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THE UNITED REPUBLIC OF TANZANIA

教育部
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



中学汉语教学大纲
CHINESE LANGUAGE SYLLABUS FOR ORDINARY SECONDARY EDUCATION

中一至中四年级
FORM I - IV

2023 年

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缩略词汇 Abbreviations and Acronyms

ICT	信息技术Information Computer Technology
TIE	坦桑尼亚教育学院Tanzania Institute of Education
TSL	坦桑尼亚手语Tanzanian Sign Language

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1.0 简介 Introduction

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 Ordinary Secondary Education is an elective subject for the student who chooses to join the Language streams. 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 the students 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 socio-economic development. The Chinese language opens up various opportunities, including the ability to create works for self-employment.

This syllabus is designed to guide the teaching and learning of Chinese language for Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary 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、责任心和国语； 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 普通中等教育的目标 Objectives of Ordinary Secondary Education

初级中学教育（通识教育）的目标如下：

The objectives of Ordinary Secondary Education-General Education are to:

- (a) 加强、拓宽和发展在初级教育阶段获得的知识、技能和态度的全面理解； Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;

- (b) 维护传统和习俗、国家团结、国家价值观、民主、尊重人权和公民权利，以及相应的责任和义务； Safeguard customs and traditions, national unity, national values, 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) 提高语言交流能力，包括坦桑尼亚手语（TSL）、触觉语言、斯瓦希里语和英语。此外，应鼓励学生根据学校的实际情况掌握至少一种外语Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) 加强在各种社会问题上的责任感，包括健康、安全、性别平等和可持续的环境保护Strengthen accountability for cross-cutting social 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) 做好对中等和高等教育的进一步学习和培训的准备Develop readiness to continue to advanced secondary and tertiary education.

4.0 初级中学通识教育的综合能力 General Competences for Ordinary Secondary Education

普通中等教育的一般能力包括：The general competences for Ordinary Secondary Education are to:

- (a) 运用在初级教育阶段所获得的知识技能，提升和扩展对综合学科的理解Use the knowledge and skills acquired in Primary Education to strengthen and expand academic understanding;
- (b) 重视公民身份和民族价值观Appreciate citizenship and national values;
- (c) 在学习科学技术、理论和实践知识等各个领域展现自信Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and technical knowledge;

- (d) 运用语言技能，包括坦桑尼亚手语（TSL）、触觉语言、斯瓦希里语、英语以及至少一门外语进行交流Use language skills, including Tanzanian Sign Language (TSL), Kiswahili, English and at least one other foreign language to communicate;
- (e) 运用跨学科知识来适应周围环境Use the knowledge of cross-cutting issues to manage their surrounding environment; and
- (f) 运用技能和能力实现自我创业、顺利就业，并适应生活和周围环境Use the knowledge and skills for employing oneself, being employed and managing life and the environment.

5.0 主要能力和具体能力 Main and Specific Competences

主要和具体的能力要如表1所示。

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

表1: **Table 1:** 初中一至初中四年级的主要能力目标和具体能力目标 *Main and Specific Competences for Form I-IV*

主要能力 Main competences	具体能力 Specific competences
1.0 掌握基本汉语技能 Master basic Chinese language skills	1.1 提升汉语声母、韵母和声调的音素意识以及汉字意识 Develop awareness of Chinese phonemes, initial, final, tone and characters 1.2 正确掌握各种语境下的汉语词汇 Master the correct Chinese vocabulary in various contexts 1.3 在会话和写作中发展使用适当的语法和词汇的能力 Develop the use of appropriate grammar and vocabulary in conversation and writing

主要能力 Main competences	具体能力 Specific competences
2.0 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing	2.1 提高听懂表达的能力 Develop the ability to listen and understand information 2.2 培养阅读和理解各种文本的能力 Develop the ability to read and understand various texts. 2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts 2.4 提高正确阅读各种文本的能力 Develop the ability to read correctly various texts
3.0 在不同的语境下进行有效交流 Communicate effectively in a variety of contexts	3.1 提高对口语和书面语言特征的理解 Develop an understanding of the characteristics of spoken and written language 3.2 在各种语境中，提高使用口语交流的能力 Develop the ability to communicate orally 3.3 在各种的语境中，提高使用书面语式正确沟通的能力 Develop the ability to communicate accurately in writing in various contexts
4.0 笔译、口译简单信息 Translate and interpret simple information	4.1 进行简单准确的笔译 Provide simple and accurate translation. 4.2 进行简单准确的口译 Provide simple and correct 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、学生与家长（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

教师应当：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 students with different needs and abilities 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;
- (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) 跟踪学生的日常进展； 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； 和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 评估 **Assessment of the Learning Process**

评估在教学中对汉语言很重要。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%，而国家四年级考试占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 IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

表 2: Table 2: 连续评估和期末评估成绩分布 *Assessment Measures and their Contribution to the Student's Achievements*

评估Assessment Measures	比重 Weight (%)
小学六年级国家考试评估 Standard Six National Assessment	7.5
中学二年级国家考试评估 Form Two National Assessment	7.5
中学三年级期末考试 Form Three Annual Examination	5
实践Project	5
中学四年级模考 Form Four Mock Examination	5

评估 Assessment Measures	比重 Weight (%)
中学四年级国考 Form Four national examination	70
总分 Total	100

10.0 课时数量 Number of Periods

中学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两个40分钟的课时。

The Chinese Language Syllabus for Ordinary 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. Two 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3-6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 methods, assessment criteria, resources and the number of periods, as presented in Tables 3-6.

中一年级 Form I

表 3: Table 3: 初级中学一年级的详细大纲内容 *Detailed Contents for Form 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
<p>1.0 掌握基本汉语技能 Master basic Chinese language skills</p>	<p>1.1 提升汉语声母、韵母和声调的音素意识并掌握发音 Develop awareness of Chinese phonemes, initial, final, tone and characters</p>	<p>(a) 听汉语单词并注意声调 Listen to different Chinese words while paying attention to Correct tones</p>	<p>建模:用卡片读出简单的声母和韵母, 学生模仿发音 Modeling: Use card to pronounce simple initials and finals and student imitate the sound 游戏和歌曲:制作包含首字母和韵母的游戏或歌曲, 并指导学生唱歌或演奏 Games and songs: Create game or song contain Initials and Finals and guide student to sing or play</p>	<p>学生能够听汉语单词并注意声调 Different Chinese words are listened to while paying attention to Correct tones</p>	<p>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</p>	16

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					downloaded video from YouTube that show tongue twisters etc	
		(b) 在参与简单对话时注意汉语声调 Participate in simple conversation while observing Correct tones	记忆法:使用教具, 引导学生记忆拼音的声调 Mnemonic method: use memory aids to guide students remembering the sound of tones of pinyin 用不同的颜色表示不同的声调, 引导学生根据各自的声调朗读 Tone color: Use different colours to a different tones and guide students to read aloud by pronouncing	学生能够理解口语和书面语言的特点 Correct tones are observed while participating in simple conversation		

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			according to their respective tones			
		(c) 阅读汉语词汇并注意汉语拼音的声调 Read Chinese words in pinyin while observing Correct tones	记忆法:使用教具, 引导学生记忆笔画数相同的汉字 Mnemonic method: use memory aids to guide students remembering the characters with same number of tones 游戏和歌曲:制作包含首字母和韵母的游戏或歌曲, 并指导学生唱歌或演奏 Games and Songs: Create game or song contain Initials and Finals and guide students to sing or play	学生参与了简单对话也注意了汉语声调 Correct tones are observed while reading Chinese words in pinyin		

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		(d) 书写汉语 单词拼音 时注意汉 语声调 Write Chinese words in pinyin while observing to the Correct tones	标签:组织并指导可管理 的学生小组给学校环境中 的各种物品贴上标签,并 用拼音标明它们的名称、 用途等 Labeling: Organize and guide manageable group of students to label various object/things found in school environment and label them with their names in, usage etc 实地考察和真实生活体 验:准备简单的实地考 察,参观学校食堂、杂货 店、商店等,并指导学生 识别不同食物和家庭用品 的名称,并在笔记本上写 下所有项目	书写汉语单 词拼音时声调被 注意了 Correct tones are observed while writing Chinese words in pinyin		

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			<p>Field trips and real-life experiences: Prepare simple field trip to school canteen, grocery, shop, etc, and guide students to identify names of different foods and household items and write down all items in their note books</p>			
		<p>(e) 写9-11笔画的汉字 Write Chinese Characters with 9-11 strokes</p>	<p>标签:组织并指导可管理的学生小组给学校环境中的各种物品贴上标签, 并标明它们的名称、用途等 Labeling: Organize and guide manageable group of students to label various object/things with characters 9-11 strokes found in school environment and label them with their names, usage etc.</p>	<p>9-11笔画的汉字被写出了Chinese Characters with 9-11 strokes are written</p>		

