



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE

YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

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.

This 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

The sample teaching and learning outline is based on the understanding that students begin their study of Chinese in secondary school with little to no prior experience of the Chinese language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning Chinese. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the Chinese: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/chinese-7-10>.

This 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 to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Chinese: Second Language Year 7 (Year 7 – Year 10 sequence) Sample Teaching and Learning Outline

Focus – 你好吗?			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing (<i>Pinyin</i> and characters) to exchange information about self and family and friends, for example, 同学们好。; 我叫兰兰。你叫什么名字?; 我十二岁。; 我的生日是一月一日。; 你哥哥多大?; 我上七年级。; 我爸爸是澳大利亚人。; 我妈妈是中国人。; 你家有几个/口人? 我家有四个/口人, 有爸爸、妈妈和哥哥。; 我妈妈是老师。我爸爸是医生。; 我有一只狗和两只猫。</p> <p>Engage in individual and collaborative tasks that involve planning, deciding and responding, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, 听。; 老师。; 谢谢。; 对不起。; 它是什么?; 它是……; 它们是……; 你好吗? 很好, 你呢?; 陈先生, 你好吗?; 明天见。; 再见。; 生日快乐。; 不用谢, 不客气。; 对不起。; 没关系。</p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm and sound flow in interactions, and use <i>Pinyin</i> to support learning the spoken language</p> <p>Become familiar with the Chinese writing system, looking at how characters evolved, their structure and basic components that feature in many characters</p> <p>Use knowledge of basic components to predict the meaning of related characters, for example, 火, 人, 山, 木, 口, 日, 月</p> <p>Recognise some common radicals, for example, 口, 女, 人</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> recognising and using simple verbs, including 是, 有, 姓, 叫, 喜欢 identifying the placement of time phrases; the use of conjunctions (for example, 和 to add information); and the role of measure words, for example, 个, 只, 口 recognising and beginning to use negative words, including 没, 不 beginning to use 也 and 和 to connect and sequence information using the possessive word 的 with pronouns to make a possessive developing knowledge and using numbers 1–100 using 吗 to change a statement to a question recognising and beginning to use particles, such as 呢, for example, 你呢? 	<p>Students exchange information about self – their name, age, where they live, their birthdate, nationality, family origin, and what language(s) they speak. They engage in introductory interactions by exchanging greetings and asking how others are. They follow frequently used classroom instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> greetings and leave-takings, for example, 你好; 再见 introducing oneself, for example, 我姓 [surname], 叫 [name] asking about and giving personal information, for example, 你叫什么名字?; 你几岁? 我十二岁。; 我住在珀斯。; 你住在哪儿? 我住在珀斯。; 你是哪国人? 我是澳大利亚人。; 你的生日是几月几号? 我的生日是七月七号。; 你会说什么语言? 我会说英语和汉语/中文。 asking how others are feeling, for example, 你好吗? 很好, 你呢? saying what something is, for example, 这是(一本)书。; 那是(一个)书包。 offering wishes, for example, 新年快乐; 生日快乐 counting to 100 and saying the date, the days of the week and months of the year talking about the birth year and relevant zodiac animal, for example, 我在 2009 年出生。我属牛。 excusing yourself, apologising, thanking someone, for example, 谢谢。; 对不起。; 不客气 saying you don't understand or don't know, for example, 老师, 我不懂 classroom routines and objects, for example, 注意听; 请安静; 听一听; 请坐下, 打开课本。 <p>Discuss with students:</p> <ul style="list-style-type: none"> common facts about China and Chinese language, such as where Chinese is spoken in the world, well-known Chinese cities, famous landmarks popular Chinese names, and structure of names in Chinese, that is, typically three syllables and family name first, compared to English and other languages rules of basic stroke order, components of common characters and radicals calligraphy as an art form traditions of Chinese New Year/Spring Festival/Lunar New Year birthday celebrations, reflecting on similarities/differences between China, Australia and home culture, for example, typical birthday traditions and foods the use of 'Have you eaten yet?' 吃饭了吗? as a greeting tone-syllable nature of the spoken language and the use of <i>Pinyin</i> to support learning of spoken language the use of honorific titles in Chinese to show respect, for example, 王老师 typical classroom behaviour in Chinese schools, for example, standing up to greet the teacher situations where formal/polite and informal forms of address/language are typically used, reflecting on similarities/differences between China, Australia and home culture. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: cue card, description, dialogue, form, identity card, interview, introduction, phone number, poem, song, table.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=MXofviydRQs A version of the happy birthday song in Mandarin.</p> <p>https://www.youtube.com/watch?v=M2WN_AH_4bo Basic Chinese greetings: hello, thank you and goodbye.</p> <p>https://www.youtube.com/watch?v=yMebwotqRHg Everyday Chinese – What is your name? in Chinese.</p> <p>https://www.youtube.com/watch?v=0fm11XFw8uY Song to learn greetings and introducing oneself.</p> <p>https://www.youtube.com/watch?v=gRfWdqB8Nd0 Different ways to answer 'How are you?' in Chinese. Introduces phrases for: 'I'm very good'; 'I'm okay/so so'; 'I'm good'; 'I'm not good'.</p> <p>https://www.youtube.com/watch?v=2eLP3FuuEVs Chinese Numbers: Learn How to Count 0-10 in Mandarin.</p> <p>https://www.youtube.com/watch?v=q9b8w0tst1U Learn Chinese with Mike radicals (人).</p> <p>https://www.youtube.com/watch?v=va7XGomD4Zk Learn Chinese with Mike radicals (大).</p> <p>https://www.youtube.com/watch?v=90WE12mJ2ME Learn Chinese with Mike radicals (水).</p> <p>https://www.youtube.com/watch?v=8iQccKdJkSs Learn Chinese with Mike radicals (口).</p> <p>https://learnenglishkids.britishcouncil.org/short-stories/my-favourite-day-chinese-new-year My favourite day – Chinese New Year. Animation of a girl explaining</p>

