

LESSON 1

第一课

Greet people and
express feelings.

1.1 Tutor Video

Greetings

1. Stop at 0:12. Get your learners to repeat out loud: **Nǐ hǎo**
2. Stop at 0:21. Practise **Nǐ hǎo** with the answer **Nǐ hǎo!**
Talk to your shoulder partner.
3. Watch 0:21 – 1:00. Role play. Teacher walks into the room. Children greet the teacher. Teacher replies.

Lǎoshī hǎo (Hello teacher!) **Tóngxuémen hǎo** (Hello class)

This can be repeated at other times during the 6 week programme.

4. Play 2:09 – end. Pause video so that your learners can repeat the question: How are you? and the 3 possible answers.
Use flashcards – Challenge 1.

Nǐ hǎo ma? (How are you?) **Wǒ hěn hǎo** (I am well)

Māmāhūhū (so so) **Wǒ bù hǎo** (I am not well)

5. What did you notice about the video? About the writing and intonation/ pronunciation?

Possible answers: There are 2 forms of writing: characters/other words which we can read (Pinyin). These words have marks/accents on them (like French?). Intonation: voice goes up and down. Not always easy to understand as it is different from English pronunciation etc.

6. Challenge 2: Draw a face on one of your fingers.

Create a little dialogue with your shoulder partner. Say: hello, how are you? And come up with an answer: (I'm well, so so etc.)

1.2 Video

Nǐ hǎo!

7. Video 1.2:
Watch the video. Do you recognise some words used by these 2 young men?

Nǐ hǎo **Nǐ hǎo ma?** **Wǒ hěn hǎo** **Māmāhūhū** **Wǒ bù hǎo**

Lǎoshī hǎo **Tóngxuémen hǎo** **Zàijiàn**

1.3 Animation

Pinyin

8. Video 1.3
Watch the video + discuss. Is the use of Pinyin useful for us, non-native Chinese speakers?

1.4 Cultural Podcast

Māmāhūhū

9. Listen to the podcast. Can the class answer the questions from the quiz? We suggest playing the quiz in teams and using the whiteboards to record their answers, so pupils can move around.

LESSON 1

CLASSROOM ACTIVITIES

Suggested games and activities to reinforce the learning

Activity 1 - Games with emotion cards

With the 3 emotion cards, play:

- Mime the flashcards: pupils pick a flashcard and have to mime the emotion, so the rest of the class can guess what it is.
- Pass the bag: pupils in a circle, emotion flashcards in a bag. Play some music – pupils could be chanting **Nĩ hảo ma?** whilst passing the bag around. When the music stops, the pupil holding the bag picks a card randomly and has to answer the question, according to the card.
- KIM's game: Place the cards face up in a row. Pupils observe and then close their eyes. Turn one card over. Pupils open their eyes and have to say which card is missing.

Activity 2 - Finger Puppets

Revision: Get pupils to draw 2 eyes and a mouth on their index finger. With a partner, make a little dialogue, using the vocabulary from Lesson 1.

Activity 3 - Observation Game

Rules:

- Play as a class first, using big flashcards.
- Teacher or pupil shows one of the cards and the class has to find the corresponding illustration or pinyin.

OR

- Play in small groups.
- In groups, pupils make their own mini cards to play the game. Be extra careful with the pinyin, to make sure that all the tonal marks are present and correct.

Materials:

- You need 8 cards.
- 4 illustration cards: 3 emotion flashcards + card with question mark.
- 4 pinyin cards: **Nĩ hảo ma?** / **Wổ hễn hảo** / **Mămhũhũ** / **Wổ bù hảo**.

LESSON 1

RECYCLE YOUR LEARNING

At Home:

- Teach your family and play the observation game.

Pupils take their mini pack of 8 cards home, teach the question and the 3 possible answers to their family and then play the game.

LESSON 2

第二课

Say our name and ask
someone's name.

2.1 Tutor Video

Saying Your Name and Asking Someone's Name

1. Start the class with: Hello teacher/ Hello class from previous lesson:
Lǎoshī hǎo (Hello teacher) **Tóngxuémen hǎo** (Hello class)

Ask some of your learners: How are you? Get them to answer, using the flashcards provided for support.

Nǐ hǎo ma? (How are you?), **Wǒ hěn hǎo** (I am well),
Mǎmǎhūhū (so so), **Wǒ bù hǎo** (I am not well)

2. Video 2.1: Start – 2:13: Give your name to your shoulder partner.

Wǒ jiào + name

3. Video 2.1: Continue 2:13 – 2:47: Give your name to a partner in class. Ask: And you? Say good-bye.

Wǒ jiào + name, **Nǐ ne?** (my name is..., and you?) **Zàijiàn** (good-bye)

4. Finger puppet. Draw a face on your finger. Create a little dialogue this time using:

Hello, how are you? I'm well! My name is..., and you? Good-bye.