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			<p>实地考察和真实生活体验:准备简单的实地考察, 参观学校食堂、杂货店、商店等, 并指导学生识别不同食物和家庭用品的名称, 并在笔记本上写下所有项目</p> <p>Field trips and real-life experiences: Prepare simple field trip to school canteen, grocery, shop, etc, and guide students to identify names of different foods and household items and write down all items that have characters with 9-11 strokes in their note books</p>			

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	1.2 掌握各种语境下正确的汉语词汇 Master the correct Chinese vocabulary in various contexts	(a) 写出学校语境中的生词 Write new words associated with the school environment	贴标签:组织并指导可管理的学生小组给学校环境中的各种物品贴上标签,并标明它们的名称、用途等 Labeling: Organize and guide manageable group of students to label various object/things found in school environment and label them with their names, usage etc 实地考察和真实生活体验:准备简单的实地考察,参观学校食堂、杂货店、商店等,并指导学生识别不同食物和家庭用品的名称,并在笔记本上写下所有项目 Field trips and real-life experiences: Prepare simple field trip to school canteen, grocery, shop, etc, and guide student to identify names of different foods and household items and write down all items in their note books	学校语境中的生词被写出了 New words associated with the school environment are written	学校环境图、下载材料及ICT工具,和真实物本 Picture of school environment, downloaded, ICT tools and real objects	10

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		(b) 使用学校语境中的词汇口头构造简单的句子 Construct simple oral sentences using new words associated with the school environment	角色扮演:引导学生探索发生在学校和家里各种活动, 并把他们分成易于管理的小组, 扮演这些活动来展示他们的理解 Role-playing: Guide students to explore various activities that take place at school and at home and group them in manageable groups to role play these activities to demonstrate their understanding 合作活动:准备项目或游戏, 帮助学生在练习社交技能的同时确定共同的活动 Collaborative activities: Prepare projects or games and help students to identify common activities while practicing social skills	学校语境中的词汇口头居住被构造 simple oral sentences using new words associated with the school environment are constructed		

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		(c) 用学校语境中的词汇写简单的句子 Write simple sentences using new words associated with the school environment	互动游戏:准备游戏,如单词搜索,填字游戏,配对游戏,并指导学生练习新单词 Interactive games: prepare games such as word searches, crossword puzzles, matching games and guide students practice the new vocabulary words aloud or silently	学校语境中的简单句子被写出了 simple sentences using new words associated with the school environment are written		

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	1.3 扩大在会话和写作中使用适当的语法和词汇量 Develop the use of appropriate grammar and vocabulary in conversation and writing	(a) 使用方位名词, 例如 前边、后边来表示位置 Use directional noun such as <i>in front of</i> , and <i>behind</i> to express locations	角色扮演练习: 让学生两人一组, 引导他们轮流向对方介绍自己和家人。 Role-Playing Exercises: Pair up students and guide them to take turns while introducing themselves and their family members to each other	使用方位名表示位置被弄好 Locations are expressed by using directional noun such as <i>in front of</i> , and <i>behind</i>	信息技术工具, 图片, 游戏, 闪存卡 ICT tools, pictures, games, and flash card	10

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		(b) 使用连词例如和、但是口头构造简单的句子 Use conjunctions such as <i>and</i> , and <i>but</i> to construct simple oral sentences	角色扮演：引导学生进行角色扮演，指导他们在口语交流中使用并列连词，如“和”和“但是”，构建简单句子 Role-playing: Guide students to role play and guide them to use conjunctions such as <i>and</i> , and <i>but</i> to construct simple sentences orally while role playing	连词口头构造简单的句子被使用 Simple oral sentences are constructed by using conjunctions such as <i>and</i> , and <i>but</i>		
		(c) 使用连词例如和、但是书写简单的句子 Write simple sentences using conjunctions such as <i>and</i> , and <i>but</i>	现实生活中的例子：用现实生活中的例子帮助学生理解时间相关词汇的实际应用。例如，给他们看中文的火车时刻表或电视时刻表，让他们辨别不同的时间和日期 Real-life examples: Use real-life examples to help students understand the	连词构造简单的句子被写出 Simple sentences using conjunction such as <i>and</i> , and <i>but</i> are written.		

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			<p>practical application conjunctions such as <i>and</i>, and <i>but</i> for example, show them a train timetable or a TV schedule in Chinese and ask them to identify different times and dates 书写练习单:使用书写练 习单,并提供正确的笔画 顺序和汉字结构的指导, 以加强学习,并帮助学生 练习准确书写汉字</p> <p>Writing Practice Sheets: Use Writing practice sheets and provide guidance on the correct stroke order and structure of Chinese characters to reinforce learning and to help students to practice writing the characters accurately</p>			

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<p>2.0 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing</p>	<p>2.1 提高听懂表达的能力 Develop the ability to listen and understand information.</p>	<p>(a) 使用录音练习发音词汇 Practice pronunciation of words from oral and audio/visual sources</p>	<p>重复你所听到的:准备音频并引导学生重复他们所听到的。这可以帮助他们记住新单词和短语,改善他们的发音 Repeat what you hear: Prepare audio and guide students to repeat what they hear. This can help them to remember new words and phrases and improve their pronunciation 听声调和语调:制作各种汉语音频给学生听,要求学生注意说话者的声调和语调,指导学生识别他们听到的不同声调 Listen for tone and intonation: Make various Chinese audio and listen them to students and ask students to pay attention to the tone and intonation of the speaker, guide students to Identify different tones they hear</p>	<p>简单文本中的说明被回应了 Instructions presented in a simple text are read and responded</p>	<p>信息技术工具,闪存卡,相关书下载的与学习内容相关的视频或音频 Downloaded video or audio related to learning contents, ICT tools</p>	<p>4</p>

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		(b) 听后复述口头陈述的简单指令 Listen and respond to simple instructions	实地考察和真实生活体验:准备简单的实地考察,参观学校食堂、杂货店、商店等,引导学生开始并回应一个对话,引导学生识别对他们来说似乎很难的领域,帮助解决它们 Field trips and real-life experiences: Prepare simple field trip to school canteen, grocery, shop, etc., and prepare the question basing on the trip then ask students to respond correctly those questions	所有根据阅读的信息问题都被回答 Pronunciation of words from oral and audio / visual sources are practices		

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		(c) 听并复述简单的句子 Listen and reproduce simple sentences	<p>积极倾听:准备音频或视频,引导学生积极倾听对话,并专注于理解语境、语气和说话者的意图</p> <p>Active Listening: Prepare audio or video and guide students to actively listen to the conversation and respond accordingly</p> <p>画廊工作:准备一个关于中国文化画廊活动,并引导学生参与活动,帮助他们在活动中用中文交流,然后要求每个人口头总结活动</p> <p>Gallery work: prepare a gallery activity about Chinese culture and guide students to participate in that activity, help them to communicate in Chinese during the activity, then ask everyone to summarize the activity orally</p>	口头陈述的简单指令被复述了 Simple sentences are listened and produced		

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	2.2 培养阅读和理解各种文本的能力 Develop the ability to read and understand various texts.	(a) 对阅读简单文本中的说明做出回应 Read and respond to instructions presented in a simple text	阅读理解练习:为学生提供阅读理解练习, 要求他们识别和定义课文中的新词汇 Reading for Comprehension Exercises: Provide students with simple texts that require them to respond to instructions presented	学生阅读简单文本中的说明做出了回应 Instructions presented in a simple text are read and responded	信息技术工具, 图片, 游戏, 闪存卡 ICT tools, pictures, games, flash card	6
		(b) 根据阅读的信息回答问题 Read a simple text and answer questions based on it	阅读前策略:教学生在阅读前预习课文, 通过浏览标题、副标题和插图来获得内容的大意这将有助于学生预测他们将要阅读的内容, 并提高他们的整体理解能力 Pre - reading strategies: Teach students to preview the text before reading, by scanning the headings,	问题被读出并回答了 Questions based on simple text are read and answered		

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			<p>subheadings, and illustrations to get a general idea of the content</p> <p>主动阅读:鼓励学生主动阅读课文, 通过做笔记强调重要信息</p> <p>Active reading: Encourage students to actively read the text, by underlining or highlighting important information by taking notes</p> <p>朗读:引导学生大声朗读中文课文, 并要求他们识别不熟悉的单词, 有助于提高他们的发音和流利程度</p> <p>Reading aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency</p>			

