

The series includes:

- Textbook
- Workbook
- Teacher's book
- Mp3 online

Features

- 1. Chinese language teaching materials specifically written for non-native Chinese speaking secondary school students by frontline international and mainstream school teachers.
- 2. Conforms to IGCSE themes, IB foreign language curriculum's core concept and 5C standard.
- 3. Vocabulary, sentences and sentence patterns are based on HSK and IGCSE.
- 4. Speaking, listening, reading and writing activities are systematically incorporated to foster students' cross-cultural communicative skills, enhancing their literacy and learning achievements.
- 5. Thematic task-based activities to cultivate students' independent and collaborative learning skills.
- 6. Differentiated classroom learning activities to consolidate students' intrinsic learning motivation and cognitive skills.
- 7. Authentic language environment and contexts to encourage students' practical application of their foreign language skills.









Textbook 中文真棒 Textbook





Textbook

Amazing Chinese

中文真棒

中文直棒 Textbook 1

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Amazing Chinese Textbook 1

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Introduction

《中文真棒》是一套专为国际学校中 文课程所设计的教材, 旨在帮助母 语非汉语的中学生奠定学习基础。

全套教材共有六册, 每册皆包含课 本、练习本及教师手册。单元主轴或 各课教学目标,参照IGCSE 教学大 纲的主题范畴为主体框架, 并采用IB 教学理念来编写内容,同时参酌部 分AP中文教学准则,希冀符合不同 语言文化的教学型态。词汇及用语 安排以HSK 的等级为编辑依据, 亦 参考部分TOCFL 的用词用语。

本教材主要是在课文与教学活动 中,融合中西方的语言交际方式:在 文化与社交中, 贯穿传统与现代的 行为习惯。整体目的乃希望激起国 际学生学习中文的兴趣, 喜爱中文, 有效率地学习中文。

教材内容

第一册课本有四个学习单元,每个 单元各有三课,总计十二课。全册学 习结束, 语言程度可达HSK1。每课 教学建议时间为6~8小时,教师可 依学生背景及学习状况弹性调整。

本书内容包括"课文"和"对话"两 大学习区块, 并安排"课文理解"、 "语言点练习"、"对话练习"、"听 力练习"、"汉字练习"和"任务活 动"等六个语言练习的内容, 另外 视需要加入文化(Culture note) 及语 言知识(Language note)补充。而课 前的"学习目标"与课末的"你会了 吗"(Checklist),则提供学生自我检 核是否学会重要词汇及沟通内容。

本书设计了大量且多样的课堂任务 活动, 透过两人或小组的互动学习, 更能提升语言练习效果。Challenge 则提供差异化教学选择, 可视学生 状况弹性运用。

"Amazing Chinese" is a complete Mandarin Chinese language curriculum specifically designed for use in international schools. The series aims to help secondary school students who are not native speakers of Chinese develop a foundation in the language.

There are six levels in this course, each consisting of a textbook, workbook and teacher's guide. Each unit's lesson objectives are based on the IGCSE curriculum framework, and lesson content has been created according to IB academic standards and AP Chinese teaching principles in order to fulfill the pedagogical needs of diverse language cultures. Vocabulary and sentence patterns are presented according to HSK level, with some supplemental TOCFL vocabulary also included.

The lesson texts and learning activities in this course employ a mixture of Chinese and Western communicative patterns, and present a variety of traditional and contemporary behaviors and conventions. The overall objective is to inspire in international students an interest in, love for, and effective mastery of the Chinese language.

Contents of This Course

Book One comprises four units of three lessons each, for a total of twelve lessons. Upon completion of this course, students should achieve a proficiency in the language equivalent to HSK level 1. The recommended instruction time for each lesson is between six and eight hours. Teachers may adjust the pace of instruction based on the background or learning progress of the students.

The two main sections of each lesson are the Text and Dialogue, as well as six language practice sections, including Dialogue Practice, Reading Comprehension, Key Language Practice, Listening Practice, Character Practice and Activities. Supplementary information such as Culture Notes and Language Notes are presented wherever relevant. The pre-lesson Learning Goals and lesson-final Progress Checklists provide students with the opportunity to self-evaluate their understanding of the key vocabulary and communication skills presented in each lesson.

