



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



CHINESE SYLLABUS



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

**ADVANCED SECONDARY
CURRICULUM**

**CHINESE
SYLLABUS**

2025



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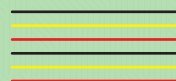
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FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), has adapted the Advanced Level Curriculum by aligning it to the Lower Secondary Curriculum (LSC). This Chinese syllabus is part of the adapted A-Level curriculum designed to prepare learners for skills development, career, and livelihood and enable them to make a positive contribution to the development of our motherland Uganda, and the world at large.

The adapted A-Level curriculum is intended to offer continuity to learners who have graduated from the Lower Secondary Curriculum (LSC) regarding teaching, learning, and assessment approaches. Therefore, this curriculum is competency-based, providing continuity from the Lower Secondary. The curriculum provides learners with the opportunity to enhance the development of 21st-century skills and generic skills that were acquired at Lower Secondary. It prepares learners to advance in the application of what has been learnt to address the social-economic challenges. That is why the curriculum emphasizes community participation as an integral part of learning.

This Chinese syllabus promotes learners' application of language knowledge concerning what happens in their communities in terms of communication and other areas of application. It promotes the acquisition of Higher-order Thinking Skills (HOTS) such as inquiry, creativity and innovation, decision-making, critical thinking, and problem-solving. It calls for the use of learner-centered pedagogies with hands-on experience by the learners in real-life situations while acknowledging different learners' abilities and learning styles.

I therefore endorse this syllabus as the official document for the teaching and learning of Chinese at the Advanced Level of Secondary Education in Uganda.



Hon. Janet Kataaha Museveni

First Lady and Minister of Education & Sports

前言

乌干达教育与体育部通过乌干达国家课程发展中心 (NCDC) 对中学高等阶段课程进行了修订, 使其与中学初等阶段课程 (LSC) 相衔接。该中文课程大纲是经过修订的中学高等阶段课程的一部分, 旨在帮助学习者发展技能、规划职业及维持生计, 使他们能够为祖国乌干达和全世界的发展做出积极贡献。

经过修订的高等阶段课程旨在为已完成初等阶段课程 (LSC) 的学习者提供在教学和评估方法方面的连续性。因此, 该课程以能力培养为基础, 保障与初等阶段课程衔接的连贯性。该课程为学习者提供机会, 促进其在初等阶段已获得的 21 世纪所需技能和通用技能的进一步发展。它帮助学习者做好如何更好地运用所学知识来应对社会经济挑战的准备。这就是为什么该课程强调社区参与是学习不可或缺的原因。

该中文课程大纲鼓励学习者将语言知识运用到其所在社区的交流和其他领域。它促进高级思维技能 (HOTS) 的习得, 例如探究、创造和创新、决策、批判性思维和问题解决等能力。它呼吁采用以学习者为中心的教学法, 让学习者在现实生活情境中获得实践经验, 同时认可不同学习者的能力和学习风格。

因此, 我同意将本教学大纲作为乌干达中学高等阶段中文教学的正式文件。



Hon. Janet Kataaha Museveni

乌干达第一夫人兼教育与体育部部长

ACKNOWLEDGEMENTS

The National Curriculum Development Centre (NCDC) is indebted to the Government of Uganda for financing the adaptation of the Advanced Level Curriculum for Secondary Education in Uganda.

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NCDC is also grateful to Members of Parliament, schools, universities, and other tertiary institutions, the writing panels, and professional bodies, for their input in the design and development of the Adapted A level curriculum. To all those who worked behind the scenes to finalise the adaptation process of this teaching syllabus, your efforts are invaluable.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



Dr Grace K. Baguma
Director

National Curriculum Development Centre

致谢

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我们也特别感谢为制定本课程做出贡献的公众。他们为在学校实施这一课程，提高乌干达的教育质量方面所做出的努力至关重要。

国家课程发展中心非常感激利益相关方，包括但不限于议员、中小学、大学和其他高等教育机构，他们为修订高等阶段课程设计和开发所做出的贡献。此外，国家课程发展中心感谢编写小组和专业机构为这项工作所做的贡献。

最后，国家课程发展中心感谢所有在幕后努力完成本教学大纲修订工作的团队成员。

国家课程发展中心对本出版物中可能出现的任何不足之处负责，并欢迎提出建议以有效解决不足之处。此类意见和建议可通过坎帕拉 7002 邮政信箱或电子邮件 admin@ncdc.go.ug 或网站 www.ncdc.go.ug 传达至国家课程发展中心。



Dr Grace K. Baguma
Director

乌干达国家课程发展中心主任

1.0 INTRODUCTION

1.0 引言

The Advanced Level Secondary Curriculum has been re-organized to align with the Lower Secondary Competency-Based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the existing Advanced Level curriculum published in 2013, to determine whether the content is:

乌干达中学高等阶段课程已重新修订，以便与初等阶段基于能力培养的课程模式相衔接，方便学习者从中学初等阶段顺利过渡到中学高等阶段。这种衔接是基于对 2013 年发布的现有高等阶段课程进行分析的结果，旨在确定课程内容是否：

- a. appropriate
- b. high-pitched or overload
- c. covered at lower secondary
- d. obsolete
- e. repeated in different topics and redundant

- a. 合适
- b. 难度过高或内容过多
- c. 涵盖初等阶段的内容
- d. 过时陈旧
- e. 在不同主题中重复出现且多余

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary as well as concepts within different topics of the same subject. In addition, a number of syllabi had content that is no longer necessary for today's contemporary society and the 21st century. This led to content overloads in those syllabuses.

课程分析结果表明，该课程中的概念与初等阶段涵盖的概念内容有重叠，而且同一学科不同主题中的概念也有重叠。此外，一些教学大纲包含的内容在当今社会和 21 世纪已不再必要，这就导致那些教学大纲内容过多，负担过重。

1.1 Changes in the Curriculum

1.1 课程改革

The alignment of the existing A level Curriculum to that of the Lower Secondary made changes in the pedagogies of learning from a knowledge and objective based approach to an integrated and learner-centered competency-based approach. The adapted syllabus, therefore, is a result of rationalizing, integrating, and merging content with overlaps and similar skills, dropping topics that were studied at Lower Secondary, or, no longer critical and relevant for the current learning needs while upgrading those that were of low competencies to match with the advanced level. The learning process has been stipulated in the scope and sequence chart recognizing progression of learning derived from the learning outcomes with corresponding assessment strategies. The detailed syllabus page unfolds the learning experiences and achievement expectations as a process rather than an event.

将现行的高等阶段课程与初等阶段课程进行衔接，使得学习方法也发生了改变，从基于知识和目标的教学法转变为以学习者为中心，基于能力培养的教学法。因此，经过修订的教学大纲是对存在重叠和涉及相似技能的内容进行合理化梳理、整合的结果，剔除了那些在初等阶段学习过的或者对当前学习需求不再重要及相关的主题，同时升级了能力要求较低的内容，使其能与高等阶段水平相匹配。学习过程已在学习内容与安排一章中明确规定，该章节认可基于学习目标的话题任务，并采用相应的评估策略。大纲具体教学内容将学习活动和目标预期展现为一个循序渐进的过程，而非一次性活动。

This Chinese syllabus is part of the Adapted A- level Curriculum syllabus for learners who have studied under the Revised Lower Secondary Curriculum. It is important that you read the whole syllabus before planning your teaching programme since some topics have been upgraded. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from Lower Secondary level, adapting topics and content with familiar features that are of value to the learner and the society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

该中文教学大纲是为已按照修订后的初等阶段课程学习的五年级新生学习者所发布的，经过修订后的高等阶段课程的一部分。由于部分主题已进行了升级，在规划教学计划之前，通读整个教学大纲非常重要。在对该教学大纲进行衔接调整时，我们努力确保在初等阶段的概念能够顺利过渡到高等阶段，并对那些学习者和社区都认可的有价值且熟悉的主题和内容进行调整。此外，在制定该教学大纲文件的过程中，剔除了被认为过时、要求过高和内容重叠及负担过重的内容。

1.2 Classroom-Based Assessment

1.2 课堂评估

This syllabus requires classroom learning to be experiential through the suggested learning activities for the acquisition of the learning outcome requirements. This is the gist for a learner centered and activity-based approach to learning which emphasizes acquisition of required competencies. Formative assessment in Chinese will focus on the acquisition of knowledge and skills through performance of the learning activities. The learning activities sprout from the learning outcome which are evidenced by acquiring and demonstrating application of the desired skills to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observations, conversation and product for the acquisition of the desired knowledge, skills, values and attitudes. (See detailed syllabus page)

该教学大纲要求课堂学习以所建议的话题任务进行，以实现所要求的学习目标。这是以学习者为中心、以活动为基础的学习方法的要旨，该方法强调所需的能力培养。中文教学中的形成性评估将侧重于通过开展学习活动来考察知识与技能的习得情况。学习活动源于学习目标，而学习目标体现为获得和展示所需技能的应用来证明学习活动的进行。大纲中的评估建议部分用以指导教师开展课堂评估。教师可基于观察、交流和成果等评估相似性原则，制定更多的评估策略，以考察所期望达到的知识、技能、价值观和态度的习得情况。（见大纲具体教学内容部分）

1.3 Learners with Special Educational Needs

1.3 包容性

The Adapted A-level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasizes creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

修订后的高等阶段课程旨在让所有学习者，包括有特殊教育需求 (SEN) 的学习者，充分发挥他们的潜力，为国家做出有意义的贡献。通过采用包容性策略，该课程确保学习者能公平地获得高质量的学习机会，同时保持较高的学术水准。该课程强调创建一个包容性的学习环境，以支持有特殊教育需求学习者的多样化需求，使他们能够与同龄人一样获得成功。

1.4 Generic Skills

1.4 通用技能

The generic skills are not separate subjects but lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are embedded within the learning outcomes and learning activities of the different subjects. The Generic Skills and their indicators are indicated below:

These skills enable an individual to adapt to change in order to cope with the challenges of life in the 21st Century.

通用技能不是一门独立的学科，而是蕴含在每个学科的要义之中。它贯穿到每门学科的学习目标和话题任务中，使学习者能够在整个课程学习中学习并强化通用技能。这些通用技能及其目标如下：

这些通用技能使学习者能够适应各种变化，以应对21世纪生活的种种挑战。

1

Critical thinking and problem - solving

- i) Plan and carry out investigations
- ii) Sort and analyse information
- iii) Identify problems and ways forward
- iv) Predict outcomes and make reasoned decisions
- v) Evaluate different solutions

批判性思维与解决问题的能力

- 计划并开展调查研究
- 信息分类与分析
- 发现并解决问题
- 预测结果并做出相应的决策
- 评估不同的解决方案

Co-operation and self-directed learning

- i) Work effectively in diverse teams
- ii) Interact effectively with others
- iii) Take responsibility for own learning
- iv) Work independently with persistence
- v) Manage goals and time

2

团队合作与自主学习

- 与各团队高效合作
- 与他人进行有效互动
- 自主学习
- 坚持独立工作
- 管理目标及时间

3

Creativity and innovation

- i) Use imaginations to explore possibilities
- ii) Work with others to generate ideas
- iii) Suggest and develop new solutions
- iv) Try out innovative alternatives
- v) Look for patterns and make generalization

创造力与创新性

- 发挥想象力探索各种可能性
- 与他人合作进行头脑风暴
- 建议并开发新的解决方案
- 尝试创新性选择
- 寻求并形成新模式

Communication

- i) Listen attentively and with comprehension
- ii) Talk confidently and explain ideas/opinions clearly
- iii) Read accurately and fluently
- iv) Write and present coherently
- v) Use a range of media to communicate ideas

4

沟通交流

- 认真聆听并学会理解
- 自信交谈并清晰表达意见
- 准确流利地进行阅读
- 连贯地书写和表达
- 运用社交软件表达意见

5

Mathematical computations

- i) Use numbers and measurements accurately
- ii) Interpret and interrogate mathematical data
- iii) Use mathematics to justify and support decisions

数学计算能力

- 准确运用数字及准确测量
- 解释并查询数据
- 运用数学逻辑证明与支持决策

Information and Communication Technology (ICT) proficiency

- i) Use technology to create, manipulate and process information
- ii) Use technology to collaborate, communicate and refine work

6

熟练运用信息通讯技术的能力

- 运用技术创建、操作和处理信息
- 运用技术协作、沟通和改进工作

7

Diversity and Multicultural Skills

- i) Appreciate cultural diversity
- ii) Appreciate other ethnic groups
- iii) Share cultural values
- iv) Respect for cultural practices

多样化和多元文化技能

- 欣赏文化的多样性
- 欣赏尊重其他民族
- 共享文化价值观
- 尊重文化习俗

Critical thinking and problem solving.

- i) Creativity and innovation.
- ii) Communication.
- iii) Co-operation and self-directed learning.
- iv) Mathematical computation and ICT proficiency.

8

批判性思考和解决问题的能力

- i) 创造力和 创新性
- ii) 沟通交流
- iii) 团队合作与自主学习
- iv) 数学计算与信息通讯技能

1.5 Cross-cutting Issues**1.5 跨领域问题**

These are issues which young people need to learn about, and are not confined to a particular subject but are studied across subjects. They help learners to develop an understanding of the connections between the subjects and the complexities of life as a whole. They are;

青年需要了解各学科的跨领域问题。它不只局限于某一特定学科，而是跨学科研究。

跨领域问题帮助学习者了解学科之间的联系和生活的复杂性，它们包括：

- i) Environmental awareness
- ii) Health awareness
- iii) Life skills
- iv) Mixed abilities and involvement
- v) Socio-economic challenges
- vi) Citizenship and patriotism

- i) 环境意识
- ii) 健康意识
- iii) 生活技能
- iv) 复合能力和参与度
- v) 社会经济挑战
- vi) 公民身份和爱国主义

These are a concern to all mankind irrespective of their areas of specialty. They are infused in the different learning outcomes of the different subjects.

这是全人类共同关心的问题，不分专业领域。这些跨领域问题贯穿到不同学科的各项学习目标之中。

1.6 Values

1.6 价值观

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy of 2013. They are:

该课程大纲以一套明确的价值观为基础。这些价值观是整个课程大纲和学校工作的基础。学习者也需要立足于自己的乌干达公民身份。这些价值观来源于 2013 年乌干达国家道德和价值观的相关政策，它们包括：

- i) Respect for humanity and environment
- ii) Honesty, uphold and defend the truth at all times
- iii) Justice and dealing with others
- iv) Hard work for self-reliance
- v) Integrity; moral uprightness and sound character
- vi) Creativity and innovation
- vii) Social responsibility
- viii) Social harmony
- ix) National unity
- x) National consciousness and patriotism

- i) 尊重人权和环境
- ii) 诚实守信，时刻坚持和捍卫真理
- iii) 公正待人
- iv) 艰苦奋斗、自力更生

- v) 正直、品行端正
- vi) 创造力和创新性
- vii) 社会责任
- viii) 社会和谐
- ix) 民族团结
- x) 民族意识与爱国主义

These are not taught directly in lessons, nor are they assessed by pen and paper. However, they are incorporated in some learning outcomes and are developed as learners' progress.

以上这些不会在课堂直接教授，也不会通过纸笔进行评估，但它们已经涵盖在各项学习目标中并随着学习者的进步而不断发展。

1.7 Information and Communication Technology (ICT) Integration

1.7 信息通讯技术的融合

The use of ICT tools in teaching and learning while implementing this adapted curriculum is highly encouraged. Use of technology in teaching and learning is essential for the implementation of any competency-based curriculum because they encourage high levels of learner engagement, creativity, and lifelong learning. Teachers are encouraged to use ICT tools to generate interactive content, such as digital simulations and videos that will bring abstract topics to life. Blended learning methodologies can be used with ICT platforms such as Google Classroom, Zoom, Microsoft Teams, or Google Docs to enhance collaboration and deliver customized feedback. Using ICT for teaching and learning will not only enhance the learning experience but will also provide students with critical digital skills for 21st century.

在实施该修订版的课程大纲时，我们强烈建议信息通讯技术在教学中的使用。信息通讯技术在教学中的使用对任何基于能力的课程大纲的实施都至关重要，因为它们都鼓励高等阶段学习者积极参与、进行创造和终身学习。我们也鼓励教师使用信息通讯技术工具来生成交互式内容，例如数字模拟和视频将抽象的主题变得生动。混合学习方法也可以与谷歌在线课堂、zoom 云端、微软办公以及谷歌文档等信息通讯平台一起使用，以增强协作并提供定制反馈。使用信息通讯技术进行教学不仅可以增强学习体验，还可以为学生提供 21 世纪的关键数字化技能。

1.8 Projects

项目

Projects and project-based learning are part and parcel of learning in the 21st century. A number of projects have been integrated in the syllabus for different topics. These are but samples. Teachers are encouraged to guide learners engage in projects that can easily be linked to what is happening in their local environment. While doing this, make effort to keep aligned to the learning outcomes of the Chinese topics you are teaching.

项目和基于项目的学习是 21 世纪学习的重要组成部分。教学大纲中已整合了大量适应不同主题的活动，这些只是示例，鼓励教师引导学习者参与易与当地环境产生联系的项目。与此同时，也努力与教师正在教授课程的学习目标保持一致。

1.9 The Aims of Secondary Education

中学阶段教育目标

The aims of secondary education in Uganda are to:

乌干达中学阶段教育目标为：

- i) instil and promote national unity, an understanding of social and civic responsibilities, strong love and care for others, and respect for public property, as well as an appreciation of international relations and beneficial international cooperation;
- ii) promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- iii) impart and promote a sense of self-discipline, ethical and spiritual values, personal and collective responsibility, and initiative;
- iv) enable individuals to acquire and develop knowledge and an understanding of the emerging needs of society and the economy;
- v) provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of the socio-economic development of Uganda;
- vi) enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- vii) enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, and self-improvement through

learning and development of social, physical, and leadership skills such as are obtained through games, sports, societies, and clubs;

- viii) lay the foundation for further education;
 - ix) enable the individual to apply acquired skills in solving problems of the community, and to develop a strong sense of constructive and beneficial belonging to that community;
 - x) instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
 - xi) Develop a positive attitude towards learning as a lifelong process.
-
- i) 灌输和促进民族团结思想、增进对社会和公民责任的理解、培养对他人强烈的关爱之情，增强对公共财产尊重的意识，提升对国际关系和有益的国际合作的理解；
 - ii) 增进对乌干达文化遗产包括其语言的欣赏与理解；
 - iii) 传授并培养自律意识、道德和精神价值观、个人及集体责任感和主动性；
 - v) 使个人能够获取并拓展知识，增进对社会和经济新兴需求的理解；
 - vi) 提供有关创新生产、以及工商业领域现代管理方法的理论和实践方面的最新且全面的知识，并介绍其在乌干达社会经济发展背景下的应用情况
 - vii) 使个人能够培养自主创业所需的基础科学、技术、工艺、农业和商业技能；
 - viii) 使个人能够培养解决问题、收集和解读信息、独立阅读和写作的个人技能，通过学习实现自我提升，并培养诸如通过游戏、体育运动、社团和俱乐部所获得的社交、体能和领导技能；
 - viii) 为继续教育奠定基础；
 - ix) 使个人能够运用所学技能解决社区问题，并培养对所在社区强烈的建设性和有益的归属感；
 - x) 灌输对生产性工作的积极态度，大力培养对劳动尊严和从事生产性劳动者的尊重意识；
 - xi) 培养终身学习的积极态度。

1.10 Aims of the Advanced Level Curriculum

中学高等阶段课程目标

- i) To adapt a competency-based learning approach.
- ii) To develop holistic education for personal and national development based on clear shared values.
- iii) To develop key skills which are essential to work and life and promote life-long learning.
- iv) To adapt an integrated approach to learning that develops the ability of learners to apply learning.
- v) To improve on assessments by incorporating school-based assessment into End of Cycle Assessment.
- vi) To emphasise learner's participation through engagement with the community.
- vii) To prepare for further education.

- i) 采用基于能力培养的学习方法。
- ii) 基于明确共同价值观，发展促进个人和国家发展的全面教育。
- iii) 培养对工作和生活至关重要的关键技能，促进终身学习。
- iv) 采用综合性学习方法，培养学习者学以致用能力。
- v) 通过将校本评估纳入阶段性评估来改进评估工作。
- vi) 通过参与社区活动来增进学习者的参与性。
- vii) 为继续教育做准备。

1.11 Rationale for Teaching Chinese at Advanced Level

1.11 高等阶段中文教学的理论依据

The study of Chinese at A level aims at:

- i) Equipping learners with effective communicative skills that enable them to appreciate the values embodied in various cultures and opens doors to international opportunities.
- ii) Bridging the gap and barriers that deter tourism, international trade, peace, friendship and good diplomatic relations which are key to national development.

高等阶段中文学习旨在：

- i) 使学习者掌握有效的交流技能，从而能够欣赏各种文化中蕴含的价值观，并为其提供通往国际交流机会的途径。
- ii) 弥合阻碍旅游业、国际贸易、和平、友谊和良好外交关系的差距和障碍，这些因素对国家发展至关重要。

1.12 Subject Overview

1.12 学科概述

The areas of study have been re-organized within the syllabus to come up with the adapted version. The subject areas of study are;

- a. Communication (the four language skills)
- b. Linguistics (grammar)
- c. Literature and culture
- d. Mediation (translation and interpretation)

All these are embedded in the topics listed in the programme planner Chart below.

课程内容已在大纲中重新编写，改编版本得以形成。学习内容包括以下几个领域：

- a. 交流（四种语言技能）
- b. 语言学（语法）
- c. 文学与文化
- d. 中介（笔译与口译）

以上所有内容都包含在下列学习计划与安排表列出的主题中。

- a. During this study, the learner will;
 - i) receive, produce and mediate information to solve communication problems for socio-economic development.
 - ii) appropriately respond to aural/oral messages in the Chinese language.
 - iii) extract the main information from a straightforward text written in Chinese on familiar topics.
 - iv) produce (orally and in writing) detailed information fluently, coherently and chronologically on a range of familiar topics within a given field of interest.
 - v) give a clear description or narration of a familiar topic or situation from various fields of interest presenting it coherently and chronologically in straightforward messages.

