

# The Asian International School – Curriculum Mapping

Level: Flyers

Subject: Chinese

Revised: July 2015

Month	Weeks		AERO Standards	Strand	Content	Activities	Assessments
Aug	1	7/9 -> 11/9	3.1a	- Study a variety of content topics in the target language.	<b>U1:</b> 请进, 谢谢, 家, 上班 Qǐng (请), jìn (进), Nín (您), Zuò (坐), Xièxie (谢谢), Jiā (家), Shàngbān (上班), Shāngdiàn (商店)	- T introduces contents of the lesson. - T helps Ss read the new words.	Writing task.
Sep	2	14/9 -> 18/9	4.1b	- Practice oral or written use of the target language with family during after school activities etc.	Shūshu qǐng jìn! 叔叔 请进! Qǐng zuò! 请坐! Xièxie. Nǐ bàba zài jiā ma? 谢谢. 你爸爸在家吗? Bàba bú zài jiā. 爸爸不在家. Tā qù nǎr le? 他去哪儿了? Bàba shàngbān le. 爸爸上班了. Māma ne? 妈妈呢? Māma qù shāngdiàn le. 妈妈去商店了.	- T checks the old words. - T reads the conversation and explains the contents. - T asks Ss what Ss do when their family has a visitor. - T reads the conversation. T helps Ss read sentence by sentence. - T has Ss read the conversation. - T invites two Ss to stand up and role play	Ss know greeting and what Ss do when their family has a visitor. Ss finish the exercise of page 7, Chinese textbook 3.

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Sep	3	21/9 -> 25/9 (Review)	3.1a	- Study a variety of content topics in the target language.	U2: 运动会, 赛跑, 昨天 Yùndònghuì (运动会), Zuótīān (昨天), Kāi (huì) (开 (会)), Tiàogāo (跳高), Sàipǎo (赛跑), pǎo (跑), Tiào (跳), gāo (高)	- T introduces the contents of the lesson. - T notes some new words. T helps Ss read and write.	Writing task.
Oct	4	28/9 – 2/10 (Midterm Test)	<i>Review</i>				
	5	<b>05/10 – 09/10</b>	<i>Midterm test</i>				
	6	12/10 – 16/10	1.1c	- Ask and answer questions about familiar topics (sports)	Bàba, zuótīān wǒmen kāi yùndònghuì le. 爸爸, 昨天 我们 开 运动会 了。 Nǐ tiàogāo le ma? 你 跳高 了吗? Wǒ méi (yǒu) tiàogāo, wǒ sàipǎo le. 我 没 (有) 跳高, 我 赛跑了。 Shuí pǎo de zuì kuài? 谁 跑 得 最 快? Dōngdong pǎo de zuì kuài. 冬冬 跑 得 最 快。 Shuí tiào de zuì gāo? 谁 跳 得 最 高? Lánlan tiào de zuì gāo. 兰兰 跳 得 最 高。	- T invites some Ss to say the old words. - T reads the conversation and explains the contents. - T helps Ss read sentence by sentence. - T invites two Ss to read.	Ss can say about some actions. Ss finish the exercise of page 10.

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Oct	7	19/10 – 23/10	3.1a	– Study a variety of content topics in the target language.	<b>U3:</b> 打电话, 忙, 能, 见, 明天 Dǎ (diànhuà) (打 (电话)), Wèi (喂), Ya (呀), Máng (忙), diànhuà (电话), Míngtiān (明天), Néng (能), Jiàn (见)	<ul style="list-style-type: none"> <li>- T introduces the new words.</li> <li>- T helps Ss read and write.</li> <li>- T has Ss practice how to make phone calls.</li> </ul>	Writing task.
Oct	8	26/10 – 30/10	1.1f 1.1a	– Engage in everyday situations through role play. – Present greetings, leave-takings, common classroom interactions using culturally appropriate oral expressions.	Wèi, shuí ya? 喂, 谁呀? Wǒ shì Fāngzǐ. 我是芳子。 Nǐ shì Mǎlì ma? 你是玛丽吗? Wǒ shì Mǎlì. 我是玛丽。 Nǐ hǎo, Mǎlì. 你好, 玛丽。 Nǐ máng bù máng? 你忙不忙? Wǒ bù máng. 我不忙。 Míngtiān shì wǒ de shēngri. 明天是我的生日。 Nǐ néng bù néng lái wǒ jiā? 你能不能来我家? Néng. 能。 Hǎo, míngtiān jiàn. 好, 明天见。 Míngtiān jiàn.	<ul style="list-style-type: none"> <li>- T reviews the previous lesson. T introduces the contents of a phone call.</li> <li>- T reads the conversation and reviews the old words.</li> <li>- T helps Ss read sentence by sentence.</li> <li>- T divides class into groups to practice the structures.</li> </ul>	Ss can practice call phone. Ss finish the exercise of page 13, Chinese textbook 3.

