



《阳阳中文》（阅读版）

课·程·说·明

YOUNG CHINESE - DEVELOPING READING SKILLS
COURSE INFORMATION

www.youngchinese.com

《阳阳中文》是海外 K12 中文学习课程，由近百名海内外中文语言学家、中文教师和专业制作人员组成的强大团队，历时数年潜心开发而成。它包括纸质教材、在线课程、云课堂和在线资源，运用纸质教材与在线课程相结合的最新学习模式，学中文从此变得“简单实用、轻松活泼、快乐有趣”。

《阳阳中文》课程根据中国国家汉办 / 孔子学院总部制订的 YCT（中小学生汉语考试）和 HSK（汉语水平考试）大纲，结合世界语标准 5C 教学目标编写而成。

包括《阳阳中文 - 对话版》和《阳阳中文 - 阅读版》两套系列课程：

阅读版

全系列共 10 册，适合具有汉语言文化背景的亚裔和华裔学生使用。“阅读版”注重语言的阅读功能，采取“大量识字，强化阅读”的教学原则，学完全系列课程，达到 HSK4 级以上的中文水平。

对话版

全系列共 11 册，适合非中文背景的双语班学生使用。“对话版”强调中文学习的实用性，注重语言的交际功能，采取“听说领先，读写跟进”的教学原则。学完全系列课程，满足在中国生活、学习、工作的语言需求。

阅读版中文教材 + 在线互动课程

初级：1-3 册（YCT3 级 / HSK2 级）
 中级：4-6 册（YCT4 级 / HSK3 级）
 高级：7-10 册（HSK4 级 / SAT II / AP）

每册纸质教材套装包括：

>>> 课本（1 册）
 >>> 练习册（2 本 / 单、双课）
 >>> 识字写字本（1 册）
 >>> 教师用书（1 册）

教材配套在线互动课程
 中文云课堂 / 阳阳拼音
 中文天天读 / 中文好声音
 中文精彩看 / 中文试题库
 问（微课 - 字词搜索 / 互动问答）

通过电脑、平板或手机连接互联网，
 在学校、在家里、在车上、在海边……
 随时随地学习《阳阳中文》课程！

《阳阳中文 – 阅读版》课程体系和目标

A

课程体系

《阳阳中文》分为初级、中级、高级三个阶段。全套课程共十册，每册12课。从中文零起点开始，每年学习一册，十年时间完成全部内容。

- 1) 初级：《阳阳中文》第1—3册
- 2) 中级：《阳阳中文》第4—6册
- 3) 高级：《阳阳中文》第7—10册

B

课程目标

《阳阳中文》强调中文学习简单实用、轻松活泼、快乐有趣，学生学完全系列课程，具备中文听、说、读、写能力，了解中国习俗和中华文化常识，能运用中文进行沟通、阅读和写作。

初级

(1-3册)

- 1) 认读生字400个，掌握词语200个。
- 2) 语言知识和技能达到YCT3级/HSK2级标准。

中级

(4-6册)

- 1) 认读生字400个，掌握词语310个。
- 2) 语言知识和技能达到YCT4级/HSK3级标准。

高级

(7-10册)

- 1) 认读生字700个，掌握词语600个。
- 2) 语言知识和技能达到HSK4级；

《阳阳中文 – 阅读版》课程结构

《阳阳中文》每册 12 课，其中第 1-11 课为主要课文，第 12 课为本册语言知识综合复习与测试。每课学习内容主要由以下板块构成：

第 1 册 →

看图识字 + 儿歌韵文 (2 篇) + 课堂活动 + 亲子朗读 + 文化分享 + 每日家庭作业 (练习册)

第 2-3 册 →

看图识字 + 儿歌韵文 + 阅读 + 语言知识 + 对话和课堂练习 + 文化分享 + 每日家庭作业 (练习册)

第 4-6 册 →

看图识字 + 课文 + 阅读 + 课堂小测验 + 语言知识 + 对话和课堂练习 + 文化分享 + 每日家庭作业 (练习册)

第 7-10 册 →

看图识字 + 课文 + 阅读 + 课堂小测验 + 语言知识 + 对话和课堂练习 + 写作训练 + 文化分享 + 每日家庭作业 (练习册)

看图识字

以词为单位，为每个词配上图片。学生借助图片，轻松学词，准确理解和表达词意，并认读词中的生字。既做到“字不离词”，又符合海外学生学习词语的语言习惯。同时，“字-词-图”相结合，能达到快速识字、充分理解字意词意的目标。

课文

在掌握词语的基础上学习课文，做到“词不离句”。除第1册的课文由两篇儿歌韵文组成外，2-10册的课文均由一篇儿歌（中、高级为诗歌）和一篇阅读组成。儿歌（诗歌）朗朗上口，富有节奏感，方便学生背诵，掌握中文语感；阅读短文言简意赅，进一步学习本课字词句在文章中的运用。

亲子朗读

第1册中的“亲子朗读”均为儿歌童谣，要求学生在家里与父母一起共同完成，促进家长在孩子中文学习中的责任感。2-10册中的“文化分享”与“亲子朗读”一样，由父母和孩子共同了解与中国相关的习俗、文化、地理、历史等。

课堂练习

包括课堂小测验、对话练习、语言知识练习等，主要围绕与本课语言点有关的内容设计，重点突出，题型多样，强调复习和运用本课的字词句，让学生将知识转化为技能。

语言知识

语言知识是每课重点词语和句式的归纳，通过例句或介绍说明方式，让学生理解和掌握本课重点字词句。

练习册

练习册分为单课和双课两本，每课按每周四天作业量设计，学生在家每天完成一页，复习和巩固本课所学知识。另外配有识字写字本，学生可根据需要，在家里进行写字练习。

《阳阳中文 – 阅读版》学年教学计划

1. 每册课程设计

阅读版每册均为 12 课，其中第 1-11 课为主要课文，重点包括：字词学习、课文（2 篇）、语言知识、课堂练习（含对话练习）等，第 12 课为本册语言知识综合复习与测试。