- vi) write simple, coherent, meaningful and creative texts in the form of articles, letters, speeches, dialogues or stories in Chinese.
- vii) apply Chinese grammatical, lexical and phonological elements for effective communication.
- viii) use a wide range of vocabulary demonstrating knowledge of synonyms, antonyms, omissions, repetitions, reduplications and combinations focusing on the contextual meaning of the words used to effectively communicate in Chinese.
- ix) identify and accurately use sounds that form syllables, words and sentences; recognising variations in tone and intonation, to attach distinct meanings to those sounds appropriately for effective communication in Chinese.
- x) reflect on and interact with Literary and socio-cultural aspects in Chinese, appreciating and comparing his/her culture with that of China for personal and national development.
- xi) interact with others by reflecting on and appreciating literary and socio-cultural aspects in Chinese and own culture for social well-being and harmonious living.
- xii) appreciate, compare and analyse Chinese language texts focusing on style, structure and literary devices to critique and create texts in Chinese.
- xiii) appreciate the culture of his/ her community and that of China, interact respectfully in culturally diverse situations and analyse selected texts on culture in Chinese.
- xiv) interpret messages by paraphrasing, summarising, interpreting and translating texts using Chinese and other languages for effective communication.
- xv) study and interpret a wide variety of audio and video literary materials containing socio-cultural aspects from Chinese to English and from English to Chinese through reflection and interaction, for personal and national development.
- xvi) understand, analyse and translate a wide range of texts, audio-visual messages and other forms of literary communication such as charts, banners, flyers, posters etc. from English to Chinese and from Chinese to English for personal and national development.

在本课程的学习过程中，学习者将能够：

接收、表达并传递信息，解决社会经济发展中的交流问题。

能够适当回应中文中的听说信息。

从熟悉的话题的中文文本中提取主要信息。

在给定兴趣领域内，就一系列熟悉的主题能够流利、连贯且按时间顺序（以口头或书面形式）详细地表达。

对熟悉的话题或情境进行清晰的描述或叙述，从多个兴趣领域中选择，按时间顺序和逻辑顺序连贯地呈现信息。

用中文写出简单、连贯、有意义且富有创意的文本，包括文章、信件、演讲、对话和故事等。

运用中文的语法、词汇和语音要素，实现有效的交流。

通过运用大量的词汇，展示对同义词、反义词、省略、重复、叠词及词语固定搭配的理解，注重所用词语的语境意义，从而在中文中实现有效交流。

识别并准确使用构成音节、词语和句子的语音，理解音调和语调的变化，并恰当地将这些变化附加于声音以传达明确的意义，从而实现中文的有效交流。

反思并与中国文学及社会文化方面互动，欣赏并比较自身文化与中国文化，以促进个人和国家的发展。

反思和欣赏中国文学及社会文化与自身文化，与他人互动，以推动社会福祉和和谐共处。

欣赏、比较并分析中文文本，关注其风格、结构和文学手法，以批判性地评估并创作中文文本。

欣赏自己社区的文化以及中国文化，在文化多样的情境中尊重互动，并分析选定的中文文化文本。

通过运用中文及其他语言对文本进行释义、总结、口译和笔译，以实现有效沟通。

通过反思和互动，研究并解读包含社会文化内容的各种中文音频和视频材料，并将其从中文翻译为英文或从英文翻译为中文，以促进个人和国家的发展。

理解、分析并翻译各种文本、视听信息及其他文学交流形式（如图表、横幅、传单、海报等），从英文到中文或从中文到英文，以促进个人和国家的发展。

1.13 Time Allocation

1.13 时间分配

The learners shall be engaged for 8 periods per week (40 minutes each period) from senior five to senior six.

中学五年级到六年级，学习者每周学习 8 个课时（每课时 40 分钟）。

1.14. Suggested Approaches to Teaching Chinese

中文教学方法的建议

The suggested approaches enhance learning and empower teachers to support learners as they prepare for assessments. This will necessitate teachers to work alongside learners to guide, direct, support and supervise them as they progress through the research process. These approaches include;

- a. Inquiry-based learning: Learners are encouraged to investigate through research directed by their interest and solve problems through series of questions and scenarios enhancing critical thinking, communication and research skills.
- b. Experiential learning: Learners actively participate in hands-on experiences during research and learn through reflecting upon what they are doing which leads to development of reflective skills.
- c. Problem and project-based learning: Learners find solutions to problems through their experience in research and projects. This leads to development of critical thinking, social and research skills.
- d. Case-based learning: Learners refer to real world scenarios to discuss and analyze them which enable them to develop critical thinking, analytical and research skills.
- e. Discovery learning: Learners construct their own knowledge through active participation, exploration and inquiry which encourages them to critically think, ask questions and hypothesize through research.

这些建议的方法旨在提升学习效果，并使教师能够在学习者准备评估时为其提供帮助。这需要教师与学习者协作，指导、支持并监督他们在学习过程中的进展。这些方法包括：

- a. 探究式学习：鼓励学习者根据自己的兴趣展开调查，通过一系列问题和情景解决问题，提升批判性思维、沟通和研究技能。
- b. 体验式学习：学习者通过积极参与实践经验，在研究过程中反思自己的行动，从中学学习，从而提高反思能力。

- c. 问题与项目式学习：学习者通过研究和项目经验找到问题的解决方案，从而提升批判性思维、社交技能和研究能力。
- d. 案例式学习：学习者通过参考现实世界的场景进行讨论和分析，从而培养批判性思维、分析能力和研究技能。
- e. 发现式学习：学习者通过积极参与、探索和探究构建自己的知识，通过研究激发他们进行批判性思考、提问和假设。



1.15 Programme Planner

学习计划与安排

年级/学期 Class/ Term	主题 Topic	子话题 Sub-Topic	课时 Periods
五年级 第一学期 Senior Five Term 1	校园生活 1.Experiences at School	1.1 问候新同学 Addressing new classmates Topic sentence: 中文, 我已经学了三年多了 I have been learning the Chinese language for more than three years	24
		1.2 社会人际关系 Friendship and social relations Topic sentence: 人际关系与宿舍生活 Interpersonal relationships and dormitory life	24
		1.3 体育和校园赛事 Sports and competitions Topic sentence: 我们的队员都是挑选出来的 Our team members are all selected	24
		1.4 校园安全 School security Topic sentence: 我的自行车怎么找不到了 Why can't I find my bicycle?	24
第二学期 Senior Five Term 2	社区生活 及社会责任 2.Community life and social responsibility	1.5 学习资源 Learning resources Topic sentence: 别忘了把图书馆的书还了 Do not forget to return the books to the library	24
		2.1 社区生活 and 环境保护 Community life and environmental protection Topic sentence: 保护环境就是保护我们自己 Protecting the environment is protecting ourselves	24
		2.2 社区生活和服务 Community life and service Topic sentence: 多么乐于助人的好孩子! How helpful and kind the child is!	24
		2.3 家庭教育和代沟 Family education and generational gap Topic sentence: 养不教父之过 To feed without education is the father's fault	24
		2.4 性别和性别平等 Gender and gender equality Topic sentence: 女生跟男生一样做得好 Girls can do as well as boys	24

第三学期 Senior Five Term 3		2.5	道德与价值观 Morals and values Topic sentence: 幸福无处不在 Happiness is everywhere	24
		2.6	疾病与心理健康 Sickness and mental health Topic sentence: 头疼, 下课以后我想回宿舍睡觉 I have a headache, so I want to go back to the dormitory to sleep after class	24
	文化 3. Culture	3.1	食物, 饮食和不同的烹饪文化 Food, diet and different cooking culture Topic sentence: 食堂的桌子上放着很多水果 There are lots of fruits on the table in the cafeteria	24
六年级 第一学期 Senior Six Term 1		3.2	赏析艺术作品 Appreciating art forms Topic sentence: 喝着茶看京剧 Drinking tea while watching the Peking opera	24
		3.3	时尚与潮流 Trends in fashion Topic sentence: 今年又流行中国红了 Red is the popular colour in China this year	24
		3.4	节假日与习俗 Festivals and customs Topic sentence: 中秋节没有春节热闹 Mid-autumn Festival is not as lively as Spring Festival	24
	媒体与娱乐活动 4. Media and entertainment	4.1	娱乐和休闲活动 Entertainment and Leisure Topic sentence: 我越来越喜欢书法了 I love calligraphy more and more	24
第二学期 Senior Six Term 2		4.2	购物与商品 Shopping and commodities Topic sentence: 货比三家 Shop around	24
		4.3	媒体对生活的影响 The impact of media on people's lives Topic sentence: 那个脱口秀让我大笑 That talk show made me laugh out loud	24
		4.4	科学与技术 Science and technology Topic sentence: 没有手机活不了 People cannot live without phones	24

	旅游与观 光 5. Tourism and travel	5.1	旅游和风景名胜 Travelling and sight-seeing Topic sentence: 我爬上长城来了 I have climbed up the Great Wall	24
第三学期 Senior Six Term 3		5.2	世界各国与地理 Different countries and geography Topic sentence: 中国人叫它“母亲河” Chinese people call it “The Mother River”	24
		5.3	人与自然 Man and animals Topic sentence: 皇冠鸟与大熊猫 Crane and Giant Panda	24
	职业规划 6. Career	6.1	兼职/ 打零工 Part-time jobs during holidays Topic sentence: 老板对我印象不错 I have made a good impression on the boss	24
		6.2	理想与个人发展 Ideals and personal development Topic sentence: 毕业季，让我欢喜让我忧 Graduation season makes me both happy and worried	24

1.16. Note to Users

给用户注意

The syllabus details for all subjects are set out in three columns:

所有的教学大纲详细信息在三列中列出。

Each topic has a competency, which is a broad statement that brings out what the learner is expected to do at the end of the topic. The competency is broken down into learning outcomes, for which suggested learning activities and sample assessment strategies are developed as represented in the three columns below.

Learning outcomes 学习目标	Suggested learning activities 话题任务	Sample assessment strategy 评估建议
<p>A statement of the knowledge, understanding, skills, generic skills, values, and attitudes expected to be learned by the end of the topic. Hence each learning outcome is coded with some of these as k, u, s, gs and v/a for emphasis to the teacher on what to consider during the lesson.</p> <p>在主题结束是，期望学习知识，和态度。因此，每个学习成果都用其中一些编码为K,U,S,GS,和V/A,以强调老师在课程中要考虑的内容。理解，技能，通用技能，价值观</p>	<p>The sort of hands and minds on engagements, which enable the learner to achieve the learning outcome including the generic skills and values. They are designed to enable learners to Discover, Explain, Apply and Analyse (DEAA) as they participate in knowledge construction.</p> <p>各种职责和有关参与的思想，其中包括有助于学习者实现学习成果的通用技能。他们使学习者能通过参与知识构建时的发现，解释，应用和分析（DEAA）</p>	<p>Opportunities for assessment within the learning process that is, during the lesson.</p> <p>在课程中，在学习过程中进行评估的机会。教师还可以设计与活动一致的其他评估手段。</p>

Teachers should prepare their lesson plans in line with the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities; therefore, teachers are encouraged to extend these and devise their own activities that are appropriate to their classroom situation.

In addition, teachers should adapt these activities to suit the different special educational needs of their learners.

教师应使用建议的学习活动作为指导，根据一致的学习结果。这些不是唯一可能的学习活动；鼓师护屏此设计百花会干力学状况东。

此外，教师应适应这些活动以回应学习者的不同特殊教育需求。

2.0 DETAILED SYLLABUS

大纲具体教学内容

Senior Five 中学五年级 Term 1 第一学期

Topic One: Experiences at School

主题 1 : 校园生活

Competency: The learner uses Chinese language to communicate through analysing and creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both cultures.

能力目标: 学习者通过分析和创作与中国及乌干达校园文化有关的文本与资料, 就各种各样的校园生活用中文进行交流。学习者阅读、理解并解读有关校园生活的文本, 以培养其对乌干达与中国的文化意识及欣赏能力。

Sub-Topic 1.1: Addressing New Classmates

话题 1.1 : 问候新同学

Duration: 24 Periods 课时

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
i) 掌握本单元生词及语法。 apply relevant vocabulary and grammar to talk about situations in the classroom. ii) 听懂本单元的对话及课文。 listen to the dialogues and texts about issues related to the classroom. iii) 跟新同学打招呼。 use the appropriate vocabulary and grammar to address a	a) 听对话, 理解重点词语的意思。 Learner listens to a conversation between two classmates, and discusses the meaning of the keywords in the dialogue. b) 模拟对话, 谈论新同学的优点。 In pairs, the learner initiates a dialogue between two classmates as they talk about their new classmate's strong points using the following Chinese words: 词汇: 个子、矮、体重、体育、科学、历史、打网球、弹吉他、也许、多久、有趣、平时、比较、最 height, short, weight, PE, science, history, play tennis, play the guitar, maybe, how long, interesting, at normal times, comparatively, the best/the most	a) 与新同学交流如何选课。 Observe the learners as they communicate with their classmates on which subject to take. Intervene on the appropriate use of key-selected words in the chapter after the dialogue to avoid interference looking out for: i. Tone ii. Articulation iii. Vocabulary iv. collaboration b) 小组讨论: 中乌教育体系的异同。 Evaluate the learner's ability to use comparative words

<p>new classmate.</p> <p>iv) 阅读并理解对话及课文的大意。 read and understand the gist of the dialogues and texts about school activities.</p> <p>v) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to school life.</p> <p>vi) 了解中乌中学教育体系的异同。 differentiate the Ugandan and Chinese education systems.</p> <p>vii) 对口译形成初步了解。 form a basic understanding of interpretation.</p>	<p>c) 看演讲视频节选，理解与校园生活相关的重点词汇。 The learner, in groups \watches a video clip of a famous speech and identify the new Chinese words used that relate to School life.</p> <p>d) 阅读文章，理解相关句型及重点词语。 The Learner reads a given text and identifies sentence structures and the characters of the relevant core words.</p> <p>e) 词汇：选、学期、选修课、武术、对……感兴趣、不仅、另外、主要、一般、……之一 Vocabulary: select, semester, selective class, martial, be interested in, not only, in addition, main, commonly, one of...</p> <p>f) 用“比”字句比较新同学的身高、体重、喜好及不同课程的难易程度等。 The learner uses sentences with “比” to compare the height, weight, likes, dislikes and the level of difficulty of learning Sciences and history, etc. 例句 Examples: 科学比历史难多。 用“刻”表示时间 use sentences with“刻”to indicate time “一刻钟”表示一个时间段 “一刻钟” is a period of time, meaning a quarter 例句 Example: 现在三点一刻。 “虽然……，但是……”连接</p> <p>g) 两个分句，构成一种转折关系。 The learner identifies that the conjunctions “虽然……，但是……” connect two clauses, forming a complex sentence indicating an adversative relation.</p>	<p>as they discuss in groups, the similarities and differences between the Ugandan and Chinese education systems.</p> <p>c) 看中文演讲比赛，复述并翻译。 Observe learners watching a video of a student giving a speech in a competition in Chinese, listen to them retelling and interpreting in the English language and intervene where the interpretation skills are not appropriately used.</p> <p>d) 按照正确的笔顺写汉字。 Evaluate how the learner writes down characters looking out for: i. Correct stroke order ii. Spacing and alignment</p> <p>e) 写一篇关于学校的小短文。 Assess the learner’s progress in using grammar points already learnt as he/she writes a short paragraph about his/her school using Chinese words learnt.</p> <p>f) 阅读相关短文并回答问题。 Evaluate the learner’s understanding of the passage as he/she responds (orally or in writing) to questions on the novel about the author, persons, feelings, opinions, themes, and style looking</p>
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	<p>例句 Example: 虽然手机很贵, 但是我很喜欢。</p> <p>h) 掌握与校园生活相关词语。 The learner identifies the words and recognises the Chinese characters that relate to school life.</p> <p>i) 注意汉字的书写笔顺和偏旁部首。 The learner writes Chinese characters while observing the stroke orders and radicals of the characters.</p> <p>j) 阅读关于中国教育体系的短文, 说说中乌教育体系的异同。 The learner reads a short extract about the Chinese education system and identifies the similarities and any differences present with the Ugandan education system.</p> <p>k) 阅读, 记忆并模仿与校园主题相关的一段演讲。 The learner reads, memorises and in a role, play acts out an extract from a famous speech.</p> <p>l) 写一篇关于同学的小短文。 The learner writes a short essay about a classmate.</p> <p>m) 阅读《孔子的因材施教》 The Learner reads a Confucius' Teaching in Accordance with Aptitude.</p> <p>n) 看中文演讲比赛, 复述并翻译。 The learner watches a video of a learner giving a speech in a competition in Chinese, retells it and interprets it in the English language.</p> <p>o) 阅读文学作品节选并回答问题 The learner reads an excerpt from a novel and respond to questions about it.</p>	<p>out for:</p> <ol style="list-style-type: none"> i. Syntax ii. Message iii. Accuracy iv. Vocabulary v. Intonation vi. audibility
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Sub-Topic 1.2: Friendship and Social Relations

话题 1.2 : 社会人际关系

Periods: 24 课时

Competency: The learner uses Chinese language to communicate through analysing, creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both Ugandan and Chinese cultures.

能力目标: 学习者通过分析和创作与中国及乌干达校园文化有关的文本与资料, 就各种各样的校园生活用中文进行交流。学习者阅读、理解并解读有关校园生活的文本, 以培养其对乌干达与中国的文化意识及欣赏能力。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply relevant vocabulary about interpersonal relationships and dormitory life. b) 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about interpersonal relationships and dormitory life. c) 简短地介绍自己的朋友。 briefly introduce somebody else's friends.	a) 分小组讨论对话中的主要内容。 In a group or individually, a learner identifies and discusses the main ideas in the dialogue about interpersonal relationships and dormitory life. b) 听对话, 写下听到的词语。 The learner listens to a dialogue about interpersonal relationships and dormitory life, and writes the keywords they listen to. 词汇: 友谊、交、深厚、关心、适应、支持、帮忙、付出、促进、联系、习惯、尽管、重新、避免、距离、好像、正好、讨厌、安静、亲爱 Vocabulary: friendship, to make, profound, concerned about, adapt to, support/sustain, to help, to expend/pay, to promote, to contact, to get used to, although again/once more, to avoid, distance, as if, just right/just in time, to dislike, quiet, dear. c) 根据课文内容填空。 the learner reads a text and fills in the blanks in a text about interpersonal relationships and dormitory life.	a) 听写对话中的重点词语。 Observe the learner as he/she writes and recites the keywords and sentences he/she listens to in the dialogue about interpersonal relationships and dormitory life looking out for: i. Syntax ii. Audibility iii. Intonation iv. Message b) 阅读文章并回答问题。 Observe the learner as he/she reads an extract about interpersonal relationships and dormitory life and respond to questions about it looking out for: i. Audibility

<p>d) 理解人际关系交往中的礼仪, 学会交朋友。 Apply relevant vocabulary to talk about the etiquette in interpersonal relationships and how to make friends.</p> <p>e) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to interpersonal relationships and dormitory life.</p> <p>f) 了解与人际关系有关的习语和俗语。Apply idioms related to interpersonal relationships and dormitory life.</p> <p>g) 对笔译形成初步了解。 form a basic understanding of the translation of texts about interpersonal relationships and dormitory life.</p>	<p>d) 观看关于人际关系及宿舍生活的中文演讲 the learner watches a video of a student giving a speech about interpersonal relationships and dormitory life in a competition in Chinese language. 词汇: 吵、相处、真正、互相、性格、分享、兴趣、秘密、宝贵、良好、了解、密切、关系、万岁、打扰、对方、比如、考虑、地久天长、整理、乱、千万、亲密、青春 Vocabulary: to quarrel with, get along with, indeed, mutually, nature/character, to share, interest, secret, precious, good/well, understand, close, relation, long live, to disturb, other side, for example, to consider, enduring as the universe, sort out, messy, be sure to/must, intimate, youth.</p> <p>e) 用与人际关系与宿舍生活相关词汇连词成句。 The learner rearranges the words/phrases to construct sentences about interpersonal relationships and dormitory life.</p> <p>f) 使用人际和宿舍关系相关语法造句: The learner uses the sentence structures below to form new sentences about interpersonal relationships and dormitory life:</p> <p>i). “把”字句 “把” sentence 例句 Example: 把桌子擦一擦。</p> <p>ii) “在……方面”用来引出话题; “On...aspect” is used to bring up a topic of conversation. 例句 Example: 在跳舞方面, 他是最棒的。</p> <p>iii) 差不多 almost; hardly “差不多”可做形容词, 也可做副词 “差不多”可用作形容词, 也可用作副词; “差不多” can be used as an adjective to mean “approximate”, and can also be used as an adverb. 例句 Example: 会议差不多结束了。</p> <p>iv) 正好 right, 正好用作形容词表示某种特定条件得以满足或实现 “正好” can be used as an adjective to mean “just right”, indicating a certain condition is met.</p>	<p>ii. Intonation iii. Articulation</p> <p>c) 观看学生中文演讲比赛的视频并复述。 Observe and gauge the learner’s ability to watch, listen to and understand a video of a student giving a speech in Chinese language and his/her ability to retell it.</p> <p>d) 说一说你的宿舍生活。 Listen to and gauge the learner’s ability to give a speech about his/her dormitory life looking out for: i. Fluency ii. Intonation iii. Articulation iv. message</p> <p>e) 写一写与朋友的相处之道, 并翻译。 Observe the learner while he/she writes and translates a brief paragraph about his/her interpersonal relationship and dormitory experience.</p> <p>f) 朗读相关主题选段并概括大意。 Listen to the learner read an extract from a play about interpersonal relationships and dormitory life looking out for: i. Intonation</p>
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	<p>例句 Example: 苹果八块五, 西瓜十一块五, 正好二十块。</p> <p>连词“尽管”通常用在句子开头</p> <p>conjunction “尽管” is usually used in the first clause</p> <p>例句 Example: 尽管已经毕业这么多年, 我们还是经常联系的。</p> <p>g) 识别并书写所学重点词语。</p> <p>The learner identifies and writes the keywords from a text about interpersonal relationships and dormitory life.</p> <p>h) 阅读相关短文并注意汉字的书写笔顺和偏旁部首。</p> <p>The learner writes characters paying attention to the Characters’ stroke orders and radicals from the text read.</p> <p>i) 阅读有关人际关系的选段并谈谈你的看法。</p> <p>The learner reads a passage about relationships and shares their opinion.</p> <p>j) 写一写你的朋友。</p> <p>The learner writes a short composition introducing somebody else's friend about interpersonal relationships and dormitory life.</p> <p>k) 阅读《在家靠父母, 出门靠朋友》, 并发表意见</p> <p>The learner reads an article about “At home one relies on his parents, while away from home one relies on friends” and gives their opinion about it.</p> <p>l) 写一写与朋友的相处之道, 并翻译。</p> <p>The learner writes a brief paragraph about interpersonal relationships and dormitory experience, and translates it.</p> <p>m) 阅读人际关系相关的文学作品节选并写出大意。</p> <p>The learner reads an extract from a play about interpersonal relationships and dormitory life</p>	<p>ii. Articulation</p> <p>iii. Accuracy</p>
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Sub-Topic 1.3: Sports and Competitions

话题 1.3: 体育和校园赛事

Periods: 24 课时

Competency: The learner uses Chinese language to communicate through analysing and creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both cultures.

