



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Diploma Programme
Programme du Diplôme
Programa del Diploma

**Mandarin ab initio
Language-specific syllabus**

**Mandarin *ab initio*
Programme spécifique**

**Mandarin ab initio
Programa de estudios específico**

汉语普通话初级课程 具体语种的教学大纲

First assessment 2020
Première évaluation en 2020
Primera evaluación 2020

Introduction

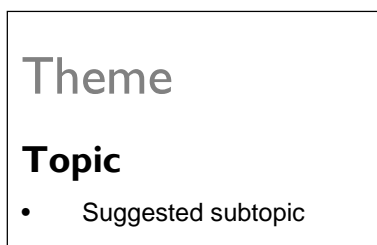
This language-specific syllabus must be read in conjunction with the *Language ab initio guide* published in February, 2018.

Themes, topics and subtopics

The ab initio course is centred around five prescribed themes, each containing four prescribed topics. These provide a framework for the acquisition of the target language. Each theme and topic in the guide must be taught; however, the manner in which these are addressed will vary to reflect the interests and needs of the students. Teachers are allowed to include additional topics but are reminded that adding additional topics should not come at the expense of time spent on the other prescribed themes and topics.

Within each topic, suggestions are offered for subtopics which can be explored. These can provide context for a topic and inform vocabulary choices. These suggested subtopics are not exhaustive but are an indication of what the teacher may decide to cover for a particular topic. Teachers are allowed to introduce additional subtopics as desired.

Themes, topics and suggested subtopics are represented in this syllabus as follows



International-mindedness and intercultural understanding

As international-mindedness is central to the IB philosophy, teachers are encouraged to approach the themes and topics in such a way as to foster intercultural understanding. Teachers can approach the themes and topics so that students can describe them, comparing and contrasting cultural aspects in their own culture with those of the target culture(s).

For example, the theme of “sharing the planet” with the topic of “environment” can be approached by looking at recycling. Vocabulary related to recycling can be introduced and then how and what is recycled in various cultures (suitable for the level of the students) can be examined using authentic materials from target language cultures, analysed by the students (why are some materials more apt to be recycled in some environments than are others?) and then compared and contrasted with the students’ own experiences and culture(s).

Planning the course

Teachers are also encouraged to take advantage of the interconnectedness and overlap of the themes in developing a course structure and unit plans. The interconnectedness of the Diploma Programme subjects and core components should also be made explicit and evident to the language ab initio student. The sample unit plan included in this document serves as one illustration of how this can be done. Information on course and unit planning is also available in the teacher support materials (TSM).

A word about vocabulary

The vocabularies provided below are but examples, they are by no means exhaustive, nor are they prescriptive in nature. Teachers and students can use these words as examples to build vocabulary pool that is meaningful to learner’s communicative needs. This approach allows for inquiry-based, learner-centred and authentic learning. It is important for teachers and students to choose words according to the contexts of learning, especially those that accommodate individual interests and communicative needs so that the learning is relevant and practical.

主题：身份 Identities

个人特点 Personal attributes

- 个人资料：姓名、地址、电话、电子邮件、微信、年龄、国籍、语言、性别、护照、身份证
- 身体长相：身体、身高、体重、头、头发、脸、大、小、长、短、圆、高、矮、肥、胖、瘦、美、丑、漂亮、帅
- 穿着打扮：衣服、鞋子、打扮、时髦、T恤衫、长/短裤、毛衣、外套、运动鞋、穿、戴、帽子、眼镜、颜色、红、黄、绿、蓝、紫、粉、黑、白
- 性情态度：友好、亲切、热情、关心、冷淡、有原则、负责任、主动、积极、认真、消极、乐观、悲观