This course also includes a large variety of interactive classroom *Tasks* for pairs or small groups, designed for effective language practice. Additional Challenge exercises are provided to allow for mixed-level instruction when necessary, and may be used flexibly based on the needs of individual students.

How to Use the Book





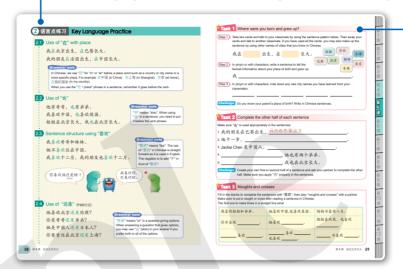
1 课文 Text



2 语言点 Key Language

▶★语言点练习 Key Language Practice

本课重点语句说明及例句。透过例句及Grammar note, 学生可掌握本课语言重点。 The explanations and examples of the key sentences in this lesson. Students can master the language focus for this lesson through the examples and grammar note.



针对重要的语句设计课堂活动,透 过二人或小组伙伴一起完成, 多次 的课堂练习可加强对语言的掌握与

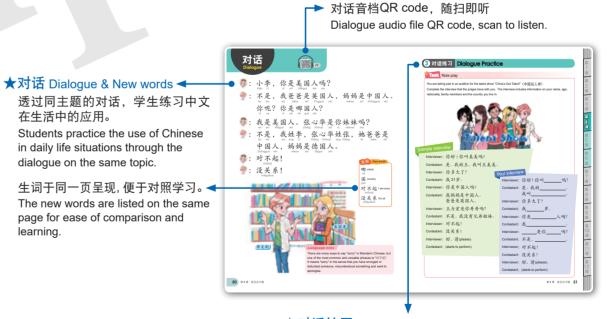
Classroom activities are designed to target at the important sentences. Students' ability to master and apply the language is consolidated through the completion of several pair work or group activities.

3 对话 Dialoque

在生活中的应用。

learning.

dialogue on the same topic.



★对话练习 Dialogue Practice

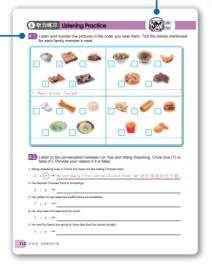
经过阅读、朗读、语言点的学习后,以两人或小组 练习,并创造自己的对话,强化应用能力。

After the reading, reading aloud and key language learning, students can further enhance their ability to apply the language by creating their own dialogues through pair work or group activities.

How to Use the Book How to Use the Book

★听力练习 Listening Practice ◆

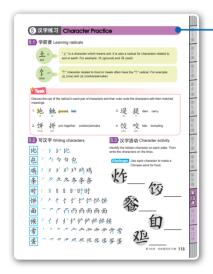
从词汇到句子, 到情境对话, 逐步加强听力。 Progressing from vocabulary to sentences and finally to contextualized dialogues, students can systematically practice and reinforce their listening skills step by step.



听力练习音档QR code, 随扫即听

Listening audio file QR code, scan to listen.

Chinese Character



► ★汉字练习 Character practice

汉字对初学者并不容易。本页设计象形字、字形 的特性、书写的重点、部首、汉字的笔顺及有趣 的汉字活动等, 藉此学习汉字, 体会汉字的奥妙 与学习的诀窍。

Chinese characters are difficult for the beginners. This page is designed with pictographs, character font traits, writing focus, radicals, character stroke order, and interesting character activities, etc. providing an opportunity for students to learn the characters, experience the marvels and master the tricks of learning characters.

任务活动 **Activity**



★任务活动 Activity

透过综合型的任务活动, 学生与小组伙伴合作, 再次将本课所学

Through the integrated task activity, students will work alongside with their group mates to further apply what they have learnt in this lesson once again.

