

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA INSTITUTE OF EDUCATION**



**CHINESE LANGUAGE SYLLABUS FOR ORDINARY
SECONDARY EDUCATION**

FORM I - IV

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SECONDARY EDUCATION**

FORM I - IV

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Tanzania Institute of Education

P. O. Box 35094

Dar es Salaam

Tel: +255 22 277 3005/+255 22 277 1358

Fax: +255 222 774 420

E-mail: director.general@tie.go.tz

Website: www.tie.go.tz

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DECLARATION

This Chinese Language Syllabus is approved for use in Tanzanian Secondary Education.



Dr Lyabwene M. Mtahabwa

Ag. Commissioner for Education

Ministry of Education, Science and Technology

P.O. Box 10

Dodoma

Tell: +255 262 963 533

E-mail: info@moe.go.tz

Website: www.moe.go.tz

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1.0 Introduction

This syllabus has been developed to introduce the Chinese language in Tanzanian secondary education to complement the objectives of the Education and Training Policy (2014) which insists on the importance of foreign languages for national, regional and international integration, including communication.

The Chinese language syllabus comprises contents aimed to develop the main competencies of comprehension, communication and vocabulary use through listening, speaking, reading, and writing. The designing of learning activities for the intended competencies guides the section of content and methods.

2.0 The Objectives of Education in Tanzania

The general objectives of education in Tanzania are to:

- (a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual development;
- (b) promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania;
- (c) promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society;
- (d) develop and promote self-confidence and an inquisitive mind, an understanding and respect for human dignity and human rights and readiness to work hard for self-advancement and national development;
- (e) promote and expand the scope of acquisition, improve and upgrade mental, practical, productive and other skills necessary to meet the changing needs of the industry and the economy;
- (f) enable every citizen to understand and uphold the fundamentals of the National Constitution as well as human and civil rights, obligations, and responsibilities enshrined therein; and

(g) promote love for work, self and wage employment, and improved performance in the production and service sectors.

3.0 The Objectives of Secondary Education in Tanzania

In Tanzania, secondary education refers to the post-primary formal education offered to learners who have successfully completed the seven years of primary education and have met the requisite entry qualifications.

The aims and objectives of secondary education are to:

- (a) consolidate and broaden students' scope of the basic ideas, knowledge, skills and attitudes acquired and developed at the primary level of education;
- (b) enhance students' development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs, traditions, civic responsibilities, and obligations;
- (c) promote students' linguistic ability and effective use of communication skills in Kiswahili and English;
- (d) prepare students for opportunities to acquire knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- (e) prepare students for tertiary and higher education, vocational, technical and professional training;
- (f) inculcate in students a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and
- (g) prepare students to become responsible members of the society.

4.0 General Competencies for Form I - IV

By the end of Form IV, the student should have the ability to :

- (a) use appropriate Chinese to communicate in a variety of settings; and
- (b) apply listening, speaking, reading and writing strategies to extend and enhance general knowledge.

5.0 General Objectives for Form I – IV

The objectives of teaching Chinese in Secondary schools are to enable the student to:

- (a) express oneself in both spoken and written Chinese;
- (b) read widely for pleasure and for information;
- (c) perform a variety of writing tasks according to the required conventions;
- (d) use one's knowledge of Chinese to demonstrate awareness and consciousness of the basics of society and the part one can play in its development;
- (e) use one's knowledge of Chinese in furthering one's education; and
- (f) communicate effectively with other speakers of Chinese both inside and outside the country.

6.0 Organisation of the Syllabus

The syllabus consists of two main parts. Part One contains general information of the syllabus. This includes the introduction, objectives of education in Tanzania, objectives of secondary education in Tanzania, general competencies for Form I - IV, general objectives and other information about the organisation of the syllabus. The second part consists of the syllabus content focusing on the competencies and objectives of the respective class and a table which shows topics and sub-topics, specific objectives, patterns/structures, situations/contexts, vocabulary/phrases, Chinese characters, phonetics, teaching and learning strategies, teaching and learning materials, assessment and the estimated number of periods as described below:

6.1 Class level competencies

These are statements which specify the abilities that are expected to be attained by the student. These are stated just before the class objectives found at the beginning of the content of each class.

6.2 Objectives

These are statements of behaviour to be exhibited by each student at the end of a given class. They are stated immediately after the class competencies.

6.3 Topics

In this syllabus, topics have been stated in terms of functions. They are found in the first column in the syllabus. When teaching these functions, language forms/patterns and correct pronunciation and intonation have to be dealt with for it is through these aspects that language functions are realised.

6.4 Sub-topics

These are components of a particular topic. Most of the topics in this syllabus have more than one sub-topic. These sub-topics are presented under their respective topics.

6.5 Specific objectives

These are statements of behaviour to be exhibited by each student at the end of a given sub-topic. When planning lessons, the teacher has to be very clear about the specific objectives expected to be attained and plan his/her teaching in such a way that the specific objectives are achieved. The specific objectives have been developed based on the SMART condition, that is, they should be specific, measurable, attainable, realistic and time bound.

6.6 Patterns/structures

For each sub-topic in the syllabus, several patterns/structures have been given as examples. Other patterns/structures that are normally used in any given function also need to be dealt with using various activities such as demonstration, dramatisation, dialogue, oral and written drills, songs, role plays and games.

6.7 Contexts/situations

Contexts/situations depicting different settings/areas where any given language function can be used have been provided in the syllabus next to the patterns/structures column.

6.8 Vocabulary/phrases

Some vocabulary items related to particular topics/sub-topics have been given in the vocabulary/phrases column. The list is by no means exhaustive. Students will learn more words which will be found in the listening and reading materials to which they will be exposed. The teacher should ensure that such students know how to pronounce their words correctly, know the meanings and their uses.

6.9 Chinese characters

Chinese character learning is required to be obtained in two ways. Some are required to be written by students where as others are required to be recognised by such students. Chinese characters related to particular topics/sub-topics have been given in the vocabulary/phrases column. The list is by no means exhaustive. Students will learn more of these characters found in listening and reading materials at their disposal. The teacher should ensure that the students know how to write the characters correctly, know their meanings and their uses.

6.10 Phonetics

Phonetics teaching/learning is required in Form One. Students will learn the Chinese phonetics, including initials, finals and tones. They will learn the rules for tone changes. The teacher should ensure that students know how to pronounce the characters correctly, especially the tones and rules for tone changes.

6.11 Teaching/learning strategies

In the teaching/learning strategies column, a number of strategies have been suggested. However, the list is not exhaustive. The teacher is advised to use the suggested strategies. Where necessary, the teacher should think of more appropriate strategies to use in teaching Chinese so that students can use the language meaningfully. Such students need to be provided with activities aimed at enabling them to fix any pronunciation problems that the teacher notices in their use of Chinese. The teacher needs to ensure that he/she can pronounce Chinese words correctly and that he/she can use stress and intonation correctly. She/he has to consult a dictionary for pronunciation of words with which she/he is not familiar. Accordingly, she/he can help the students to develop intelligible pronunciation.

6.12 Teaching/Learning Materials

Suggested teaching/learning materials have been listed under the teaching/learning materials column. The major teaching/learning materials suggested are KUAILE HANYU I, II & III (Confucius Institute Headquarters/Hanban). The list is not exhaustive; therefore, the teacher should think creatively and identify other teaching/learning resources available in his/her locality.

6.13 Assessment

The assessment column in this syllabus gives the teacher an idea of the kind of assessment that students should be subjected to. The students should be assessed for all the objectives and that, the assessment items should consider a wide variety of learning outcomes. This kind of assessment provides room for fairness and enhances the students' development of high levels of thinking. The teacher also needs to ensure that he/ she assesses students' performance in all language skills. This advice should be used in weekly, monthly, mid-term and end of term/annual assessments. Relevant assessment techniques, including paper and pencil, interviews, observation, portfolio, project and questionnaire should be used.

