

Group 2 - Mandarin ab initio 汉语普通话初级课程

初级语言课程 NATURE OF THE SUBJECT

Mandarin ab initio is an innovative course for students with no previous formal experience of learning Mandarin. The language ab initio course is organized into three themes: Individual and society, Leisure and work, Urban and rural environment . Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus.

Source : IBO, OCC – Language Ab Initio guide

宗旨 AIMS

The overall objectives of Group 2 are designed to: develop intercultural understanding of students, enable them to understand and use the language studied in a variety of contexts and for various purposes, develop awareness and appreciation of the different points of view people from other cultures through the study of texts and social exchanges, to make students aware of the role of language in other areas of knowledge, to make students aware of the links between languages and cultures familiar to them, provide students with a basis for supplemental language to be used later in their education, profession and leisure, and to encourage pleasure, creativity and intellectual stimulation through knowledge of additional language.

Source : IBO, OCC – Language Ab Initio guide

具体语种的教学大纲 SYLLABUS

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

个人 The individual: revision of personal details, physical appearance and body parts. Feelings and family.
教育与工作 Education and work: school subjects and school timetable. School related issues: comparison of schools in China and Italy. Occupations and workplace.

城市与交通 Town and service: Types of housing. Descriptions of living environments. Houses and surrounding areas. Directions. Modes of transport (getting to and from one's home/place).

饮食 Food and drink: western and Chinese foods. Food likes and dislikes. Eating habits. Opinions about food. Dining etiquette and Chinese restaurants

Text types: Article, letter, e-mail, journal, speech, classified, brochure, blog, travel schedule, greeting card

Major Learning Products

Self-introduction in Chinese (3 min)

Describe an interesting activity or event (e,g Chinese Festivals)

Describe friends or neighbours

Role-play on a self-chosen topic: between a customer and a seller/ restaurant waiter, etc.

Pen-pal letter

Design a poster/advertisement

Dictionary searching

Year 2
<p>休闲与旅游 Leisure and travel: hobby, shopping, holidays, countries Chinese. Festivals and traditions. Making telephone calls</p> <p>环境与健康 The environment and health: climate, global issues, technology and media. Cultural differences between traditional Western and Chinese medicines. Absence from school due to illness.</p> <p>Major Learning Products</p> <p>Projects</p> <p>Group project: topic and setting to be determined. (debate on environmental issues, travel together & hospital service)</p> <p>Writing assignment: express opinions</p> <p>Weekly journal entry and comparison: verbally and in writing</p> <p>Design a poster/advertisement</p> <p>Short essay or speech</p> <p>Text types. Paper 1 and Paper 2 strategies. In-depth revision of prescribed topics and major text types</p> <p>Neat handwriting of Chinese characters is required of all students.</p>

评估的构成 ASSESSMENT – OUTLINE

Assessment component	Weighing
<p>校外评估 - External assessment</p> <p>试卷1- Paper 1 (1 hour 30 minutes): Receptive skills Understanding of four written texts. Text-handling exercises.</p> <p>试卷2- Paper 2 (1 hour): Productive skills Two compulsory writing exercises. Section A : One question to be answered from a choice of two. Section B : One question to be answered from a choice of three.</p> <p>书面作业 - Written assignment: Receptive and productive skills A piece of writing, 240–420 Chinese characters, word processed, demonstrating intercultural understanding and written in the target language.</p>	<p>75%</p> <p>30%</p> <p>25%</p> <p>20%</p>
<p>校内评估- Internal assessment</p> <p>Internal assessment (10 minutes): Interactive skills</p> <p>个人口头活动 - Individual oral Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.</p> <ul style="list-style-type: none"> • Part 1: Presentation of a visual stimulus by the student. • Part 2: Follow-up questions on the visual stimulus. • Part 3: General conversation including with two questions on the written assignment 	<p>25%</p>