



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE
YEAR 6

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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 5 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.



Year level: Year 6

Learning area: Languages – Chinese: Second Language

Notional time allocation: 2 hours per week

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 1			
1	<p>Communicating</p> <p>Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school</p> <p>Respond to the teacher’s questions with actions or answers, for example, answering the question 做完了吗?</p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity flyers, or photo-stories</p> <p>Gather, classify, compare and respond to 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 information in a range of written and digital informative texts related to their personal and social worlds using learnt words, phrases and characters</p> <p>Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p> <p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p>	<p>生日 Birthdays</p> <p>Students share information about birthdays and invite someone to a birthday party.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> review and use greetings review days of the week and the structure for the date discuss aspects of culture related to birthdays ask when someone’s birthday is, and provide information about own birthday use new Chinese characters related to birthday party invitations. 	<ol style="list-style-type: none"> Introduce the focus for the term – to write and respond to a birthday party invitation. Ask students to call out what language they will need to do this. Write their responses on the whiteboard. Provide opportunities for students to revise greetings and classroom language: <ul style="list-style-type: none"> greetings; for example, 大家好! ; 老师好! ; 同学们好! exchanging information about how they are feeling; for example, 你好吗? ; 我很好! ; 谢谢, 你呢? Assist with responses as needed. classroom instructions; for example, 做一个圈。 Review days, months, numbers and dates and provide opportunities for students to use; for example: <ul style="list-style-type: none"> have a student rearrange the characters on the whiteboard to give the day’s date. ask 今天星期几? ; 明天星期几? ; 昨天星期几? have students rearrange the days of the week in the correct order. ask students 今天是谁的生日? ; 明天是谁的生日? to identify a student who is celebrating a birthday. Encourage all students to sing Happy birthday in Chinese to the student. As a class discuss typical ways of celebrating birthdays in their families and in Australia. Ask students to consider what they know about how Chinese people celebrate birthdays. Play for students the audiovisual text Chinese birthday celebrations! (https://www.youtube.com/watch?v=odpy9yypl34) or Chinese birthday celebration (https://www.youtube.com/watch?v=1IZ5AZJ5KVw) about how Chinese people traditionally celebrate their birthdays and the significant years of celebration. Discuss the information provided in the audiovisual texts and continue making comparisons between the Chinese and Australian cultures when celebrating a birthday. Practise the model question and response 你的生日是几月几号? 我的生日是七月七号。 with students. Instruct students to line up in order of their birthdays beginning with January and turn to the person next to them and exchange information about their birthday using the model provided. Provide opportunities for students to review characters related to the date and birthdays by: <ul style="list-style-type: none"> playing a team game. Call out the character in Chinese and ask students to write the character they hear on their mini whiteboards. The first person to complete and hold up the correct character(s) wins a point for their team distributing birthdate cards showing dates written in Chinese. Ask students to take turns to read the Chinese and give the English equivalent. As each student is reading the date the remainder of the class listens and records the birthdays

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	<p>Understanding</p> <p>Use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)</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 sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p> <ul style="list-style-type: none"> comparing the use of tenses in English and Chinese such as how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京。; 下个星期去上海。 <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face</p>		<ul style="list-style-type: none"> completing interactive Task 3 <i>Zǒu ba!</i> Calendars: birthdays language learning space (Chinese) (https://www.ils.edu.au/home). <p>8. Introduce the characters 邀请, 信, 卡, 生日聚会 and review 日期, 月, 日, 星期. Identify the components/radicals which make up the characters; for example: 邀 = 辶 + 白 + 方 + 攵. It may be useful for students to make up a story or an idea to help them remember the components of the character. Assist them in doing so. Elicit the rules of correct stroke order and which components are base characters. Provide a model for each character and its components.</p> <p>9. Provide opportunities for students to practise writing the new characters using correct stroke order with calligraphy pens/brushes or electronic devices, or undertake interactive whiteboard activities which require students to make characters by putting all the components and strokes together. Rotate activities in order for all students to be given a turn.</p>
2		<p>现在几点了? What's the time?</p> <p>In planning a birthday party, students review telling the time and talking about the places around them. They also review and build on language related to party activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> view authentic texts to identify dates recycle language structures to tell the time use new Chinese characters related to time identify places to celebrate a birthday party identify suitable activities for a birthday party. 	<ol style="list-style-type: none"> Select one student each lesson to update the Calendar 日期 with the day and the date. Explain the rules of the Ball game activity to students: students take turns to throw the ball and ask a question about the date, birthdays and days of the week. The student who catches the ball must answer the question and ask the next question, before throwing the ball to another student. Display sample Chinese invitations, newspapers and calendars for students to record the date and day of events. Using a model clock, ask students the time and have students answer in Chinese; for example, 现在几点? 现在十一点半。 Provide opportunities for students to view and sing along with the song What's the time? (https://www.youtube.com/watch?v=m5gSAjtg2eQ). Play the Match the time game with students. Provide them with an analogue clock face with movable minute and second hands. (Clock face template https://www.twinkl.com.au/resource/T-N-062-Clocks-blank) Say a time in Chinese; for example, 十点五十分. Students move the hands of their clocks to show that time. Introduce the characters 时间 and review 早上, 下午, 晚上. Identify components/radicals which make up the characters; for example, 日 + 寸 = 时. As a class discuss strategies to remember the components of characters and the rules for stroke order. Provide opportunities for students to practise writing the characters related to time, date or birthday; for example: <ul style="list-style-type: none"> quizzing the students on characters learnt to date by reading aloud a list of words and encouraging students to write the <i>Pinyin</i> and characters on their mini whiteboards providing students with playdough to create the character for the Chinese word/phrase they hear.