★你会了吗? Checklist

自我检核非常重要。课程结束时用来确认是否学会新词与重要句 子,可以自己做,也可以和同学一起完成。

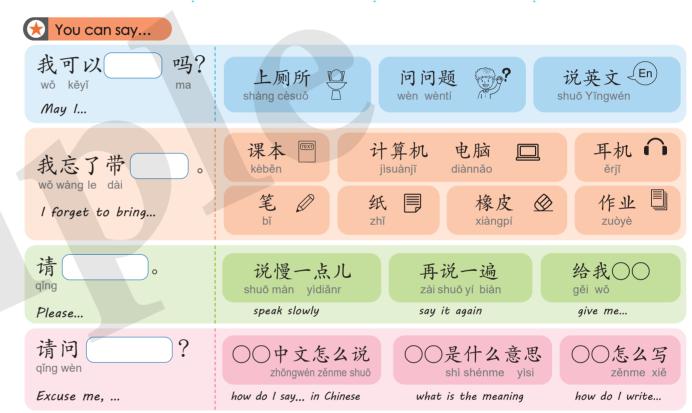
Self-checking is very important. At the end of the lesson, students can use the checklist to verify whether they have mastered the new words and important sentences. Students can either work on their own or together with their classmates to complete it.

Classroom Language



You will hear...

上课了 shàngkè le Class begins	下课	请站起来	请坐下	
	xiàkè	qǐng zhàn qǐlái	qǐng zuò xià	
	Class ends	Stand up please	Sit down please	
把课本拿出来	打开第○页	跟着我读	很好	
bǎ kèběn ná chūlái	dăkāi dì yè	gēn zhe wǒ dú	hěn hảo	
Take out your textbook	Open your book to page	Repeat after me	Great	



Conversation

A: 好了 / 还没。

Q: Okay?

A: Ok. / Not yet.

Q: 有问题吗?	Q: 懂了吗?
yǒu wèntí ma	dŏng le ma
A:有问题/没问题。	A: 懂了/不懂。
yǒu wèntí méi wèntí	dǒng le bù dǒng
Q: Is there a question? A: I have a question. / No problem.	Q: Do you understand? A: I understand. / I don't understand.
Q:好了吗?	众。谢谢!
hǎo le ma	xièxie

- 谢!
- 不客气! bú kèaì
- Q: Thank you. A: You are welcome.

- Q: 会了吗? huì le ma
- A: 会了 / 不会。 huì le bú huì
- Q: Have you got it?
- A: Yes. / No.

()。对不起! duìbùqĭ

()。没关系! méiguānxì

Q: Sorry.

A: It doesn't matter.

Amazing Chinese Course Outline

	Learning Objectives	Communication Skills	Language Usage	Cultural Knowledge	Tasks and Activities
Unit 1: Myself and My Family					
L.1 My Name Is Xiaoyue 我叫小月	★ Introduce yourself and tell what name you go by	Make introductions 你姓什么? 你叫什么名字?	1. Sentence structure using words "叫" and "姓" 2. Interrogative sentence structure using question word "什么"	Addressing younger people with "小Xiǎo + 〇" E.g., 小月, 小李	 ★ Greeting ★ Introduce yourself and others ★ Design name cards and exchange cards
L.2 I Am Thirteen Years Old 我今年十三岁	★ Give the date and year★ Give your age and birthdate	Talk about your age and birthdate 你今年几岁? 今天是几月几日?	1. Number and times: Year "年" 2. Number and times: Date "日/月" 3. Number and times: Age "岁"	Asking someone's age (under/below 10) E.g., "你几岁?" for people who are under 10. "你多大了?" for people older than 10.	 ★ Role play - Using the information of student ID card to introduce friends ★ Choose to be any celebrity you like and take turns to introduce yourselves to others
L.3 There Are Five Members in My Family 我家有五口人	 ★ Understand Chinese family structure ★ Describe your family members and give their ages 	Number of members in a family 你家有几口人? 你家有什么人? 你有几个兄弟姐妹?	 Sentence structure using words "有 / 没有" Sentence structure using words "有+什么" Measure words use after "几" 	Indicating the position for siblings in a family with "老lǎo + 〇" E.g., 老大, 老二	 ★ Introduce Lily's family using clues from the picture ★ Introduce your family to your classmates
Unit 2: Personal Background					
L.4 She Lives in China 她住在中国	 ★ Ask a person about their nationality and provide your own ★ Ask a person where they live and tell them where you live 	Talk about your nationality and where you live 你是哪国人? 我是英国人,你呢? 我住在中国。	Interrogative sentence structure using question word "哪" Sentence structure use of "在"	The way of apologizing	 ★ Pair work - talk about nationality and where they live ★ Role play – China's Got Talent ★ Talk about the ID card
L.5 She Grew Up in Beijing 她在北京长大	 ★ Say the names of different cities ★ Introduce someone who grew up in a different place to where they live now 	Introduce the city where you grew up 你在哪儿出生?在哪儿长大?你喜欢住在哪儿?	1. Use of "在" with place 2. Use of "也" 3. Sentence structure using "喜欢" 4. Use of "还是"	The way of expressing dual identity	★ Talk about "在哪儿出生 / 长 大" ★ Complete sentences with "也" ★ Find someone who ★ Research on a mixed-ethnic celebrity and talk more about his/her
L.6 I Can Speak Chinese 我会说汉语	★ Name different languages★ Say what language a person speaks	Talk about what language you can speak 你会说汉语吗?你会不会说汉语?我会说一点儿汉语,你呢?汉语和英语,我都会说。	1. Sentence structure using "会" 2. Measure word use of "一点儿" 3. Use of "都"	The name of Chinese language E.g., 汉语, 中文, 普通话	★ Language Map ★ Language Survey ★ Role play (小东 & 丽丽)

