



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE

YEAR 5

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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 one possible approach 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.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 4 Chinese: Second Language, students communicated in Chinese, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They exchanged simple correspondence in writing to report on their daily routines at home and at school. Students located and conveyed factual information from familiar types of texts and they located factual information in texts to inform others using learnt words, phrases and characters. Students created and presented their own representations of familiar songs, poems or stories. They also created short imaginative texts using modelled language.

Students became familiar with the systems of the Chinese language, understanding the components of *Pinyin*. They recognised high-frequency Chinese characters related to their personal world and they used context-related vocabulary and simple sentences to generate language for a range of purposes.

The sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.

Chinese: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>My House Students interact with others to exchange information about their home.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teacher in Chinese according to the time of day and person distinguish between different greetings recognise and use vocabulary relating to the home explore character construction and produce characters relating to the home label a house plan in characters recognise and produce a variety of words and sentence structures to express what they like doing in each room of their home explore and understand homonyms recognise that tone changes the meaning in characters locate information from spoken visual texts about a home and the activities undertaken there interact in social play to present their home and the activities they enjoy doing there 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Seek permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去厕所吗? ;我可以去喝水吗?</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。</p>	<p>Recognise and discriminate between homonyms in Chinese, for example, shì 是 and 室, relying on contextual cues to assist understanding</p> <p>Recognise that some <i>Pinyin</i> with different tones change the meaning of the word shì 是 and shí 十</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement (<i>*Content from Year 4 syllabus</i>)</p> <p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p>	<ol style="list-style-type: none"> Welcome students to the new school year. Ask students to reflect on the Chinese language they remember from Year 4. Revise vocabulary for greetings, including when to use specific ones in and out of the classroom, for example, 大家好! , 老师好! 同学们好! and greetings according to the time of day 早上好! 下午好! , etc. Read the class roll of student names, eliciting the response 到. Vary the roll call using questions, such as Ben 在哪儿? Remind students of the classroom protocols, such as raising their hands to ask for assistance and permission. Elicit classroom phrases in Chinese that ask for permission, for example, 我可以走 吗? 我可以看吗? Elicit from students questions, such as 我可以去厕所吗? and 我可以喝水吗? Write the responses on the interactive whiteboard, one word at a time, and ask in English what is needed, for example, 'I' (pause for Chinese equivalent) 'may' (pause for Chinese equivalent) 'drink' (pause for Chinese equivalent) 'water' (pause for Chinese equivalent) 'question word' (pause for Chinese equivalent). Provide to students words that may be unknown, such as toilet and water. Make comparisons with English structures by asking 动词在哪儿? etc. During each lesson provide opportunities for students to practise and use the classroom phrases. Use strategies, such as drilling, calling out the phrases and asking students to act out or point to the place or thing to ask for. Review the concept English language bubble, a place where students 'enter' when a new concept needs to be explained or discussed. Ask students to talk about what they think the home of a Chinese person would look like or consist of, and to give their reasons based on their Chinese language learning, personal observations or experience. Play the audiovisual clips Real Chinese, Part 2 – Home and Family and Chinese House/Apartment Tour – Learn Chinese with Emma. Provide students with a questionnaire activity sheet to complete based on the information in the audiovisual clip Real Chinese, Part 2 – Home and Family. Ask students to locate words associated with one's home in the audiovisual clip Chinese House/Apartment Tour – Learn Chinese with Emma. Use a poster-sized Venn diagram to record student findings about Chinese homes and families. This can be added to during the year when discussing differences and similarities between Australian and Chinese-speaking countries. Provide students with access to bilingual dictionaries (and/or Word lists) and support them in developing a vocabulary list for rooms and features of a home in their workbook. Have students design flashcards for the rooms and features of a home vocabulary list. Instruct students to show a picture (or English word) of the room or feature on the front accompanied by its <i>Pinyin</i> and Chinese characters on the back. Model and then drill pronunciation using flashcards. Instruct students to undertake their own flashcard drills in pairs. When they feel confident they can be tested by the teacher. 	<p>Interactive whiteboard</p> <p>Classroom procedure English language bubble</p> <p>Audiovisual clip Real Chinese, Part 2 – Home and Family (time code 0.00–4.55) https://www.youtube.com/watch?v=u58lZxeInCg</p> <p>Audiovisual clip Chinese House/Apartment Tour – Learn Chinese with Emma https://www.youtube.com/watch?v=ISEwnEJ3CdG</p> <p>Activity Questionnaire, related to the audiovisual clip Chinese House/Apartment Tour – Learn Chinese with Emma</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>11. Support students to internalise new vocabulary by undertaking games, such as Go fish, Memory and Matching games or simple vocabulary games on the interactive whiteboard.</p> <p>12. Provide access to the audiovisual text <i>Tai hao le! My house: contents and parts</i>. Have students click on the pictures and listen to the vocabulary associated with the topic, ask them to repeat out loud the vocabulary and to record any new words in their Word list. Students are to complete the activities in this module.</p> <p>13. Introduce and review the Chinese characters 家, 在, 房子, 厨房, 卧室, 室, 花园, 房间, 客厅, 饭厅, 洗手间, 阳台, etc. Identify the components/radicals which make up these Chinese characters and point out the use and meaning of the Chinese characters 室, 厅, 房, 间. Explain how this can help them decipher the meaning of unknown Chinese characters when they see these Chinese characters added to other Chinese characters to make a word. Provide a model for each character and its components. Provide opportunities for students to practise writing the new Chinese characters using correct stroke order with calligraphy brushes and electronic devices, or undertake interactive whiteboard activities which require students to make Chinese characters by putting all the components and strokes together. Rotate so every student gets a turn at each activity. Have students add new Chinese characters to their Word list.</p> <p>14. Introduce students to the Mr Squiggle activity, providing a model for them to follow. In pairs, students use small whiteboards so that one writes the house word in Chinese characters and the other draws the image/picture, resembling both the Chinese characters and the picture of the room. Have students take turns at writing the Chinese characters and the pictures.</p> <p>15. Review the rules for Relay race to revise Chinese characters. Organise students into small teams. Ask one student from each team to stand at the board. Call out a word in Chinese and have the students at the board write the first stroke, and then pass the pen on to their next team member to add the next stroke. The pen is passed to each team member until the word is formed. The first team to complete the word correctly wins a point.</p> <p>16. Ask students to complete the Draw and label your home activity, drawing a layout of their home and labelling each room/feature in Chinese characters.</p> <p>17. Review the rules of the game Chain reaction, whereby the teacher starts with the name of a room and counts to 10. If the next person hasn't added a word from the same category before the count of 10 then they are out. Continue until most rooms have been said. Decide when to change the category, for example, family members, animals, colours, countries, occupations, sports and classroom objects. Keep playing until one person is left standing. Arrange the students in smaller groups to play the game in order to provide more language practice.</p> <p>18. Review the use of the question 在哪儿 from 你住在哪儿? Elicit from students the structures 爸爸在哪儿? 他在厨房里 and write them on the board. Discuss with students and ask them to make comparisons with the English equivalent.</p> <p>19. Provide students with access to <i>Zou ba! My house: rooms and places</i> and ask students to work through the activities related to the house, its rooms and places.</p> <p>20. Provide students with examples of homonyms in Chinese, for example, shì 是 and 室. Explain to students that the context of a sentence will indicate which, shì is used. Make available to students activities where they must fill in the gaps</p>	<p>Template Venn diagram</p> <p>Resource Chinese/English bilingual dictionaries</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity design flashcards of features and rooms in the house. An application, such as flashcard maker can be used https://quizlet.com/features/flashcards</p> <p>Games Go Fish, Memory and Matching games</p> <p>Audiovisual text <i>Tai hao le! My house: contents and parts</i> http://tlf.dlr.det.nsw.edu.au/learningobjects/Content/L3419/object/index.html</p> <p>Calligraphy brushes, electronic devices, interactive whiteboard</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity Mr Squiggle small whiteboards and markers</p> <p>Game Relay race</p>