3			<ol style="list-style-type: none"> Provide opportunities for students to revise vocabulary related to places around them, such as 家, 公园, 餐厅 through language practice activities, such as, Odd one out, Picture match and Map labelling. Work with students to brainstorm a list of places where they would hold a birthday party under the title 地点, and the activities they would do at a party under the title 活动. Place name cards

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			<p>for a variety of activities and places, with English translations written on the back around the room. Ask each student to choose one word and have them introduce the word to the class. The student then places the word under the correct heading. Continue until all places and activities are added to the lists. An example of a place could be 公园 (park) and an activity at the park could be 玩游戏. Ask students to copy two lists into their workbooks.</p> <ol style="list-style-type: none"> Provide students with access to an online dictionary to enable them to add additional places and activities to their lists. As a class discuss strategies for using online dictionaries and how to use the information provided. Remind students that online dictionaries may not provide them with the correct word or that they may have to choose between a few words. Work through some examples as a class. Introduce the language structures 我想邀请您来参加我的生日会。;我想请你到我家吃饭。;明天是我的生日, 到我家一起庆祝吧! Ask students to find patterns in the phrases; for example, the first two phrases start with 我想. Discuss similarities to the English equivalents and point out use of formal and informal language. Provide opportunities for students to use the structures with different activities or places; for example: <ul style="list-style-type: none"> students complete sentences by filling in the gaps by using the picture clues provided, or complete sentences with locations and/or activities by listening for information in audio texts of students inviting friends to go somewhere provide students with cue cards and ask that they use the information provided on the cards to ask their partner out, or to participate in an activity.
4		<p>生日邀请卡 Birthday invitation</p> <p>Students respond to a birthday invitation.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> invite friends and family to a birthday party accept and decline invitations identify when someone accepts or declines an invitation recognise when an invitation is declined or accepted use food and drink items in texts understand and respond to the resultative complement 完 express something needs to happen before a specific time with 以前 understand that different relationships and contexts require certain language structures understand that features and conventions of texts vary according to purpose locate specific information from texts related to birthday information write a birthday invitation write the script of a conversation. 	<ol style="list-style-type: none"> Arrange students in a circle, start a beat and model the sentence 到我家吃饭. Ask each student to complete the sentence, each time changing the location and activity. Introduce language used to accept and decline an invitation, such as 谢谢你的邀请, 我明天一定/当然来参加. and 谢谢你的邀请, 很对不起, 我明天有事。;不能来参加。 Place students in pairs and instruct them to use the cue cards provided to invite their partner to the event shown on the card. Their partner must respond by either accepting or declining the invitation. Ask the rest of the class to listen to the conversations and indicate whether the person accepts or declines the invitation. Play the audio text Birthday party (https://www.breaker.audio/learn-chinese-with-kids-chinese-podcast/e/1068484). Ask students to listen and complete activities and quizzes based on the invitation they hear. Introduce the characters 一定, 当然, 事, 参加 and review 谢谢, 很, 对不起, 不能, 来. Encourage students to identify components/radicals which make up the characters; for example, 宀 + 正 = 定. Elicit the rules of correct stroke order and which components are base characters. Provide a model for each character and its components. Ask students to look at 邀 and make connections with other characters with the same component 讠, such as 这, 达, 过. It may be useful for students to make up a story, or an idea to help them remember the components of the character. Assist them in doing so. Provide opportunities for students to practise writing the new characters using correct stroke order and calligraphy pens/brushes or electronic devices, or undertake interactive whiteboard

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5			<p>activities which require students to make characters by putting all the components and strokes together. Rotate activities in order for all students to be given a turn.</p> <ol style="list-style-type: none"> 1. Arrange students in groups to play Character relay race. Say a word and ask team members to complete one to two strokes each until the character is complete. The first group to complete the character correctly wins a point for their team. 2. Have students create a menu for a party using vocabulary words and structures first encountered in Year 5 (places in their local community [a restaurant]); for example, 汽水 and 冰淇淋. Students may add to the list using online dictionaries. Explain the challenges with using an online translator, and check student lists when complete. 3. Arrange students to sit in a circle with one student standing in the middle. The student in the middle asks everyone a question about their likes and dislikes related to food and drink; for example, 你喜欢吃水果吗?, 你喜欢喝汽水吗? If students answer 'yes', they must change seats with someone else. The student left in the middle must ask the next question. 4. Introduce the verb 'to hope' 希望 and the sentence structure 我希望你能来。 Support students in writing five sentences using the verb 'to hope', applying previously taught vocabulary. Students share one hope or wish with the class. 5. Play a recording of students using the verb 'to hope' and ask that they circle the word/phrase that they hear on their worksheet. Before playing each sentence, ask students if they are ready for the next sentence, 你做完了吗? 6. Ask students if they can guess the meaning of 你做完了吗? Introduce the result complement 完. Explain the idea of an action being completed and provide the structure and other examples, such as 你说完了吗?, 你写完了吗? Provide students with possible responses and have them practise saying them aloud as a group. Apply these sentences in class or whenever possible.