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					明天见.		
Nov	9	02/11 – 06/11	2.1a	– Identify customs that are of interest to children (celebrations, traditional foods, aspects of family life).	<p><b>U4:</b>                      礼物, 蛋糕, 祝, 送, 猜, 糖                      Lǐwù(礼物), Dàngāo(蛋糕), Tīng(听),                      Zhù(祝), Sòng(送), Cāi(猜),                      Táng(糖), Jīnyú(金鱼), Dà(大)</p>	<ul style="list-style-type: none"> <li>- T helps Ss read and write the new words.</li> <li>- T introduces the contents of the lesson.</li> </ul>	Writing task.

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Nov	10	09/11 – 13/11	<p>1.1c</p> <p>– Ask and answer questions about familiar topics celebrations, family, orally and in guided writing.</p> <p>1.1d</p> <p>– Exchange descriptions of products of the culture (such as foods, types of dwellings, monuments) with each other and with the class as a group.</p>	<p>Tīng, dōngdong lái le. 听，冬冬来了。 Fāngzǐ, zhù nǐ shēngri hǎo! 芳子，祝你生日好！ Xièxie. 谢谢。 Wǒ sòng nǐ yí jiàn lǐwù. 我送你一件礼物。 Shénme lǐwù? 什么礼物？ Ní cāi. 你猜。 Shì dà dànɡāo. Duì bu duì? 是大蛋糕。对不对？ Bú duì. 不对。 Shì táng? 是糖？ Yě bú duì. 也不对。 Nǐ kàn, zhè shì shénme? 你看，这是什么？ Xiǎo jīnyú! 小金鱼！</p>	<ul style="list-style-type: none"> <li>- T invites two Ss to stand up and write the old words.</li> <li>- T reviews the old words.</li> <li>- T introduces contents of the conversation.</li> <li>- T reads the conversation.</li> <li>- Ss repeat after T sentence by sentence.</li> <li>- T invites two Ss to stand up and practice.</li> </ul>	<p>Ss finish the exercise of page 16.</p>
Nov	11	16/11 – 20/11	<b>Review U1, 2, 3, 4.</b>			
	12	23/11 – 27/11 (Review)	<b>Final Term Test – Oral Test</b>			
Dec	13	30/11 – 04/12	<b>Final Term Test</b>			

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	14	07/12 – 11/12	<b>Test Correction</b>				
	15	14/12 – 18/12	<b>School Report</b>				
	16	21/12 – 25/12	1.2b	Recognize people and objects found in their own or different environments through structured oral and written descriptions.	<b>U5:</b> 讲故事, 给, 以前, 电影, 过 Jiǎng (讲), gùshi(讲故事), Yéye(爷爷), Gěi(给), Yǐqián(以前), Diànyǐng( 电影), Guò(过), Wūguī (乌龟), Sūnwùkōng (孙悟空)	<ul style="list-style-type: none"> <li>- T introduces contents of the new lesson.</li> <li>- T reads and helps Ss write the new words.</li> </ul>	Writing task.
	17	28/12 – 01/11	1.1e  1.3d	-Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions. - Tell stories orally.	Lǎo yéye, nín gěi wǒmen jiǎng ge gùshi, hǎo ma? 老爷爷, 您给我们讲个故事, 好吗? Hǎo. Hěn zǎo hěn zǎo yǐqián, 好。很早很早以前, Yǒu yì zhī xiǎo tù hé yì zhī xiǎo wūguī... 有一只小兔和一只小乌龟... Zhè ge gùshi wǒmen tīng guo le. 这个故事我们听过了。 Hěn zǎo hěn zǎo yǐqián, 很早很早以前, Yǒu yì zhī xiǎo yáng... 有一只小羊... Zhège, wǒmen yě kànguo diànyǐng le. 这个, 我们也看过电影了。 Nǐmen xǐhuān tīng shénme ne?	<ul style="list-style-type: none"> <li>- T checks the old words.</li> <li>- T reads the conversation and explains the contents.</li> <li>- Ss repeat sentence by sentence after T.</li> <li>- T divides class into two groups to role play.</li> <li>- T role plays with Ss.</li> </ul>	Ss finish the exercise of page 19, Chinese textbook 3.