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	2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts	(a) 回应在学校语境中口头发出的复杂指令 Listen and respond to complex orders given in a school setting	练习练习:为学生提供练习练习, 要求他们听口头指令并做出适当的反应。这可以包括角色扮演练习或练习对话 Practice Exercises: Provide students with practice exercises that require them to listen to oral instructions and respond appropriately	在学校语境中口头发出的复杂指令被回答了 Complex orders given in a school setting are listened and responded	信息技术工具, 图片, 游戏, 闪存卡 ICT tools, pictures, games, flash card	10

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		(b) 参与学校各种情景下的简单讨论 Participate in simple discussions on topics associated with the school environment	<p>小组讨论:选择新闻故事主题, 要求学生与他们的同学讨论新闻故事, 并分享他们对所描述事件的看法和见解 Group discussion: Select topic on news stories associated with the school environment and ask students to discuss that news stories with their classmates, and to share their opinions and insights on the events described</p> <p>实地考察:安排一次简单的旅行, 去任何社交场所, 探索新闻故事, 简要报道他们讨论的内容 Field trip: arrange a simple trip to any social settings and explore news stories and briefly report on what they discussed</p>	学生参与了学校各种情景Simple discussions on topics associated with the school environment are participated in		

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		(c) 回应学校所给的书面指示 Read and respond to complex orders given in a school setting	<p>澄清命令:通过向说话者重复命令或询问更多细节, 教学生们在与人交流时更有针对性的倾听信息</p> <p>Active Listening: Encourage students to actively listen to the speaker during the negotiation, by focusing on the instructions and asking questions to clarify any doubts</p> <p>澄清命令:通过向说话者重复命令或询问更多细节, 教学生们澄清给他们的命令</p> <p>Clarification of orders: Teach students to clarify the orders they have been given, by repeating the order back to the speaker or asking for additional details</p>	学校所给的书面指示被回应了 Complex orders given in a school setting are read and responded		

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	2.4 提升正确阅读各种文本的能力 Develop the ability to read correctly various texts	(a) 以要求的速度、正确的声调和发音朗读不同的单词 Read different words with the required speed, correct tone and pronunciation	朗读: 引导学生以要求的速度、正确的声调和发音朗读中文课文 Reading aloud: Guide students to read aloud Chinese texts with the required speed, correct tone and pronunciation. 阅读理解: 让学生参与阅读, 听准备好的材料, 引导他们积极阅读, 密切注意单词、短语和句子的意思 Read for Comprehension: Engage students in reading and listen in prepared material and guide them to read actively with the required speed, correct tone and pronunciation	学生把不同的单词朗读了以要求的速度、正确的声调和发音 Different words are read with the required speed, correct tone and pronunciation	信息技术工具, 图片, 游戏, 闪存卡, 相关书 ICT tools, pictures, games, flash card	4

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<p>3.0 在不同的语境下进行有效交流 Communicate effectively in a variety of contexts</p>	<p>3.1 提高对口语和书面语言特征的理解 Develop an understanding of the characteristics of spoken and written language</p>	<p>(a) 口头交际中适当使用四种声调、轻声/零声调及其变化 Use appropriately the four tones, the neutral/zero tone and their changes in oral communication</p>	<p>角色扮演:引导学生探索发生在学校和家里各种活动, 并把他们分成易于管理的小组, 扮演这些活动来展示他们的理解 Role-playing: Guide students to explore various activities that take place and group them in manageable group to role play these activities to demonstrate their understanding 合作活动:准备项目或游戏, 帮助学生在练习社交技能的同时确定共同的活动 Collaborative activities: Prepare projects or games and guide students to</p>	<p>口头交际中适当四种声调、轻声/零声调及正确得被使用了 Four tones, the neutral/zero tone and their changes in oral communication are used appropriately</p>	<p>视频、游戏哦如何使用 视频、游戏如何使用音调、图片显示音调 Videos, games on how to use tones, picture that display tones</p>	<p>6</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
			communicate appropriately while using tones in common activities			
		(b) 正确使用标点符号书写简单的文字（句号、逗号、顿号、问号、感叹号等） Use punctuation marks correctly in writing simple texts (<i>full stop, comma, apostrophe, question mark, exclamation mark etc</i>)	使用提示:为学生提供不同的写作提示，激发他们的创造力和想象力。指导他们每次使用不同的上下文来写一个故事，例如一个历史事件、一个未来世界或一个神奇的领域 Use prompts: Provide your students with different writing prompts to stimulate their creativity and imagination. Guide them to write a story using a different context each time, such as a historical event, a futuristic world, or a magical real	学生正确使用表达符号写出了简单的文本 Punctuation marks are used correctly in writing simple texts (<i>full stop, comma, apostrophe, question mark, exclamation mark etc</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
			<p>头脑风暴和计划:鼓励你的学生在开始写作之前头脑风暴和计划他们的故事。请他们创建一个情节大纲或思维导图来组织他们的想法和发展他们的角色</p> <p>Brainstorming: Encourage your students to brainstorm and plan their stories before they start writing. Ask them to create a plot outline or a mind map to organize their ideas and develop their characters.</p>			
	<p>3.2 提高使用口语交流的能力</p> <p>Developing the ability to communicate orally</p>	<p>(a) 参与简单的对话（例如问候）</p> <p>Participate in simple conversation (e.g. greetings)</p>	<p>思考-两人一组-分享:将学生分成两人一组，给他们讨论的话题，然后每一组分享他们在课堂上的讨论内容</p> <p>Think-pair-share: Divide students into pairs and give them topic to discuss and then each pair share their discussion in front of the class</p> <p>组成易于管理的小组，让他们进行讨论，并指导他们如何在课堂情境中发起、回应和结束对话</p>	<p>简单对话的参与度高</p> <p>Simple conversation is participated in (e.g. greetings)</p>	<p>信息技术工具，图片，游戏，闪存卡</p> <p>ICT tools, pictures, games, flash card</p>	<p>4</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>Small group discussions: Make small manageable groups and give them scenarios to discuss also guide them on how to initiate, respond and conclude a conversation in classroom context</p>			

中二年级 Form II

表4: Table 4: 初级中学二年级的详细大纲内容 *Detailed Contents for Form II*

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 掌握基本汉语技能 Master basic Chinese language skills	1.1 提升汉语声母、韵母和声调的音素意识并掌握发音 Develop awareness of Chinese phonemes, initial, final, tone and characters	(a) 听不同的汉语单词并在其位置上标注声调 Listen to different Chinese words and mark tones on their positions	声调颜色:用不同的颜色表示不同的声调, 引导学生根据各自的声调朗读 Tone color: Use different colours to different tones and guide students to read aloud by pronouncing according to their respective tone	基本汉语技能被掌握了 Different Chinese words and tones are marked-on their positions	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	10

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) 书写汉语单词时注意声调位置 Write the Chinese words while observing tone positions	记忆法:使用教具, 引导学生记忆笔画数相同的汉字 Mnemonic method: use memory aids to guide students remembering the characters directions of tone mark 数字工具:使用抽认卡应用程序、手写识别软件等来指导学生根据方向规则书写字符的笔画 Digital tools: use flashcard apps, handwriting recognition software etc to guide students writing strokes of character according to direction rule	书写汉语单词时声调位置被注意了 Chinese words are written while observing tone positions	downloaded video from YouTube that show tongue twisters etc	

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12-13笔画的汉字 Write the Chinese character with 12-13 strokes	<p>记忆法:使用教具, 引导学生记忆笔画数相同的汉字 Mnemonic method: use memory aids to guide students remembering the characters with same number of stokes</p> <p>数字工具:使用抽认卡应用程序、手写识别软件等来指导学生根据方向规则书写字符的笔画 Digital tools: use flashcard apps, handwriting recognition software etc to guide students writing strokes of character according to direction rule</p>	12-13笔画的汉字被写了 Chinese character with 12-13 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 掌握各种语境下正确的汉语词汇 Master the correct Chinese vocabulary in various contexts	(a) 写出家庭语境中的词汇 Write new words associated with the home environment	贴标签:组织并指导可管理的学生小组给医院环境中的各种物品贴上标签, 并标明其名称、用途等 Labeling: Organize and guide manageable groups of students to label various object/things found at home environment and label them with their names, usage etc	家庭语境中的词汇被写出了 new words associated with the home environment are written	信息技术工具, 图片, 游戏, 闪存卡 ICT tools, pictures, games, flash card	10