个人关系 Personal relationships

- 邻里社区：社区、邻居、大人 / 成人、小孩 / 儿童、老年人、照顾、关心、服务
- 家庭：父母、爸爸、妈妈、兄弟姐妹、哥哥、弟弟、姐姐、妹妹、爷爷 / 祖父、奶奶 / 祖母、团圆
- 朋友：交、见面、帮忙、信任、一起、聚会、庆祝、礼物、生日、毕业、结婚、伙伴、合作、关系、建立、维持、保持、联系、经常、随时
- 宠物：养、喂、洗、遛、准备、照顾、责任、感情
- 刻板印象：理解、尊重、相同、不同、比较、让步、成见

饮食 Eating and Drinking

- 烹调：煎、煮、炒、炸、烤、做饭、然后、小火、中火、大火
- 味道调料：酸甜苦辣、油盐糖醋、酱油、葱姜蒜、番茄酱、清淡、红烧、糖醋
- 饮食习惯：健康、禁忌、营养价值、肉食、素食、快餐、有机食品
- 食品：鸡鸭鱼肉、海鲜、水果、蔬菜、饮料、零食、甜点
- 市场餐厅：菜市场、超市、夜市、小吃街、摊贩、餐馆、饭店、服务、菜单、点菜、点饮料、小费、结账、外卖、打包
- 餐饮：早午晚饭/餐、中餐、西餐、好吃、主食、米饭、面条、面包、饮料、茶、水、果汁

身体健康 Physical wellbeing

- 身体：健康、生活方式、饮食习惯、健身房、运动、锻炼、健身
- 急救、急诊、交通事故、意外事故、受伤、救护车
- 看病：约诊、预约、挂号、打针、吃药、检查、治疗、体温、身高、体重
- 医疗：医院、诊所、药房、急诊室、医务室、中医、西医、医生 / 大夫、护士
- 疾病：不舒服、生病、感冒、发烧、头疼、拉肚子
- 药物：药房、处方药、西药、中药、吃药

主题：经历、经验 Experiences

日常生活 Daily routine

- 在家里：吃早/午/晚饭、做饭、做家务、打扫、整理、帮忙、出门、回家、起床、睡觉
- 在学校：老师、同学、上学、放学、上课、下课、准时、迟到、休息时间、经常
- 工作单位：公司、同事、老板、上司、上班、下班、薪水、薪水、工资

- 买东西：付钱 / 付款 / 结账、信用卡、现金、分期、超市、立即购买、数量、加入购物车、货到付款、账户、登录密码、用户、注册、配送
- 问候：你好 / 您好、再见、保重、打扰、麻烦、对不起、谢谢、周末愉快、怎么样、祝贺、请慢用
- 活动：平日、周末、做功课 / 作业、上网、社交网站、运动、参加、课外活动、社团、社区服务、休闲活动、聚会、朋友、一起

休闲 Leisure

- 休闲活动：运动、锻炼、打球、游泳、游戏、看书、下棋、看比赛、聚餐、听音乐、画画、音乐会、电影、逛街、有趣 / 有意思、无聊、收集
- 活动场地：运动场、体育馆、游泳池、球场、健身中心、文化中心、博物馆、电影院、商场、游乐场、滑冰场
- 假期：度假、旅游、出行、参观、旅行团、订票、看球赛、表演、对。。感兴趣、公园、海边、沙滩、湖边、爬山、露营
- 出行：景点、机场、车站、租车、明信片、小册子、海报、日记、广告、禁止停车 / 吸烟、请勿拍照、保持安静、入口、出口、排队

假期和旅游 Holidays and tourism

- 住宿选择：饭店/酒店、民宿、单人房、双人房、订房、退房、标准间
- 活动：滑雪、徒步、爬山、露营、邮轮、历史文化游、餐饮游、参观、购物、博物馆、纪念品
- 出游：地图、行程、参观、导览、景点、旅客、时刻表、护照、签证、海关、行李、航班、转机
- 旅游：旅行社、计划与安排，行程、机/船/火车票、售票处、网上资讯 / 信息、订位、报名参加、自助游、旅游团、一日游

