



## SAMPLE TEACHING AND LEARNING OUTLINE

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**CHINESE: SECOND LANGUAGE**

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**YEAR 4**

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

The sample teaching and learning outline provides a sequential series of content areas through which the Chinese: Second Language syllabus within the *Western Australian Curriculum: Languages* can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

**Time allocation on which the outline is based**

Two hours of teaching per week, over one year

**Prior knowledge**

In Year 3 Chinese: Second Language, students interacted and socialised with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchanged simple correspondence in writing to express good wishes, send notes and text messages. Students located and conveyed specific points of information from simple spoken and visual texts using learnt phrases and words. They located information in familiar written texts using learnt characters. Students engaged with, created and performed a range of short imaginative texts.

Students became familiar with the systems of the Chinese language, recognising the components of *Pinyin* and the *Pinyin* sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copied and used context-related vocabulary and applied some first elements of grammar in simple spoken and written texts.

**Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.**

Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-4	<p><b>What's the time?</b> Students interact with others to ask for and tell the time.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>greet peers and teacher according to the time of day</li> <li>distinguish between different greetings (<i>*content from the Pre-primary syllabus</i>)</li> <li>recognise and use numbers 1-90</li> <li>recognise and produce a variety of vocabulary and sentence structures to ask for and tell the time</li> <li>interact in social play where they greet, ask and tell the time</li> <li>understand the use of proverbs</li> <li>recognise and present a proverb about time in Chinese</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create and present their own representations of familiar songs, poems or stories such as 《小星星》, 《找朋友》 or 《恭喜恭喜》, poems and stories 《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action</p> <p>Translate the meanings of important everyday words using contextual cues</p> <p>Describe how aspects of their own identity are reflected in their various group and community memberships</p>	<p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> </ul> <p>Understand and demonstrate how language use varies according to the participants' age, gender, relationship and social position and the context of use</p> <p>Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom</p>	<ol style="list-style-type: none"> <li>Revise vocabulary for greetings according to the time of day. Practise appropriate greetings for different contexts such as in the classroom and outside the classroom, for example, call out 大家好!, 老师好!, 同学们好!, 您好!, 你好! and have students respond to the greeting. Ask students to consider if there are different ways of greeting each other in the other languages they know. Compare the ways different cultures greet the elderly and the young. Elicit explanations as to why students think elders may be greeted differently.</li> <li>Read the class roll, eliciting the response 到. Vary using questions such as Anna 在哪儿?</li> <li>Play the <b>Greetings song 你好歌</b> and encourage students to sing along. Write the <i>Pinyin</i> for both 早上好! and 晚上好! on the board. Ask students to work out what the words for morning and night would be in Chinese by breaking up the individual words in the greeting. Elicit other times of the day such as 中午, 下午, 上午 from previously taught greetings. Model pronunciation for new vocabulary if not learnt, and have students repeat. Use hand gestures to emphasise intonation. Elicit from students the new words in both <i>Pinyin</i> and characters, write them on the board and have students copy them into their workbooks.</li> <li>Show students a <b>picture chart</b> of the stages of the sun rising and setting and ask individual students to place the words for the times of the day on the chart. Ask, in English, what the time range for each is, for example, 下午 afternoon would be from 1 pm to 5 pm. Display the picture chart for future reference.</li> <li>Show students an <b>analogue clock</b> and change the hands to represent different times of the day. Ask students what greeting would be appropriate for each period of time. Instruct students that they are to walk around the classroom; while they are walking you will change the time on the clock face and then ring a bell; when they hear the bell, they must look at the clock and greet one another according to the time shown. Encourage students to ask questions after they greet someone, for example, 你好吗? 你叫什么名字? Model sample sentences for students to use by taking part in the activity. Continue the activity until all times of the day have been said and students are confident they understand them.</li> <li>Introduce a routine procedure for when the lesson finishes and students exit the class. Have an <b>exit code</b> word or phrase for each lesson, and ask students to remember it. A clue could be displayed on the board, for example, the time of the day such as 三点, the exit code being 下午好! Students assigned to groups are to work out the exit code. Ask each group to reveal their agreed answer. The group that says the correct code to the teacher wins a point for their team. Alternate the code word to reinforce the learning of the day. Use this activity throughout the year, or when time permits.</li> <li>Introduce the game <b>Silent ball</b>. Ask students to sit in a circle of 10 while the first student says the number 1 in Chinese and then passes the ball clockwise to the next student who says the subsequent number, 2. Continue in this manner until the number 30 is said, at which time the direction the ball is passed is reversed (anticlockwise) and counting resumes at number 1. Expand on the game by asking students to throw the ball to any student in the circle. When the student catches the ball they must say the subsequent number. When a student cannot continue or drops the ball they are out. Use the game to reinforce times of the day.</li> </ol>	<p>Audiovisual clip <b>Song Greetings 你好歌</b> <a href="https://www.youtube.com/watch?v=rDizj6DRE">https://www.youtube.com/watch?v=rDizj6DRE</a></p> <p>Student workbooks</p> <p>Picture chart <b>Sun rising/setting</b></p> <p>Analogue clock Bell</p> <p>Activity <b>Greeting one another during the day</b></p> <p>Classroom procedure <b>Exit code</b></p> <p>Game <b>Silent Ball</b></p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>8. Ask students to predict patterns for saying the <b>decades</b> they have seen for numbers 0–30. Ask students to predict what the numbers for 40, 50, 60, 70, 80 and 90 might be. Confirm their predictions and ask students to then predict how numbers 31–39 might be formed and compare this to English. Explore with students if other languages they know follow a pattern and make comparisons. Explain that, like English, Chinese has a word/character for each number; however, it has also adopted the western numerals, for example, on signs and in newspapers.</p> <p>9. Play the audiovisual clip of the song <b>What’s the time? 几点了?</b> Teach students the lyrics to the song and ask them to sing along.</p> <p>10. Remind students of the <b>English language bubble</b> procedure. In English break down the questions 几点了? 现在几点了? and make comparisons to the English structure. Point out the use of 几? (‘How many?’ for numbers less than 13) and that of 多少? (‘How many?’ for numbers above 13). Elicit from students other questions learnt that use 几 and 多少, for example, 你几岁? Sing the song again and ask students whether 二 or 两 is used for 2 o’clock.</p> <p>11. Ask students what rules they recall for <b>writing characters</b>, for example, stroke order. Introduce and review the characters for numbers and 几, 了, 点, 早, 晚, 上, 下, 午, 中. Model how to write the new characters and ask students to practise the stroke order of new and previously learnt characters on their individual whiteboards.</p> <p>12. Introduce the <b>Pipe cleaner challenge</b> game. Allocate students to groups of 4–6 and each group into pairs. Select a pair from each group to participate in ‘Round 1’ and one pair to act as judges. Say a number or time phrase in Chinese. Give the pairs a time limit in which to ‘write’ the character/s using pipe cleaners. The first pair to finish must raise their hands and the other pairs are therefore required to stop. If the timer sounds before the pairs have finished, then all pairs are required to stop. The judging pair allocates points for the students who complete the character/s first and for the best-looking character/s. Continue the game with a new round of pairs. When all the pairs have had a chance to compete, the pairs in the group with the highest points participate in a finals challenge.</p> <p>13. Show the audiovisual clip <b>Learn Chinese in 3 Easy Steps: Time – o’clock, 时间-整点</b>. Pause the clip and prompt students to read the times aloud and then to complete the two activities.</p> <p>14. Introduce the game <b>狼先生 狼先生, 几点了? What’s the time Mr Wolf?</b> Practise saying with the students the phrase 晚餐时间到! Explain how it corresponds to ‘It’s dinner time!’ in the English version of the game. Start the game by taking the role of the wolf. Allow students to take the role of the wolf once they are confident of the role.</p> <p>15. Encourage students through <b>English language bubble</b> to think of other language used to say the time, for example, minutes, using half past and a quarter past and a quarter to. Model a variety of questions and answers for students, such as 几点了? 十一点半, 几点了? 八点一刻, 现在几点了? 现在七点三十五分. Write the sentences on the board and drill with students. Use a <b>digital clock</b> to show different times and to prompt the students to give the times in Chinese. Ask students to copy the structures into their workbooks.</p> <p>16. Guide students through the completion of a variety of <b>Language practice activities</b> and games to reinforce and internalise time vocabulary and structures, for example:</p>	<p>Audiovisual clip <b>Song What’s the time? 几点了?</b>  <a href="https://www.youtube.com/watch?v=0bWT1j94FFk">https://www.youtube.com/watch?v=0bWT1j94FFk</a></p> <p>Classroom procedure <b>English language bubble</b> a place where students ‘enter’ when a new cultural or grammatical concept needs to be explained in English.</p> <p>Individual whiteboards</p> <p>Game <b>Pipe cleaner challenge</b>  Pipe cleaners  Timer</p> <p>Audiovisual clip <b>Learn Chinese in 3 Easy Steps: Time – o’clock, 时间-整点</b>  <a href="https://www.youtube.com/watch?v=N GxHpPD9RoU">https://www.youtube.com/watch?v=N GxHpPD9RoU</a></p> <p>Game <b>What’s the time Mr Wolf? 老狼老狼, 几点了?</b> One person, the wolf, stands a distance in front of, and with their back to, the class. The class calls out 老狼, 老狼, 几点了? The wolf replies with a time and the class takes the number of steps, represented by the time, towards the wolf, for example for 两点 the class takes two steps. The class asks again and takes the nominated number of steps. They are attempting to reach the wolf without the wolf catching them first. When the wolf senses that somebody is close, they can call out, 晚餐时间到. The wolf turns around and</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> <li>Activity 1 – Instruct students to look at the clock faces and match each one to the correct time phrase listed in <i>Pinyin</i>.</li> <li>Activity 2 – Instruct students to look at the clock faces provided and to locate the phrase, from the list of times provided in characters that corresponds to the time shown on each clock face. They are then to copy the phrase under the appropriate clock face.</li> <li>Activity 3 – Instruct students to listen to the times being read to them and to record the time in English, for example, for 现在几点了? 现在九点差五分 the students would write the answer 8:55.</li> </ul> <p><b>17.</b> Assign students to groups for <b>Language practice – Group rotations</b>, to practise the vocabulary and sentence structures that have been presented so far.</p> <ul style="list-style-type: none"> <li>Group 1 splits into pairs and uses an <b>interactive clock</b> to take turns in asking for and telling the time in Chinese.</li> <li>Group 2 splits into pairs and plays card games such as <b>Memory</b> or <b>Fish</b> using the cards provided. Pairs of cards show time written in numerals on one card and characters and <i>Pinyin</i> on the other.</li> <li>Group 3 works individually to complete the quizzes related to telling the time in <b>Quizlet</b>.</li> <li>Group 4 splits into pairs and interacts in a role play. They model a dialogue where two characters meet each other for the first time and have a conversation, for example, Student 1: 早上好!, 请问, 几点了? Student 2: 早上好!, 现在十点二十五分。 Student 1: 你叫什么名字, and so on.</li> </ul> <p>Support students and assist with corrections when needed. Rotate groups so that all students have a turn at each activity.</p> <p><b>18.</b> Through the <b>English language bubble</b>, introduce some English proverbs/idioms to the class, for example, ‘Don’t cry over spilled milk’ and ‘There is no time like the present’. Ask students if they have heard these sayings before and if they know what they mean. Explain the meaning of the proverbs/idioms. Ask if students know of any proverbs from other cultures.</p> <p>Point out how important proverbs are to Chinese people and how often they use them in their everyday language. Introduce a <b>Chinese proverb</b> about time, such as 一寸光阴一寸金, 寸金难买寸光阴, and provide the English meaning. Have students repeat the proverb, focusing on correct pronunciation and rhythm. Use hand gestures to emphasise intonation. Have students perform the proverb as a rap, song or rhyme. Discuss the importance and meaning of the proverb. Ensure students understand that the proverb tells us that time is precious and that money cannot buy time. Ask students if they are aware of a similar English proverb. Ask questions, such as ‘What should we do in our life to follow this proverb?’</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise time phrases in Chinese</li> <li>reproduce characters related to time vocabulary</li> <li>accurately locate information about time in spoken Chinese texts</li> <li>identify and use Chinese to tell the time and ask for the time.</li> </ul> </li> </ul>	<p>attempts to catch one of the other students before they make it back to safety at the starting line.</p> <p>Digital clock</p> <p>Student workbooks</p> <p>Activity worksheets <b>Time</b> Interactive clock <a href="https://www.visnos.com/demos/clock">https://www.visnos.com/demos/clock</a></p> <p>Card games <b>Fish</b> and <b>Memory</b></p> <p>Application <b>Quizlet</b> related to <b>Telling the time</b> <a href="https://quizlet.com/87879717/chinese-telling-the-time-chinese-characters-flash-cards/">https://quizlet.com/87879717/chinese-telling-the-time-chinese-characters-flash-cards/</a></p> <p>Costumes</p> <p>Classroom procedure <b>English language bubble</b></p> <p>Teacher reference <b>Chinese proverbs – time</b> <a href="https://chinese4kids.net/12-chinese-proverbs-on-time/">https://chinese4kids.net/12-chinese-proverbs-on-time/</a></p>