能力目标: 学习者通过分析和创作与中国及乌干达校园文化有关的文本与资料, 就各种各样的校园生活用中文进行交流。学习者阅读、理解并解读有关校园生活的文本, 以培养其对乌干达与中国的文化意识及欣赏能力。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 apply relevant vocabulary and grammar in sports and sporting activities. b. 听懂本单元的对话及课文, 说一说自己喜欢的体育运动。 listen to dialogues and texts about sports and say something about his/her favourite sport. c. 讨论并比较中乌体育比赛。 discuss and compare Chinese and Ugandan sports competitions.	a. 组词造句。 The learner constructs sentences in Chinese language using the key words provided. 词汇: 参加、羽毛球、乒乓球、跳绳、课外活动、训练班、第一名、训练、踢毽子、学校运动会、接力赛、短跑、长跑、投铅球、跳高、跳远、紧张、果然 Vocabulary: participate, badminton, Ping-Pong ball, rope jumping, extra curriculum activity, training club, the first place, training, kicking shuttlecock, school sports event, relay race, dash, long-distance race, shot put, high jump, long jump, nervous, really b. 听对话, 学习对话中的语法点并造句。 The learner listens to a conversation about sports, identifies the grammar points in the dialogue, and forms sentences using the grammar points below: i) “是……的”句, 强调过去发生的时间及地点。 The sentence structure “是……的”, indicates the emphasis on past time and locations.	a. 听对话并背诵, 写出重点词语 Observe the learner's ability to pronounce Chinese words as he/she reads and recites the dialogue about sports looking out for: i. Accuracy ii. Intonation iii. articulation b. 运用与体育相关的中文词汇与句型进行对话, 并说出其英文意思。 Discuss with the learner and assess their knowledge of Chinese words about sports. c. Guide the learner to construct sentences using the keywords about sports and sports activities looking out for: i. Message ii. Syntax iii. Semantics iv. accuracy

<p>d. 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about sports and sports activities.</p> <p>e. 写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to the texts about sports activities.</p>	<p>ii) 例句 Example: 我们的队员都是挑出来的。</p> <p>iii) 存在句表示某地存在某物 Sentence structure to express 'existence' S+V (在/有/是) +O - S+V (在/有/是) +O 例句 Example: 马小为的左边是大。</p> <p>iv) “只有...才...”连接的是一个条件复句, “只有”后边是唯一的条件, “才”后边是在这个条件下才会出现的结果。 The structure is used to connect the two clauses of a conditional complex sentence, with “只有” introducing the 'one and only' condition and “才” followed by the result which will be reached only if the said condition is met. 例句 Example: 只有天天练习, 比赛才能赢。</p> <p>c. 写一则学校即将举办的体育活动的通知, 并注意使用带有以下部首的汉字: The learner writes a notice about a sports activity scheduled to take place in his/ her school using the characters with the radicals below: i) 形声字 Character introduction Pictographic 跳、球 ii) 汉字偏旁 Chinese radicals 足、才</p> <p>d. 两人一组, 互相分享自己喜爱的体育运动。 In pairs, the learner shares a favourite sport with a classmate(s) who is acting as a Chinese person. 使用所学重点词语造句。 The learner constructs new sentences with the keywords learnt.</p> <p>e. 使用所学语法结构, 介绍你曾参加过的比赛。</p>	<p>d. 写一则体育赛事通知 。 Guide the learner to write a notice of a sports event looking out for:</p> <p>i. Accuracy (characters) ii. Relevance iii. coherence</p> <p>e. 使用所学语法结构, 介绍你曾参加过的比赛。 Guide the learner to use the sentence structures “是.....的”, S+V (在/有/是) +O, - S+V (在/有/是) +O, “只有...才...” as they write short stories about a sports event, they have ever attended using the sentence structures learnt.</p> <p>f. 比较中乌体育运动的异同。 Evaluate the learner's ability to use Chinese words for comparison and his/her level of awareness about sports activities in Uganda as he/she compares the differences between sports activities in Uganda and China.</p> <p>g. 按正确的笔顺书写重点词语。 Observe the learner as he/she writes pinyin and characters of the keywords following the correct stroke order. Make sure the meaning</p>
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	<p>The learner listens to and writes a short story about a sports match he/she has ever attended using the structures learnt.</p> <p>f. 阅读《中国的羽毛球比赛》，并回答问题。</p> <p>The learner reads “Chinese Badminton Matches” and respond to questions about that text.</p> <p>g. 阅读关于体育活动的文学作品节选并回答问题</p> <p>the learner reads an excerpt from a Chinese Classic text (novel) about sports and sports activities, and respond to questions about it.</p>	<p>of the character is in context.</p> <p>h. 观看中文体育报导/解说，并重点翻译数字。 Evaluate the learner’s ability to interpret the message as they watch a sports report/ commentary in Chinese.</p> <p>i. 阅读中国经典文本/小说，并回答问题。</p> <p>Assess the learner’s ability to derive the themes, identify the persons, key issues like the author, where the story is taking place, simple literary and styles used as he/she reads an excerpt from a Chinese Classic text (novel) and responds to questions about it.</p>
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Sub-Topic 1.4: School Security

话题 1.4 : 校园安全

Periods: 24 课时

Competency: The learner uses Chinese language to communicate through analysing and creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both cultures.

能力目标: 学习者通过分析和创作与中国及乌干达校园文化有关的文本与资料, 就各种各样的校园生活用中文进行交流。学习者阅读、理解并解读有关校园生活的文本, 以培养其对乌干达与中国的文化意识及欣赏能力。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about security and protection. b. 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about security and protection. c. 阅读并理解对话及课文的大意。讨论校园安全问题。 read and discuss the gist of dialogues and texts about school safety issues. d. 写一则失物招领。 express him/herself in writing by writing a notice of lost and found property.	a. 听对话, 注意声调。The learner listens to a dialogue containing the following Chinese words and pronounces them paying attention to the Chinese tones. b. 词汇: 刚才、离开、小偷、派出所、失物招领、原来、被、帮忙、安全、锁、生气、着急 Vocabulary: just now, leave, thief, local police station, owner please contact, at first, particle, used in the passive sentence, help, safe, lock, anger, worried c. 阅读课文, 就安全问题进行小组讨论。 The learner reads a text with the following Chinese words noting the tones and participates in a debate in Chinese on security matters. 词汇: 校园、保护、防护、安全、注意、保安、报警、小心、那、突然、特别、更、发生 i) Vocabulary: School, to protect, protection, safe/safety, take care, guard, give an alarm, be cautious, and then, suddenly, especially, and even, take place	a. 听对话并背诵, 然后表演, 注意词语的声调/发音。 Observe and listen to the learner's pronunciation, fluency, and correct articulation of the words as he/she listens to the dialogue about security and protection, memorises and role plays it, paying attention to the tone and pronunciation of the keywords. b. 角色扮演: 警察和小偷。 Evaluate relevancy, accuracy and coherency as the learner uses appropriate Chinese vocabulary to present a situation at the police station between a policeman and a person who has been robbed. c. 用本单元所学的语法点各造个句子。

<p>e. 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to security and protection.</p> <p>f. 口译中的选词：了解并运用英汉口译的基本技巧。 apply the basic skills of English-Chinese interpretation.</p>	<p>语法 Grammar</p> <p>d. 用以下语法谈论安全问题。 The learner makes sentences with the following sentence structures to talk about security issues.</p> <p>i) 可能补语，表示是否达成结果或目标 In Chinese, “V” 得+ Complements” or “V 不+ Complements” can be used to indicate whether or not a result can be obtained or a goal is reached. V 得/不+可能补语 V 得/不+complements of possibility 例句 Example: 我看得清楚那个汉字。</p> <p>ii) 使用“被”字句讨论安全相关话题 The “被” sentence structure. use the “被” sentence to talk about security-related issues. 例句 Example: 我的自行车被小偷偷走了。</p> <p>iii) “刚”和“刚才” “just” and “just now” 本单元用来表达个人物品丢失的情况 use “just” and “just now” “刚”和“刚才” to give information on lost property to the security personnel. 例句 Example: 刚才我把自行车放到这里了。</p> <p>字与词 Chinese characters and words</p> <p>e. 观看象形字演变的视频并学习以下构词法。</p>	<p>Evaluate the relevancy, accuracy and coherency of the learner’s application of Chinese words and grammar patterns as he/she makes 2 sentences for each of the grammar structures learnt about security.</p> <p>d. 写一则失物招领。 Observe the learner’s ability to apply the following grammar patterns: V 得/不+ complements of possibility, the “被” sentence structure and “刚”和“刚才” as he/she writes a short notice of lost and found property.</p> <p>e. 新生看不懂布告栏上的安全通知，用英语翻译。 Evaluate the learner’s ability to apply the Chinese words to interpret the message about security and protection on the noticeboard for a new classmate to understand.</p>
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	<p>The learner views a video about Chinese character's pictographic evolution and writes:</p> <ul style="list-style-type: none"> i) 形声字 Phonograms ii) 偏旁 “衤” “牛” iii) Radicals “衤” “牛” <p>f. 用所学语法造句。 The learner makes sentences following the grammar structures learnt.</p> <p>g. 两人一组，用所学语法进行安全问题的采访。 In pairs, The learner acts out an interview on security issues.</p> <p>h. 写一则寻物启事。 The learner writes a notice of lost and found property.</p> <p>i. 阅读校园安全保护节选，并就安保体系进行讨论。 The learner reads China's campus security protection and talks about the security systems.</p> <p>j. 新生看不懂布告栏上的安全通知，请翻译。 The learner helps the new classmates understand the content on the noticeboard and interprets it.</p> <p>k. 阅读与安保相关文学作品节选，并回答问题。The learner reads an excerpt from a Chinese text (novel) about security and protection and responds to questions about it.</p>	
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Senior Five 中学五年级 Term 2 第二学期

Topic One: Experiences at School

主题 1 : 校园生活

Sub-Topic 1.5: Learning Resources

话题 1.5 : 学习资源

Periods: 24 课时

Competency: The learner uses Chinese to communicate through analysing and creating texts and resources on the school cultures of China and Uganda to develop cultural awareness and appreciation of both cultures.

能力目标: 学习者通过分析和创作与中国及乌干达校园文化有关的文本与资料, 就各种各样的校园生活用中文进行交流。学习者阅读、理解并解读有关校园生活的文本, 以培养其对乌干达与中国的文化意识及欣赏能力。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about teaching and learning resources. b. 听懂本单元的对话及课文。 Listen to and analyse the dialogues and texts about teaching and learning resources. c. 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about teaching and learning resources.	a. 听对话, 学习以下重点词语。 The learner listens to the dialogue and identifies the meaning of the following words. b. 词汇: 想起来、书、灯、关、空调、放回、书架、图书管理员、罚款 Vocabulary: recall, book, light, turn off, air conditioner, put back, bookshelf, librarian, fine, library, borrow, dictionary, return, forget, notebook (computer), e-mail, e-mail, address, habit, important, should, guarantee, on time c. 根据课文内容填空。 The learner fills in the blanks based on the text in the textbook. 词汇: 图书馆、借、词典、还、忘记、笔记本(电脑)、电子邮件、电子邮箱、地址、习惯、重要、应该、保证、按时 Vocabulary: library, borrow, dictionary, return, forget, notebook (computer), e-mail,	a. 听并读对话, 然后听写生词, 注意笔顺。 Observe the learner as they listen to the dialogue about teaching and learning resources and write new words paying attention to the correct stroke order. b. 角色扮演, 表演一段在图书馆借书和还书的对话。 Evaluate the learner's pronunciation and fluency as he/she acts out a dialogue about returning and borrowing a book from the library.

<p>d. 就话题进行交流, 并了解中国和乌干达学校常用的一些学习资源。 communicate based on the topic and discuss the common teaching and learning materials in Ugandan and Chinese high schools.</p> <p>e. 用中文写一封邮件。 express him/herself in writing an email in Chinese characters.</p> <p>f. 写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to the teaching and learning resources.</p> <p>g. 欣赏经典作品。 appreciate Chinese classic literary works.</p> <p>h. 对口译形成进一步的了解。 Develop a better understanding of interpretation of words and phrases.</p>	<p>e-mail, address, habit, important, should, guarantee, on time</p> <p>d. 根据本课词汇选词填空。 The learner constructs ten (10) sentences using the grammatical structures given “把”字句 “把” sentence (A 把 B+V..... 例句 Example: 请把书还了。 A 把 B+V+在/到/给 例句 Example: 我已经把书给张老师了。 “才”和“就”都可以放在动词前做状语。 Both “才” and “就” can be used as an adverbial modifier before a verb. 例句 Example 还没到期, 他就把书还。 e. 认读、练习含“讠、亻”偏旁的汉字。 The learner identifies and writes the Chinese characters with the radicals: 讠 and 亻 . f. 两人一组, 用“把”字句表演借书和还书。 in pairs, the learner acts out the process of borrowing and returning books to the library using the “把” sentence structure. g. 给图书馆写一封中文电子邮件询问书籍信息。 The learner writes an email in Chinese characters to the librarian asking for information about books. h. 听与图书馆相关音频, 并翻译听到的词语。 The learner listens to an audio ‘introduction to the library’ and translate the words he/ she hears. i. 阅读经典文学作品节选, 并回答问题。 The learner reads an excerpt from a Chinese Classic text (novel) and responds to questions about it.</p>	<p>c. 阅读课文并回答问题 。 Evaluate the learner’s response to questions as he/she reads the text about teaching and learning resources looking out for: i. Accuracy ii. Relevancy iii. Intonation iv. Articulation</p> <p>d. 发一封中文电子邮件 。 Evaluate the learner’s use of: A 把 B+V..... 例句 Example: 请把书还了。 A 把 B+V+在/到/给 as the learner writes and sends an email to a classmate about teaching and learning resources using Chinese Characters.</p> <p>e. 阅读对话, 并翻译。 assess the learner’s ability to translate a text about the library and learning resources into English.</p> <p>f. 听音频, 写拼音, 并翻译听到的词语。 Observe the learner’s progress in applying interpretation skills as he/she listens to a short audio text in Chinese about teaching and learning resources.</p>
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Topic Two: Community Life and Social Responsibility

主题 2：社区生活及社会责任

Sub-Topic 2.1: Community Life and Environmental Protection

话题 2.1：社区生活和环境保护

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about life in the community and promote harmonious living and environmental protection through analysing, creating texts and resources to foster intercultural understanding and global citizenship.

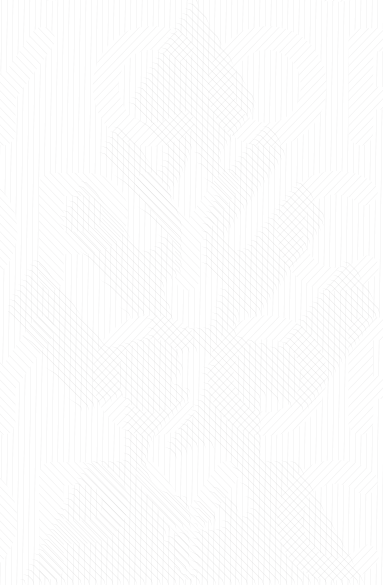
能力目标：学习者就社区生活用中文进行交流，并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料，对比乌干达和中国的社区实践情况，以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply the relevant vocabulary and grammar about community life and environmental protection. b) 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about community life and environmental protection. c) 就话题进行交流，了解如何与邻居和睦相处。 Discuss how to	a) 听录音，注意以下词语。 The learner listens to a recorded audio about community life and environmental protection and identifies the following keywords. 词汇： 保护、环境、财富、植树、工程、森林、解决、污染、方案、措施、绿化、海水、关系、利益、既……又……、确实、百年大计、恐怕、否则、导致、不得不、挑战、面临 Vocabulary: To protect, environment, wealth, to plant trees, project, forest, to solve, to pollute, plan, measure, to make (a location) green by planting trees/ to reforest, seawater, relation, benefit, both...and ..., really/indeed, centennial plan, be afraid of, otherwise, lead to, have to, to challenge, face with b) 阅读学习对话中的语法，并运用重点词汇及语法造句。 The learner reads and applies the grammar points in the dialogue about community life and environmental protection and forms sentences using the keywords and grammar points below.	a. 听录音，理解并背诵。 Observe and gauge the learner's ability to listen to and understand an audio recording about community life and environmental protection and recite it correctly. b. 阅读对话/课文，运用适当词语填空。 Evaluate the learner's ability to read the dialogue/text about community life and environmental protection and fill in the blank spaces using the appropriate keywords.

<p>get along with his/her neighbors in the community.</p> <p>d) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about community life and environmental protection.</p> <p>e) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to community life and environmental protection.</p> <p>f) 了解如何维护社区的稳定与保护环境。 discuss how to maintain stability and protect the environment in the community.</p> <p>g) 正确掌握汉译英笔译习语。 translate the idioms related to community life and environmental protection in Chinese and into the English language.</p>	<p>c) 分组讨论社区如何共同保护环境。 In groups the learner develops a conversation on how the community can work together to conserve the environment. 词汇：爱护、季节、地下、含量、沉重、潮湿、别、负担、处于、泪水、对付、塑料、塑料袋、随手、垃圾、即将、呼吸、改正、替代 Vocabulary: Take good care of, season, underground, content, heavy, moist, do not, burden, be (in a certain condition), tears, deal with, plastic, plastic bag, conveniently (when doing something), rubbish, soon, to breath, correct, to replace</p> <p>d) 使用下面的语法结构，比较乌干达和中国的社区生活和环境保护方式。 The learner uses the grammar structures below to compare community life and ways of protecting the environment in both Uganda and China.</p> <p>使用以下语法点： 可能补语 potential complement, “得/不”通常放在动词和结果/方位补语中间，表示某特定结果或状态得以实现。 V+得/不+下/了/动 “得/不” is inserted between a verb and a resultative or directional complement to indicate whether or not a certain result can be attained or a certain status can be achieved. 例句 Example: 我搬得动。 趋向补语“出来”的引伸意义 extended use of “出来”，表示动作所引起某种结果或事情的出现或发生。 The construction “V+出来” indicates that an action has caused the appearance or the emergence of some result or thing. 例句 Example: 植树节的消息登出来了。 名词、量词和数量词短语的重叠 The reduplication of nouns, measure words, and numeral-measure words phrases: 部分名词和量词重叠表示整体，无一例外，通常用作主语或定语。</p>	<p>c. 运用对话中的语法造句。 Evaluate the learner's ability to use knowledge in new situations by asking him/her to analyse the grammar points learnt and use them to form sentences about community life and environmental protection in Chinese.</p> <p>d. 演讲：如何拥有更好的社区生活环境。 Listen to the learner as he/she delivers a speech on how people can have a better community life by choosing words appropriately and pronouncing the tones correctly.</p> <p>e. 写录音中听到的重点词语，注意笔画笔顺。 Guide the learner to identify the keywords as he/she listens attentively to the audio about community life and environmental protection and write them down in characters paying attention to their strokes and stroke orders.</p> <p>f. 写一写如何保护环境。 Observe and gauge the learner's ability to write a short composition on environmental</p>
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	<p>Some reduplicated nouns and measure words denote the inclusion of the entirety without exception and are often used as subjects or attributes.</p> <p>例句 Example: 现在人人都关心北京的绿化。 “跟... (没) 有... 关系”通常用来表示主语与“跟”后面的名词或代词有无关系。 “跟... (没) 有... 关系” is often employed to indicate whether or not there is any relation between the subject and the noun or pronoun after“跟”.</p> <p>例句 Example: 他跟这事儿没有关系。 连词“既.....又.....”表示主语同时具备或满足两种特质或情况 the construction “既.....又.....” This structure is used to denote two concurrent qualities or situations. 例句 Example: 她既聪明又漂亮。</p> <p>e) 小组讨论不同的构词方法，并举例。 In groups, the learner discusses the different word formation methods and outline more examples of reduplicated nouns and measure words.</p> <p>重叠式 Reduplicated compound words 爸爸 姐姐 刚刚 轻轻 Father, elder sister, just, soft</p> <p>f) 写一篇如何保护环境的演讲稿，并向同学展示。 The learner writes a speech about environmental conservation in Chinese and presents it to his/her classmates.</p> <p>g) 运用所学词语与句型制作呼吁环保的海报。 The learner uses words and grammar learnt to makes a poster calling for environmental protection.</p> <p>h) 阅读《南水北调》并发表意见。</p>	<p>conservation using correct grammar and diction.</p> <p>g. 运用所学词语与句型制作呼吁环保的海报。 Assess the learner’s ability to appropriately use words and grammar points learnt to make a poster calling for environmental protection.</p> <p>h. 概括如何维护社区稳定及保护环境相关选段大意并翻译。 Observe and evaluate the learner’s understanding of the methods of Chinese-English and English-to-Chinese translation as he/she translates the main ideas from a text about how to maintain stability and protect the environment.</p> <p>i. 阅读维护社区稳定及保护环境相关诗歌并概括大意。 Evaluate the quality of learning through assessment of how the learner reads a poem related to how to maintain stability and protect the environment and observe him/her as he/she writes</p>
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	<p>The learner reads 《南水北调》 South-to-North water division and shares his/her opinion.</p> <p>i) 阅读与人与自然相关的文章，注意相关成语，并翻译。 The learner reads a paragraph about the relationship between nature and humans, and identifies and translates the idioms.</p> <p>j) 阅读与社区生活及环保相关的诗句，并回答问题。 The learner reads a poem related to community life and environmental protection and responds to questions about it</p>	<p>down the main ideas in Chinese.</p>
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Sub-Topic 2.2: Community Life and Service

话题 2.2 : 社区生活和服务

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about life in the community and promote harmonious living and environmental protection through analysing, creating texts and resources to foster intercultural understanding and global citizenship.