节庆 Festivals and celebration

- 家庭庆祝：聚会、生日、毕业、结婚
- 传统节日：春节、新年、年糕、年年有余、春、福、端午节、粽子、中秋节、月饼、圣诞节
- 公定节日：国庆日、劳动节、儿童节、教师节、纪念
- 传统习俗：婚丧、习俗、禁忌、象征

主题：人类创造 Human ingenuity

交通 Transport

- 交通工具：坐车、地铁、捷运、巴士 / 公车、高铁、飞机、船、骑自行车 / 脚踏车、开车、走路
- 方向：往左 / 右转、一直走、前面、后边、十字路口、在、出口
- 上路：转 / 换车、走路、先。。。再、就 / 才、开车、开得太快、看手机 / 视频、发短信、酒驾、代驾、走错了、车坏了、注意安全、速度、限制、罚款、开罚单

娱乐 Entertainment

- 名气：有名、名人、明星、有钱、生活方式、努力、享受
- 电影：看电影、电影院、动作片、科幻片、爱情片、影评、最新的、上映、卖座
- 音乐：音乐会、古典音乐、轻音乐、爵士乐、流行歌曲、民谣、饶舌、现场演唱、表演
- 赛事：看球赛、门票、价钱、贵、抢购、售完 / 卖光
- 游戏表演：游戏、打麻将、下棋、太极拳、戏曲、舞蹈

媒体 Media

- 媒体：报纸、收音机、电视节目、立场、看法、态度、时事、新闻、报导
- 社交媒体：微信、赖、语音、文字、发短信 / 简信、广告、宣传、刊登

科技 Technology

- 社交媒体：脸书、推特、微信、赖、博客 / 部落格、微博、优酷、主页、留言区、聊天室
- 互联网：网络 / 网路、网银、娱乐、搜寻、购物、订阅、按赞、网上游戏、动画、网友
- 网络安全：密码、用户名、下载、上传、电子邮件、云端、存档、登出、登入、共享、欺凌、责任、使用
- 手机：短信 / 简信、即时通话、联系/联络、导航、游戏
- 人工智能：机器人、控制、人类、无人汽车、优 / 缺点

主题：社会层面 Social organization

邻里 Neighborhood

- 成员及架构：公民、居民、市民、城市，乡镇，村庄、私人、公共、建筑物、纪念碑
- 社区：活动，中心、会员、邻居、友好
- 方向、路线、东西南北、南下、北上
- 设施：学校、图书馆、邮局、电影院、银行、警察局、娱乐场所、公园、回收场
- 住房类型、公寓、别墅、房子、大楼

教育 Education

- 学制：学校、幼儿园、小学、中学、高中、大学、升学考试、打算、希望、制服、课表、开学、放假、寒 / 暑假、假期
- 学校：教室、图书馆、礼堂、体育馆、操场 / 运动场、球场、游泳池、餐厅 / 食堂
- 上课、课堂活动、分组、讨论、复印、做笔记、做作业、练习、完成、课外活动、参加、服务、学习、新技能、参观、校外教学
- 考试：高考 / 学测、联考、准备、期中考、期末考、成绩、取得、通过、高分、改善、进步、退步
- 学校人员：学生、高中生、中学生、小学生、老师、辅导员、校长、副校长、秘书、护士、工人
- 科目、中文、英文、数学、历史、地理、科学、物理、化学、生物、自然、人文、科技、电脑、体育、音乐、美术、设计、经济

职场 The workplace

- 职业：老师、医生、护士、律师、建筑师、设计师、电脑工程师、警察、程式设计师、求职、找工作、创业者 / 家、半工半读、打工、失业、退休、将来、未来、当
- 能力条件：学历、学位、经验、主修、专业、证书、专业培训、短期职训
- 工作环境：同事、工资、薪水、工作时间、工作环境、假期、福利