Focus – 你好吗?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate and interpret phrases and short texts from Chinese to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<ul style="list-style-type: none"> using demonstrative pronouns 这, 那, for example, 这是我的哥哥。; 那是一只狗。 recognising and using the question word 谁 for example, 他是谁? <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Chinese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Chinese is an important Asian and global language and that Chinese, like other languages, has evolved and developed through different periods of influence and change</p> <p>Explore the relationship between language and culture</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> developing character writing skills by tracing characters, and character recognition skills by analysing the components of characters using key words, context and visual cues (including pictures and non-verbal signals) to guess meaning learning vocabulary using techniques, for example: <ul style="list-style-type: none"> visual cues, such as word cards/sticky notes placed around the house recite, repeat and sound out the new vocabulary frequently developing skills to work with people they do not know learning how to interpret abbreviations in a bilingual dictionary to find the gender of a noun. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct students to:</p> <ul style="list-style-type: none"> listen to Chinese words/sounds and match with the corresponding <i>Pinyin</i> read words and phrases in Chinese and match to the corresponding English listen to questions in Chinese and indicate appropriate response from a range of possibilities listen to or view people introducing themselves and/or asking and saying how they are and identify key information, including where formal/polite and informal language is used determine which forms of address (in Chinese and English) and greetings, should be used with different people or in different situations engage in group/class discussion and presentation of songs and poems related to the unit focus, for example, 'Happy Birthday', 'What is your name?'. Consider how these songs compare to the similar English songs, for example, can the Chinese version of 'Happy Birthday' be directly translated? research/complete a WebQuest in groups about aspects/traditions of Chinese New Year/Spring Festival/Lunar New Year and the Chinese zodiac. Each member of a group can be provided with a different aspect to research in order to report back to the group practice reading aloud texts written in <i>Pinyin</i> write and/or perform/record introductory dialogues based on their personal information or cue cards prepare a set of questions and interview a class member to find out five things about them introduce themselves and provide aspects of personal information, orally and/or in writing listen to/read personal information and respond by, for example, drawing, filling in a table/form, completing a description/identity card in English use cue cards as prompts to speak and/or write as if they were another person respond to classroom instructions play games involving classroom vocabulary, numbers and/or instructions, for example, What's in your pencil case?; Bingo!; Simon says; Round robin listen to two digit numbers read aloud and write them listen to phone numbers read aloud in Chinese and write them as numbers listen to texts that involve different numbers and identify the numbers and relevant information, for example, students locate and note people's ages, telephone numbers practice character writing by copying common Spring Festival greetings and wishes to make a red couplet record their thoughts on learning another language, so that in the future they can reflect on them 	<p>(in English) how she celebrates Chinese New Year.</p> <p>https://www.youtube.com/watch?v=GVP_HdFX9iHY Fortune Tales – The Story of Lunar New Year (in English).</p> <p>https://www.youtube.com/watch?v=x81zCOzE58E The Great Race Chinese Zodiac. Animated story in English.</p> <p>https://www.youtube.com/watch?v=may2s9j4RLk The myth behind the Chinese zodiac. A version of the story of the Great Race in English with Chinese.</p> <p>Websites</p> <p>https://learnmandarinin5minutes.com/how-to-introduce-yourself-in-mandarin-chinese/ How to introduce yourself in Mandarin Chinese.</p> <p>https://improvement.com/most-popular-chinese-names/ Most Popular Chinese Names (Trends in 2021 and Across the Decades).</p> <p>https://www.kids-world-travel-guide.com/china-facts.html China facts for Kids, including population, currency, languages, rivers, the Great Wall, Terracotta Warriors, and the Giant Panda.</p> <p>https://www.natgeokids.com/au/discover/geography/countries/30-cool-facts-about-china/ 30 Cool Facts About China! Includes interesting facts about: Chinese New Year, the Bailong Elevator, Chinese railways, Dogs get special treats on one day of the Chinese New Year celebration.</p> <p>https://www.travelchinaguide.com/essential/holidays/chinese-new-year.htm Chinese New Year – China's Grandest Festival & Longest Public Holiday.</p>