6			<ol style="list-style-type: none"> 1. Introduce 以前 as something that needs to happen before a specific time (not talking about the past in general); for example, Time + 以前+ verb + object. Make comparisons to the English structure which is in reverse order. 2. On the whiteboard write the sentence 在八月三日以前 给我答复。 Elicit from students the meaning of the sentence by breaking up each part and asking questions, such as 动词在哪儿? Have one student come to the whiteboard and point out where the verb is placed. 3. Provide students with a series of sentences to read. Ask students to write in English the time by which the activity listed must be completed. 4. Ask students to listen carefully to the spoken text. Ask students to write the activity alongside the time by which the activity must be completed. 5. Have students unscramble sentences, such as 在二月十五日以前给我答复。 6. Discuss how we would address friends and relatives when writing a formal invitation, invitation card, email or a text message invitation. Point out formal language, such as 您 and informal language, such as 你 and 朋友们. Ensure that students view features and text organisation

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			<p>according to the audience, purpose and context. For example, 邀请 is formal and would be used in a written invitation, or orally to someone not close to you or to someone to whom you should show respect, and 请 is the informal way to invite friends or close relatives.</p> <p>7. Have students design and write an invitation for their own party. Provide some samples. In their invitation, students include a salutation/greeting, date, time, place, food and drinks provided, activities and a date by which to reply.</p>
7			<ol style="list-style-type: none"> 1. Organise for students to send their invitation to two friends and to receive two invitations from their friends. Advise students to accept one invitation and decline the other. For the invitation they decline, ask students to provide a reason. Support students in their writing. 2. Provide students with the script of a conversation about an invitation to a birthday party. Ask students to read the text and complete it by filling in the gaps with the words provided. 3. Support students to write a dialogue between two friends where one is inviting the other to their birthday party. 4. Provide opportunities for students to practise role-playing dialogues and, if time permits, allow them to present these to the class.
8			<ol style="list-style-type: none"> 1. Play an audio recording of a conversation where one friend is inviting another to a birthday dinner. Ask students to complete the task by answering the questions in English. 2. Provide students with an invitation and ask that they indicate whether the statements provided are true or false. 3. Administer the assessment task Birthday invitation 生日邀请信 (https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities). <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using a checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ read times and dates in Chinese ▪ write the dates of family members' birthdays ▪ respond to teacher's classroom questions ▪ recall and write characters related to birthday invitations ▪ write an invitation and reply to an invitation ▪ invite a friend, in spoken form, to their birthday party. • Formal assessment using the following activity: Birthday invitation 生日邀请信 Part A – Read a birthday invitation and answer questions in English. Part B – Write a reply to the invitation.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 2			
1	<p>Communicating</p> <p>Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school</p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers, or photo-stories</p> <p>Gather, classify, compare and respond to 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 information in a range of written and digital informative texts related to their personal and social worlds using learnt words, phrases and characters</p> <p>Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning</p>	<p>派对清单 Party list</p> <p>Students provide information on what items are required for a birthday party.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> list items on a party list recognise characters related to items needed for a party. 	<ol style="list-style-type: none"> Ask whether any students in the class have had a birthday during the holidays or will be celebrating soon and sing together the Happy birthday song. Brainstorm with students items to be bought for a birthday party. Lead flash card drills, asking students to repeat what they hear and/or see. Place students in pairs to play, Memory, Matching flashcards game or simple vocabulary games on the interactive whiteboard. Monitor, quiz and assist students with their pronunciation when required. Present new characters for party items, such as 水果, 气球, 蜡烛, 汽水. Encourage students to identify components/radicals which make up the characters. Provide a model for each character, including its correct stroke order and components. Ask students to look at the connections between some characters; for example, 气球 and 汽水. Provide opportunities for students to practise writing the new characters using correct stroke order and calligraphy pens/brushes or electronic devices, or undertake interactive whiteboard activities which require students to make characters by putting all the components and strokes together. Rotate activities in order for all students to be given a turn. Introduce the game Balloon stampede (http://www.scootle.edu.au/ec/viewing/L469/index.html). Assist students to play the game in order to practise the structures of characters; for example, how they are set out in a square.
