

## Foreign Language Training – Chinese (Intermediate)

### Overview

The course is aimed at a wide range of students with an interest in improving their Chinese with one of the following:

- Completed the Babel Beginner Chinese Course
- Received approximately 90-120 hours' tuition
- A recent GCSE/O-level grade A\*
- Babel assessment of the equivalent of A1/A2 of the Common European Framework of Reference for Languages (CEFR)

Classes are delivered online or can be arranged for face-to-face if requested.

### Course Objectives

The objective of this course is to develop existing language skills further and to achieve the equivalent of B1/B2 level of the CEFR.

By the end of the course, you will:

- be able to understand authentic speech with ease and communicate confidently on a variety of subjects using a wide range of vocabulary and complex grammatical structures
- be able to read extracts from authentic literature with almost 100% understanding
- be able to write a number of complex texts in different registers with high degree of accuracy, employing a wide range of structures and vocabulary
- have further developed intercultural competence and be conversant with a variety of issues in Chinese-speaking countries

How is the course taught?

- A communicative approach is used. All four skills (speaking, reading, listening and writing) are practised, with the main emphasis on speaking.
- Students engage in interactive language activities, participating in group and pair work based on systematic grammatical progression.
- Students will also be offered guidance in self-study and set homework tasks.

### Course Content

#### Topics

Making a plan	Hobbies (sports especially)
Accidents	Recounts of friends and past events
Renting a property	Travel and packaging
Moving to a new house	Comments/opinions of recounted experience
Recreational activities	Writing an email
Telephone conversations	Informal and formal greetings in writing
Lost personal belongings	Cultures and critical opinions
Environment	Books and reading habits
Gifting cultures	Job interviews
Language study	

Parent-child relationship and responsibility (cultural differences)

### Functions

Talking about language learning experience  
Talking about duration of activities  
Requesting & giving instructions  
Talking about arrangements and plans  
Asking and giving information  
Describing an accident  
Talking about the issues of renting a property and moving to a new house  
Learning to negotiate and solve problems  
Giving informal invitation  
Talking about some recreational activities  
Telephone conversations – making phone calls  
Expressing sympathy and regrets  
Describing environment  
Giving detailed information on a person, country, city  
Expressing ideas, opinions, and points of view

### Grammar

The “BA” sentence: Subject + “BA” + O + V + other elements  
Expressions of duration:  
V + duration  
VO + V + duration  
V+ duration + (的) + N  
V + Pron. + duration  
Expressions of frequency of action :  
V + Num + 次/遍  
V + Num+ 次/遍 + N  
V + Pron. +次/遍  
Resultative complement  
V/Adj + resultative complement  
V + 着 indicates the action is in progress  
Directional complement  
The usage of 进, 出, 上, 下, 过, 回, 来, 去  
V + Directional complement  
Potential complement  
V+得/不+ complement  
Summary of complements  
S+把+O+V+ other elements

Festivals and holidays  
Celebrations of Chinese festivals

Describing cultures of different countries/places  
Asking for help (informal) and offering help and suggestions  
Describing past events  
Drawing conclusions  
Summarising texts  
Talking about travel and packaging  
Asking for and giving suggestions/advice  
Comparing cities and countries  
Giving comments and opinions  
Understanding how to write recounts  
Understanding how to write an email  
Informal and formal greetings in writing  
Comparing cultures  
Preparing for a job interview  
Discussing cultural diversity/difference, festival celebration, relationships etc.  
Making comparisons

把+O+V+ 在/给/到  
Receiver of the action +被 + doer of the action  
Sentences with 把  
Verb+着  
Verb+得+phrase/sentence  
Sentence patterns (1): 既.....又.....; 一边.....一边; 越.....越.....; 连.....都/也.....;  
Rhetorical questions: 怎么会.....呢? 难道.....? 有什么.....的? 不是.....吗?  
Adverbial phrases: 其实,说不定,说实话,基本上  
Usage of adverbs (1): 看来,原来,那,比如说,又,难怪  
Sentence patterns (2): 只要.....就; 不管.....只要  
Frequency adverbs: 从来不,偶尔,有时候,总是=老是

Emphasis patterns: Q-words +都/也  
(positive or negative)  
Sentence patterns (3): 最好, 除非, 你看,  
而且  
The usage of 着 and 了 as potential  
complements: 找不着, 忘不了  
Usage of adverbs (2): 只好, 于是, 的确, 实  
在  
The reduplication of verbs  
Numerical expressions: fractions, areas,  
千万, 占, 四分之一, 总共, 大约  
Summary of comparison patterns : 比, 没  
有, 更/还, 跟..... 一样  
Emphasis pattern: .....是....., 就是/可是  
.....

Summary of classic words: 并, 却, 而, 之,  
其, 非  
Summary of prepositional phrases (2): 和/  
跟, 向/往, 为/给/替, 关于/按照/根据  
Summary of adverbs (3): 就/才/都/还/又/  
再; 刚/刚才; 还/还是  
Sentences patterns (4): 为了; 即使/哪怕  
.....也; 只有.....才; 不但.....而且; 既然.....  
就;  
即使.....也; 万一.....就  
Sentences patterns (5): 不论.....都; 再说  
.....; 一部分....., 一部分; 一方面....., 一方  
面

### Course details

<b>Duration</b>	90-minutes per class (No. of classes based on needs)
<b>Max delegates:</b>	6 Face-to-face 6 Online

For prices and dates please get in touch  
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