At the end of Form Four, the students are expected to do an overall achievement assessment intended to determine the extent to which the objectives of the Chinese course have been attained.

6.14 Number of Periods and Instructional Time

There are 194 teaching days in a year. Forms I, II, III and IV have been allocated two (2) periods per week. One period takes 40 minutes. Two weeks (i.e. 10 days) have been reserved for examinations. Each sub-topic has been allocated a number of periods which are adequate for teaching. Schools are advised to make maximum use of the allocated time. Lost instructional time should be compensated through the school's own local arrangements.

Commissioner for Education

Ministry of Education, Science and Technology

P.O. Box 10

Dodoma

Website: www.moe.go.tz

Tel: 2110152, 2110179

Fax: 022113271

CONTENTS FOR FORM ONE

CLASS LEVEL COMPETENCIES

By the end of Form One, the student should have the ability to:

1. understand basic Chinese language materials related to everyday life;
2. acquire some preliminary knowledge of Chinese learning strategies and communicative strategies under the teacher's guidance;
3. interact with their classmates and the teacher in simple Chinese;
4. gain introductory Chinese and cultural knowledge;
5. get some preliminary perception of the differences and similarities in thinking between Chinese and Kiswahili; and
6. cultivate a desire for and an interest in the Chinese language.

CLASS LEVEL OBJECTIVES

By the end of Form One, the student should be able to:

1. listen to and understand familiar, brief and well-pronounced words, sentences and simple classroom expressions related to daily settings;
2. repeat, retell or recite words and sentences with fair accuracy;
3. respond to simple greetings, using simple words and expressions, provide the most basic personal information;
4. extract specific information related to personal and daily life from brief discourses in simple everyday contexts;
5. write words, sentences or simple descriptions in Chinese (pinyin) following examples; and
6. recognise 150 basic Chinese characters and write 75 of them.

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
1.0 Greeting and Self- introduction 1.1 General greeting	The student should be able to greet others using simple words	1. Interrogative sentences with 吗 2. Pronouns “ 你”and “我”	School, playground, zebra crossing, railway crossing, stadium, sea, river, graduation, sports day	你好吗 我很好 再见 对不起 没关系	Recognise: 我再对起没 关系 Write: 你很好见不	a) 6 initials b) 6 signal finals; c) 6 compound finals	1. Students to play a game 'Find Your Friends' and practise greeting each other. 2. The teacher to act and ask students to speak with tones. 3. Students to work in pairs to speak with tones and act.	Kuaile Hanyu I- Unit 1 Lesson 1: 你和我 you and me	Is the student able to greet others in Chinese?	3
1.2 Name and nationality	The student should be able to introduce his/ her name and nationality to others	1. 用“什么、 哪”的特 指疑问句 Question words with “什么”, “ 哪”	School, market, bus station, post office, police station	叫 什么 是 哪国 人 中国 坦桑尼亚	Recognise: 叫什么是 哪 坦桑尼亚 Write: 中国人	a) 8 initials b) 15 compound finals and four tones	1. The teacher to give students Chinese names. 2. Students to introduce each other by their assumed/ assigned Chinese names.	Kuaile Hanyu I- Unit 1 Lesson 2: 你叫什么名 字? What is your name?	Is the student able to introduce his/ her name and nationality to others?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		2. 用“不” 的 否定句 The negative sentence with “不”								
1.3 Address	The student should orally be able to answer questions about the home address in simple sentences	“在”的动词用 法 The usage of 在 as a verb	School, town, village	家 在 哪儿 北京 上海 达累斯萨拉姆 多多马	Recognise: 家哪上海 达累斯萨 拉姆 多多马 Write: 我在北京	声母 复韵母 a) 7 initials, b) 12 compound finals, and c) the four tones	1. The teacher to show maps of Tanzania and China. 2. Students to take their pictures and put them on the maps. 3. Students to describe their home location on the maps. 4. Students to practise the tongue-twister game.	Kuaile Hanyu I- Unit 1 Lesson 3: 你家在哪 儿? Where is your home?	Is the student able to answer questions about the home address?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2.0 Family Introduction 2.1 Family members	The student should be able to introduce family members to others	1. “是”字 判断句 The sentences with 是. 2. 指示代 词 “这、 那” The indicating Pronouns 这 and 那; 3. 量词 “ 口” measure word“口”	School, market, bus station, post office, police station, party	这 那 他 她 爸爸 妈妈 哥哥 姐姐 不 口	Recognise: 不 哥哥 Write: 这 那 他 她 爸 妈 口	音节拼读、 声调、轻声 a) Combine and spell the Pinyin; tone marks; and neutral tone	1. Students to take pictures of their families and introduce them to the class. 2. Students to work in pairs to introduce family members.	Kuaile Hanyu I- Unit 2 Lesson 4: 爸爸、妈妈 dad and mom	Is the student able to introduce his/ her family members to others?	3
2.2 Possessive relationship	The student should be able to express possessive relationship	1. “有”和 “没有” the verb 有 and the non- affirmative pattern 没有 2. 量词 “ 只” The measure word 只 3. 疑问词 “ 几” question word “几”	Classroom, market, bus station, party	有 猫 狗 只 小 一、 二、 两、 三、 四、 五、 六、 几	Recognise: 有 四 五 两 猫 狗 Write: 一 二 三 六 几	音节拼读 声调、轻声 b) Combine and spell the Pinyin; tone marks; and neutral tone	1. The teacher to take pictures of animals. 2. The teacher to introduce gestures for numbers. 3. Students to play games on numbers and gestures.	Kuaile Hanyu I- Unit 2 Lesson 5: 我 有 一 只 小 猫 I have a kitten	Is the student able to express possessive relationship?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
							4. Students to work in pairs to introduce animals in the pictures.			
2.3 Size of a housing room	The student should be able to describe the size of a room	1. 形容词谓语句 Adjective predicate sentence 2. 量词 “个” Measure word 个	School, home	房子 大 个 房间 厨房 七、 八、 九、 十	Recognise: 房间厨房 大个 Write: 四 五 七 八 九 十 子	音节拼读 声调、轻声 c) Combine and spell the Pinyin; tone marks; and neutral tone	1. The teacher to introduce guided phrases on housing. 2. Students to draw pictures of their home, and describe the size of their rooms. 3. Students to work in pairs to compare housing in China and Tanzania.	Kuaile Hanyu I- Unit 2 Lesson 6: 我家不大 My home is not big	Is the student able to describe the size of a room?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.0 Food 3.1 Food habits	The student should be able to talk about his/her food habits	动作动词的肯定与否定 The affirmative and non-affirmative form of the movement verb	Home, school, hotel	面包 鸡蛋 牛奶 咖啡 水 吃 喝 早上	Recognise: 面包 鸡蛋 牛奶 咖啡 喝 Write: 早上吃水	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to show pictures and cards of food. 2. Students to role play ordering food. 3. Students to conduct a survey in speaking and writing on breakfast food, and report before the class.	Kuaile Hanyu I- Unit 3 Lesson 7: 喝牛奶, 不喝咖啡 Drink milk, not coffee	Is the student able to talk about his /her food habits?	3
3.2 Fruits	The student should be able to express needs	“呢”表示与前句相同的问题 the word 呢 indicates the same question with the former	Home, market, hotel, party, shopping mall	水果、 苹果、 芒果、 香蕉、 菠萝、 木瓜、 西瓜、 果汁、 汽水、 茶、 奶茶、	Recognise: 果呢 Write: 要茶	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to show pictures and cards of fruits. 2. Students to role play buying fruits.	Kuaile Hanyu I Unit 3 Lesson 8: 我要苹果, 你呢? I want an apple, and you?	Is the student able to express needs?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
				要、 呢			<p>3. Students to conduct a survey on favourite fruits, and report before the class verbally and in writing.</p> <p>4. Students to play games of “拷贝不走样”.</p> <p>5. Students to play games of 碰地雷 to learn fruit names.</p>			