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5–8	<p><b>What time do you ...?</b></p> <p>Students interact with others to exchange information about when they do various daily activities.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>respond to and repeat classroom instructions</li> <li>ask for and give permission</li> <li>request assistance during class activities</li> <li>recognise and use vocabulary related to daily routines</li> <li>engage with the <i>Morning Wash and Rinse</i> song and create their own version of the song</li> <li>locate times associated with various daily activities</li> <li>develop a metalanguage to talk about language</li> <li>recognise characters for daily routines and time</li> <li>explore character construction and produce context-related characters</li> <li>locate specific information about daily routines in Chinese texts</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里? (*content from the Year 3 syllabus)</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说 (*content from the Year 3 syllabus)</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗? ; 可以, 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p>	<p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> <li>recognising and using some familiar verbs for daily routine such as 醒来 / 叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender, relationship and social position and the context of use</p>	<ol style="list-style-type: none"> <li>Elicit <b>classroom language</b> and <b>expressions</b> students already know in Chinese. Revise and use games and mime to reinforce these. Introduce and drill the phrase 老师, 我不懂! , explaining that this can be used to let the teacher know that an instruction or idea needs further explanation. Review 对不起 and discuss, through the <b>English language bubble</b>, how Chinese people often use this when apologising and how we often use it in English. 'Do Australians overuse 对不起 sorry?' 'What about in other cultures you know of?' Introduce and drill phrases in Chinese that students can use to request permission, for example, 我可以。。 吗? Explore the different verbs that can be added to this structure with students. Introduce some examples such as 我可以走吗?, 我可以看吗? , 我可以听吗? Provide opportunities for students to practise asking the questions. Elicit responses from students, for example, 可以/不可以. The <b>exit code</b> for the day could be 我可以走吗?</li> <li>Ask students to form groups and to brainstorm, in Chinese, as many words/phrases as they can recall related to what they do during the day, for example, sport, hobbies, activities and related verbs introduced in Year 3. Share the list with the class. Use games and drills, for example, <b>Mime</b> and <b>Guess the sport/hobby/activity</b> flashcards to practise pronunciation; play card games, such as <b>Memory</b>, to reinforce vocabulary.</li> <li>Through the <b>English language bubble</b>, introduce the concept of <b>daily routine</b> and ask students to reflect on what they do on a typical school day and on a day over the weekend. Have them consider the times they do things and, as a class, develop a <b>schedule</b> (times and activities) for the average school day of an imaginary student in their class. Ask students to predict whether the routine on a typical school day for a Year 4 student in China would be the same as or different from their own, and explain why they think this. Describe for students the typical routine of a child in China and compare it to their routine here in Australia.</li> <li>Introduce, through a brainstorm activity in English on the whiteboard, other activities that would be part of their daily routine, for example, wake up, get up, brush teeth, wash/bathe, go to school, have breakfast/lunch, play, do homework. Have students use <b>visual, print/online dictionaries</b> and <b>wordlists</b> to translate the activities into <i>Pinyin</i>. When completed, compare the students' translations and display these on the wall. Use drills and other activities to provide opportunity for students to practise saying and recognising the new vocabulary.</li> <li>Show the audiovisual clip <b>Morning Wash and Rinse song (早晨洗漱歌)</b> without providing the lyrics. Show a second time and ask students to note down in English what daily routine activities are mentioned in the song. Show again and encourage students to do the actions while singing along.</li> <li>Provide students with the lyrics of the <b>Morning Wash and Rinse song (早晨洗漱歌)</b>. Discuss how the song is structured, for example, use of repetition, and work with the class to add another activity to the song. Allocate the students to groups and support them in creating <b>three alternate verses</b> to the song, for example, change the morning to night or afternoon and include activities related to those times of day. Have students present their songs to the class. Remind students to raise their hand and say 老师, 我不懂! if they do not understand any of the language/activities used in their classmates' songs. Award prizes for the best performance.</li> <li>Revise the questions 'What do you do in the morning?' 你早上做什么? and 'What do you do in the afternoon?' 你在下午做什么? with students by eliciting</li> </ol>	<p>Classroom procedure <b>English language bubble</b></p> <p><b>Mime and games</b> using flash cards <b>hobbies and sports</b></p> <p>Card games <b>Fish, Memory – hobbies and sports</b></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Visual, print/online dictionaries Wordlist</p> <p>Language practice drills</p> <p>Audiovisual clip <b>Morning Wash and Rinse song (早晨洗漱歌)</b> <a href="https://www.youtube.com/watch?v=EReEQ2BxmSI">https://www.youtube.com/watch?v=EReEQ2BxmSI</a></p> <p>Lyrics <b>Morning Wash and Rinse song 早晨洗漱歌</b> <b>Prizes</b></p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>Create and present their own representations of familiar songs, poems or stories such as 《小星星》, 《找朋友》 or 《恭喜恭喜》, poems and stories 《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>		<p>the sentences one word at a time and writing them on the board. Remind students that in Chinese the question word 'What?' goes at the end of the sentence. Ask students to consider their daily routine and to choose two activities they do in the morning and two they do in the afternoon. Divide the class into pairs to practise asking and responding to the questions.</p> <p>8. Provide students with access to <b>Quizlet</b> and have them work through the activities related to daily routine.</p> <p>9. Show the audiovisual clip <b>Daily routine</b> and ask students to listen for the activities related to daily routine. Distribute the <b>activity sheet</b> which includes a table with two columns; the first column lists, in English, the activities mentioned in the clip, but with some activities missing; the second has corresponding times but with some times missing. Play the clip again and ask students to complete the table by adding, in English, the missing information. Use the activities and times from the activity sheet to engage students in oral practice of the related structures, for example, Teacher: True or false, the boy gets up a 9 o'clock? Students: False Teacher: What time does the boy get up? Students: 7 o'clock. Teacher: Correct.</p> <p>10. Remind students that Chinese has the word order <b>subject + time + verb + object</b> by writing the structure on the board. Point out that the time can also be placed at the beginning of the sentence. Ask a student to model the sentence 'I go to school at 7 am' 我七点上学. Ask students to identify the different parts of the sentence by asking questions such as 名词放在那儿? 动词呢? and then repeat the process with other sample sentences.</p> <p>11. Review characters for <b>time, daily routine and leisure activities</b>, for example, 分, 半, 点, 看电视. Remind students that when writing characters it is important to remember that they are made up of different components/strokes. Present some context-related characters and guide students to identify the components/radicals which make up the characters, for example, 礻 + 礻+礻+礻+木= 澡. Provide students with strategies to help them remember the components of a character, for example, making up a story based on the components. Show students how to write characters by modelling each character and its components on the whiteboard and have students copy the strokes on their electronic devices.</p> <p>12. Guide students through the completion of a variety of <b>Language practice activities</b> and games to reinforce and internalise classroom object vocabulary and structures, for example:</p> <ul style="list-style-type: none"> <li>Activity 1 – <b>Quizlet</b>. Students listen and repeat back the words/phrases presented on the <b>flashcards</b>. Ask students to guess the meaning of each flashcard before revealing its meaning. Repeat the process until students successfully identify the meaning before it is revealed. Ask students to record any unknown vocabulary in their <b>new words list</b>. Have students complete the quizzes and test and provide time for students to play the <b>Match</b> and <b>Gravity</b> games.</li> <li>Activity 2 – <b>Activity sheet 1</b>. Students match the <i>Pinyin</i> to the corresponding English and characters.</li> <li>Activity 3 – <b>Round robin game</b>. Students ask and respond to questions about daily routine, for example, Student 1 asks 你几吃早饭? and Student 2</li> </ul>	<p>Application <b>Quizlet</b> related to <b>Daily routine</b> <a href="https://quizlet.com/8247016/chinese-vocabulary-daily-routines-flash-cards/">https://quizlet.com/8247016/chinese-vocabulary-daily-routines-flash-cards/</a></p> <p>Audiovisual clip <b>Daily routine</b> <a href="https://www.youtube.com/watch?v=fu7a7H9hls">https://www.youtube.com/watch?v=fu7a7H9hls</a></p> <p>Activity sheet <b>Daily routine</b></p> <p>Electronic devices <b>Character writing</b></p> <p>Application <b>Quizlet Daily routine</b> <a href="https://quizlet.com/38088110/chinese-daily-routine-flash-cards/">https://quizlet.com/38088110/chinese-daily-routine-flash-cards/</a></p> <p>Workbook <b>New words list</b> Activity sheets <b>1, 2 and 3</b></p> <p>Game <b>Round robin</b> (use bean bag or soft ball) This game can be used to practise question/answer phrases. Student 1 tosses the bean bag to Student 2 and asks Student 2 a question. Student 2 answers and then</p>



Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources																		
				<p>responds by providing the time they have breakfast 我八点吃早. Remind students that they must respond using a full sentence.</p> <ul style="list-style-type: none"> <li>Activity 4 – <b>Activity sheet 2.</b> Students listen to daily routine descriptions in Chinese and conversations between people, about what they do during the day, and answer related questions in English.</li> <li>Activity 5 – Students are provided with <b>Daily routine cards</b> and walk around and ask one another what time they do the activity indicated on their card.</li> <li>Activity 6 – <b>Activity sheet 3.</b> Students are provided with support (illustrations and character lists) to write sentences using characters to describe their typical daily routine.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recall new vocabulary for the topic daily routines</li> <li>locate times in spoken and written Chinese texts</li> <li>produce characters and simple sentences describing their daily routine.</li> </ul> </li> </ul>	<p>throws the bean bag to another student, either asking the same question or another question related to the topic.</p> <p>Cards <b>Daily routine</b></p>																		
9–10	<p><b>What do you do on Saturday?</b></p> <p>Students interact with others to exchange information about their daily routines, including leisure activities after school and on the weekends.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>discuss the use of loan words from other languages</li> <li>review vocabulary related to leisure activities</li> <li>recognise and use vocabulary and structures related to leisure activities after school and on the weekend</li> <li>read and interpret a Chinese student's diary entry</li> <li>write a diary entry about their daily routine</li> <li>listen to and convey information about time</li> </ul>	<p>Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉?</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure</p> <p>Describe how aspects of their own identity are reflected in</p>	<p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> <li>recognising and using some familiar verbs for daily routine such as 醒来 / 叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual</p>	<p>1. Instruct students they will hear some Chinese words, all related to <b>sports or activities</b> that originate from English words, and ask them to try and identify the English word they relate to. Accompany the words with actions to assist the students in identifying the sport:</p> <table border="0"> <tr> <td>pīngpāng</td> <td>乒乓</td> <td>ping pong</td> </tr> <tr> <td>gāoěrfū</td> <td>高尔夫</td> <td>golf</td> </tr> <tr> <td>gāokǎchē</td> <td>高尔夫</td> <td>go-kart</td> </tr> <tr> <td>bǎolínqiú</td> <td>保龄球</td> <td>bowling</td> </tr> <tr> <td>bīnguǒ</td> <td>宾果</td> <td>bingo</td> </tr> <tr> <td>bèngjí</td> <td>蹦极</td> <td>bungee jumping</td> </tr> </table> <p>Explain that languages often borrow words from other languages. Ask students to consider why this may be and if they are aware of any words English borrows from:</p> <ul style="list-style-type: none"> <li>Chinese, for example, Tai chi 太极拳?</li> <li>other languages, for example, cartoon (Italian), ninja (Japanese), lemon (Arabic)?</li> </ul> <p>Discuss how sport is important in many cultures, how this may be expressed, for example, through participation in sporting groups, and why this may be the case.</p> <p>2. Provide opportunities for students to use the 'borrowed' sports related words in a sentence, for example, by asking 你喜欢乒乓球吗? and requesting students respond with 是的我喜欢乒乓球 or 不, 我不喜欢乒乓球. Distribute <b>prompt cards</b> showing a picture of a 'borrowed' sport and a day of the week in English to pairs of students. Ask students to discuss in their pairs how they would convey the information in Chinese and then have students provide their responses to the class. Use the student responses to practise correct structures for questions and responses and to extend to other activities, for example, 'What do you do on Saturdays?' 你每个星期六做什么? 我每个星期六打乒乓。'What do you do after school?' 星期一你放学以后做什么? 星期一我放学以后弹钢琴。 Distribute an <b>information gap</b> activity sheet based on these structures and have students complete it.</p> <p>3. Revise <i>Pinyin</i> and characters for a range of sports, activities and pastimes, days of the week, and accompanying question and response structures for asking what</p>	pīngpāng	乒乓	ping pong	gāoěrfū	高尔夫	golf	gāokǎchē	高尔夫	go-kart	bǎolínqiú	保龄球	bowling	bīnguǒ	宾果	bingo	bèngjí	蹦极	bungee jumping	<p>Prompt cards <b>Days and sport</b></p> <p>Activity sheet <b>Information gap</b></p> <p>Game <b>Hot Potato</b> (use a small object such as an eraser or soft toy) This game</p>
pīngpāng	乒乓	ping pong																					
gāoěrfū	高尔夫	golf																					
gāokǎchē	高尔夫	go-kart																					
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Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> <li>exchange information about daily routine</li> </ul>	their various group and community memberships	<p>conventions in simple spoken, written and multimodal Chinese texts</p> <p>Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom</p>	<p>they do after school, on particular days and on the weekend. Play the <b>Hot Potato</b> game to revise questions and answers.</p> <p>4. Present a <b>diary entry</b> (in characters) by a Chinese student reflecting on their day on the board. Point out language features and textual conventions of a diary entry, including the date, weather and spacing. Ask students to take turns to read the diary entry to the class. Provide students with translations and <i>Pinyin</i> for less-familiar vocabulary, such as 下雨, 晴天 and 阴天. Support students in writing their own diary entry. They must include at least five activities and corresponding times. Select five students to read their diary entry to the class and ask questions to monitor student understanding of what they have heard, for example, 'Did Anne play tennis on Monday?'</p> <p>5. Provide students with the formal <b>assessment task</b> 我的一天 (My daily routine). Explain to students that the task has two parts: Part A – students listen to Chinese and complete the assessment task sheet with times and activities. Part B – students use the pictures on the assessment task sheet to write six sentences relating to a typical daily schedule.</p> <p>6. Provide opportunities for students to consolidate all the new language and structures such as:</p> <ul style="list-style-type: none"> <li><b>Times Bingo</b> – teacher/students randomly call out times and activities and students aim to be the first to complete a row.</li> <li><b>Reorder the sentence</b> – divide the class into three teams. On the board stick three sets of the same cards (sentence about daily routine/activities and times in Chinese divided into 'chunks'). One person from each team competes to rearrange the sentence.</li> <li><b>Classroom posters</b> – each student designs an A4 poster depicting an activity and time and including a caption in characters and <i>Pinyin</i>.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>use Chinese when engaging in language practice activities related to routines on weekend and after school</li> <li>apply language features, such as vocabulary and grammar, and textual conventions, to successfully write a diary entry describing their daily routine at home and after school.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li>我的一天 (My daily routine) <ul style="list-style-type: none"> <li>Part A – Listening to Chinese</li> <li>Part B – Writing in Chinese</li> </ul> </li> </ul> </li> </ul>	<p>can be used to practise questions and responses. The students can stay in their seats or form a circle. Hand the object to a student and turn away from the class. Tell the students to pass the object around the class. Wait a few seconds and then call out 'Stop!' Turn around and ask a question of the student holding the object. If the student answers successfully, award them a point. Start the game again, varying the question as you go.</p> <p><b>Text Diary entry</b></p> <p>Assessment task accessible on the School Curriculum and Standards Authority website</p> <p>Game <b>Times Bingo</b> This game can be used to practise vocabulary. Students draw a grid of 3x3 grid or 4x4 grid. Using a list of vocabulary provided by the teacher, students include a different word in each cell of their grid. The teacher then calls out the vocabulary items in random order. Students could use English in their grid and teacher calls out in language or students write in language and the teacher calls out in language or in English. The first student to have three/four vocabulary items in a row wins. Variations can include teacher calling out questions and students having possible answers in their grid.</p> <p>Cards <b>Sentence components</b> Paper for posters</p>