2. 每册教学计划

阅读版每册教学时间计划 60 小时。具体教学时间安排建议如下：

- 1) 每课 4 小时：第 1-2 小时学习对话，展开练习；认读生字词。
第 3-4 小时学习课文（阅读）；完成课堂练习。
- 2) 考试和总结：2 次期中，2 次期末，2 次学期总结（亲子活动）。

【附：每册学年课时安排表】

周 Week	课 Lesson	课时 Hour	教学内容 Teaching Content	周 Week	课 Lesson	课时 Hour	教学内容 Teaching Content
1	1	2	字词 + 课文 1+ 测验	1	7	2	字词 + 课文 1+ 测验
2		2	课文 2 + 课堂活动	2		2	课文 2 + 课堂活动
3	2	2	字词 + 课文 1+ 测验	3	8	2	字词 + 课文 1+ 测验
4		2	课文 2 + 课堂活动	4		2	课文 2 + 课堂活动
5	3	2	字词 + 课文 1+ 测验	5	9	2	字词 + 课文 1+ 测验
6		2	课文 2 + 课堂活动	6		2	课文 2 + 课堂活动
7	--	2	期中考试	7	--	2	期中考试
8	4	2	字词 + 课文 1+ 测验	8	10	2	字词 + 课文 1+ 测验
9		2	课文 2 + 课堂活动	9		2	课文 2 + 课堂活动
10	5	2	字词 + 课文 1+ 测验	10	11	2	字词 + 课文 1+ 测验
11		2	课文 2 + 课堂活动	11		2	课文 2 + 课堂活动
12	6	2	字词 + 课文 1+ 测验	12	12	2	字词句总复习
13		2	课文 2 + 课堂活动	13		2	总复习测试卷
14	--	2	期末考试	14	--	2	期末考试
15	--	2	总结（亲子活动）	15	--	2	总结（亲子活动）

《阳阳中文 – 阅读版》每课教学建议

【第 1 课时】教学内容：看图识字

1. 教学流程

要点：将词和图相结合学习，单音节词（即只有一个“字”，有完整的意思），既要理解词的意思，同时也是识字；双音节或多音节词（即两个字以上组成的词语），先理解词语的意思，再认读词语中包含的生字。

- 步骤：
- 1) 先让学生看图，并说出图片的意思（学生可以用母语说）。
 - 2) 老师引出中文：这幅图中文怎么表达呢？
 - 3) 老师大声朗读多次，然后要求学生跟读多遍。
 - 4) 老师在黑板上板书字词，让学生接触、观察中文书写。
 - 5) 指着板书的字词，（脱离图片和拼音）让学生认读。
 - 6) 按照上述 1-5 步，逐一学完本课的生字词。
 - 7) 黑板上板书的本课全部字词，老师指哪个，学生读哪个。

2. 课堂游戏

说明：在完成“1. 教学流程”后，老师可采用下面的多种识字游戏或识字方法，根据教学条件和需要，选择一种或多种在课堂上使用。

- 游戏：
- 1) 老师逐一展示大图片，要求学生看图说出字 / 词。
 - 2) 老师逐一展示大字 / 词卡，要求学生认读生字词。
注：大图、大字 / 大词卡，可从阳阳中文网站上打印。
 - 3) 实词类可借助实物、动作表演、夸张表情等，猜字词。
 - a. 老师展示或演示，学生来猜。
 - b. 学生之间互相演示，一人表演，另一人来猜。
 - c. 反过来，一人说字词，另一人展示来表演。
 - 4) 双语对照：两人一组，一人说母语，另一人说中文。
 - 5) 对号入座：学生在黑板上，将大图放在正确的字词旁。
 - 6) 画图：老师读字词，学生按自己的想法在纸上简笔画。
 - 7) 观看阳阳中文在线课程 – 识字视频，做互动识字游戏。

3. 课堂小结

- 1) 学生按课本上的顺序，集体大声朗读字词。
- 2) 按课本上“生字”栏（未标拼音），抽查学生认读本课生字。

【第2课时】教学内容：课文（1）+ 小测验

1. 教学流程

要点：课文学习要求学生在句子中理解和运用本课生字词，会读中文句子，掌握中文语调，培养中文语感。本册课文都是韵律和节奏感很强的儿歌童谣，学生容易读，也容易背诵，对提升学生学中文的信心有很大帮助。老师要用“拟扬顿挫”的语调，读出课文的情趣，让学生模仿语调，并能流利背诵。

- 步骤：
- 1) 老师示范朗读课文，用正常语速和降慢语速交替示范。
 - 2) 学生在课文中，找出上一节课学过的本课生字词。
 - 3) 老师领读课文，学生跟读（多次反复）。
 - 4) 学生读课文，老师逐字逐句校正学生的读音和语调。
 - 5) 老师用自己的话讲解课文故事，让学生理解课文内容。
 - 6) 老师讲解课文中新出现的、要求学生掌握的生字词。
(如果有，会列在课文下面，属于本课的生字词范围。)
 - 7) 遇到前面未学过、本课也未列入生字词的少量超纲字，学生能读出来就行，在后面的课文中会列为生字学习。
(这种情况只在1-2册会出现，3册起就几乎没有了。)
 - 8) 学生集体或个人朗读课文，尽量在课堂上完成背诵要求。
 - 9) 完成“小测验”：本册小测验以游戏或活动为主，有的是对生字词的检查，按课本上的要求，几分钟时间完成。

2. 课堂游戏

说明：在完成“1. 教学流程”后，老师可根据教学条件和需要，选择使用下面的课堂游戏。

- 游戏：
- 1) 句子接龙：4-6个人，一人读一句，一句接一句读下去。
 - 2) 你一句我一句：两人一组，一人一句读课文。
 - 3) 课文表演：根据课文内容，学生试着用动作表达意思。
 - a. 先易后难：先从句子开始，一句表演一个动作。
 - b. 把课文中的句子连起来，表演完整的动作。
 - c. 一人读句子或课文，另一人表演。
 - 4) 设问：老师设计几个问题，学生用课文中的句子来回答。
 - 5) 比一比，谁能背诵：从句子到课文，老师可以提示。
 - 6) 观看阳阳中文在线课程 - 课文视频，通过动画复习课文。