社会问题 Social issues

- 性别话题：男女平等、待遇、重男轻女、优势、歧视、同工同酬、种族、接受、争议
- 毒品：上瘾、控制、吸毒
- 住房问题、学区房、住宅、安全、生存、压力

- 婚姻和家庭问题：单 / 双亲家庭、留守儿童、独生子女、银发族、同性恋、同婚
- 公共卫生：清洁、疾病、感染、污染
- 失业率、提高、下降、研究、调查、根据、竞争力

主题：地球共享 Sharing the planet

气候 Climate

- 天气：太阳、蓝天、白云、下雨、下雪、刮风、天气预报、季节、春夏秋冬
- 天气变化：酷暑、严寒、条件、影响、生活、生存、全球暖化
- 自然灾害：水灾、旱灾、台风、地震、海啸、饥荒

自然地理 Physical geography

- 地形：高山、山谷、平原、海洋、河流、湖水、沙漠、地图、经度、纬度
- 城乡：乡下、城市、市中心、郊区

环境 Environment

- 生态：生存环境、自然、平衡、环保、暖化、气候变化
- 濒危物种：灭亡、生存、共存、互相、依赖、保护
- 自然资源：共享、珍惜、节约、能源、森林、绿化
- 污染：废水、空气、水、光、海洋、噪音、废气、排放、新鲜
- 回收与再利用：废弃物、垃圾、分类、处理、回收、减少、避免、使用、一次性用品、循环、替代、可持续发展
- 行动和倡导：个人、社会、采取、行动、倡导、责任、呼吁、宣传、支持

全球问题 Global issues

- 非政府组织：慈善工作、基金会、联合国、红十字会、合作
- 能源：水、电、风力、煤、石油、核能、节能减碳
- 人口流动：移民、难民、失业问题、贫富差距、基本人权、人口问题、老化、计划生育
- 时局：和平、战争、安全、恐怖主义、天灾人祸、传染病

Teaching a theme and topic

The following is an illustration of some of the ways in which a specific theme and topic may be taught.

Theme: Identities Topic: Eating and drinking

Subtopic	Context	Purpose	Classroom activity	Text types	Grammar and lexical items
Groceries Cooking: ingredients, quantity	In the shop	Purchasing	Role play	List, advertisement, recipe	Bread, wine, cheese, kilo, litre, numbers Imperative, conditional
Cooking: instructions	At home	Giving and following orders	Demonstration	Recipe, cookbook, short video clip	Ingredients, quantity, mix, stir, add, cook Imperative
Cooking: equipment, utensils	At home	Describing	Presenting a picture	Brochure, catalogue,	Refrigerator, oven, spoon, electric Present
Culinary traditions	At home	Describing, comparing, contrasting	Oral presentation on special event	Short video clip, leaflet	Family members, nationality, events Imperative, conditional
Diet: dietary restrictions, allergies	At the restaurant	Giving and asking for advice	Role play	Guidelines, menu	Allergies, vegetarian, vegan, halal, kosher, low-fat, prices Impersonal verbs, forming questions
Markets and shops	In the street	Giving advice and directions	Role play	Maps	Bakery, butcher, supermarket Imperative, modal verbs
Meals	At the restaurant, at home	Describing, comparing, contrasting	Producing a menu	Email, list, invitation, menu	Time, courses Conditional, future
Restaurants	At the restaurant	Choosing a restaurant and ordering a meal	Role play	Review, social media posting, menu	Restaurant types, food preferences Conditional, future

Sample integrative unit plan: My home area

The following is an illustration of a unit plan that incorporates the DP core elements (TOK, CAS), ATLs, international-mindedness, conceptual understandings and skills development while also suggesting activities and resources that may be used

Themes: Social organization, sharing the planet, experiences **Topics:** Social issues, environment, festivals and celebrations