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-6	<p><b>What do you do at school?</b> Students interact with others to exchange information about their daily routine at school.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>respond to and repeat classroom instructions</li> <li>recognise and use vocabulary related to daily routines</li> <li>identify words that are influenced from other languages</li> <li>locate specific information in the story What's the time Mr Wolf?</li> <li>create their own representation of the story What's the time Mr Wolf</li> <li>recognise sentence structures to express what they do on certain days and at certain times during the week</li> <li>exchange information about daily routines and provide time and days of the week</li> <li>locate specific vocabulary and information from spoken texts</li> <li>compare Australian and Chinese school subjects and student daily routines</li> <li>recognise and use vocabulary and sentences structures related to school</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗? ; 可以, 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p> <p>Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉?</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create and present their own representations of familiar songs, poems or stories such as</p>	<p>Understand the components of <i>Pinyin</i> such as the different combinations of consonant and vowel/vowels</p> <p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> <li>recognising and using some familiar verbs for daily routine such as 醒来 / 叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul>	<ol style="list-style-type: none"> <li>Sing the <b>song 早晨洗漱歌</b>, putting actions to the words. Elicit from students other verses created for their performances last term and continue to sing the song together. Call the roll, eliciting the response 到. Introduce possible alternative responses, such as 他在, 她不在。 Review time phrases by calling out a time in Chinese and have students come up and display the time on the digital clock/analogue clock on the board.</li> <li>Continue to prompt students to follow classroom instructions, ask for permission and use classroom phrases previously taught, for example, 我可以看吗? 站起来, 对不起 etc.</li> <li>Assign groups for <b>Language practice – Group rotations</b> to practise new language structures and consolidate vocabulary learnt to date. <ul style="list-style-type: none"> <li>Group 1 splits into pairs to compete against each other to rearrange the <b>days of the week cards</b> in order starting from Monday (cards are in characters). The team that arranges them first wins.</li> <li>Group 2 splits into pairs to compete against each other to rearrange the <b>date cards</b> in chronological order starting from earliest. The team that arranges them first wins.</li> <li>Group 3 students work individually to complete an <b>activity sheet</b> translating dates provided in English and into characters.</li> </ul> </li> <li>Play a game of <b>Charades</b> to review leisure activities and daily routine vocabulary. Instruct students to act out an activity and the way they feel about it. Points are scored for guessing, in Chinese, the activity, for example, 刷牙, 骑自行车.</li> <li>Play the audiovisual clip <b>What's the time Mr Wolf?</b> and ask students to write down three phrases/sentences featured in the story that they recognise. Share sentences and phrases as a group and then watch the clip again. Provide students with a <b>cloze version</b> of the story (with the missing words provided in a list). Play the clip again and ask students to complete the story. When finished, show the correct version on the board and ask students to correct their own work. Arrange students into small groups. Support them in creating their own representation of the story in the form of a <b>storyboard</b> or <b>cartoon</b>, applying short phrases in <i>Pinyin</i> from the story to each page they create. On completion, have students read their stories to the class.</li> <li>Review the sentence structures 你星期天做什么? 我星期天打网球。 <b>subject + time + verb + object</b>. Make comparisons to the English structure. What differences are there? Create other sentences with the students, for example, 我星期日踢足球。我星期天看书。 Depending on students' ability, extend the sentence to include the time of day, for example, 我星期日下午三点半看电视。</li> <li>Play the audiovisual clip <b>你星期一做什么?</b> and encourage students to sing along. When all have learnt the rhythm and lyrics, turn off the music and pause when the sports are named. Elicit from students the sports in English and other sports that could be included, and add additional lyrics to the song. Present the song, including additional lyrics, as a class.</li> <li>Divide the class into two teams to play a game of <b>Chinese Whispers</b>. Give the lead student in each team a sentence that includes an activity and day to whisper, for example, 我星期五晚上看电影。</li> </ol>	<p>Song <b>早晨洗漱歌</b></p> <p>Digital/analogue clock</p> <p>Cards <b>Days of the week</b></p> <p>Cards <b>Dates</b> Activity sheet <b>Dates</b></p> <p>Game <b>Charades</b> Divide the class into 4 teams. Two teams compete against each other. A member from each team acts out a daily routine/leisure activity selected from a bundle of flash cards. The first team to guess wins a point for their team. Keep playing until you go through the whole pile. You may rotate teams for championships.</p> <p>Audiovisual clip <b>What's the time Mr Wolf?</b> <a href="https://www.youtube.com/watch?v=HxymVap530E">https://www.youtube.com/watch?v=HxymVap530E</a> or <a href="https://www.youtube.com/watch?v=ILWki_24riQ">https://www.youtube.com/watch?v=ILWki_24riQ</a></p> <p>Audiovisual clip <b>你星期一做什么?</b> <a href="https://www.youtube.com/watch?v=aHsk9csiD4">https://www.youtube.com/watch?v=aHsk9csiD4</a></p> <p>Game <b>Chinese Whispers</b> Divide the class into teams. Give the lead student in each team a sentence to whisper. The lead student whispers the</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>subjects and daily routine</p> <ul style="list-style-type: none"> <li>• sing along and create their own version of the song 你每个星期二做什么？</li> <li>• recognise and produce characters related to school subjects</li> <li>• create a school timetable</li> <li>• exchange information about their school timetables by asking and answering questions</li> </ul>	<p>《小星星》，《找朋友》 or 《恭喜恭喜》，poems and stories 《春晓》，for different audiences, using voice, rhythm and appropriate gesture and action</p> <p>Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure</p> <p>Translate the meanings of important everyday words using contextual cues</p> <p>Describe how aspects of their own identity are reflected in their various group and community memberships</p>	<p>Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom</p>	<p>9. Assign groups for <b>Language practice – Group rotations</b> to practise new language structures and consolidate vocabulary learnt to date:</p> <ul style="list-style-type: none"> <li>• Group 1 uses <b>stimulus cards</b> to exchange information about what they do as part of their daily routine. Students take turns to select three cards: one activity card, one time card and one day of the week card. They do not show their cards to the others in the group. Using the information provided on the cards, the student constructs a sentence in Chinese to share with the group, describing what they do. The others in the group translate it into English. Students may provide clues if others are unable to translate.</li> <li>• Group 2 listens to <b>audio texts</b>, made available by the teacher, of Chinese students talking about their daily routine, for example, 大家好！我叫张伟。我星期六早上游泳，我星期六下午玩电脑游戏。我星期天早上学习。星期天下午我玩电脑游戏。我很喜欢玩游戏。谢谢大家！ Students listen to the recordings and answer questions based on the information, for example, ‘What does ZhangWei do on Saturday mornings?’, ‘What does ZhangWei really like doing?’</li> <li>• Group 3 is divided into pairs. Each pair is provided with a list of <b>stimulus questions</b>, such as 你几点起床？, 你星期二做什么？, 你妈妈星期天做什么？ The questions are written in characters with <i>Pinyin</i>. Students in each pair firstly translate the questions and then take turns answering in Chinese.</li> <li>• Group 4 is divided into two groups and each group is provided with a set of school subject word cards to play <b>Guess the vocabulary</b>.</li> </ul> <p>Rotate groups so that all students have a turn at each activity.</p> <p>10. Play the audiovisual clip of the song 你每个星期二做什么？ <b>What do you do on Tuesdays?</b> without the visual images/text and ask students to listen carefully and to raise their hands when they hear the Chinese words for a day of the week and/or a sport. Ask students which day of the week they heard and which sport was mentioned. Encourage them to predict what is being said in the song. Play the clip with the visual images/text and encourage students to sing along. Discuss with students the parts of the sentence 我每个星期二上游泳课。 Provide a list of alternative words on the board – <i>Pinyin</i>, characters and English – and model with students how to adapt the original sentence to provide different information. Use questions such as 动词放在哪儿？ 时间呢？ to elicit different answers. Make comparisons between the position of the words in the English and the Chinese sentences. Explain the use of 上 and 课 and provide other examples, such as 上数学课。</p> <p>11. Arrange students into small groups. Support students in <b>creating a song</b> that includes activities for the whole week and uses the tune and structure of the original song. Allow students to present their song to the class.</p> <p>12. Through the <b>English language bubble</b>, discuss what study-related activities students do at home and at school. Provide examples of what subjects Chinese primary students may study at school such as 数学, 体育, 音乐, 美术, 英文, 科学, 中文. Show and discuss the article <b>Some thoughts about China for Primary School children</b> that discusses the daily routine of Chinese student. Compare the information provided with the daily routine of an Australian student. Reflect on the daily routine and lifestyle of each culture and describe how this reflects their various groups. Record student findings on the classroom <b>Venn diagram</b>.</p> <p>13. Introduce the characters for <b>school subjects</b>, such as 课, 体育, 数学, 美术, 科学, and review characters for time and leisure activities, such as 上, 星期. Highlight the</p>	<p>sentence to the next student, who then whispers it to the next, and so on. The last student to hear the whisper reveals the sentence. Award points for the team that finishes first and/or repeats the sentence most accurately.</p> <p>Stimulus cards <b>Pictures of daily routines; days of the week; times of the day</b></p> <p>Audio text <b>Daily routine of Chinese students</b></p> <p>Stimulus questions <b>Daily routine</b></p> <p>Game <b>Guess the vocabulary</b> Divide the class into teams. A set of words cards (in <i>Pinyin</i>) is placed face down between the two teams. Students in the first group take turns to choose a card and to say the word in Chinese. Students in the second group attempt to give the English translation.</p> <p>Audiovisual clip <b>Song 你每个星期二做什么？ What do you do on Tuesdays?</b>  <a href="https://www.youtube.com/watch?v=Al89WNierD8">https://www.youtube.com/watch?v=Al89WNierD8</a></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Article <b>Some thoughts about China for Primary School children</b>  <a href="https://www.chinaeducationaltours.com/guide/article-primary-schools-in-china.htm">https://www.chinaeducationaltours.com/guide/article-primary-schools-in-china.htm</a></p> <p>Template <b>Venn diagram</b></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>components/radicals that make up the characters, for example, 米+女+欠=数. Remind students of how they can make up a story to help them remember the components of a character. Practise <b>character writing</b> by providing a model for each character and its components. Rotate students through a range of activities for practising the new characters using correct stroke order, for example, with calligraphy brushes, electronic devices and interactive whiteboard activities which require students to make characters by putting all the components and strokes together.</p> <p><b>14.</b> Arrange students into pairs. Introduce the <b>Trace the character</b> game and have students play with characters for school subjects.</p> <p><b>15.</b> Ask students to write down as many characters as they can in five minutes based on a category, such as school subjects, to play the <b>Memory game</b>. Have peers check characters using wordlists and dictionaries. The student with the most correct characters wins.</p> <p><b>16.</b> Support students in designing a 课程表 <b>timetable</b> in their workbook, including times, subjects, days of the week and breaks, in characters. Have students describe their timetable in pairs; using sentences such as 今天早上我有英文课 and, depending on ability, 我星期四下午两点二十分有体育课. Provide sample sentences on the board and give students time to write their own sentences in their workbook.</p> <p><b>17.</b> Make a daily routine schedule which has information missing such as the activity, or the time of an activity. On a second daily routine schedule, provide the missing information from the first schedule. Students are given one of the schedules and are asked to work in pairs, asking questions such as 你几点吃早饭? 你几点放学? and 你星期五早上有什么课? to complete their <b>Information gap activity</b>.</p> <p><b>18.</b> Introduce the class to a character, for example, 巧虎 Tiger Qiao and show students a series of <b>picture cards</b> that reflect the very boring day that Tiger Qiao has had. Provide students with an activity sheet of a <b>cloze</b> description, in characters with <i>Pinyin</i> subtitles, of Tiger Qiao's boring day. Draw students' attention to additional language used in the text such as expressing likes and how they feel, for example, 我不喜欢打网球, 作业很无聊. Ask students to work in pairs to complete the description using the pictures on the activity sheet as clues, as well as the character list. Correct the activity sheet as a class and ask students to read the description to each other as many times as they can in 10 minutes, trying to use the written text less and less and relying more and more on the pictures to prompt their description. Challenge students to try to provide information about Tiger Qiao's boring day using only the picture prompts to assist.</p> <p><b>19.</b> Show students a series of <b>picture cards</b> that reflect the very busy day that Tiger Qiao has had. Ask students to imagine that they are Tiger Qiao and, as a class, brainstorm a description for a <b>diary entry</b> to reflect the day. Draw students' attention to some additional language that could be included such as expressing likes and how they feel, for example, 我喜欢吃比萨饼, 我喜欢打乒乓球, 我很好. Collaborate to write the text for the diary entry. Provide students with an opportunity to practise reciting the description and to respond to questions about the description, for example, 'At what time did Tiger Qiao have lunch?' 巧虎几点吃午饭? 'What did Tiger Qiao do in the afternoon?' 巧虎今天下午做了</p> <p><b>20.</b> Instruct students to use the language they have been practising in the descriptions of Tiger Qiao's day to prepare a description of their own boring, exiting or busy day in which they include: a day, at least three activities and times. Advise them that</p>	<p>Interactive whiteboard <b>Character writing activities</b> Calligraphy brushes, mats and water Electronic devices</p> <p>Game <b>Trace the character</b> Ask one student to trace on their partners back a character from a specified category. The student being traced on must guess the character being traced. Students take turns to trace characters.