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) 使用家庭语境中的词汇口头构造简单的句子 Construct simple oral sentences using new words associated with the home environment	<p>角色扮演:指导学生在家庭环境中发生的各种活动, 并将其分组为易于管理的小组, 以角色扮演这些活动来展示他们的理解 Role-playing: Guide students to explore various activities that take place at home environment and group them in manageable group to role play these activities to demonstrate their understanding</p> <p>合作活动:准备项目或游戏, 帮助学生在练习社交技能的同时确定共同的活动 Collaborative activities: Prepare projects or games and help students to identify common activities while practicing social skills</p>	使用家庭语境中的词汇口头构造简单的句 Simple oral sentences using new words associated with the home environment are Constructed		

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) 用家庭语境中的词汇写简单的句子 Write simple sentences using new words associated with the home environment	<p>互动游戏:准备游戏,如单词搜索,填字游戏,配对游戏,并指导学生练习新单词</p> <p>Interactive games: prepare games such as word searches, crossword puzzles, matching games and guide students practice the new vocabulary words</p> <p>阅读练习:针对学生正在学习的词汇提供阅读练习。使用与学生语言水平相匹配的词汇,并引导学生书写这些词汇</p> <p>Reading exercises: Provide reading exercises that focus on the vocabulary words. Use vocabulary that matches the student's language level and guide students to write those words</p>	用家庭语境中的词汇写简单的句子Simple sentences using new words associated with the home environment 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
1.3 扩大在会话和写作中使用适当的语法和词汇量 Develop the use of appropriate grammar and vocabulary in conversation and writing	(a) 用合适的介词（例如从、在） Use appropriate preposition such as <i>at, on, in, to</i> express locations	地图搜索：准备一张包含所有地区的坦桑尼亚地图，并要求学生一起玩地图搜索游戏 Map searching: Prepare a Tanzania map with all regions and ask students to play a map searching game	合适的介词例如从、在、往来表示位被使用了 Locations are expressed using appropriate preposition such as <i>at, on, in, to</i>	信息技术工具，图片，游戏，闪存卡 ICT tools, pictures, games, flash card	10	
	(b) 参加讲述关于时间的对话 Participate in conversations about telling time	地图搜索：准备一张包含所有地区的坦桑尼亚地图，并要求学生一起玩地图搜索游戏 Map searching: Prepare a Tanzania map with all Regions and ask students to play a map searching game	学生参与了有关报时的对话 Conversations about time telling are participated in			

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) 书写有关报时的简单句子 Write simple sentences about telling time	<p>书写练习单:使用包含时间相关词汇的中文歌曲和韵文, 帮助学生更容易记住它们, 鼓励学生跟着唱并重复单词</p> <p>Songs and rhymes: Use Chinese songs and rhymes that include time-related vocabulary to help students remember them more easily</p> <p>反馈和修改:用现实生活中的例子帮助学生理解时间相关词汇的实际应用。例如, 给他们看中文的火车时刻表或电视时刻表, 让他们辨别不同的时间和日期</p> <p>Real-life examples: Use real-life examples to help</p>	有关报时的简单句子被书写了Simple sentences about time telling 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
			students understand the practical application of time-related vocabulary			
2.0 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing	2.1 提高听懂口语表达的能力 Develop the ability to listen and understand information	(a) 根据陈述回答问题 Listen to a presentation and answer questions based on it	做笔记：准备音频演讲，引导学生记录听到的内容，然后提问以供他们回答 Note taking: Prepare audio-speech and guide students take note of what they hear then ask questions for them to answer 听声调和语调：制作各种汉语音频给学生听，要求学生注意说话者的声调和语调，指导学生识别他们听到的不同声调 Listen and retell: Make various Chinese audio and listen them to students and ask students to pay attention	根据陈述的问题被回答 Presentation are listened and questions based on presentation are answered	信息技术工具，图片，游戏，闪存卡 ICT tools, pictures, games, flash card	10

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
			to the tone and intonation of the speaker, guide students to Identify different tones they hear			
		(b) 使用来自口语表达的复杂句子中的生词来构造简单的句子 Listen to complex sentences and construct simple sentences using new words derived from them	识别关键信息: 鼓励学生识别中文文本中的关键信息, 如中心思想、细节和关键例子。这将有助于他们将总结集中在最重要的信息上。 Identifying key information: Encourage students to identify the key information in the Chinese text, such as the main idea, supporting details, and key examples	使用来自口语表达的复杂句子中的生词来构造简单的句子 Complex sentences are listened and simple sentences using new words are constructed		

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) 复述口头陈述的复杂句子 Listen and reproduce complex sentences	<p>词汇建设:教授学生与口头指令相关的特定词汇,如动作动词和副词。这将有助于他们更好地理解 and 回应对话中的口头指示</p> <p>Vocabulary building: Teach students specific vocabulary related to oral instructions, such as action verbs and adverbs. This will help them better understand and respond to oral instructions in a conversation</p> <p>练习练习:为学生提供练习练习,要求他们听口头指令并做出适当的反应。这可以包括角色扮演练习或练习对话</p> <p>Practice Exercises: Provide students with practice exercises that require them to listen to oral instructions and retell the content</p>	复杂句子被听懂与复述了 Complex sentences are listened and reproduced		

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
	2.2 培养阅读和理解各种文本的能力 Develop the ability to read and understand various texts	(a) 识别文本中的新的词汇 Identify new words used in a simple written text	<p>阅读理解练习:为学生提供阅读理解练习, 要求他们识别和定义课文中的新词汇</p> <p>Reading comprehension exercises: Provide students with reading comprehension exercises that require them to identify and define new vocabulary words in the text</p> <p>语境学习:通过阅读课文和分析单词在句子和段落中的用法, 鼓励学生在语境中学习新词汇</p> <p>Contextual learning: Encourage students to learn new vocabulary in context, by reading texts and analyzing how words are used in sentences and paragraphs</p>	识别简单书面文本中使用的新单词 New words used in a simple written text are identified	信息技术工具, 图片, 游戏, 闪存卡, 相关书 ICT tools, pictures, games, Flash card,	7

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) 按故事逻辑顺序对事件进行排序 Sequence the events in a story in a logical order	阅读前策略:教学生在阅读前预习课文,通过浏览标题、副标题和插图来获得内容的大意。这将有助于学生预测他们将要阅读的内容,并提高他们的整体理解能力 Pre - reading Strategies: Teach students to preview the text before reading, by scanning the headings, subheadings, and illustrations to get a general idea of the content 主动阅读:鼓励学生主动阅读课文,通过做笔记强调重要信息 Active reading: Encourage students to actively read the text, by underlining or highlighting important information by taking notes	根据阅读的信息的问题被回答了 The events in a story are sequenced in a logical order		

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
	2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts	(a) 回应在家家庭语境中口头发出复杂的指令 Listen and respond to complex orders given in a home setting	词汇建设:教授学生与口头指令相关的特定词汇,如动作动词和副词。这将有助于他们更好地理解 and 回应对话中的口头指示 Vocabulary building: Teach students specific vocabulary related to oral instructions, such as action verbs and adverbs. This will help them better understand and respond to oral instructions in a conversation 练习:为学生提供练习,要求他们听口头指令并做出适当的反应。这可以包括角色扮演练习或练习对话 Practice Exercises: Provide students with practice exercises that require them to listen to oral instructions and respond appropriately. This can include role-playing exercises or practice conversations	在家庭语境中口头发出的复杂指令被回应了 Complex orders given in a home setting are listen and responded	从YouTube 下载了包含相关内容的视频 Downloaded video from YouTube with related contents	7

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) 回应家庭语境中给出的书面文本 Read and respond to complex orders given in a home setting	项目：准备一个项目，编写不同的指令并将它们贴在不同的地方，然后通过要求学生按照悬挂纸上的指令进行参与来引导学生 Project: Prepare a project and writing different instructions and stick them in different place then guide students to participate by asking them to follow instruction as written on the sicked paper	在家庭语境中给出的书面文本被回应了Complex orders given in a home setting are read and 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
	2.4 提高正确阅读各种文本的能力 Develop the ability to read correctly various texts	(a) 以标准的语速、正确的声调和发音、正确的标点符号, 准确朗读不同的汉语简单句 Read accurately simple sentences using standard speed, correct tone, pronunciation and punctuation marks	阅读理解练习:为学生提供阅读理解练习, 要求他们识别和定义课文中的新词汇 Reading for comprehension exercises: Provide students with reading comprehension exercises that require them to identify and define new vocabulary words in the text. 语境学习:通过阅读课文和分析单词在句子和段落中的用法, 鼓励学生在语境中学习新词汇 Contextual learning: Encourage students to learn new vocabulary in context, by reading texts and analyzing how words are used in sentences and paragraphs	以标准的语速、正确的声调和发音、正确的标点符号, 不同的汉语简单句被阅读了Simple sentences using standard speed, correct tone, pronunciation and punctuation marks are read accurately	信息技术工具, 图片, 游戏, 闪存卡ICT tools, pictures, games, flash card	5