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.3 Likes and dislikes about food	The student should be able to express his/her likes and dislikes	副词“也” The adverbial 也; 副词“都” The adverbial 都	Sea, restaurant, home, hotel, market, school	喜欢、海鲜、也、都、菜、羊肉、鱼、米饭、面条	Recognise: 菜面 Write: 也米肉鱼	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to show pictures and cards of food. 2. Students to role play talking about food. 3. Students to conduct a survey on the food they like/dislike, and report to the class verbally and in writing. 4. Students to act out expressing dislikes/likes.	Kuaile Hanyu I- Unit 3 Lesson 9: 我喜欢海鲜 I like seafood	Is the student able to express his/her likes and dislikes?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.0 Nature 4.1 Domestic fowls	The student should be able to express existence in Chinese	1. 指示代词 “ 这儿, 那儿” Demonstr ative Pronouns 这 儿 and 那儿 2. 用 “有” 的存现句 existential sentences with 有	School, home, farmland, market, country yard	那儿、 这儿、 两、 头、 牛、 只、 羊、 鸡	Recognise: 几头鸡 Write: 两牛羊个有	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to show pictures of domestic fowls. 2. Students to: a) imitate the sounds of different domestic fowls and name them in Chinese, b) tell stories about the domestic fowls they have seen or read about, and c) play a game of 七巧板 on domestic fowls.	那儿有两 头牛 There are two castles there (Compiled materials)	Is the student able to express existence in Chinese?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.2 Animals	The student should be able to tell and ask the location of a place	用“哪儿”的特指疑问句 The wh-question with 哪儿	Zoo	熊猫、老虎、大象、狮子、大、水牛、长颈鹿、小鸟、猴子	Recognise: 老虎 Write: 只大小	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to show pictures of animals. 2. Students to a) imitate the sounds of different animals and name them in Chinese, b) tell stories of different animals, c) play a game of 七巧板 on animals, and d) make a poster of animals and interpret it in Chinese.	熊猫在哪儿 Where is the panda? (Compiled materials)	Is the student able to tell and ask about the location of a place?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.3 Plants	The student should be able to use exclamation to express surprise or shock	副词“真” Adverbial 真	Plants, garden, ground	花园、 花草、 树、 真、 漂亮	Recognise: 园树 Write: 花草	双音词 Bi-syllable word 二字调 two-character tone 变调 change in tone	1. The teacher to a) show pictures of plants, and b) organise a field trip to discover plants and collect information in spoken and written Chinese. 2. Students to a) write reports on the field trip and b) collect pictures or draw plants on paper and create a two- dimensional garden on a hard board.	花园真漂 亮! What a beautiful garden it is! (compiled materials)	Is the student able to express surprise or shock using exclamation?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
5.0 School 5.1 Courses and languages	The student should be able to use the week to express time	时间状语 Adverbials of time	School, classroom, home travel	星期、 中文、 英文、 斯瓦西里语/ 斯语、 体育、 课、 没有	Recognise: 星期没 Write: 文英课语	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to introduce a timetable. 2. Students to make their own timetable. 3. Students to work in pairs to ask and answer questions on the timetable. 4. Students to role play as parents and children/ teacher and ask about the timetable.	Kuaile Hanyu I- Unit 4 Lesson 10 中文课 Chinese course	Is the student able to use the week to express time?	3
5.2 Class	The student should be able to count from zero to one hundred	人称代词 “我们” The personal pronoun 我们	Classroom, campus, home	我们、 班、 男、 女、 学生、 十一、 二十、 二十一	Recognise: 们班 Write: 男女学	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to use play cards to practise numbers. 2. Students to make a chart on the data of students.	Kuaile Hanyu I- Unit 4 Lesson 11: 我们班 Our class	Is the student able to count from zero to one hundred?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
							3. Students to work in pairs to ask and answer questions based on the chart.			
5.3 School facilities	The student should be able to ask for directions	复习用“哪儿”的特指疑问句 Review ‘wh-’ questions with 哪儿	School	去、运动场、图书馆、教室、礼堂、体育馆、学校	Recognise: 图书教室 Write: 去生	难点语音练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to show a map of the school 2. The teacher and students to brainstorm on the ideal school campus. 3. Students to draw a map of their ideal school. 4. Students to work in pairs, ask and answer questions on school facilities.	Kuaile Hanyu I- Unit 4 Lesson 12: 我去图书馆 I am going to the library	Is the student able to ask for direction?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
							5. Students to play games on guessing the actions of a partner.			
6.0 Time 6.1 Time in terms of hours	The student should be able to ask about time	用“几”的特指疑问句 Wh- questions with 几		现在、几、点、半、分、上午、中午、下午、刻	Recognise: 刻 Write: 现几点半	难点语音练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher and students to brainstorm on making different clock models. 2. Students to work in pairs to talk about time using to the clock. 3. Students to play a game. Split the class into two teams and compete on telling the correct time in Chinese.	Kuaile Hanyu I- Unit 5 Lesson 13 现在几点 What time is it?	Is the student able to ask about time?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
6.2 Time in terms of date\ month\ year	The student should be able to say the date	结构助词 “的” The structural particle 的	Birthday, holiday, semester	的、 生、 日 月、 号、 岁	Recognise: 的 Write: 日月年号岁	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to provide guiding expressions for birthdays. 2. Students to work in groups and prepare a class birthday information chart. 3. Students to ask and answer questions about classmates' birthdays. 4. The teacher to teach students to sing the Happy Birthday song in Chinese.	Kuaile Hanyu I- Unit 5 Lesson 14: 我的生日 My birthday	Is the student able to say correctly the date?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
6.3 Time about day's weather	The student should be able to describe the weather. 描述天气： 今天不 冷，明天 很热	形容词谓语句 Adjectives, predicates, sentences		明天、 冷、 今天、 热、 昨天	Recognise： 明冷热 Write： 今天	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to provide guided expression on how to describe temperature. 2. Students to make a chart on temperature or weather of a week. 3. Students to ask and answer questions based on the chart.	Kuaile Hanyu I- Unit 5 Lesson 15 今天不冷 Today is not cold	Is the student able to describe the weather?	4
7.0 Colours and sizes 7.1 Colours	The student should be able to recognise colours. 表达颜色： 红衣服 我的衣服是 蓝色的	名词性的 “的”字结构 A noun function of the structure particle 的	Drawing, go shopping	衣服、 色、 红、 黄、 蓝、 绿、 白、 黑	Recognise： 黄绿蓝 Write： 红白	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to a) show pictures of colours, and b) provide guiding structures.	我的衣服 是蓝色的 My clothes are blue. (compiled materials)	Is the student able to recognise colours?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
							2. Students to a) describe their clothes' colours individually and b) work in groups to ask and answer questions on colours.			
7.2 Colours of different things	The student should be able to understand types of expression	量词“种” The measure word 种	Country flag	旗、 种、 铅笔、 颜色	Recognise: 颜色旗种铅 Write: 笔	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher and students to brainstorm colours' function and compare colours in different cultures. 2. Students to make a poster with different colours.	国旗有三种 颜 色 There are three colours in this flag. (compiled materials)	Is the student able to understand different types of expressions?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
7.3 Clothes	The student should be able to express size in excess	1. 副词 “太” The Adverbial 太 2. 太……了 Sentence pattern with 太……了 3. 量词 “件” measure word “件”	Buy clothes	鞋、双、裤子、裙子、条、太、长、短、件	Recognise: 太长鞋双裤裙件 Write: 大小	难点语音练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to provide guiding structures. 2. Students to work in pairs to ask and answer questions on clothes. 3. Role play on real life shopping situation.	这双鞋太大了 These shoes are too big! (compiled materials)	Is the student able to express size in excess?	3
8.0 Hobby 8.1 Hobby	The student should be able to express his/her hobbies	用 “什么” 的特指疑问句 The wh-question with 什么	Home, school, sports day	爱好、音乐、手机、电脑、游戏、上网、运动	Recognise: 爱音乐机 Write: 什么手上网	难点语音练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to use cards to do listening comprehension and play the matching game. (The teacher says a sentence and students choose a card to match it).	Kuaile Hanyu I- Unit 7 Lesson 19 你的爱好是什么 What is your hobby?	Is the student able to state his/her hobbies?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
							2. Students to work in pairs to ask and answer questions on hobbies.			
8.2 Sports	The student should be able to talk about one's hobbies with others	会/不会+ 动词性短语 The complex phrase pattern 会/不会+verb phrase	Chatting, sports day	会、打、网球、篮球、踢、足球、游泳、运动员	Recognise: 篮球员 Write: 会打球	难点语音练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher to show videos or pictures on different sports and games. 2. Students to brainstorm on general sports and local sports. 3. Students to play an imitation game. (One perform an action and the other tells the sport name in Chinese).	Kuaile Hanyu I- Unit 7 Lesson 20: 你会打网球吗 Can you play tennis?	Is the student able to talk about one's hobby with others?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations /Contexts	Vocabulary/ Phrases	Chinese Characters	Phonetics	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
8.3 Entertainment		1. 量词重叠 The repeated form of measure words 2. 好+动词 Phrase pattern 好 +verb	Home, school.	看、 电视、 电影、 天天、 好看、 节目	Recognise: 节目 Write: 看电	难点语音 练习 Difficult pronunciation exercise 二字调练习 two character tone exercise	1. The teacher and students to brainstorm on favourite and popular TV programmes. 2. The students to work in pairs to make simple comments on TV programmes and share with the class.	Kuaile Hanyu I- Unit 7 Lesson 21: 我天天看 电视 Everyday I watch TV	Is the student able to talk about his/her daily life?	4

