故事 Scenario: Students to retell story heard based on past, present and future events	高级词汇和语法（例如副词、介词、连词和量词）来描述特定领域的过去、现在和未来事件 Advanced vocabulary and grammar (e.g adverbs, prepositions, conjunctions and measure words) are used to describe field specific past, present and future events	录制文本 recorded text	60

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 以特定背景（例如学校、家庭、医院、国家公园、博物馆健身房/游乐场）为主题，使用适当词汇和语法撰写文章 Compose a passage using appropriate vocabulary and grammar themed on a particular context (e.g. <i>school, home, hospital, national park, museum gym/ playground</i>)	<p>拼图：在小组中写一篇不超过300字的关于学校、家庭、医院环境的文章</p> <p>Jigsaw: on their groups to write a passage less than 300 hundred character about school, home, hospital environment</p> <p>作文比赛：学生根据给定的题目使用适当的词汇和语法写作文</p> <p>Composition competition: student to write composition on title given by using appropriate vocabulary and grammar</p>	<p>正确撰写一篇使用适当词汇和语法的文章，根据特定背景（例如学校、家庭、医院、国家公园、博物馆健身房/游乐场）</p> <p>A passage using appropriate vocabulary and grammar are composed on a particular context (e.g. <i>school, home, hospital, national park, museum gym/ playground</i>)</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		<p>(c) 根据特定主题（例如环境污染、疾病、腐败）使用适当的词汇和语法写一篇文章</p> <p>Write an essay using appropriate vocabulary and grammar based on a particular topic (<i>e.g environmental pollution, diseases, corruption</i>)</p>	<p>TIPS教学法: 引导学生推测文章的含义</p> <p>TIPS: guide students to deduce the meaning of essay and basic principle of writing essay</p> <p>项目任务: 学生根据给定的文章标题撰写文章，使用适当的词汇和语法</p> <p>Project task: students to be given essay title and work on title given to write an essay by using appropriate vocabulary and grammar</p>	<p>写出一篇基于特定主题（例如环境污染，疾病，腐败）且词汇和语法运用恰当的文章</p> <p>An essay using appropriate vocabulary and grammar based on a particular topic (<i>e.g environmental pollution, diseases, corruption</i>) are written</p>		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
2.0 在会话和写作中展现出对中文的高水平理解 Demonstrate higher understanding of Chinese language in conversation and written	2.1 提高对中文对话和文本的理解 Develop understanding of Chinese language conversations and texts	(a) 从口头信息和书面文本中推断字词的不同类型的含义, 例如(外延、内涵、比喻) Infer different kinds of meanings of words e.g. (<i>denotative, connotative, figurative</i>) from oral information and written texts	小组讨论: 引导学生聆听口语文本并辨认其直义、隐义、比喻义 Group discussion: guide students to listen to oral context and identify those denotative, connotative, figurative 演讲: 引导学生从书面文本中选择直义、隐义、比喻义的内容进行演讲 Presentation: Guide students from written texts, to present those connotative, figurative and denotative	可以从口头信息和书面文本中很好地推断出词的各种含义(例如外延、内涵、比喻) Different kinds of meanings of words infer differentiated well (e.g. <i>denotative, connotative, figurative</i>) from oral information and written texts are inferred	录制文本, 阅读文本 recorded text, reading text	80

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 从日常话题（例如个人、家庭、购物和休闲活动）的口头和书面文本中识别主要思想、观点、情感和态度 Recognize the main ideas, opinions, emotions and attitudes from oral and written texts themed on daily routine (e.g. <i>personal, family, shopping and leisure activities</i>)	角色扮演：根据音频视觉剧本表达情感，使用语调 Role play: Expressing emotions using intonation based on script given from audio visual 拼图：通过给定的诗歌、歌曲来识别主要观点、意见、情感和态度 jigsaw: Guide students from given poem, song to recognize main ideas, opinions, emotions and attitudes	正确识别日常话题（如：个人、家庭、购物和休闲活动）的口头和书面文本的主要思想、观点、情感和态度 Main ideas, opinions, emotions and attitudes from oral and written texts themed on everyday topics are recognized (e.g. <i>personal, family, shopping and leisure activities</i>)		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 复述、重写和总结从口头报告或阅读文本中听到的故事 Retell, rewrite and summarize the story heard from oral presentation or read text	案例研究: 引导学生仔细听取给定文本并复述 Case studies: Guide students to listen attentively given text and to retell 讨论: 引导学生阅读给定文本并重新撰写 Discussion: Guide students to read texts given text and rewrite the text	从口头陈述或阅读文本中听到的故事被重新讲述和重写 Story heard from oral presentation or read text are re-told and rewritten		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(d) 从对话中推断出修辞和隐含的含义 Deduce rhetorical and implied meanings from conversations	头脑风暴: 引导学生头脑风暴修辞的含义 Brainstorming: guide students to brainstorm meaning of rhetorical 小组讨论: 引导学生分组阅读对话并推断修辞意义 Group discussion: guide students into their groups to read given conversations and deduce rhetorical meanings	从对话中推断出正确的修辞和隐含意义 Rhetorical and implied meanings from conversations are deduced		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
3.0 在对话和写作中进行高水平的交流 Communicate effectively in conversations and written texts	3.1 展示理解中文对话的能力 Demonstrate the ability to communicate orally	(a) 参与各种话题的辩论采访 Participate in debate and interview on various topics	讨论：引导学生分组参加辩论比赛 Discussion: Guide students into their groups to participate debate competitions 角色扮演：学生准备面试并进行演示回答面试问题 Role play: Students to prepare an interview, to demonstrate it and respond to an interview question	辩论采访各种话题参与度很高 Debate and interview on various topics are participated in	录音文本、阅读文本、录音音频、从YouTube下载的视频及相关内容 Recorded text, reading text, recorded audio, downloaded video from YouTube with related content	40