3. 课堂小结

- 1) 布置家庭作业：建议《练习册》与《识字写字本》交替使用，每课第一周教学后布置写字练习，每天写 2-3 个字，复习生字。
- 2) 学生每天上线十分钟，观看动画，学习在线课程，复习课文（1），完成互动练习。老师在自己的“云课堂”里，检查学生的学习进度，或与学生互动问答。
- 3) 全班学生集体朗读或背诵课文（1），在读书声中结束本次教学。

【第 3 课时】教学内容：课文（2）

1. 教学流程

要点：培养学生的阅读能力，对文字和句式、段落的理解能力，能复述课文内容，讲述课文故事。通过在句子中理解和运用本课生字词，掌握所学字词的用法。老师要用正确的语音、语调和断句，带领学生读课文，让学生能流利、正确地朗读课文。

- 步骤：**
- 1) 复习本课生字词，检查学生的写字练习。
 - 2) 复习课文（1），学生集体或个人背诵课文（1）。
 - 3) 导入课文（2），采用以下方式开始新课文的学习：
 - a. 学生先默读一遍课文，找出课文中本课学习的生字词。
 - b. 老师朗读课文，要求学生跟着老师的语速指读课文。
 - c. 老师讲解课文，重点讲解词语、句式的运用和课文故事。
 - d. 老师领读课文，在领读中注意随时纠正学生读错的地方。
 - e. 学生读课文，可采取全班读、分组读、个人读等多种方式。
 - f. 口头表达训练：学生复述课文和讲述课文故事。

2. 课堂游戏

在课文 2 教学过程中，老师可根据教学条件和需要，选择使用下面的课堂游戏。

- 游戏：**
- 1) 段落接龙：按课文段落分组，一组读一段，一段接一句读下去。
 - 2) 你一段我一段：两人一组，一人一段读课文。。
 - 3) 课文表演：根据课文内容，组织学生进行课文表演。
 - a. 安排一个学生读课文（旁白）。
 - b. 根据课文中涉及到的人物，分配角色，表演动作。
 - c. 老师作为导演，注意引导和纠正学生的表演。
 - 4) 设问：老师设计几个问题，学生根据课文内容来回答。
 - 5) 朗诵比赛：组织学生进行课文朗诵比赛，看谁读得准、读得好。
 - 6) 观看阳阳中文在线课程 - 课文视频，通过动画复习课文。

3. 课堂小结

- 1) 检查学生是否还有不会认读，或不理解意思的本课生字词。
- 2) 大声朗读课文 2。

【第 4 课时】教学内容：课堂练习

1. 教学流程

要点：课堂练习是课堂教学的重要组成部分，老师一定要高度重视。它是将知识转化成技能，以及检查学习效果的方法和手段。一套教材好不好用，课堂练习设计是否合理是关键因素之一。本册每课的课堂练习，主要围绕本课的语言内容设计，运用本课所学的字、词、句，采用趣味性强的练习形式，将语言知识转化成使用中文的技能。

- 步骤：**
- 1) 按题目顺序逐一完成，老师讲解题目要求，用例题向学生演示题目的思路、解答题目的方法等。
 - 2) 学生在老师的指导下，逐一完成每个练习题。
 - 3) 老师检查学生的完成情况，有问题及时帮助学生解答。
 - 4) 亲子朗读：这是要求学生在家里与家长一起读的儿歌童谣，但在课堂上，老师可以先带读几遍，然后布置学生回家后，一定要家长参与。
 - 5) 文化分享（如果有）：老师用自己的话讲解大意，让学生理解内容。不要求学生认读，但要学生试着用自己的话复述故事，然后布置学生回家后讲给家长听。
 - 6) 观看本课完整的阳阳中文在线课程，通过动画复习课文。

2. 课堂小结

- 1) 布置家庭作业：建议《练习册》与《识字写字本》交替使用，每课第二周教学后布置家庭作业（练习册），每周四天，每天 2 页。老师简单说明作业内容和题目的要求。
- 2) 学生每天上线十分钟，观看本课完整动画或视频，学习在线课程，完成互动练习，复习课文。老师在自己的“云课堂”里，检查学生每天在家的学习情况，或与学生 上线互动问答。
- 3) 全班学生集体朗读或背诵课文（2），在读书声中结束本课教学。

《阳阳中文 – 阅读版》课程特色

完整

课程体系

《阳阳中文》系列十年课程，从中文零起点，到达到 HSK4 级水平并顺利通过 SAT II 和 AP 考试，伴随学生从小学到中学的最佳语言学习期。课程内容将中文语言学习与中华文化介绍相结合，见证学生从“中文通”到“中国通”的全过程。

合理

学习目标

《阳阳中文》课程通过与 YCT/HSK 和 SAT II /AP 中文考试相关联，明确学生的学习目标和教师的教学目标。学生完成十年课程后，在口语交际和阅读能力上，满足在中国旅游、生活及工作的语言需求；顺利通过 SAT II 和 AP 中文考试。

立体

学习方式

《阳阳中文》从纸质教材到在线课程，从课堂教学到在线中文云课堂，从课本到电脑、平板和手机，构建了海外最大的 K12 学生中文学习平台。无论在学校、在家里，还是在车上、在海边……随时随地呈现一个有声有画、精彩纷呈的中文环境。

注：手机扫描课本上的二维码，可随时观看动画课程。

创新

课程设计

字词认读采用“字-词-图”相结合的学习模式，图中理解词意，词中认读生字，字不离词——既让中文字词生动有趣，又符合海外学生的语言学习习惯，字词认读和理解变得简单易学。