Nǐ hǎo, nǐ hǎo ma? Wǒ hěn hǎo! Wǒ jiào... Nǐ ne? Zàijiàn.

2.2 Tutor Video

Popular Chinese Boys and Girls Names

5. Video 2.2

Watch the video and discover 5 Chinese boys' names and 5 girls' names, which you will use again for the Art and Craft activity, as well as for next week's revisions.

2.3 Cultural Podcast

Chinese Names

6. Listen to the podcast. Can the class answer the questions from the quiz? We suggest playing the quiz in teams and using the whiteboards to record their answers, so pupils can move around.

Zàijiàn!

Also:

- We suggest that video 2.4 could be part of your music lesson.
- As we have explained, Mandarin is a tonal language. Can pupils explain what this means to a friend or someone at home?
- Could you ask your learners to do Challenge 1 at home? You might want to discuss with them the content of the video at another time during the week.

2.4 Animation

Chinese Pinyin Tone Scale Chart

This video will help you understand Mandarin tones. You might want to practise this during your music lesson.

Suggested games and activities to reinforce the learning

Activity 1 - Silly voice game: My name is Wěi. Who is it?

One pupil (or more) are chosen to stand, facing the board. All the other children are sitting at their desk.

One child says, in Chinese: My name is + a Chinese name, using a silly disguised voice/or whispering. The pupil(s) standing at the board try to guess who the person is.

Activity 2 - Heads down Thumbs up.

Four children are chosen to stand up and all the others put their heads down on their desks with their eyes closed and thumbs sticking up.

The 4 pupils left standing must then creep around the desks and gently touch one person each on the thumb and say, in Chinese:

I am + emotion (happy sad etc.) in a silly voice. Everyone is then told to open their eyes and the children who were touched stand up and try to guess which pupil touched their thumb.

If they get it right, the children swap places.

If they don't get it right, the children who were standing have another go.

Make your Chinese name badge

- Choose your Chinese name from the list (refer to the key language doc for pronunciation)
- Make a badge with your name – decorate your badge with typical Chinese symbols (lantern, panda, dragon)

- First Names: Boys

Qiáng Wěi Ān Gāng Guì

- First Names: Girls

Xiù Nà Jìng Mǐn Yàn

Introduce yourself to the class and your family.

LESSON 3

第三课

Say where we live, ask
someone where they live.

3.1 Chinese Names

Find Your Partner

1. Start the class with revision:

- Print / copy the list of popular Chinese names provided. There are 10 names, 5 boys and 5 girls.
- Ask some of your learners: How are you? Get them to answer, using the flashcards provided for support.

First Names: Boys
Qiáng Wěi Ān Gāng Guì

First Names: Girls
Xiù Nà Jīng Mǐn Yàn

- Children go round the class to find their partner (2 or 3 children have the same name). Say hello, how are you?, give your name, and ask: and you? Say good-bye if the person you're talking to has a different name.
Please refer to video 2.2 and/or to the PPT for correct pronunciation of the names.

3.2 Tutor Video

Saying Where you Live and Asking Someone Where They Live

2. Pause the video at regular intervals.

Get your learners to repeat: I live in Edinburgh in Scotland.
They can change Edinburgh to the name of their town/city.

Wǒ zhù zài Sūgélán Àidīngbǎo.

3. Challenge 2: Simple songs. Can you sing it as a class? We have decided to omit "What is your name?" in Chinese, which is in the middle section of that video, as we use **Nǐ ne?** (and you?).

3.3 Cultural Podcast

The Origin of the Name "China" The Emperor Qin

4. Listen to the podcast. Can the class answer the questions from the quiz?

We suggest playing the quiz in teams and using the whiteboards to record their answers, so pupils can move around.

LESSON 3

CLASSROOM ACTIVITIES

Suggested games and activities to reinforce the learning

Line game – sound recognition

Pupils select a number of words/ sentences from the key language PowerPoints – lessons 1/2/3 and write them on the board.

- 2 teams / 2 lines facing the board.
- Pupil in charge or teacher plays a sound file for one of the words. Pupil who is quickest to underline the correct word gets a point for their team.

LESSON 3

RECYCLE YOUR LEARNING

At Home

Challenge 1 – Cultural stories.