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				<p>with the correct homonym, for example, whether 是 or 室 should be used for the following sentences, 我 ____ 意大利人。我在卧 ____ 里。 Include <i>Pinyin</i> above Chinese characters unknown or not frequently used.</p> <p>21. Remind students that although the spelling of <i>Pinyin</i> may be the same for certain words, tones change the meaning of the words, for example, <i>shi</i> could be one of the following 是, 十, 师. The tone and/or the context of the sentence will clarify the meaning. Make available to students <i>Pinyin</i> activities where they listen and circle the correct <i>Pinyin</i>. Students then must match the <i>Pinyin</i> to its character and English equivalent.</p> <p>22. Review vocabulary related to daily routines and leisure activities by using a mini whiteboard. Call out vocabulary related to the topics and instruct students to write the English equivalent on their mini whiteboard. Use questions related to the topics and ask students to write answers in either <i>Pinyin</i> or Chinese characters. Provide support and clarification where needed.</p> <p>23. Introduce the structures 这是我洗澡的地方。我在洗手间里洗澡。 on the interactive whiteboard, before students view the audiovisual clip In My House (坏蛋比利) Level 3 Chinese By Little Fox. Make available to students a list of activities and places in the home to do these activities. Instruct students to listen to the audio again and match the activity to the location in the house where it takes place.</p> <p>24. Ask students to write five sentences explaining what they do or don't like doing in each room in their house. Have volunteers present their sentences to the class. Place students in small groups to share orally what they and their family members do and don't like doing in their home, applying language structures, such as 我妈妈喜欢在厨房跳舞。我喜欢在浴室唱歌。</p> <p>25. Instruct students on how to play Musical chairs. Ask students to arrange their chairs in a circle and then stand in front of their chair. Provide each student with a picture card of a room in the house to place on their chair. Remove one chair from the circle. Play music from China and ask students to walk around the chairs until the music stops, then to sit on a chair. Each student sitting will be asked what they like or do not like doing based on the picture card placed on the chair they sat on. If they cannot complete the sentence they are out, and the person without a chair, gets a chance to complete the sentence. If they answer correctly, they take the place of the student who did not answer correctly. The game continues until there are two students and one chair left. The student who gets the chair and answers correctly is the winner. Play the game until there is a winner.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> recognise vocabulary relating to the home produce Chinese characters based on the home label their house plan using Chinese characters listen to spoken text and locate information about places and activities that take place in the home express what they and their family members like and dislike doing in each room of the house. 	<p>Activity Draw and label your home</p> <p>Game Chain reaction</p> <p>Learning module Zou ba! My house: rooms and places http://tlf.dlr.det.nsw.edu.au/learningobjects/Content/L4342/object/index.html</p> <p>Activity Homonyms fill in the gaps according to the correct Chinese homonyms</p> <p>Activity Pinyin Circle the correct <i>Pinyin</i> then match it to its <i>Pinyin</i> and English word</p> <p>Resource Mini whiteboard to review vocabulary and sentence structures related to daily routines and leisure activities</p> <p>Interactive whiteboard</p> <p>Audiovisual clip In My House (坏蛋比利) Level 3 Chinese By Little Fox https://www.youtube.com/watch?v=Q3manwumVdM</p> <p>Game Musical chairs Picture cards of rooms in the house Chinese music</p>

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5–7	<p>Describing my home Students interact with others to exchange information about their home, providing a detailed description.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and use vocabulary and sentence structures relating to the home use adjectives to describe their home in detail write a description of their home listen to and locate specific information in spoken texts about a home recognise and use measure words relating to the home locate specific information in spoken text to complete a table about a home recognise characters and <i>Pinyin</i> to match a description to the corresponding image use characters and <i>Pinyin</i> to write a description for images of homes write a description of their home, including the number of rooms recognise vocabulary and grammar used in an email describing one's home recognise conventions of a Chinese email and compare with an English email understand that language changes according to the role or age of a person write an email to their penfriend in China describing their home in depth 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example,我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里 有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p> <p>Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>	<p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measurement words 一间卧室;两把椅子 applying processes of discourse development, including 也 and 和 <p>Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p>	<ol style="list-style-type: none"> Revise the rules of the game Round robin with students to practise asking and responding to questions reviewing vocabulary and sentence structures related to likes, dislikes and favourite things, for example, 你最喜欢什么运动? 你喜欢吃水果吗? 你最喜欢吃什么运动? Write the questions on the whiteboard and support students by including <i>Pinyin</i> if required. Remind students that they must respond using a full sentence in Chinese. Once students are confident, introduce the question 你最喜欢什么房间? to elicit from students the answer to what their favourite room is, then continue the game. Use this game to teach students the question 你喜欢打网球吗? and ask them to respond with either a positive or negative answer, for example, 我不喜欢打网球/我喜欢打网球. Display a house plan on the whiteboard. Describe the house, your favourite room and what you like doing in each room, for example, 这是我的家. 这是我的客厅, 我喜欢在客厅看电视. 这是我的书房, 我喜欢在书房看书. 我最喜欢我的卧室, 我的卧室很漂亮. Elicit from students adjectives to describe rooms, such as 大, 小, 坏, 好, 乱. Ask some students what their favourite room is and why. Provide the dialogue on the board. Support students in writing a description of their house, including their favourite room. In pairs, have students present their description to their partner. Ask students to present their description to the class. Make available to students a series of spoken texts that contain young Chinese students describing the rooms of their house, what their favourite room is and why. Provide students with a worksheet and instruct them to circle the incorrect statement for each text. Divide the class into two teams. Introduce the Positive to negative game where a team member says a positive statement, such as 我喜欢我的家, 我的家很大, and the person from the other team must make the statement negative 我不喜欢我的家, 我的家很小. Keep playing until all team members have had a turn. Play the audiovisual clip My Apartment 我的公寓. Review the use of the universal measure word 个, then elicit from students the number of rooms/bathrooms in the house/apartment. Display a variety of house plans and ask students questions, such as 这个公寓, 有几个房间? 有几个浴室? 有几个厕所? , etc. Revise how to play the game Fluency circles. Ask students to form two large concentric circles with students facing one another. The students in the outer circle each have a stimulus card. On one side of the card are questions about a house, and on the other side there are answers to the questions. These are in English and, if scaffolding is needed, partly in <i>Pinyin</i>. Each student in the outer circle uses the stimulus card to ask questions of the student facing them in the inner circle. Students then have a conversation based on the prompt card with the student they are facing. When all questions are asked, the student then passes the card to the person on their left and resumes asking and responding to questions using the next stimulus. Continue until all students have had a turn at each of the stimulus cards. Provide students with the activity worksheet This is my house. Explain that there are three parts to the activity as follows: Part A – instruct students that they will listen to sentences describing the number of rooms and features of a house and then complete the missing information in the table provided. 	<p>Game Round robin Bean bag</p> <p>Activity Circle the incorrect statement on the worksheet, after listening to a series of spoken texts</p> <p>Game Positive to negative</p> <p>Audiovisual clip My Apartment 我的公寓 (time code 0.00–0.37) https://www.youtube.com/watch?time_continue=17&v=2EzQfjbSjKg</p> <p>Resource House plans</p> <p>Game Fluency circles</p> <p>Activity This is my house</p>

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				<p>Part B – ask students to look at images of house plans and draw a line from each image to its corresponding description (which includes Chinese characters with <i>Pinyin</i> above unknown Chinese characters).</p> <p>Part C – have students look at the images of each of the house plans and write three sentences describing each image in characters and <i>Pinyin</i> for unknown Chinese characters.</p> <p>10. Support students to write a description of their own house in five or more sentences. They are to include the names and number of rooms, their favourite room, and give reason(s) why.</p> <p>11. Introduce the game Group story. Arrange students into two teams and ask each team to write a sentence about the resource provided (floor plan of a house). Begin by asking one representative from each team to write the first word from their sentence on the board and to pass the pen to the next member to write the next word. Continue in this manner until they have completed their sentence. Points are awarded for correct sentences. Continue until the house has been fully described.</p> <p>12. Provide students with a sample email where an Australian student is writing to their friend in China and describes their family home. Supply the <i>Pinyin</i> above words that have not been introduced and a word list for new words, for example:</p> <div data-bbox="1605 940 2499 1308"> <p>丽秋：你好！ 你好吗？我的房子很大。我的房子有四间卧室，一个厨房， 两个饭厅，两个客厅，两个浴室，三个厕所，一个车库，和一个花园。 我最喜欢我的花园。花园很漂亮。我喜欢在花园看书。 我爱我家的房子。 你的房子很大吗？你住在公寓吗？有几个房间？ 你最喜欢什么地方？</p> <p>祝好！ 安娜</p> </div> <p>Ask all students to consider:</p> <ul style="list-style-type: none"> the information that is provided features, such as the word order, the use of measure words and the conjunction 和 the Chinese words for adjective and verb conventions of the text, such as spacing and salutations comparing the textual conventions of a Chinese email with an English email. <p>Ask questions, such as ‘In English emails do we wish someone well before ‘signing off’ with one’s name at the end?’ ‘Do we use similar greetings in English?’ ‘How would this email change in both English and Chinese if it were to be sent to an elder instead of a friend of the same age?’ ‘What does this say about the relationships between elders and the young in Chinese-speaking and English-speaking communities?’</p> <p>13. Explain to students how they can bring together the language structures they have learnt to write an email to a penfriend, for example, 你好, 我的房子很大.</p>	<p>Activity Write a description of their own house</p> <p>Game Group story</p> <p>Resource Floor plan of a house</p> <p>Resource Email, written in Chinese characters with <i>Pinyin</i> above words that have not yet been introduced</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity Write an email to a penfriend</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>我的房子有四间卧室。我最喜欢我的花园。 Support students to write their own email where they describe their home, their favourite place and what they like doing there. Encourage students to share their email with the class.</p> <p>14. Provide opportunities for students to practise the structures from the email, such as 你的房子很大吗? 你最喜欢什么地方/房间? 我的房子有四间卧室, by matching questions to their correct answers and filling in gaps with the correct word, using the Word list provided, to make correct sentences.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write a description of their home listen to spoken texts related to describing one's home and complete a table with the required information match a description to its correct image write a short description of the homes provided write an email to their penfriend in China describing their home. 	Resource Word list , to add all new vocabulary learnt throughout the term