课文结构采用“儿歌（诗歌）+ 阅读短文”相结合的模式，儿歌（诗歌）体会中文的韵律美并能轻松背诵，既训练语感，又学习本课字词句；阅读短文由学过的字词句构成，既达到复习字词句的效果，又实现了无障碍阅读理解，增强学生学习中文的信心。另外，每篇课文都有加注拼音和无拼音两种格式，有拼音格式帮助学生正音，无拼音格式要求学生脱离拼音阅读。

阶梯

内容递进

《阳阳中文》课程内容由浅入深，层层递进，根据不同年龄学生的认知心理和学习特点，注重不同年级学生的理解能力和知识范畴，制订合理的语言学习内容。每课生字分布均衡，基本相等；课文长度基本一致，教学节奏流畅，内容螺旋转进。同时强调所学字词句高频复现。

纯正

文化分享

《阳阳中文》课程的宗旨是让海外学生既成为“中文通”，又成为“中国通”。因此，在课文、对话和文化分享等环节，处处体现中国的习俗和文化。让学生明白，学习中文的目的，不仅是会说中文，而且要了解中国习俗与文化，顺利应对在中国旅游或生活遇到的文化差异，学会与中国人打交道等。



贴心 教学服务

新颖的教案设计，将每节课的完整教学流程、语言知识的权威解释和学生课本融为一体。老师只需要拿着与课本合二为一的《教师用书》，不用备课，即可轻松完成每节课的教学任务。

免费为老师开设在线“中文云课堂”，免费培训和帮助老师通过“中文云课堂”实现在线组班。“中文云课堂”既可以辅助课堂教学，也可以课后批改学生的互动练习，查看学生的学习进程，解答学生的在线提问，布置学生的学习任务或其他事项。



丰富 在线资源

阳阳中文网站（www.youngchinese.com）致力于打造全球最大、专注海外 K12 学生的中文学习平台。网站围绕《阳阳中文》课程，设计了丰富的在线资源栏目，包括适应不同年龄、针对不同年级学生的儿歌童谣、中文歌曲、故事阅读等内容，是《阳阳中文》课程线上的开放资源平台，两者配套使用，学习效果显著。

Young Chinese is a brand new Chinese language curriculum for K-12 learners outside China. It was developed by a large team of linguists, teachers and professional course developers over a period of five years. The curriculum integrates print and Internet-based courses, cloud classes and supplementary course materials. The integration of different modes of instruction makes Chinese learning easy, effective and fun.

Young Chinese is wholly compatible with the Youth Chinese Test (YCT) and the Hanyu Shuiping Kaoshi (HSK), both being internationally recognized standardized proficiency tests administered by the Confucius Institute (Hanban). It also reflects the themes in the *Standards for Foreign Language Learning in the 21st Century*, known as "The Five Cs," viz., communication, cultures, connections, comparisons and communities.

The curriculum includes two independent editions: Young Chinese – Developing Speaking Skills and Young Chinese-Developing Reading Skills.

Developing Reading Skills

Young Chinese – Developing Reading Skills, which consists of 10 levels, is targeted at learners from a Chinese or Asian cultural background. It develops reading proficiency through intensive vocabulary and reading instruction. Upon completion of this course, learners will have a minimum proficiency level required by HSK (Level IV).

Developing Speaking Skills

Young Chinese – Developing Speaking Skills, which consists of 11 levels, is targeted at learners from a non-Chinese or non-Asian cultural background. It is ideal for a bilingual classroom setting. This edition places more emphasis on the communicative functions by putting listening and speaking before reading and writing. Upon completion of this course, participants will have no language problem studying, working and living in China.

YOUNG CHINESE - DEVELOPING READING SKILLS

A Components

This comprehensive course consists of ten levels intended for use by learners of different proficiency levels:

- Levels 1-3, which correspond to YCT3 or HSK2, are for beginners.
- Levels 4-6, which correspond to YCT4 or HSK3, are for intermediate level learners.
- Levels 7-10, which correspond to HSK4 or SAT II or AP, are for advanced level learners.

Each level has a set of the following print materials:

- 1 student book consisting of 12 units
- 2 workbooks (one for odd numbered and one for even numbered units in the student book, respectively)
- 1 Copybook
- 1 teachers' book

For each level, the following interactive online resources are provided to facilitate learning, which can be studied anytime anywhere, using an Internet-connected computer or a mobile phone.

- Cloud Class
- Yangyang Pinyin
- Chinese Readings
- Chinese Songs
- Chinese Videos
- Chinese Test Papers Bank
- Inquiries (Mini lessons, Vocabulary search, Questions & Answers)

B Goals

The course aims at developing cross-cultural communicative competence through effectively developing language skills and fostering cultural awareness in a learning environment that is highly motivating and enjoyable. Although training is provided in all four language skills including listening, speaking, reading and writing, focal attention is given to written communication.

Proficiency Level	Coursebooks	Goals
Beginner	Levels 1-3	<ul style="list-style-type: none"> ■ Learn 400 characters and 200 words. ■ Be able to pass YCT3 or HSK2.
Intermediate	Levels 4-6	<ul style="list-style-type: none"> ■ Learn 400 characters and 310 words. ■ Be able to pass YCT4 or HSK3.
Advanced	Levels 7-10	<ul style="list-style-type: none"> ■ Learn 700 characters and 600 words. ■ Be able to pass HSK 4.

STRUCTURE OF COURSEBOOK UNITS

Regardless of level, each coursebook consists of 12 units. Whereas 11 of them are intended for teaching new language, the final one reviews all that is covered in the whole book and it includes a test paper for checking participants' progress.

All units comprise a number of modules which vary depending on the levels.

Level 1



Vocabulary(flash cards), 2 poems, Classroom activities, Read-aloud, Cultural tips, and Assignments (Workbook)

Levels 2–3



Vocabulary(flash cards), Poems and songs, Reading, Language focus, Dialogue & Classroom activities, Cultural focus, and Assignments (Workbook)

Levels 4–6



Vocabulary(flash cards), Text, Reading, In-class quizzes, Language focus, Dialogue & Classroom activities, Cultural focus, and Assignments (Workbook)

Levels 7–10



Vocabulary(flash cards), Text, Reading, In-class quizzes, Language focus, Dialogue & Classroom activities, Writing, Cultural focus, and Assignments (Workbook)

The major modules are explained as follows:

Vocabulary (Flash Cards)

This module, designed on the principle of introducing characters as they are used in words, enables learners to command characters and words with the help of flash card style pictures which effectively illustrate the meaning of the vocabulary items.