能力目标: 学习者就社区生活用中文进行交流, 并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料, 对比乌干达和中国的社区实践情况, 以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply relevant vocabulary and grammar about community life and service. b) 听懂本单元的对话及课文。 listen to and comprehend the dialogues and texts about community life and service. c) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about community life and service. d) 了解中乌社区生活的差异。 discuss community life and service in Uganda and China.	a) 听然后阅读关于社区生活和服务的对话。 The learner listens to and reads a dialogue about community life and service. b) 学习对话中的重点词语。 The learner identifies the keywords in the dialogue and describes their meanings. c) 列出对话中的主要观点。 The learner listens to the conversation and lists the main ideas in the dialogues. d) 词汇: 摔倒、孤独、看望、无儿无女、乐于助人、捐助、上门服务、照顾、否则、感动、夸奖、感谢、爱心、差点儿 Vocabulary: fall, alone, visit, childless, helpful, donate, door-to-door service, take care of, otherwise, moving/moved, praise, grateful, caring, almost. e) 阅读并确定课文的主要观点。 The learner reads and identifies the main idea in the article. f) 分析主题并与社区生活相联系。 The learner analyzes the themes and relate them to his/her immediate community.	a) 老师说, 学生译。 Evaluate the learner's understanding as he/she listens to what the teacher says about community life and service concerning what is in the dialogue and responds to questions about it correctly and coherently. b) 介绍你所在国家的社区生活。 Assess the learner's ability to use Chinese words and grammar patterns learnt relevantly, accurately and coherently as he/she tells a classmate about the community life in their country. c) 调查不同的社区生活并展示。 Evaluate the learner's ability to research an

<p>e) 写一篇助人为乐的小短文。 express him/herself in writing by writing a narrative piece about being ready to help others.</p> <p>f) 长句口译：应用英汉口译的基本技巧。 apply the basic skills of English-Chinese interpretation: sentence interpretation.</p>	<p>词汇：社区、服务、不过、比如、随着、网购、送货上门、提供、诊所、除了……，还……、便利店</p> <p>Vocabulary : community, service, but, for instance, along with, online shopping, home delivery, provide, clinic, except/in addition to..., convenience store</p> <p>使用所学语法造句。 The learner forms sentences with the grammar points below and shares them with the rest of the class.</p> <p>.汉语中个及以上“有+VP+的”出现表示列举。 In Chinese, two or more phrases of the structure “有 +VP+ 的” may express enumeration.</p> <p>例句 Example: 他们都在帮忙，有给奶奶洗碗的，有帮奶奶打扫房间的，还有给奶奶洗手的。 条件假设复句“要不是……就……”前半句表示假设的条件，后半句是假设后的结果。 “要不是……就……” is a hypothetical compound sentence, “要不是” means “if not”, the condition of the hypothesis and the second half of the sentence is the result of the above hypothesis 例句 Example: 要不是孩子们的帮助，奶奶差点就不能走路了。 “就”通常表示在该条件下会发生的情况。 and “就” is followed by a situation that would occur under the condition. 例句 Example: 他每天一放学就去奶奶家帮忙</p> <p>•</p> <p>g) 使用识写字造句。 The learner uses literacy words to form sentences about community life and service.</p> <p>h) 书写汉字并注意字形和部首。 The learner writes the literacy words' characters paying attention to their formation and the radicals.</p> <p>形声字 pictographic 偏旁 “冫” “贝”</p>	<p>issue and report its findings as he/she makes a survey about community life in a brief report.</p> <p>d) 阅读“孟母三迁”的故事，了解环境的重要性。 Observe the learner's ability to pronounce and articulate well and use correct tones, as he/she reads a short passage “Mencius's mother moved Thrice” aloud with the right intonation.</p> <p>e) 组词造句，并制作标语挂在墙上。 Observe the learner's ability to use 有+VP+的 . “要不是……就……” and/o.“一……就……” as he/she makes posters with learnt phrases about community life and service and hangs them around the school.</p> <p>f) 写一写你的社区生活方式。 Evaluate the learner's narration skills, and ability to use Chinese words relevantly, accurately and coherently as he/she writes a narrative piece about the way of life in his/her community.</p>
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	<p>Radicals “阝”：随；“贝”：购</p> <p>i) 口语练习 Oral exercise 演讲：如何做一名优秀的社区公民。 The learner discusses with classmates on how to be a good member of a community.</p> <p>j) 写一写你的社区生活。 The learner writes about his/her community's way of life.</p> <p>k) 阅读《孟母三迁的故事》并发表看法。 Learners read 《孟母三迁的故事》 Mencius mother moved Thrice and give their opinion about it.</p> <p>l) 运用所学句型，翻译句子。 The learner uses grammar points learnt to interpret sentences in a given text from Chinese to English.</p> <p>m) 老师说，学生译。 The learner interprets what the teacher says about community life and service.</p> <p>n) 阅读与社区生活和服务相关文学作品节选，并回答问题。 The learner reads an excerpt from a Chinese text (play) about community life and service and responds to questions about it.</p>	
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Sub-Topic 2.3: Family Education and Generational Gap

话题 2.3 : 家庭教育和代沟

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about life in the community and promotes harmonious living and environmental protection through analysing and creating texts and resources on community life and social responsibility, to foster intercultural understanding and global citizenship.

能力目标: 学习者就社区生活用中文进行交流, 并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料, 对比乌干达和中国的社区实践情况, 以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply the relevant vocabulary and grammar about child education and the generational gap. b) 听懂本单元的对话及课文。 listen to and comprehend dialogues and texts about child education and the generational gap. c) 就话题进行交流, 了解父母与孩子之间存	a) 听对话, 学习并理解词汇含义。 The learner listens to the dialogue about child education and the generational gap and identifies new words and their meanings. b) 朗读对话, 在含重点语法结构的句子下面划线, 学会灵活运用。The learner reads the dialogue underlines the sentences with the following syntax points and uses them in another situation. 词汇: 养成、习惯、培养、懒、表扬、批评、教训、管理、忽视、故意、误会、整理、引导、解释、合适、欺骗、粗心、骄傲、左右、言传身教、安慰 Vocabulary: to develop, habit, to cultivate, lazy, to praise, to criticize, teach somebody a lesson, to manage/to administer, to ignore, intentionally/on purpose, misunderstanding, to tidy up/to arrange, to guide, to explain, fit/suitable, to cheat/to deceive, careless/thoughtless, arrogant/conceited, around/or so, teach by personal example, to comfort c) 听写重点词语。 The learner writes the characters of the keywords he/she hears.	a) 听对话, 理解其含义, 并检查重点词汇发音的准确性。 Observe and assess the learner's ability to listen to and analyse a dialogue about child education and pronounce keywords from it accurately with the right tones. b) 阅读并理解课文, 正确表达父母与孩子间存在代沟的原因。 Evaluate the learner's ability to read and comprehend a text about the generational gap and give reasons for the generational gaps between

<p>在代沟的原因。 appreciate and discuss the reasons for the generational gap between parents and children.</p> <p>d) 阅读并理解对话及课文的大意。 read and analyse the gist of dialogues and texts about child education and the generational gap.</p> <p>e) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to child education and the generational gap.</p> <p>f) 跟父母进行有效的沟通。 Develop conflict resolution and management skills.</p> <p>g) 了解中国的家庭教育观念并与乌干达对比。 compare the concept of</p>	<p>词汇：宝贝、参与、童年、儿童、角色、动摇、相反、冷静、教授、尽力、关于、家务、默默、度过、精力、赢得、优秀 Vocabulary: darling, to participate in, childhood, children, role, to shake, contrary, calm, to instruct, try one's best, about, household, quiet, to spend, energy, to win, excellent</p> <p>d) 从阅读的文章中找出以下语法结构，并造句。 The learner identifies the following grammatical structures and constructs sentences:</p> <p>i) 趋向补语“起来”的引申意义。 extended use of “起来” “起来”可用在动词后面做趋向补语或可能补语，表示动作的方向从下到上。 The adverb “起来” can be used after another verb as a complement of direction or possibility, indicating an upward movement. 例句 Example: 快坐起来! .连词“哪怕……也……” “the construction “哪怕……也……”</p> <p>ii) 在此连词中，“哪怕”表示条件或让步，“也”表示结果不受前面所说情况的影响。 In this conjunction, “哪怕” introduces a condition or concession, and “也” is used to indicate that the result is not affected by the previous situation. 例句 Example: 哪怕没有钱</p> <p>iii) 我也要买车。 .“千万、一定”副词，表示务必、一定，后面常接否定形式。 The adverb “千万、一定” means “must” or “to be sure to”, usually followed by a negative structure. 例句 Example: 喝酒千万别开车。</p> <p>iv) “左右”名词，只用在数量词后面，表示比某一数量稍多或稍少。 The noun “左右” can only be used after numerals, indicating being slightly more or less than a certain quantity.</p>	<p>parents and children in Chinese.</p> <p>c) 运用本课重点词汇及语法，针对某些不好的家庭行为向朋友提出建议。 Listen to the learner as he/she advises a friend using the grammar points and words learnt that certain acts are not good to do in a family.</p> <p>d) 角色扮演：父母与孩子如何正确有效沟通对新技术的看法。 Observe the learners as they role-play a conversation between a parent and child in Chinese about new technologies using appropriate language looking out for;</p> <ol style="list-style-type: none"> i. Collaboration ii. Articulation iii. Intonation iv. Accuracy <p>e) 阅读相关短文节选，摘录其中2个语法点并造句。 Assess learner's ability to use knowledge in new situations by asking him/her to read a paragraph or an extract about child education and generational gaps.</p>
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<p>Chinese family education and that of Ugandans.</p> <p>h) 正确掌握汉译英笔译数字。 use numbers and translate them from the Chinese language to the English language.</p>	<p>例句 Example: 七岁左右的儿童普遍好动，坐不住。</p> <p>v) “弄”动词，表示“做”的意思，可以代表其他一些动词的意义，常用在口语中。 the adverb “弄” means “to do/to make”, it’s often used in spoken Chinese instead of certain other verbs.</p> <p>例句 Example: 小心点儿，别弄坏了。</p> <p>e) 使用主谓句来构成与话题相关的正确词汇 The learner uses 主谓式 subject-predicate compound to form correct words about child education and generational gap for example: 头疼、年轻 Headache, young</p> <p>f) 就“管孩子还是不管孩子”的话题进行辩论。 The learner participates in a debate about the question; “Should we care for children or not?” using the sentence structures “管孩子还是不管孩子” and new words learnt.</p> <p>g) 使用所学词语，写一篇家庭生活的小短文。 The learner uses the keywords learnt to write a short essay about family life.</p> <p>h) 阅读《管孩子还是不管孩子》并分享观点。 The learner reads 《管孩子还是不管孩子》 and shares their opinion about it.</p> <p>i) 汉译英笔译数字。 The learner translates numbers from Chinese to English.</p> <p>j) 将促进家庭和睦的中文短语翻译成英文 The learner translates a Chinese phrase that promotes peace in the family into the English language.</p> <p>k) 阅读关于家庭教育和代沟的文学作品节选，并回答问题。 The learner reads a poem about child education and the generational gap and responds to questions about it.</p>	<p>f) 正确运用语法写一篇家庭生活的小短文。 Assess the learner’s ability to write a short story about family life using correct grammar and diction.</p> <p>g) 翻译有关家庭教育的习语。 Evaluate the learner’s understanding of the methods of translation as he/she translates Chinese idioms related to family education into the English language.</p> <p>h) 阅读相关话题的诗歌并分享对此诗歌的观点。 Evaluate the level of learning through assessment of how the learner reads a poem related to child education and generational gap and shares his ideas in response to it.</p>
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Sub-Topic 2.4: Gender and Gender Equality

话题 2.4 : 性别和性别平等

Periods: 24 课时

Competency: The learner uses Chinese language to promote gender equality through analysing and creating texts on gender and gender equality to foster harmonious living, intercultural understanding and global citizenship.

能力目标: 学习者就社区生活用中文进行交流, 并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料, 对比乌干达和中国的社区实践情况, 以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
i. 掌握本单元生词及语法。 apply relevant vocabulary and grammar about gender and gender equality. ii. 听懂本单元的对话及课文。 listen to and understand the dialogues and text about gender and gender equality. iii. 讨论中乌性别平等的差异。 discuss gender and gender equality in Uganda and China. iv. 阅读并理解对话及课文的大意。	a. 听对话, 学习重点词语。 The learner listens to the dialogue about gender equality and identifies keywords and meanings. b. 学习对话中的语法点, 并造句。 The learner identifies the key grammar points in the dialogues and uses them to create sentences. 词汇: 性别、社会、地位、看法、填表、平等、能干、公平、好像、力气、聪明 Vocabulary: gender, society, status, view, fill in the form, equality, competent, justice, seem, strength, smart c. 分小组, 阅读并就乌干达和中国的性别平等问题进行讨论。 In groups, The learner reads a text on gender and gender equality, and uses the keywords to compare gender and gender equality in Uganda and China. 词汇: 顶、半边天、机会、小看、偏见、连、千万、尽管、共同、竞争、温柔、强壮、相反 Vocabulary: hold, half sky, opportunity, look down, prejudice, even, in case/never, although, common, to compete, gentle, strong, on the contrary	a. 听对话及课文并背诵。 Evaluate the learner's ability to pronounce the Chinese words accurately and fluently as he/she listens to the dialogues/texts focusing on how they are pronounced and recites them. b. 阅读文章并回答问题。 Evaluate the learner's ability to comprehend the Chinese words as he/she reads a passage and answers questions accordingly. c. 回答《中国女性的地位》一文的问题。

<p>read and analyse the gist of dialogues and texts about gender and gender equality.</p> <p>v. 写一篇跟本单元话题相关的小短文。 express himself/herself in writing by writing a short essay related to gender and gender equality.</p> <p>vi. 口译中的选词：了解并运用英汉口译的基本技巧。 apply the basic skills of English-Chinese interpretation. (Word selection)</p>	<p>d. 请用以下比较句 The learner writes comparative sentences using the following grammar points: i) A 跟 B 一样+adj Comparative sentences "A is same as B (+Adj)" 例句 Example: 女生跟男生一样能干。 ii) A 不如 B+adj./V. Comparative sentences "A is not as good as B+adj./V". 例句 Example: 女生不如男生那么能干。 iii) 越 A 越 B The Structure "more+Adj/Mental V+more adj" 例句 Example: 他作业越做越好。</p> <p>e. 观看象形字演变的视频并学习。 The learner views a video about Chinese characters' pictographic evolution and writes 形声字 pictographic characters</p> <p>f. 学习课文并识别带有以下偏旁部首的汉字 The learner studies the passage and identifies characters with the following radicals: 偏旁 "亻" "弓" Radicals "亻" "弓"</p> <p>g. 在课堂上组织并进行一场关于性别平等的辩论，注意发音。 The learner organizes and presents a short debate in class about gender and gender equality paying attention to the pronunciation of keywords.</p> <p>h. 以“男女平等吗？”为主题写一篇小短文。 The learner writes a short argumentative essay in Chinese based on the theme: Are men and women equal?</p> <p>i. 阅读《女性在中国的地位》并分享观点。 The learner reads 《女性在中国的地位》 and discusses the position of women in China and gives his/her opinion about it.</p> <p>j. 听一段关于性别平等的中文录音，将关键词从中文翻译成英文。 The learner listens to an audio recording about gender equality in Chinese and interprets keywords from Chinese to English.</p>	<p>Gauge the learner's understanding of the passage as he/she answers questions about the text The Position of Women in China. Ensure relevancy, accuracy and coherency in his/her answers.</p> <p>d. 以“男女平等吗？”为主题进行辩论。 Observe the learner's progress in attitude towards gender equality as he/she discusses gender issues in a debate based on the theme "Are men and women equal?" Evaluate the learner's level of relevance, accuracy and coherence in using learnt vocabulary, grammar points, tones and values.</p> <p>e. 听对话，写出重点词语，注意笔顺。 Observe the learner's ability to follow the strokes and pay attention to the stroke orders to ensure that he/she writes the characters of the keywords correctly.</p> <p>f. 听关于性别及平等相关的英文音频，并翻译成中文。 Evaluate the learner's listening and interpretation skills as he/she listens to</p>
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	<p>k. 阅读与性别相关的作品节选，并回答问题。 The learner reads an excerpt from a Chinese text (plays) about gender and responds to questions about it.</p>	<p>an audio text in English about gender and gender equality looking out for;</p> <ul style="list-style-type: none"> i) Accuracy ii) Coherence iii) Message iv) Articulation
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Senior Five 中学五年级 Term 3 第三学期

Topic Two: Community Life and Social Responsibility

主题 2：社区生活及社会责任

Sub-Topic 2.5: Morals and Values

话题 2.5：道德与价值观

Periods: 24 课时

Competency: The learner uses Chinese language to promote morals and values through analysing and creating texts to foster intercultural understanding and morality.

能力目标: 学习者就社区生活用中文进行交流，并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料，对比乌干达和中国的社区实践情况，以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply vocabulary and grammar about morals and values.	a) 听并理解对话。 The learner listens to a dialogue and watches videos about morals and values. b) 理解对话中的重点词语。 The learner identifies the vocabulary in the dialogue and finds their meanings.	a) 写一篇关于自己社区道德与价值观的故事并表达自己的意见。 Guide the learner to write a story about the morals and values that

<p>b) 听懂本单元的对话及课文。 listen to and comprehend dialogues and texts about morals and values.</p> <p>c) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogue and text about Morals and Values.</p> <p>d) 写一篇跟本单元话题相关的小短文。 write a short essay related to the topic of morals and Values</p> <p>e) 善于发现生活中的美，保持积极的心态对待生活。 discover and appreciate the beauty of life in a text about morals and values and discuss how to maintain a positive attitude towards life.</p> <p>f) 正确掌握汉译英笔译长句。</p>	<p>词汇：价值观、幸福、微笑、标准、羡慕、感觉、体会、比如、条件、穷、富、善良、高尚、单纯、优良、由于、在……看来、将来、发展、态度、优秀、全面、尊重、良好、品德、说不定、未必、知足常乐 Vocabulary: value, happiness, smile, standard, admire, to feel, to experience, for example, condition, poor, rich, kind-hearted, noble, pure/simple, fine, due to, in someone's opinion, in the future, to develop, attitude, excellent, comprehensive, respect, well, morality, unsure, contentment brings happiness</p> <p>c) 阅读所学词语，并正确书写。 The learner reads the words learnt and writes their characters correctly following the correct stroke order.</p> <p>d) 说一说关于道德和价值观的内容。 The learner talks about the content of morals and values.</p> <p>词汇：具备、勇气、乐趣、促使、坚固、事物、熟练、难免、寻找、舒适、义务、圆满、战胜、果实 Vocabulary: possess, courage, delight/pleasure, urge, firm/solid, affair, skilled/proficient, hard to avoid, seek, comfortable, duty, satisfactory, defeat, fruit/gains</p> <p>e) 使用所学的语法结构造句。 The learner uses the grammar structure below to construct correct sentences about morals and values.</p> <p>i) 等+VP/S-PP (的时候/以后)一般用于主句前，表示主句动作发生的时间。“就”表示距离某事发生还有一段时间。主句中，我们常用“就、再、才”。 The pattern “等+VP/S-PP (的时候/以后)” is generally used in an expression put before the main clause to indicate the time when the action in the main clause takes place. “就” suggests that there is still a length of time before something happens. In the main clause, we often use the words like “就、再、才” 例句 Example: 等做完作业以后，再去打球。</p> <p>ii) “在……看来”插入语，表示下文是发表意见或者表达看法。 “在……看来” (in somebody's opinion) is a parenthesis, indicating what is to be followed is an opinion or idea.</p>	<p>their communities uphold looking out for:</p> <ol style="list-style-type: none"> i. Syntax ii. Accuracy iii. Coherency iv. message <p>b) 遵循正确的步骤进行演讲：比较乌干达与中国传统美德。 Listen to the learner as he/she makes a short speech, and compares the virtues in Uganda with those of China. guide him/her to follow the correct steps of creating and presenting the speech.</p> <p>c) 运用正确的语法写一写你家的家规。 Assess the learner's ability to use appropriate grammar and diction to write an essay about the rules in their families.</p> <p>d) 运用正确的翻译方法翻译儒家思想的关键思想。 Observe and evaluate the learner's ability to translate from Chinese to English</p>
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<p>create long sentences about morals and values in Chinese and translate them into English.</p>	<p>例句 Example: 在我看来, 比赛结果不是最重要的。</p> <p>iii) “像”表示列举 “像” indicates enumerate 动词“像”用来举例, 但与“比如”不同, 通常不能放在句末。 The verb “像” can be used to give examples, but it is different from “比如” and normally cannot be put at the end of a sentence.</p> <p>例句 Example: 中国的大城市很多, 像北京、上海、广州都是。</p> <p>iv) c. “由于”可做连词, 表示原因, 后面跟句子, 一般用在复句的前一个分句中; 也可做介词, 表原因, 后面跟名词性词语。 “由于” can be used as a conjunction to indicate the reason for something, usually followed by a sentence and used in the first clause of a complex sentence; can also be used as a preposition indicating a reason, it's followed by a nominal phrase.</p> <p>例句 Example: 由于种种原因, 我们不得不改变原来的计划。</p> <p>v) “不是……而是……”表示并列关系的关联词 “不是……而是……” is the conjunction indicating parallel.</p> <p>例句 Example: 她不是一位护士, 而是一名医生。</p> <p>f) 小组讨论不同的构词法, 并举例。 In groups, The learner discusses the different word formation methods, and outlines more examples of reduplicated nouns and measure words.</p> <p>i) a. 构词法 word formation methods ii) b. 附加式 the method of attachment</p> <p>刀子 叉子 读者 译者 科学化 绿化 艺术家 画家 Knife, fork, reader, translator, scientific, greening, artist, painter</p> <p>谈一谈乌干达的传统美德, 并跟中国传统美德作比较。 The learner talks about the virtues of Uganda and compares them with China.</p> <p>g) 写一写你家的家规。 The learner writes about morals and values in his/her family.</p>	<p>as he/she translates a text about Confucianism looking out for:</p> <ol style="list-style-type: none"> i. Accuracy ii. Message iii. Cohesion iv. Coherence <p>e) 学习中文歌《感恩的心》并注意语音语调。 Listen to learners as they sing a Chinese song titled “Grateful Heart” and identify the moral values learnt focusing on the tones of the words used.</p> <p>f) 阅读相关诗歌, 注意停顿及重音, 并谈论各自的看法。 Listen to the learner read a poem focusing on pause and stress, and guide him/her as he/she identifies the morals and values and encourage him/her to assertively give his/her opinion about them.</p>
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	<p>阅读《知足常乐》，并表达自己的看法。 The learner reads 'Contentment is happiness' and shares his/her opinion.</p> <p>h) 阅读、了解儒家思想的关键思想，将其翻译成英文，并将其与乌干达传统信仰进行比较。The learner reads, identifies the key thoughts of Confucianism, translates them into English.</p> <p>i) 阅读诗句，了解其传达的道德与价值观并表达自己的意见。 The learner reads a poem, identifies the morals and values, and gives his/her opinion about them.</p>	
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Sub-Topic 2.6: Sickness and Mental Health

话题 2.6 : 疾病与心理健康

Periods: 24 课时

Competency: The learner uses Chinese language to promote mental health awareness through analysing and creating texts about sickness and mental health awareness in Uganda and China to foster harmonious and healthy living.

