

National Curriculum for Primary and Secondary ELT in China
LANGUAGE FUNCTIONS

1. Social communications

- a. Greetings
- b. Introduction
- c. Farewells
- d. Thanks
- e. Apologies
- f. Invitation
- g. Asking for permission
- h. Expressing wishes and congratulations
- i. Making appointments
- j. Making telephone calls
- k. Having meals
- l. Seeing the doctor
- m. Shopping
- n. Asking the way
- o. Talking about weather
- p. Language difficulties in communication (I beg your pardon? Etc.)
- q. Reminding and warning (Don't forget..., Be careful!, etc.)
- r. Advice
- s. Suggestions

2. Attitudes

- a. Agreement and disagreement
- b. Likes and dislikes
- c. Certainty and uncertainty
- d. Possibility and impossibility
- e. Ability and inability
- f. Preference and hobbies
- g. Intentions and plans
- h. Hope and wish
- i. Praise and encouragement
- j. Blame and complaint
- k. Indifference

3. Emotions

- a. Happiness
- b. Surprise
- c. Worries
- d. Reassurance

- e. Satisfaction
- f. Regret
- g. Sympathy
- h. Fear
- i. Anger

4. Time

- a. Point of time
- b. Duration
- c. Frequency
- d. Sequence

5. Space

- a. Position
- b. Direction
- c. Distance

6. Existence

- a. Existence (is there ... are there...)
- b. Non-existence

7. Features

- a. Shape
- b. Color
- c. Material
- d. Price
- e. Size
- f. Age

8. Measurement

- a. Length
- b. Width
- c. Height
- d. Number (how many, how much)

9. Comparison

- a. Equal comparison
- b. Comparative and superlative
- c. Similarity and difference

10. Logical relations

- a. Cause and effect
- b. Purpose

11. Occupation

- a. Job
- b. Employer

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TOPICS

1. Personal information

- a. Individual data
- b. Family data
- c. School data
- d. Data uses (forms and applications)
- e. Jobs and career

2. Family, friends, and people around

- a. Family and relatives
- b. Friends
- c. Other people

3. Personal environments

- a. Kinds of homes
- b. Rooms in homes
- c. Furniture and home items
- d. Schools
- e. Outside

4. Daily routines

- a. Getting ready
- b. Dressing, brushing teeth, washing hands and face, taking a shower, etc.
- c. Eating
- d. Daily chores
- e. Homework
- f. Family time

5. School life

- a. School building
- b. School organization (grade, class, subject, etc.)
- c. People
- d. Subjects
- e. Activities
- f. Instructions
- g. Educational methods

6. Interests and hobbies

- a. Lessons
- b. Games
- c. Hobbies
- d. Reading
- e. Cultural events
- f. Entertainment
- g. Socializing

- h. Expressing your reactions to these activities

7. Emotions

- a. Describing feelings
- b. Expressing emotions
- c. Describing facial expressions and gestures

8. Interpersonal relationships

- a. People
- b. Social behaviors
- c. Getting together

9. Plans and intentions

- a. Planning
- b. Organizing

10. Festivals, holidays and celebrations

- a. Cultural festivals
- b. Religious holidays
- c. Personal celebrations
- d. Describing your own experiences of these activities and stating your preferences, etc.

11. Shopping

- a. Planning
- b. Products
- c. Selecting
- d. Paying
- e. Expressing compliments and responding to them

12. Food and drink

- a. Meats
- b. Soups
- c. Vegetables
- d. Staple food
- e. Drinks
- f. Fast foods
- g. Snacks
- h. Eating customs
- i. Ordering and offering different foods and drinks
- j. Likes and dislikes

13. Health

- a. Eating habits

- b. Physical fitness and exercise
- c. Personal hygiene
- d. Illnesses
- e. Medications
- f. Accidents
- g. Doctors, nurses and hospitals
- h. Describing problems (parts of body, pains, etc.)
- i. Medical insurance

14. Weather

- a. Describing weather
- b. Understanding weather reports
- c. Dressing for the weather
- d. Extreme weather

15. Entertainment and sports

- a. Movies and theater
- b. Music and dance
- c. Team games
- d. Games of two or four
- e. Racing
- f. International sports events
- g. Spectators and fans
- h. Physical exercises

16. Travel and transport

- a. Methods of transportation
- b. Travel
- c. Getting and asking directions
- d. Safety rules and warnings
- e. International travel (passport, visas, currency, etc.)
- f. Inquiring and making reservations
- g. Describing a journey

17. Language learning

- a. Differences between American and British English
- b. Language and culture
- c. Language learning difficulties
- d. Attitudes to language and communication
- e. Language learning strategies
- f. Communications repair

18. Nature

- a. Plants
- b. Animals
- c. The sun, the moon and stars
- d. Describing land (cities, farms, hill, etc.)
- e. Volcano

19. The world and the environment

- a. Countries and maps
- b. Issues (pollution, land use, etc.)