Watch this e-book on the creation of China: the first emperor of China and the Terracotta warriors. Can you jot down 5 interesting facts and share them with your family and your class?

<http://www.scilt.org.uk/TheHappyEmperorandotherstories/tabid/4605/Default.aspx>

Drawing - Where in China do you live?

Find the top 5 cities in China.

Invent a new identity for yourself: Draw yourself (just the face) and add a speech bubble. Say/write: Hello, my name is, I live in + one of the top 5 cities.

Nǐ hǎo. Wǒ jiào ... Wǒ zhù zài ...

You could also complete a PicCollage with this, and include 3 bits of information about the city you have chosen.

Expressive arts/ Creative writing.

In groups of 2, create your own version of the song: **Nǐ hǎo, Wǒ jiào** Tim. Change the tune, invent a choreography to go with your song and teach it to your family/ the class.

LESSON 4

第四课

Say our nationality and revise what we have been learning so far.

1. Start the class with the song from Challenge 2 – lesson 3

4.1 Tutor Video

Saying Your Nationality

2. Pause frequently to give time for your learners to practise their nationality. If you have nationalities other than Scottish, please use the online dictionary below. It has words written in Pinyin and includes sound.

<https://translate.google.co.uk/#en/zh-CN/>

3. Record your pupils. Use an app such as Tellagami or Voki (Voki works on all tablets and laptops) to record your pupils.

Can they say: Hello, my name is, I am well, I live in + town/city, and I am Scottish (or other nationality). This could also be a fictitious portrait, using a Chinese name!

**Nǐ hǎo. Wǒ hěn hǎo. Wǒ jiào... Wǒ zhù zài ...
Wǒ shì Sūgélán rén.**

4.2 Cultural Podcast

Animal zodiac signs

4. Listen to the podcast. Can the class answer the questions from the quiz? We suggest playing the quiz in teams and using the whiteboards to record their answers, so pupils can move around. You might want some of your learners to listen to the podcast whilst others prepare/record their text for Tellagami/Voki.

LESSON 4

CLASSROOM ACTIVITIES

Suggested games and activities to reinforce the learning

Giant dice – revision

- Using the template provided, make some giant dice – one for each group.
- Play in small groups. Each pupil throws the dice and has to answer the question/translate/ mime ...
- On the dice, write 6 words/sentences/questions, for example:
Sentences in English - pupils have to give the Chinese translation, for instance:

How are you?	I live in ...
I am not well	I am + nationality
My name is	And you?

Sentences in Chinese and pupils have to give the English translation.
Questions in Chinese and pupils have to give an answer, for instance:

Ni hao	Wǒ zhù zài Aidīngbǎo. Ni ne?
Ni hao ma?	Wǒ shì Zhōngguó rén. Ni ne?
Wo jiao ... ni ne?	Wo bu hao. Ni ne?

LESSON 4

RECYCLE YOUR LEARNING

At Home

Challenge 1: Present your Tellagami/recording to a friend/ member of your family. Teach them how to say hello, my name is... in Mandarin.

Art and Craft

3D presentation project

Make a collage to represent yourself, as part of a poster. Remember to decorate it, using a Chinese theme. Cut-out some speech bubbles saying how you are, your name, where you live and your nationality. You will add new speech bubbles anytime you can say something more about yourself. Display your poster in your classroom/school.

LESSON 5

第五课

Say how old we are, ask someone's age and practise numbers up to 19.

5.1 Tutor Video

Saying Your Age and Asking Someone Their Age

Learn how to ask someone their age, and say your age.

5.2 Video

Numbers From 0-19

1. Watch the video, presenting numbers 0 to 19 and get pupils to repeat each number. Pause the video after each number if necessary.

5.3 Rap Song

Numbers

2. Watch this video and try to sing along. Can your pupils also create a dance to go with the rap video, and practise numbers at the same time?

3. Number games:

Download the PowerPoint document presenting numbers. Use the sound files, first to recap the numbers, getting your pupils to repeat each one after you have clicked on the sound files.

You can then play some games:

- What number is it? Write the numerals for numbers 0 to 19 on the board. 2 teams line up in front of the board – click on a sound file. The first member of each team to circle the correct number gets a point for their team.
- Mental maths: Give your pupils simple mental math operations – in English – and get them to give you the result in Chinese (check the answer against the sound file).
- Lotto: Get your pupils to make lotto cards, with 4 to 6 numbers from 0 to 19. Use the sound files to play the game.

5.4 Cultural Podcast

Lucky Numbers

Listen to the podcast. Can the class answer the questions from the quiz? We suggest playing the quiz in teams and using the whiteboards to record their answers, so pupils can move around.