能力目标: 学习者就社区生活用中文进行交流，并倡导和谐生活与环境保护。学习者分析并创作有关社区生活及社会责任的文本及资料，对比乌干达和中国的社区实践情况，以促进跨文化理解及培养全球公民意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply relevant vocabulary and grammar about sickness and mental health.	a) 听对话，学习重点生词。 The learner listens to the dialogues about sickness and mental health and identifies the meaning of the keywords. 词汇：咳嗽、长胖、肚子、腿、减肥、严重、大夫、散步、心情、头疼、痛 Vocabulary: cough, to gain weight, stomach, leg, to lose weight, severe, doctor, to take a walk, mood, headache, pain	a) 听 2-3 遍对话，理解并背诵，然后表演。 Observe and assess the learner's ability to listen to and recite a dialogue looking out for: i. Intonation ii. Accuracy iii. articulation

<p>b) 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about sickness and mental health</p> <p>c) 讨论疾病与心理健康。 discuss about sickness and mental health.</p> <p>d) 描述疾病症状 • describe the symptoms of sicknesses and diseases.</p> <p>e) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and poems about sickness and mental health.</p> <p>f) 写一篇跟本单元话题相关的小短文。 write a short essay related to sickness and mental health.</p> <p>g) 学习数字翻译的基本技能。 apply the basic skills in interpreting</p>	<p>b) 运用以上词汇并造句。 The learner uses the vocabulary above and constructs relevant sentences about sickness and mental health.</p> <p>c) 读课文，用所学词语和语法点，以医院为主题表演短剧。 The learner reads the text and acts out a short skit of a doctor interviewing a patient using the keywords and grammar points learnt.</p> <p>词汇：悲观、乐观、锻炼、亲切、营养、自从、难过、心理医生、既然……也/还、只好、按照 Vocabulary: pessimistic, optimistic, to work out, kind, nutrient, since, sad, psychologist, since.... also, have no choice but to, according to</p> <p>d) 运用以下的句型和语法造句。 The learner constructs sentences about sickness and mental health using the correct sentence patterns and grammar points below:</p> <p>i) 兼语句 Pivotal pattern 例句 Example: 医生让我每天锻炼身体 •</p> <p>ii) 复杂情态补语 Complex complement 我头疼得想睡觉。 V1+了+O1....就+V2+O2 例句 Example: 下了课，就回宿舍睡觉 •</p> <p>iii) 既然……也/还/又 The sentence pattern of “since... also...” 例句 Example: 既然生病了，头也疼，我想早点回去休息。</p> <p>e) 识别与疾病和心理健康相关的词汇，并练习含偏旁“月、疒”的汉字。 The learner identifies the literary words in a text about sickness and mental health and writes those whose characters have the radicals: 月 and 疒 for example</p>	<p>b) 阅读对话后，自己做一个问诊对话，并表演。 Guide the learner to read and understand a text and write a dialogue between a doctor and patient looking out for</p> <ol style="list-style-type: none"> i. Originality ii. Message iii. Collaboration iv. Communication v. coherence <p>c) 分钟情景表演：医生和病人。 Assess the learner’s ability to use knowledge in real-life situations by asking him/her to role play a dialogue between a doctor and a patient for 3 minutes. Observe them as they perform it in pairs.</p> <p>d) 请运用各种方式来寻求帮助解决实际问题，比如编辑一条描述疾病症状的短信给医生。 Observe the learner use the skill of writing with the aid of any relevant technology to solve a daily life problem like writing a text message to a family doctor explaining the symptoms of their sickness and requesting immediate attention in Chinese.</p> <p>e) 将汉字按偏旁部首归类并根据笔画笔顺写汉字。 Observe and gauge the learner’s ability to categorise any given characters following their</p>
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<p>numbers related to sickness and mental health.</p>	<p>月：肚、腿、胖 疔：病、疼、痛</p> <p>f) 两人一组，向医生描述症状。 In pairs, the learner talks about the symptoms of common sickness and how to see a doctor.</p> <p>g) 使用本单元所学的词语和语法结构写一封关于病假的邮件。 The learner uses the keywords and grammar structures he/she has learnt and writes an email to the teacher requesting for sick leave.</p> <p>h) 阅读《本草纲目》并与同学交流文章大意 The learner reads “Compendium of Materia Medical” and talks about the main points with his/her classmates.</p> <p>i) 观看有关健康的节目，翻译数字。 The learner watches a video about a health report and interprets the numbers in Chinese.</p> <p>j) 阅读与疾病与心理健康相关的诗句，并回答问题。 The learner reads a short poem about sickness and mental health and responds to questions.</p>	<p>radicals looking out for clarity, stroke order.</p> <p>f) 听对话，写出对话中的重点词语，注意笔顺。 Observe the learner as he/she listens to a dialogue and guide them to write the correct characters of the given keywords focusing on the right strokes and stroke order.</p> <p>g) 阅读并理解一篇关于疾病与健康的诗歌，用中文概括大意。 Assess the learner’s ability to read and understand a poem related to sickness and mental health as he/she notes the main ideas in Chinese.</p>
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Topic Three: Culture

主题 3 : 文化

Sub-Topic 3.1: Food, Diet and Different Cooking Cultures

话题 3.1 : 食物, 饮食和不同的烹饪文化

Periods: 24 课时

Competency: The learner uses Chinese language to promote cultural appreciation by analysing and creating texts on the cultural practices of Uganda and China through fostering intercultural understanding between Ugandan and Chinese cultures.

能力目标：学习者就文化相关内容用中文进行交流，并通过分析和创作与乌干达和中国文化习俗有关的文本及资料来增进对文化的欣赏。学习者通过对比和思考乌干达与中国文化之间的异同，来促进跨文化理解。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
<p>掌握本单元生词及语法。 a. apply relevant vocabulary and grammar to talk about fruits and the cafeteria.</p> <p>听懂本单元的对话及课文。 b. listen to dialogues and texts about fruits and the cafeteria.</p> <p>就话题进行交流。 c. discuss issues related to food.</p> <p>阅读并理解对话及课文的大意。</p>	<p>a. 听对话，复述主要内容。 The learner listens to a conversation in Chinese and retells the main ideas of what the dialogues are about using relevant vocabulary and grammar.</p> <p>词汇：放、甜、新鲜、饮料、或者、好吃、蛋糕、客人、饭馆、餐厅、食堂、冷饮、只、最爱、外卖、点、点菜、菜单、买单、又……又…… Vocabulary: to put, sweet, fresh, to drink, or, delicious, cake, guest, restaurant, canteen, cold drink, only, favourite, takeaway, to order, to order the food, menu, pay, ...and... and...</p> <p>b. 听录音并写下听到的重点词语。 The learner listens to an audio text about fruits and the cafeteria and writes down the key Chinese words he/she hears.</p> <p>c. 根据课文内容填空。 The learner reads and identifies missing words in the text about food.</p>	<p>a. 听并背诵对话，注意语音语调。 Assess the learner's fluency and articulation of Chinese words as he/she listens to and recites the dialogue about fruits and cafeteria, paying attention to the tones.</p> <p>b. 说一说中乌饮食和烹饪文化的异同。 Evaluate the learner's ability to use appropriate Chinese words as he/she talks about the differences and similarities between Chinese and Ugandan food and cooking culture looking out for; i. Accuracy ii. Vocabulary</p>

<p>d.read and analyse the gist of the dialogues and texts about fruits and the cafeteria.</p> <p>写一篇跟本单元话题相关的小短文。</p> <p>e.express him/herself in writing a short essay using appropriate vocabulary related to fruits and the cafeteria.</p> <p>通过欣赏说明文，了解中乌不同的饮食文化并进行对比。</p> <p>f. appreciate the different food cultures of China and Uganda.</p> <p>对口译形成初步了解。</p> <p>g.apply basic principles of interpretation.</p>	<p>词汇：西餐、中餐、甜点、开胃菜、正餐、主食、副食、营养、煮、煎、烤、咖啡、茶、其实、确实、不少</p> <p>Vocabulary: Western food, Chinese food, dessert, appetizer, main dish, staple food, non-staple food, nutrient/nutrition, boil, fry, roast, coffee, tea, actually, indeed</p> <p>d. 根据以下句型，重组句子</p> <p>The learner reads and rearranges the given phrases using the following grammar points:</p> <p>i).“存在”的表达 Expressing the “existence”</p> <p>句子结构 The sentence structure: V+ 着 +numeral +measure word +N</p> <p>例句 Example: 桌子上放着很多水果。</p> <p>ii).形容词重叠 The duplication of adjective</p> <p>例句 Example: 他买了个大大的西瓜。</p> <p>iii).结构助词“地”The structural particle“地”</p> <p>例句 Example: 餐桌上整齐地放着各种食物。</p> <p>e. 练习并注意具有以下构词法特征的汉字</p> <p>The learner writes Chinese characters paying attention to the following:</p> <p>i).指事字 ideogram</p> <p>上, 下, 本</p> <p>ii).汉字偏旁“亠”“米”</p> <p>Radicals:“亠”“米”</p> <p>亠：饭、饮</p> <p>米：糕、料</p> <p>f. 阅读并背诵一篇关于食物的短文。</p> <p>The learner reads and recites a short text about food.</p> <p>g. 写一篇短文，描述食物的外形及味道。</p> <p>The learner writes a short essay (about ten lines) describing how food looks and tastes.</p> <p>h. 阅读《舌尖上的中国——饺子》，提升对中国美食文化的理解</p> <p>The learner reads “A Bite of China—dumplings for pleasure” to enhance their understanding of Chinese food culture.</p>	<p>iii. Pronunciation</p> <p>iv. Message</p> <p>v. Communication</p> <p>vi. Articulation</p> <p>c. 阅读课文，并回答问题。</p> <p>Examine the learner’s ability to read and understand short texts in Chinese Characters as he/she reads and answers questions about the expository text.</p> <p>d. 角色扮演：食堂工作人员与学生。</p> <p>Observe learners individually as they act as kitchen staff and ask for each learner’s choice of food in a role play looking out for;</p> <p>i. Creativity</p> <p>ii. Pronunciation</p> <p>iii. Coherence</p> <p>iv. Message</p> <p>v. collaboration</p> <p>e. 运用学过的词汇及语法写一篇食物的小短文。 Evaluate the learner’s ability to use grammar points and appropriate vocabulary to talk about food learnt as he/she writes a short essay on food using Chinese characters.</p> <p>f. 指导学习者掌握正确的口译技巧。</p> <p>Evaluate the learner’s interpretation skills in groups looking out for;</p> <p>i. Accuracy</p>
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	i. 阅读与食物相关的文学作品节选，并回答问题。 The learner reads an excerpt from a novel and responds to questions about it.	ii. Message iii. Coherence iv. Syntax
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Senior Six 中学六年级 Term 1 第一学期

Topic Three: Culture

主题 3 : 文化

Sub-Topic 3.2: Appreciating Art Forms

话题 3.2 : 赏析艺术作品

Periods: 24 课时

Competency: The learner uses Chinese language to promote cultural appreciation by analysing and creating texts on the cultural practices of Uganda and China to foster intercultural understanding and appreciating art.

能力目标: 学习者能够运用中文交流文化，并通过分析和创作关于乌干达和中国文化习俗的文本和资源来促进文化鉴赏。学习者通过比较和反思乌干达与中国文化的相似性和差异性，增进跨文化理解。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 Apply relevant vocabulary and grammar on the topic of Chinese art forms. b) 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about	a) 听、阅读对话。 The learner listens to and reads a dialogue about Chinese arts. b) 注意对话中的词语，掌握其意思。 The learner identifies the vocabulary in the dialogue about Chinese arts and searches for their meanings online. 词汇: 美术馆、博物馆、中国画、油画、色彩、更、最、京剧、台上、传统、灯光、典型、大概、演员、名人、演出、国粹、细节、赞赏、称赞、有板有眼、有模有样、专心、原来	a) 听录音复，回答问题。 Evaluate the learner's ability to identify key points in the audio text as he/she listens to the audio text about Chinese art forms and answers questions about it looking out for: <ol style="list-style-type: none"> Relevancy Accuracy message

<p>Chinese art forms.</p> <p>c) 就话题进行交流, 了解中国的国粹及各种文学艺术。 discuss about China's national quintessence and various art forms.</p> <p>d) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and text about Chinese art forms.</p> <p>e) 写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to Chinese art forms.</p> <p>f) 学会欣赏中国的艺术作品。 identify words in Chinese used to appreciate Chinese art forms.</p> <p>g) 正确掌握汉译英笔译习语。 apply idioms in Chinese-English translation.</p>	<p>Vocabulary: Gallery, museum, Chinese painting, oil painting, colour, more, most, Beijing opera, on stage, tradition, lamplight, typical case/model, roughly /approximately, actor/actress, celebrity, to perform/to put on, national quintessence, details, appreciate, praise, rhythmical, imitate something like the original one, originally</p> <p>c) 听课文录音, 分组讨论对话中的主要内容。The learner listens to a text and discusses the main ideas in a group.</p> <p>d) 写出你听到的重点词语。 The learner writes down the key Chinese words he/she hears from the text. 词汇: 包括、细致、常识、此外、情景、热闹、图案、技巧、茶叶、浓 Vocabulary: Include, careful, common sense, besides, scene, bustling (with noise and excitement), pattern, skill, tea, dense</p> <p>e) 连词成句。 The learner re-arranges the words/phrases to make sentences using the structures below.</p> <p>i) 使用以下语法点: “V1 着+O+V2+O” “V1 着+O1+V 着+O2”表示动作的伴随 the accompanying action The construction indicates two actions taking place at the same time, V1 being the accompanying state or manner of V2. 例句 Example: 喝着茶看京剧</p> <p>ii) 副词“更、最”表示比较 The adverbs “更” and “最” are used to express comparisons. 副词“更”可用在形容词, 能愿动词或表示心理状态的动词前面做状语, 表示两个不同事务之间的比较, 或同一事物两个不同阶段之间的比较。 The adverb “更” is used as an adverbial in front of an adjective, an optative verb or a verb denoting a psychological state. It indicates a comparison between two different things, or between two different stages of the same thing. 例句 Example: 他比我更会游泳。</p>	<p>b) 分别说一说乌干达和中国的博物馆。 Listen to the learner and evaluate his/her use of words as he/she talks about the Uganda museum using vocabulary and grammar structures learnt in Chinese, looking out for:</p> <ol style="list-style-type: none"> i. Intonation ii. Articulation iii. Message iv. coherence <p>c) 观看中国京剧视频, 写写你的感受。 Assess the learner's ability to use the grammar points below “V1 着+O+V2+O” “V1 着+O1+V 着+O2” “更、最”, “随着...”, etc</p> <p>d) 读一段绕口令。 Observe the learner as he/she reads and recites one tongue twister in Chinese looking out for;</p> <ol style="list-style-type: none"> i. Pronunciation ii. Intonation iii. Articulation iv. confidence <p>e) 翻译文章中的相关习语。Evaluate the learner's ability to translate idioms from Chinese to</p>
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	<p>副词“最”用于比较，表示一组人或事物中最高级的程度，常用作形容词，能愿动词或表示心理状态的动词前作状语。</p> <p>The adverb “最” is used in comparisons to show the superlative degree among a group of people or things. It’s often used as an adverbial before an adjective, an optative verb or a verb denoting a psychological state.</p> <p>例句 Example: 茶馆就是最热闹的地方。</p> <p>iii) 随着……，表示一件事情是另一件事情发生的条件，后面一般是带修饰语的双音节动词。</p> <p>the preposition “随着…” indicates something is the condition under which something else happens, it’s usually followed by a disyllabic verb modified by an adjunct.</p> <p>例句 Example 随着社会的发展，京剧也在改变。</p> <p>f) 请运用含有以下构词法特征的汉字写一则 5 行左右的通知</p> <p>The learner writes a notice (of five lines) about Chinese art forms using the characters with the radicals below:</p> <p>i). 构词法 word formation methods</p> <p>ii). 附加式 the method of attachment</p> <p>老张 第一</p> <p>Mr zhang, the first place</p> <p>g) 学习歌曲“唱脸谱”</p> <p>The learner reads and memorises the lyrics of the song ‘Chang Lianpu’ in groups, line by line and then sing the whole song together.</p> <p>h) 观看中国京剧视频，写写你的感受。</p> <p>The learner watches a video about “Peking Opera”, identifies and discusses the art forms with classmates and make notes.</p> <p>i) 阅读《相声》内容，记忆并表演</p> <p>The learner reads about “Crosstalks”, memorises and dramatizes any of the Crosstalks.</p> <p>j) 记忆并背诵一个绕口令 The learner recites a tongue twister he/she has read.</p> <p>k) 阅读《京剧大师--梅兰芳》，并标出所使用的成语。</p> <p>The learner reads a text about Peking Opera ‘Master Mei Lanfang’ and in pairs identify the idioms used.</p>	<p>English looking out for;</p> <ol style="list-style-type: none"> i. Accuracy ii. Message iii. coherence <p>f) 阅读关于艺术的中文文本，并概括大意。</p> <p>Take note of the learner’s ability to identify the theme/ the main ideas, the persons, the style, etc as he/she reads an extract from a Chinese text (novel) about art forms and identifies the main ideas.</p>
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	<p>l) 写出成语的意思并解释它们在课文中的用法。 The learner translates the idioms from Chinese to English and explains how they are used in the text.</p> <p>m) 阅读与艺术作品相关的文学选段并回答问题。 The learner reads an excerpt from a Chinese text (novel) about appreciating art forms and responds to questions about it.</p>	
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Sub-Topic 3.3: Trends in Fashion

话题 3.3 : 时尚与潮流

Periods: 24 课时

Competency: The learner uses Chinese language to appreciate fashion by analysing and creating texts on the fashion trends in Uganda and China to foster intercultural understanding between both cultures.

能力目标: 学习者能够运用中文交流文化, 并通过分析和创作关于乌干达和中国文化习俗的文本和资源来促进文化鉴赏。学习者通过比较和反思乌干达与中国文化的相似性和差异性, 增进跨文化理解。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
<p>a) 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about trends in fashion.</p> <p>b) 就话题进行交流, 了解当代社会时尚并发表自己的看法。 discuss about contemporary social fashion and exchange ideas.</p>	<p>a) 听对话, 背诵以下重要词语, 注意声调。 The learner listens to a dialogue and watches a video about trends in fashion.</p> <p>词汇: 流行、时尚、发型、样子、化妆、打扮、难道、难怪、毕竟、赶、时髦、潮流、潮、大众、不合时宜、风靡一时、风格</p> <p>Vocabulary: to be popular, fashion, hair-style, appearance, make-up, dress-up, giving force to a rhetorical question, no wonder, after all, follow, fashion, trend, the masses, inappropriate, be prevalent for the time being, style</p> <p>b) 使用以下词语谈论当前的时尚趋势。 The learner talks about the current fashion trends using the given words.</p>	<p>a) 听录音, 写出关键词语。 Observe the learner's ability to recite the information from the audio recording and video about trends in fashion looking out for;</p> <ol style="list-style-type: none"> i. Accuracy ii. Intonation iii. Message iv. coherence

<p>c) 阅读并理解对话及课文的大意。 read and interpret the gist of dialogues and texts about trends in fashion.</p> <p>d) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to trends in fashion.</p> <p>e) 了解现实生活中的时尚对人们生活带来的影响。 discuss the impact of fashion on people in daily life.</p> <p>f) 了解并欣赏时尚色彩及其内蕴。 appreciate colours in fashion and their significance.</p>	<p>词汇：符合、尺寸、穿上、摆动、戴、布置、宝石蓝、单调、春季、夏季、秋季、冬季、淡、二手、寄、包裹、出口、地址、定、反而、规则、肥、抽奖 Vocabulary: accord with, size, to put on, swing, wear, arrange, precious stone colour, dull, spring, summer, autumn, winter, thin/light, second-hand, post, package, exit, address, decide, on the contrary, rule, fat, draw lottery ticket</p> <p>c) 运用以上词汇讨论不同国家的流行色及其内蕴。 The learner talks about popular colours worn in different countries and their significance using the vocabulary above.</p> <p>d) 两人一组，找出以下语法点并造句。 In pairs, the learner identifies the grammar points and constructs sentences about fashion.</p> <p>i) 像+NP+一样 The construction “像+NP+一样”</p> <p>ii) 此结构表示看起来像 This construction is used in almost the same way as “像+NP+一样”, which means to look like/to be like 例句 Example: 白云就像大海一样。</p> <p>iii) 结构助词“的”“得”</p> <ul style="list-style-type: none"> ● Structure particles“的、得” “的”为定语指示物，用在定语与中心词之间。 Particles “的” is used between the attributive modifier and the central word, and “的” is the indicator of an attributive. 例句 Example: 他的车坏了。 ● “得”为补语指示物，用在表语动词与状态补语或程度补语之间。 The particle “得” is used between the predicate verb or adjective, and the complement of state or degree, and “得” is the indicator complement. 例句 Example: 我忙得很。 	<p>b) 用所学语法点各造3个句子。 Evaluate the learner's ability to use knowledge in new situations by asking him/her to analyse the grammar points learnt and use them to form sentences about fashion.</p> <p>c) 写一写时尚对人们日常生活的影响。 Assess the learner's ability to write an article about the impact of fashion on people's daily lives looking out for; i. Message ii. Accuracy iii. coherence</p> <p>d) 对比乌干达和中国传统服饰。 Listen to the learner as he/she compares and contrasts the Ugandan and Chinese traditional wear respectfully.</p> <p>e) 谈一谈自己对时尚的理解并说明原因。 Listen and gauge the learner's ability to talk about his/her choice of fashion and give reasons for the choice looking out for;</p>
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	<p>● “难道”用于肯定反问句，表示否定意思，用于否定反问句，表示肯定意思。</p> <p>The adverb “难道” is used in positive rhetorical questions indicating negative meanings and in negative rhetorical questions indicating positive meanings. 例句 Example: 难道你没看短信?</p> <p>● “毕竟”，副词，表示追根究底所得的结论。</p> <p>“毕竟” is an adverb, indicating the conclusion obtained from a thorough investigation. 例句 Example: 再怎么吵，毕竟是她妈妈。</p> <p>e) 听写所学词语，注意笔顺。 The learner writes words learnt and pays attention to their strokes and stroke orders.</p> <p>f) 口语练习 Oral exercise 谈谈时尚对人们日常生活的影响。 The learner gives a speech introducing the impact of fashion on people's daily lives.</p> <p>写作 Writing</p> <p>g) 用中文设计一张时装秀广告海报。 The learner designs posters advertising a fashion show in Chinese.</p> <p>h) 阅读《中国人眼中的红与白》并向同学分享看法。 The learner reads “red and white in Chinese people’s eyes” and shares the message with classmates.</p>	<p>i. Intonation ii. Message iii. articulation</p> <p>f) 对比中乌不同颜色的含义。 Listen to the learner as he/she compares the meanings of the different colours in China to those of Uganda respectfully.</p> <p>g) 用中文设计一张时装秀广告海报。 Evaluate the product from the learner’s ability to bring knowledge learnt closer to real life by asking him/her to design a poster advertising a fashion show in Chinese.</p> <p>h) 听并理解关于时尚及潮流诗歌的大意。 Listen for the gist of tone and intonation as the learner reads a poem about trends in fashion and responds to tasks on it.</p>
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Sub-Topic 3.4: Festivals and Customs

话题 3.4 : 节假日与习俗

Periods: 24 课时

Competency: The learner uses Chinese language to promote cultural appreciation by analysing and creating texts about the cultural practices of Uganda and China to foster intercultural understanding.