2	<p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p> <p>Use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)</p> <p>Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p> <ul style="list-style-type: none"> comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京。; 下个星期去上海。 	<p>买东西 Shopping</p> <p>Students role play shopping scenes using Chinese currency.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and use sums of money in a role play role play shopping for items locate specific information from a range of texts use the future tense, the verbs 想 and 要, to create a cartoon. 	<ol style="list-style-type: none"> Play a game Guess the character I'm tracing with students. In pairs, one student uses their finger to draw a character on their partner's back. The student being drawn on must guess which character is being traced. Students may repeat or give clues in Chinese until the student being drawn on guesses correctly. Clues provided may be as simple as 是红色的。 Arrange the students in teams and draw one stroke at a time on the whiteboard until one team guesses the right character. Arrange students in pairs and ask that they come up with a budget for a birthday party and then create a shopping list in Chinese. Bring in Chinese money for students to view and hold. Teach students the formal and informal terms for money in Chinese; for example, 元 and 块. Point out that even though Mandarin is spoken in other countries, such as Taiwan, the currency there is different from that used in China. Model different values of money for students to explain the structure of the currency. For example, \$8.55 八块五毛五(分)(钱). Bring to students' attention that 分 and 钱 can be used or omitted. Teach students when to use 二 and 两 when talking about money values. Support students in language practice to write the <i>Pinyin</i> and characters for a list of sums. Read out a series of sums. Ask students to record what they hear in English. Encourage students to practise saying aloud the money sums in Chinese.

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	<ul style="list-style-type: none"> identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。; 我在澳大利亚上学。; 我走路上学。 examining the clauses of a sentence in Chinese and noticing how they are linked coherently (i.e. no subject/pronoun), for example, 他叫王晓明。; 他; 是我的朋友。 applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information 		<p>8. Introduce the structures 这本书多少钱? 这本书十块钱, 苹果怎么卖? 苹果一斤三块钱。 Explain how items may be sold in China and compare this with how they are sold in Australia; for example, some stores still sell fruit by the 500g weight 一斤 rather than by the kilo 公斤.</p> <p>9. Ask students to practise using the structures in pairs using fruit and stationery items; for example, 西瓜怎么卖? 一个二十五块钱。</p>
3	<p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p>		<ol style="list-style-type: none"> Place price stickers or tickets on items around the classroom and ask students to call out how much each item costs. Call out a series of statements related to items and/or their cost and ask students to complete a table with either the item or its price. Introduce the structures 你想买什么?, 你要买什么? and 一共多少钱? Point out the formal and informal ways of answering and responding. Provide props for students to role play buying and selling fruit and other items from their party shopping lists. Introduce the future tense 我明天去买东西. Point out how the future tense is often expressed through time; for example, 我要去买菜, 你要不要去? Use previously taught question and answer structures to elicit the following sentence structures, 我们去买菜, 好吗? or 我们一起去买菜, 好吗? Explain the difference between 要 and 想. Provide students with access to Languages online (https://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm) or an application to create a cartoon/story featuring a dialogue between two friends. In the dialogue, they discuss shopping, buying and selling groceries and paying for the items. Remind students how to use 和 when listing the last object that they want to purchase.
4			<ol style="list-style-type: none"> Write the script of a conversation for students to listen to, and answer questions in English. Provide students with the written text which has been jumbled, and ask students to rearrange it in the correct order. Have students listen to the podcast, Lesson 87: Supermarket (https://www.breaker.audio/learn-chinese-with-kids-chinese-podcast/e/1068374) and record the information they hear. Play it a second time and ask students to fill in the gaps of the conversation in English. Play the audiovisual text Growing up with Chinese Lesson 15 Buying Fruits (https://www.youtube.com/watch?v=D43QIRm61s) and ask students to make a list of the new words and phrases they hear. Play the text several times, asking students to identify the sentences used in the dialogue for bargaining. Explain culturally specific behaviours and expressions. Discuss bargaining in China and how it is a part of the Chinese culture. Point out what would and would not be appropriate when bargaining in China and Australia.

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5		<p>食谱 Recipe</p> <p>Students view and read Chinese recipe texts.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • practise new vocabulary and phrases related to cooking • use time phrases to express the steps in a recipe • write or translate the ingredients list for a recipe • cook a dish using a recipe • locate information from a range of texts related to recipes. 	<ol style="list-style-type: none"> 1. Provide students with bargaining language; for example, 很便宜。 , 太贵了, 能便宜一点儿吗? Explain that this is a practice almost always used in China and is a major part of Chinese culture, especially in the market places. Ask students to repeat the structures aloud, imitating what they would experience, if they were in a Chinese marketplace. 2. Arrange students in pairs to practise asking how much something costs and responding with an opinion on how much it is; for example, 这个西瓜太贵了! 能便宜点儿吗? 3. Provide students with dialogue cards in English and ask students to practise then present the dialogue. 4. Introduce students to new vocabulary and phrases related to cooking and preparing food for a party; for example, 加上, 搅一搅.
6			<ol style="list-style-type: none"> 1. Assist students with language practice activities to internalise new phrases and words; for example, match the image to the Chinese word/phrase, unscramble letters to make words. 2. Arrange students into two teams. Introduce a combined game of Charades and Pictionary™ where students must guess the ingredient drawn or the action being performed. 3. Introduce the time phrases 先, 然后, 最后 and 就 for sequencing information. Assist students to create sentences using them. 4. Play for students the audiovisual text 水果奶油蛋糕做法 Fruit cream cake deco (https://www.youtube.com/watch?v=krgGhmJ4ff4&t=138s) that describes for students how to use fruit to decorate a cake. Play the text several times. Inform students that the characters are traditional ones used in Hong Kong, Taiwan, and other Chinese-speaking countries. While viewing, have students write words or phrases that are familiar in their workbook. 5. Ask students to research a simple recipe for a drink or food that they would have at a party/birthday celebration. This could be something like a hot chocolate drink or a fruit salad. Ask students to translate the recipe into Chinese. Assist students in creating an ingredients list in Chinese and translating their chosen recipe.