Focus – 你好吗?

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what Chinese speakers often do. 	<p>Online resources</p> <p>https://www.fluentu.com/blog/educator-french/french-number-games/ Five games to practise numbers. Aimed at learners of French but can be adapted for the Chinese classroom.</p> <p>https://quizlet.com/20627781/chinese-classroom-objects-flash-cards/ Online flashcards for classroom objects.</p> <p>https://quizizz.com/admin/quiz/5cd9662b443b35001bd199f2/classroom-object-in-chinese Multiple-choice quiz. Students show their understanding of the written Chinese for classroom objects by choosing the English translation from several options.</p> <p>https://www.createwebquest.com/chinese-new-year or http://zunal.com/process.php?w=181790 Sample WebQuests for Chinese New Year.</p> <p>https://www.education.vic.gov.au/LanguagesOnline/chinese/chinese.htm Printable worksheets on a variety of topics. Some suitable for this focus include:</p> <ul style="list-style-type: none"> # 1 Greetings # 2 Asking name and age.

Focus – 我的家庭和我的朋友

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing (<i>Pinyin</i> and characters) to exchange information about self and family and friends, for example, 同学们好。; 我叫兰兰。你叫什么名字? ;我十二岁。; 我的生日是一月一日。;你哥哥多大? 。我上七年级。;我爸爸是澳大利亚人。;我妈妈是中国人。;你家有几个/口人?我家有四个/口人,有爸爸、妈妈和哥哥。;我妈妈是老师。我爸爸是医生。;我有一只狗和两只猫。</p> <p>Engage in individual and collaborative tasks that involve planning, deciding and responding, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, 听。;老师。;谢谢。;对不起。;它是什么? ;它是……;它们是……;你还好吗? 很好, 你呢? ;陈先生, 你好吗? ;明天见。;再见。;生日快乐。;不用谢, 不客气。;对不起。;没关系。</p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm and sound flow in interactions, and use <i>Pinyin</i> to support learning the spoken language</p> <p>Become familiar with the Chinese writing system, looking at how characters evolved, their structure and basic components that feature in many characters</p> <p>Use knowledge of basic components to predict the meaning of related characters, for example, 火, 人, 山, 木, 口, 日, 月</p> <p>Recognise some common radicals, for example, 口, 女, 人</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> • recognising and using simple verbs, including 是, 有, 姓, 叫, 喜欢 • identifying the placement of time phrases; the use of conjunctions (for example, 和 to add information); and the role of measure words, for example, 个, 只, 口 • recognising and beginning to use negative words, including 没, 不 • beginning to use 也 and 和 to connect and sequence information • using the possessive word 的 with pronouns to make a possessive • developing knowledge and using numbers 1–100 • using 吗 to change a statement to a question • recognising and beginning to use particles, such as 呢, for example, 你呢? 	<p>Students exchange information about family and friends, relationships, appearance, likes and dislikes (including foods and activities), occupations, places of work, and pets. They learn expressions to request assistance or permission.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • introducing other people, for example, 你好! 这是我奶奶。 • family relationships, for example, 你家有几个/口人? 我家有三口人, 有爸爸, 妈妈和我。;我爸爸有蓝眼睛。 • asking and giving information about family members and friends, for example, 这是谁? 这是我的奶奶。;你的奶奶姓什么? 她姓……。她有棕色的眼睛和头发。她住在 Bunbury。她是 1949 出生的, 属牛。 • describing one’s own personality and appearance, for example, 我很高;我有一头金发, 蓝眼睛。 • asking and giving information about likes and dislikes, for example, 你喜欢面条吗? (我) 喜欢/不喜欢。;你喜欢猫吗? (我) 不喜欢, 我喜欢狗。 • information about what someone does in life, occupations and places of work, for example, 你是学生吗? ;你爸爸做什么工作? 我爸爸是医生。;你妈妈是老师吗? • how many and what type of pets they have, for example, 我有一只狗和两只猫。 • requesting permission or assistance, for example, 你可以帮我吗? 请再说一次。/请重复。 <p>Discuss with students:</p> <ul style="list-style-type: none"> • the tone-syllable nature of spoken Chinese, rhythm and sound flow • the range of different dialects/languages spoken in Chinese-speaking communities • how languages are continuously evolving in response to different periods of influence and change, and how this is evident in Chinese • common hand gestures used in Chinese, for example, the ‘come here’ gesture; touching your nose to say ‘I’ • the Chinese writing system, looking at how characters evolved, their structure and basic components that feature in many characters • the concept of family from the Chinese perspective and related vocabulary, for example, 姐姐 older sister and 妹妹 younger sister, and to compare this to the Australian perspective • the use of ‘Aunt’ and ‘Uncle’ for greeting elders, for example, 王阿姨; 王叔叔 • common stereotypes associated with people from China, Australia and other countries • the Chinese zodiac and characteristics of the different animals • key Chinese cultural concepts and practices related to the unit focus and how to explain these to English speakers • common conventions/elements of fairy tales and children’s stories, such as images, short sentences, simple language, use of pattern, rhyme and repetition. Discuss the fact that some stories have a message/moral. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: cue card, description, dialogue, email, family tree, graph (bar), identity card, message, passport application, poem, presentation, role play, song, speech, story book, survey, wanted/missing person poster.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=Ug8RULhzNMA Chinese family members song – <i>Ni shì shéi?</i></p> <p>https://www.youtube.com/watch?v=NTzxJF2ZAPg 6 steps to introduce yourself in Chinese, including greetings, and giving your name, nationality, job, age.</p> <p>https://www.youtube.com/watch?v=5eZJdHcWkma Animated story of ‘The Tortoise and the Hare’ (龟兔赛跑).</p> <p>Websites</p> <p>https://www.chinahighlights.com/travelguide/article/useful-hand-signs.htm Useful hand signs in China includes, ‘come here’, ‘I’, ‘counting’.</p> <p>https://www.rocketlanguages.com/chinese/lessons/describing-people-in-chinese Describing people in Chinese, includes phrases, such as 他头发直。; 彼得有黑色的头发。; 他有一双蓝色的眼睛。; 她个子不高。; 他动作慢。; 她很友善。; 他很幽默。 In Chinese characters, <i>Pinyin</i> and English with audio example.</p> <p>https://kids.kiddle.co/Chinese_Zodiac#:~:text=The%202012%20animals%20in%20order,of%20the%20day%20and%20directions. Chinese Zodiac facts for kids, including years and personality traits.</p> <p>https://kids.nationalgeographic.com/explore/chinese-horoscopes/ Chinese Horoscopes.</p> <p>Online resources</p> <p>https://quizlet.com/127890481/chinese-family-members-flash-cards/ Online flashcards for family members vocabulary.</p>