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(b) 扮演涉及不同语言表达的角色（大喊、大叫、哭喊、大声说话和直言不讳） Act in roles that involve different verbal expressions <i>(shouting, yelling, crying out, speaking up, and talking through)</i>	讨论： 引导学生观看特定场景并模仿（大喊、大叫、哭喊、大声说话和直言不讳） Imitate and memorization: Guide students to listen or to watch certain conversation and act upon it (shouting, yelling, crying out etc.) 角色扮演： 引导学生根据给定主题表演（大喊、大叫、哭喊、大声说话和直言不讳） Role play: guide students to dramatize given theme that involve (shouting yelling, talking through)	生动扮演涉及不同语言表达的角色（大喊、大叫、哭喊、大声说话和直言不讳） Roles that involve different verbal expressions <i>(shouting, yelling, crying out, speaking up, and talking through)</i> are acted		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	3.2 展现书面沟通的能力 Demonstrate ability to communicate in writing	(a) 用适当的标点和风格撰写各种复杂的文本（例如调查报告、学术报告、合同、遗嘱、复杂的指导手册） Compose a variety of complex texts (e.g. <i>investigative reports, academic reports, contracts, wills, complex instructional manuals</i>) with appropriate punctuation and style	演讲: 指导学生撰写演讲稿、官方信函、非官方信函、公告，并在其他学生面前进行演讲 presentation: Guide students to write various documents such as speech, official letter and non-official letter, announcement and present in front of other students 拼图: 引导学生撰写关于过去事件和未来的短篇故事 Jigsaw: Guide students to write short stories about past events and future	正确准备不同的文件，例如公告、正式和非正式信件、简历/履历、感谢词/各种活动的欢迎信、填写表格、邀请卡/信件和演讲） 各种复杂的文本（例如调查报告、学术报告、合同、遗嘱、复杂的教学手册）均以适当的标点符号和风格组成	课本，录制文本，阅读文本，录制文本，阅读文本，录制音频 Recorded text, reading text, recorded audio	20

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
				Variety of complex text (<i>e.g. investigative reports, academic reports, contracts, wills, complex instructional manuals</i>) are composed with appropriate punctuation and style		

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
4.0 笔译和口译 Translate and interpret	4.1 笔译复杂文本 Translate complex texts	(a) 使用计算机辅助工具翻译各种文本 Translate a variety of texts using Computer-Assisted Translation (CAT) tools	头脑风暴：学生提到可以在翻译过程中使用的工具，并介绍如何使用这些工具 Brainstorming: students to mention numbers of instruments that can be used during the process of translation and how to use them 讨论：指导学生分组使用计算机辅助翻译工具翻译文本 Discussion: guide students on their groups to translate texts using computer-assisted Translation (CAT) tools	使用计算机辅助翻译工具正确翻译的各种文本 A variety of texts using Computer-Assisted Translation (CAT) tools are translated	文本 Text	20

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
	4.2 提供口译 Provide Interpretation	(a) 口译复杂的口语信息（例如演讲、公告、课堂对话和采访） Interpret complex oral texts (e.g. speeches, announcement, classroom conversations/ dialogues, and interview)	TIPS教学法： 指导学生提到和描述口译的原则 TIPS: Guide students to mention and describe principle of interpretation 演讲：指导学生口译口头本地文本，包括演讲、对话和面试	解释复杂的口头文本（例如演讲、公告、课堂对话/对话和采访） Complex oral texts (e.g. speeches, announcements, classroom conversations/ dialogues, and interview) are interpreted	文本 Text	20

主要能力 Main competences	具体能力 Specific competences	学习活动 Learning activities	建议的教学方法 Suggested teaching and learning methods	评估标准 Assessment criteria	教学资源 Suggested teaching and learning resource	课时 数量 Number of periods
			<p>Presentations: Guide students to interpret oral native text, from speech, dialogue, conversation, and interview</p> <p>学习之旅: 为学生组织教育之旅, 让他们在翻译过程中与母语者沉浸交流</p> <p>Study Tour: students to immerse with native speak during interpretation</p>			

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