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 在不同的语境下进行有效交流。 Communicate effectively in a variety of contexts	3.1 提高正确使用口语交流的能力 Develop the ability to communicate orally	(a) 在各种语境中朗读不同的短语 Pronounce different phrases in various contexts	反思性倾听：教导学生使用反思性倾听技巧，例如总结或解释他人所说的话，以展示理解并尊重他人的观点 Reflective listening: Teach students to use reflective listening techniques, such as summarizing or paraphrasing what others have said, to demonstrate understanding and show respect for others' perspectives	在各种语境中不同的短语被朗读 Different phrases in various contexts are pronounced	信息技术工具，图片，游戏，闪存卡 ICT tools, pictures, games, flash card,	7

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) 参与简单的对话（例如请求许可） Participate in a simple conversation (e.g. asking for permission)	做笔记: 准备音频演讲, 引导学生记录听到的内容, 然后提问以供他们回答 Note taking: Prepare audio-speech and guide student take note of what they hear then ask questions for them to answer 辩论: 为学生进行辩论, 讨论特定主题, 为学生提供反思自己沟通技巧的机会, 并确定需要改进的方面, 如语音、语调和讲话的清晰度 Debate: Conduct a debate for students to discuss certain topic, Provide opportunities for students to reflect on their own communication skills and identify areas for improvement, such as pronunciation, intonation, and clarity of speech	简单的对话（例如请求许可）被参与 Simple conversation (e.g. asking for permission) are participated in		

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 在各种的语境中，提高以使用书面形式正确沟通的能 Developing the ability to communicate accurately in writing in various contexts	(a) 通过微信、电报、WhatsApp等社交媒体用短信息进行交流 Communicate in chat groups using social media such as WeChat, Telegram and WhatsApp by using Short Messages	群聊：在微信、WhatsApp、Instagram或Facebook上创建一个群聊，邀请学生加入以进行各种话题的讨论 Group charts: Create a wechat, whatsapp, Instagram or Facebook and add students to discuss various topics	学生能够通过微信、电报、WhatsApp等社交媒体用短信息进行交流 Short messages are used to communicate in chat groups using social media such as WeChat, Telegram and WhatsApp	信息技术工具，图片，游戏，闪存卡 ICT tools, pictures, games, flash card	4

中三年级Form III

表 5: Table 5: 中三年级的详细大纲内容 *Detailed Contents for Form III*

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 掌握基本汉语技能 Master basic Chinese language skills	1.1 提升汉语声母、韵母和声调的音素意识并掌握发音 Develop awareness of Chinese phonemes, initial, final, tone and characters	(a) 听汉语拼音时观察音调顺序变化规律 Listen to Chinese words in pinyin while observing appropriate sequencing of tones	记忆法:使用教具, 引导学生记忆笔画数相同的汉字 Mnemonic method: Use memory aids to guide students remembering the characters with same number of strokes	听汉语拼音单词, 同时观察适当的声调顺序 Chinese words in pinyin are listened while observing appropriate sequencing of tones	录制的文本, 书面材料 Recorded text, written materials	9

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) 在参与不同对话时注意声调顺序变化规律 Participate in a conversation while observing appropriate sequencing of tones	<p>记忆法:选择熟悉的词汇,并引导学生使用这些词汇构建简单的句子 Mnemonic method: Use memory aids to guide students remembering the sound of tones of pinyin</p> <p>角色扮演:指导学生探索在家庭环境中发生的各种活动,并将其分组为易于管理的小组,以角色扮演这些活动来展示他们对声调变化的理解 Role-playing: Guide students to explore various activities that take place and group them in manageable groups to role play these activities to demonstrate their understanding on sequencing of tones or tone inflection</p> <p>合作活动:准备项目或游戏,帮助学生在练习社交技能的同时辨认声调变化 Collaborative activities: Prepare projects or games and help students to identify tone variations while practicing social skills</p>	参与对话时适当观察音调顺序 Sequencing of tones are observed appropriately while participating in Conversation		

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 14-15 笔画的汉字 Write the Chinese character with 14-15 strokes	角色扮演: 选择熟悉的词汇, 并引导学生使用这些词汇构建简单的句子 Games and activities: Create fun and interactive games and activities that incorporate Chinese character writings	写出 14-15 笔画的汉字 Chinese character with 14-15 strokes are written		
	1.2 掌握各种语境下正确的汉语词汇 Master the correct Chinese vocabulary in various contexts	(a) 写出市场语境中的词汇 Write new words associated with the market environment	角色扮演: 指设计有趣的游戏或活动, 帮助学生学习语法、简单句等 Games and activities: Create fun and interactive games and activities that incorporate grammatical simple sentences, such as word puzzles and charades	市场语境中的词汇被写出了 New words associated with the market environment are written	展示市场的文字、图片, Written text, picture that display market	9

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) 使用市场语境中的词汇口头构造简单的句子 Construct simple oral sentences using new words associated with the market environment	听写:选择熟悉的词汇,并引导学生使用这些词汇构建简单的句子 Dictogloss: Choose familiar words and guide students to construct simple sentences using those words	市场语境中的简单的句子被构造了 Simple oral sentences using new words associated with the market environment are constructed		

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) 用市场语境中的词汇写简单的句子 Write simple sentences using new words associated with the market environment	听写:选择熟悉的词汇,并引导学生使用这些词汇构建简单的句子 Dictogloss: Choose familiar words and guide students to construct simple sentences using those words 使用提示:为学生提供不同的写作提示,激发他们的创造力和想象力。指导他们每次使用不同的上下文来写一个故事,例如一个历史事件、一个未来世界或一个神奇的领域 Use prompts: Provide your students with different writing prompts to stimulate their creativity and imagination. Guide them to write a story using a different context each time, such as a historical event, a futuristic world, or a magical real	市场语境中简单的句子被写出 Simple sentences using new words associated with the market environment 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
	1.3 提升在会话和写作中使用适当的语法和词汇 Develop the use of appropriate grammar and vocabulary in conversation and writing	(a) 聆听并回答简单的句子 Listen and respond to simple sentences	<p>对话:通过提问让学生参与对话,并鼓励他们使用简单的结构化句子进行回答 Dialogue: Engage students in dialogue by asking questions and encouraging them to respond using simple structured sentences</p> <p>角色扮演:指导学生探索发生在学校和家里的各种活动,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的理解 Games and activities: Create fun and interactive games and activities that incorporate grammatical simple sentences, such as word puzzles and charades.</p> <p>游戏和活动:指导学生探索发生在学校和家里的各种活动,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的理解</p> <p>Role-plays: Guide students to explore various activities that take place at school and at home and group them in manageable groups, conduct role plays to demonstrate their understanding of simple grammar used in the role play</p>	简单的句子被听并回答 Simple sentences listened and responded	录制的文本、视听设备 Recorded text, audio visual devices	9

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) 用不同的词汇口头构造简单的句子 Use different words to construct simple oral sentences	<p>对话:通过提问让学生参与对话, 并鼓励他们使用简单的结构化句子进行回答。 Dialogue: Engage students in dialogue by asking questions and encouraging them to respond using simple structured sentences</p> <p>角色扮演:创造有趣和互动的游戏和活动, 结合语法简单的句子, 如字谜和哑谜 Games and activities: Create fun and interactive games and activities that incorporate grammatical simple sentences, such as word puzzles and charades</p> <p>游戏和活动:指导学生探索发生在学校和家里的各种活动, 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的理解 Role-plays: Guide students to explore various activities that take place at school and at home and group them in manageable groups, conduct role plays to demonstrate their understanding of simple grammar used in the role play</p>	不同的词汇口头构造简单的句子被使用 Different words are used to construct oral simple sentences		

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) 使用不同的词汇构造简单的书面句子 Write simple sentences using different words	角色扮演: 创造有趣和互动的游戏和活动, 结合语法简单的句子, 如字谜和哑谜 Games and activities: Create fun and interactive games and activities that incorporate writing grammatical simple sentences, such as word puzzles and charades	不同的词汇被构造简单的书面句子 Simple sentences are written using simple words		