7			<ol style="list-style-type: none"> 1. Inform students that they will be part of a cooking show and their segment will be recorded while they make their recipe and provide instructions in Chinese. Provide opportunities for students to practise performing their cooking segment and assist when necessary. 2. Arrange students in pairs and, when they are ready to record, ask that they take turns to video record each other. 3. Provide students with resources to add captions or subtitles to their recorded segment.
8			<ol style="list-style-type: none"> 1. Play for three of the recorded cooking segments for the class and ask students to list the ingredients used. 2. Provide students with the steps in a recipe. Ask that they match the English to its Chinese equivalent and then place the steps in the correct order.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
			<p>3. Administer Part B of the assessment task Birthday party 生日会 (https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities). Students write a party milkshake recipe, providing translations for a list of ingredients, matching the steps in Chinese with their English equivalent, and lastly writing their own milkshake recipe.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using a checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ translate money sums ▪ pronounce party items correctly ▪ write a dialogue using new structures in order to buy and sell items ▪ comprehend a conversation ▪ produce a list of ingredients in Chinese ▪ record a cooking segment featuring a recipe where instructions are provided in Chinese. • Formal assessment using the following activity. <ul style="list-style-type: none"> ▪ Birthday party 生日会 <p>Part B – Write in Chinese the ingredients list, match the steps in Chinese with their English meaning and write a milkshake recipe.</p>

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 3			
1	<p>Communicating</p> <p>Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school</p> <p>Respond to the teacher’s questions with actions or answers, for example, answering the question 做完了吗?</p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers, or photo-stories</p> <p>Gather, classify, compare and respond to information and supporting details from a range of spoken and visual texts related to their personal and social worlds</p>	<p>生日礼物 Birthday present</p> <p>Students provide information about what, in Chinese culture, is an appropriate gift to give someone for their birthday, and ask others what gift they would give.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> acquire new vocabulary for birthday gifts learn about the cultural practices of gift giving in China and design a poster to promote awareness of this practice conduct a survey on gift giving using modelled structures continue to decipher characters and make connections with components participate in a conversation asking others what gift they would give someone. 	<ol style="list-style-type: none"> Ask students to share what gifts they would like for their birthday, then discuss with students what gifts might be appropriate to give to a Chinese person. Show students a variety of items, one at a time, and explain why they would not be appropriate; for example, a clock or watch should not be given as the phrase for giving a clock in Chinese, 送钟, sounds similar to the Chinese phrase for attending a funeral, 送终. Therefore, it is unlucky to give a watch or a clock as birthday present. Have students recall information about inappropriate gifts by designing a poster with the title 中国人不想要这些礼物! and with images of gifts that should not be given to Chinese people. Introduce new vocabulary for birthday gifts; for example, 巧克力, 书, 玩具, 光盘, 礼券. Provide opportunities for students to participate in Flashcard work, Memory games, Matching games or simple vocabulary games on the interactive whiteboard to internalise new vocabulary. Monitor and when needed assist with pronunciation. Assign a variety of language practice activity worksheets for students to practise key vocabulary, such as a Word search, Crossword and listing the items in the order that they hear them.
2	<p>Locate and convey key information in a range of written and digital informative texts, related to their personal and social worlds using learnt words, phrases and characters</p> <p>Share and compare responses and express personal opinions to characters, events and ideas in a variety of short imaginative texts, identify cultural elements and create simple spoken imaginative texts</p> <p>Create or reinterpret for different audiences, written imaginative texts, describing characters, plotting a storyline, using images for effect and sequencing events</p> <p>Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p>		<ol style="list-style-type: none"> Ask students to consider what gift they want to purchase before they plan their shopping trip. Gifts will vary according to the people they are to be given to. Ask students to survey their friends in the class to find out what are the types of gifts others wish to receive. Model the structure and pronunciation of the sentence 你最喜欢什么礼物。 Or the question 你最喜欢得到什么礼物? Have students conduct a survey to find out the most popular gifts. Work with students to share their findings, tallying the types of gifts to find the three most popular. Introduce the characters 礼物, 玩具, 花, 礼券 and identify the components/radicals which make up the characters. Provide a model for each character and its components. Make connections between words; for example, 礼物 and 礼券. It may be useful for students to make up a story or an idea to help them remember the components of the character. Assist them in doing so. Provide opportunities for students to practise writing the new characters using correct stroke order and calligraphy pens/brushes or electronic devices, or undertake interactive whiteboard activities which require students to make characters by putting all the components and strokes together. Rotate activities to give all students a turn. Introduce the game Kite stampede (http://www.scootle.edu.au/ec/viewing/L707/index.html) to support students in learning and practising the structures of characters and how they are set out in a square. Prepare students for viewing the audiovisual text, Peppa pig daddy pig’s birthday by eliciting words that may be related to the video. Provide activities during and after the viewing; for example, ask questions that elicit a ‘yes’ or ‘no’ response during the viewing. Provide multiple-choice questions to answer after the viewing.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
3	<p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p> <p>Use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)</p>		<ol style="list-style-type: none"> 1. Provide students with a variety of activities to support them with character recognition. 2. Quiz students on characters learnt by reading aloud a list of words and asking students to write the <i>Pinyin</i> and characters. 3. Introduce the structures 你要送给她什么礼物? 我要送给她衣服。 Have students point out where to locate; for example, the verb or the subject. Then have them walk in a circle chanting to the beat of the sentence structures. 4. Assign language practice activities based on dialogues related to going shopping for a birthday gift. These activities should include listening to and reading conversations between friends and answering questions in English.