</p> <p>Game <b>Memory Game</b></p> <p>Wordlists</p> <p>Print/Online dictionaries</p> <p>Activity <b>Timetable</b></p> <p>Student workbooks</p> <p>Activity sheet <b>Information gap – Daily routine schedules</b></p> <p>Character <b>Tiger Qiao</b> <a href="https://www.youtube.com/watch?v=wQbbVwQJ-t4">https://www.youtube.com/watch?v=wQbbVwQJ-t4</a></p> <p>Picture cards <b>Activities, times, weather</b> Activity sheet <b>Cloze Tiger Qiao's boring day</b></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>the focus of this activity is not on writing a description and reading it or learning it by heart. Rather, the focus is to try and recall the language structures they have been practising and use them as spontaneously as they can. Allow students to use picture cards of activities, weather and times to prompt them while giving their descriptions. Provide students with strategies to help them cope if they can't remember something or if they make a mistake. Remind students that they may also like to include previously learnt language, such as saying they like or do not like a subject or activity, or saying how they feel. Instruct them to start with the weather and the date as they would a written diary entry. Suggest that they may like to use actions to accompany some of their descriptions.</p> <p><b>21.</b> Inform students that they are going to record a <b>video diary</b>, of approximately 15–30 seconds, of the description they have been developing. Show students how to use their electronic devices to record their partner's performance. Give students 10–15 minutes to prepare before recording. Allow students two takes and the opportunity to play back their recording. Show the video diaries to the class.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>engage in group activities, such as singing the <i>Morning Wash and Rinse</i> song</li> <li>locate information in Chinese spoken texts about daily routine and convey it in English</li> <li>manipulate written Chinese to answer questions in writing about daily routines</li> <li>engage with imaginative texts by creating their own version of the song 你每个星期二做什么?</li> <li>produce characters related to school subjects and daily routine</li> <li>convey information in writing about their school timetable</li> <li>orally exchange information related to school timetables and daily routine.</li> </ul> </li> </ul>	Electronic device to record video diary
7–10	<p><b>Let's catch the bus!</b></p> <p>Students interact with others to exchange information about how they get to school and get around during the weekend.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>compare Australian and Chinese commonly used modes of transport</li> <li>recognise the verbs associated with the different modes of transport</li> <li>recognise and practise writing characters related to transport</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉?</p> <p>Locate factual information, key words or familiar characters in</p>	<p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of</li> </ul>	<ol style="list-style-type: none"> <li>Play the audiovisual clip 交通 showing only the first five <b>transport items</b>. Encourage students to repeat the new words aloud. Use transport flashcards for support. Say a transport word and ask students to identify what it is in English. Repeat with remaining five transport items in the clip. Work through the matching activities provided in the clip with students. Students may like to add to the transport vocabulary. Support students to internalise new vocabulary through <b>Memory, Matching</b> or simple vocabulary games on the <b>interactive whiteboard</b>.</li> <li>Through the <b>English language bubble</b>, discuss the different modes of transport that students in China and Australia use to get to school. Discuss the differences and why certain modes of transport are more popular in each country. Add findings to the classroom <b>Venn diagram</b>.</li> <li>Introduce the verbs 坐 and 骑. Categorise the modes of transport with each verb on the board. Then use transport picture cards to elicit the verb and the noun (mode of transport) from students.</li> <li>Teach students the rules for <b>Kim's game</b>. Hide the modes of transport cards (or figurines) under a cloth cover. Remove one item at a time and ask students to guess what is missing, using Chinese language to identify the object. Divide the class into smaller groups and have them play the game in their groups.</li> <li>Through the <b>English language bubble</b>, introduce the characters 坐, 骑, 车, 火车, 汽车, 校车, 地铁, 自行车. Identify components/radicals which make up the characters and point out the use and meaning of the character 车. Ask students why they think 车 is used in most of the words for transport. Explain how this can</li> </ol>	<p>Audiovisual clip 交通 <a href="https://www.youtube.com/watch?v=ZbA1iCu06iE">https://www.youtube.com/watch?v=ZbA1iCu06iE</a></p> <p>Flashcards <b>Transport</b> (with image, English, characters, <i>Pinyin</i>)</p> <p>Games <b>Memory, Matching</b> or simple vocabulary games</p> <p>Classroom procedure <b>English language bubble</b></p> <p>Template <b>Venn diagram</b></p> <p>Picture cards <b>Transport</b></p> <p>Game <b>Kim's game</b> This game is commonly played with young children as it promotes the development of memory and observation skills and can be used for learning new groups of objects such as shapes or fruits.</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> <li>recognise and use vocabulary and sentence structures related to transport</li> <li>conduct an oral survey about the modes of transport that are used to get to school</li> <li>locate and respond to specific information related to transport</li> <li>write a diary entry to include daily routine and transport used</li> <li>write a student's schedule</li> <li>exchange information on daily routine, school subjects and transport</li> </ul>	<p>texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p>	<p>subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</p> <ul style="list-style-type: none"> <li>recognising and using some familiar verbs for daily routine such as 醒来 / 叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul> <p>Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts</p>	<p>help them decipher the meaning of unknown characters with 车. Provide a model for each character and its components. Ask students what layout they think each character uses, allowing them to choose from a display of structural layouts. Allow students to practise writing the new characters, using correct stroke order, with calligraphy brushes, electronic devices or undertake <b>interactive whiteboard</b> activities which require students to make characters by putting all the components and strokes together. Rotate groups so everyone gets a turn.</p> <ol style="list-style-type: none"> <li>Introduce students to the activity <b>Mr Squiggle</b>, by providing a model for students to follow. Assign students to pairs. Using small whiteboards, one student writes the transport word in characters and the other must convert the character into a picture that resembles the mode of transport. Students take turns at writing the characters and drawing the pictures.</li> <li>Distribute an <b>activity sheet</b> where students must first spot the mistake for each of the characters shown and then match a character to the corresponding <i>Pinyin</i> and English translation. Ask questions to ascertain student understanding.</li> <li>Arrange students in pairs to play a game of <b>noughts and crosses</b>. Have students draw a 3x3 grid on their individual whiteboard. Ask students to fill in the squares on the grid with the characters for nine modes of transport. Swap the grids so students don't have the grid they themselves completed. The first student in the pair starts by choosing a word. If they say the correct English translation, they get to write either a nought or a cross in that square. If they answer it wrong, the turn is passed on to the other student. The person who gets a horizontal, vertical or diagonal line of noughts or crosses on their whiteboard first, wins the game. Swap whiteboards and repeat the process. Provide a vocabulary list for reference.</li> <li>Introduce the question 你怎么上学? and response 我坐校车上学。 Work with students to develop other responses, such as 我走路上学。 , 我坐妈妈的车上学。 , 我妈妈开车送我去。 Ask students to reflect on the order of the words in English equivalents for the Chinese sentences and to make comparisons between the two languages.</li> <li>Provide opportunities for students to practise asking and answering the question 你怎么上学? Arrange students in a circle and <b>clap out the beat</b> to this sentence structure. Once every student has learnt it, have a student ask the question and the person next to them answer it. Continue until all have had a turn at asking the question.</li> <li>Guide students through the completion of a variety of <b>Language practice activities</b> and games to reinforce and internalise transport vocabulary and structures, for example: <ul style="list-style-type: none"> <li>Activity 1 – students work through the <b>Quizlet</b> activities and games provided. Depending on student needs, a new quiz may need to be developed by the teacher.</li> <li>Activity 2 – students first answer questions on <b>Activity sheet</b> using characters, for example, 你怎么上学? 我骑自行车上学。 你爸爸怎么上班? 我爸爸开车上班。 ; then they rearrange the characters to make sentences based on an image, and provide an English translation.</li> </ul> </li> <li>Construct a class <b>survey</b> with students to find the most popular mode of transport for getting to school. Ask students to draw, in their workbooks, a table to enter their findings of the most popular mode of transport used. Introduce the tally character 正 and explain using the <b>English language bubble</b> how Chinese people use 正 to tally instead of four lines and a line through them to indicate five. Add</li> </ol>	<p>Classroom procedure <b>English language bubble</b></p> <p>Activity <b>Character Writing</b> Copy of the structural patterns of Chinese Characters  <a href="http://www.sinosplice.com/life/archives/2017/05/10/learn-the-structural-patterns-of-chinese-characters">http://www.sinosplice.com/life/archives/2017/05/10/learn-the-structural-patterns-of-chinese-characters</a></p> <p>Games</p> <p>Interactive whiteboard character writing activities</p> <p>Calligraphy brushes, mats and water</p> <p>Electronic devices</p> <p>Activity <b>Mr Squiggle</b> Students use the Chinese character as a basis of a drawing of the item the character represents.</p> <p>Small whiteboards and markers</p> <p>Activity sheets <b>Spot the mistake</b> and <b>Match the characters</b></p> <p>Game <b>Noughts and Crosses</b></p> <p>Game grid</p> <p>Language drill <b>Clap out the beat</b></p> <p>Application <b>Quizlet transport</b>  <a href="https://quizlet.com/210621507/chinese-transport-flash-cards/">https://quizlet.com/210621507/chinese-transport-flash-cards/</a>  or  <a href="https://quizlet.com/47841686/chinese-made-easy-bk-1-lesson-18-transport-flash-cards/">https://quizlet.com/47841686/chinese-made-easy-bk-1-lesson-18-transport-flash-cards/</a>  or  <a href="https://quizlet.com/44416410/chinese-transport-flash-cards/">https://quizlet.com/44416410/chinese-transport-flash-cards/</a></p> <p>Activity sheet <b>Transport</b></p> <p>Survey template <b>Transport</b></p> <p>Student workbooks</p> <p>Classroom procedure <b>English language bubble</b></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>this information to the class <b>Venn Diagram</b>. Students are to then ask one another 你怎么上学? Report findings to the class and see if everyone recorded the same number for each mode of transport.</p> <p><b>13.</b> Introduce the rules for the <b>Changing chairs</b> game. Ask students to form a circle with their chairs and to sit down. Select one student to stand in the middle of the circle. Remove their chair from the circle. That student asks, in Chinese, a question that requires a yes/no response, for example, 你走路上学吗? 你坐爸爸的车上学吗? 你三点十分放学吗? 你星期一有数学课吗? Students must say their answer aloud, using a full sentence, and those students who answered 'yes' try to change seats with another student who has also answered 'yes'. Similarly, those who answered 'no', try to swap positions. The aim of the game is to stay out of the middle and to keep the student in the middle from getting a chair. Encourage students to keep playing until a variety of topics have been covered such as daily routine, leisure activities, school subjects and transport.</p> <p><b>14.</b> Provide students with the <b>jumbled sentences</b> of a diary entry by Tiger Qiao in which information is included about morning routine, getting to school, school lessons, afternoon leisure activities and bed time routine. Allow 10 minutes for students to work in pairs to reconstruct the diary entry. Use a display version of the jumbled sentences to reconstruct the diary entry on the board. Translate and discuss the conventions of a diary entry. Remind students how to adapt Tiger Qiao's information to provide different information.</p> <p><b>15.</b> Support students in writing a <b>Diary entry</b>, in their workbooks, for both Monday and Saturday that includes their morning routine, getting to school, school lessons, afternoon leisure activities and bed time routine. Provide sample sentences such as 我七点半走路上学 on the board. Advise students that they may include <i>Pinyin</i> for unfamiliar characters.</p> <p><b>16.</b> Guide students through the completion of a variety of <b>Language practice activities</b> and games to reinforce and internalise daily routine vocabulary and structures, for example:</p> <ul style="list-style-type: none"> <li>• Activity 1 – <b>Question</b> students about the information they have provided in their diary entry, for example, 'What time do you get up Saturday?' 你星期六早上几点起床?</li> <li>• Activity 2 – Provide students with a <b>list of questions</b> in <i>Pinyin</i> and characters. Students are to write answers for the questions, then in pairs they are to practise asking and answering the questions. Allow a few students to share their conversations with the class.</li> <li>• Activity 3 – Show a <b>flashcard</b> depicting either a time, mode of transport or subject and ask students to take turns to give a question or sentence in Chinese that includes the vocabulary/information.</li> </ul> <p><b>17.</b> Introduce the <b>Assessment task My weekly timetable</b>, explaining it has two parts.</p> <ul style="list-style-type: none"> <li>• Part A – Students demonstrate their skills in writing Chinese. They are provided with a weekly timetable showing times and images of activities (some activities may display transport if it is needed). Using the images as a guide, students write eight full sentences in Chinese characters (<i>Pinyin</i> may be used) describing the activities for the week. Students should include as much information as they can such as the day, the activity and the mode of transport.</li> <li>• Part B – Students demonstrate their skills in speaking Chinese by taking part in a short interview in which they pretend that the weekly timetable from Part A is</li> </ul>	<p>Template <b>Venn diagram</b></p> <p>Game <b>Changing chairs</b>  <a href="https://www.teachingenglish.org.uk/article/change-places%E2%80%A6">https://www.teachingenglish.org.uk/article/change-places%E2%80%A6</a></p> <p>Cards <b>Jumbled sentences</b></p> <p>Text <b>Diary entry</b></p> <p>Student workbooks</p> <p>Question list</p> <p>Flashcards <b>Time, mode of transport, subject</b></p> <p>Assessment task <b>My weekly timetable</b></p>



Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>their own. Students are asked questions such as 你几点起床? , 你星期二做什么? , 你星期三有什么课? , 你怎么上学?</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ readily identify and use vocabulary related to transport</li> <li>▪ translate characters and match them to their English and <i>Pinyin</i> equivalents</li> <li>▪ understand questions about transport in Chinese and respond appropriately</li> <li>▪ convey information about activities in written form.</li> </ul> </li> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ My weekly timetable</li> <li>Part A – Writing in Chinese</li> <li>Part B – Speaking in Chinese.</li> </ul> </li> </ul>	

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-5	<p><b>Classroom objects</b> Students interact with others by asking and giving permission to borrow classroom items.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>respond to and repeat classroom instructions</li> <li>ask for and give permission</li> <li>request assistance during class activities</li> <li>recognise and use vocabulary and language structures related to classroom objects</li> <li>recognise and use characters for classroom objects</li> <li>locate specific classroom objects in <i>Pinyin</i></li> <li>explore construction and produce characters related to classroom objects</li> <li>recognise and use measure words related to classroom objects</li> <li>practise asking for and giving classroom objects</li> <li>create a rap related to borrowing classroom items</li> <li>read and present the rhyme 'Little scissors'</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗? ; 可以, 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create and present their own representations of familiar songs, poems or stories such as 《小星星》, 《找朋友》 or 《恭喜恭喜》, poems and stories 《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action</p>	<p>Understand the components of <i>Pinyin</i> such as the different combinations of consonant and vowel/vowels</p> <p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p>	<ol style="list-style-type: none"> <li>Sing the song 你每个星期二做什么? using actions. Elicit other verses from students and continue to sing the song together. <b>Call the roll</b> eliciting the response 到, and other possible alternative responses such as 他在, 她不在。</li> <li>Review daily routines by asking individual students questions, such as 你今天早上几点起床?, 你晚上几点睡觉? 你今天有什么课? 你星期三有英文课吗? 你怎么上学? 你走路上学吗?</li> <li>Continue to prompt students in following <b>classroom instructions</b>, asking for permission and using classroom phrases previously taught, for example, 我可以走吗? 看白板, 注意听, 一起说 etc.</li> <li>Play the audiovisual clip 这是什么? and encourage students to sing along. Ask students if they know any other <b>classroom objects</b> in Chinese. Add these items to the song. Provide examples by asking questions such as 'What is this/that?' or by pointing to objects in the classroom and giving the Chinese equivalent. Support groups of students to present their own representation of the 这是什么? song, including different objects.</li> <li>Introduce new vocabulary for classroom objects, such as 书, 书包, 铅笔, 饭盒, 铅笔盒, 尺子, 剪刀, 橡皮 using <b>picture cards</b> or items. Drill four items of vocabulary at a time and ask the question, for example, Teacher: (holding up the card or a book) 这是书吗? Students: 'Yes, (it is a book).'</li> <li>Guide students through the completion of a variety of <b>Language practice activities</b> and games to reinforce and internalise classroom object vocabulary and structures, for example: <ul style="list-style-type: none"> <li>Activity 1 – <b>Kim's game</b> with classroom objects. Support students to play the game in groups.</li> <li>Activity 2 – Students listen and repeat out loud the words/phrases presented on the <b>Quizlet flashcards</b>. Ask students to guess the meaning of each flashcard before revealing its meaning. Repeat the process until students successfully identify the meaning before it is revealed. Ask students to record any unknown vocabulary in their new words list. Have students complete the quizzes.</li> <li>Activity 3 – <b>Song 这是什么?</b> Add additional classroom items to the song.</li> <li>Activity 4 – <b>Game Treasure hunt</b> with classroom objects.</li> </ul> </li> <li>Ask students to recall the <b>rules of stroke order</b>. Introduce/review the characters for 书, 包, 铅笔, 尺子, 饭盒 and 这, 那, 是. Discuss what the characters mean and the family/base components/radicals which make up the characters. Provide students with a table of random characters and ask students to circle all characters with the component/radical 车 and 木. Discuss the similarities in meaning of characters sharing the same radical. Point out that this will assist them in deducing meaning from characters that may be unfamiliar to them in the future. Model how to write the characters introduced and use calligraphy pens and teacher-developed <b>Arch Chinese</b> vocabulary writing sheet to provide character writing practice for students. Stress with students the need for correct stroke order.</li> <li>Play a game of <b>Pictionary</b> with students using classroom objects.</li> <li>Ask students to make labels in Chinese characters for classroom objects that include <i>Pinyin</i> and characters. Have individual students label objects around the room. Students may like to label their own items as well.</li> </ol>	<p>Audiovisual clip <b>Song 你每个星期二做什么? What do you do on Tuesdays?</b> <a href="https://www.youtube.com/watch?v=Al89WNierD8">https://www.youtube.com/watch?v=Al89WNierD8</a></p> <p>Audiovisual clip <b>Song 这是什么?</b> <a href="https://www.youtube.com/watch?v=TyYQmyXLAgc">https://www.youtube.com/watch?v=TyYQmyXLAgc</a></p> <p>Picture cards/flashcards <b>Classroom items</b> (<i>Pinyin</i> on the back) or classroom objects</p> <p>Game <b>Kim's game</b></p> <p><b>Quizlet</b> <a href="https://quizlet.com/236473471/mandarin-chinese-classroom-objects-flash-cards/">https://quizlet.com/236473471/mandarin-chinese-classroom-objects-flash-cards/</a></p> <p>Song <b>这是什么?</b></p> <p>Game <b>Treasure hunt</b> Hide a range of items (or picture cards representing the items) around the classroom. Place some of the items in places they would not normally be found. Provide each student with a list in <i>Pinyin</i> of items to be found and ask them to hunt the classroom to find the corresponding items. The first student to find all the items wins.</p> <p><b>Treasure hunt</b> list in <i>Pinyin</i></p> <p>Flashcards <b>Classroom objects</b> with a picture on the front and <i>Pinyin</i> on the back</p> <p>Resource <b>Arch Chinese</b> <a href="http://www.archchinese.com/">http://www.archchinese.com/</a></p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p><b>10.</b> Play a game of <b>Character writing</b> with students. Divide students into two teams. Say a word from the new vocabulary list and have students write the character/s. The first student to write the word correctly wins a point for their team. Points may also be awarded for the best written character.</p> <p><b>11.</b> Allow students to develop their own <b>vocabulary list</b> including characters, English and <i>Pinyin</i> in their workbook.</p> <p><b>12.</b> Check students' retention of new vocabulary by conducting a <b>vocabulary test</b>. Say either the Chinese for a vocabulary item and request the students write the character/s, <i>Pinyin</i> and/or English; or say the English and ask students to write the character/s and or <i>Pinyin</i>. Say each word twice with a pause in between for students to write their responses.</p> <p><b>13.</b> Introduce the <b>measure words</b> for classroom objects, for example, 本, 张, 支, 台, 把, 块 and review 个. Describe which objects the measure words are used for, for example, 张 is for thin, flat objects. Use student-developed classroom item labels and ask for individual students to place the cards under the correct measure word. Ask other class members to review and, if required, suggest corrections. Hold up multiples of classroom items, for example, three pencils, and have students practise using numbers, measure words and classroom items to state how many items they see, 三支铅笔.</p> <p><b>14.</b> Present the stroke order of the <b>measure words</b> and have students come up to the <b>interactive whiteboard</b> and write each character. Record the students writing the characters and then replay to students and have peers check the stroke order.</p> <p><b>15.</b> Ask students to locate, from the description provided, an object in the classroom, for example, 给我, 一支蓝色的笔。请给我, 一本红色的书。Arrange students in a circle. Ask individual students to collect a classroom item, for example, 请给我, 一支蓝色的。The student collects the item/s, returns to the circle and describes the item in Chinese to the group. The other students repeat the description (item/colour). Repeat until all students have had a turn. Arrange students into small groups and have them practise asking for and collecting items in the classroom.</p> <p><b>16.</b> Revise structures used when making a request. Provide pairs of students with a series of <b>picture cards</b>. Ask students to practise how to request an object by taking turns to ask each other in Chinese for one of the objects represented on the cards.</p> <p><b>17.</b> Develop an <b>activity sheet</b> to include language practise activities, such as identify the odd character, for example, a) 笔, b) 书, c) 猫, d) 纸。The odd one out being c; fill in the gaps with the correct measure word provided; match the description of an object with its correct image (colour and number of objects to be included in the description).</p> <p><b>18.</b> Elicit the following language structures from students by asking in English questions such as, 'How do we ask for permission to do something?'; 'What is the verb 动词 can/may?'; 'When have we used this before?' Then support students in creating the following questions and responses: 我可以借你的铅笔吗? 可以/不可以。你有一支红色的笔吗? /你有没有一支红色的笔吗? Make comparisons with the English version. Provide students with ongoing opportunities to use these structures each lesson by selecting one or two students to ask for and borrow items from another classmate in Chinese.</p> <p><b>19.</b> Model the <b>script of a dialogue</b> where two students are trying to sort out their possessions. Students ask each other for missing items, as well as borrow an item. Read through the script as a class and have pairs of students practise reading.</p>	<p>Game <b>Pictionary</b> Select a word (from the vocabulary you are teaching) then draw the image/character and have students raise their hand to guess in Chinese/English with the answer.</p> <p>Game <b>Character writing</b></p> <p>Labels <b>Classroom item</b> Vocabulary list Student workbooks</p> <p>Cards <b>Measure words</b></p> <p>Picture cards</p> <p>Activity sheets <b>Measure words and Descriptions</b></p> <p>Script <b>Dialogue missing items</b></p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>Show students a second version of the dialogue with some of the language missing. Have the class read through the script together, adding the missing language. Have students do the same in their pairs. Provide each pair of students with some classroom items and ask them to improvise the script of a dialogue where they ask each other for the items and ask to borrow an item. Ask students to swap their items with another pair and to <b>write the script of a short dialogue</b> where one person asks if the other person has the classroom item and then asks for permission to borrow the item. Students swap the items with another pair and write the corresponding dialogue. Allow students to practise their dialogues and to share their dialogues with the class.</p> <p><b>20.</b> Support students in <b>creating a rap</b> using one of the dialogues developed in the previous activity. Discuss assessment criteria, such as clarity of pronunciation, beforehand. Have students present their rap to the class. After each presentation, ask students to reflect on their own performance by indicating two things that were positive and one area that may need work. Invite the class to choose the best performance based on the assessment criteria.</p> <p><b>21.</b> Read the nursery rhyme 小剪刀 to the students and discuss with them what words they recognise, what they think the rhyme is about, who might say this nursery rhyme and why. Talk about the features of a nursery rhyme, for example, repetition, rhyme and emphasis. Display the rhyme in <i>Pinyin</i> and characters on the board. Have students read the rhyme aloud to each other in pairs. Allow some pairs to present the rhyme to the class. Provide students with a <b>cloze version</b> of the nursery rhyme (with the missing words provided in a list). Recite the rhyme and ask students to complete the activity sheet with the missing words. Show the correct version on the whiteboard and ask students to correct their own work.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>apply rules of Chinese pronunciation and intonation when singing the song 这是什么? and presenting the rhyme 小剪刀</li> <li>use Chinese to create their own version of 这是什么? song</li> <li>show use of correct stroke order when writing characters related to classroom items</li> <li>employ modelled structures to interact with others to ask for permission to use/borrow classroom items</li> <li>complete language practice written activities related to measure words and classroom items</li> <li>identify classroom items from spoken texts</li> <li>use a range of vocabulary and sentence structures to create and present a rap.</li> </ul> </li> </ul>	<p>Activity sheet <b>Information gap</b> Dialogue missing items</p> <p>Classroom objects</p> <p>Assessment task <b>Rap</b></p> <p>Rhyme 小剪刀 <a href="https://www.mamalisa.com/?t=es&amp;p=5112">https://www.mamalisa.com/?t=es&amp;p=5112</a></p> <p>Activity <b>Cloze version</b> of the rhyme</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
6–10	<p><b>Borrowing classroom items</b></p> <p>Students exchange information in a role play borrowing and lending classroom items from each other.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use vocabulary and language structures related to classroom objects</li> <li>revise how to express that they have or do not have a specific classroom item</li> <li>listen to spoken texts related to borrowing classroom items and identify specific information</li> <li>talk about the verbs 要 and 想, and make comparisons with how the English translation of the verbs is used</li> <li>respond to and use language for classroom instructions, giving permission and requesting assistance</li> <li>write dialogues about buying and selling classroom items</li> <li>participate in a role play to buy and sell items</li> <li>create their own written version of the Going to school song</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, ‘What’s the subject in the sentence My mum drives a car?’ and 我妈妈开车。</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and social position and the context of use</p>	<ol style="list-style-type: none"> <li>Revise the questions 你有没有一块蓝色的橡皮? 你有一把尺子吗? through <b>Language practice activities</b>. Students hide two classroom items behind their back and walk around and ask one another if they have an item. Students continue guessing the item a student has hidden until they receive an affirmative response from that student. They then try to guess what item another student has hidden behind their back.</li> <li>Play several <b>spoken texts</b> between Chinese students who are asking if the other student has an item that they may borrow, for example, Male student: 惠安, 你有没有红色的铅笔? Female student: 没有。 Male student: 你有黑色的铅笔吗? Female student: 有。 Male student: 我可以借吗? Female student: 可以。 Male student: 谢谢。 Female student: 不客气。 Ask students to complete a table based on the conversations, indicating the items that each person has and what they can borrow.</li> <li>Introduce vocabulary/structures for <b>asking for and giving prices</b> 多少钱? 一块钱. Start with round figures in Yuan, for example, 块/钱 and 元. Ask students to suggest what ‘two/three/four dollars’ would be in Chinese. If students are able, and time permits, introduce the use of 毛/角. Provide examples of the structures, in Chinese and <i>Pinyin</i>, on the board. Discuss the cultural aspect to buying things in China with students, for example, it is common practice to bargain in certain situations – 太贵了! and 可以便宜点儿吗?</li> <li>Assign students to groups for <b>Language practice – Group rotations</b> to practise the vocabulary and sentence structures associated with asking for prices. <ul style="list-style-type: none"> <li>Group 1 is divided into pairs to play a <b>Matching prices</b> game. One set of cards shows the Chinese price and on another the English price.</li> <li>Group 2 is divided into pairs to use the <b>interactive whiteboard to listen to prices</b> and choose the correct price in English.</li> <li>Group 3 students work individually to complete an <b>activity sheet</b> by translating Chinese prices into English.</li> <li>Group 4 is divided into pairs to interact in a <b>role play</b>. They use prompt cards to model a dialogue where two characters ask and provide prices for classroom items.</li> </ul> <p>Rotate groups so that all students have a turn at each activity.</p> </li> <li>Introduce the sentence structures and questions 你想买什么? 我想买一本书。你要买什么? 我要买两支红色的铅笔。 Make comparisons with the English translations, discussing the use of the verb ‘to want’ 想/要. Through the <b>English language bubble</b>, discuss the meanings of both verbs and explain that 要 ‘to want’ is more forceful than 想 ‘would like’. Ask questions such as ‘Would you use “Would like” or “I want” when shopping and why?’ ‘Which is more polite?’ Explain to students that ‘I want’ in Chinese is not seen as rude but direct. Also explain that 想 would be used to be polite to someone older or someone whom you would show respect. Record findings on the classroom <b>Venn diagram</b>.</li> </ol>	<p>Spoken texts <b>Asking for/borrowing classroom items</b></p> <p>Table for listening activity</p> <p>Game/Cards <b>Matching prices</b></p> <p>Interactive whiteboard</p> <p>Listening activity <b>Matching prices</b></p> <p>Activity sheet <b>Translating prices</b></p> <p>Prompt cards <b>Role play shopping</b></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Template <b>Venn diagram</b></p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>6. Assign students to groups for <b>Language practice – Group rotations</b> to practise the vocabulary and sentence structures that have been presented to date:</p> <ul style="list-style-type: none"> <li>Group 1 is divided into pairs to play <b>Go fish</b> using Chinese to ask if the other has a classroom item, for example, 你有没有黄色的尺子?</li> <li>Group 2 is divided into pairs to unjumble sentences using the interactive whiteboard or teacher-made <b>jumbled sentence</b> cards and rearrange them to make correct sentences.</li> <li>Group 3 students work individually to complete an <b>activity sheet</b> by connecting the correct measure word to the incomplete sentences provided. When completed they read each sentence aloud.</li> <li>Group 4 is divided into pairs to use puppets to interact in a <b>role play</b> where two characters ask to borrow classroom items from each other.</li> </ul> <p>Rotate groups so that all students have a turn at each activity.</p> <p>7. Provide students with the transcripts of the previously played spoken texts <b>Asking for/borrowing classroom items</b>. Support pairs of students to use these as a model to write a dialogue, in characters and <i>Pinyin</i>, on coloured paper. Ask students to cut their dialogue into separate sentences and place the sentence strips into an envelope. Students swap their envelope with another pair and arrange the strips in the correct order. Once completed, the pair reads the dialogue aloud before returning the strips to the envelope and swapping with another pair.</p> <p>8. Provide students with the <b>assessment task</b>. Explain to students that the task has two parts.</p> <ul style="list-style-type: none"> <li>Part A – <b>Borrowing classroom items</b> – Students read a dialogue in which classroom objects are mentioned and answer questions in English. They then write their own dialogue where one person asks another if they have certain items and if they can borrow them. Advise students they have 30 minutes to write the script of their dialogue and be ready to present it.</li> <li>Part B – <b>Shopping for classroom items</b> – Students participate in a shopping role play with the teacher. Prepare a tray with the following objects: pencil, scissors, glue, eraser, ruler, pencil sharpener, pen and book. Provide two shopping list cue cards – one for the teacher and one for the student. Explain that the teacher starts by taking the role of the customer first and the student will be the shopkeeper. Then the roles will be reversed with student playing the role of customer and the teacher will be the shopkeeper.</li> </ul> <p>9. Play the audiovisual clip of the song 上学歌 about going to school. Discuss the use of 对 in the sentence 花对我笑, review location words such as 上 and 下, and body parts. Say aloud, in English, the words related to these topics and ask for students to provide the Chinese translation. Play a second time, pausing after each verse and ask students to identify words/phrases they recognise. Elicit the meaning of the verse/phrases from students and have them repeat the phrase using the beat of the song. Continue until all phrases are explained. For some verses a full explanation may need to be given, for example, 太阳当空照. Identify any new words and have students add these to their wordlists in their workbook, including both characters and <i>Pinyin</i>.</p> <p>10. Provide students with an overview of the short <b>digital photo story</b> activity they are to complete in response to the 上学歌 song. Provide them with a copy of the lyrics of the song to guide them. Students may like to use phrases from the song</p>	<p>Game <b>Go Fish</b></p> <p>Cards <b>Jumbled sentences</b></p> <p>Activity sheet <b>Measure words</b></p> <p>Puppets</p> <p><b>Oral assessment</b> with reading stimulus</p> <p>Assessment task <b>Borrowing/shopping for classroom items</b> Part B: from <b>My school bag is missing!</b> accessible on the School Curriculum and Standards Authority website</p> <p>Audiovisual clip <b>Song 上学歌</b> <a href="https://www.youtube.com/watch?v=dGWSom-b6Cs">https://www.youtube.com/watch?v=dGWSom-b6Cs</a></p> <p>Student workbooks</p> <p>Lyrics <b>Song 上学歌</b></p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>such as 小鸟说早早早, or manipulate phrases from the song to say something similar, for example, 小狗说早早早. It may be useful to model with students how to manipulate phrases to develop their photo story. Provide students with access to dictionaries and photo images from the internet to create a short photo story about going to school. Students must include a school item in their song and the phrase (去) 上学. Students are to present their photo story to the class. After each song the teacher is to ask questions for students to answer such as ‘What item was taken to school?’</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ locate and convey specific information from Chinese spoken texts</li> <li>▪ develop and participate in dialogues related to borrowing, buying or selling classroom items</li> <li>▪ use written Chinese to create a short digital photo story about going to school.</li> </ul> </li> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ Borrowing/shopping for classroom items <ul style="list-style-type: none"> <li>Part A – Reading Chinese and responding in English. Writing in Chinese</li> <li>Part B – Speaking in Chinese</li> </ul> </li> </ul> </li> </ul>	<p>Print/online dictionaries Access to the internet</p>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-5	<p><b>Where's my school bag?</b> Students describe their school bag and its contents.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>exchange information about the contents of a school bag</li> <li>exchange information about the appearance of a school bag</li> <li>listen to spoken texts about school bags and respond to questions</li> <li>read texts about school bags and respond to questions</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗? ; 可以, 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Translate the meanings of important everyday words using contextual cues</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Understand the components of <i>Pinyin</i> such as the different combinations of consonant and vowel/vowels</p> <p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> </ul>	<ol style="list-style-type: none"> <li>Provide opportunity for students to review previously learnt content, for example: <ul style="list-style-type: none"> <li>sing the song 上学歌 and encourage students to join in</li> <li>call the roll eliciting the response 到, and other possible alternative responses such as 他在, 她不在。</li> <li>review borrowing classroom items by asking individual students questions such as 你有没有黄色的笔? 我可以借你的剪刀吗?</li> <li>prompt students to use classroom instructions, ask for permission and use classroom phrases, for example, 我可以借你的橡皮吗? 把书打开 etc.</li> <li>revise measure words through matching activities on the <b>interactive whiteboard</b> and character writing practice.</li> </ul> </li> <li>Introduce the game <b>Memory</b>. List sentences on the board describing classroom items purchased for the class to use, for example, 二十五本书, 五把红色的尺子, 七块白色的橡皮 etc. Tell students to remember as much of the information listed as they can. Cover the list and ask students to write, in English and/or characters and/or <i>Pinyin</i>, in their workbook as many of the items as they can including the number and description of each item. Have students check their list with that of their partner. The person with the most correct information wins.</li> <li>Play a game of <b>Chair champion</b> to review previously taught vocabulary and language structures. Divide the class into smaller groups, each seated in a circle. Have one person seated on a chair in the middle of each circle and place a pile of flashcards in front of them. Members seated in the circle ask the person in the middle the question 这是什么? The person looks at the item and describes it to the class, for example, 这是一张白色的纸. If the person gives the correct description they can hold their position on the chair. If the description is incorrect, another student asks 我可以借你的白色的纸吗? If the sentence is asked correctly the chair person will answer 可以. They then swap positions. If the person chosen does not ask the question correctly the person in the middle of the circle rejects their request to borrow something and another person has a turn at asking. Continue the game until all flashcards have been described.</li> <li>Introduce the structure 书包里面有什么? Model pronunciation and have students repeat the structure. Elicit a possible answer from students, for example, 书包里有书, 铅笔盒, 和饭盒. Brainstorm with students possible items found in their school bags, for example, 球, 饭盒, 水瓶, 日记 etc. Add new words to the class <b>wordlist</b> on the wall.</li> <li>Introduce/review the characters 饭盒, 球, 水瓶, 里面, 什么 etc. Discuss the meaning and the family/base components/radicals which make up the characters with students. Model the stroke order on the board and allow students to practise <b>character writing</b>. Ask students to update the character list in their workbooks.</li> <li>Ask students the question 书包里面有什么? to which they reply with a complete sentence 我的书包里有。。。 plus three items. Support students to complete a range of activities to reinforce the question and response structures, and related vocabulary: <ul style="list-style-type: none"> <li>Activity 1 – <b>Round robin</b> game</li> <li>Activity 2 – Play <b>spoken texts</b> in Chinese of students describing what is in their bag. Students are to complete the activity sheet by circling the correct</li> </ul> </li> </ol>	<p>Song 上学歌 <a href="https://www.youtube.com/watch?v=dGWsom-b6Cs">https://www.youtube.com/watch?v=dGWsom-b6Cs</a></p> <p>Interactive whiteboard Game <b>Memory</b></p> <p>Student workbooks</p> <p>Game <b>Chair champion</b> with flashcards</p> <p>Class <b>Wordlist</b></p> <p>Language practice <b>character writing</b></p> <p>Student workbooks</p> <p>Game <b>Round robin</b> Spoken texts <b>What's in my bag?</b> Activity sheet <b>What's in my bag?</b></p>