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					你们喜欢听什么呢？ Wǒmen zuì xǐhuān tīng SūnWùkōng de gùshi. 我们最喜欢听孙悟空的故事。		
Jan	18	04/01 – 08/01	1.1d	Exchange descriptions of places with each other and with the class as a group.	U6: 湖, 划, 跟, 爬山, 还 Běihǎi Gōngyuán(北海公园), shān(山), Hái (还)Hú (湖), Huá(划), Gēn(跟), Chuán(船), Pá(爬), Yìqǐ (一起)	<ul style="list-style-type: none"> <li>- T introduces the new lesson.</li> <li>- T has Ss read and write the new words.</li> </ul>	Writing task.
Jan	19	11/01 – 15/01	4.1b  1.1g	<ul style="list-style-type: none"> <li>- Practice oral use of the target language during field trips.</li> <li>-Extend, accept, and refuse invitations.</li> </ul>	<p>Mǎlì, nǐ qùguo Běihǎi Gōngyuán ma? 玛丽，你去过北海公园吗？</p> <p>Méiyǒu qùguo. 没有去过。</p> <p>Běihǎi Gōngyuán lǐ yǒu shān ma? 北海公园里有山吗？</p> <p>Yǒu shān, hái yǒu hú. 有山，还有湖。</p> <p>Zài nàr néng huáchuán ma? 在那儿能划船吗？</p> <p>Néng, wó zài nàr huáguo chuán, hái páguo shān. 能，我在那儿划过船，还爬过山。</p> <p>Xīng qītiān nǐ gēn wǒmen yìqǐ qù, hǎo ma?</p>	<ul style="list-style-type: none"> <li>- T invites two Ss to recall the old words.</li> <li>- T introduces contents of the new lesson. T reads the conversation.</li> <li>- T has Ss read sentence by sentence.</li> <li>- T divides class into groups to practice.</li> <li>- T has Ss read the conversation.</li> </ul>	Ss finish the exercise of page 22.

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					星期天你跟我们一起去，好吗？ hǎo 好。		
	20	18/01 – 22/01	3.1a	Study a variety of content topics in the target language.	<b>U7:</b> 坐电车, 买票, 张, 到 diànchē(电车), Mǎi (买), piào(票), Zhāng(张), Dào(到), ba(吧), Chē(车), Yào(要), Xià(下)	<ul style="list-style-type: none"> <li>- T introduces contents of the lesson.</li> <li>- T helps Ss read and write the new words.</li> </ul>	Writing task.
Jan	21	25/01 – 29/01	2.1b	Identify simple patterns of behavior, interactions, and customs in various familiar settings.	Qǐng mǎi piào. 请买票。 Āyí, mǎi sān zhāng (piào). 阿姨，买三张（票）。 Dào nǎr? 到哪儿？	<ul style="list-style-type: none"> <li>- T reads the conversation. T invites Ss to stand up and repeat the old words.</li> <li>- T guides Ss how to use the transports.</li> <li>- Ss repeat sentence</li> </ul>	Ss know how to use the transports. Ss finish the exercise of page 25, Chinese textbook 3.



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					<p>Běihǎi Gōngyuán 北海公园。 Lǎo yéye, nín zuò zhèr ba. 老爷爷，您坐这儿吧。 Hǎo háizi, xièxie nǐmen. 好孩子，谢谢你们。 Bú xiè. 不谢。 Běihǎi yào dào le, 北海要到了， lǎo yéye, wǒmen yào xià chē le. 老爷爷，我们要下车了。 Zàijiàn. 再见。 Zàijiàn. 再见。</p>	<p>by sentence after T. - T invites Ss to go to the board and role play.</p>	
Feb	<b>OFF</b>	<b>01/02 – 05/02</b>					
	<b>OFF</b>	<b>08/02 – 12/02</b>					
Feb	22	15/02 – 19/02	3.1a	Study a variety of content topics in the target language.	<p><b>U8:</b> 海边，暑假，旅行，火车 Hǎibian(海边), Fàng (jià)(放假), shǔjià(暑假), Lǚxíng(旅行), Gēge(哥哥), Zěnme(怎么), huǒchē(火车), Dì(第), cì(次)</p>	<p>- T introduces and explains the new words. - T helps Ss read and write the new words.</p>	Writing task.

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	23	22/02 – 26/02	<p>4.1b</p> <p>-Practice oral or written use of the target language with family, friends, peers, pen pals; and during after school activities, field trips, school exchanges, etc.</p> <p>1.1f</p> <p>- Engage in everyday situations (such as transportation, etc.) through role play.</p>	<p>Kuài yào fàng shǔjià le. 快要放暑假了。</p> <p>Shǔjià nǐ qù nǎr lǚxíng? 暑假你去哪儿旅行？</p> <p>Wǒ qù hǎibian lǚxíng. 我去海边旅行。</p> <p>Nǐ gēn shuí yìqǐ qù? 你跟谁一起去？</p> <p>Wǒ gēn bàba, māma, gēge yìqǐ qù. 我跟爸爸，妈妈，哥哥一起去。</p> <p>Nǐmen zěnmē qù? 你们怎么去？</p> <p>Wǒmen zuò huǒchē qù. 我们坐火车去。</p> <p>Nǐ yǐqián qùguo hǎibian ma? 你以前去过海边吗</p> <p>Méiyǒu, zhè shì dì yī cì. 没有，这是第一次。</p> <p>Zhù nǐ wánde hǎo. 祝你玩得好。</p>	<ul style="list-style-type: none"> <li>- T invites Ss to stand up and repeat the old words.</li> <li>- T introduces contents of the conversation.</li> <li>- T reads the conversation.</li> <li>- Ss repeat sentence by sentence after T.</li> <li>- T helps Ss stand up and practice.</li> </ul>	<p>Ss can talk about their next holiday.</p> <p>Ss finish the exercise of page 28.</p>
Mar	24	29/02 – 04/3 (Review)	<b>Review U 5, 6</b>			
	25	07/3 – 11/3 (Midterm Test)	<b>Review U 7, 8</b>			
	26	14/3 – 18/3	<b>Midterm Test</b>			