CONTENTS FOR FORM TWO

CLASS LEVEL COMPETENCIES

By the end of Form Two, the student should have the ability to:

1. use simple Chinese to communicate in social interactions and settings;
2. engage in simple conversations and transactions on familiar topics;
3. give and respond to directions/requests using simple Chinese sentences;
4. identify general information on events in simple oral/written texts she/he encounters; and
5. use appropriate Chinese pronunciation and intonation in a variety of settings.

CLASS LEVEL OBJECTIVES

By the end of Form Two, the student should be able to:

1. listen to and understand simple oral texts;
2. express oneself appropriately in different situations using simple Chinese structures;
3. read simple texts in Chinese for comprehension;
4. explain the content of the simple Chinese readers read;
5. write simple descriptions in Chinese (pinyin); and
6. recognise 300 basic Chinese characters and write 175 of them.

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
1.0 Introducing oneself and friends 1.1 Introducing oneself	The student should be able to introduce his/her names, the hometown, and provide other basic information on themselves	Structure: Somebody+是+谁?	School, market, meeting party	姓、名字、谁、朋友、多、欢迎、地方、你们、他们	Recognise: 谁欢迎他 Write: 姓名字朋友们	1. The teacher to provide guiding expressions on introducing oneself. 2. Students to: a) make cards in pairs of one's information and further practise in speaking or writing personal information on the cards.	Kuaile Hanyu II- Unit 1 Lesson 1 他是谁 Who is he?	Is the student able to introduce hi/her names, hometown and provide other basic information on themselves?	3
1.2 Introducing friends	The student should be able to describe friends' basic information	Sentence pattern: A+比+B+adj	School room, on class, market	多、今年、她、说、汉语、法语、英语、斯语、比、高、艺术、	Recognise: 她汉语术 Write: 多年说比高气	1. The teacher to provide guiding expressions on introducing friends.	Kuaile Hanyu II- Unit 1 Lesson 2 她比我高 She is taller than I am	Is the student able to describe friends' basic information?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
				谢谢、 不客气		2. Students: a) in groups to give information on their friends orally and in writing. b) in pairs compare each other's basic information.			
1.3 Daily schedule	The student should be able to describe one's daily schedule	1. Time adverbial modifier Somebody.+ time + verb + object 2. 连动句 Verb1+verb2	School, home	时间、 表、 每天、 起床、 饭、 晚上、 睡觉、 开始、 弟弟、 妹妹	Recognise: 时间晚睡 弟妹 Write: 每起床谁饭	1. The teacher to ask guiding questions on everyday activities. 2. Students to a) practise expressing timetable individually. b) in groups, learn writing the timetable.	Kuaile Hanyu II- Unit 1 Lesson 3 我的一天 The entire day of mine	Is the student able to describe one's daily schedule?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. play the timetable game: Student A holds cards for names; student B holds cards for time; and student C holds cards for activities. Place ABC in different order and make sentences in speech and in writing.			
2.0 Housing 2.1 Room	The student should be able to describe his/her rooms	1. Subject.+在 +some place.+里 2. Some place.+有 +subject	Home	椅子、桌子、客厅、沙发、书架、床、上、里、灯、书	Recognise: 椅客厅床灯 Write: 里间沙发的	1. The teacher to show pictures of housing. 2. Students to: a) practise essential vocabulary of housing. b) describe their rooms in pairs.	Kuaile Hanyu II- Unit 2 Lesson 4 我的房间 My room	Is the student able to describe his/her room?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2.2 Giving directions	The student should be able to a) give directions and b) ask for directions	Something./ some place.+在 +position	Restaurant, home, school	卧室、 东边、 南边、 饭厅、 卫生间、 门、 对面	Recognise: 卫门室饭间 Write: 东边南对面	1. The teacher to guide students on giving and asking for directions. 2. Students in pairs to practise stating the position of rooms.	Kuaile Hanyu II- Unit 2 Lesson 5 客厅在南 边 The sitting room is in the south	Is the student able to: a) give directions? b) ask for directions?	3
2.3 Describing items in houses	The student should be able to a) state things in terms of quality and b) state things in terms of quantity	1. Some place.+ 上 2. Subject+很 +adjective	Home, school, plant garden	家具、 花、 花园、 书桌、 干净、 整齐、 漂亮、 真、 你们的	Recognise: 具整齐亮 Write: 桌真干净	1. The teacher to: a) provide students with pictures of items in the house. b) guide students through brainstorming on the essential vocabulary of items found in houses.	Kuaile Hanyu II- Unit 2 Lesson 6 你家的花园真 漂亮 How beautiful your flower garden is!	Is the student able to: a) state things in terms of quality? b) state things in terms of quantity?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						2. The students to describe the items in the house in spoken and in written Chinese.			
3.0 Shopping 3.1 Grocery shopping	The student should be able to use appropriate expressions when shopping	1. Somebody+ 要/想 +verb+object 2. numeral phrase: Numeral + measure word + noun	Market, Shopping mall	买、水、还、斤、瓶、和、要、东西	Recognise: 心瓶 Write: 买斤西和还	1. Students to mention items bought and sold in a grocery. 2. Teachers to provide students with some guiding structures for buying and selling. 3. Students in pairs to: a) practise grocery shopping. b) role play between/for shopkeepers and customers.	Kuaile Hanyu II- Unit 3 Lesson 7 你买什么 What do you want to buy?	Is the student able to use appropriate expressions when shopping?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.2 Prices	The student should be able to a) ask about prices and b) provide answers on prices	1. The wh-question with 多少 2. Currency of CH	Market, shopping mall	多少、 百、 千、 万、 钱、 块（元）、 坦先令、 毛（角）、 鸡肉、 一共 零	Recognise: 元角鸡肉 Write: 少钱块分共	1. Teachers to provide students with expressions for asking about prices. 2. Students in pairs to: a) practise asking for and answering questions on prices. b) role play between/for shopkeepers and customers.	Kuaile Hanyu II- Unit 3 Lesson 8 苹果多少钱 一斤 How much are the apples per half a kilo ?	Is the student able to: a) ask about prices and b) answer questions on prices?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.3 Comparing quality	The student should be able to a) describe differences b) make comparison	1. A+比 +B+adj.+一 点儿 2. A+跟+B+ 一样	Shopping mall, school, home	自行车、 跟、 一样、 件、 衣服、 贵、 一点儿、 便宜	Recognise: 车跟样贵 Write: 衣件自行样	1. The teacher to: a) provide students with structures for making comparison. b) show pictures with things for comparison. 2. Students to: a) practise comparison using the structures provided. b) work in pairs to describe the differences they notice.	Kuaile Hanyu II- Unit 3 Lesson 9 这件衣服比那 件衣服贵一 点儿 This cloth is a little more expensive than that one	Is the student able to: a) describe differences and b) make comparison?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.0 Jobs 4.1 Asking about jobs	The student should be able to talk about jobs	Question with 是不是: A+是不是 +B?	School, home, hospital, town, village	医生、 画家、 工程师、 教师、 商人、 工人、 农民	Recognise: 医商程 Write: 是师工画	1. The teacher to brainstorm on essential vocabulary related to occupations. 2. Students to ask and answer questions on occupations. 3. Students to play a game, “Guess Action” (One student shows an action; the other guesses what occupation he/ she is doing).	Kuaile Hanyu I- Unit 6 Lesson16 他是医生 He is a doctor	Is the student able to talk about jobs?	3
4.2 Work places	The student should be able to talk about work places	1. The wh- question with 哪儿 2. Subject.+ 在+Some place.+V	School, bus station, shopping store, factory, home	工作、 医院、 护士、 司机、 校长、 售货员 工厂	Recognise: 作护士厂司 Write: 校长院机	1. The teacher to provide guiding structures on expressing work places.	Kuaile Hanyu I- Unit 6 Lesson17 他在医院 工作 He works at the hospital	Is the student able to talk about work places?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						<p>2. Students to</p> <p>a) work in pairs to ask and answer questions on work places.</p> <p>b) play a matching game: Team A holds different cards on occupations; Team B holds different cards on work places; and students to match the occupations with the correct work place.</p>			