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	Learning Objectives	Communication Skills	Language Usage	Cultural Knowledge	Tasks and Activities
Unit 3: My Daily Routine and	Hobbies				
L.7 I Like P.E. 我喜欢体育课	 ★ Describe a timetable ★ Make additional comments about a timetable 	Talk about subjects and timetable 你每天有几节课? 你最喜欢什么课? 你星期一有什么课?	 Measure word use of "节" Comparison use of "最" Number and times: Day of the week "星期" 	Expressing the day of the week E.g., 星期一, 星期二	 ★ Discuss the timetable ★ A proposal to the principal: Reschedule your timetable ★ Draw up a timetable base on the transcribe
L.8 I Get Up at Half Past Six Every Day 我每天六点半起床	★ Communicate in the areas of time, daily routines and weekend activities	Talk about your daily life 现在几点? 你早上几点起床? 你晚上先做什么,然后做什么?	1. Time and action 2. The order of time words 3. Use of "先······然后······"	Expressing 2 o'clock (use "两点")	★ Make sentences using "先······然后······" with a partner ★ Pair up to ask each other your routines ★ Role play – talk about your day
L.9 He Is into Sports 他的爱好是做运动	★ Speak about your sport and hobby preferences and what you do in your free time	Talk about your hobbies 你的爱好是什么?你喜欢听音乐吗?你和谁一起做运动?你们在哪儿做运动?	1. Activity Verb + Noun 2. Sentence structure order 3. Sentence structure use of "A和 B一起"	The various uses of "打dǎ" E.g., 打球, 打电话, 打游戏	 ★ Charades ★ Word order practice ★ A class survey ★ PPT presentation or creat a video
Unit 4: Food and Drink					
L.10 He Likes Eating Chinese Food Very Much 他很喜欢吃中餐	 ★ Learn the names of different cuisines and tell about the foods you like and dislike ★ Have a basic conversation on when and what you like to eat every day 	Talk about what you often eat 你和朋友喜欢吃什么?你午饭常常吃中餐吗?中餐好吃吗?	 Use of adverbs "很 / 非常 / 最" to express levels Use of adverbs "常常 / 有时候 / 不常" to express frequency 	Transliteration of food E.g., 沙拉, 比萨饼, 汉堡包	★ Interview classmate how often he does each activity ★ Find some who ★ Based on the text, make questions using the words "谁、什么、哪儿、哪国人、几点、吗、还是、好不好"
L.11 Ice Milk Tea Tastes Good 冰奶茶很好喝	 ★ Express past experiences ★ Learn the tastes of different foods and drinks 	Talk about the food you ordered 你吃了什么?喝了什么?奶茶好喝还是果汁好喝?	 Verbal aspect marker "了" Measure words use of "个/份/杯/块/碗" Use of stative verbs (adjective) 		 ★ Drink survey ★ Types of foodies ★ Talk about today's breakfast with your partner ★ Read the text and fill the blank
L.12 The Orange Tastes a Little Sour 橙子有点儿酸	 ★ Name and talk about different fruits ★ Describe the tastes of various foods ★ Express your food preferences 	Talk about your favorite taste and reason 你喜欢吃苹果吗?你今天买了什么?为什么饺子不好吃?	 Interrogative sentence structure using question word "为什么" Use of "有点儿" Interrogative sentence structure using question words "吗/呢/什么" 		 ★ Find the pickiest eater ★ Five in a row ★ Question and answer ★ Organize a visit to Chinatown