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	27	21/3 – 25/3	1.2b	Recognize people and objects found in their own or different environments through structured oral and written descriptions.	<p><b>U9:</b>                  擦, 教室, 脏, 打扫, 椅子, 窗户, 抹布                  dǎsǎo(打扫), jiàoshì(教室), zàng(擦), Zánmen(咱们), Cā (擦), yǐzi(椅子), chuānghu (窗户), Yòng(用), mǎbù (抹布), kāishǐ(开始)</p>	T instructs Ss to read and write the new words.	Writing task.
	28	28/3 – 01/4	1.1f	Engage in everyday situations through role play.	<p>Jiàoshì lǐ zhēn zāng,                  教室里真脏,                  zánmen dǎsǎo dǎsǎo, hǎo ma?                  咱们打扫打扫, 好吗?                  Hǎo. Wǒ zuò shénme ne?                  好。我做什么呢?                  Nǐ cā zhuōzi hé yǐzi.                  你擦桌子和椅子。                  Wǒ lái cā chuānghù.                  我来擦窗户。                  Wǒ yòng shénme cā zhuōzi ne?                  我用什么擦桌子呢?                  Nǐ yòng mǎbù.                  你用抹布。                  Kàn, nàr yǒu mǎbù.                  看, 那人有抹布。                  Zánmen kāishǐ ba.                  咱们开始吧。</p>	<ul style="list-style-type: none"> <li>- T reads the old words, Ss write on the mini – board.</li> <li>- T introduces the contents of the new lesson.</li> <li>- T reads the conversation.</li> <li>- Ss repeat sentence by sentence after T.</li> <li>- T invites each S to read one sentence until the end.</li> <li>- T asks Ss to practice everyday.</li> </ul>	Ss can practice in class. Ss finish the exercise of page 31.

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Apr	29	04/4 – 08/4	1.1d	Exchange descriptions of people with each other and with the class as a group.	<b>U10:</b> 比, 当然, 矮, 胖 Bǐ (比), liǎ(俩), dāngrán(当然), nǎinai (奶奶), guò (lái) (过(来)), ǎi (矮), yīdiǎnr (一点儿), pàng (胖), háishì (还是)	<ul style="list-style-type: none"> <li>- T helps Ss read and write the new words.</li> <li>- T introduces contents of the new lesson.</li> </ul>	Writing task.
	30	11/4 – 15/4	3.1a  1.1d	-Study a variety of content topics in the target language. -Exchange descriptions of people with each other and with the class as a group.	Zánmen liǎ shuí gāo? 咱们俩谁高? Dāngrán wǒ bǐ nǐ gāo. 当然我比你高。 Wǒ bǐ nǐ gāo. 我比你高。 Nǎinai, nín shuō shuí gāo? 奶奶, 您说谁高? Guòlai, wǒ kànkàn. Dōngdong bǐ nǐ gāo. 过来, 我看看。冬冬比你高。 Nǐ bǐ Dōngdong ǎi yīdiǎnr. 你比冬冬矮一点儿。 Wǒ pàng háishì Dōngdong pàng? 我胖还是冬冬胖? Nǐ bǐ Dōngdong pàng. 你比冬冬胖。	<ul style="list-style-type: none"> <li>- T checks the old words.</li> <li>- T reads the conversation. T instructs Ss to use comparative sentences.</li> <li>- Ss repeat sentence by sentence after T.</li> <li>- T invites Ss to stand up and practice the structure.</li> </ul>	Ss can use comparative sentences. Ss finish the exercise of page 34.
	31	18/4 – 22/4	<b>Review</b>				
	32	25/4 – 29/4 (Review)	<b>Final Term Test – Oral Test</b>				
	33	04/5 – 06/5	<b>Final Term Test</b>				
May	34	09/5 – 16/5	<b>School Report</b>				

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	35	16/5 – 20/5	<i>Test Correction</i>				
May	36	23/5 – 27/5	2.1d	Perform age-appropriate cultural activities, such as games, songs in the target language.	Sing a song		
	37	30/5 – 31/5	Review Program Semester I and II				