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 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing	2.1 提升听懂口语表达的能力 Develop the ability to listen and understand information	(a) 在不同的交际环境中参与简单的对话 Participate in a simple conversation in different communicative settings	重复听到的内容：让学生重复老师或其他来源所听到的内容，并要求他们在听到时回答问题或进行对话 Repeat what hear: Engage students to repeat what they hear from the teacher or other sources, ask them to answer Questions or conversation as they hear 情境学习：鼓励学生在语境中学习新词汇，通过听和分析单词在声音和段落中的使用方式 Contextual Learning: Encourage students to learn new vocabulary in context, by listening and analyzing how words are used in sound and paragraphs	在不同的交际环境中简单的对话被参与了 Simple conversation in different communicative settings are participated in	录制的文本、视听设备 Recorded text, audio visual devices	6

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>游戏和活动:创造有趣和互动的游戏和活动, 结合语法简单的句子, 如字谜和哑谜</p> <p>Role-plays: Guide students to explore various activities that take place at school and at home and group them in manageable groups, conduct role plays to demonstrate their understanding of simple grammar used in the role play</p>			
		<p>(b) 聆听并识别表达的简单文本中使用的生词</p> <p>Listen to a simple text and identify new words used in it</p>	<p>情境学习: 让学生参与到语境中学习新词汇, 通过听、回答对话以及分析单词在句子和段落中的使用方式</p> <p>Contextual learning: Engage students to learn new vocabulary in context, by listening and responding to conversation also analyzing how words are used in sentences and paragraphs</p>	<p>口头表达的简单文本中使用的生词被聆听并识别了</p> <p>New words used in a simple text are listened and identified</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
	2.2 提升阅读和理解各种文本的能力 Develop the ability to read and understand various texts	(a) 总结出所读文本的主要思想 Read a simple text and summaries the main ideas from it	歌曲: 准备不同的歌曲, 并要求学生听歌后写下他们听到的内容 Songs: Prepare different songs and ask students to write what they hear 听写: 选择一篇短文, 包含适合学生语言水平的简单语法句子。向学生大声朗读, 要求学生记下重点笔记, 而不是写下每件事, 要求用他们记下的重点笔记重写信息 Dictogloss: Choose a short text that contains simple grammatical sentences that are appropriate for your students' language level. Read aloud to students and ask students to write down key note rather than writing everything, ask them to re-write the information using the key notes they took	简单文本的主要思想被总结了 Main ideas from simple text are read and summarized	书面文字 Written text	6

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) 重述读过的简单故事 Read a simple story and re-tell it using own words	阅读理解：让学生参与阅读和听准备好的材料，并引导他们积极阅读，密切关注单词、短语和句子的意义再复述听到的内容 Read for comprehension: Engage students in reading and listening in prepared material and guide them to read actively, paying close attention to the meaning of the words, phrases, and sentences and re-tell the content	简单的故事被阅读并用自己的话重新讲述 Simple story are read and re-told using own words		

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
	2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts	<p>(a) 回应在市场谈判语境中口头发出的复杂指令 Listen and respond to complex orders in a market setting</p> <p>(b) 阅读市场中不同广告牌并做出相应的回应 Read different posters in the market and react accordingly</p>	<p>演讲翻译: 使用技术工具准备音频演讲, 并引导学生聆听并响应音频中给出的指令 Speech: Prepare audio speech by using technological tool and guide students to listen and respond to the orders given from the audio</p> <p>朗读: 引导学生大声朗读中文课文, 并要求他们识别不熟悉的单词, 有助于提高他们的发音和流利程度 Reading aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency</p>	<p>市场谈判语境中口头发出的复杂指令被回应了 complex orders in a market setting are listened and responded</p> <p>市场中不同广告牌并被阅读与做出相应的回应 different posters in the market are read and reacted accordingly</p>	录制的音频和视频 Recorded audios and videos	6

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
	2.4 提升正确阅读各种文本的能力 Develop the ability to read correctly various texts	(a) 以标准的语速、正确的声调和发音、正确的标点符号, 准确朗读不同的汉语复杂句 Read accurately complex sentences using standard speed, correct tone, pronunciation and punctuation marks	角色扮演:通过角色扮演练习, 让学生练习在不同的上下文中对简单的句子做出反应。这可以帮助他们发展听力技能, 也可以提高他们在不同情况下做出恰当反应的能力 Role-Playing: Have students practice reacting to simple sentences in different contexts through role-playing exercises. This can help them to develop their listening skills and also improve their ability to respond appropriately in different situations 朗读:引导学生大声朗读中文课文, 并要求他们识别不熟悉的单词, 有助于提高他们的发音和流利程度 Reading Aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency	以标准的语速、正确的声调和发音、正确的标点符号, 准确朗读不同的汉语复杂句 complex sentences using standard speed, correct tone, pronunciation and punctuation marks are read accurately	信息通信工具 ICT tools	3

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 在不同的文 中进行有效 交流 Communicate effectively in a variety of contexts	3.1 提高正确使 用口语交流 的能力 Develop the ability to communicate orally	(a) 在各种语 境中朗读 简单的句 子 Read aloud simple sentences in various contexts	画廊工作:准备一个关于交 通说明画廊活动, 引导学 生通过阅读简单的说明句 子并在不同的上下文中做 出反应来参与活动 Gallery work: Prepare a gallery activity about traffic instruction and guide students to participate in that activity by reading simple instructional sentences and react to them in different context 朗读:引导学生大声朗读中 文课文, 并要求他们识别 不熟悉的单词, 有助于提 高他们的发音和流利程度 Reading aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency	简单的句子 在 各种语境中被 朗读了 Simple sentences in various contexts are read aloud	录制的音频 Recorded audio	8

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) 参与简单的家庭与工作对话 Participate in a conversation about family relationships and occupations	演讲:在可管理小组中指导学生使用技术准备演讲,并以不同的方式记录他们的演讲,如视频会议和其他记录工具,为学生提供与不同地点的其他人交流的机会,并在摄像机前练习演讲 Speech: Guide students in manageable groups to prepare speech by using technology and record their speeches in different ways, such as video conferencing and other recording tools, to provide opportunities for students to communicate with others in different locations and to practice speaking in front of a camera	简单的家庭与工作对话被参与了 Conversation about family relationships and occupations are participated in		

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>辩论:为学生进行辩论, 讨论特定主题, 为学生提供反思自己沟通技巧的机会, 并确定需要改进的方面, 如语音、语调和讲话的清晰度</p> <p>Debate: Conduct a debate for students to discuss certain topic, provide opportunities for students to reflect on their own communication skills and identify areas for improvement, such as pronunciation, intonation, and clarity of speech</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>3.2 在各种的语境中，提高以使用书面形式正确沟通的能力 Develop the ability to communicate accurately in writing in various contexts</p>	<p>(a) 使用适当的标点符号编写简单的指定段落 Write simple guided paragraphs using appropriate punctuation marks</p>	<p>听写速记:选择一段包含简单语法句子和适合学生语言水平的短文。然后，教师会朗读给学生听，要求他们只记下关键点，而不是完整地抄写。接下来，学生会利用所记下的关键点来重新组织和重新写出这段简单的段落 Dictogloss: Choose a short text that contains simple grammatical sentences and punctuation marks that are appropriate for your students' language level. Read aloud to students and ask students to write down key note rather than writing everything, then ask them to rewrite the simple paragraphs using the key notes they took</p>	<p>使用适当的标点符号编写简单的指定段落 Simple guided paragraphs using appropriate punctuation marks are written</p>	<p>书面材料 Written materials</p>	<p>4</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
4.0 笔译和口译 简单信息 Translate, and interpret simple information	4.1 进行简单 准确的笔 译 Provide simple and accurate translation.	(a) 笔译复杂的 句子 Translate complex sentences	游戏和活动：创建有趣而互动的游戏和活动，结合简单句子，例如单词拼图和模仿游戏，要求学生将中文单词与其翻译相匹配 Games and activities: Create fun and interactive games and activities that incorporate simple sentences, such as word puzzles and charades ask students to match Chinese words with its translation	简单的单词被 笔译了 Simple words are Translated	书面材料 Written materials	10
		(b) 笔译简单的 文本 Translate simple texts	听力翻译：准备包含简单短语的音频或视频，要求学生翻译他们所听到的内容 Listen and translate what you hear: Prepare audio or video with simple phrases and ask students to translate what they hear	简单的短语被 笔译了 Simple phrases are translated		

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) 笔译简单的句子 Translate simple sentences	<p>对话：通过提问并鼓励学生使用相反的语言回答来促使学生参与对话</p> <p>Dialogue: Engage students in dialogue by asking questions and encouraging them to respond using the opposite language</p> <p>实地考察：准备一个参观中国公司的行程，并引导学生翻译中国工人说的话</p> <p>Field trip: Prepare a trip to a Chinese company and guide students to translate what the Chinese worker are saying</p>	简单的句子被笔译了 Simple sentences are translated		

