
**Mandarin
Chinese
5 to 12**



**Grade
Collections**

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The complete list of Provincially Recommended learning resources for most subjects includes a large number of titles. To help make the process of selecting learning resources more manageable for teachers, experienced teachers of the subject have been asked to identify Grade Collections. Each Grade Collection lists the Provincially Recommended resources that match the greatest number of prescribed learning outcomes for that grade and subject.

Grade Collections are not prescriptive; they are intended to provide assistance and advice only. Teachers are encouraged to use existing resources that match the learning outcomes and to select additional resources to meet their specific classroom needs. It is recommended that teachers use the *Mandarin Chinese 5 to 12 IRP* when making resource decisions.

Resources that are identified through the Continuous Submissions process as having strong curriculum match will be added to the Collections as they become available. Information about new Provincially Recommended resources can be found at: http://www.bced.gov.bc.ca/irp_resources/lr/resource/res_main.htm. This site is updated monthly and resources are organized according to IRP.

Categories of Resources

Learning resources selected for each Grade Collection have been categorized as either *comprehensive* or *additional*.

- *Comprehensive resources* tend to provide a broad coverage of the learning outcomes for most curriculum organizers.
- *Additional resources* are more topic-specific and support outcomes within individual curriculum organizers or clusters of outcomes. They are recommended as valuable support or extension for specific topics. Additional resources will typically be used to supplement or fill in the areas not covered by the comprehensive resources. For *Mandarin Chinese 5 to 12*, they also include dictionaries.

In many cases, Grade Collections provide more than one resource to support specific outcomes, enabling teachers to select resources that best match different teaching and learning styles.

Other Recommended Resources

Appendix B in the IRP includes annotations for other Provincially Recommended resources not in the Grade Collections. While these resources meet only a limited number of outcomes, teachers are encouraged to consider them for different audience needs, teaching and learning styles, theme development, in-depth research, and so on.

Outcomes Not Supported By Resources

There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these could be met by teacher-developed activities.

Grade Collection Information

The following pages begin with an overview of the comprehensive resources for this curriculum, then present Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. Each chart is followed by an annotated bibliography. Please confirm with the suppliers for complete and up-to-date ordering information. There is also a chart that shows the alphabetical list of Grade Collection titles for each grade and a blank template that can be used by teachers to record their individual choices.

OVERVIEW OF COMPREHENSIVE RESOURCES

Hanyu (Revised Edition)

(Grades 9, 10, 11, 12, Introductory 11)

This three-level Australian series comprises at each level a softcover student book, a softcover teacher's book, a student practice book, a character writing book, and a set of audio cassettes. The series is a functions-based secondary course that incorporates and integrates situational topics, communicative structures, grammar, and cultural information.

The student book comprises four units, each designed around a topic or general area of communicative activity. The unit provides a variety of language items through a series of dialogues and/or passages that serve as models of communicative language use and which are supported by exercises, activities, grammar notes, cultural notes, and special sections on reading and writing characters. In addition, there are a variety of indices: unit vocabulary, general vocabulary, character list, grammar and usage references, transliterations of common English names, a list of classroom phrases, and a section on pronunciation and spelling rules. The use of Pinyin is dropped after unit two for the previously encountered characters in the beginning book of the series. This rapid dropping of Pinyin may frustrate some students and slow or hinder student linguistic progress.

The teacher's book contains an introduction to the methodology, explanations of the teaching areas in each unit with detailed notes on grammar and usage, suggestions for further activities, and keys to most of the exercises. It also includes appendices of grammar references, the texts of recorded passages, solutions to crosswords and other puzzles. Careful reading of the teacher's book as well as considerable lesson preparation will facilitate effective use of this series. Teachers may also wish to supplement the cultural sections with additional sources and pictures that depict Chinese cultures in various parts of the world.

The practice book is coordinated with material in the student's book and consists of exercises and activities designed to give students the opportunity to practise newly acquired language skills. Teachers will need to

supplement oral activities with authentic tasks to further promote the communicative approach to second language learning.