LESSON 5

CLASSROOM ACTIVITIES

Suggested games and activities to reinforce the learning

What time is it Mr Wolf? (*Lǎoláng Lǎoláng jǐ diǎn le?*)

One child is chosen to be Mr Wolf. He/she stands at one end of the room or playing area. The other players stand in a line at the other end. Mr Wolf turns his/her back to commence play.

The players call out, “What’s the time Mr Wolf?”: *Lǎoláng Lǎoláng jǐ diǎn le?* and Mr Wolf turns and answers with a time (for example: it’s 2 o’clock): *Liǎng diǎn le.*

Mr Wolf then turns his back again while the children advance again chanting “What’s the time Mr Wolf?”.

Mr Wolf will continue to respond until the players come very close. Once the line of players is close to Mr Wolf, he can respond to the chant with “I’m hungry!”: *Wǒ è le!* at which point, he will chase the players back to the starting line with the aim to catch one of them, who will then become Mr Wolf for the next round of the game.

LESSON 5

CLASSROOM ACTIVITIES

Make Groups

Pupils walk around the gym hall. When teacher (or a pupil) gives a number in Chinese, pupils have to create groups with the same number of friends and keep walking.

“Fish and fishermen”

Divide your class into a group of about 1/3 of your pupils, and a group of 2/3. The smaller group of players form a large circle, joining hands. They are the fishermen.

The biggest group of players are spread around the outside of the circle. They are the fish. Ask the fish to cover their ears and get the fishermen to agree on a signal when they will lower their net. The fishermen could, for instance, agree to count up to 12. The fishermen all raise their joined hands up high, forming a big net. They instruct the fish to start coming in and out of the net (underneath their arms) by saying « Fish, swim! »: **Yú, yóuyǒng!** then start counting aloud from 1 to 19.

No standing outside the circle is allowed. When the fishermen reach their agreed number, they all bring their arms down together and say: yum yum! All the fish which remain inside the circle have been fished out and have to join the group of fishermen. The process is repeated until all the fish have been caught, or one pupil remains to win the game!

*Instead of numbers, the fishermen might agree to sing a song in Chinese and take the net down at a given word in the song.

LESSON 5

RECYCLE YOUR LEARNING

Art and Craft

For the Chinese New Year, Chinese people offer a red envelope, usually containing money, to their family and friends. These envelopes bring good luck to the people you give them to!

Make a “lucky” red envelope and decorate it with your zodiac animal. Use the template provided and cut out the design onto red paper (see separate document).

Cultural activity

Challenge 1:

Researching, Follow the link below and find your own zodiac animal.

https://www.travelchinaguide.com/intro/social_customs/zodiac/

Download the PowerPoint, so you can learn how to pronounce each animal in Mandarin. Can you find the zodiac animal for your friend or someone in your family?

LESSON 6

第六课

Revise and consolidate.

Number revision

- Can you sing the rap song again, this time counting up to 19?

6.1 Reading

Put These Sentences in the Right Order

Put these sentences in the right order. Can you try and read each sentence to your partner?

6.2 Listening

Listen to These Four Sentences

Can your learners understand the meaning of these 4 sentences?

Remember to pause at the end of each sentence. Then play the sound files again and show them the sentences in Mandarin at the same time.

My name is Wěi. I live in Scotland, in Glasgow. I am 10 years old. Good-bye.

Hello. I am well, and you? My name is Nà. I live in China. I am 11 years old.

Hello, I am 9 years old. My name is Qiáng. I live in Scotland, in Edinburgh. Thank you. Good-bye.

I am Scottish. I am 10 years old. I am so so. My name is Xiù, and you? Good-bye.

LESSON 6

CLASSROOM ACTIVITIES

Suggested games and activities to reinforce the learning

Quiz: Who wants to win a million pandas?

Using the template provided, pupils, in small groups, create a quiz for the class. Please make sure that you know the answers to your questions. You can ask up to 6 questions, in English or in Mandarin and see how much Chinese language and culture your friends can remember!

LESSON 6

RECYCLE YOUR LEARNING

Drama

1. Pretend you're walking in the streets of Beijing. You meet someone that your friend knows. Introduce yourself to the new person and ask them to introduce themselves. You have to introduce yourself using different emotions: happy, sad, tired. The class has to guess which emotion you're acting.

2. Imagine you are meeting someone for the first time... Can your learners invent some short dialogues and perform them in front of the class?

Record your dialogues

Using Sock puppets, for example. Please send us an email with your productions in order to receive your certificate!