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				<p>statements for each recording, for example, 我有一个红色的书包。书包里有一个蓝色的球，一个绿色的饭盒和两本书。</p> <ol style="list-style-type: none"> <li>1. The bag is <ol style="list-style-type: none"> <li>a) red</li> <li>b) green</li> <li>c) white</li> </ol> </li> <li>2. In the bag there are <ol style="list-style-type: none"> <li>a) a green lunch box and three books</li> <li>b) a blue ball and two books</li> <li>c) a red lunch box and a ball</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• Activity 3 – <b>What’s in the school bag?</b> 书包里有什么? activity sheet. Students are provided with a series of images and are required to list the items, including number and colour, displayed in the images using full sentence answers, such as 书包里有一个蓝色的球。书包里有一瓶水。Encourage students to use characters.</li> <li>• Activity 4 – introduce the game <b>Tiger Qiao’s bag</b>. Show a range of school bag items and drill the vocabulary. Select a student to be Tiger Qiao and to pack the bag with several items, out of the sight of the other students. Divide the class into teams. Ask the question 书包里有什么? Each team takes turns in guessing what is in the bag and the student who is Tiger Qiao responds either in the affirmative or the negative. Points are awarded for each item guessed correctly.</li> <li>• Activity 5 – Introduce students to the game <b>Pass the bag</b>. Before the game begins, place five or six school bag items in Tiger Qiao’s bag. Arrange for students to sit in a circle. Ask the students 书包里有什么? and pass the bag around. Put on a timer/sound a buzzer at an interval of 15 seconds. When it sounds, the student holding the bag takes an item out and says its name, for example, 书包里有一瓶水. Continue the game until all the items have been retrieved from the bag.</li> </ul> <ol style="list-style-type: none"> <li>7. Have students walk around the bag area and write in their workbooks, in English, descriptions of three school bags, for example, School bag 1 is big, blue and has a picture of a rainbow on it. Ask students to each write, in English, on the board the details of one of the bags they described. Elicit from students any descriptions they already know in Chinese, for example, colours and size. Remind students how to use <b>online or print dictionaries</b> and allocate unfamiliar words for students to look up. Once students have located their word ask them to write the <i>Pinyin</i> on the board next to its English equivalent, for example, 独角兽, 彩虹, 蜘蛛侠, 花, 超级英雄. Support students by providing the pronunciation and stroke order of new words and have students repeat the words. Ask students if any of the words are borrowed from another language. Explain the different combinations of consonants and vowels present in the new words.</li> <li>8. Display the list of words on the board including characters, <i>Pinyin</i> and English (students may like a print out for their workbooks). Revise the list of new words and ask students to make a <b>flashcard</b> for their word (picture on one side and <i>Pinyin</i>/character on the other) using either an online application or by simply drawing their own. Arrange students in pairs to participate in a range of flashcard activities, such as <b>Memory games, Matching games, Go fish</b> or the <b>Pronunciation game</b> to internalise new vocabulary.</li> </ol>	<p>Activity sheet <b>What’s in the school bag?</b></p> <p>Game <b>Tiger Qiao’s bag</b> Students hide vocabulary objects/flashcards in a bag and other students take turns guessing the contents</p> <p>Game <b>Pass the bag</b> Place several vocabulary objects/flashcards in a bag. Students sit in a circle and pass the bag around. Set a buzzer/timer, and when the buzzer sounds the student holding the bag selects an object from the bag and says the name.</p> <p>Timer</p> <p>Student workbooks</p> <p>Online/Print dictionaries</p> <p>Flashcards</p> <p>Games <b>Memory, Matching and Go fish</b></p> <p>Game <b>Pronunciation</b> Divide the class into teams. Each team lines up. The</p>