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.3 Future occupations	The student should be able to talk about his/her future occupation	1. Somebody.+ 想 +V.+O. 2. “吧”, which indicates assurance 3. the usage of 您	School, home, party	您、 演员、 想、 做、 作家、 科学家、 吧	Recognise: 演员科学 Write: 您想吧做	1. The teacher and students to brainstorm on essential vocabulary of future occupations. 2. Students use pictures to ask and answer questions about future occupations. 3. Students work in groups to make a survey in spoken and in written Chinese on each other's future occupation.	Kuaile Hanyu I- Unit 6 Lesson18 我想做演员 I want to be an actor/actress	Is the student able to talk about his/her future occupation?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
5.0 Health and Environment 5.1 Weather and Climate	The student should be able to a) describe the climate b) ask and answer questions on weather	1. subject.+常常+verb phrase 2. 最+adj 3. structure: 不……也不…… 4. “了”, which indicates the past tense	School, home, hospital	晴天、雨、春天、常常、风、秋天、最、季节、雨季、旱季	Recognise: 晴常季 Write: 明雨春风最	1. Students work in pairs to ask and answer questions on the weather and the climate. 2. Using the internet, the students should describe the weather and climate of Tanzania and China.	Kuaile Hanyu II- Unit 5 Lesson13 明天有小雨 It will rain tomorrow	Is the student able to: a) describe the climate b) ask and answer questions on the weather?	3
5.2 Environment	The student should be able to talk about activities being done in certain settings	Structure: 在+place + V	Home, school, hospital	奶奶、公园、散步、孩子、草地、跑、爷爷、湖边、打、太极拳	Recognise: 公步孩湖 Write: 打太跑园奶	1. The teacher to use pictures to provide structures of activities being done. 2. The teacher to organise a visit to a park.	Kuaile Hanyu II- Unit 5 Lesson 14 在公园里 In the park	Is the student able to talk about activities being done in certain settings?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. In groups, students to narrate orally and in writing their visit to a park.			
5.3 Health	The student should be able to a) describe his or her health condition b) describe other person's health condition	1. sentence structure: Subject + predicate 2. “了” indicates changes 3. “吧” indicates suggestion	Hospital, clinic, home, school.	舒服、感冒、病、头疼、眼睛、红、肚子	Recognise: 感冒眼睛 Write: 病头疼肚服	1. The teacher to use pictures to provide students with essential vocabulary relating to the body and health. 2. Students to practise talking about one's health condition.	Kuaile Hanyu II- Unit 5 Lesson 15 我感冒了 I have a cold	Is the student able to: a) describe his or her health condition? b) describe other person's health condition?	3
6.0 Fashion and entertainment 6.1 Fashion	The student should be able to a) state colours in fashion b) give compliments	越来越+Adj./ psychological verb	School, market, bus station, railway station	红色、裤子、白色、鞋、流行、颜色、越来越、穿、新、蓝色	Recognise: 流行越穿 Write: 红色新运动	1. The teacher to use pictures to provide students with expressions on colours and clothes. 2. The students to describe colours and clothes.	Kuaile Hanyu II- Unit 6 Lesson 16 我喜欢你衣服的颜色 I like the colour of your clothes	Is the student able to: a) state colours in fashion b) express praise?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. Back to back game: Two students stand back to back and describe the dressing of the other one. The one who gives more correct descriptions wins.			
6.2 Entertainment	The student should be able to a) state entertainment activities and b) state his/her likes and dislikes	1. 跟.....一样 +verb phrases 2. verb1 + verb2	School, home, theatre	剧院、京剧、票、表演、高兴、年轻人、老年人、唱歌	Recognise: 表演轻 Write: 唱票老兴剧	1. The teacher uses pictures to express his/her likes in entertainment contexts. 2. Students to express their likes in entertainment contexts.	Kuaile Hanyu II- Unit 6 Lesson 17 我跟爸爸一样喜欢京剧 I like Beijing opera just like my father	Is the student able to: a) state entertainment activities? b) state likes and dislikes?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
6.3 Making comments	The student should be able to comment on fashion and entertainment	1. Structure: 要……了 2. The special question with 怎么	Theatre	音乐、 会、 快要、 都、 听、 订票、 开始、 休息、 回	Recognise: 音乐开始 Write: 回快订听休	1. The teacher and students to brainstorm on the essential vocabulary related to fashion and entertainment. 2. The teacher to provide students with suggested structures for making comments. 3. Students to comment on fashion and entertainment following the structures provided.	Kuaile Hanyu II- Unit 5 Lesson 18 音乐会快要 开始了 The concert is about to start	Is the student able to comment on fashion and entertainment?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
7.0 Transportation 7.1 Transport and travel	The student should be able to ask about places related to transportation	The structure: Subject.+是+ place	School, classroom, home	火车、 火车站、 公交车、 公交站、 飞机、 飞机场、 电影院、 饭店、 博物馆	Recognise: 机影场 Write: 火车飞店	1. The teacher to a) show pictures of public transportation places and b) provide guiding structures. 2. The students a) to use a local map and point out public transportation places. b) imitate real life situations and ask/ answer questions on public transportation places.	Kuaile Hanyu I- Unit 8 Lesson 22 这是火车站 This is a railway station	Is the student able to ask about places related to transportation?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
7.2 Forms of transportation	The student should be able to a) ask about forms of transportation b) answer questions about forms of transportation	1. The expressing way of a verb of continuous verb phrase 2. Use the special word 怎么 to ask a question	Bus station, railway station, airport, zebra crossing	怎么、 走路、 坐、 汽车、 汽车站、 开车	Recognise: 怎汽 Write: 坐 开怎	1. The teacher to a) provide guiding structures and b) show pictures of different forms of transportation. 2. Students to ask and answer questions on different transportation forms. 3. Students to do a task: Design appropriate transportation to different destinations.	Kuaile Hanyu I- Unit 8 Lesson 23 我坐飞机去 I will go by plane	Is the student able to: a) ask about forms of transportation? b) answer questions on forms of transportation?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
7.3 Ask for directions	The student should be able to a) ask for directions b) respond properly	1. 在 +direction 2. 往 +direction +V	School, zebra crossing	请问、 旁边 前（边） 后（边） 左（边） 右（边） 往、 走	Recognise: 旁往走 Write: 前后左右	1. Students to role play asking for and answering questions on road directions. 2. Students to work in groups to make a road route upon certain requests.	Kuaile Hanyu I- Unit 8 Lesson 24 汽车站在 前面 A bus station is ahead	Is the student able to: a) ask for directions? b) respond properly to questions on directions?	3
8.0 Travel and customs 8.1 Travel	The student should be able to a) talk about his/her travelling experience b) Narrate his or her past activities	1. 过 indicates the past tense after a verb 2. 跟……一起 3. ……极了 extremely... ...	School, home, meeting, party	暑假、 过、 故宫、 长城、 美 国、 英国、 南 非、 肯尼亚	Recognise: 暑假故 Write: 过宫城美	1. The teacher to ask students to brainstorm on their travelling experience. 2. The teacher to describe his/ her travelling experience. 3. Students to express past travelling experience.	Kuaile Hanyu II- Unit 8 Lesson 22 我去过故宫 I have been to the Imperial Palace	Is the student able to: a) talk about travelling experience b) Narrate his or her past activities?	3