8–10	<p>Location of rooms in my home</p> <p>Students exchange information about their homes by providing the location of rooms.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and use vocabulary and sentence structures relating to locations explore character construction and produce characters relating to locations write sentences to describe the locations of things in their home listen and exchange information to draw a plan of a classmate's home as well as their own locate specific information in spoken texts about the layout of a house recognise characters and <i>Pinyin</i> to match a description to the corresponding image 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌,一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p>	<p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measure words 一间卧室;两把椅子 <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p>	<ol style="list-style-type: none"> Play the audiovisual clip of the song 上下左右歌. Ask students to translate the lyrics into English. Have students join in singing the song. Provide students with the translation in English if not understood. Sing the song using actions and encourage students to join in. Sing the song a few times together accompanied by the actions. Provide students with access to Quizlet and have them work through the activities provided. Introduce the sentence structures 客厅在饭厅的左边。我的房间在书房的后面。 Noun/pronoun + preposition 在 + noun 2 + location word. Ask students to identify nouns 名词 and prepositions 介词. Make comparisons with English sentence structures. Model and have students repeat pronunciation. Introduce and review the Chinese characters for 右, 左, 中, 旁, 后, 里, 外, 边/面, 上, 下 and 在, etc. Discuss what they mean, the family/base components/radicals which make up the Chinese characters, and the correct stroke order, for example, 讠 + 力 = 边. Remind students of the base Chinese characters that are the foundations of most Chinese characters. Model how to write the Chinese characters and use electronic devices to provide Chinese character writing practice for students. Stress the need for correct stroke order. Instruct students to trace sample sentences provided, such as 厨房在客厅的旁边。厕所在可婷婷的后面。 Support students in writing sentences to describe the layout of their house plan. Have students use the sentences in activity 4 as their model. Using their prepared sentences as a support, ask students to play the Barrier game. Instruct students to sit back to back with a clipboard, blank paper and coloured pencils. Students take turns describing their house plan. The student listening attempts to draw the other student's house plan based on their description. Ask students to change partners several times. Compare the house plan with their drawings. Have students reflect on how they could improve their descriptions, so the pictures better resemble the house plan. Provide students with a Listening activity where they listen to the description of a house. Ask students to complete the activity sheet by indicating in the table the number of rooms, and then draw the layout of the house. 	<p>Audiovisual clip song 上下左右歌 https://www.youtube.com/watch?v=L_4Fg3jpUaM</p> <p>Application Quizlet https://quizlet.com/100025059/chinese-positionlocation-phrases-flash-cards/</p> <p>Activity Character writing practice</p> <p>Game Barrier game, clipboard, blank paper and coloured pencils</p> <p>Activity Listening activity Activity sheet Complete the table and draw the house plan</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> match Chinese words relating to the house with their English equivalent write sentences to describe their home sing the song 我家的房子 create a song based on an Australian student's home understand that there are different forms of written script in Chinese 	<p>Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>		<p>8. Provide students with a Matching activity. Make available to students a set of three house plans and three descriptions of the house plans. Instruct students to match each description to its correct house plan. In the descriptions use sentences, such as 浴室在卧室的左边。我的房子有三个房间。厨房很小。</p> <p>9. Play the audiovisual clip of the song 大班兒歌 我家的房子 and ask students to remember three words from the song. Point out that the script is in traditional form, reminding students that Chinese has two written forms simplified and traditional. Elicit from students where these (traditional) Chinese characters would be found based on prior learning experiences. After playing the song gather the words recalled on the whiteboard or on a word wall. Provide students with the missing vocabulary. Sing the song together whilst adding the actions.</p> <p>10. Using the English language bubble, discuss with students how culture influences language use in the song. Ask students questions, such as Would this song apply to most Australian students? 'Why?' 'Why not?' 'What would be changed to reflect an Australian student's home?'</p> <p>11. Arrange students into groups and support them in writing their own song based on the home of an Australian student. Have groups present their song orally or in written form to the class.</p> <p>12. Share competitions and events held by the Chinese Language Teachers Association of WA, such as speaking competitions and Panda picnics with the school community. Use these as opportunities to connect with the Chinese community outside the classroom.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write sentences to describe the layout of their home listen and locate specific information about a person's home listen and draw a layout of their partner's home based on the information they provide match a description to the image of a house plan match house words in Chinese to its English equivalent write five sentences to describe their home write a song about an Australian student's home. Formal assessment using the following activity: <ul style="list-style-type: none"> 我的家 <i>Wǒ de jiā</i> (My home) <ul style="list-style-type: none"> Part A – reading for information and matching the Chinese words related to houses to their English equivalent Part B – writing at least five sentences in Chinese to describe their house. 	<p>Activity Matching Match house plans to written descriptions</p> <p>Song 大班兒歌 我家的房子 https://www.youtube.com/watch?v=1Vc7Zraoc5Y</p> <p>Classroom procedure English language bubble</p> <p>Reference Chinese Language Teachers' Association of WA (Inc.) http://www.cltawa.asn.au/</p> <p>Assessment task 我的家 <i>Wǒ de jiā</i> (My home), accessible on the School Curriculum and Standards Authority website</p>

Sequence of teaching and learning					
Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>My Room Students talk about the items in their bedroom.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> continue to use classroom phrases to request and ask for permission recognise and use vocabulary relating to their bedroom explore character construction and produce characters based on the topic My bedroom match the bedroom items to the correct measure word write a description of their bedroom, including items and the colour of items recognise and produce a variety of vocabulary and sentence structures to express the location of bedroom items 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Seek permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去厕所吗? ; 我可以去喝水吗?</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words , phrases and characters</p> <p>Translate from Chinese to English and vice versa, simple texts used for everyday</p>	<p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement (<i>*From Year 4 syllabus</i>)</p> <p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measure words 一间卧室;两把椅子 recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean ‘have’, ‘had’ and ‘will have’ applying processes of discourse development, including 也 and 和 	<ol style="list-style-type: none"> Call the roll eliciting the response 到, introduce possible alternative responses, such as 他在, 她不在. Sing the song 大班兒歌 我家的房子 and ask students to sing their version of the song. Continue to prompt students to ask for permission and use classroom phrases previously taught, for example, 我可以喝水吗? 请坐好 etc. If students use English for these requests, prompt them by saying 中文怎么说? Ask students to write in English items that are in their room. Provide students access to bilingual dictionaries, word lists or pictures to translate their list into Chinese. Share findings with the class and add findings to the classroom word list. Play the audiovisual clip Learn Chinese – Chinese Room Vocabulary and have students record any new words on the class list and their individual word list. Encourage all students to repeat the words out loud and have students provide answers to the test in the audiovisual clip. Provide students access to the Chinese In my bedroom set from Quizlet, or a teacher-developed quiz, which includes words from the class vocabulary list. Allow students to work through the activities at their own pace. Teach students the rules for the game Fly swat. Divide the class into three groups, then divide each group into two teams. Provide each group with some flashcards of bedroom items, which may be rotated. Have two students come up and call out one of the flashcards shown. The first person to swat the correct bedroom item for that card wins a point for their team. Keep students playing until all flashcards have been used and everyone has had several turns. Provide students with a Bedroom objects activity sheet, requiring students to: <ul style="list-style-type: none"> number the images of bedroom objects in the order that they hear them unjumble letters to make words listen and add the tones to the words that the teacher calls out. Divide students into two teams and ask them to line up. Revise the rules for the game Pronunciation. Ask the first student in each team to show the next student in the line the flashcard of a bedroom item. If the next student says the word for the bedroom item 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 showing the flashcards until the correct response is given. The team with the most points wins. Introduce the Chinese characters 桌子, 衣柜, 书架, 椅子, 床, 衣服, 灯, etc. and review words, such as 张, 台, 把, 个. Provide a practice Character writing sheet for each word. Instruct students on how to conduct a character component search on the website Chinese character catalogue, for example, conduct a <i>Pinyin</i> search for 桌 by typing in <i>zhuo</i> and indicate the correct tone. This will then lead to the breakdown of 桌, allowing students to identify components/radicals which make up the Chinese characters, for example, 卜 + 日 + 木 = 桌. It will also provide words that contain 桌 for students to view. Ask students to practise writing the characters on the sheets provided. Revise vocabulary and measure words by asking students to come up to the whiteboard and place the vocabulary under its correct measure word. Provide hints, for example, 张 is for things that are flat. 	<p>Song 大班兒歌 我家的房子 https://www.youtube.com/watch?v=1Vc7Zraoc5Y</p> <p>Bilingual dictionaries, word lists or pictures Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Audiovisual clip Learn Chinese – Chinese Room Vocabulary https://www.youtube.com/watch?v=6VmiOGHKngw</p> <p>Application Quizlet https://quizlet.com/257326796/chinese-in-my-bedroom-flash-cards/</p> <p>Game Fly swat using flashcards of bedroom objects</p> <p>Activity sheet Bedroom objects</p> <p>Game Pronunciation Flashcards Bedroom items</p> <p>Activity sheet Character writing</p> <p>Resource Chinese character catalogue http://charactercatalogue.thelearningfeederation.edu.au/</p> <p>Whiteboard</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>purposes, noticing which words and phrases do not readily translate and require interpretation or explanation</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>		<p>12. Have students create their own flashcards with the character/s of the bedroom item on the front and the English equivalent or image on the back. Arrange students in pairs to use their flashcards to play Memory and Matching games.</p> <p>13. Introduce the game Make the character. Provide students with playdough. Call out a word in Chinese related to bedroom vocabulary and have students make the character/s using playdough. The first student to make the character correctly wins.</p> <p>14. Play a game of Memory pool. Show a list of words in Chinese characters related to bedroom items. Cover the list and ask students to write as many words from the list as they can. The student with the most correct words wins.