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				<p>9. Make available a study set on <b>Quizlet</b> of the words learnt and direct students to work through the activities.</p> <p>10. Introduce students to the game <b>Chain reaction</b> using colours. Nominate a student to start the game after the first word has been said by the teacher. Continue playing until all students have had a chance to provide a word. Then arrange the students into smaller groups to continue playing the game.</p> <p>11. Present the language structure 我的书包上有一只狗的画。我的书包上有一个超级英雄 on the board and make comparisons with the English equivalent. Prompt students to identify the Chinese words by using an <b>interactive whiteboard</b> and ordering the jumbled words to make the required sentences. In Chinese, ask students, for example, 动词在那儿, 动词放在哪儿? Provide the Chinese structure in English to guide students, for example, <b>personal pronoun + possession article + noun + placement word + verb + numeral + measure word + noun + possession article + noun.</b></p> <p>12. Show a selection of school bags and elicit sentences from students, such as 我的书包是粉红色的, 它很小。书包上有一只独角兽的画。 Using this model, have students write a similar description of their bag. Invite selected students to present their description to the class.</p> <p>13. Divide the class into groups and have each group write the <b>description of a school bag and the contents.</b> One member from each group then reads the description, repeating as required, for the students in the other groups to draw. Points are awarded for each group member who has each item and description that is correct. Repeat the process for each group's description. The team that earns the most points wins.</p> <p>14. Provide students with an activity worksheet to practise school bag and contents vocabulary and structures:</p> <ul style="list-style-type: none"> <li>Activity 1 – Listen to Chinese students describing their bag and the items in it, for example, 我的书包是蓝色的, 它很大。书包上有一只猫的画。书包里有一支红色的铅笔和一个球。我的铅笔盒里有两只蓝色的笔。 Students complete a variety of activities, such as match the description to the correct image, tick the correct colour size and items for each speaker's bag and complete the English translation of the description.</li> <li>Activity 2 – Read descriptions of bags and match these to the correct image.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>engage with and accurately complete language practice activities, such as <b>Quizlet</b></li> <li>respond to and ask questions about the description of a school bag and its contents</li> <li>listen to a spoken text and choose the correct items and descriptive words that best describe the bag and its contents</li> <li>respond to and ask questions about borrowing school items</li> <li>exchange information about what is in a school bag</li> <li>describe orally and in writing what is in a school bag</li> <li>identify information from spoken texts describing school bags.</li> </ul> </li> </ul>	<p>first student in each team/line shows the next student in the line the flashcard of their word (previously made). If the next student says the word for the picture correctly, they win a point for their team and take their place at the head of the line and the original leader joins the end of the line. The new leader shows the next person their flashcard. If the student does not provide the correct word/pronunciation, they join the end of the line and the leader keeps trying until the correct response is given. The team with the most points wins.</p> <p>Application <b>Quizlet</b>  <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a>  Game <b>Chain reaction</b> To reinforce vocabulary related to a specific category. The teacher says a word related to the category, for example, a colour. Set a timer/sound a buzzer at an interval of 10 seconds. If the next person hasn't added a word from the same category before the timer sounds they are out. The game continues until most colours have been named. Other categories may include animals, nature, cartoons and adjectives.</p> <p>Interactive whiteboard activity  <b>Jumbled sentences</b></p> <p>Activity sheet <b>Listening and reading language practice activities</b></p>

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6–10	<p><b>My school bag is missing!</b> Students exchange information about a school bag they have lost.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use vocabulary and language structures related to describing a school bag and its contents</li> <li>respond to and ask questions about the appearance of a school bag and its contents</li> <li>write a Lost property notice</li> <li>locate information and language features in written and spoken texts</li> <li>engage in a role play about reporting lost property</li> <li>create and present their own version of an end of school song</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学; 星期日我打网球</p> <p>Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds</p> <p>Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters</p> <p>Create and present their own representations of familiar songs, poems or stories such as 《小星星》, 《找朋友》 or 《恭喜恭喜》, poems and stories 《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action</p>	<p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, ‘What’s the subject in the sentence My mum drives a car?’ and 我妈妈开车。</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts</p> <p>Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and social position and the context of use</p>	<ol style="list-style-type: none"> <li>Introduce and drill the sentence structures 我的书包不见了! 书包在哪儿? Have students repeat the structures. Through the <b>English language bubble</b>, ask students to identify where the question word is placed and make comparisons with the English equivalent. Once students have internalised the structures, instruct them in the rules of the 我的书包不见了! 书包在哪儿? game. Select one student to stand at the doorway of the classroom facing away from the class. Hide that student’s bag. When the student turns around they need to search for the bag and be guided by the students who chant the statement and question 我的书包不见了! 书包在哪儿? quietly when the student is far from the bag and louder when they get closer. Continue until the bag is found.</li> <li>Provide opportunity to practise writing the <i>Pinyin</i> and characters for words related to the topic by formulating group answers to questions such as 你的书包是什么样子的? 书包里有什么? 铅笔盒有什么? 盒饭里有什么? Introduce/revise vocabulary, such as sandwich, apple, banana, juice, crackers and cheese. Provide students with access to <b>online/print dictionaries</b> for other words that may be found in their lunch box, pencil case or school bag. Support students in creating their wordlists and add to the classroom wordlist. Reinforce writing by providing students with an <b>activity sheet</b>. Encourage students to use the vocabulary by providing responses to the questions.</li> <li>Provide students with three <b>Lost property notices</b> and a related <b>activity sheet</b>. Write the <i>Pinyin</i> above all the new words. Tell students that each notice is by a different person describing their lost bag and its contents, for example,</li> </ol> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">失物通知</p> <p>同学们!</p> <p>我不慎于十二月二日丢失书包。我的书包是蓝色, 它很大。书包上有一条龙的画。书包里有一个球, 蓝色的饭盒, 一个黑色的铅笔盒和一瓶水。</p> <p>如果有拾到者, 请联系我。〇六七九八八九一。</p> <p>万分感谢!</p> <p style="text-align: right;">张伟 二〇一八十二月三日</p> </div> <ol style="list-style-type: none"> <li>Ask all students to focus on the first notice and to consider: <ul style="list-style-type: none"> <li>the information that is provided</li> <li>features, such as the word order and the use of the conjunction 和</li> <li>the Chinese words for adjective and verb</li> <li>conventions of the text, such as title, salutations and date</li> <li>comparisons with English notices.</li> </ul> </li> <li>Divide class into pairs to consider the remaining two notices. Each person in the pair focuses on one notice and records their findings on the activity sheet. They share their findings with each other and then compare their findings with another pair. Ask students questions to gauge understanding of content and use of language.</li> <li>Support students to write their own <b>Lost property notice</b>. Discuss how they can bring together the language structures they have learnt to write their own notice. Encourage students to share with the class.</li> <li>Introduce phrases and words, such as 警察好! and 我怎么帮助你. Have students say the word/phrase/structure aloud. Distribute the activity sheet and instruct students about the activities to be completed.</li> </ol>	<p>Game 我的书包不见了! 书包在哪儿?</p> <p>Classroom procedure <b>English language bubble</b></p> <p>Dictionaries Word List Class Wordlist</p> <p>Activity sheet <b>Writing</b></p> <p>Activity sheet and notices <b>Lost property</b></p> <p>Activity sheet and recordings <b>Lost property</b></p>

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				<p>(<i>Pinyin</i>/characters) and English versions of the song. Have students first match the English sentences/lyrics to the corresponding Chinese. Play the song again and ask students to arrange the Chinese lyrics in the correct order. Once all students have arranged the lyrics correctly, ask them to select a new page in their workbook, draw a line down the centre to create two columns, and head the first column with the Chinese name of the song and the second with the English title. Students then write both versions of the song in the correct order in their workbooks. Play the song again and have students sing along.</p> <p><b>13.</b> Assist students to create their own <b>Leaving school song</b> based on 放学歌. Brainstorm other content/language that could be used in the song, for example, time, months of the year, activity, weather, feelings. Discuss how these could be used in a song about the end of school (beginning of the school holidays). Encourage students to incorporate elements of the original song 放学歌, such as voice rhythm, rhyme, four-line verse, some of the phrases and appropriate gestures and actions. Provide students with opportunities to practise their song in groups. Once they are ready, ask students to perform the song for an audience.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ answer questions to describe their school bag</li> <li>▪ design a lost property notice in characters and <i>Pinyin</i></li> <li>▪ listen to a police report and provide information about the lost item and language used</li> <li>▪ role play a character who has lost a school bag or a police officer</li> <li>▪ conduct a survey about items brought to school</li> <li>▪ create their own version of the song 放学歌.</li> </ul> </li> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ My School bag is missing – Speaking in Chinese.</li> </ul> </li> </ul>	Student workbooks