Texts

This module, designed on the principle of learning words in sentences, consists of one poem and one prose passage, with the exception of level 1 units which have only one poem. While the musical qualities of the poem such as rhyme and rhythm make memorization much easier and simultaneously help learners develop a feel for the Chinese language, the prose text, which bears the out the meaning of the words in a limited number of sentences, provides further opportunities for learners to study the words in context.

Read-aloud

In each level 1 unit, a poem is provided to be read aloud. Parents are encouraged to read it aloud together with their children. Parental involvement not only enhances children's learning and makes it fun but also helps to develop in the parents a sense of responsibility for their children's learning.

Cultural Focus

This module, introduced from level 2 throughout the entire course, is intended to familiarize learners with different themes of Chinese culture. Again, parents are encouraged to work on this part with their children.

Classroom Activities

This module engages learners in a wide variety of interesting activities including quizzes, role playing, and other forms of exercises. These activities, centered around the language points covered in the preceding modules, provide valuable opportunities for learners to review and actually use the words and sentence patterns learned. They help turn linguistic knowledge into communicative competence.

Language Focus

This module summarizes the key vocabulary and sentence patterns through more illustrative examples or brief explanations. The purpose is to help learners consolidate their mastery of the words and sentence structures.

Workbook

There are two workbooks for each level, one for the odd numbered units and the other for the even numbered units. Each unit is accompanied by assignments to be done at home for four days over a period of a week. The workbook assignments aim at consolidating and extending what has been learned in the unit.

ANNUAL SYLLABUS

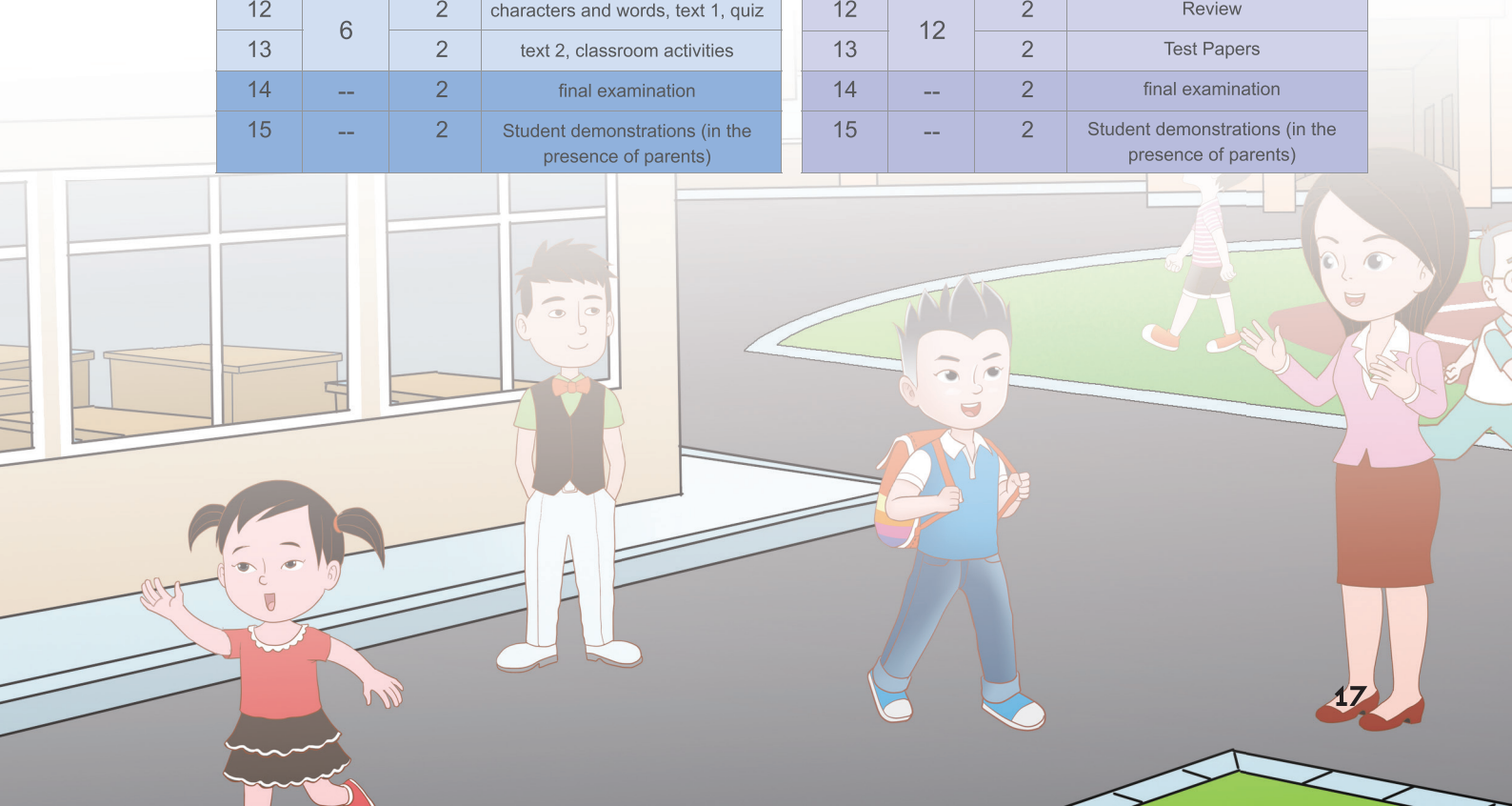
A total number of 60 hours are planned to cover the 12 units of each level. Four hours are allocated to each unit, with two spent on the dialogue, exercises, and vocabulary, and another two on the reading text and classroom activities. The rest of the hours are planned for the mid-term and final examinations and end-of-term events where learners demonstrate their progress to their parents.