</p> <p>15. Revise vocabulary related to topics, such as classroom items, colours and locations by playing a game of Chain reaction. Ask each student to add to the category before the next student in the circle counts to 10.</p> <p>16. Provide models of the language structures 我的卧室里有什么？我的卧室里，一张白色的床，一张蓝色的书桌，一把黑色的椅子和一个书架。 Make comparisons with the English word order, paying attention to the use of measure words. Point out to students that verbs in Chinese do not change through conjugation for indicating tense. Explain how words relating to time or other verbs are used to indicate past and future tenses.</p> <p>17. Support students to write what items are in their room, using the model in Activity 15. Have students read out their sentences to the class.</p> <p>18. Provide students with a Bedroom items activity sheet. Ask them to read descriptions of bedrooms in Chinese with <i>Pinyin</i> above the unknown or infrequently used Chinese characters. Students then show their understanding by completing a table whereby they tick off the items that are present and state the colour in English for each item.</p> <p>19. Play the song 上下左右歌 and encourage students to sing along while doing the actions. Display a picture of a bedroom on the interactive whiteboard and ask students questions, such as 书在哪里？书在桌子上吗？床在哪里？ Provide students with the sample questions and answers on the board. Model the sentences and have students repeat them.</p> <p>20. Play the audiovisual clip Mandarin Weekly 25 – Location Words Where is kitty? Then complete the quiz with students. Support students to write three questions and answers about the location of objects in a bedroom. Ask students to practise asking and answering their questions in pairs. Have some students present their questions to the class, and ask others to provide a translation of the questions and answers.</p> <p>21. Assign students to groups for Language Practice – Group Rotations, to practise the vocabulary and language structures, for example: Group A – splits into pairs and describes the location of items in a bedroom, based on images provided by the teacher Group B – works individually to complete <i>Tai hao le! My house: where things are</i> activities Group C – works individually to complete <i>Tai hao le! My house: where coloured things are</i> activities Group D – splits into pairs to draw the layout of a bedroom and the items in it. They then describe the room and its contents to their partner for them to draw. Assist students to write sentences about the room to use as a model when presenting their drawing to their partner.</p> <p>22. Provide students with access to the website Chinese Tools Expressing the arrangement of things in Chinese – Lesson 12. Read aloud the new words and have students include them in their Word lists. Allow students time to copy the stroke order of Chinese</p>	<p>Resource Flashcards of bedroom items Games Memory and Matching</p> <p>Game Make the character</p> <p>Game Memory pool</p> <p>Game Chain reaction</p> <p>Activity sheet Bedroom items Texts related to people sharing information about their bedroom items</p> <p>Song 上下左右歌 https://www.youtube.com/watch?v=L_4Fg3jpUaM</p> <p>Audiovisual clip Mandarin Weekly 25 – Location Words Where is kitty? and quiz https://www.youtube.com/watch?v=16anfwEdrBA</p> <p>Language Practice – Group Rotations: Learning module <i>Tai hao le! My house: where things are</i> http://www.scootle.edu.au/ec/viewing/L3419/index.html Learning module <i>Tai hao le! My house: where coloured things are</i> http://www.scootle.edu.au/ec/viewing/L3419/index.html</p> <p>Website Chinese Tools Expressing the arrangement of things in Chinese – Lesson 12</p>

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				<p>characters, when they click on the paint brush icon for each word. Read through the grammar points with students making comparisons with English word order. Have students listen to the dialogue before reading it and ask them to record three items described in the bedroom. Lastly, ask students to complete Exercise 4 in pairs.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> recall vocabulary relating to their bedroom listen and number the bedroom items in the order that they hear them unjumble letters to make words add tones to the words that they hear recall and produce Chinese characters relating to bedroom items exchange information about their bedroom with a partner draw a bedroom based on the information that their partner provides. 	<p>https://www.chinesetools.eu/method/index.php?lesson=12</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p>
5–10	<p>Describing my bedroom</p> <p>Students exchange information about their bedroom.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and produce a variety of vocabulary and sentence structures to exchange information about their bedroom ask and answer questions about their bedroom and their classmate's bedroom draw their classmate's bedroom based on the questions they ask write a blog about their bedroom read a description of a bedroom and label a diagram based on the description describe their room to their teacher providing details 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points</p>	<p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measure words 一间卧室;两把椅子 applying processes of discourse development, including 也 and 和 <p>Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p>	<ol style="list-style-type: none"> Play Round robin with students. Provide a list of words to be used on the board and a few sample sentences, such as 你的卧室很小吗? 你喜欢不喜欢你的卧室? 你的卧室是什么颜色? 你的卧室里有什么? Review adjectives, colours, bedroom items and likes and dislikes, by placing students into groups of seven or less to maximise opportunity for practice. Choose a person from each group to use the first word on the list in a sentence. The student on their left says the next word in a sentence that continues the story. Continue the game until all words have been said twice. Support students to write a list of questions about a person's bedroom. Provide opportunity for students to practise the questions and answers by rearranging the words to make sentences, match the question to a possible answer, and circle the incorrect word in the sentence. Ask students to bring a photograph of their room. Inform them of the activity Discover your classmate. Ask students to discover a few things about their classmate, for example, what their favourite colour is and what they like doing. Students then draw and colour in their classmate's bedroom after asking questions in Chinese, such as 你的卧室是什么颜色? 卧室里有什么? 床在哪里? 书桌上有什么? Support students to write five sentences about their partner and their room, and have them present to the class. Provide students with three blog posts written in Chinese characters. Write the <i>Pinyin</i> above words that have not been introduced. Tell students that each blog is by a different person describing their bedroom, for example: <div data-bbox="1418 1467 2383 1808"> <div>我的房间</div> <div>这是我的房间。我的房间很小。房间里有一张粉红色的床, 一张白色的书桌, 一把椅子, 一个衣柜, 和一个小书架。书架上有很多书, 我喜欢看书。书桌上有一台电脑, 我喜欢玩电脑游戏, 也喜欢听音乐。小书架在衣柜的右边, 床在小书架的旁边。书桌在床的右边。</div> <div>我不太喜欢我的房间。</div> </div> <p>Ask all students to focus on the first blog and to consider:</p> <ul style="list-style-type: none"> the information provided 	<p>Game Round robin, to reinforce the question/answers relating to the topic</p> <p>Activities to support the writing questions about a person's bedroom</p> <p>Activity Discover your classmate</p> <p>Resource Three blog posts</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>about the size and colour of their room, items and their location as well as if they like their room</p> <ul style="list-style-type: none"> create a video or photo story presenting their home and room understand the influence of culture on language 	<p>to report to known audiences using learnt words, phrases and characters</p> <p>Create written imaginative texts, sequencing events, using scaffolded models of texts, learnt characters or word lists for support</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>		<ul style="list-style-type: none"> features, such as the word order and the use of the verb 有 Chinese words for adjectives, numbers and the use of measure words and the joining word 和 the use of 也 conventions of the text, such as title and paragraphing the intended audience. <p>Arrange students in pairs and have them each read a different blog. Ask that they record their findings in the table of their activity sheet, share their findings with their partner and then compare their findings with others in the class.</p> <ol style="list-style-type: none"> Explain to students how they can bring together the language structures they have learnt to produce a blog post about their bedroom, for example, 这是我的房间, 我的房间很大! Support students to write their own blog post about their bedroom. Arrange students into two teams. Have a student from one team read out their blog post. Allow the other team time to draw the layout and items of the room before the blog post is read aloud two more times. Points are awarded for items added as well as the correct location and colour of items. Bonus points are awarded to teams who write the character for the bedroom item on the item (the teacher will provide a list of bedroom words in characters). Continue until all blog posts have been read out. Teams take turns reading out a blog post and drawing the room being described. The team with the most points wins. Teach students the rules for the Changing chairs game. Arrange classroom chairs in a circle. Ask students to sit in the circle, on their chair. Select one student to stand in the middle of the circle and to ask a question in Chinese, from current topics, with a yes or no response, for example, 你的房子很大吗? 你有没有花园? 你最喜欢蓝色吗? 你的爱好是踢足球吗? 你在厨房做饭吗? Students that answer in the affirmative, must say their answer out loud and then change seats. The aim of the game is to stay out of the middle. Encourage students to keep playing until a variety of topics have been covered, such as bedroom items, adjectives, likes and dislikes of colours and hobbies and home. Play the audiovisual clip 我的家里 My family and ask students to answer questions in English about the text. Play the audiovisual clip from the blog 我的公寓 Rooms and furniture in Chinese. Ask students to write three sentences from the audiovisual clip in their workbook. Support students to make a video or photo story about their house, similar to previous clips they have viewed. Ask students to write sentences to describe each part/room of their home in their video or photo story. Once students have completed their task, they present it to the class. In order to check student understanding, on completion of their presentation ask students three questions about their home in English, such as 'How many rooms are there in my house?' 'What is my favourite room?' 'What do I like doing in the study?' Introduce the game One word in this sentence is wrong. Arrange students into four teams and have each team choose a buzzer sound. Ask a team member from each team to approach the interactive whiteboard. Write a number of sentences with a word missing in each, covering a range of topics, such as family members, classroom and home objects, for example, 这是我爸爸, 弟弟在哪儿? 弟弟在桌子下. Students are to 'buzz' their team's sound when they work out the missing word. The first team to make their buzzer sound provides their answer. If they are correct, their team is awarded a point. If they are incorrect, the other teams are given a chance to answer and gain a 	<p>Activity sheet Three blogs table</p> <p>Game Changing chairs https://www.teachthis.com/esl-games/yes-no-question-games</p> <p>Audiovisual clip 我的家里 My family https://www.youtube.com/watch?v=EMw4vZZSLDY</p> <p>Audiovisual clip 我的公寓 Rooms and furniture in Chinese https://blogs.transparent.com/chinese/rooms-and-furniture-in-chinese/</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Make a video or photo story</p> <p>Game One word in this sentence is wrong</p> <p>Interactive whiteboard</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>point for their team. Keep playing in this manner until all students have a turn at playing and a variety of topics and sentence structures have been covered.