中四年级 Form IV

表6: Table 6: 中学四年级的详细大纲内容 *Detailed Contents for Form IV*

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 掌握基本汉语技能 Master basic Chinese language skills	1.1 提升汉语声母、韵母和声调的音素意识以及汉字意识 Develop awareness of Chinese phonemes, initial, final, tone and characters	(a) 读汉语单词拼音时观察声调顺序变化规律 Read Chinese words in pinyin while observing appropriate sequencing of tones	朗读:引导学生大声朗读中文课文,并要求他们识别不熟悉的单词,有助于提高他们的发音和流利程度 Reading aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency	听汉语拼音单词,同时观察适当的声调顺序 Chinese words in pinyin are listened while observing appropriate sequencing of tones	闪卡,音视频录音设备,录音和书面材料,手机,投影仪等 Flash cards, audio-video recording devices, recorded and written materials, flashes, cellphones, projectors etc	10

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) 书写汉语单词拼音时观察声调顺序变化规律 Write Chinese words in pinyin while observing appropriate sequencing of tones	做笔记: 准备音频演讲, 引导学生记录听到的内容, 然后提问以供他们回答 Note taking: Prepare audio-speech and guide students take note of what they hear then ask questions for them to answer 辩论: 为学生进行辩论, 讨论特定主题, 为学生提供反思自己沟通技巧的机会与笔记主要关联内容, 并确定需要改进的方面, 如语音、语调和讲话的清晰度 Debate: Conduct a debate for students to discuss certain topic, provide opportunities for students to reflect on their own communication skills by taking notes on the discussed topic and identify areas for improvement, such as pronunciation, intonation, and clarity of speech	够汉语单词拼音时观察声调顺序变化规律被书写了 Chinese words in pinyin are written while observing appropriate sequencing of tones		

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 Assesment criteria	教学资源 Suggested teaching and learning resource	课时数量 Number of periods
		(c) 写出 16-17 笔画的汉字 Write Chinese character with 16-17 strokes	<p>田字格教学方法：准备不同数量田字格的纸张，每行放置不同数量的田字格，并要求学生思考适合该数量的田字格的一个汉字，并书写该汉字</p> <p>Tianzige methods: Prepare different paper with several different numbers of tianzige in each raw and ask students to think one character that fit in the number of tianzige and write that character</p> <p>游戏和活动：创建有趣和互动的游戏和活动，融入汉字，如汉字拼图和肢体动作猜字游戏</p> <p>Games and activities: Create fun and interactive games and activities that incorporate Chinese characters, such as character puzzles and charades</p>	16-17 笔画的汉字被写出了 The Chinese character with 16-17 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 掌握各种语境下正确的汉语词汇 Master the correct Chinese vocabulary in various contexts	(a) 写出医院语境中的词汇 Write new words associated with the hospital environment	做笔记: 准备音频演讲, 引导学生记录听到的内容, 然后提问以供他们回答 Note taking: Prepare audio-speech and guide students to take note of what they hear then ask questions for them to answer 书写练习单: 使用书写练习单, 并提供正确的笔画顺序和汉字结构的指导, 以加强学习, 并帮助学生练习准确书写汉字 Writing Practice Sheets: Use Writing practice sheets and provide guidance on the correct stroke order and structure of Chinese characters to reinforce learning and to help students to practice writing the characters accurately	医院语境中的词汇被写出来了 New words associated with the hospital environment are written	录制的文本, 包含词汇表和书面材料 Recorded texts with list of vocabulary and written materials	10

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) 用医院语境中的词汇口头构造简单的句子 Construct simple oral sentences using new words associated with the hospital environment	听力和听写练习:为学生提供听力和听写练习,让他们听一个句子并用汉字写下来。从简单的句子开始,随着学生的进步,逐渐增加句子的复杂性 Listening and dictation exercises: Provide students with listening and dictation exercises where they listen to a sentence and write it down in characters. Start with simple sentences and gradually increase the complexity of the sentences as students progress	在医院语境中简单的句子被构造了 Simple oral sentences using new words associated with the hospital environment are constructed		

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) 用医院语境中的词汇写简单的句子 Write simple sentences using new words associated with the hospital environment	书写练习单:使用书写练习单, 并提供正确的笔画顺序和汉字结构的指导, 以加强学习, 并帮助学生练习准确书写汉字 Writing Practice Sheets: Use Writing practice sheets and provide guidance on the correct stroke order and structure of Chinese characters to reinforce learning and to help students to practice writing the characters accurately	用医院语境中的词汇简单的句子被写出来了 Simple sentences using new words associated with the hospital environment are written		
	1.3 提升在会话和写作中使用适当的语法和词汇 Develop the use of appropriate grammar and vocabulary in conversation and writing	(a) 对口头陈述的合乎语法的复杂句子作出回应 Listen and respond to complex sentences	朗读:引导学生大声朗读中文课文, 并要求他们识别不熟悉的单词, 有助于提高他们的发音和流利程度 Reading aloud: Guide students to read Chinese texts aloud, and ask them to identify unfamiliar words, help to improve their pronunciation and fluency	学生能够对口头陈述的合乎语法的复杂句子作出回应 Complex sentences are listened and responded	录制的文本, 包含词汇表和书面材料 Recorded texts with list of vocabulary and written materials	10

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) 用不同的词汇口头构造复杂的句子 Use different words to construct complex oral sentences	听写练习:为学生提供听力和听写练习, 让他们听一个句子并用汉字写下来。从简单的句子开始, 随着学生的进步, 逐渐增加句子的复杂性 Dictation exercises: Provide students with dictation exercises where they listen to a sentence and write it down in characters. Start with simple sentences and gradually increase the complexity of the sentences as students' progress	用不同的词汇, 复杂的句子被构造了 Complex oral sentences are constructed by using different words		

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) 使用不同的词汇构造复杂的书面句子 Write complex sentences using different words	书写练习单:使用书写练习单,并提供正确的笔画顺序和汉字结构的指导,以加强学习,并帮助学生练习准确书写汉字 Writing practice sheets: Use Writing practice sheets and provide guidance on the correct stroke order and structure of Chinese characters to reinforce learning and to help students to practice writing the characters accurately	复杂的书面句子被构造了 Complex sentences using different words 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
<p>2.0 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing</p>	<p>2.1 提高听懂表达的能力 Develop the ability to listen and understand information</p>	<p>(a) 从简短的口头陈述中确定主要思想 Identify the main ideas from a brief oral presentation</p>	<p>辩论:选择一个与学生相关且学生感兴趣的话题,并分组准备他们的论点 Debate: Select a topic that is relevant and interesting to the students, and divide them into groups to prepare their arguments</p> <p>实地考察: 择一个地方,让学生有机会听母语或流利的人说话,并与他们交谈 Field trip: Select a location that provides opportunities for students to listen to and engage in conversation with native or fluent speakers</p>	<p>主要思想被确定了 The main ideas from a brief oral presentation are identified.</p>	<p>从各种来源下载的与学习内容相关的视频或音频 Downloaded video or audio from various sources that are relevant to learning contents</p>	<p>7</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) 解释口头表达的信息 Listen to a presentation and paraphrase its content	<p>听后复述: 制作各种汉语音频给学生听, 要求学生注意说话者的声调和语调, 指导学生识别他们听到的不同声调</p> <p>Listen and retell: Make various Chinese audio and listen them to students and ask students to pay attention to the tone and intonation of the speaker, guide students to Identify different tones they hear</p> <p>改写所听到的: 准备音频并引导学生写出主要内容他们所听到的。这可以帮助你记住新单词和短语, 改善他们的发音</p> <p>Rewrite what you hear: Prepare audio and guide students to write in summary what they hear. This can help them to remember new words and phrases and improve their pronunciation</p>	口头表达的信息被解释了 Presentation are listened and its content are paraphrased		