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
8.2 Travelling plan	The student should be able to: a) describe travelling plan and b) compare different destinations	1. 比... Adj.+ 得多 2. Adj+得+不 得了	School, home, travel	地图、 夏天、 冬天、 海滩、 风景、 远、 近、 得、 不 得了	Recognise: 景滩 Write: 夏海远近得	1. The teacher to ask guided questions on travelling plan. 2. Students to practise expressing travelling plans individually. 3. In groups, students to discuss travelling plans.	Kuaile Hanyu II- Unit 8 Lesson 23 广州比北 京热得多 Guangzhou is much hotter than Beijing.	Is the student able to: a) describe travelling plans? b) compare different destinations?	3
8.3 Customs	The student should be able to: a) introduce Chinese festivals and b) describe activities related to festivals	1. 正反问 A-not-A question 2. 除了..... 还 Except..... still..... 3. 反问句 A rhetorical question	Home, school, festival, China town	春节、 饺子、 除了、 还、 好吃	Recognise: 春饺除 Write: 节子吃	1. The teacher to show pictures and videos of Chinese festivals. 2. Students to discuss their favourite festivals.	Kuaile Hanyu II- Unit 8 Lesson 24 吃月饼, 看月亮 Eat moon cakes while appreciating the moon	Is the student able to: a) introduce Chinese festivals b) describe activities related to festivals?	4

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary/ Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		4. 祝+某人+ 节日+快乐 Wish somebody happy festivals				3. Students to discuss the differences between Chinese and Tanzanian festivals.			

CONTENTS FOR FORM THREE

CLASS LEVEL COMPETENCIES

At the end of Form Three, the student should have the ability to:

1. identify specific information in simple oral and written materials on the events she/he encounters;
2. use Chinese to obtain, process, construct and provide subject matter information in spoken and written forms;
3. interact for personal expression and enjoyment in speech and in writing;
4. use Chinese to interact in the classroom;
5. describe personal experiences; and
6. ask and answer questions on simple texts and report on what he/she has read.

CLASS LEVEL OBJECTIVES

By the end of Form Three, the student should be able to:

1. listen to and understand various simple Chinese texts,
2. express oneself orally in Chinese using slightly complex sentences,
3. read a variety of simple Chinese texts,
4. write simple texts in Chinese (pinyin),
5. recognise 340 basic Chinese characters and write 210 of them, and
6. master the usage of 130 Chinese vocabulary items.

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
1.0 Introduction and recommendation 1.1 Introducing hometown	The student should be able to a) give information on his/ her hometown and b) ask for information on other students' hometowns	Somebody. +从 +place+来	School, home, travel	从、 性别、 国籍、 出生、 日期、 地点、 职业、 住址、 电话、 电子邮件	Recognise: 期性邮 Write: 从住出	1. The teacher to provide guiding expressions on introducing the hometown. 2. Students to: a) make in pairs cards to show hometown information and practise in spoken or in written Chinese.	Kuaile Hanyu III- Unit 1 Lesson 1 我从北京来 I am from Beijing	Is the student able to: a) give information about his/ her own hometown? b) ask for information about others' hometown?	6
1.2 Talking about part-time jobs	The student should be able to: a) understand interview questions and b) answer questions during interviews	1. structure N. + 除……以外 2. N.+ 虽然 +Adj., 可是+ 很+Adj 3. Subject. + V. + 得 +很+ Adj. 4. Somebody. + 来 + V1 V1 + 吧	Company, school, shop	除 ……以外 训练、 虽然、 可是、 女士、 兼职、 申请、 请、 生意、 外语、 做、 试	Recognise: 外语练 Write: 请可试	1. The teacher to provide guiding expressions on part-time jobs. 2. In pairs/groups, students to practise talking about part-time jobs verbally or in writing.	Kuaile Hanyu III- Unit 1 Lesson 2 我想来兼职 I want to do a part-time job	Is the student able to: a) understand interview questions? b) answer questions during interviews?	6

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
1.3 Talking about recommendations	The student should be able to make recommendations to others	1. 这 / 那 + measure word+ N. + 是+谁的 2. Somebody. + 替+ N. + do something	Restaurant, home, school	赚钱、 可以、 饿、 张、 名片、 替、 送给、 菜单、 快餐、 外卖、 打、 羊肉	Recognise: 替卖 Write: 饿片羊	1. The teacher to provide guiding explanations on giving recommendations. 2. The student to practise making recommendations to others.	Kuaile Hanyu III- Unit 1 Lesson 3 我们给他打电 话吧 Let us call him	Is the student able to make recommendations to others?	7
2.0 City and the environment 2.1 Talking about cities	The student should be able to describe the attractions and historical sites in the city	1. Somebody./ some place+ 有+很+ Adj.+ 的+ N 2. Somebody./ some Place+ 有 + Num.+ 多 + measure word + N 3. A +没有+ B+ 那么+Adj. 4. time phrase + 的时候, some place + V./ adj	Public place, town	城市、 广场、 那么、 多、 北边、 展览	Recognise: 城展览 Write: 场市展	1. The teacher to introduce cities using different maps. 2. The student to: a) identify different cities shown on the map. b) in groups, students to write and present information on different cities.	Kuaile Hanyu III- Unit 2 Lesson 4 北京有一个很 大的广场。 There is a big square in Beijing	Is the student able to describe the attractions and historical sites in the city?	6