</p> <p>12. Prior to viewing Peppa Pig – Hide and seek, ask students to predict what vocabulary they might hear, such as family members, rooms, furniture etc. For the first viewing, have students record the furniture that they see. During the second viewing ask students to record the location descriptions. For the third viewing, pause and ask students to describe the room and its contents. Share findings with the class.</p> <p>13. Discuss the language used in Peppa Pig and how it is a popular TV show in China. Talk about how some episodes were banned in China. Ask students questions, such as ‘Why do they think they were banned?’ ‘Does language in a TV show influence cultures?’ Point out that the subtitles are the traditional form of characters and not the simplified form, reminding students that Chinese is characterised by diversity in spoken and written forms.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write questions and answers about a bedroom rearrange words to make sentences match questions with answers write a blog about their bedroom make a video or photo story presenting their home. Formal assessment using the following activity: <ul style="list-style-type: none"> 我的房间 <i>Wǒ de fángjiān</i> (My room) <ul style="list-style-type: none"> Part A – reading for information from a written text and labelling a diagram in Chinese Part B – describing their room in a short oral interview. 	<p>Audiovisual clip 粉紅豬小妹中英文版第17集捉迷藏 Peppa Pig – Hide and Seek Mandarin & English https://www.youtube.com/watch?v=Ft0tkF-cNuA&index=34&list=PLIQZ8mzWUstDasSayy8OpqwbXsktDpXeg</p> <p>Assessment task 我的房间 <i>Wǒ de fángjiān</i> (My room), accessible on the school Curriculum and Standards Authority website</p>

Sequence of teaching and learning					
Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–7	<p>My neighbourhood Students exchange information about places to visit and things to do in their neighbourhood.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and produce a variety of vocabulary related to a neighbourhood explore character construction and produce characters based on the topic My neighbourhood produce characters related to neighbourhood label a town plan in Chinese characters recognise and produce a variety of vocabulary and sentence structures to talk about the places in their neighbourhood ask and answer questions about their likes and dislikes regarding their neighbourhood exchange information about the activities that occur in places around the neighbourhood write sentences to describe the location of places in the neighbourhood 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌,一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>	<p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement(*<i>From Year 4 syllabus</i>)</p> <p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measure words 一间卧室;两把椅子 <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p>	<ol style="list-style-type: none"> Encourage students through the English language bubble to talk about a typical neighbourhood in Australia and in China. Draw on students' previous learning and discussions to ask questions, such as 'What would be in a typical Chinese neighbourhood?' 'How does this compare to a neighbourhood in Australia?' 'What activities would occur in both neighbourhoods?' 'Why do you think this may be?' Discuss the types of people who would utilise these places, for example, different nationalities, the elderly and the young. Review word choices and gestures for communicating and identifying relationships in China, for example, word titles for individuals 老王, 张医生. Point out that places in a neighbourhood in China may have simplified or traditional characters used in texts on signs depending on the city. Show examples of photos taken in China which reveal signs in languages other than simplified or traditional Chinese, such as English, Japanese and Korean. Remind students that in different areas of China, due to the diversity of languages spoken, there are different sounding words for places in a neighbourhood as each dialect in China can be quite different, and sometimes unrecognisable. Transfer findings to the classroom Venn diagram. Play the audiovisual clip Learn Chinese – Chinese City Buildings Vocabulary. Ask students to repeat each word out loud. Complete the quiz and pause for each question before the answer appears. Assist students to create a Word list on the interactive whiteboard for Places in my neighbourhood, including previously taught vocabulary and places of interest to students. Support students by providing the pronunciation of new places and have them repeat the words. Model pronunciation for new vocabulary for students using flashcards for places in their neighbourhood, which has the image on the front and Pinyin and Chinese characters on the back. Have students practise several times with flashcards until they can recall the vocabulary. Provide students with the opportunity to practise the pronunciation of places in their neighbourhood, using their own set of flashcards. When they are ready, ask that they come up to the teacher's desk to be tested. Divide students into teams and revise with them the rules for the Pronunciation game. Select one student from each team to challenge the others in their team. The first person to correctly say the word for the place shown, wins a point for their team. The team with the most points wins. Assign students to groups for Language Practice – Group Rotations, to practise the vocabulary related to my neighbourhood, places and week days, for example, Group A – works individually to complete Quizlet activities Group B – works individually to complete activities provided by the teacher, such as Match the Pinyin to its English equivalent, conduct a Word search and Listen and write the tones for the words provided in <i>Pinyin</i> Group C – plays card games, such as Memory, Go fish and Snap Group D – works individually to complete Tai hao le! Going Places: places and week days. Ask students to recall rules of stroke order. Introduce or review the Chinese characters for 小区, 公园, 河, 山, 邮局, 图书馆, 游泳池, 餐馆, 火车站, 汽车站, 海边, 超级市场, 	<p>Classroom procedure English language bubble</p> <p>Photographs of signs in China in languages other than simplified or traditional Chinese</p> <p>Template Venn diagram</p> <p>Audiovisual clip Learn Chinese – Chinese City Buildings Vocabulary https://www.youtube.com/watch?v=XRW2qThBDBo</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Resource flashcards for places in the neighbourhood</p> <p>Game Pronunciation</p> <p>Language Practice – Group Rotations: Application Quizlet https://quizlet.com/100781827/chinese-vocabulary-public-places-flash-cards/ Activity sheet Match the Pinyin, Word search and Listen and write the tones Games Memory, Go fish and Snap Application Tai hao le! Tai hao le! Going Places: places and week days http://tlf.dlr.det.nsw.edu.au/learningobjects/Content/L3427/object/</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>surrounding their school</p> <ul style="list-style-type: none"> draw a neighbourhood plan based on their partner's description label a neighbourhood located in China exchange information about a neighbourhood based on stimulus cards match places with the activities that occur there design and write a description of a new city 			<p>药房, 面包店, 购物中心, 电影院, 银行, 医院, 警察局, etc. Discuss what the Chinese characters mean and the family/base components/radicals which make up the Chinese characters. Point out that some Chinese characters are used for multiple words for places. Provide the meanings of the Chinese characters 馆, 房, 院. Explain how this will assist them in the future to deduce meaning from characters that may be unrecognisable or unfamiliar to them. Model how to write the Chinese characters, introduced by using calligraphy pens and the Arch Chinese vocabulary writing sheet to provide character writing practice for students. Stress with students the need for correct stroke order.</p> <p>10. Play a game of Pictionary with students. Select a word (from the vocabulary you are teaching) then draw the image/character and have students raise their hand to respond in Chinese/English with the answer.</p> <p>11. Ask students to label a plan of their school's neighbourhood in Chinese characters and display the plan in the classroom.</p> <p>12. Assign students to groups for Language Practice – Group Rotations, to practise characters and vocabulary for places in the neighbourhood, for example: A Group – works individually to complete Quizlet activities using Chinese characters B Group – works individually to complete activities provided by the teacher, such as Circle the characters that have the stroke indicated, Count the number of strokes for the characters shown and Deconstruct the characters into parts C Group – plays cards games, such as Memory and Snap D Group – draws a map of their neighbourhood labelling places in Chinese.</p> <p>13. Test students' retention of new vocabulary by saying each word twice out loud with a pause in between. Students must write the words in Chinese character/s, <i>Pinyin</i> and English.</p> <p>14. Elicit from students the following language structures by asking in English questions, such as 'How do we state "this is my ...?"'; 'Where is the verb 动词 placed?'; 'My ... has ...?'; 'What is the 动词 to have?'; 'When have we used this before?' (this is used to state what their school bag contained, what pets and family members they have). Support students to create questions and responses, such as 我的小区里有餐馆/饭店, 公园, 超市, 图书馆 和火车站. 你的小区里有什么? or 你家附近有什么? Make comparisons with the English equivalent.</p> <p>15. Play the audiovisual clip My Neighbourhood in Chinese and ask students to record any new vocabulary on their individual Word list as well as the class Word list. Support students to create their own answer to the question 你的小区里有什么? and have them answer the question 你喜欢你的小区吗? 为什么?, providing students with sample answers to choose from, for example, 我喜欢我的小区, 因为我的小区很安静. Ask students to practise in pairs using their own neighbourhood plan. Have students present their dialogue to the class.</p> <p>16. Remind students of the rules for the Changing chairs game. Arrange classroom chairs in a circle. Ask students to sit in the circle, on their chair. Select one student to stand in the middle of the circle and to ask a question in Chinese, from current topics, with a 'yes' or 'no' response, for example, 你家附近有汽车站、火车站吗? 你的小区里有一条河吗? If students answer in the affirmative they must say their answer out loud and then change seats. The aim of the game is to stay out of the middle. Encourage students</p>	<p>Resource Arch Chinese vocabulary writing http://www.archchinese.com/</p> <p>Game Pictionary</p> <p>Language Practice – Group Rotations: Application Quizlet https://quizlet.com/176066692/places-chinese-vocab-flash-cards/ https://quizlet.com/124850165/places-in-town-chinese-flash-cards/ Activity sheet Circle the characters with the stroke, Count the strokes and Deconstruct the characters Games Memory and Snap</p> <p>Audiovisual clip My Neighbourhood in Chinese https://blogs.transparent.com/chinese/my-neighborhood-in-chinese/</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Game Changing chairs https://www.teachthis.com/esl-games/yes-no-question-games</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>to keep playing until a variety of vocabulary items from current topics have been incorporated.</p> <p>17. Assist students to label a leisure/everyday activity that occurs at places in a neighbourhood, for example, 在游泳池你可以游泳. 