Topic/s <ul style="list-style-type: none"> ● Festivals and Celebrations ● The Environment ● Social Issues 	Main Theme (and related themes) <ul style="list-style-type: none"> ● Social Organization ● Sharing the Planet ● Experiences
Language Acquisition Aims <ol style="list-style-type: none"> 1. develop international-mindedness through the study of languages and issues of global importance 2. enable students to communicate in the target language, in a range of contexts and for a variety of purposes 	
Conceptual understandings <ul style="list-style-type: none"> ● Audience: Whom does the text address? How can different audiences understand the same issue? What is the relationship with the person/s targeted? Which language is appropriate with friends or on line in contrast to with e.g. a head teacher? Will I use polite or informal language? ● Purpose: Why has the message been created? What does it try to achieve? How do I convey the message for that purpose? ● Context: What is the situation? How much does the recipient know about the situation? Whose viewpoints have been represented or omitted? 	

Links to TOK/ CAS	Guiding questions	Skills & Suggested activities	Possible Texts	International-Mindedness
<ol style="list-style-type: none"> 1. How aware are students at your school of environmental issues? How are environmental issues approached at your school? Run a survey and start a campaign to have a greener school. (CAS) 	<p>How is life in my local area different from that in (country)?</p> <p>What is my role in the town where I live? How does this role differ from that of teenagers in other countries?</p> <p>How could we make a festival Carbon neutral?</p>	<p>CITY ISSUES</p> <ul style="list-style-type: none"> ● Podcast/Video: Journalist talking with a local resident about city issues that need immediate attention. (RECEPTIVE: LISTENING) ● Article about a new campaign to encourage people to reduce the use of cars in the city (RECEPTIVE: READING) ● Student representative delivering a speech at school on how to deal with locally generated waste and how to reduce food waste (PRODUCTIVE: WRITING AND SPEAKING) ● Poster about cycling or walking to school, 	<p><u>Receptive</u></p> <p>Interview Article Song Podcast Video Brochure</p> <p><u>Productive</u></p> <p>Speech Poster Social media blog</p>	<p>Awareness of different needs and other social issues around the world</p> <p>Awareness of charity work at local and (inter)national level and the role of festivals in a community</p> <p>Environment locally and globally discussed - my feelings towards my local</p>