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第二单元



她在北京长大 She Grew Up in Beijing

第9课

第 10 课

第 11 课

第 12 课

In this lesson, you will learn

- ▶ to say the names of different cities and where a person was born and grew up
- ▶ to introduce someone who grew up in a different place to where they live now

她在北京长大



我有一个好朋友,她叫张心华,wǒ yǒu yí gè hǎo péngyǒu tā jiào Zhāng Xīnhuá

今年十四岁。她家有五口人,爸爸、jīnnián shí sì suì tā jiā yǒu wǔ kǒu rén bàba

妈妈、哥哥、姐姐和她。她爸爸 māma gēge jiějie hé tā tā bàba

是中国人,妈妈是德国人。她在shì Zhōngguó rén kā zàì

柏林出生, 在北京长大。她喜欢 Bólín chūshēng zài Běijīng zhǎngdà tā xǐhuān

住在柏林, 也喜欢住在北京。 zhù zài Bólín yě xǐhuān zhù zài Běijīng



柏林 Berlin

北京 Beijing

长大 to grow up zhǎngdà

喜欢 to like xĭhuān

th, also

补充词 Bonus words

纽约 New York Niŭyuē

东京 Tokyo Dōngjīng

巴黎 Paris

台北 Taipei

香港 Hong Kong Xiānggǎng

上海 Shanghai Shànghải

课文理解 Reading Comprehension

Circle true (T) or false (F). Provide your reason if it is false.

1. The writer's friend is a boy.

T /(F)→她叫张以华。"她" is used for "she".

2. Zhang Xinhua is 14 years old.

T / F →

3. Zhang Xinhua has a younger brother and sister.

T / F →

4. Zhang Xinhua grew up in Berlin.

T / F →

5. Zhang Xinhua likes to live in both Berlin and Beijing.

Challenge Answer these questions in Chinese (Hanzi/Pinyin)

1. List Zhang Xinhua's parents' nationalities:

2. Use "和" to make a sentence which has the same meaning as "她喜欢住在柏林,也喜欢住在北京。":

Task Draw lines in different colours to match the city with the country.



Challenge

1. What are the cities mentioned in the sentences below? Try to work them out from the pronunciation.

渥太华在加拿大。吉隆坡在马来西亚。 曼谷在泰国。 Wòtàihuá zài Jiānádà Jílóngpō zài Mǎláixīyà Màngǔ zài Tàiguó

2. Use your e-dictionary to check for more names of cities that you were born in or grew up in, or you have been to, and report back to the class.

语言点练习 Key Language Practice

2.1 Use of "在" with place

我在北京出生,在巴黎长大。

我的朋友在法国出生,在中国长大。

Grammar note

In Chinese, we use "在" for "in" or "at" before a place word such as a country or city name or a more specific place. For example: 在中国 (in China), 在上海 (in Shanghai), 在家 (at home), 在我的国家 (in my country).

When you use the "在+place" phrase in a sentence, remember it goes before the verb.

Use of "也"

他有哥哥, 也有弟弟。 我喜欢中国, 也喜欢德国。 姐姐在北京长大,我也在北京长大。

Grammar note

"也" means "also". When using "th," in a sentence, you need to put it before the verb phrase.