4	<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 sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p> <ul style="list-style-type: none"> • comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京。; 下个星期去上海。 • identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。; 我在澳大利亚上学。; 我走路上学。 • applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p>	<p>买衣服 Buying clothing</p> <p>Students role play buying clothes during a shopping trip.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • view and discuss traditional Chinese clothing • recognise and use vocabulary related to clothing • apply correct measure words for clothing • describe what people are wearing • understand grammatical structures by placing sentences in correct order • express clothing likes and dislikes • take part in a fashion show, describing the clothing items being showcased • apply the future tense, adverbial phrases and joining words in writing • plan and present a role play about a shopping trip • gather information to draw items they hear in a spoken text. 	<ol style="list-style-type: none"> 1. Advise students that they are to imagine it is the teacher’s birthday today. Have students walk around asking each other what gift they are going to give the teacher. Encourage students to ask questions about likes; for example, 你喜欢什么颜色? 2. Have students view a series of audiovisual texts related to the history of clothes and fashion in China to generate interest and to introduce the topic of clothing; for example, Traditional Chinese clothing – Han couture (https://www.youtube.com/watch?v=ISjt8PyzqqA), Chinese clothing (https://www.youtube.com/watch?v=aEralyzHgA4), or Chinese fashion through the dynasties – Part 2 (https://www.youtube.com/watch?v=VUcEsay_UKk). When viewing the texts, ask students to jot down any words they recognise. 3. Introduce new vocabulary related to clothing through students viewing the audiovisual text Learn Chinese – Chinese clothing vocabulary (https://www.youtube.com/watch?v=wE0b3TCI2jQ). 4. Provide opportunities for students to participate in Flashcard work, Memory games, Matching games or simple vocabulary games on the interactive whiteboard. Monitor and assist with pronunciation when needed. 5. Play a game of Fly swat with the students. Provide large flashcards of clothing vocabulary to groups. One team member from each group stands at the front of the class. Place 4–6 flashcards in front of the challengers and read aloud one of the items. The first challenger to swat the clothing wins a point for their team. Rotate players in order for all students to be given a turn. 6. Provide students with cards that have pictures of items of clothing for them to place under the column of its correct measure word.
5	<p>Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face</p>		<ol style="list-style-type: none"> 1. Introduce the characters, such as, 衣服, 衬衫, 裙. Identify components/radicals that make up the characters. Provide a model for each character and its components. Make connections between common components, such as 衤, the clothing radical/component seen in many words to do with clothing. It may be useful for students to make up a story or an idea to help them remember the components of the character. Assist them in doing so. 2. Provide opportunities for students to practise writing the new characters using correct stroke order and calligraphy pens/brushes or electronic devices or undertake interactive whiteboard activities, which require students to make characters by putting all the components and strokes together. Rotate activities in order for all students to be given a turn.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
			<ol style="list-style-type: none"> 3. Introduce the game Sushi stampede (http://www.scootle.edu.au/ec/viewing/L709/index.html). Students play the game to learn the structures of characters, such as how they are set out in a square. 4. Provide opportunities for students to review colour vocabulary through the song Learn your colours 颜色 (http://www.youtube.com/watch?v=tHmkDmZVZt8&feature=related). 5. Provide opportunities for students to review the use of 的 as a descriptive word by providing sample sentence structures; for example, 一条红色的连衣裙。 , pointing out that 的 is used after the noun or an adjective to describe something. 6. Support students in a variety of language practice activities which describe clothing items and what people are wearing, such as unjumble words to make sentences, translate the sentences into English and write sentences to describe what people are wearing in the pictures. 7. Provide pairs of students with magazines in order to discuss clothing likes and use full sentences to describe what the models are wearing. Provide students with the structure 你喜欢穿什么衣服?
6			<ol style="list-style-type: none"> 1. Ask students to state the words that they would use to go shopping for clothing; for example, to describe things, 大, 小, 长, 短, 小号, 中号, 大号. Introduce words/phrases, such as 太肥了, 太瘦了, 舒服, 试一试, 时髦, 怎么样? 不错, 好看. to assist students in writing a conversation about a clothing shopping trip. 2. Assign writing practice through completing sentences/phrases with missing vocabulary, adjectives and nouns, based on images. 3. Arrange students into pairs and have them practise and act out a fashion/catwalk show, with one student describing what the model is wearing. Provide students with a wardrobe of clothes to wear. 4. Ask students to read a conversation about a shopping trip and have them locate specific information; for example, price, colour, item of clothing. 5. Check student understanding of certain grammar structures; for example, 还是/或者, 但是, 可以打折吗? by making comparisons with the English structure. Elicit from students the Chinese equivalent for 10%, 20%, 25% etc.