20. Popular science and modern technology

- a. Recent innovations, medical advances, technological advances
- b. Computer science

21. Topical issues

- a. Population
- b. Environmental conservation
- c. Crime and punishment
- d. Social differences
- e. Pollution

22. History and geography

- a. General knowledge of history and geography about China
- b. General knowledge of history and geography about the world
- c. Historic events
- d. Historical persons

23. Society

- a. Nationality and people
- b. Famous people (contemporary)
- c. Law
- d. Ways of dressing
- e. Names of religions
- f. Religions and culture
- g. Religious festivals
- h. Customs and culture

24. Literature and art

- a. Forms of literature and art
- b. Famous literary people and artists

**COMMON SPEAKING ACTIVITY TYPES
IN MIDDLE SCHOOL ENGLISH TEXTBOOKS
(Junior English for China, Fun with English, Senior English for China)**

Abbreviations: J1, J2, J3 = Junior Middle School Grade 1,2,3
 S1, S2, S3 = Senior Middle School Grade 1,2,3

Pronunciation exercises have not been included.

GUIDED DIALOGUE/ GUIDED DISCUSSION ACTIVITIES FOR PAIR WORK

Guided dialogue for practising grammar points/ language functions J1,2,3, S1,2
Example J2: Follow a model conversation on inviting people, substitute your ideas for the underlined words.

Example S2 : Expressing beliefs and doubts
The following dialogues about science fiction are incomplete. Work with your partner to create dialogues using some of the useful expressions below and talk more about what you believe may come true in the future.

Variations of guided dialogues / Q&A activities:

Acting/ performing guided dialogue	J1,2,3
Creating guided dialogue	J1,2,3
Creating dialogue based on picture prompts	J1,2
Substitution drills	J1,2,3
Completing a dialogue	J2
Q-A about charts and diagrams	J1,2,3
Q-A map-reading	J2,3

Guided discussion J3

Example J3: Work in pairs to discuss different kinds of films, substituting your information for underlined words in a model conversation.

Sharing and comparing in pairs J1, S1, S3

Example J2: Complete a chart on sports activities and talk about them with your partner.

Example S3: Fill in a career advice questionnaire about your likes and dislikes. Then share and compare the results with your partner.

Picture-based discussion with note-taking and report S2, S3

Example S2: The pictures show different ways how water is used. Discuss the importance of using and protecting our water.

Argumentative discussion in pairs S1

Example S1: Discuss the advantages and disadvantages of the following scientific discoveries and applications.

Decision-making discussion in pairs:

J2, S1

Example J2: Follow a model conversation on making suggestions, talk with a friend to decide where to take a visiting friend.

Example S1: Make a Chinese culture capsule. In pairs, decide on five things to put in and give reasons. Use the expressions in the box how to ask for and how to make suggestions.

INTERVIEWS**Interview in pairs**

J1, J3, S2

Example J1: Interview your partner and make a poster, asking questions about self, family favourite activities.

Example S2: Describing places. Choose one of the topics (hometown/ city in your province/ different parts of your province) and ask each other questions. Use a map and the useful expressions in the box to help you.

SURVEY**Survey**

J1, J2, S1

Example S1: Interview three of your friends about their favourite sports and fill in the form. Use the expressions how to ask and answer about interests and hobbies.

ROLE PLAY ACTIVITIES**Role Play in pairs**

J3, S1, S2

Example S1: In pairs, read the role cards, then follow the model dialogue how to ask for and give advice. Next, choose one of the given situations to create your own dialogue. Use the expressions in the box to help you.

Role Play interview

S1, S3

Example S1: Student A acts as a reporter, Student B acts as an animal from the zoo (choose one of the 8 animals in the box). Use the given questions to get started and try to think of more questions

Example S3: Imagine that the record-breaking tightrope walker Adili is visiting your city and that you are going to interview him for the school newspaper. Use the biography, the sample questions and the useful expressions to help you.

Role Play in groups

S3

Example S3: Making complaints. Several readers have written to the local newspaper complaining about its advertisements. Use the role cards to prepare a meeting between concerned readers and the editor.

Decision-making role play in groups

S1,2,3

Example S1: A group of farmers in your area have been given a large piece of land. Together with the village leader, they have to decide how to use the land. Work in groups of five. Each group member will play one of the roles. Prepare role cards, discuss the problem and try to make a decision.

SMALL GROUP DISCUSSIONS

Small group discussion

J1,J3, S2, S3

Example J1: Work in groups to talk about different materials for making clothes, following a model conversation

Example S3: Discuss the responsibilities of business people towards both their employees and their customers. Use the given key words to structure your discussion (e.g. safety standards, hygiene etc.)

Group discussion followed by a presentation

S3

Example S3: Study the poster presentation about youth culture which the different groups in your class produced. Then discuss the given questions and present your ideas to the class.

DEBATE

Debate

S3

Example S3: Work in groups of four. Divide each group into two teams. Choose a topic from the box below and hold a debate. You must follow the given outline. Use the outline to prepare each part. When all the teams are ready, the teacher will start and time the debate.

DRAMA ACTIVITIES

Acting out and performing a model dialogue or a guided dialogue

J1,2,3

Creating a short play and acting it out

S1

Example S1: Choose one of the situations below and create a short play. Then act it out.

Acting a scene from a novel

S3

Example S3: Act out the following two scenes from the mystery 'The Moonstone' (based on a previous reading passage from the novel).

SONGS AND CHANTS

Songs/Chants

J1,2, S3

Group discussion followed by a song related to the topic

S3

Example SW3: Read the notes about John Brown and Harriet Tubman. Discuss their lives and talk about the reasons why certain things happened and how they changed history. Then study the song about John Brown's body and sing along

GAMES

Games

J1

Guessing Game in groups

S1

Example S1: Student A thinks of a famous woman, the other students ask yes/no questions about her. Keep asking until you know who she is.