Sentence structure using "喜欢"

我喜欢哥哥和妹妹。 她不喜欢住在中国。

我喜欢十二月, 我的朋友也喜欢十二月。

Grammar note

"喜欢" means "like". The use of "喜欢" in Chinese is straight forward as it is used in English. The negation is to add "不" in front of "喜欢".

你喜欢我还是她?



我喜欢你, 也喜欢她。



2.4 Use of "还是" (P.60对话)

他喜欢北京还是伦敦? 你是哥哥还是弟弟? 她是中国人还是日本人? 你爸爸住在北京还是上海?

Grammar note

"还是" means "or" in a question giving options. When answering a question that gives options, you may use "也" (also) in your answer if you prefer both or all of the options.

Task 1 Where were you born and grew up? Step 1 Take two cards and talk to your classmate by using the sentence pattern below. Then swap your cards and talk to another classmate. If you have used all the cards, you may also make up the sentence by using other names of cities that you know in Chinese. 台北 伦敦 出生,在 长大。 北京 巴黎 Step 2 In pinyin or with characters, write a sentence to tell the 香港 factual information about your place of birth and grew up. Step 3 In pinyin or with characters, note down any new city names you have learned from your classmates. **Challenge** Do you know your parent's place of birth? Write in Chinese sentences.

Task 2	Complete	the other	er half of e	each sentence

Make sure "也" is used appropriately in	n the sentences.	
1. 我的朋友在巴黎出生,	我也在巴黎出生	0
2. 他十一岁,		o
3. Jackie Chen 是中国人, _		0
4.	,她也有两个弟弟。	
5	, 我也在北京长大。	
	second half of a sentence and ask your partner to	complete the oth

Task 3 Noughts and crosses

Fill in the blanks to complete the sentences with "喜欢", then play "noughts and crosses" with a partner. Make sure to put a nought or cross after reading a sentence in Chinese.

The first one to make three in a straight line wins!

我喜欢姐姐和弟弟。	他喜欢中国,也喜欢美国。	妈妈不喜欢八月。
你不喜欢。	她喜欢。	姐姐喜欢我,也喜欢。
喜欢。	喜欢, 也喜欢。	不喜欢。

58 第5课 她在北京长大 第5课 她在北京长大 59

课

第

第5课



量:妈妈,我有一个新朋友,他叫李文新。 māma wǒ yǒu yí gè xīn péngyǒu tā jiào Lǐ Wénxīn

心:他是美国人吗? tā shì Měiguó rén ma

量:他是一半中国人,一半英国人。 tā shì yí bàn Zhōngguó rén yí bàn Yīngguó rén

②:他在哪儿出生,中国还是英国?

:他在英国伦敦出生。

心:他喜欢北京还是伦敦? tā xǐhuān Běijīng háishì Lúndūn

量:他喜欢北京。

1. 他有兄弟姐妹吗?

量:他有一个弟弟。 tā yǒu yí gè dìdi



妈妈

小东

牛词 New words

新 new

还是or

伦敦 London

Language note

一半……人, 一半……人

In a global community, many people are of mixed-ethnic (multiethnic) which in Chinese are called "混血儿" . You may use the "一半……人" pattern to indicate their two nationalities.

For example: 一半中国人, 一半法国人 – half-Chinese, half- French.

Dialogue Practice

A new menu				
Interview someone who you are not very far	miliar with in clas	s. Find out more informati	on about them.	
a. 你喜欢英国还是美国?				
b. 你是	人还是		人?	
c. 你在	还是		出生?	
d. 你的好朋友住在		还是		_?
Challenge Make up your own question	using "还是"·			

Task 2 Find someone who...

Find someone who fits the description in each box and note down their name and answer in Chinese (Hanzi/Pinvin). The first person to fill in all the boxes wins!

2//Fillyilly. The list person to fill ill all the boxes wil	115:
Find someone who has the same nationality as yours. 你也是人吗? Name: Answer:	Find someone whose place of birth is different from where they grew up. 你在哪儿出生,在哪儿长大? Name: Answer:
Find someone whose parents are from different countries. 你的爸爸和妈妈是哪国人? Name: Answer:	Find someone whose friends live in another city or country. 你的朋友住在哪儿? Name: Answer:
Find someone who likes both the countries that you include in this question. 你喜欢?	Find someone who is half-Chinese. 你是一半中国人吗?