7			<ol style="list-style-type: none"> 1. Introduce the structures 你会去玛丽的生日聚会吗。 ; 我会去她的生日聚会。 你也会去吗? ; 我们星期六一起去买礼物和新衣服, 好吗? to assist students in writing a role play where the speakers discuss whether or not they are able to attend a birthday party. 2. Arrange students in groups where they will work together to write a role play. The role play involves a shopping transaction, in which an item of clothing to wear to a birthday party is purchased from a clothing store. Provide a list of content to be used and support students through the process. 3. Have students present their role play and discuss with the class the language used in each.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
8			<ol style="list-style-type: none"> 1. Provide students with an image of a doll that is unclothed. Ask them to listen to a text and draw the clothes being described on the doll. 2. Undertake a variety of language practice activities; for example, listen to a dialogue and indicate whether the statements are true or false, and read a text message and complete a table of information. Point out the conventions of writing a text message and text organisation after students have completed the task. 3. Provide opportunities for students to revise characters learnt for shopping and create a vocabulary and sentence/phrase list. Assist students by placing examples around the room and asking students if they can change any sentence or phrase in any way, such as including vocabulary; for example, 我想买一条红色的连衣裙。or 八十块钱。 4. Ask students to volunteer to create a dialogue between two people and write it on the whiteboard. Students take it in turn to add a character or word to create a sentence. <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using a checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ produce <i>Pinyin</i> and characters based on the topic birthday gifts ▪ listen for specific information about gift giving ▪ read a conversation and locate specific information ▪ plan and present a role play.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 4			
1	<p>Communicating</p> <p>Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school</p> <p>Respond to the teacher's questions with actions or answers, for example, answering the question 做完了吗?</p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity flyers, or photo-stories</p> <p>Gather, classify, compare and respond to 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 information in a range of written and digital informative texts, related to their personal and social worlds using learnt words, phrases and characters</p>	<p>季节 Seasons</p> <p>Students present a poem about seasons.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> identify when the seasons fall in China and compare this to when the seasons fall in Australia learn and use new vocabulary related to seasons view and present a traditional poem about seasons. 	<ol style="list-style-type: none"> Display a map of China showing the weather for today. Review the names of cities and introduce a few new ones, such as 哈尔滨 in the north and your school's sister school. Have students guess what season it is now in China. Talk about the different regions in China and how they experience very different weather. Provide examples, such as 哈尔滨 and 香港 during winter. Introduce key vocabulary with postcard pictures of China. Provide the structures 你最喜欢什么季节? 我最喜欢夏天。 After reviewing these structures, with new vocabulary related to seasons, provide opportunities for students to talk about seasons. This will prepare students for the upcoming activity where they write about seasons in an email to their visiting language assistant from China. Display images of the seasons on the whiteboard. Ask students to walk around and ask each other their favourite season. Ask the students to make a tally of their responses. Have students view the traditional Chinese poem 春晓 A Spring morning (https://www.youtube.com/watch?v=OWmFoAKqOsA) and join in repeating the words. Have students view the modern version of the poem https://www.youtube.com/watch?v=U4PeYlbXsEw and ask them to sing to the beat. Arrange students into small groups and ask them to create a performance which expresses what the poem 春晓 A Spring morning is about. Advise them that they may use puppets, posters or change the rhythm; for example, a rap beat. Have students perform the poem 春晓 A Spring morning to the class.
2	<p>Share and compare responses and express personal opinions to characters, events and ideas in a variety of short imaginative texts, identify cultural elements and create simple spoken imaginative texts</p> <p>Create or reinterpret for different audiences, written imaginative texts, describing characters, plotting a storyline, using images for effect and sequencing events</p> <p>Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p>	<p>天气 Weather</p> <p>Students ask about the weather and describe weather conditions.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> learn new vocabulary related to the weather recognise and use a range of expressions to describe the weather use 会 for the future tense to indicate something is likely to happen learn and use characters related to weather use language structures to ask and answer questions about the temperature record weather information during the different seasons in China and Australia identify the correct use of 就 view Chinese weather reports and discuss information presented. 	<ol style="list-style-type: none"> Introduce new vocabulary through the audiovisual text Learn different weather in Mandarin Chinese related to weather (https://www.youtube.com/watch?v=NJHyXa9Sv2M). Provide opportunities for students to participate in Flashcard work, Memory games, Matching games or simple vocabulary games on the interactive whiteboard. Monitor and when needed assist with pronunciation. Assist students to internalise new vocabulary through a variety of language practice activities, such as Match the image to the Chinese description, choose the Odd one out and Circle the correct answer. Provide the structure 今天天气怎么样? and use sentences, such as 今天天气很好。; 今天有雨。; 今天下雪。; 今天不冷。 View the song and lyrics How's the weather? (天气怎么样?) Learning songs 1 Chinese song By Little Fox (https://www.youtube.com/watch?v=eGnHnz9eC9s). Have students display a flashcard that matches the weather word/phrase they hear. Review the countries where Chinese is spoken and ask them to provide a phrase describing today's weather to report back to the class. Discuss how the Chinese language may change according to the different regions around the world.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments		<ol style="list-style-type: none"> 7. Introduce how 会 is used to indicate the future (which is likely to happen) and 可能会 (it might happen). Provide sentences, such as 明天会下大雨。 examples of the structure. Ask students to write a sentence about tomorrow's weather for three places where Chinese is spoken.