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2.2 Talking about suburbs	The student should be able to: a) state directions and b) express the distance between places	1. Some place+ 在 + N. of locality 2. Some place+ 离+ some place +很+ 远/近 3. Some place + Adj.+得+不 得了	School, home, town, public place, park	郊区、 环境、 树木、 草、 绿、 外边、 安全、 离、 空气、 公共汽车	Recognise: 郊区树 Write: 木安 全	1. The teacher to guide students by giving and asking for directions. 2. Students in pairs to: a) practise stating positions of suburbs; and b) explain the distance between the suburbs.	Kuaile Hanyu III- Unit 2 Lesson 5 郊区没有污染 There is no pollution in suburbs	Is the student able to: a) state directions? b) express the distance between the places?	6
2.3 Talking about the environment	The student should be able to state locations	1. N1 +和+ N2 +都+ 不+ 很 + Adj. 2. Somebody+ 在 + some place + do something	Town, city, public place, police station, street, post office, intersection, bus stop	本地、 厕所、 地区、街道 人行道、警 察局、失 业、失物 土地 公路 找 马路 铁路 邮局 十字路口	Recognise: 街道公 Write: 路本土	1. The teacher to ask students to identify different locations. 2. The student to: a) identify different local locations, and b) in pairs / groups, practise to state locations	Kuaile Hanyu III- Unit 2 Lesson 6 我是本地人 I am a native	Is the student able to state locations?	7

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.0 Housing and shopping 3.1 House	The student should be able to describe the structure of a house	1. Somebody+ 到 + some place + (来/去+V) 2. Subject+不+ 怎么+Adj 3. Somebody+ 不+V+什么	Home, supermarket, store	先生、父母、空调、冰箱、洗衣机、衣柜、到、浴室地毯、超市	Recognise: 洗空倒 Write: 先父母	1. The teacher to show pictures of houses. 2. Students to: a) practise essential vocabulary on houses. b) describe their houses in pairs.	Kuaile Hanyu III- Unit 3 Lesson 7 我的新家 My new home	Is the student able to describe the structure of the house?	6
3.2 Comparing home appliances	The student should be able to express personal preferences	1. A. +比+ B.+ 更+Adj. 2. Somebody.1 + 问+ Somebody.2 + some questions	Supermarket, department store, home, party	太太、孙女、问、清楚、商场、购物、日本、条、照相机、裙子、可爱	Recognise: 清楚物商 Write: 送礼更	1. The teacher to show pictures of housing items. 2. Students to: a) practise essential vocabulary related to housing items. b) describe their housing items in pairs.	Kuaile Hanyu III- Unit 3 Lesson 8 我想送他一个礼物 I want to give him a gift	Is the student able to express personal preferences?	6

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.3 Shopping	The student should be able to a) narrate her/his activities while shopping and b) describe the goods bought	1. Somebody. + V.+到 +了 +N. + 吗? 2. Somebody. + 没(有)+V. + 到+N. 3. 在+some place +V.+ 得/不+到 Something 4. Somebody. 1 + 请 +Subject. 2+do something	Souvenir store, bookstore, supermarket	一直、请 纪念品 国画、书店、妻子 孙子 丈夫 走	Recognise: 直 Write: 走纪念品	1. Teachers to provide students with some guiding structures of buying and selling. 2. Students in pairs to: a) practise shopping and selling and b) role play between/for shopkeepers and customers.	Kuaile Hanyu III- Unit 3 Lesson 9 我买到了纪念品 I have bought a souvenir	Is the student able to: a) narrate her/his activities while shopping? b) describe the goods bought?	7
4.0 School life 4.1 Campus life	The student should be able to: a) describe campus and classroom activities and b) comment on classroom activities	1. Somebody.+ V1+ Obj.+ V1+ 得 +Adj 2. Subject.+难+ V. + 吗? 3. Subject.+ 不/很+ 难+ V	Railway station, airport, school	毕业、老师、同学、回答、问题、汉字、练习、复习、对、课本	Recognise: 答题 Write: 汉问对	1. The teacher provides guiding explanation on campus life. 2. Students to: a) describe campus and classroom activities and	Kuaile Hanyu III- Unit 4 Lesson 10 你说汉语说得真好 You speak Chinese very well	Is the student able to: a) describe campus and classroom activities? b) comment on classroom activities?	6

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						b) comment on campus and classroom activities.			
4.2 Sports and games	The student should be able to narrate what took place during a sports event	1. Subject. +V.+ 了 + 吗? 2. Subject. + time phrase + 才+ V 3. 要是....., Subject. + 就.....	Playground, competition, game theatre	对、体操活动、戏剧发烧、看病开门、星期天、才要是……就	Recognise: 活烧操 Write: 戏才队	1. The teacher to show videos or pictures of different sports and games. 2. Students to: a) brainstorm on local sports and games. b) practise in groups sports and games activities.	Kuaile Hanyu III- Unit 4 Lesson 11 比赛四点才开始 The competition starts at 4:00 pm	Is the student able to narrate what took place during a sports event?	6

Topic/ Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.3 Hobbies and interests	The student should be able to a) talk about his/ her hobbies b) express likes and dislikes	1. Somebody. +V1 V1 + Obj 2. Somebody.1 + 跟+ Somebody.2 +一样+ 喜欢 + V. (+Obj.) 3. Somebody.+ 现在+ 想 +V1 V1+ Obj	School, Home, office, the internet	互联网 小学、中学 学期、 信、 错、 困难 成年人 帮助	Recognise: 错难帮 Write: 成困助	1. The teacher to use cards for listening comprehension and matching game. 2. Students to work in pairs by asking and answering questions on their hobbies and interests.	Kuaile Hanyu III- Unit 4 Lesson 12 看看我的电子 邮件 Check my e-mail	Is the student able to: a) talk about his/ her hobbies? b) express his/ her likes and dislikes?	7

CONTENTS FOR FORM FOUR

CLASS LEVEL COMPETENCIES

At the end of Form Four, the student should have the ability to:

1. use appropriate language content and style in expressing her/his ideas, opinions and feelings in speaking and in writing (Pinyin);
2. apply listening, speaking, reading and writing strategies to extend and enhance general knowledge;
3. use appropriate language to give his/her opinion;
4. read and narrate a story/event using appropriate language structures; and
5. listen to and read texts and relate them to real-life situations.

CLASS LEVEL OBJECTIVES

By the end of Form Four, the student should be able to:

1. listen to, understand, and respond to slightly complex texts from various sources;
2. express oneself in speech and writing using appropriate language in various situations and settings;
3. read and understand slightly complex texts;
4. recognise 380 basic Chinese characters and write 250 of them; and
5. master the usage of 250 Chinese vocabulary items.

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
1.0 Health 1.1 Talking about sickness	The student should be able to: a) describe parts of the body b) state his/ her health condition c) state other people's health condition	1. Subject.+Adj. +得很 2. Somebody. +从来没 + V.+过+N	School, hospital, pharmacy, home	喉咙、鼻子、耳朵、手背、脚、牙齿、胃药房、中药、西药、从来、咳嗽、药 开水	Recognise : 背脚胃 Write : 耳牙药	1. The teacher to use relevant texts to dramatise a certain state of health. 2. Students to role play a doctor and a sick student in pairs. 3. Students to write dialogue between a doctor and a patient.	Kuaile Hanyu III- Unit 5 Lesson 13 他从来没吃过中药 He had never taken traditional Chinese medicine	Is the student able to: a) state his/ her health condition? b) state others' health condition?	6
1.2 Doing physical exercises	The student should be able to: a) narrate his/ her physical exercises/ activities and b) express changes in degree	1. Somebody. + 每天+V. +time phrase + 的+ N 2. Somebody. + 每天+ time + 就 + 去+ Do something	Playground, park, home, gym	老少、骑马、家务、钟头、宠物、身体、胖、瘦、矮	Recognise : 钟家 Write : 马胖身	1. The teacher and students to brainstorm on the essential vocabulary of physical exercises. 2. Students to work in pairs in speaking about and writing on charts of favourite sports.	Kuaile Hanyu III- Unit 5 Lesson 14 我的身体越来越好 My body is more and more healthy	Is the student able to a) narrate his/ her physical exercise activities? b) express changes of degree?	6