Term 1

Week	Unit	Hours	Contents
1	1	2	characters and words, text 1, quiz
2		2	text 2, classroom activities
3	2	2	characters and words, text 1, quiz
4		2	text 2, classroom activities
5	3	2	characters and words, text 1, quiz
6		2	text 2, classroom activities
7	--	2	mid-term examination
8	4	2	characters and words, text 1, quiz
9		2	text 2, classroom activities
10	5	2	characters and words, text 1, quiz
11		2	text 2, classroom activities
12	6	2	characters and words, text 1, quiz
13		2	text 2, classroom activities
14	--	2	final examination
15	--	2	Student demonstrations (in the presence of parents)

Term 2

Week	Unit	Hours	Contents
1	7	2	characters and words, text 1, quiz
2		2	text 2, classroom activities
3	8	2	characters and words, text 1, quiz
4		2	text 2, classroom activities
5	9	2	characters and words, text 1, quiz
6		2	text 2, classroom activities
7	--	2	mid-term examination
8	10	2	characters and words, text 1, quiz
9		2	text 2, classroom activities
10	11	2	characters and words, text 1, quiz
11		2	text 2, classroom activities
12	12	2	Review
13		2	Test Papers
14	--	2	final examination
15	--	2	Student demonstrations (in the presence of parents)



SUGGESTED TEACHING PROCEDURES

The following suggested teaching notes apply to all units of each level. However, teachers may modify the procedures to suit their own teaching styles and situations.

Hour 1: Characters and Words

1. Teaching Procedures

▪ Important notes

Vocabulary should be taught with the illustrative pictures. Due attention should be paid to both the meaning and writing of monosyllabic words, which are orthographic characters in themselves. The meaning of words of two or more syllables are preferably introduced as a whole prior to teaching their pronunciation and the composition of any new character.

▪ Procedures

- Step 1. Ask students to look at the pictures and say what they describe. Their mother tongue is allowed, although it is always a good practice to encourage them to speak Chinese.
- Step 2. Say “What’s the Chinese word for this?”
- Step 3. Model pronouncing the words. Then lead the class in repeating them.
- Step 4. Ask the class to watch while writing the words on the blackboard.
- Step 5. Point at the words on the blackboard and ask the class to say them out loud without referring to the pictures and pinyin transcriptions.
- Step 6. Present all the other vocabulary items by repeating Steps 1-5.
- Step 7. Again, randomly point at the unit’s target words on the blackboard and ask the class to read them out loud.

2. Games

After presenting the vocabulary items, the teacher may ask the class to play some or all of the following vocabulary games.

1. Show pictures (big sized) one by one and ask students to say the words out loud.
2. Show the character cards (big sized) one by one and ask students to read them out loud.

Note that pictures and character cards can be downloaded from www.youngchinese.com.

3. Non-linguistic methods such as realia, body movements, and facial expressions can be used in practicing vocabulary items that have a tangible meaning. These games have proven effective:
 - Show a real object or mime an action and ask students to guess what it is and say the word out loud.
 - Get some students to mime words and some others to guess the words.
 - Reverse the procedures: Say the words and ask students to mime their meaning.
4. In pairs, one student says the vocabulary item in the mother tongue and the other says the Chinese equivalent out loud.
5. Say words on the blackboard and ask students to put pictures beside the words they hear.
6. Say words and ask students to draw stick pictures for the words they hear.
7. Watch the online vocabulary videos and do the games.

3. Wrap-up

1. Ask the class to read out loud in chorus the new words in the order they are presented in the student book.
2. Check character recognition by randomly selecting students to read the characters in the New Characters section.

Hour 2: Text 1 & Quiz

1. Teaching procedures

▪ Important Notes

After studying Text 1, students are expected to be able to use the vocabulary studied in the previous hour, to be able to use the right intonations when reading the text aloud, and to learn to appreciate the cadence of the Chinese language. All texts at level one are in verse form, which, with their musical qualities such as rhythm and rhyme, are easy to read aloud and memorize and hence increase students' confidence in their ability to learn Chinese well. It is important for the teacher to model reading the text aloud.

■ Procedures

- Step 1. Model reading the text aloud, first at normal speed and then slowly.
- Step 2. Ask students to identify the vocabulary items learned in the previous hour.
- Step 3. Students repeat the text after the teacher a few times.
- Step 4. Ask students to read the text aloud and correct them if they mispronounce any words or if they use inappropriate intonations.
- Step 5. Help students comprehend the text by paraphrasing difficult language.
- Step 6. Explain any new words in the text that are listed below the text as target vocabulary.
- Step 7. In cases where unfamiliar words appear in the text but are not listed as target words, students are only required to be able to pronounce them. They will be listed as target words in later units. (Such cases occur almost exclusively at levels 1-2)
- Step 8. Ask students to read the text aloud, either individually or in chorus. Encourage them to learn it by heart by the time class is over.
- Step 9. Ask students to do the quiz. The quizzes at this level are mostly games and other activities aimed at checking mastery of the target vocabulary. A quiz should take just a few minutes.

2. Games

Upon completion of the above procedures, the teacher may ask the class to play some or all of the following vocabulary games.

1. In groups of 4-6, students read the text aloud. Make them take turns to read the sentences one by one.
2. In pairs, students read the text aloud. Each student reads one sentence alternatively.
3. Students try to mime the text in the following ways:
 - Students perform one body movement for each sentence.
 - Students connect the movements for the entire text.
 - In pairs, one student reads the text aloud and the other mimes the text.
4. Questions and answers: Raise questions on the text for students to answer.
5. Recitation contest: See who can recite the sentences and the entire text from memory. Prompts may be provided if students get stuck.
6. To review the text, ask the class to watch the video of the text online.

3. Wrap-up

1. Homework assignment: At the end of Week 1 for a unit, ask students to practice writing 2-3 new characters. Ask them to alternate between the workbook and copybook.
2. Require students to spend ten minutes daily viewing the videos and the corresponding online course, reviewing Text 1, and completing the interactive exercises. In the cloud class, the teacher checks students' progress and/or answers their questions.
3. Conclude the section by asking the class to recite Text 1 in chorus.