<p>2. Can help be given to people in need in ways other than financially? What are non-financial ways to help those in need? (CAS)</p> <p>3. How are people's worries about serious city issues different depending on the setting? (TOK)</p> <p>4. What is homelessness and to what extent is our perspective of it culturally based? (TOK)</p> <p>5. To what extent are environmental considerations regarding the festival universal? What does it mean, to be 'green'? Is it the same across cultures? (TOK)</p> <p>6. What is the role of language in persuasion? (TOK)</p>	<p>How does my daily journey to school impact my health and the environment?</p> <p>How can food waste minimization be achieved?</p>	<p>discouraging use of cars (PRODUCTIVE: WRITING)</p> <ul style="list-style-type: none"> • Social media blog to persuade local residents to respect their environment e.g.: recycling and avoiding car travel (PRODUCTIVE: WRITING) • Report on the main city issues in your home area (PRODUCTIVE: WRITING) • Class survey "How green are you?" (INTERACTIVE: READING & WRITING) <p>FUND RAISING FESTIVAL TO HELP HOMELESS PEOPLE</p> <ul style="list-style-type: none"> • Song about homeless people (RECEPTIVE: LISTENING) • Podcast about a campaign to help a local charity (RECEPTIVE: LISTENING) • Brochure about fund raising festival to help a local charity organization. (RECEPTIVE: READING) • Radio announcement advertising a fundraising festival: writing the script and recording it (PRODUCTIVE: WRITING AND SPEAKING) • Diary entry about experience at the festival. (PRODUCTIVE: WRITING) • Simple poem about homelessness from different perspectives (e.g. the point of view of a homeless person, or of a person who sees them sleeping on a pavement, etc. (PRODUCTIVE: WRITING) • Interview with charity organizer to become one of the volunteer workers. (INTERACTIVE: ORAL) • Social media exchange via a What's App group to invite friends to fund raising festival. (INTERACTIVE: WRITTEN) 	<p>Report Radio announcement Diary entry Poem Lyrics</p> <p><u>Interactive</u> Class survey Interview Social media exchange</p>	<p>area and elsewhere</p> <p>How does my environmental attitude affect those in other countries? E.g. recycling and biofuel usage.</p> <p>Learner Profile</p> <ul style="list-style-type: none"> • principled- students discuss responsibility towards the environment • inquirers- students question the extent to which help depends on financial means • reflective- students reflect on the different actions which can be done by people, companies and governments to reduce impact on the environment.
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7. How are politeness conventions expressed in different cultures? (TOK)				
ATLs Research skills: research into festivals in target culture(s) Thinking skills: analysing and comparing cultures Communication skills: how to persuade, invite, inform, suggest Social skills: collaborative reading, pair and group work Self-management: ability to do independent research and contribute to collaborative learning activities	Formative/Summative Assessment <ul style="list-style-type: none"> ● Self-assessment- reflective journal or blog ● Peer assessment- students use assessment criteria to give feedback to peers on oral and written activities. ● Diary Entry/Blog (Paper 1 practice) ● Reading & listening comprehension (Paper 2 practice) ● Interactive oral activities 	Assessment Objectives <ul style="list-style-type: none"> ● Communicate clearly and effectively in a range of contexts and for a variety of purposes. ● Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences. ● Understand and use language to express and respond to a range of ideas with fluency and accuracy. ● Identify, organize and present ideas on a range of topics. ● Understand, analyse and reflect upon a range of written, audio, visual and audio visual texts. 	IT Integration <ul style="list-style-type: none"> ● Doing online research ● Listening to and creating podcasts ● Google docs for collaborative work ● Online discussion forums ● Class blogs on blogger 	

Sample integrative unit plan: My home area

Language-specific resources

Themes: Social organization, sharing the planet, experiences

Topics: Social issues, environment, festivals and celebrations

The following is neither prescriptive nor exhaustive. Resources represent examples of those that may be used and although those listed may be found online, URLs have not been provided as these may change or be unavailable. It is recommended that teachers search for the **type** of resource or for a similar title.

• Texts

Tip: Resources may need to be adapted so they fall within the reach of language ab initio students.

City Issues 城市问题

- 截图: “香港暴雨警告系统”
- 在线测试: “你有多绿?”
- 调查: “废弃物管理计划参与意识”
- 影音: “守护万里溪”
- 纪录片: “垃圾处理问题”
- 电子垃圾
- 垃圾世界
- 环保项目 / 计划
- 图片: “空气污染 – 校园空污旗活动”
- 新闻报道: “农村 2300 万留守学生”
- CCTV 视频: 人山人海
- 视频: 高温下的市民水公园

Housing Issues 住房问题

- 网路文章和图片: 《“北漂”族住房调查》
- 脸书: 无家可归者联盟粉丝页
- 电视连续剧: 蜗居
- 评论: 《为何今日中国的“住房问题”?》
- 统计图表: “图看香港房屋问题”
- 高中学生的研究报道: 《城市中被遗忘的一隅 - 浅谈台湾游民》
- 图文: 新加坡: 住房“乌托邦”
- 视频: 人口的分布与迁移
- 视频: 人口过剩的成因和影响
- 视频: 非常宅
- 电视节目 (部分内容): Hello 中国: 婚后住房如何解决

- 艺术作品

Tip: When googling images, add the name of countries where the language is spoken to make sure the images found reflect the culture(s) studied.