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) 写下口头陈述的信息摘要 Listen to a presentation and write a summary of its content	语境学习:让学生在语境中学习新词汇,方法是听对话并对对话做出反应,同时分析单词在句子和段落中的用法 Contextual learning: Engage students to learn new vocabulary in context, by listening and respond to conversation also analyzing how words are used in sentences and paragraphs 改写所听到的:准备音频并引导学生写出主要内容他们所听到的。这可以帮助你记住新单词和短语,改善他们的发音 Rewrite what they hear: Prepare audio and guide students to write in summary what they hear. This can help them to remember new words and phrases and improve their pronunciation	口头陈述的信息摘要被写下来了 presentation are listened and a summary of its content 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
	2.2 培养阅读和理解各种文本的能力 Develop the ability to read and understand various texts	(a) 识别简单书面文本中的含义 Read a simple text and identify the intended message	阅读理解: 让学生参与阅读, 听准备好的材料, 引导他们积极阅读, 密切注意单词、短语和句子的意思 Read for comprehension: Engage students in reading and listening to prepared material and guide them to read actively, paying close attention to the meaning of the words, phrases, and sentences	简单书面文本中的含义被识别了 A simple text is read and the intended message are identified	录音和书面材料 Recorded and written materials	5
		(b) 写一个阅读过的简单文本的摘要 Read a simple text and write a summary of its content	书写练习单: 使用书写练习单, 并提供正确的笔画顺序和汉字结构的指导, 以加强学习, 并帮助学生练习准确书写汉字 Writing practice sheets: Use Writing practice sheets and provide guidance on the correct stroke order and structure of Chinese characters to reinforce learning and to help students practice writing the characters accurately	一个阅读过的简单文本的摘要能被书写 Summaries of simple texts 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
	2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts	(a) 回应到医院语境中口头发出的复杂指令 Listen and respond to complex orders in a hospital setting	角色扮演:让学生练习在医院场景中对简单句子做出反应,并要求他们按照书面指示行动 Role-playing: Have students practice reacting to simple sentences in hospital contexts and ask them to act as instructed in the written orders	医院语境中口头发出的复杂指令被回应了 Complex orders in a hospital setting are listened and responded.	从各种来源下载的与学习内容相关的视频或音频 Downloaded video or audio from various sources that are relevant to learning contents	5

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) 读医院给出的不同指示并做出相应的回应 Read different directions given in a hospital and react accordingly	实地考察: 准备一次医院之行, 并引导学生阅读医院不同区域内写有不同指示的文字, 要求他们对每个所反应的指示写下一条笔记 Field trip: Prepare a trip to a hospital and guide student to read different directions wrote in different areas of the hospital, ask them to write a note to each direction they reacted to	医院给出的不同指示被回应了 Different directions given in a hospital are read and reacted accordingly		

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
	2.4 提升正确阅读各种文本的能力 Develop the ability to read correctly various texts	(a) 以标准的语速、正确的声调和发音、正确的标点符号，准确朗读简单的文本 Read accurately a simple text using standard speed, correct tone, pronunciation and punctuation marks	朗读:引导学生朗读简单句的中文课文 Reading aloud: Guide students to read aloud Chinese texts with the required speed, correct tone and pronunciation 阅读理解: 让学生参与阅读, 听准备好的材料, 引导他们积极阅读, 密切注意单词、短语和句子的意思 Read for comprehension: Engage students in reading and listening to prepared material and guide them to read actively with the required speed, correct tone and pronunciation	简单的文本被以标准的语速、正确的声调和发音、正确的标点符号阅读了 Simple text using standard speed, correct tone, pronunciation and punctuation marks are read accurately	录音和书面材料 Recorded text and written materials	3

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 在不同的文 中进行有效交流 Communicate effectively in a variety of contexts	3.1 提高正确使用口语交流的能力 Develop the ability to communicate orally	(a) 在各种语境中朗读复杂的句子 Read aloud complex sentences in various contexts	听和反应:准备书面材料, 其中显示或询问各种指示或命令, 要求学生大声朗读, 其他学生根据书面材料做出回应 Listen and react: Prepare written materials that shows or asks various instruction or command, ask students to read aloud and others respond to the instruction from written materials	复杂的句子在各种语境中被朗读了 Complex sentences in various contexts are read aloud	从各种来源下载的和学习内容相关的视频或音频 Downloaded video or audio from various sources that are relevant to learning contents	5

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) 在各种语境中回应赞美、道歉、祝福和慰问信息 Respond to complements, apologies, wishes, and sympathy messages in different contexts	语境学习:让学生参与学习涉及道歉、祝愿和同情等内容的词汇,并正确地回应对话 Contextual learning: Engage students to learn new vocabulary that involve complement such as apologies, wishes and sympathy and respond to conversation correctly	学生能够在各种语境中回应赞美、道歉、祝福和慰问信息 Complements, apologies, wishes, and sympathy messages in different contexts 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
	3.2 在各种的语境中，提高以使用书面形式正确沟通的能力Develop the ability to communicate accurately in writing in various contexts	(a) 使用适当的标点符号就熟悉的话题写短篇故事和对话 Write short stories and conversations on familiar topics using appropriate punctuation marks	主动倾听：准备音频或视频，并引导学生积极聆听故事并做重点笔记，然后要求学生用自己的话重新讲述故事 Active listening: Prepare audio or video and guide students to actively listen to the story and take key notes then ask students to retell the story by writing using their own words 画廊活动：准备一个关于中国文化的画廊活动，并引导学生参与其中，然后要求他们撰写一份关于该活动的报告。 Gallery work: Prepare a gallery activity about Chinese culture and guide students to participate in that activity then ask them to write a report about the activity	学生能够使用适当的标点符号就熟悉的话题写短篇故事和对话 Short stories and conversations on familiar topics using appropriate punctuation marks are written	从各种来源下载的和学习内容相关的视频或音频 Downloaded video or audio from various sources that are relevant to learning contents	3

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 笔译和口译简单信息 Translate, and interpret simple information	4.1 进行简单准确的笔译 Provide simple and accurate translation of spoken and written language	(a) 笔译复杂的句子 Translate complex sentences	<p>翻译练习:为学生提供翻译练习,让他们将复杂的中文句子从母语翻译成中文,反之亦然。从简单的句子开始,随着学生的进步,逐渐增加句子的复杂性</p> <p>Translation Exercises: Provide students with translation exercises where they translate complex Chinese sentences from their native language to Chinese and vice versa. Start with simple sentences and gradually increase the complexity of the sentences as students progress</p>	复杂的句子被笔译了 Complex sentences are translated	翻译文件、翻译过程中使用的ICT工具 Translated documents, ICT tool that used during translation	5

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) 笔译简单的文本 Translate simple texts	<p>翻译练习:为学生提供翻译练习,让他们将复杂的中文句子从母语翻译成中文,反之亦然。从简单的句子开始,随着学生的进步,逐渐增加句子的复杂性</p> <p>Translation exercises: Provide students with translation exercises where they translate complex Chinese sentences from their native language to Chinese and vice versa. Start with simple sentences and gradually increase the complexity of the sentences as students progress</p>	简单的文本被笔译了 Simple texts are translated		

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 讲行正确的口译Provide simple and correct interpretation	(a) 口译简单的句子 Interpret simple sentences	<p>实地考察:选择一个地方, 让学生有机会听母语或流利的人说话, 并与他们交谈 Field trip: Select a location that provides opportunities for students to listen to and engage in conversation with native or fluent speakers</p> <p>角色扮演:引导学生在一个中国母语者和不会说彼此语言的当地人之间进行角色扮演, 其他学生扮演翻译的角色 Role-playing: Guide students to role play between a native Chinese speaker and local people who are cannot speak each other's language, other students play the role of interpreter</p>	简单的句子被口译了 Simple sentences are interpreted	计算机辅助翻译设备, 麦克风, 耳机 Computer assisted translation devices, microphones, earphones	7

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) 口译复杂的句子 Interpret complex sentences	<p>智能游戏：准备一个使用智能设备（如智能手机、平板电脑、笔记本电脑或台式机）的游戏，在游戏中，学生需要听到一句话，并通过录音将其翻译成英语。设备通过给出答案的百分比来确认回答的正确性</p> <p>Smart games: Prepare a game using smart devices such as smart phones, tablets, laptops or desktops in the game students need to hear a sentence and Interpret into English language by recording to the device and the device confirm the correctness by giving percentage to the answer</p>	复杂的句子被口译了 Complex sentences are interpreted		

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) 口译简单的对话 Interpret simple conversations	<p>小角色扮演:引导学生在—一个中国母语者和不会说彼此语言的当地人之间进行角色扮演,其他学生扮演翻译的角色</p> <p>Role-playing: Guide students to role play between a native Chinese speaker and local people who are cannot speak each other's language, other students play the role of interpreter</p> <p>实地考察:选择一个地方,让学生有机会听母语或流利的人说话,并与他们交谈</p> <p>Field trip: Select a location that provides opportunities for students to listen to and engage in conversation with native or fluent speakers</p>	简单的对话被口译了 Simple conversations are interpreted		

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