Hour 3: Text 2

1. Teaching procedures

▪ Important Notes

Through the study of Text 2, students are expected to be able to use the vocabulary studied in the previous hour, to be able to use the right intonations when reading the text aloud, and to learn to appreciate the cadence of the Chinese language. All texts at level one are in verse form, which, with their musical qualities such rhythm and rhyme, are easy to read aloud and memorize and hence increase students' confidence in their ability to learn Chinese well. It is important for the teacher to model reading the text aloud.

▪ Procedures

- Step 1. Review the target vocabulary in this unit. Check character writing exercises.
- Step 2. Review Text 1 by asking students to recite it in chorus or individually.
- Step 3. Teach Text 2, following the same procedures for Text 1.

2. Games

Follow the same procedures for Text 1.

3. Wrap-up

1. Check whether students can recognize all the target words and know their meaning.
2. Ask the class to read Text 2 aloud. Encourage them to memorize it.

Hour 4: Classroom Activities

1. Teaching Procedures

▪ Important notes

Classroom activities are vital for effective learning. They are important also because they serve as a means of checking learning effect. In every unit throughout the entire course, all classroom activities are centered around the target language. A wide variety of interesting exercises provide students with invaluable opportunities to practice the target characters, words and sentence structures, turning linguistic knowledge into communicative skills.

▪ Procedures

1. Ask students to do the activities one by one. Explain the instructions with illustrative examples.
2. Monitor the whole process. Give timely assistance to those who have difficulty.
3. Although the read-aloud activity is meant to be carried out at home involving both students and parents, it is important for the teacher to model reading the text aloud and make students repeat after the teacher.
4. The teacher explains the text in the Culture Focus section (if present) to assist comprehension. While students are not required to recognize every single word in the text, it is important to check that they can reproduce the content in their own words. Also, as a piece of homework, ask them to retell the content to their parents.
5. To review this unit, ask students to view all the online lessons of this unit.

2. Wrap-up

1. Homework assignment: At the end of Week 2 for a unit, ask students to do the exercises in the workbook, two pages a day, four days a week. Ask them to alternate between the workbook and copybook. You may want to explain every exercise briefly.
2. Require students to spend ten minutes daily viewing online the animations, videos, and lessons for the unit, reviewing the texts, and completing the interactive exercises. In the cloud class, the teacher checks students' learning at home and/or answers their questions.
3. Conclude the section by asking the class to recite Text 2 in chorus.

HIGHLIGHTS OF YOUNG CHINESE DEVELOPING READING SKILLS

1

Complete System

As a ten-year course, Young Chinese has a completeness unparalleled by other Chinese courses. It takes course participants through all learning stages, enabling them to progress from the mere beginner's level to a level advanced enough to pass the SAT II or the AP tests. The journey coincides with their elementary and secondary school years, a period believed to be critical for language acquisition. In addition to linguistic skills, the course cultivates cultural competence by providing deep insights into different aspects of Chinese culture.

2

Clear Goals

The learning goals that Young Chinese sets are clear and concrete. The course has been developed with such tests as YCT, HSK, SAT II and AP in mind. The different stages of the course have as their goals the requirements of the different levels of the tests.

3

Multiple Modes of Instruction

Young Chinese is the largest Chinese language learning platform outside China. The course maximally motivates learning and guarantees learning effect through combinations of print materials and multimedia web sources, and classroom instruction with online cloud classes. With a printed textbook, a computer, an iPad, or a mobile phone, course participants can enjoy Chinese study in different settings – at home, in the classroom, in the car, or on the beach.

4

Innovative Design

The course has two distinct design features in relation to vocabulary and sentence structure learning. While characters are taught in association with words, word meaning is illustrated with pictures. This character-word-picture cycle makes vocabulary learning easy, effective, and fun. In each unit, sentence structures are taught through a combination of a poem and a prose passage. The poem, with its musical beauty, provides further opportunities for students to learn the target words in context and simultaneously helps them to develop a feel for the language. The prose text, containing high frequencies of the target vocabulary and sentence structures just studied, gives easy practice in reading comprehension as well as helps consolidate mastery of the target language. The ease of reading also boosts students' confidence in their ability to learn.

In addition, the poem and the prose text each have a plain version and a version with pinyin transcriptions. Texts without pinyin transcriptions are used to train reading comprehension, where as texts with pinyin transcriptions are used to scaffold students when practicing reading aloud to improve pronunciation.

5 Gradual Progression of Difficulty Levels

Differences of students' psychological needs and cognitive abilities at different ages have been taken into consideration in the development of the course. Based on these considerations, the contents of Young Chinese – Developing Reading Skills are organized progressively in terms of level of difficulty. Moreover, the target vocabulary items are evenly distributed in the units and have high reoccurrence rates in the reading passages, which remain approximately the same length throughout the entire course.

6 A Cultural Dimension

The ultimate goal of Young Chinese is to enable course participants to become not only fluent in the Chinese language but also familiar with Chinese culture. Therefore, students are immersed in Chinese culture through a wide variety of activities while studying the reading texts and dialogues. In addition, a special section, Cultural Focus, in every other unit throughout the course, is devoted to a particular theme of Chinese culture.

7 Practical Teacher Support

The teacher's book for each level is a one-volume book, which, besides the entire student book, contains complete, practical teaching notes for each class period as well as authoritative explanations of difficult language. As such, teacher's books make lesson planning quick and easy, saving large amounts of time for the teacher.

Online cloud classes are another form of teacher support. The "cloud class" function allows the teacher to group students into a virtual classroom. Besides giving supplementary lessons after regular classroom instruction, a range of tasks can be performed such as assigning and marking homework, checking students' progress, answering their questions, etc.

Free training is provided in using the "cloud class" function.

8 Rich Website Resources

Rich course resources are available, free of charge, on the course website www.youngchinese.com, which aspires to become the most influential platform for K-12 Chinese language instruction outside China. Taking advantage of such materials as nursery, rhymes, songs, stories, and videos will immensely enhance learning.

