

GROUP 2 – Mandarin ab initio 汉语普通话初级课程

NATURE OF THE SUBJECT 初级语言课程

Mandarin ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. At the language ab initio level, a student develops receptive, productive and interactive communicative skills. Students learn to communicate in the target language in familiar and unfamiliar contexts.

Source : language ab initio guide

AIMS 宗旨

- 1-Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- 2-Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- 3- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- 4- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- 5- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- 6- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- 7- Provide students with a basis for further study, work and leisure through the use of an additional language.
- 8- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Source : language ab initio guide

SYLLABUS – OUTLINE 具体语种的教学大纲 Mandarin ab initio 汉语普通话初级

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

Year 1

Identities 身份: revision of personal details, physical appearance and body parts. Feelings and family, Western and Chinese foods. Eating habits. Opinions about food and dining etiquette

Experiences 经验: holidays and daily routine, shopping, Chinese Festivals and traditions, traditional Chinese sports.

Social organization 社会组织: school subjects and school timetable. Occupations and workplace. Compare local and Chinese social issues.

Major text types: Article, letter, e-mail, journal, classified, travel schedule, greeting card, menu.

Major learning products: describe friends or neighbours; narrate an interesting activity or event (e.g Chinese Festivals or school activities); role-play on a self-chosen topic. Translate written texts on main topics. Pen-pal letter. Self-introduction in Chinese.

Dictionary searching; online Chinese websites searching (Baidu 百度, Youku 优酷, ect).

Year 2

Human ingenuity 人类的聪明才智 :living environments: houses and surrounding areas. Directions. Modes of transport (getting to and from one's home/place). Media.

Sharing the planet 分享地球 : climate, global issues involving China (the new Silk Road 一带一路), environment and pollution issues. Chinese cities and physical geography.

Major learning products:

Projects linked to the DP core: CAS or TOK

Writing assignment: express opinions; articles /brochure and translations of written texts.

Class discussions on CCTV 中国中央电视台/ Chinese tv series

Design a poster/advertisement

Short essay or speech; read brochures and blogs.

Paper 1 and Paper 2 strategies. In-depth revision of prescribed topics and major text types

Neat handwriting of Chinese characters is required of all students. Type Chinese: computer/smartphone.

ASSESSMENT – OUTLINE 评估的构成

Assessment component	Weighing
<p>External assessment 校外评估 (2 hours 45 minutes)</p> <p>Paper 1 试卷一 (1 hour)</p> <p>Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 试卷二 (1 hour 45 minutes)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment 校内评估</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment 个人口头活动</p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>