- 海报：楼奴
- “拆”的海报、照片、图片
- 照片：游民服务的社区网路

- 诗词、歌谣

- 罗大佑，“鹿港小镇”
- 苏芮：“一样的月光”
- 阿龙看世界：住房歌

Grammatical syllabus

In addition to the prescribed themes and topics of the language *ab initio* syllabus, teachers are expected to integrate the following grammatical syllabus into the *ab initio* course at appropriate stages.

Examples are given below for some grammatical elements but the list of examples is not exhaustive.

Adjectives

- 形容词前加程度副词
- 形容词的否定用法
- 形容词并列肯定和否定形式表示提问
- 形容词的重叠
- 形容词的比较: A 比 B 形容词; A 没有 B 形容词
- 形容词的最高级: 最, 最不
- 所有格形容词: 我的, 你的, 他的
- 指示形容词: 这、那、这些、那些

Adverbs

- 表示时间: 才, 就, 刚, 已经, 经常/常常, 正在, 将要, 快要
- 表示程度: 很, 太, 更, 非常, 特别, 真, 多(么)
- 表示范围: 都, 只, 仅仅, 一共, 一起, 全
- 表示重复: 又, 再, 还, 也
- 表示否定: 不, 没(有), 别, 不用,
- 表示估计: 大概, 也(或)许, 可能, 好象
- 表示语气: 可, 却, 倒, 究竟, 到底
- 表示疑问: 多(少), 什(怎)么, 如何
- ‘不’和‘没’的用法

Conjunctions

- 表示并列: 和, 跟, 同, 与, 及, 并, 而, 不但...而且
- 表示因果: 因为...所以, 因此
- 表示条件: 只要, 只有, 除非
- 表示假设: 如果, 要是
- 表示转折: 虽然...但是; 尽管...还

- 表示选择：或者
- 表示列举：例（比）如

Connectors/linking words

- 表示顺序：首先，第一，第二，然后，最后
- 表示结果：因此
- 表示原因：因为
- 表示对比：然而，而，相对来说，一方面...另一方面
- 增添信息：除了，还有，另外
- 结论：总而言之，总之，总的来说

Modal verbs

- 应该、会、能、可以、必须、需要
- 助动词的否定形式
- 助动词的并列肯定和否定形式表示提问

Negative

- 不、没、别
- 否定词的位置

Nouns

- 名词前加数词和量词
- 复数的三种方式：名词前加数量词；人称代词后加‘们’；句子中有‘都’或‘全’等。

Numbers

- 数词
- 序词
- 第
- 概数：几、多、来、上下、左右、差不多
- ‘半’的用法
- 用‘几’和‘多少’提问

Particles

- 动态助词：了·着·过
- 结构助词：的，地，得
- 语气助词：吗，呢，吧

Prepositions

- 表示时间/处所/方向：在，从，向，往
- 表示对象：跟，对，给，对于，关于，把
- 表示原因：为（了），由于
- 表示方式：根据
- 表示被动：叫，让，被
- 表示比较：比
- 表示排除：除（了）

Pronouns

- 人称代词：你，我，她/他
- 指示代词：这，那，这些，那些
- 疑问代词：谁，哪，什么，哪个，谁的

Quantity

- 量词和名词的搭配
- 钱的表示方法
- 时间的表示方法

Sentences

单句

- 基本语序
- 陈述句
- 疑问句
- 特殊动词谓语句：‘是’字句，‘把’字句，‘有’字句，‘被’字句

常用复句

- 并列复句

关联词：又...又；一边...一边；不但...,而；或者...,或者；不是...,就是

- 偏正复句

关联词：虽然...但是；因为...所以；由于...所以；只要...,就；只有...,才；

除非...,才；一...就；如果...就

Verbs

- 带宾语的及物动词

- 不及物动词

- 动词的否定形式

- 动词的并列肯定和否定形式表示提问

- 动词与补语（方向，结果，可能，程度）

- 特殊动词：是、有、在

- 动词的重叠

- 动词的状态表示法：进行、完成、将要发生、过去完成