《阳阳中文》在线课程 / 资源

YOUNG CHINESE ONLINE COURSES & RESOURCES

The screenshot displays the Young Chinese website interface. At the top, there is a navigation bar with links for '站点' (Locations) including North America and Asia, and '语言' (Language) options including Chinese, English, Korean, Japanese, Thai, German, and Russian. Below this is the 'Young Chinese' logo and a search bar for '海外K12中文系列课程 Curriculum for Young Chinese learners'. A user profile menu is visible with options for '我' (Me), '账户' (Account), '课程' (Courses), '私信' (Private Messages), and '通知' (Notifications). The main content area features a large banner for '全新 在线课程+纸质教材 K12海外中文系列课程' (Brand new online courses + paper textbooks for K-12 overseas Chinese series courses). The banner includes details about two course sets: '《阳阳中文》(阅读版): 全套10册, 十年课程, 大量识字, 强化阅读' and '《阳阳中文》(对话版): 全套11册, K-10课程, 听说领先, 读写跟进'. To the right of the banner is a user greeting '您好, 阳阳 [安全退出]' and icons for '课程' (Courses), '批阅' (Grading), '笔记' (Notes), and '问答' (Q&A). Below the banner is a grid of nine colorful buttons representing different learning resources: '教' (Teach) - 中文云课堂 (Cloud Classes), '学' (Learn) - 中文在线课程 (Online Chinese Courses), '拼' (Pinyin) - 阳阳拼音 (Yangyang Pinyin), '看' (Watch) - 中文精彩看 (Videos), '读' (Read) - 中文天天读 (Chinese Readings), '唱' (Sing) - 中文好声音 (Chinese Songs), '考' (Exam) - 中文试题库 (Chinese Test Papers), '玩' (Play) - 中文小游戏 (Chinese Games), and '问' (Ask) - 中文问答 (Chinese Q&A).

每天上线十分钟，学习中文真轻松！

Ten Minutes A Day, The Right And Easy Way.

在线课程:

Online Courses

在线互动课程与《阳阳中文》教材完全同步，每课动画包括字词学习、课文、对话以及趣味互动练习等。创设直观精彩的中文视听与互动环境，通过电脑或手机连接互联网，无论在学校、在家里，还是在车上、在海边……都可以学习《阳阳中文》课程，让中文学习变得方便而有趣。

The online courses, which run parallel to the printed textbooks, are in the form of interactive animated videos. Each unit of an online course deals with all the sections in the textbook including the target vocabulary, the texts, the dialogue and the interactive exercises. Students can get online with a computer or a mobile phone anytime anywhere. The multimedia learning environment makes language learning easy, effective and fun.

中文云课堂:

Cloud Classes

学生可加入老师开设的“中文云课堂”。在“云课堂”里，学生可以收到来自老师的辅导、布置的学习任务和向老师提交互动练习；可以记录学生的学习进度、学习成果、测验成绩以及成长足迹等。老师可以在“云课堂”里发布消息，敦促学生完成学业。

The “cloud class” feature enables the teacher to group students into a virtual classroom. In a cloud class, the teacher can perform a range of activities, for instance, setting assignments, making announcements and reminding students of their deadlines. By participating in the relevant “cloud class,” students can get individualized help from the teacher. They can also participate in class discussions, receive and submit homework assignments, and check their own progress and test results.

微课:

Inquiries

学生或老师在微课（即“问 Q & A”搜索框）输入任何字词，就可以学习与该字词相关的识字动画、书写练习、打印该字词的大字卡或大词卡，并拓展学习该字词的例句、语言知识、对话、习题等。同时，还可以在线提问，或者在线解答其他人的问题，与全球的阳阳中文学习者一起，互帮互学，共同成长。

The “Inquiries” search box on the course website serves two purposes. First, it offers opportunities to extend vocabulary knowledge. By entering a word in the search box, one activates a series of mini-lessons on the word – an animated video about the word, character writing practice, illustrative sentences, explanations, dialogues, and exercise questions. Additionally, a big card of the word or character can be printed out. Second, one can interact with other learners across the world by raising and answering questions in the search box.

网上资源: Online Resources

阳阳中文网站是一个丰富生动的中文世界，这里有：

The Young Chinese website has a treasure-house of Chinese materials in the following categories:

阳阳拼音: 八课学习计划，动画示范声母和韵母的发音、拼读、声调，每课配有多首儿歌韵文练习发音。
Yangyang Pinyin

Yangyang Pinyin is a course focusing on the pinyin system. Eight lessons are included, with animated videos demonstrating the production of individual speech sounds, syllables and tones. Each lesson is accompanied with a song to aid pronunciation practice.

中文天天读: 精选大量脍炙人口的故事、儿歌童谣、中国国学经典名篇等，通过视听和跟着朗读，提高学生阅读能力，拓展学生的知识面。
Chinese Readings

A wealth of selected songs, stories and classic literary works are available for developing reading comprehension skills and expanding knowledge base. Besides reading the texts, students can watch the videos and repeat the sentences after the recordings.

中文好声音: 辑录大量传统经典中文歌曲，让学生在优美动听的乐曲中，享受学习中文的乐趣，唱响中文。
Chinese Songs

A large collection of beautiful Chinese songs is offered for students' entertainment. Students can pick up some language while having fun learning to sing the songs.

中文精彩看: 辑录中国经典动画片、录播现代中国生活情景，以视频方式展示中国的立体画面，看动画，看情景，学中文。
Chinese Videos

This library of classic animated movies and videos of everyday life provide opportunities for viewers to experience Chinese as it is actually used in real life situations.

中文试题库: 按类型和级别，提供多套在线考试题，包括中文水平测试、YCT、HSK 各级模拟考试题，以及 SAT II、AP 中文模拟试题等。
Chinese Test Papers Bank

This is a large collection of sample Chinese proficiency test papers classified into different levels of the YCT, HSK, SAT and AP tests.