The character writing book contains all the characters from the "Learn to Write" lessons of the student book. The stroke order and stroke direction of each character are shown and squares are provided for practising writing of the character.

The audio cassettes contain recordings of all the texts, listening exercises, and the texts from the "Learn to Read" sections and the "Learn to Write" lessons. A variety of male and female voices of different ages are used.

It is suggested that the first two units of the beginners level be used for Grade 9 students and units three and four be used for Grade 10 students. *Hanyu for Intermediate 1* is suggested for Grade 11, and *Hanyu for Intermediate 2* for Grade 12. For Introductory Mandarin 11, the whole of the beginning level is suggested.

Zhongguotong

(Grades 5, 6, 7, 8, 9, 10, 11, 12, Introductory 11)

This six-level highly communicative Australian series comprises at each level a softcover student book, softcover teacher's handbook, a seven-ring reproducible teacher's resource package, and an audio cassette containing a variety of material from the student book. In addition there are six colour posters entitled "Images of China" with cardboard cutout figures representing two families in China that can be used as stick puppets. These posters support various themes or topics treated in the student books and are considered to be an optional component. Although the series was written to reflect the Australian National Curriculum Guidelines for Asian Languages, it matches the expectations of the BC curriculum. It strongly supports the philosophical underpinnings of the Mandarin Integrated Resource Package due to its communicative-experiential nature. It follows an integrated approach where communication is the central goal of teaching and learning, and it uses an activity-based, learner-centred approach.

The student books contain non-sequenced, illustrated materials associated with activities in the modules. Depending upon the level, the books include illustrated worksheets, songs, rhymes, riddles, word study sheets, written texts, stories, bilingual folk plays, sets of text-free pictures depicting contemporary life in China, diary entries, letters, lists, questionnaires, and signs. Text in the student books for Stages A and B is in Pinyin and characters; text in Stages One and Two appear in Pinyin, or as two versions, one in Pinyin and one in characters. Text in Stages Three and Four are in characters. A Pinyin version is provided of some texts, including literary texts and texts that contain a greater number of unfamiliar vocabulary items. The student books also contain word lists of vocabulary items that may not be within the learners' repertoire at that stage and which may only be required for receptive use. The student books reflect the highly communicative nature of this series and many teachers will find it necessary to produce some additional foundational linguistic activities and worksheets to provide study support for their students. Teachers may also wish to supplement the cultural sections with additional sources and pictures that depict the changing China as well as Chinese cultures in various parts of the world.

Each teacher's handbook comprises an introductory section that provides an overview of the curriculum model, guidance on programming, and general statements on methodology, assessment and evaluation; a syllabus for each Stage that consists of goals and objectives, modules, lesson plans, checklists of linguistic elements, and an assessment scheme. The teacher's handbook provides the key to the implementation of this series and requires detailed reading and study to understand the program's structure and how the components are used together. The tapes are not cued to the print materials and there is a lack of cross referencing between the components, difficulties that can be overcome with careful preparation.

Each teacher's resource package contains sheets that support the teaching-learning content in each syllabus and includes reproducible worksheets, reference materials, games, and songs, as well as tapescripts in Pinyin for the audio cassettes.

Depending upon the level, the audio cassettes consist of poems, rhymes, tongue twisters, riddles, stories, bilingual folk plays, spoken texts, conversations, interviews, and announcements. Cassettes feature a variety of male and female voices of different ages.

The optional "Images of China" poster set for use across all Stages features a map of China, a family tree, and four posters depicting aspects of life in contemporary China that relate to themes in the Stage modules.

Stages A and B are suggested for Grades 5-8; Stages 1 and 2 for Grades 8-10; Stages 3 and 4 for Grades 11 and 12. If the series is to be used for Grade 9 entry level Mandarin Chinese, teachers may wish to consider using Stages A and B and part of Stage 1 for Grades 9 and 10, Stage 1 and Stage 2 for Grade 11, and Stage 3 and Stage 4 for Grade 12. For use with Introductory Mandarin Chinese 11, it is suggested that Stages A and B as well as Stage 1 be used.