Answer:

Challenge When you have completed all the boxes, work on a short presentation to report what you have learned from this activity.

Answer:

第 3

第5课

4 听力练习

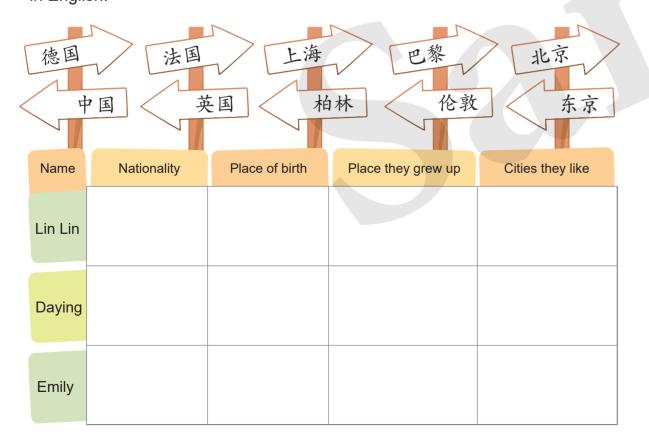
Listening Practice



4.1 A journalist interviewed a half-Chinese half-Japanese singer Aiko (爱子 Àizǐ) at the Beijing Music Festival. Listen and circle the correct answers.



4.2 Listen to these international school students' introductions and complete the table in English.



5 汉字练习 Character Practice

5.1 学部首 Learning radicals





The single person radical is from the character "人", which means "person".



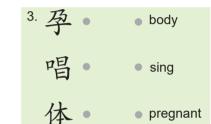


"子" is both a radical and a character which means "child".

Task

Use a highlighter to trace the radicals " \langle " \langle " and " \Box " in the characters, then match the meaning to the characters. Use the radical to help you to predict the meaning of the characters.





5.2 写汉字 Writing characters

也八九也

长/一七长

半、ソビビ半

东一二千千东东

台一一个台台

北川十十十十十

欢了又又处欢欢

还 一 ア イ 不 不 不 不 还

香一一千千禾禾香香香

喜一十士产吉吉吉直直喜喜

5.3 汉字活动 Character activity

Design the characters below with some particular characteristics of the city, for example - landmarks, food, sports, building types, people, weather, and history etc.

伦敦、北京、东京、巴黎、柏林、台北、香港





第 12

第 2 课

第 3 课

4

课

第5课

6

课

第

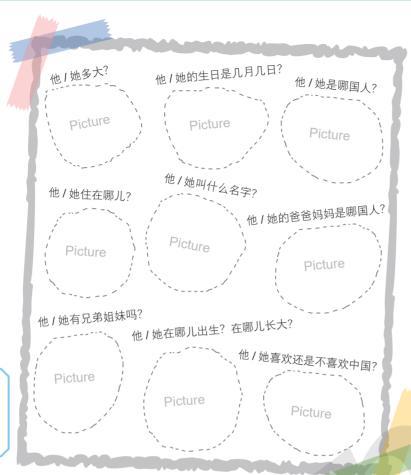
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6 任务活动 Activity

Step 1 Research online about a celebrity that you admire.

Step 2 Design a poster and prepare a presentation which includes his/ her basic information in Chinese sentences and pictures.

> You may use the questions below as a guideline.





You may also try to research on a mixedrace celebrity and talk more about the background of his/her family.



1. Circle "R" if you can READ it with correct pronunciation. Circle "M" if you can tell the MEANING.

好	R M	长大	R M	喜欢	R M	也	R M	一半	R M
还是	R M	伦敦	R M	北京	R M	巴黎	R M	东京	R M
新	R M	上海	R M	柏林	R M	哪儿	RM	纽约	R M

2. Read and answer the questions in Chinese: Tick "M" if you can tell the MEANING of the question in English. Tick "A" if you can ANSWER the question in Chinese.

M A 你是哪国人?

M A 你在哪儿出生?

M A 你在哪儿长大?

M A 你喜欢中国还是英国?