在超市里你可以买东西. Add activities to the class Word list.</p> <p>18. Provide students with an activity in which they match leisure activities to places in the neighbourhood.</p> <p>19. Using the school neighbourhood map ask students the locations for places in the neighbourhood, for example, 图书馆在哪儿? 银行在哪儿? eliciting responses, such as 图书馆在公园的旁边. 银行在邮局的左边.</p> <p>20. Support students to complete sentences to describe the location of places on their own neighbourhood map.</p> <p>21. Provide students with an opportunity to practise in pairs to describe the locations of places in their neighbourhood. In pairs, each student describes their neighbourhood for their partner to draw. Allow students to present their drawing to the class.</p> <p>22. Provide students with a map of a town in China and an activity sheet to complete with a series of true and false statements. Students view the map and indicate whether the statements are true or false. Statements are written in Chinese characters with <i>Pinyin</i> above unknown Chinese characters.</p> <p>23. Provide students with access to the application Google® maps and ask them to draw a plan of a place/neighbourhood in China they are interested in. Ask them to label the places in Chinese characters and Pinyin when required. Make available to students a Fill in the gaps activity completing sentences about the neighbourhood, for example, 我喜欢这个小区, 这个小区很 _____. 这个小区里有 _____.... 在公园你可以 _____. _____ 在 _____ 的右边.</p> <p>24. Play Fluency circles with students. Ask students to form two large concentric circles with students facing one another. Each student in the circle has a stimulus card to prompt the exchanging of information between pairs. On one side of the stimulus card is the student's description of a neighbourhood 这个小区里有咖啡店, 海边和超市. On the other side are questions, such as _____ 在哪儿? 小区里有什么好玩儿的地方? 小区里有餐厅吗? Students ask and respond to questions until all information regarding the information on the stimulus card has been exchanged. They then pass the stimulus card to the person on their left and start again, asking and responding to questions using the next stimulus card. Continue until all students have had a turn with each stimulus card.</p> <p>25. Ask students to listen to a spoken text where people describe their neighbourhood, for example, 我很喜欢我的小区, 我的小区很舒服. 我的小区里有一个大公园, 超市, 电影院, 购物中心, 银行, 火车站和汽车站. 我最喜欢大公园, 在大公园你可以踢足球, 打篮球, 打排球和朋友们玩儿. Instruct students to answer questions in English.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> recognise and produce <i>Pinyin</i> sounds and phonetic translation for words for neighbourhood 	<p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity Matching leisure activities to places in the neighbourhood</p> <p>Resource School neighbourhood map</p> <p>Activity Describe the location of places</p> <p>Activity Draw a neighbourhood map from description</p> <p>Activity True or false? A map of a town in China</p> <p>Activity Draw a plan of a neighbourhood in China</p> <p>Application Google maps</p> <p>Activity Fill in the gaps</p> <p>Game Fluency circles</p> <p>Activity Listening for information in a spoken text and answering questions in English.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> match the <i>Pinyin</i> to its English equivalent listen and write the tones for the words provided in <i>Pinyin</i> produce Chinese characters based on the topic My neighbourhood by labelling a town plan answer questions about their neighbourhood write sentences to describe the location of places in the neighbourhood complete a fill in the gaps activity. <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> My neighbourhood 我的小区 Part A – reading for information in a table and matching the places with what takes place in those places Part B – designing a new city and labelling it in Chinese characters and Pinyin Part C – writing a description of the new city in Chinese characters and Pinyin. 	Assessment My neighbourhood 我的小区
8–10	<p>What I do in my neighbourhood</p> <p>Students talk about what they do in their neighbourhood on certain days of the week and invite a friend to join them.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> review days of the week recognise that Chinese does not conjugate verbs begin to consider how Chinese sentences are structured and how tenses are conveyed talk about what they do in their neighbourhood during the week write a text message to invite a friend to their neighbourhood describe places and things to do in their neighbourhood role play inviting someone to their neighbourhood 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大; 我喜欢看书; 我的花园很漂亮; 我星期六去图书馆</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p> <p>Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts</p> <p>Translate from Chinese to English and vice versa, simple texts used for everyday</p>	<p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 adjectives 好、坏、大、小 numbers using the joining word 和 using measure words 一间卧室; 两把椅子 recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean ‘have’, ‘had’ and ‘will have’ <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction</p>	<ol style="list-style-type: none"> Revise numbers 1–10. Drill the oral and written numbers with the game Count-off. Nominate a student to start the count off at, for example, one. Students continue counting-off numbers in Chinese. If a student does not know the next number they sit down (this student can get back into the game when it is their turn again and if they are able to give the correct number in the sequence). If a student does not know the number or gets it wrong, they sit down, and the next person gives that number. If three students in a row do not know the number, the game starts again from number one. Review days of the week by eliciting them from students. Have students play Count-off by replacing the numbers with the days of the week (make sure students use both ways of saying Sunday, 星期天 and 星期日). Discuss with students the idea of conjugating verbs to express tense. Explain to students that Chinese does not conjugate verbs to express tense. Instead it makes use of words relating to time, such as Saturday, next year, or verbs, for example, 会 able/can, 要 to want, to express the future tense. The particle 了 can also be used to express the past tense. Introduce the structures 你星期一做什么? 我星期一去公园打球. 你星期六早上(打算/要)做什么? 我星期六早上(打算/要)去图书馆看书 by writing them on the interactive whiteboard. Depending on students’ level, the verbs 打算 and 要 can be incorporated into the sentence structures. Model pronunciation and have students repeat. Arrange students in pairs. Have them ask their partner where they go and what they do for each day of the week using word substitution, provide a list of vocabulary items on the board or display Word lists previously created. Word lists may include days of the week, a list of places to go to and a list of activities to do at those places. Examples are to be in both <i>Pinyin</i> and Chinese characters. Provide students with three text messages written in Chinese characters with a Word list for new words. Tell students that each text message is a different person asking if their friend is free on a particular day and if they would like to go somewhere and do something, for example: <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>小梅你好!</p> <p>你星期日下午有空吗? 我的小区里有一个篮球比赛? 你要不要去?</p> <p>安娜。</p> </div> <p>Ask all students to focus on the first text message and to consider:</p>	<p>Game Count-off</p> <p>A way of drilling lists of words that have a specific order, for example, days of the week, months of the year, numbers</p> <p>Interactive whiteboard</p> <p>Activity Word substitution</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Texts Three text messages, written in Chinese characters with a new words list.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> view and respond to a character in a popular cartoon show 	purposes, noticing which words and phrases do not readily translate and require interpretation or explanation		<ul style="list-style-type: none"> the information that is provided features, such as the word order and the use of the verb 要 conventions of the text, such as greeting, salutation make comparisons with English text messages the use of language and whether it would be used in a formal or informal situation and what language would be changed to make the text message more formal. <p>Ask all students to focus on the remaining text messages and, in pairs, to each read a different text message. Ask them to record what the person is asking for in English and to then share their findings with their partner, as well as compare their findings with others in the class.</p> <ol style="list-style-type: none"> Using the text messages as a support, ask students to write their own text message with a partner. Encourage students to share with the class. Provide opportunity for students to work in pairs to practise the structures from the text messages, such as 你星期六有空吗? 我的小区里有一个很好的饭馆? 你要不要去? Allow students to practise and view other ways to invite, accept and decline invitations to go somewhere, by providing them with access to the website Chinese tools. Have students read through the dialogues, taking turns in changing roles. Go through the grammar as a class and ask students to undertake the word substitution activities. Add ways to respond positively and negatively to text message invitations to the class Word list. Make available to students several phone messages where students are inviting a friend to their neighbourhood. Have students listen for information and answer questions in English. Provide students with stimulus cards in English (depending on student ability <i>Pinyin</i> or Chinese characters may be added to support students). The stimulus card states what days they are free and not free, what they like doing and where they would like to go on certain days of the week. Students must walk around the classroom inviting other students to go somewhere. They must answer according to the stimulus card. Provide students with an assessment and have them complete the speaking activities. Before viewing the cartoon 熊出没之探险日记 Boonie Bears: The Adventurers 01 导游光头强 elicit from students names of animals in Chinese. Provide a Word list of the animals introduced in the clip. Play the audiovisual clip 熊出没之探险日记 Boonie Bears: The Adventurers 01 导游光头强. Ask students to record the sequence of events that occurred during the tour of the forest, for example, visitor and tour guide arrive by plane. Support students in creating a response to the female character by having them write a short transcript of her saying her name, what she experienced or saw and how she felt about the tour. You may need to support students by including sentences for them to complete, for example, 我很喜欢__熊猫__. 我玩儿的很__高兴__! Have students present to the class through interviewing them as the female character. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> exchange information about what they do in their neighbourhood during the week write a text message to a friend inviting them to their neighbourhood listen for information in spoken texts on current topic and answer questions in English write a response to the cartoon character in Boonie Bears. 	<p>Activity Writing text messages</p> <p>Website Chinese tools https://www.chinese-tools.com/learn/chinese/10-public-places.html</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity Listening for information in spoken text</p> <p>Activity Stimulus cards</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Audiovisual clip 熊出没之探险日记 Boonie Bears: The Adventurers 01 导游光头强 https://www.youtube.com/watch?v=4ppZiXKX1F8</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> Part A – using a stimulus item describe places and activities within the neighbourhood Part B – conduct a role play where the student must invite the teacher to their neighbourhood. 	