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. The teacher to walk around the class to check whether the charts have been correctly made.			
1.3 Nutrition	The student should be able to talk about eating habits	1. Somebody. + 也 + V.1+ N.1, 也 + V.1 + N.2 2. Somebody. (plural) +都 爱 +V.1+ Somebody. +V.2 +的 + N 3. Somebody. + V. +的 + N. + (不) Adj 4. Somebody. + V. + 过+ N. + 没有?	Kitchen, party, home, restaurant	吃饭、早饭、午饭、味道、好吃、煮、炒、爱、晚饭	Recognise: 煮晚饭 Write: 炒	1. The teacher to show pictures on a Chinese menu. 2. Students to compare the charts on dishes in English and Chinese. 3. To present the bilingual menu to a Chinese restaurant. 4. The teacher to guide students on commenting on dishes.	Kuaile Hanyu III- Unit 5 Lesson 15 我们都爱吃她做的菜 All of us like to eat the dishes she cooks	Is the student able to talk about eating habits?	7

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2.0 Entertainment 2.1 Weekend activities	The student should be able to describe a) various activities at the weekend b) narrate his/her past activities	1. Subject+Adj. +极了 2. Subject+ 去 + Some place + do something. + 了 3. V.1+ Obj.1+ 的 时候 , Subject.+ V.2+ Obj2 4. Subject. + Adj. +地+ do something	Public place, park zoo	旅游 动物园 熊猫地 过来 站 起来 市场 明信片 生气	Recognise : 熊猫演候 Write : 站信	1. The teacher to use pictures to describe various animals in Tanzania and China. 2. Students to practise describing animals in Tanzania and China. 3. The teacher to organise a visit to a zoo.	Kuaile Hanyu III- Unit 6 Lesson 16 熊猫可爱极了 A panda is so cute!	Is the student able to describe: a) various activities at the weekend? b) narrate his/her past activities?	6
2.2 Favourite entertainment	The student should be able to provide detailed information on activities such as location and frequency	1. 谁+都(+ 不)+V. +Obj 2. Subject. + 都 + 在 +Some place + do something	Library	科技、科学、阅读、以后、窗户、植物、河、鸭子、桥、出去、内	Recognise : 植景 Write : 技读和桥	1. The teacher to guide students by designing a survey on entertainment. 2. Students to conduct a survey among classmates on their favourite entertainment.	Kuaile Hanyu III- Unit 6 Lesson 17 我们都在图书馆看书 We are reading books in the library	Is the student able to provide detailed information on activities such as location and frequency?	6

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2.3 Outdoor activities	The student should be able to: a) describe outdoor activities and b) talk about weather	1. Subject. + V. +过/起 + 来/去 2. Subject. + V. + 上/下 +some place + 来 / 去 3. A + 跟+ B + 一样+ Adj	Park, public place, school, sports, hobbies	爬山、太阳口渴、天空、星星、云、阴、晴、雨、森林快	Recognise: 爬森 Write: 山林云	1. The teacher to ask students to prepare a comparison chart on the weather in Tanzania and in China. 2. Students to interpret the weather chart. 3. Students to work in pairs to tell a story about climbing a mountain.	Kuaile Hanyu III- Unit 6 Lesson 18 我们都跑上山去 We all ran up the hill	Is the student able to: a) describe outdoor activities? b) talk about weather?	7
3.0 Media 3.1 Talking about news	The student should be able to a) give general opinions on news b) identify facts from the media	1. Somebody. + 有没有+ (+ 过) + do something.? 2. Subject+ 什么+ 都+V 3. Subject+ 越来越+Adj	Public place, home, office, school, radio, TV, newspaper	广播、报纸、新闻、办公室 记者、流行、抽烟	Recognise: 播报纸新闻流行抽烟 Write: 广办公室记者	1. The teacher to ask students to identify facts from selected texts. 2. Students in groups to practise talking about facts from newspapers, brochures, and TV news.	Kuaile Hanyu III- Unit 7 Lesson 19 有什么新闻 What is news?	Is the student able to: a) give general opinions on the news? b) identify facts from the media?	6

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
3.2 Talking about interviews	The student should be able to state ongoing activities	1. Somebody+ 正在+ do something. 2. Somebody1+ …的时候, Somebody2 + 正在+ do something. 3. Subject.+ 怎么+V.?	Public place, home, office, school, radio, TV, newspaper	录像机、录音机、采访、名人、零用钱、花、正在、饭馆、付账单	Recognise: 录像采访零账饭馆付账 Write: 机音用花正在单	1. The teacher to develop guiding questions for students to conduct an interview. 2. Students to use these questions to interview classmates. The more guided the structures used, the more credit students will get.	Kuaile Hanyu III- Unit 7 Lesson 20 他正在采访 He is interviewing somebody	Is the student able to state ongoing activities?	6
3.3 Performance	The student should be able to comment on performance	1. Somebody. + 用+N. + do something. 2. A + V.1+ Obj+ V.1+ 得+比+ B. + Adj. 3. A +V.1 +Obj.+比+ B. + V.1 + 得 + Adj	Public place, school, TV	歌、报纸、用、唱、好听、教、小姐、为什么、俱乐部、会员、信用卡	Recognise: 姐报纸 Write: 教歌员	1. The teacher to use pictures and videos to guide students by commenting on performance. 2. Students to practise commenting on school life.	Kuaile Hanyu III- Unit 7 Lesson 21 中文歌表演比赛 The performance competition on Chinese song	Is the student able to comment on performance?	7

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. Students to learn singing a Chinese song and sing it before the school.			
4.0 Travel and Customs 4.1 Travelling	The student should be able to express travelling plans	1. Subject. + 一……就…… 2. Subject.1+ 一……, Subject.2+就…… 3. Somebody.+ 什么时候 +V. ?	Vacations, school, hobbies, travel agency, ticket office	假期、旅行 一……就 离开、飞机、船、旅行社、售票处 到达、意外 下雪	Recognise: 假期离售票处 旅行社 Write: 开飞机下雪	1. Students to conduct a survey in oral and in written Chinese on activities during holidays. 2. Students work in pairs to ask and answer questions based on the survey results.	Kuaile Hanyu III- Unit 8 Lesson 22 我们一到假期就去旅行 We travel whenever there is a vacation	Is the student able to express travelling plans?	6
4.2 Trips	The student should be able to describe information on trips	1. Somebody.+ 要+从+some place 1 + 到+ Some place 2 + 去 2. 从+some place 1 +到 +some place 2+ traffic manner+去+ 要+period of time	Bank, airport, public place, travel	护照、支票 银行、行李箱、起飞、小时、停留、桑给巴尔 大草原、旅馆、海、行李	Recognise: 停留银 Write: 支护照	1. The teacher to provide guiding questions on trip plans 2. Students to practise expressing trip plans individually.	Kuaile Hanyu III- Unit 8 Lesson 23 我要从美国到中国去 I will leave America for China	Is the student able to describe information about trips?	6

Topic /Sub-Topic	Specific Objectives	Patterns/ Structure	Situations/ Contexts	Vocabulary / Phrases	Chinese Characters	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
						3. Students in groups to write on trip plans, using the school calendar			
4.3 Festivals and customs	The student should be able to: a) mention Chinese festivals and b) describe the customs	1. Somebody. + 是+ traffic manner + 来/ 去 (+some place) +的 2. Somebody. 1+正+ V.+Obj. +呢, Somebody.2 +就来了。 3. Somebody. + 把+N.+ V.+ compliment	Home, public place, school	快乐、过年、气温、等、 服务台、 服务员、 把拿、 圣诞节、 中国、新年	Recognise: 气温服务过年 圣诞 Write: 台把新节	1. The teacher to show pictures and videos on Chinese festivals. 2. Students to discuss their favourite festivals. 3. Students to discuss the differences between the Chinese New Year and Tanzania's New Year.	Kuaile Hanyu III- Unit 8 Lesson 24 在中国过年 Celebrating the new year in China	Is the student able to: a) mention Chinese festivals? b) describe the customs?	7