Focus – 我的家庭和我的朋友

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Respond to a range of imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Chinese to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<ul style="list-style-type: none"> using demonstrative pronouns 这, 那, for example, 这是我的哥哥。; 那是一只狗。 recognising and using the question word 谁, for example, 他是谁? <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Chinese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise that Chinese is an important Asian and global language and that Chinese, like other languages, has evolved and developed through different periods of influence and change</p> <p>Explore the relationship between language and culture</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using <i>Pinyin</i> to support learning the spoken language self-correction in spoken and written forms analysing when an informal or formal form of address is required using knowledge of basic components to predict the meaning of characters becoming aware that word-for-word translations are not always accurate. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct students to:</p> <ul style="list-style-type: none"> listen to others talking about their families and complete true/false activities survey the class to find out, for example, who has the most brothers, sisters, family members, pets. Present the information as a bar graph write and/or perform/record introductory dialogues based on their personal information or cue cards draw family trees based on descriptions of relationships describe a family based on a (fictitious) family tree describe/present information orally about people based on images displayed as part of a (fictitious) family tree. Students then question each other about the description/presentation and/or choose a person from the images and without indicating who it is, describe them and others guess the identity prepare their family tree and use it as the basis of writing an introductory email to possibly send to members of another Chinese class match images of people to the written or spoken descriptions match professions to places of work describe people based on images and preconceptions that the images may imply. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages complete a wanted/missing person poster with information about themselves read Chinese wanted/missing person posters and identify key information, text structures and language features. Compare them to English wanted/missing person posters listen to descriptions of people and match to pictures prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity use images of 'suspects' to design their own wanted/missing person poster, providing additional information as required. Alternatively, students could design a wanted/missing person poster for a member of their family complete a bilingual dictionary word search or treasure hunt based on a list of words to look up in the dictionary. Students try to find as many of the words as they can in three minutes. As they search, they note down the page numbers to show where they found the words prepare an oral presentation for the class describing an 'unusual' family. Students could present their work with images displayed in an electronic slideshow participate in a cute baby photo competition. Students provide a photo of themselves and a written description of it. The photos are numbered and displayed, then the descriptions are read out and the class guesses the identities of the babies in the photos 	<p>https://quizizz.com/admin/quiz/56e8d63f3283a42e69e7ac66/chinese-family-member Multiple-choice quiz. Students show an understanding of the written Chinese for family members by choosing the English translation from several options.</p> <p>https://www.education.vic.gov.au/LanguagesOnline/chinese/chinese.htm Printable worksheets on a variety of topics. Some suitable for this focus include:</p> <ul style="list-style-type: none"> # 3 Family members # 4 Talking about your family. <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>我家 (My family)</p> <p>小梅和五只熊猫 (Little Mei and the five pandas).</p>

Focus – 我的家庭和我的朋友

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • participate in a guess the classmate activity. Students take turns in describing one member of the class by providing one piece of information at a time as a clue to the identity of the classmate. The remainder of the class/group try to guess the identity before all clues are provided and the classmate's name is revealed • complete an identity card or passport application for themselves or from a description of someone else • write and/or give a speech as if they were their (imaginary) pet. Alternatively, students could design a poster about their (imaginary) pet, providing information using the first or third person • write a description of an ideal or best friend as part of International Friendship Day (30 July) • write a short description of/message in Chinese for either their family, parents or a friend to include in a thank you/let's celebrate card in recognition of either International Families Day (15 May), Global Day of Parents (1 June), or International Friendship Day (30 July). Students can include the English translation in the card. Alternatively, students can use applications to record the description/message in Chinese, and to generate a QR code to include in the card so that parents/friends can view/hear it • watch audiovisual clips of interactions between Chinese speakers and discuss the context, customs and language used, for example, a scene from a film of a Chinese family eating out in a restaurant may allow for discussion, comparisons with own experiences, of: <ul style="list-style-type: none"> ▪ the seating arrangements, for example, the position of the host/head of family/guests ▪ the background environment, for example, the significance of gold and red in furnishings, and round tables ▪ how dishes are ordered and presented, for example, shared dishes, head of the fish/chicken/duck facing the host/head of family • translate expressions, such as 我属牛 into English and vice versa and notice that word-for-word translations frequently result in incorrect language • listen to/read Chinese songs, poems and/or rhymes related to the unit focus and identify key words and information. Discuss use of techniques, such as repetition, rhyme, contractions • work in groups to prepare a performance of Chinese songs, poems and/or rhymes for an audience, using expression, gesture and images to aid understanding • read and/or view imaginative texts, for example, 'The Story About Ping' (Chinese edition); 'The Tortoise and the Hare' (龟兔赛跑). Provide opportunities to discuss and/or practise the language, conventions, messages in the texts • complete formal assessment using the following activity/ies: <ul style="list-style-type: none"> ▪ 我家 (My family) <ul style="list-style-type: none"> ○ Part A: Describing my family – students reorder words to produce sentences in Chinese, translate Chinese text into English, and demonstrate the skills in writing Chinese by producing written responses to questions in Chinese ○ Part B: Role-play – students use the information provided in cue cards to present, with a classmate, a role-play about exchanging personal information ▪ 小梅和五只熊猫 (Little Mei and the five pandas) <ul style="list-style-type: none"> ○ Part A: Comic strip – students listen to and read versions of the 'Little Mei and the five pandas' story, reorder and illustrate sections of the story, and respond to questions about the story ○ Part B: Your story – students demonstrate their writing skills in Chinese by adapting sections of the 'Little Mei and the five pandas' story to create their own version of the story, using different characters, activities and food ○ Part C: Story telling – students read their adapted story aloud to the teacher. 	