Sequence of teaching and learning					
Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>Food and drink</p> <p>Students talk about what they like to eat and drink.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and compare the importance of food in different cultures recognise and produce a variety of vocabulary related to food and drink explore character construction and produce characters based on the topic Food and drink recognise and produce characters related to food and drinks exchange information about likes and dislikes of food and drinks applying the verbs 喝 and 吃 exchange, through writing, information regarding their favourite food and drink 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌,一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>	<p>Recognise and discriminate between homonyms in Chinese, for example, shì- 是 and 室, relying on contextual cues to assist understanding</p> <p>Recognise that some <i>Pinyin</i> with different tones change the meaning of the word shì 是 and shí 十</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement (<i>*Content from Year 4 syllabus</i>)</p> <p>Understand that the meaning of spoken language can be changed by using different tones</p> <p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 using the joining word 和 	<ol style="list-style-type: none"> Discuss the importance of food in different cultures and the role it plays in language and culture, for example, the greeting 你吃饭了吗? ‘Have you eaten yet?’ Ask students why they think this is used. ‘Would it be something we would use in English or another language?’ Other examples of culture and food could be the <i>Yin</i> and <i>Yang</i> of food (cool and warm food to be eaten), the staple food of each region and the types of food eaten in each region (use the Discovering Chinese Cuisine website for reference). Look for similarities and differences between Chinese food and culture and Australian food and culture (include other cultures of interest to students). Transfer findings to the classroom Venn diagram. Play the audiovisual clip A Bite of China (2) The story of staple foods (or another from the Discovering Chinese Cuisine, or one of your choice) and ask students to record five things they learnt about Chinese food and culture. Have students share with the class. Transfer findings to the Venn diagram. Brainstorm the types of food venues found (cafés, restaurants, shops, etc.) in the students’ neighbourhoods, for example, 水果, 咖啡, 茶, 奶昔, 果汁, 三明治, 沙拉, 土司, 意大利面, 比萨饼, 汉堡包, 肉饼, 热狗, 蛋糕, 冰淇淋, 面条, 鱼, 牛肉, 鸡肉, etc. Make a separate list of loanwords on the interactive whiteboard and talk about how language and culture can be influenced by other cultures. Next, brainstorm some common Chinese food/s found in Australian neighbourhoods, for example, 炒饭, 饺子, 面条, 米饭, 包子, 北京烤鸭, 古老肉, 麻婆豆腐 etc. Present new vocabulary using flashcards for food and drink and model pronunciation for students to repeat the structures. Allow students to identify words that have a phonetic translation and homonyms that are same sounding but have different tones. Arrange students in pairs to participate in games, such as Memory, Matching or simple vocabulary games to internalise new vocabulary, using an interactive whiteboard to display flashcard words, with pictures on one side and <i>Pinyin</i>/character on the other. Make available to students food Bingo cards and play a game of Bingo, where the teacher calls out food and drink vocabulary randomly. Students must cross off the items on their card as they hear them. When they have crossed off a row of food and drink items, the student must call out 宾果. The first student to call out with the correct items crossed out wins. Use Quizlet to develop a quiz set based on new vocabulary. Provide students with access to Quizlet and ask students to complete the quiz. Introduce students to the Rhythm game. Clap out a beat for students to mimic and start by saying a food or drink item for the next person to add to the list. Other topics, such as family members, may be used. Elicit answers from students by asking the question 这是什么? while holding up a flashcard of a food or a drink item. Continue until a variety of food and drink items have been covered. Provide students access to the application Zou ba! Food and Drink: What’s this? and have them complete all activities except Task 3 (this may be completed when Chinese characters have been learnt). Provide students access to the learning module Tai hao le! Let's eat: the fruit shop and have students work through the activities. 	<p>Template Venn diagram</p> <p>Reference Discovering Chinese Cuisine website for regional cuisine http://english.cntv.cn/program/documentary/special/discovering_chinese_cuisine/index.shtml</p> <p>Template Venn diagram</p> <p>Audiovisual clip A Bite of China (2) The story of staple foods http://english.cntv.cn/program/documentary/20121016/106896.shtml</p> <p>Template Venn diagram</p> <p>Interactive whiteboard</p> <p>Resource Flashcards for food and drink</p> <p>Games Flashcards, Memory, Matching and Vocabulary</p> <p>Game Bingo</p> <p>Application Quizlet https://quizlet.com</p> <p>Game Rhythm</p> <p>Application Zou ba! Food and Drink: What’s this? http://fusecontent.education.vic.gov.au/07bb74ba-2d7d-4eb2-bd21-a2bbacb76b76/p/index.html</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>12. Make available to students a variety of <i>Pinyin</i> activities, for example, write the tones above the <i>Pinyin</i> according to the recording, rearrange the letters to make the correct food and drink words and write the <i>Pinyin</i> for the images shown.</p> <p>13. Introduce the Chinese characters 米饭, 面条, 炒饭, 热狗, 冰淇淋, 比萨饼, 汽水, 茶, 咖啡, 果汁, etc. and review 水果, 鱼, 鸡, 牛, 羊, and so on. Have students identify components/radicals which make up the Chinese characters, for example, 火 + 少 = 炒. Encourage students when writing Chinese characters to make up a story or an idea to help them remember the components of the character. Ask students to identify commonly used Chinese characters, such as 水, 饭, and 果? Ask students why they think they are used in these words. Point out the food radical 饣 and how students may be able to deduce meaning from unknown or forgotten Chinese characters in the future if they come across this radical. Elicit the rules of correct stroke order and which components are base Chinese characters. Provide a model for each character and its components. Provide opportunities for students to practise writing new Chinese characters using correct stroke order with calligraphy pens/brushes and electronic devices, or undertake interactive whiteboard activities which require students to make Chinese characters by putting all the components and strokes together. Ensure everyone gets a turn. Ask students to update their Word list.</p> <p>14. Make available to students activity sheets to internalise new character vocabulary, for example, Circle the Chinese characters with the radical 饣, Guess the meaning of the Chinese characters and Match the English word to its <i>Pinyin</i> and character equivalent.</p> <p>15. Introduce the verbs 喝 and 吃 and elicit from students the correct stroke order for both verbs. Ask students the following questions 你喜欢吃什么? 你喜欢喝什么? 你最喜欢吃什么? 你最喜欢喝什么? and prompt them to use the conjunction 和. Provide students with a Question/answer activity sheet whereby they must answer questions in Chinese characters, for example, 你喜欢喝水吗? 你喜欢吃巧克力吗? 你不喜欢吃什么? Word lists may be used to support students.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> recognise vocabulary for food and drink recognise <i>Pinyin</i>, sounds and phonetic translation for words for food and drink produce Chinese characters based on food and drink answer questions about their likes and dislikes of food and drink. 	<p>Learning module <i>Tai hao le! Let's eat: the fruit shop</i> http://fusecontent.education.vic.gov.au/8f322388-c4ba-4666-9f68-b6cc041c1cb3/p/index.html</p> <p>List Chinese characters, writing new vocabulary items.</p> <p>Language practice Writing new Chinese characters Calligraphy pens/brushes, electronic devices Interactive whiteboard Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activity sheet Circle the Chinese characters with the radical 饣 Activity sheet Guess the meaning of the character Activity sheet Match the English to its <i>Pinyin</i> and character equivalent</p> <p>Activity sheet Question/answer in Chinese characters</p>
4–8	<p>Ordering food and drink Students role play ordering food and drink.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise vocabulary and phrases related to ordering food recognise and use measure words 	<p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p>	<p>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 to form simple sentences, including:</p> <ul style="list-style-type: none"> nouns 卫生间, 公园 numbers using the joining word 和 using measure words 一间卧室;两把椅子 	<p>1. Play the audiovisual clip Real Chinese, Part 5 – Food and Restaurants and ask students to record important phrases and vocabulary related to ordering food. Have students share their findings. Start a Word list to display in the classroom. Continually update the list to provide support to students.</p> <p>2. Make available to students the learning module <i>Tai hao le! Let's eat: eating and drinking</i> and have students work through the activities.</p> <p>3. Introduce the measure words in both Chinese characters and <i>Pinyin</i> 盘, 碗, 瓶, 杯 etc. Remind students of the correct word order in Chinese when using measure words by providing sample sentences on the board, 一碗米饭, 两盘饺子, 三杯水, 一瓶可乐.</p> <p>4. Make available to students an activity sheet Translate, match and write where students must translate phrases into English, for example, 七杯茶 would be translated to ‘seven cups of tea’. Ask students to match the phrases to the correct image and write a phrase to match the image.</p>	<p>Audiovisual clip Real Chinese, Part 5 – Food and Restaurants https://www.youtube.com/watch?v=g-ZeP4-tqZE</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activities in <i>Tai hao le! Let's eat: eating and drinking</i></p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>related to food and drink</p> <ul style="list-style-type: none"> talk about the use of the verb ‘to want’ and make comparisons with English recognise and use sentence structures related to ordering food and drinks design a menu in Chinese exchange information about what food and drink items they have recognise and use a variety of ways to order food and drinks have a conversation in a restaurant/café role play a scene in a restaurant/café 	<p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有一张白色的书桌，一把黑色的椅子和一张蓝色的床。</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p> <p>Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>	<p>Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p>	<ol style="list-style-type: none"> Arrange students into small groups and provide them with cards of food and drink items (including the new measure words). Instruct them on how to play Go fish by providing a model using language, such as 你有没有牛肉？你有没有薯条？你有没有一瓶水？ and have students answer. Talk about the use of the verb ‘to want’, how 要 is used informally and 想/想要 is used formally. Ask students when and with whom they would use 要 and 想 by discussing how language clarifies the roles and relationships between participants in Chinese. Ask students how the use of 要 and 想 compares when communicating in Australian contexts. Introduce the language structures 你要吃什么？你想喝点什么？ by writing them on the interactive whiteboard and elicit from students possible answers. Allow students to practise new sentence structures in pairs. Provide students with access to the application Zou ba! Food and drink: drink and Zou ba! Food and drink: food and have students work through the activities. Play the audiovisual clip Learn Chinese – Restaurant. Give a list of words in Chinese for students to provide the English meaning, for example, 服务员 <i>fúwùyuán</i>, students will need to write ‘waiter’. Make available to students menus from both China and Australia and provide a Word list for unknown Chinese characters and <i>Pinyin</i>. Ask students to examine the food words, layout of the menus, headings, and similarities between Chinese and Australian menus. Have students share their findings with the class. Remind students of the diversity of the written and spoken language forms in China and that some menus in Australian Chinese restaurants may use traditional Chinese characters or simplified Chinese characters. Support students to complete the activity Design a menu. Instruct student on how to design their own menus in both Chinese characters and <i>Pinyin</i>. Tell them they are to include headings, a name of their restaurant and information, such as the food and drinks that are available. Using the menu they designed in Activity 11, provide students with sample sentences to use to ask one another if their restaurant has certain drinks and food, for example, 你们有没有冰淇淋？ Once students receive three positive answers they may move onto the next person. Teach students the Silent Ball game. Call out a category, such as food and drink and throw a soft ball. The student who catches the ball has to say a food or drink item or a question about food and drink in Chinese. The student with the ball then throws the ball to another student who must do the same. If the student cannot name a food or drink or produce a sentence they sit down. Continue in this manner until either the category has been exhausted or you have a winner. Introduce the ways one can order from a menu in Chinese, for example, 来两碗米饭, 请给我一盘麻婆豆腐, 我要一盘凉菜 and have students repeat the structures out loud. Describe the grammatical structures on the interactive whiteboard and update the Word list. Assign students to groups for Language Practice – Group Rotations to review and consolidate phrases and vocabulary about food and drink, for example: Group A – works through the activities from the application Zou ba! Food and drink: conversation practice and Zou ba! Events: ordering food and drink Group B – works through the Real Chinese – Ordering drinks activities Group C – works through the dialogues and substitution activities from the website Chinese Tools Lesson 15 – Menu, Foods recording new words as they go 	<p>http://fusecontent.education.vic.gov.au/8f322388-c4ba-4666-9f68-b6cc041c1cb3/p/index.html</p> <p>Activity sheet Translate, match and write</p> <p>Game Go Fish</p> <p>Interactive whiteboard</p> <p>Learning module Zou ba! Food and drink: drink http://fusecontent.education.vic.gov.au/d02c1dd5-f018-4899-9e21-081b838e925c/p/index.html</p> <p>Learning module Zou ba! Food and drink: food http://fusecontent.education.vic.gov.au/6ef239b0-f9bc-4afe-9ad4-1ddd5269945c/p/html/sayit1.html</p> <p>Audiovisual clip Learn Chinese – Restaurant https://www.youtube.com/watch?v=V5qkaUdaxqU</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term Resources A selection of menus from China and Australia</p> <p>Activity Design a menu</p> <p>Game Silent Ball</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Activities Language Practice – Group Rotations:</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>Group D – accesses sock puppets and uses short sentences to order drinks and food Group E – uses jumbled words on the interactive board to create sentences for ordering food and drink.</p> <p>16. Play the audio dialogue from the website Chinese Tools Lesson 16 – In the Restaurant. Have students listen and write down in English the items ordered. Provide students access to the website and ask them to role play the dialogues in pairs. Point out the use of the measure word 位. Allow them time to undertake the word substitution activities.</p> <p>17. Make available to students recordings of conversations between people who are ordering food and drink in a restaurant. Have students answer questions in English and tick, on a checklist, the items ordered.</p> <p>18. Provide students with three written conversations. Supply the <i>Pinyin</i> above words that have not been introduced and a Word list for new words. Tell students that each conversation revolves around people ordering food and drinks in different places, such as a 餐馆 and 咖啡馆. Ask students to focus on the first conversation and to consider:</p> <ul style="list-style-type: none"> the information that is provided features, such as the word order and the use of the conjunction 和 the Chinese words for measure words and the application of 也 and 和 to display links the use of language, such as 小姐, 服务员 etc. to clarify roles between the participants how culture influences the use of language used in a restaurant. <p>Ask all students to focus on the remaining conversations and, in pairs, to each read a different conversation. Ask them to record findings in the table on their activity sheet, and to then share their findings with their partner, as well as compare their findings with the class. New words and phrases are to be added to the class Word list and individual student Word lists. Explain to students how they can bring together the language structures they have learnt in order to have a conversation. Support students in writing their own role play using the Word lists created by the class and individual students. All students are to present their role play to the class.</p> <p>19. Make available to students menus from restaurants in Chinese. Have students take turns in role playing a waiter and a customer. Swap menus so that a variety of language is used.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> recognise and use vocabulary and sentence structures related to ordering food translate and match phrases related to measure words for food and drink listen to conversations about ordering food and drink, tick off items ordered and answer questions in English write a conversation in which food and drink are ordered role play ordering food and drink using menus as a stimulus. Formal assessment using the following activity: <ul style="list-style-type: none"> Part A – participating in a role play where the teacher, in the role of waiter, introduces items on the menu, and the student follows along by reading the menu and ordering items. 	<p>Zou ba! Food and drink: conversation practice http://fusecontent.education.vic.gov.au/d8708957-c3e3-46e6-87ba-2274a6f57178/p/index.html</p> <p>Zou ba! Events: ordering food and drink http://fusecontent.education.vic.gov.au/d8708957-c3e3-46e6-87ba-2274a6f57178/p/index.html</p> <p>Website Real Chinese – Ordering drinks http://www.bbc.co.uk/languages/chinese/real_chinese/drinks/</p> <p>Website Chinese Tools Lesson 15 – Menu, Foods https://www.chinese-tools.com/learn/chinese/15-menu-foods.html</p> <p>Resources Sock puppets and interactive whiteboard</p> <p>Website Chinese Tools Lesson 16 – In the Restaurant https://www.chinese-tools.com/learn/chinese/16-in-the-restaurant.html</p> <p>Resource Audio texts featuring conversation about ordering food and drink, checklist</p> <p>Resource Written texts featuring conversation about ordering food and drink, checklist</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Resource Menus from Chinese restaurant in Chinese</p> <p>Assessment task Role play</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
9–10	<p>Restaurant review Students write a restaurant review.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and use vocabulary and phrases related to writing a restaurant review write a restaurant review for a visiting Chinese friend recognise the importance of food and culture through the use of idioms present an idiom skit to the class discuss the famous poem 悯农 (<i>Mǐn nóng</i>) and its influence on food and culture in China 	<p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小。卧室里有, 有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。</p> <p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts</p> <p>Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use</p>	<p>Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters</p>	<ol style="list-style-type: none"> Make available to students bilingual dictionaries, Word lists, the search engine Google and pictures to complete the information in the Review Restaurant table, for the review of restaurant food, for example, flavours of food (hot spicy, sour, sweet), types of food (Italian, Chinese) etc. Ask students to share their findings with the class and have them add any new words to the class word and phrase list. Support students in researching a restaurant in the local area of the school and have them record the information gathered in the Review Restaurant table in Chinese. Items to be completed include: <ul style="list-style-type: none"> the name of a restaurant the type of food offered the service (不好, 好, 非常好) best dishes price (贵, 便宜) location anything else relevant about the restaurant. Using the above review tables ask students to cover the name of the restaurant with a piece of paper. Ask students to read each other's review and guess the name of the restaurant. Provide a model for students to follow. Provide students with a formal assessment in which they are to write a restaurant review for a restaurant in their local community that would be of interest to a friend who is visiting from China. Remind students of the use of idioms 成语 in Chinese. Provide students with the sample idiom 一口吃不成胖子 or 苦口婆心. Ask students if there is a similar saying in English or another language. Arrange students into small groups, ask them to research and present, through a short skit, an idiom about food and drink. They are to present their skit to the class (in Chinese where possible) and then read aloud (in Chinese) the idiom to the class. Students are to guess the meaning of the idiom. Create and record student idioms on a class idiom list. Read aloud the poem 悯农 (<i>Mǐn nóng</i>) Toiling Farmers. Provide the translation on the board. Repeat the poem out loud with students and have them walk around to the rhythm of the poem. Talk about the poem with students and ask them why they think the writer wrote it. 'What does it say about the life of a farmer?' 'How would it make people feel when eating?' 'How do they feel after reading it?' Talk about the features of a poem, for example, rhyme, repetition, emphasis. Provide the students with a cloze version of the poem (in Chinese characters and <i>Pinyin</i>, and with the missing words provided in a list). Read the poem again and ask students to complete the activity with the missing words. Show the completed version on the whiteboard and have students correct their own work. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write a review for a restaurant create a skit based on an idiom about food or drink fill in the missing words of the poem 悯农 (<i>Mǐn nóng</i>) Toiling Farmers. Formal assessment using the following activity: <ul style="list-style-type: none"> write a restaurant review in Chinese. 	<p>Resources Chinese/English dictionaries Resource Word and phrase list</p> <p>Activity Complete all information in the Review Restaurant table</p> <p>Resources Information about restaurants in the local area using local newspapers, the Internet and restaurant flyers</p> <p>Resource Word list, to add all new vocabulary learnt throughout the term</p> <p>Assessment task Write a restaurant review</p> <p>Activity Short skit, about a food or drink idiom</p> <p>Poem 悯农 (<i>Mǐn nóng</i>) Toiling Farmers</p>