能力目标: 学习者能够运用中文交流文化, 并通过分析和创作关于乌干达和中国文化习俗的文本和资源来促进文化鉴赏。学习者通过比较和反思乌干达与中国文化的相似性和差异性, 增进跨文化理解。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
<p>a. 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about festivals and customs.</p> <p>b. 听懂本单元的对话及课文。 listen to and interpret the dialogues and texts about festivals and customs.</p> <p>c. 阅读并理解对话及课文的大意。 read and discuss the gist of the dialogues and texts about festivals and customs.</p> <p>d. 写一篇跟本单元话题相关的小短文。</p>	<p>a. 听中国节日和习俗的对话, 学习词语。 The learner listens to a dialogue about Chinese festivals and customs, and identifies the following Chinese words. 词汇: 节日、准备、啤酒、红酒、纪念品、毛笔、音乐光盘、围巾、戴、希望、月饼、赏月、月亮、干杯、小意思、春节、中秋节 Vocabulary: festival, prepare, beer, wine, souvenir, brush, music CD, scarf, to wear, wish, moon cake, to appreciate the moonlight, the moon, to toast, small gift, Spring festival, the Mid-Autumn festival</p> <p>b. 小组合作, 理解词语的含义, 学习偏旁部首。In groups, the learner searches for the characters in the dialogue and identifies their radicals to determine their meaning.</p> <p>c. 分组讨论文章的内容。The learner discusses the main ideas in the dialogue in groups.</p> <p>d. 用正确的语音语调阅读文章。 The learner reads the text aloud, minding about the tones and identifying the new words in groups. The learner searches for the vocabulary in the text to understand its meaning.</p>	<p>a. 制定如何庆祝情人节的计划, 并用中文写出来。 Evaluate the learner's ability to apply appropriate words and use them to discuss how he/she plans on celebrating Valentine's Day as he/she writes his/her plan in Chinese looking out for: I. Confidence II. Coherence III. Accuracy IV. Intonation</p> <p>b. 介绍中国的节日和习俗。 Evaluate the learner's ability to describe the festivals and customs in China. Ensure accurate use of adjectives and knowledge of the Chinese festivals.</p> <p>c. 小品表演: 传统节日。</p>

<p>express him/herself in writing a short essay related to festivals and customs.</p> <p>e. 了解中乌节假日和习俗的文化差异。</p> <p>discuss the different festivals and customs of different countries.</p> <p>f. 翻译习语。</p> <p>apply the basic skills of interpreting idioms about festivals and customs.</p>	<p>词汇：礼轻情意重、节日、团聚、看望、压岁钱、红包、窗花、圣诞节、礼物、除夕、年夜饭、联欢晚会、跨年、守夜、可是、热闹、各种各样、特色、好看</p> <p>Vocabulary: Though the gift is small, it's given with affection, festival, get-together, pay a visit, lucky money, red envelope, paper cuttings for window decorations, Christmas, gift, New Year's Eve, New Year's Eve dinner, Spring festival Gala, New Year Eve countdown, night watch, but, lively, all kinds, feature</p> <p>e. 用“有/没有”比较不同国家的节日和习俗。</p> <p>The learner uses the verb “有/没有” to express a comparison of different festivals and customs of different countries.</p> <p>例句 Example: 中国的中秋节没有过年热闹?</p> <p>连动句 sentences with a serial verbal phrase</p> <p>例句 Example: 我有一个礼物要送给你。</p> <p>结果补语“上、开”</p> <p>Resultative complement with “上” and “开”</p> <p>例句 Example: 林娜戴上围巾就更漂亮了。</p> <p>我可以马上打开礼物吗?</p> <p>“不是...吗?”通常用来表示提醒某人某事或表示困惑或不满。</p> <p>“不是...吗?” is often used to remind someone of something or to show confusion or dissatisfaction.</p> <p>例句 Example: 不是说今天有雨吗? 怎么没下?</p> <p>f. 了解下面的象形字并指出哪些可以用作部首。 The learner identifies the pictographic characters below and indicate which ones are used as radicals and show their position (if they are above, below, at the side, etc.).</p> <p>偏旁 “衤” “冫”</p> <p>Radicals “衤” “冫”</p> <p>g. 说一说乌干达的情人节, 并与中国的七夕做比较。</p>	<p>Assess the learner's speaking skills as he/she performs a short skit about any one traditional festival in Uganda and China and evaluate pronunciation, appropriate use of tones and fluency as he/she acts the skit out in Chinese.</p> <p>d. 请为一家中国报业公司写一篇关于乌干达节日及其庆祝方式的文章。</p> <p>Evaluate relevance, accuracy and coherence in the use of learnt Chinese words as the learner writes a short article for a Chinese newspaper company about different festivals and customs in Uganda and how they are celebrated in Chinese.</p> <p>e. 翻译有关节日和习俗的对话。</p> <p>Evaluate the learner's interpretation skills and understanding of the original message as he/she interprets a conversation about festivals and customs from Chinese to English.</p>
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	<p>The learner talks about Valentine’s Day and how it is celebrated in Uganda and compares it with Chinese Valentine’s Day celebrations.</p> <p>h. 写一篇短文，介绍中国的传统节日。 The learner writes a short essay to introduce a traditional Chinese festival.</p> <p>i. 阅读《中国的情人节——七夕节》，并将其感兴趣的部分翻译成英语。 The learner reads “Chinese Valentine’s Day-Qixi Festival” and writes about what they find interesting in the text in English.</p> <p>j. 找出你所知道的关于节日/习俗的中文习语并翻译。 The learner identifies the idioms in the recorded text about festivals and customs and interpret them.</p> <p>k. 阅读与节假日相关的文学作品节选，并回答问题。 The learner reads an excerpt from a Chinese Classic text (novel) about festivals and customs and responds to questions about it.</p>	
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Topic Four: Media and Entertainment

主题 4：媒体与娱乐活动

Sub-Topic 4.1: Entertainment and Leisure

话题 4.1：娱乐和休闲活动

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about media, and its role in shaping daily life through analysing and creating texts that explore lifestyle choices, societal trends, and technological advancements to foster awareness.

能力目标：学习者能够运用中文交流媒体与娱乐活动在塑造日常生活和社会中的作用。通过分析和创作文本及资源，学习者探索生活方式选择、社会趋势及技术进步，并比较乌干达与中国的相关实践，以提升文化理解和批判性意识。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about entertainment and free time. 听懂本单元的对 话及课文。 b) listen to and analyse the dialogues and texts about entertainment and free time at school	a) 听对话，并背诵。 The learner listens to and recites the dialogue about calligraphy. b) 复述对话主要内容。 The learner retells the main ideas from the dialogue about calligraphy. 词汇：书法、越来越、最近、展览、画展、中国画、油画、不同、不仅……，还…… Vocabulary: calligraphy, more and more, recently, exhibition, exhibition of paintings, Chinese paintings, oil painting, different, not only..., but also... c) 用重点词语对话（讨论喜好）。 The learner applies the keywords to create a new dialogue. (people discussing their likes and dislikes).	a) 听并背诵对话，注意语音语调。 Evaluate the learner's pronunciation and fluency as he/she recites and talks about the dialogue about calligraphy paying attention to the tones. b) 学习相关词汇的含义，并造句/对话。 Evaluate the learner's ability to use the vocabulary learnt appropriately as he/she makes correct sentences with relevant words to form a dialogue looking out for:

<p>写一篇跟本单元话题相关的小短文。</p> <p>c) express him/herself in writing a short essay related to entertainment and free time at school using appropriate words</p> <p>阅读并理解对话及课文的大意。</p> <p>d) read and interpret the gist of the dialogues and text about entertainment and free time at school.</p> <p>欣赏中国的传统文化艺术。</p> <p>e) appreciate the classic works in China.</p> <p>了解口译的记忆训练方法。</p>	<p>词汇：报名、安排、特点、文房四宝、笔、墨、纸、砚、中国通、穿、旗袍、越剧、民乐、努力、进步、实在、热情、认真</p> <p>Vocabulary: register, arrange, feature, The Four Treasures of the Study, brush, ink, paper, ink stones, China hand, wear, Cheongsam, Yue opera, folk music, endeavour, progress, indeed, passionate, serious</p> <p>d) 连词成句。 The learner reads and rearranges the given phrases.</p> <p>i) 越来越..... more and more 例句 Example 我越来越喜欢书法了。</p> <p>ii) “了”表变化 The particle “了” indicates changes in situation 例句 Example 他已经成为书法专家了。</p> <p>iii) 还是.....或者..... still/or 例句 Example 书法比赛还是书法展览？</p> <p>iv) 不但....., 而且..... Not only...but also... 例句 Example 他不但会说中文, 而且还会写书法。</p> <p>e) 识别会意字, 并注意语调 The learner identifies associative compounds and reads them. 明、休、从、看 Bright, rest, from, see</p> <p>f) 汉字偏旁 识别带有木和纟部首的汉字, 并谈谈它们的用法。 The learner identifies the radicals 木 and 纟 and discusses how they are used.</p>	<p>i. Message ii. Accuracy iii. Coherence iv. collaboration</p> <p>c) 说一说你对中国艺术作品的感受。 Listen to the learner talk about his/her feelings about Chinese artworks and investigate on the appropriate use of words to express likes and dislikes.</p> <p>d) 练习写毛笔字。 Observe the stroke orders as the learner practises writing calligraphy.</p> <p>e) 写一则简短的书法体验活动通知。 Evaluate the appropriate use of learnt grammar point 不但....., 而且....., 还是.....或者..... 不但....., 而且..... as the learner writes a short notice of the calligraphy experience activity.</p> <p>f) 翻译《对书法的热爱》一文中的五个句子。 Evaluate the learner's understanding of the</p>
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<p>f) apply the basic memorizing skills in interpretation.</p>	<p>g) 说一说你对中国艺术作品的感受。 The learner talks about their feelings towards Chinese artworks.</p> <p>h) 写一则简短的书法体验活动通知。 The learner writes a short notice about the calligraphy experience activity.</p> <p>i) 阅读《中国的传统运动》，找出都有哪些运动，并注意其中的文化部分，并与乌干达的传统运动做对比。 The learner reads 'Culture knowledge: Chinese traditional sports' and identifies the people, and what they do. 学习者识别短文中的文化方面的知识。</p> <p>j) The learner identifies the cultural aspects of the text.</p> <p>k) 学习者将中国的传统体育运动与自己国家的做比较。 The learner compares the Chinese traditional sports to the ones in Uganda.</p> <p>l) 翻译《对书法的热爱》的主要内容。 The learner translates the topic of Love of Calligraphy.</p> <p>m) 阅读与节假日和习俗相关的文学作品节选，并回答问题 The learner reads an excerpt from a Chinese Classic text (novel) about festivals and customs and responds to questions about it.</p>	<p>sentences written in Chinese characters as he/she translates five sentences from <i>Love of Calligraphy</i> looking out for:</p> <ol style="list-style-type: none"> I. Accuracy II. Message III. syntax
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Senior Six 中学六年级 Term 2 第二学期

Topic Four: Media and Entertainment

主题 4 : 媒体与娱乐活动

Sub-Topic 4.2: Shopping and Commodities

话题 4.2 : 购物与商品

Periods: 24 课时

Competency: The learner uses Chinese Language to communicate about various methods of shopping through analysing and creating texts to foster and explore lifestyle choices, societal trends between Uganda and China.

能力目标: 学习者能够运用中文交流媒体与娱乐活动在塑造日常生活和社会中的作用。通过分析和创作文本及资源, 学习者探索生活方式选择、社会趋势及技术进步, 并比较乌干达与中国的相关实践, 以提升文化理解和批判性意识。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply relevant vocabulary and grammar about shopping and commodities. b) 听懂本单元的对话及课文。 listen to and analyse the dialogues and texts about shopping and commodities. c) 就话题进行交流, 了解如何	a) 听然后阅读有关购物的对话。 The learner listens to and reads a dialogue about shopping. 词汇: 质量、商标、品牌、竟然、值得、其中、再说、肯定、一分钱一分货、差不多、倍、……之一、购物、购买、进口、降价、特价、促销、节省、季度、打折、降低、对比、诚信、高价、名牌儿、品质 Vocabulary: quality, trademark, brand, indicating unexpectedness, to be worth, among, besides/what's more, must/surly, the higher the price, the better the quality, almost, multiples/times, used b.to express a fraction or percentage b) 听课文录音, 找出下列词语。 The learner listens to an audio recording about shopping and commodities and finds the meaning of the following keywords.	a) 根据对话, 正确运用重点词汇和语法向亲戚推荐一台电子产品。 Observe the learner as he/she presents a speech with the correct use of grammar and keywords he/she has heard from the dialogue about shopping, to recommend an electronic product to a relative looking out for: <ol style="list-style-type: none"> I. Intonation II. Accuracy III. Confidence

<p>对比货物，讨价还价。 discuss about how to bargain and compare goods.</p> <p>d) 运用介词“比”及百分数、倍数等进行比较。 make comparisons about shopping and commodities using the preposition “bi” and percentage, multiples</p> <p>e) 阅读并理解对话及课文的大意。 read and discuss the gist of the dialogues and texts about shopping and commodities.</p> <p>f) 了解中国的品牌。 Discover more about Chinese brands.</p> <p>g) 写一篇跟本单元话题相关的小短文。 express him/herself in</p>	<p>词汇：步行、逛、百货、营业、光临、冰箱、推销、挑选、货、售货员、来源、如今、出售、产品、商务、实用、快递、立即、临时、考察、发票、维修</p> <p>Vocabulary: Go on foot, to stroll, general merchandise, do business, honour with their presence, refrigerator, promote sales, to choose, goods, shop assistant, source, nowadays, to sell, product, commercial affairs, practical use, express delivery, immediately, temporary, to inspect, invoice, to maintain</p> <p>c) 用介词“比”比较中国和乌干达品牌的差异。 The learner uses the preposition “比 bi” to compare Chinese and Ugandan brands. 例句 Example: 这台电脑比那台质量好。</p> <p>d) 学会使用分数、倍数和百分比的表达。 The learner uses the expression of fractions, multiples, and percentages to talk about shopping and commodities.</p> <p>i) “倍”，自主量词，表示倍数，后面一般不跟名词。 The measure word “倍” indicates the quotient of one number divided by another, it’s an unbound measure word, usually not followed by any noun. 例句 Example: 销售额增加了三倍。</p> <p>ii) 分数线读作“之一”先读分母，再读分子 In a fraction, the bottom mark is read as “之一”，the denominator is read first and then the number. 例句 Example: 四分之三的学生买了笔记本。</p> <p>iii) “%” 读作百分比 The percentage sign “%” is read as “百分之” 例句 Example: 价格提高了百分之六。</p> <p>iv) 数量补语 the complement of quantity</p>	<p>IV. Articulation</p> <p>b) 准确朗读对话，并鼓励学生带读。 Listen to a learner read aloud an advertisement about shopping and commodities and guide him/her on the correct pronunciation of tones. Ask his peers to read after him/her to encourage peer teaching.</p> <p>c) 情景表演：讨价还价。 Observe the learner as he/she is role-playing bargaining on the price of commodities in a market/shop looking out for:</p> <ol style="list-style-type: none"> I. Collaborati on II. Articulation III. Coherence IV. Message <p>d) 用中文写一篇文章：购物经历。 Observe the learner as he/she writes a short report about their shopping experience at an exhibition and encourage him/her</p>
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<p>writing by writing a short essay related to shopping and commodities.</p> <p>h) 正确掌握汉译英笔译选词。 Appreciate the selected words from texts about shopping and commodities and translate them from Chinese to English.</p>	<p>A + numeral - measure word phrase 例句 Example: 这台电脑比那台价格贵三倍。 “再说”可以作动词，表示把事情留到以后再办理或考虑；也可做连词，表示对前面的话补充进一步的情况。 “再说” can be used as a verb to indicate to put things off until later; can be used as a conjunction to explain a further situation in addition to what has been said. 例句 Example: 现在的事儿，做了再说。</p> <p>v) “竟然”，副词，用在动词、形容词前，表示没有想到，出乎意料。 the adverb “竟然” is used before a verb or adjective to indicate unexpectedness or surprise. 例句 Example: 这首歌特别好听，最近很流行，你竟然没听过？</p> <p>e) 认读关键字词并书写，注意以下构词法。 The learner understands the keywords from a text about shopping and commodities and writes their characters correctly paying attention to the following: i) 独体字 single font ii) 构词法 Word formation methods iii) 补充式 verb-complement compound words iv) 提高 打开 得到 Improve, open, to get</p> <p>f) 情景表演买东西。 role plays purchasing commodities/items from a market/shop.</p> <p>g) 写一写你的购物经历。 The learner writes about his/her shopping experience in Chinese.</p> <p>h) 阅读《中国人的购物习惯》，并与同学进行讨论。</p>	<p>to use formal Chinese language to submit a standard report.</p> <p>e) 翻译与购物相关的重点词汇。 Evaluate the learner’s understanding of the characters in Chinese sentences as he/she translates the keywords from a text related to shopping from Chinese to English looking out for: I. Accuracy II. syntax</p> <p>f) 检测学习者对相关话题的阅读理解能力并写出大意。 Assess the learner’s ability to read and understand an extract from a play related to shopping and commodities and ask him/her to write down the main ideas in Chinese.</p>
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	<p>The learner reads shopping habits and discusses them with classmates.</p> <p>i) 阅读有关乌干达购物/商品的文章，并翻译重点词语。 The learner reads an extract about shopping/ commodities in Uganda and translates the keywords.</p> <p>j) 阅读与购物和商品相关文学作品节选，并回答问题。 The learner reads an excerpt from a Chinese text (play) about shopping and commodities and responds to questions about it.</p>	
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Sub-Topic 4.3: The Impact of Media on People’s Lives

话题 4.3 : 媒体对生活的影响

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about the impact of media on people’s lives through analysing and creating texts to foster a broad understanding of the different roles media plays in both societies.

能力目标: 学习者能够运用中文交流媒体与娱乐活动在塑造日常生活和社会中的作用。通过分析和创作文本及资源，学习者探索生活方式选择、社会趋势及技术进步，并比较乌干达与中国的相关实践，以提升文化理解和批判性意识。

<p>学习目标 Learning Outcomes</p> <p>学习者能够: The learner should be able to:</p>	<p>话题任务 Suggested Learning Activities</p>	<p>评估建议 Sample Assessment Strategies</p>
<p>a) 掌握本单元生词及语法。 Apply relevant vocabulary and grammar about the impact of media on people’s lives.</p>	<p>a) 听对话，学习以下词语。 The learner listens to a dialogue about the impact of media on people’s lives and identifies the new words below. 词汇：迷、网迷、电脑游戏、打游戏、拍摄、参加、采访、大多、主持人、根据、缓解、描述、片面、说服、针对、的确、喜爱、反映、感兴趣、结论 Vocabulary: Be fascinated by/be crazy about, internet fan, computer game, play</p>	<p>a) 朗读并背诵对话，注意重点词语的读音。 Observe the learner as he/she dramatises the dialogue about the impact of media on people’s lives and pay attention to:</p>

<p>b) 听懂本单元的对话及课文。 Listen to and analyse the dialogue and texts about the impact of media on people's lives.</p> <p>c) 阅读并理解对话及课文的大意。 read and discuss the gist of dialogues and texts about the impact of media on people's lives.</p> <p>d) 了解媒体对生活的影响。 Explain the impact of media on life.</p> <p>e) 了解如何进行采访。 conduct interviews about the impact of media on people's lives successfully.</p> <p>f) 写一篇跟本单元话题相关的小短文。 express him/herself in writing-by-</p>	<p>games, photograph, to participate in, join, interview, mostly, host, based on, to relieve, to describe, unilateral, to persuade, by, indeed, to like, to reflect, be interested in, conclusion</p> <p>b) 根据课文内容填空。 The learner fills in the blanks in a text about the impact of media on people's lives. 词汇: 记者、有名、出色、上电视、辩论、片面、议论、表演、趋势、谈笑自如、差点、运用、系列、思考、独特、多样、业余、扩展 Vocabulary: reporter, famous, outstanding, on TV, to argue, unilateral, to comment, performance, trend, talk and laugh freely, almost, to apply, series, mediate, unique, diverse, spare time, to expand.</p> <p>c) 用以下语法点造句。 The learner forms sentences about the impact of media on people's lives using the grammar points below.</p> <p>i) 主语+把+宾语+动词+动量补语/时量补语 subject + 把 + object + verb + Momentum complement/time complement. 例句 Example: 我把房间打扫了两遍。</p> <p>ii) “连……也/都”表示强调, 说话人通过强调一项极端的例子来说明另一种情况。 The structure is often used for emphasis. The speaker explains another kind of situation by emphasizing an extreme case. 例句 Example: 你太厉害了, 连中文报纸都看得懂。</p> <p>iii) “对……来说”表示站在某一角度看问题。 The structure indicates the angle from which a matter is seen. 例句 Example: 对我来说, 她很重要。</p>	<p>i. Collaboration ii. Articulation iii. Accuracy iv. Message</p> <p>b) 为本单元所学语法各造 3 个句子。 Evaluate the learner's ability to use knowledge in new situations by asking him/her to form 3 sentences about the impact of media on people's lives using the grammar points learnt.</p> <p>c) 表演一个脱口秀节目。 Observe the learners as they act out a TV talk show in pairs about the impact of media on people's lives.</p> <p>d) 分小组, 比较乌干达和中国不同社交媒体平台的异同并表达自己的观点。 Listen to group discussions where the learners, compare and contrast the different social media platforms in Uganda and China and guide</p>
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<p>writing short essays related to the impact of media on people's lives.</p> <p>g) 正确掌握汉译英笔译选词。 Translate the selected words from texts in Chinese about the impact of media on people's lives into English.</p>	<p>iv) “不是……而是……”前一句否定，后一句肯定，对比着说明一件事。 The former sentence is negative and the latter sentence is affirmative, which explains one thing by contrast. 例句 Example: 他这样做不是为了自己，而是为了大家。</p> <p>v) 让/使/叫这三个词后面都可以加一个主语，三个词意思相同，“使”多用于书面语，“叫”多用于口语。 The Chinese words “叫”“让” and “使” can all be followed by a pivotal element to mean “to cause”. The three of them mean the same thing, with “使” usually used in written Chinese, while “叫” is usually used in spoken Chinese. 例句 Example: 读书使我快乐。</p> <p>d) 请写一些运用了以下构词法的汉字 The learner writes characters from a text about the impact of media on people's lives using the following methods:</p> <ul style="list-style-type: none"> i) 独体字 single font ii) 构词法 word formation iii) 偏正式 modifier-modified compound words 爱情、茶馆、蛋糕、汽车 Love, tea house, cake, car <p>e) 运用所学重要语法点造句。 The learner identifies some of the key grammar points learnt and use them to form sentences about the impact of media on people's lives.</p> <p>f) 两人一组，表演一个短剧。 The learner in pairs, acts out a short skit interviewing each other about the impact of media on people's lives.</p> <p>g) 写一写媒体对生活的影响。 The learner writes a composition about the impact of media on life.</p>	<p>the learners on how to politely express their ideas.</p> <p>e) 写一写媒体对生活的影响。 Observe the learner as he/she writes a short composition about the impact of media on life looking out for:</p> <ul style="list-style-type: none"> i. Coherence ii. Accuracy iii. Syntax iv. Relevance <p>f) 翻译文章中的重点词语。 Evaluate the learner's understanding of the sentences in Chinese characters as he/she translates the core words from the text about the impact of media on people's lives.</p> <p>g) 检测学习者对相关话题的阅读理解能力并写出大意。 Assess the learner's ability to read and comprehend an extract from a play related to the impact of</p>
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	<p>h) 阅读《微博与微信》，并就话题给出自己的观点。 The learner reads about Weibo and WeChat and gives his/her opinion about the subject matter.</p> <p>i) 翻译文章中的重点词语。 The learner translates the core words from the extract about the impact of media on people's lives.</p> <p>j) 阅读与媒体对人们的影响相关文学作品节选，并回答问题。 The learner reads an excerpt from a Chinese text (play) about the impact of media on people's lives and responds to questions about it.</p>	<p>media on people's lives and encourage them to write down the main ideas in Chinese.</p>
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Sub-Topic 4.4: Science and Technology

话题 4.4 : 科学与技术

Periods: 24 课时

Competency: The learner uses Chinese Language to evaluate the different forms of science and technology in Uganda and China through analysing and creating texts to foster science and technological advancement.

能力目标: 学习者能够运用中文交流媒体与娱乐活动在塑造日常生活和社会中的作用。通过分析和创作文本及资源，学习者探索生活方式选择、社会趋势及技术进步，并比较乌干达与中国的相关实践，以提升文化理解和批判性意识。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 Apply the relevant vocabulary and grammar in the conversation	a) 朗读重点词语，注意声调。 The learner reads aloud the Chinese words below with emphasis on the correct tones. b) 按正确的笔顺书写本课所学词语。	a) 阅读对话 2-3 遍，复述或表演出来。 Guide the learner as he/she reads a dialogue, listen to him/her recite and

<p>about science and technology.</p> <p>b) 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about science and technology.</p> <p>c) 就话题进行交流, 了解当代互联网技术及多媒体技术。 Discuss about contemporary technologies such as the Internet.</p> <p>d) 将现实生活与虚拟世界区分开来, 能够通过社交平台分享交流意见。 distinguish real life from the virtual world, and exchange opinions through social platforms.</p> <p>e) 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to science and technology.</p>	<p>The learner writes the characters of the Chinese words following their correct strokes and stroke orders.</p> <p>词汇: 互联网、技术、数据、数码、电子时代、智能、信息、程序、保存、修改、密码、是否、高铁、允许、操作、受不了、网课、网络、网址、微信、线上、线下、输入、日新月异、甚至、没法儿、离不开</p> <p>Vocabulary: Internet, technology, data, digit, electronic era, intellectual power, message, procedure, to preserve, to modify, password, whether, high-speed railway, to permit, operate, cannot bear, online class, network, website address, online, offline, to enter, changing with passing days, even, most unlikely, be inseparable from</p> <p>c) 听课文录音, 分组讨论对话中的主要内容。 The learner listens to a text about science and technology and discusses in groups the main idea in the text.</p> <p>d) 听写课文中听到的重点词语。 The learner writes down the key Chinese words below as he/she hears them being dictated.</p> <p>词汇: 成人、问候、回复、伙伴、无聊、下载、动画片、登录、设置、耳机、符号、资源、资料、获取、免费、空间、充电、充电器、未必、总之</p> <p>Vocabulary: adult, greeting, reply, partner, boring, download, cartoon, login, set up, earphone, symbol, resource, obtain, free of charge, space, to charge, charger, may not, in a word</p> <p>e) 将含有以下语法结构的词组连词成句。 The learner re-arranges the words and phrases that have the grammar points below to make sentences about science and technology.</p> <p>i) 强调句(双重否定表强调)。 “没有……(就)不……” used to emphasise sentences (double negation expresses emphasis). 例句 Example: 我们家没有不看电视的。</p> <p>ii) “是否”副词, 是不是, 一般用于书面语。 The adverb “是否” means whether or not, usually used in written Chinese.</p>	<p>watch them act it out in pairs/groups to ensure correct pronunciation and usage of words and grammar points learnt.</p> <p>b) 脱口秀或者辩论赛, 谈论技术对人们生活的影响。 Observe the learner as he/she participates in a talk show/ debate about the impact of new technologies on people’s lives looking out for;</p> <ol style="list-style-type: none"> i. Confidence ii. Coherence iii. Articulation iv. Intonation <p>c) 根据课文内容判断正误。 Observe and gauge the learner’s ability to read and comprehend a text about science and technology.</p> <p>d) 实际运用: 用所学语法造句子。 Evaluate the learner’s ability to apply knowledge in new situations by asking him/her to use the grammar points learnt to construct new sentences about</p>
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<p>f) 阅读并理解对话及课文的大意。 read and discuss the gist of dialogues and texts about science and technology.</p> <p>g) 正确掌握汉译英笔译长句。 translate long sentences about science and technology from Chinese to English.</p>	<p>例句 Example: 不过他这么小, 不知道他是否能读懂。 iii) “先……, 然后……表示动作的先后顺序。 This structure indicates the sequence of a series of actions. 例句 Example: 回家以后, 我先做作业, 然后吃饭。</p> <p>f) 汉字组合 分组, 并用文章中的词汇组词造句。 In groups, the learner uses Chinese characters from a text about science and technology and combines them to form sentences. 附加式 addition of Chinese words</p> <p>g) 使用适当的附加法来表达专业术语。 The learner uses the appropriate method of addition of Chinese words to express technical terms. 刀子 叉子 读者 译者 科学化 绿化 艺术家 画家 Knife, fork, author, translator, scientific, greening, artist, painter</p> <p>h) 说一说你身边的新科技并及时准确的给出反馈。 The learner talks about the new technologies around them, listens to what the classmate says about the same and reacts relevantly, accurately and coherently.</p> <p>i) 运用所学词语和句型, 写一写手机对人们生活的影响。 The learner writes about the impact of mobile phones on people's lives using the words and sentence patterns learnt.</p> <p>j) 阅读《中国古代四大发明和现代新发明》, 并分享文章大意。 The learner reads about “the four great inventions in ancient China and new inventions in modern society” and shares his/her views on the main ideas with classmates.</p> <p>k) 汉译英笔译长句: 运用谷歌翻译, 并编辑以求最正确的翻译。 The learner translates long sentences about science and technology from Chinese to English using Google</p>	<p>science and technology.</p> <p>e) 运用所学词语和句型, 写一篇手机对人们生活的影晌的小短文。 Guide the learner to write a short essay about the impact of mobile phones on people's lives using the learned words and sentence patterns looking out for; i. Originality ii. Creativity iii. Coherence iv. Message</p> <p>f) 听音频, 翻译相关词语。 Observe the learners as they listen to an audio in Chinese about science and technology and interpret it in English.</p> <p>g) 阅读并理解与话题相关的诗歌, 并分享各自的观点。 Evaluate the level of learning through assessment of how the learner reads a poem related to science and technology and shares his ideas in response to it.</p>
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	<p>Translate to produce the most correct version of the translation.</p> <p>l) 阅读与科学技术相关文学作品节选，并回答问题。</p> <p>The learner reads and analyses a poem in Chinese about science and technology and responds to questions about it.</p>	
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Topic Five: Tourism and Travel

主题 5 : 旅游与观光

Sub-Topic 5.1: Travelling and Sight-Seeing

话题 5.1 : 旅游和风景名胜

Periods: 24 课时

Competency: The learner uses Chinese Language to communicate about tourism and travel by analysing and creating texts on travel experiences and destinations fostering an appreciation of nature and the heritage of both countries.

能力目标: 学习者能够运用中文交流旅游与观光，通过分析和创作关于乌干达与中国旅行经历、目的地及文化遗产的文本和资源，探索旅游在促进文化交流、经济发展和环境保护方面的重要性，同时培养对自然的欣赏和热爱。

学习目标 Learning Outcomes	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
<p>学习者能够： The learner should be able to:</p>		
<p>a. 掌握本单元生词及语法。 apply relevant vocabulary and grammar about travelling and sightseeing.</p> <p>b. 听懂本单元的对话及课文。</p>	<p>a. 听、读有关长城的对话。 The learner listens to and reads a dialogue about the Great Wall.</p> <p>b. 学习对话中的重点词语。 The learner identifies the new words and discusses their meanings in the conversation.</p> <p>词汇：要……了、放假、补习中心、义工、旅游、建议、打算、差不多、特别、零下、度、气温、长城、不到长城非好汉</p>	<p>a. 听对话并背诵，注意语音语调。 Evaluate the pronunciation and fluency of the learner as he/she listens to a dialogue and recites it focusing on the tones to achieve correct intonation in the sentences.</p>

<p>listen to and discuss the dialogues and texts about travelling and sightseeing .</p> <p>c. 就话题交流旅行经历, 介绍旅游景点。 discuss the scenic spots.</p> <p>d. 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about travelling and sightseeing.</p> <p>e. 写一篇跟单元话题相关的小短文。 express him/herself in writing a short essay related to travelling and sightseeing.</p> <p>f. 欣赏中国经典旅游景点。 appreciate the classic Chinese tourist attractions.</p>	<p>Vocabulary: be about to, on holiday, tutoring centre, voluntary work, travel, suggest, plan, almost, special, minus, degrees, temperature, the Great Wall, you are not a hero unless you've been to the Great Wall.</p> <p>c. 学习课文中的重点词语。 The learner identifies and discusses the main idea in the text.</p> <p>词汇: 建议、景色、冬天、夏天、导游、秋天、下雪、北方、春天、南方、爬、温暖、寒冷、空调、暖气、羽绒服、北京、云南、海南岛</p> <p>Vocabulary: advice, scenery, winter, summer, guide, autumn, snowing, north, spring, south, to climb, warm, cold, air conditioning, heating, down jacket, Beijing, Yunnan, Hainan Island</p> <p>d. 学习文章中的语法点并造句。 The learner analyses the grammar points in the dialogue/text and forms sentences using the grammar points below.</p> <p>i)“就要……了”表示动作即将发生。“就要……了” means an action is about to take place.</p> <p>ii)例句 Example: 就要下雨了。</p> <p>iii). 真+adj. 表示感叹 The exclamatory sentence to express: 真+adj ! How+adj... 例句 Example: 长城真长!</p> <p>iv)不是……就是…… ..either...or... 例句 Example 不是你去, 就是我去。</p> <p>v). 复合趋向补语 Complex directional complement 例句 Example: 老师拿出来一本书。</p> <p>e. 写一写形声字 The learner writes Pictophenetic characters focusing on the 左形右声: 材、议</p>	<p>b. 阅读旅行的短文, 找出相关词语并造句, 注意所学单词的相关性、准确性和连贯性。 Take note of the learner's reading habits and evaluate relevance, accuracy and coherence in using learnt words as he/she reads a short passage provided about travelling, lists down the relevant words and uses them to write correct sentences.</p> <p>c. 两人一组, 就旅行进行讨论。 Listen to the learner's conversations with a classmate about travelling using the appropriate vocabulary and grammar looking out for;</p> <ol style="list-style-type: none"> i. Intonation ii. Accuracy iii. Audibility iv. Message v. collaboration <p>笔顺写出汉字。 Observe the learner as he/she writes characters following the correct stroke order. Take note of whether he/she is moving up down, right left and out in with the writing.</p>
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<p>g. 了解口译的记忆训练方法。 Apply the basic memorising skills in interpretation.</p>	<p>semantic component on the left and the phonetic component on the right: For example, 材、议 写一写汉字偏旁 writes the 汉字偏旁 Radicals: 讠、方 游、汉 放、旅</p> <p>f. 情景表演：向朋友推荐乌干达或中国的一个旅游景点。 The learner acts out a scenario recommending to friends to travel around Uganda or China.</p> <p>g. 用所学词语及语法结构写一篇关于旅行的小短文。 The learner applies the appropriate vocabulary and grammar to write a journal about travelling.</p> <p>h. 阅读《中国的名胜——泰山》并介绍给朋友。 The learner reads China's scenic spots- 'Mount Tai' and tell a friend about it.</p> <p>i. 学习并翻译与旅行相关的知识。 The learner identifies and interprets important information that relates to travelling.</p> <p>j. 阅读一篇小说并回答相应的问题。 The learner reads an excerpt from a novel and responds to questions about it.</p>	<p>d. 用所学词语及语法结构写一篇旅行日记。 Observe the application of learnt sentence structures and the use of relevant vocabulary as the learner writes a travel diary using the vocabulary and grammatical structures.</p> <p>e. 角色扮演：导游和游客，充分练习口译技巧。 Evaluate the application of appropriate interpretation skills of the oral passage in Chinese as the learner interprets a dialogue between a tour guide and a tourist about travelling and sightseeing in a role play.</p>
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Senior Six 中学六年级 Term 3 第三学期

Topic 5: Tourism and Travel

主题 5 : 旅游与观光

Sub-Topic 5.2: Different Countries and Geography

话题 5.2 : 世界各国与地理

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about tourism and travel by analysing and creating texts on travel experiences through exploring the importance of tourism to promote an appreciation of culture.

能力目标: 学习者能够运用中文交流旅游与观光, 通过分析和创作关于乌干达与中国旅行经历、目的地及文化遗产的文本和资源, 探索旅游在促进文化交流、经济发展和环境保护方面的重要性, 同时培养对自然的欣赏和热爱。

学习目标 Learning Outcomes: 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a) 掌握本单元生词及语法。 apply relevant vocabulary and grammar about different countries and their geography. b) 听懂本单元的对话及课文。 listen to and analyse the dialogues and text about different countries and their geography.	a) 听对话“母亲河”后阅读。 The learner listens to and analyses a dialogue about “Mother River”. b) 理解以下词语的意思。The learner identifies the key words in the dialogue and discusses their meaning in groups. 词汇: 母亲河、地理、知识、平方公里、包括、人口、正确、万、亿、世界、面积、黄河、长江、摇篮、大约、只要……就…… Vocabulary: mother river, geography, knowledge, square kilometre, include, population, correct, ten thousand, ten million, world, square, yellow river, the Yangtze River, cradle, approximately, as long as c) 概括文章主要内容。The learner describes the main idea in the text.	a) 阅读旅行的短文, 并组词造句。 Observe the learner’s reading skills and ensure relevancy, accuracy and coherency as he/she reads a given passage/dialogue about travelling and uses relevant grammar points to write correct sentences. b) 角色扮演: 导游向中国人讲述乌

<p>c) 描述自然和地理特征。 read and analyse a text about different countries and their geography.</p> <p>d) 讨论不同的国家和地理。 describe the geographical features of different countries.</p> <p>e) 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and text about different countries and their geography.</p> <p>f) 写一篇跟本单元话题相关的小短文。 express him/herself in writing a short essay related to the geography of different countries.</p> <p>g) 翻译习语。 apply the basic skills of interpreting idioms.</p>	<p>词汇：世界屋脊、珠穆朗玛峰、黄山、五岳之首、常年、四季如春、温暖、潮湿、炎热、干燥、平原、山地、盆地、草原、没有……</p> <p>不……、哪怕……也……</p> <p>Vocabulary: Roof of the world, Mount Everest, Mount Yellow, the Five Mountains, ...the first, throughout the year, it's like Spring all the year round, warm, humid, scorching, dry, plain, mountain, basin, grassland</p> <p>d) 使用正确的句型和语法造句。 The learner constructs sentences using the sentence patterns and grammar points.</p> <p>i) “万”及以上数字的表达。 Expressions of ten thousand and above number. 例句 Example: 中国的面积是 960 万平方公里。</p> <p>ii) 用“几”的概数。 uses “几” to express approximate numbers. 例句 Example: 大约有几百人参加了知识竞赛。</p> <p>iii) 兼语句 pivotal sentence 例句 Example: 中国人叫它“母亲河”。</p> <p>e) 请用以下句型表达某种必要条件 The learner expresses the necessary condition with the sentence structure below.</p> <p>iv) 只要……就…… 用来连接条件复句的 2 个分句，“只要”引出必要条件，“就”引出结果。 只要……就…… is used to connect the two clauses of a conditional complex sentence, with“只要” introducing a necessary condition and “就” followed by the consequent result. 例句 Example: 只要你想去就能去。</p> <p>iii) “把…叫作/当作…”在此结构中，后半部分是前半部分的名称，“把”后</p>	<p>干达的各个地理位置。 Evaluate the learner's ability to use words related to tour guides and act out a scenario of a tour guide telling a Chinese person about the various geographical sites in Uganda. Looking out for;</p> <p>i. Collaboration ii. Articulation iii. Confidence</p> <p>c) 向乌中国朋友讲述“尼罗河”或其他旅游景点。 Evaluate the learner's skills to narrate a story using appropriate vocabulary and grammar points as he/she tells a Chinese friend a story about the “Nile River” or any other tourist site in Uganda looking out for;</p> <p>i. Intonation ii. Message iii. Coherence iv. Articulation</p> <p>d) 向外国朋友介绍非洲明珠。 Listen to the learner as he/she uses the grammar</p>
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	<p>面通常跟名词、代词或名词短语。</p> <p>“把...叫作/当作...”in the structure, the latter part is the name of the former part. “把” is usually followed by a noun, pronoun or noun phrase.</p> <p>例句 Example: 我把乌干达当作我的第二故乡</p> <p>•</p> <p>f) 字与词 Chinese characters and words 认读超纲词语。 Learners identify and recognise supplementary words in the text.</p> <p>g) 听然后背诵跟地名有关的词语和句子。 The learner listens to and recites the words and sentences that relate to various geographical locations in Chinese Language.</p> <p>h) 角色扮演，导游向中国人讲述乌干达的各个地理位置。 The learner discusses the various geographical sites in Uganda in Chinese.</p> <p>i) 练习与不同国家和地理相关的汉字，并注意笔画笔顺。 The learner writes the Chinese characters from the text about the geography of different countries following the correct strokes and stroke orders.</p> <p>j) 写一篇有关尼罗河的小短文，然后跟黄河做比较。 Learners use characters to write a short paragraph comparing the Nile River with the Yellow River.</p> <p>k) 阅读“非州明珠-乌干达”，识别文章中的10个句子并翻译成中文。 The learner reads “The Pearl of Africa-Uganda,” identifies and translates 10 sentences in the book that describe Uganda.</p> <p>l) 翻译并解释相关习语。 The learner identifies idioms used in any recording given and interprets them for peers in English.</p>	<p>patterns like the expression of ten thousand and above, use of “几”, use of pivotal sentences, use of 只要.....就..... etc, correctly to talk about the pearl of Africa to his/her foreign friends in Chinese.</p> <p>e) 了解并解释相关习语。 Evaluate the learner’s ability to apply idioms, as he/she identifies and notices their use in any recording given and interprets them for peers in English.</p> <p>f) 按照正确的笔顺写汉字。 Observe the learner as he/she uses the characters that relate to geographical features to describe the nature of any country in a short paragraph. Ensure relevance, accuracy and coherency in the use of the characters.</p> <p>g) 了解中国及乌干达地图，描述地</p>
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	<p>m) 阅读与特定国家相关的地理知识节选, 并回答问题。 The learner reads an excerpt from a Chinese text (novel) about the geography of a given country and respond to questions asked.</p>	<p>理位置及自然资源。 Evaluate the learner's ability to identify some locations of the geographical sites and natural resources on the maps of China and Uganda.</p>
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Sub-Topic 5.3: Man and Animals

话题 5.3 : 人与自然

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about tourism and travel by analysing and creating texts on travel experiences through exploring the importance of tourism to promote an appreciation of nature.

能力目标: 学习者能够运用中文交流旅游与观光, 通过分析和创作关于乌干达与中国旅行经历、目的地及文化遗产的文本和资源, 探索旅游在促进文化交流、经济发展和环境保护方面的重要性, 同时培养对自然的欣赏和热爱。

学习目标 Learning Outcomes 学习者能够: The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 Apply the relevant vocabulary and grammar about man and animals. b. 听懂本单元的对话及课文。	a. 听并背诵对话。 Learner listens to and recite dialogues about man and animals. b. 注意对话中的重点词语, 并书写汉字。 Learner identifies the following keywords in the dialogues and write the Chinese characters.	a. 听然后背诵对话。 Observe the learner as he/she confidently recites and acts out a dialogue about man and animals looking out for: i) Intonation ii) Articulation iii) Confidence

<p>listen to and analyse dialogues and texts about man and animals.</p> <p>c. 就话题进行交流和谈论, 了解如何处理好人与自然的关系。 Discuss about how to handle the relationship between humanity and nature.</p> <p>d. 讨论日常生活的点滴对环境的影响。 Discuss the impact of daily life on the environment.</p> <p>e. 阅读并理解对话及课文的大意。 read and analyse the gist of dialogues and texts about man and animals.</p> <p>f. 写一篇跟本单元话题相关的小短文。 express him/herself in</p>	<p>词汇: 国宝、野生、风景、居住、树林、树叶、活泼、优雅、好动、调皮、好养、聪明、濒危、海洋、生态园、保护、饲养、栖息、皇冠鹤、习性、熊猫、抱、万一、大概、悠闲自在、无忧无虑、不慌不忙 Vocabulary: national treasure, wild, scenery, reside, woods/forest, leaves, lively/vivacious, graceful, active, naughty, easy to raise, smart, endanger, ocean, ecological garden, preserve, to rear, inhabit, crane, habits, panda, hug, in case, probably, leisurely and carefree, carefree, calm</p> <p>c. 大声朗读课文, 注意语音语调。 Learner reads aloud a given text about man and animals focusing on correct tones and intonation.</p> <p>d. 分小组讨论人对环境的影响 (正面和负面)。 In groups, the learner discusses the impact of man on the environment (both positive and negative).</p> <p>词汇: 自然、降温、改善、疗养、位于、土地、神秘、渐渐、睡着、肚子、尾巴、骨头、弱、伤害、看望、讲座、承担 Vocabulary: nature, drop in temperature, to improve, convalesce/recuperate, located, land, mysterious, gradually, to fall asleep, belly, tail, bone, weak, injure, visit, lecture, bear/undertake</p> <p>e. 四人一组, 使用所学语法点造句。</p>	<p>b. 使用学过的语法结构造句。Assess the learner's ability to construct long sentences about man and animals using the grammar structures learnt.</p> <p>c. 讨论人们的生活方式和行为如何影响环境, 并引导学生正确表达。Listen to the learner while he/she discusses in Chinese how people's ways of life and behaviours have affected the environment and guide him/her on how to express oneself politely.</p> <p>d. 分别说一说中国和乌干达的国宝及其不同 Listen and gauge the learner's ability to describe China's national treasures in contrast to Uganda's looking out for:</p> <ol style="list-style-type: none"> i. Syntax ii. Coherence iii. Message iv. Intonation <p>e. 比较乌干达的野生动物与中国的野生动物, 并展示二者之美。</p>
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<p>writing by writing a short essay related to man and animals.</p> <p>g. 能够通过自身的行为来保护自然。 Apply words in Chinese about protecting the environment.</p> <p>h. 能够正确掌握汉译英笔译长句。 translate long sentences from Chinese to English.</p>	<p>In groups, the learner constructs sentences about man and animals using each of the grammar points learnt.</p> <p>i) 动量补语 the action-measure complement 例句 Example: 我去了一趟野生动物园。</p> <p>ii) 多项定语 more attributives 例句 Example: 大熊猫长着一双又大又黑的圆圆的眼睛。</p> <p>iii) 万一……（就）……假设 Indicates hypothesis 例句 Example: 万一这次考试失败了，就没有下一次机会了。</p> <p>iv) “……可见……” 承接上文做出的判断 “……可见……” undertakes above making judgments 例句 Example: 接连打了几次电话，可见情况十分紧急。</p> <p>f. 讨论不同的构词法并举例。 In groups, the learner discusses the different word formation methods below and use them to form words.</p> <p>i) 构词法 word formation methods</p> <p>ii) 缩减式 the reduction method 清华—清华大学 北大—北京大学</p> <p>g. 说一说熊猫和皇冠鸟 Learners talk about pandas and crested cranes.</p> <p>h. 用所学词语写一篇关于饲养动物经历的小短文。 Learner writes a short narrative essay about an experience of</p>	<p>Observe the learner as he/she makes comparisons between Uganda's wildlife and China's looking out for the beauty in both.</p> <p>f. 用所学词语写一篇关于饲养动物经历的小短文。 Evaluate the learner's ability to apply words and grammar points learnt to write a short narrative about an experience of raising animals.</p> <p>g. 将《中国的国宝大熊猫》一文中至少3句话翻译成英文。 Observe and evaluate the learner's understanding of the sentences in Chinese-English and his/her ability to translate sentences from the text "The National Treasure of China-Giant Panda" from Chinese to English language.</p> <p>h. 阅读相关诗歌，注意语音语调，并发表意见。 Listen for the gist of tone and intonation as the</p>
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	<p>raising animals using the words learnt.</p> <p>i. 阅读《绿色食品》，并发表意见。 Learner reads 'Green Food' and share his/her opinion.</p> <p>j. 将《中国的国宝大熊猫》一文翻译成英文。Learner translates sentences from the article The 'National Treasure of China-Giant Panda' from Chinese to English.</p> <p>k. 阅读与人与自然相关的古诗，并概括大意。Learner reads a poem about man and animals and highlight the main ideas.</p>	<p>learner reads a poem about man and animals and ask him/her to give his/her opinion about it.</p>
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Topic Six: Career

主题 6 : 职业规划

Sub-Topic 6.1: Part-time Jobs during Holidays

话题 6.1 : 兼职/打零工

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about career aspirations and personal development through analysing and creating texts related to work experiences, self-improvement, and life goals to foster cultural awareness and personal growth.

能力目标: 学习者通过分析和创作与工作经历、自我提升及人生目标相关的文本和资源，使用中文交流职业抱负和个人发展。探讨工作在塑造个人身份中的作用，并比较乌干达和中国的职业实践和价值观，以培养文化意识和促进个人成长。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 Apply the relevant vocabulary and	a. 听对话，学习相关词语 Learner listens to and reads a dialogue about part-time jobs during holidays, identify the relevant vocabulary and find their meanings.	a. 根据课文内容复述。Observe and gauge the learner's ability to

<p>grammar about part-time jobs in holidays.</p> <p>b. 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about part-time jobs in holidays.</p> <p>c. 就话题进行交流, 如何准备面试。 Discuss about how to prepare for a job interview.</p> <p>d. 阅读并理解对话及课文的大意。 read and analyse the gist of the dialogues and texts about part-time jobs in holidays.</p> <p>e. 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to part-time jobs in holidays.</p> <p>f. 了解乌干达的就业情况。 Analyse the employment situation in Uganda.</p>	<p>词汇: 挺、紧张、信心、按时、迟到、面试、登记、招聘、应聘、提供、简历、材料、符合、通知、合同、本来、负责、专业、推销员、翻译、收银员、另外、安排、收入、工资</p> <p>Vocabulary: Quite/rather, nervous, confidence, on time, be late, interview, to recruit, accept an offer of employment, to provide, curriculum vitae, material, to accord with, to inform, contract, originally/at first, to be in charge of, major/specialty, salesman, to translate, cashier, besides/in addition, to arrange, income, salary</p> <p>b. 小组讨论兼职工作。 in groups, Learner discusses a given part-time job.</p> <p>词汇: 首先、其次、办事、顾客、诚实、担任、大型、规模、手忙脚乱、积累、经验、汇报、结果、加班、搞、糟</p> <p>Vocabulary: first, second/next, handle affairs, customer, honest, hold the post to, large-scale, scale, in a rush, to accumulate, experience, to report, result, work overtime, engage in, messy</p> <p>c. 使用正确的句型和语法造句。 Learner forms sentences using the correct sentence patterns and grammar points as portrayed below:</p> <p>i) 结果补语 the resultative complement V+V/A) 例句 Example: 我听懂了。</p> <p>ii) 疑问代词表示任指 interrogative pronouns of general denotation. 例句 Example: 我才开始工作, 什么都要向你学习。</p> <p>iii) “是” 表肯定 “shì” for emphasis and affirmation 例句 Example: 他是学习很努力。</p> <p>iv) “不管……都……” 结构中, “不管” 表示不管任何假定的情况下, 结论或结果都不会改变, 常与疑问代词“什么”, “怎么”, “谁”, “多么” 连用, 还与“还是” 或肯定-否定式搭配, 后接以“都” 等分句。 The conjunction “不管” indicates that the conclusion or result won't change under any</p>	<p>retell a story in the dialogue or text about part-time jobs in holidays in Chinese looking out for:</p> <ol style="list-style-type: none"> i. Intonation ii. Articulation iii. Coherence iv. Message <p>b. 情景表演: 面试。 。 Evaluate the learner's ability to use knowledge in real-life situations by observing him/her simulate a job interview in Chinese in pairs.</p> <p>c. 看一则招聘广告的视频, 并回答问题。 Ask learners to attentively watch a video of a job advertisement and guide them as they answer questions about it.</p> <p>d. 写一则招聘兼职的广告用中文填写简历 Observe the learner as he/she writes an advertisement for a part-time job and encourage him/her to use</p>
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<p>g. 了解书信格式并写一篇正式的信函 Apply the format of and write a formal letter</p> <p>h. 了解面试时应注意的礼仪和技巧。 apply interview skills and etiquette.</p> <p>i. 了解中国的购物平台。 discover Chinese shopping platforms.</p> <p>j. 正确掌握汉译英笔译数字。 interpret large numbers in Chinese and use them in a job situation.</p>	<p>assumed circumstances, often used together with the interrogative pronoun “什么、怎么、谁、多么”. it’s often collocated with “还是” or affirmative-negative phrase, followed by a clause with “都” or other words. 例句 Example: 不管上课、上班, 还是约会, 准时都非常重要。</p> <p>iv) “本来”表示自然而然, 还可表示起初 the adverb “本来” indicates naturally, it goes without saying; it can also mean “originally /at first”. 例句 Example: 这次招聘本来是小李负责的。</p> <p>v) 副词“挺..的”表示程度 the adverb “挺” means “quite /rather”, similar to “很”, it’s often used in the structure “挺.....的”. 例句 Example: 他们问的问题都挺容易的。</p> <p>d. 朗读课文, 小组学习并讨论本课相关词汇及含义。 Learner reads the text about part-time jobs in holidays and in groups identifies the words learnt and discuss their meanings.</p> <p>e. 练习与下面构词法相关的汉字与词组。 Learner writes words and phrases about part-time jobs in holidays paying attention to the following: 独体字 single font 构成法 word formation methods 动宾式 verb-object compound words 说话、食物、聊天 Speak, food, chat</p> <p>f. 角色扮演: 面试官和应聘者。 Learner acts out a situation about a job interview where one is an interviewer and another an interviewee.</p> <p>g. 写一写你毕业后想做什么工作。 Learner writes a short composition describing a job he/she would like to do.</p> <p>h. 写一封求职信</p>	<p>formal Chinese language.</p> <p>e. 用中文填写求职简历或求职申请。 Observe the learner as he/she fills out their resume and writes a letter of application in Chinese for a job they would like to do in Formal language.</p> <p>f. 使用网络购物平台, 将平台上不同商品的价格换算成人民币并翻译。 Observe the learner’s ability to understand how to convert the prices of different commodities using an online shopping platform particularly exchanging Shillings into RMB, and translate them into Chinese.</p> <p>g. 检测学习者对相关话题的阅读理解能力并写出大意 Assess the learner’s ability to read and analyse an extract from a play related to employment and</p>
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	<p>Learner writes a letter of application for a job during the holidays.</p> <p>i. 阅读《中国的义乌小商品市场》并向同学讲述文章大意。 Learner reads about YIWU Commodity market in China and shares the main ideas with classmates.</p> <p>j. 翻译数字，并讨论不同工作的薪资。 Learner interprets numbers in Chinese and discusses salaries for various jobs.</p> <p>讨论各购物平台商品的价格。 Learner discusses prices of commodities on various platforms.</p> <p>k. 阅读与假期兼职相关的作品节选，并回答问题。 Learner reads an excerpt from a Chinese text (play) about part-time jobs in holidays and respond to questions about it.</p>	<p>write the main ideas in Chinese.</p>
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Sub - Topic 6.2: Ideals and Personal Development

话题 6.2 : 理想与个人发展

Periods: 24 课时

Competency: The learner uses Chinese language to communicate about career aspirations and personal development through analysing and creating texts related to work experiences, self-improvement, and life goals to foster cultural awareness and personal growth.

能力目标: 学习者通过分析和创作与工作经历、自我提升及人生目标相关的文本和资源，使用中文交流职业抱负和个人发展。探讨工作在塑造个人身份中的作用，并比较乌干达和中国的职业实践和价值观，以培养文化意识和促进个人成长。

学习目标 Learning Outcomes 学习者能够： The learner should be able to:	话题任务 Suggested Learning Activities	评估建议 Sample Assessment Strategies
a. 掌握本单元生词及语法。 apply relevant vocabulary and grammar about ideals and	a. 阅读对话，学习新词语、短语和句子。 Learner reads a dialogue about ideals and personal development and identifies the new words, phrases and sentences. 词汇：毕业、本科、研究生、奖金、奖学金、职业、行业、待遇、机遇、职业学校、理想、梦	a. 与同学分享个人职业规划。 Observe and listen to the learner as he/she shares their future development plans

<p>personal development.</p> <p>b. 听懂本单元的对话及课文。 listen to and analyse dialogues and texts about ideals and personal development.</p> <p>c. 就话题进行交流, 谈论自己的理想与职业规划。 discuss about their own dreams and career plans.</p> <p>d. 阅读并理解对话及课文的大意。 read and analyse the gist of dialogues and texts about ideals and personal development.</p> <p>e. 写一篇跟本单元话题相关的小短文。 express him/herself in writing by writing a short essay related to ideals and personal development.</p>	<p>想、专业、兴奋、舍不得、成功、失败、留学、来得及/来不及、看来、究竟、为了</p> <p>Vocabulary: to graduate, undergraduate, postgraduate, bonus, scholarship, vocation, industry/trade, treatment, opportunity, vocational school, ideal, dream, major, be excited, reluctant, to success, to fail, to study abroad, there is still time (to do things)/there is no time, apparently, exactly, to...</p> <p>b. 注意文中重点词语的含义。 Learner reads a text about ideals and personal development and identify the meanings of the vocabulary in context. 词汇: 假如、或许、独立、独自、加入、固定、对于、健身、发挥、奋斗、从此、充分、摆脱、打败、承认、吃惊、得意 Vocabulary: in case/if, perhaps, independent, alone, join, fixed, about/concerning, keep fit with exercise, elaborate, struggle, from now on, full, break away from, defeat, admit, shocked, be proud of</p> <p>c. 使用相关语法结构造句。 Learner uses the sentence structures below to construct correct sentences and phrases about personal development goals and strategies. 使用以下语法点: i) 助动词“会”用在句中表示可能, 通常用于未发生的事件。 The auxiliary verb “会” is used in a sentence to indicate the possibility, usually referring to something that has not happened. 例句 Example: 你穿得那么少, 会感冒的。 疑问代词表示任指, “谁”“什么”“哪儿”, “怎么”用于陈述句中, 表示没有例外, 副词“都”和“也”常与其搭配使用。interrogative pronouns of general denotation When used in declarative sentences, the interrogative pronouns “谁, 什么, 哪儿” and “怎么” denote “any person or thing without exception”. the adverbs “都” and “也” are commonly used with them.</p>	<p>in Chinese with their classmates using vocabulary and grammar learnt.</p> <p>b. 辩论: 如何才能获得成功? Listen to the learner as he/she debates about the ideas to succeed using appropriate vocabulary and grammar in Chinese fluently.</p> <p>c. 观看有关职业选择的视频, 讨论并评估他们的职业选择。 Assess the learner's ability to discuss and evaluate their career choices in Chinese looking out for: i. Relevance ii. Message iii. Accuracy iv. confidence</p> <p>d. 写一写你的梦想 Evaluate and gauge the learner's ability to write a composition about their dream in life using the grammar points and words learnt.</p> <p>e. 《只要功夫深, 铁杵磨成针》找出五个长句并翻译。 Observe and evaluate the learner's understanding of the sentences as he/she translates them from Chinese language</p>
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<p>f. 树立正确且能实现理想。 set achievable goals based on socially acceptable standards.</p> <p>g. 正确掌握汉译英笔译长句。 construct sentences about ideals and personal development and translate them from Chinese to English.</p>	<p>例句 Example: 想什么时候给我打电话就什么时候打。</p> <p>iii) (没) 有什么 (好)的, 常用来表示主语和名词或代词之间是否有关系。 The structure is often employed to indicate whether or not there is any relationship between the subject and the noun or pronoun. 例句 Example: 考试有什么好紧张的!</p> <p>iv) “究竟” 副词, 用在疑问句或者带疑问词的非疑问句里, 表示追究, 加强疑问语气, 多用于书面语。主语如果是疑问代词, “究竟” 只能放在主语前。 The adverb “究竟” is used in an interrogative sentence or a sentence with an interrogative word to indicate inquiry and strengthen the interrogative mood. It is often used in written Chinese. If the subject of the sentence is an interrogative pronoun. “究竟” can only be put before it. 例句 Example: 究竟是哪个季节去丽江旅游比较好呢?</p> <p>v) “为了”, 介词, 用在句中表目的 The preposition “为了” indicates “purpose” 例句 Example: 为了能考好, 他每天学习到很晚。 “极了”</p> <p>vi) “.....极了”表达最高程度, “极了” used to indicate the degree In Chinese, the superlative degree can be expressed using “adj/mental verb+极了”. 例句 Example: 他满意极了。</p> <p>d. 区别多音多义字 Learner distinguishes the characters with multiple pronunciations and meanings, for example; 还有 还想 还书 还贷款 Still have, still want, return books, return loans 与同学分享个人职业规划。 Learner shares personal future development plans with his/her classmates using the words, phrases and sentences learnt.</p> <p>e. 写一写你的梦想。</p>	<p>into English language in the text; 'As long as you work hard enough, an iron pestle can be ground down to a needle'.</p> <p>f. 阅读并理解关于理想与职业规划的诗歌, 表达自己的观点。 Evaluate the level of learning through assessment of how the learner reads a poem related to ideals and personal development and shares his ideas in response to it.</p>
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	<p>Learner writes a descriptive composition about their dream.</p> <p>f. 阅读《中国人成功的秘诀》，并从中学习相关经验</p> <p>Learner reads <i>The Secret of Success</i> and talks about lessons learnt.</p> <p>g. 阅读《只要功夫深，铁杵磨成针》，找出五个长句并翻译。</p> <p>Learner translates a paragraph from the text “As long as you work hard enough, an iron pestle can be ground down to a needle” from Chinese to English.</p> <p>h. 阅读与理想和个人规划相关的作品节选，并发表看法。</p> <p>Learner reads a poem related to ideals and personal development and express their opinion about it.</p>	
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3.0 ASSESSMENT

3.1 Assessing Chinese Language

The adapted curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on the application of knowledge and deeper learning that leads to the acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k, u, s v & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examination. Values and attitudes can be assessed over a period of time through observing and interacting with the learner.

So, this guidance section focuses on knowledge, skills and understanding. Each section has its implications for learning and assessment.

To assess knowledge and its application, understanding and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

3.0 评估

3.1 评估中文学习

修订后的课程体系对学习提出了新的期望，从“目标导向”转变为“学习成果导向”，主要关注知识的应用和深度学习，从而获得技能。这些学习成果需要不同的评估方法。教学大纲中的“学习成果”从知识、理解、技能、价值观和态度（简称 K, U, S, V, A）等方面进行了阐述。

然而，与知识、理解和技能不同，价值观和态度无法以相同的方式进行评估，因为它更具个人化和多变的特性，并且是长期追求的目标。这并不意味着价值观和态度不重要，也不意味着无法评估。价值观和态度可以通过一段时间内的观察和与学习者的互动来评估，而非单纯依赖测试和考试。

因此，本指南部分将重点放在知识、技能和理解的评估上。每种评估方法对学习和评估都有不同的要求和影响。

要评估知识及其应用、理解程度以及技能，需要关注不同的方面。部分知识可以通过书面测试评估，但评估技能、知识的应用及深层次的理解则需要不同的方法。因此，教师在评估中的角色变得更加重要。

3.2 Formative Assessment

In this aligned curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgments about learners' learning in the course of the normal teaching and learning process. The professional judgment is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgments the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

- a. Observation – watching learners working (good for assessing skills, values and attitudes)
- b. Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- c. Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation" (see diagram below)

3.2 形成性评估

在这一新的课程体系中，教师的评估角色不是为学习者设计测试，而是在日常教学和学习过程中对学习者的学习情况作出专业判断。这种专业判断是在于学习者在多大程度上实现了本教学大纲中设定的学习成果目标。为了作出这些判断，教师需要关注学习者在每一项学习成果上的表现情况。

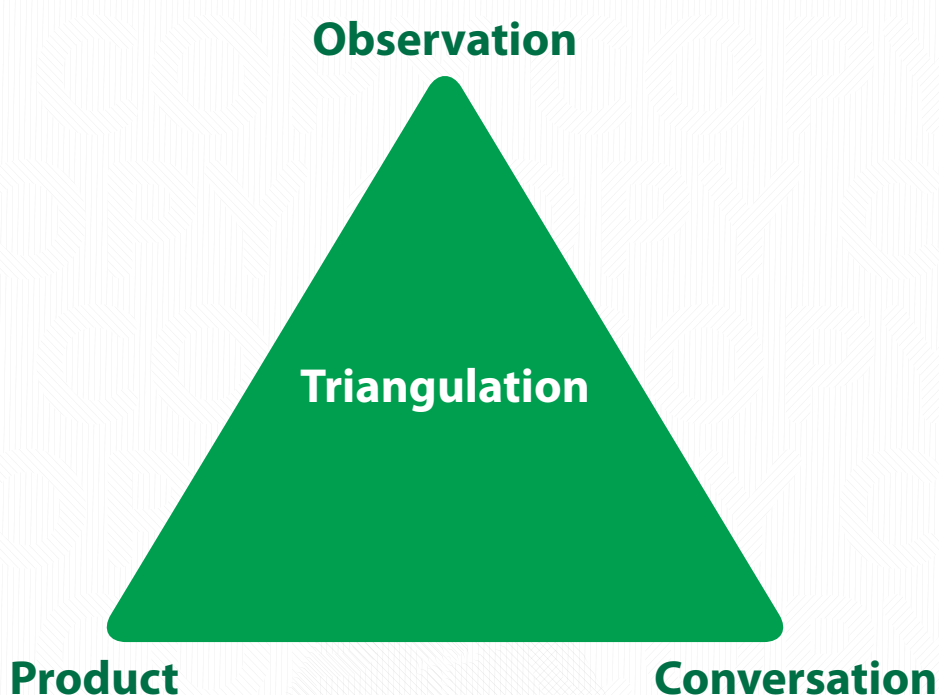
形成性评估的条件主要通过三种形式实现：

- a. 观察：观察学习者的学习过程（适用于评估技能、价值观和态度）。
- b. 对话：提问并与学习者交谈（适用于评估知识和理解）。

- c. 作品：评价学习者的作品（如写作、报告、翻译、计算、演示、地图、图表、模型、绘画等）。在这种情况下，“作品”指的是教师能够保留和检查的实物，而不是学习者口头表达的内容。

当三种形式的评估方式都被使用时，任何一种评估形式的信息都可以与另外两种形式的评估条件进行对照（例如，可以将“观察”的依据与“对话”和“作品”的依据进行对比）。这种方法通常被称为“三角验证”

Triangulation



3.3 Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

3.3 通用技能

通用技能已纳入教学大纲，并成为学习目标的一部分。因此，无需对其进行单独评估。学科内容的日益复杂使得通用技能日益发展，因此它们被评估为学科学习目标的一部分。

3.4 Values /Attitudes

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observing and interactions.

3.4 价值观/态度

不能以与知识、理解和技能相同的方式评估价值观和态度，因为它们更具个人化和多变的特性，并且是长期的目标。这并不意味着态度不重要，而是我们必须重视那些无法通过测试和考试轻易评估的东西。然而，价值观和态度可以通过长时间的观察和互动进行评估。

3.5 Examinations

There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through Activities of Integration assessment. The learners will also be subjected to the end of cycle assessment for certification. Details on the end of cycle assessment are provided in the assessment guidelines document.

3.5 考试

年底只进行一次总结性校本评估，每学期开始和结束时将不再安排考试或测试。相反，将通过综合评估活动对正在进行的教师评估进行总结。此外，学习者还需参加学业周期末的评估以获得认证。评估指南提供了周期末评估的详细信息。

Glossary of Key Terms

Term	Definition
Competency curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skills	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process skill	A capability acquired by following the programme of study in a particular Learning Area enables a learner to apply the knowledge and understanding of the Learning Area.
Sample assessment activity	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested learning activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.

关键术语词汇表

术语	定义
能力课程	培养学习者能够在各种情境中自信地应用所学知识的能力的课程。
差异化教学	设计或调整学习体验，以适应学习者的需求、优势、偏好和能力。
形成性评估	通过解读学习者对任务的回应来判断其表现，以评估学习进度并为后续学习进度提供参考依据。
通用技能	在所有学科中使用的技能，能够提高这些学科的学习。这些技能还使年轻人能够更好地为工作和生活做好准备。
包容性教学	一种规划学习体验的方式，使每个学生都能感到自信、被尊重、安全，并且能够使其发挥最大的潜力学习。
学习目标	说明学习者在某一学科中应当知道、理解或能够做的具体内容。
过程技能	通过学习某一特定学习领域的课程内容所获得的能力；使学习者能够应用该学习领域的知识和理解。
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