3	<p>Understanding</p> <p>Use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)</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 sentences to express details such as the time, place and manner of an action and to sequence ideas, including:</p> <ul style="list-style-type: none"> • comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京。; 下个星期去上海。 		<ol style="list-style-type: none"> 1. Introduce the characters, such as 天气, 怎么样? 风, 雨, 冷, 热. Identify components/radicals which make up the characters. Provide a model for each character and its components. Make connections between characters, such as 冷 and 凉 with each containing the ice radical. It may be useful for students to make up a story or an idea to help them remember the components of the character. Assist them in doing so. 2. Provide students with a variety of character practice activities; for example, Spot the flawed characters where there are incorrect characters written in a sentence. Indicate the number of flaws. 3. Quiz students by reading out vocabulary/phrases related to the weather and seasons and have them write down the English and Pinyin for each word/phrase. 4. Teach students how to express temperature. Elicit from students the grammar used by asking about placement of the subject and question word, 明天气温多少度? Elicit what must change to answer the question, 今天气温几度? Include 最低 and 最高, such as 最高二十八度, 最低十八度。 5. Provide students with language practice activities, such as listening and recording the temperatures that they hear, and matching the temperature in Chinese to its English equivalent.
4	<ul style="list-style-type: none"> • identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。; 我在澳大利亚上学。; 我走路上学。 • examining the clauses of a sentence in Chinese and noticing how they are linked coherently (i.e. no subject/pronoun), for example, 他叫王小明。; 他; 是我的朋友。 • applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p> <p>Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face</p>		<ol style="list-style-type: none"> 1. Introduce the structure 北京的春天怎么样? Have students research online and record the typical weather for all the seasons in Australia and China. Remind students to include the temperature. 2. Provide an activity sheet for students to match the question with the correct answer, and a listening activity where students complete the table, describing the weather for the week, by drawing a picture and writing the temperature for each day. Provide an example for this activity to support students. 3. Introduce the grammar structure 就 this time indicating a consequence from a previously stated condition. The character usually comes after 那, 那么 meaning 'therefore' or 'then'; for example, 下午会下大雨。; 那就带雨伞吧。; 今天非常冷。; 那么多穿点儿衣服吧! 4. Provide students with an activity sheet where they match conditions to their correct consequence. 5. Play for students an online weather report, such as 天气预报 Weather forecast (https://www.youtube.com/watch?v=ZwJEN0zm-ho) and ask students to write down in English what they have understood. 6. Present a weather forecast 天气预报 to students and have them answer questions in English. 7. Provide students with the dialogue of the weather forecast and ask them to develop their own forecast for a place in China that they wish to visit.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
5		<p>语言助教的访问 Language assistant visit</p> <p>Students write an email to a language assistant in China who will be visiting their school and produce a flyer that describes an event they have planned.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> review sentence-linking to introduce and talk about people express what clothes one should wear each season write an email to a visitor from China listen to an announcement about events and locate specific information design a flyer for an event they have planned role play the first day the visitor from China arrives, using language to introduce and conduct a tour of the school read an imaginary text and create the next part of the story. 	<ol style="list-style-type: none"> Ask students to record their weather report on an electronic device. Assist students and check the use of online dictionaries for weather vocabulary and structures. As a class discuss having a language assistant visit the school and brainstorm together what the class might include in an email to the language assistant. Ideas may include: introduce yourself and your family, describe the weather and what clothes to bring, and activities they will be doing while in Australia. Provide opportunities for students to review the clause of a sentence and how it is linked; for example, 她叫丽丽, 是我的妹妹. Show students a large image of the family that will host the guest (they are all holding an object that reveals what they like doing). Ask students to write as many sentences as they can about the family. Ask each student to provide a sentence about the family at the end of the lesson, before they leave the class. Ask students to describe today's weather and provide the structure 我应该穿什么衣服? ; 我应该带什么衣服? to support students. Arrange students in a circle and start a beat while chanting 你应该带。。。. Students complete the sentence with a clothing item. Go around the circle until all items have been used and all students have had an opportunity to contribute.
6			<ol style="list-style-type: none"> Have students categorise clothing, written in Chinese characters, into columns under the season when they are most likely to be worn. Brainstorm activities to do with the visiting Chinese language assistant. Introduce the game Scattergories™ where students in small groups use the alphabet die (letters used in Pinyin) to write or say as many words to do with the topic in one minute. Students are awarded one point per word. The person with the most points wins. Provide students with the conventions of an email and have them write an email to a language assistant who will be visiting. Remind them to introduce themselves and their family, indicate what season it is 现在是。。。 and what clothes to bring, and inform them of what activities you have prepared for them to do.
7			<ol style="list-style-type: none"> Read an announcement about an event being held at the school. Ask students to listen to the text and complete an activity sheet, indicating whether the statements are true or false, and to answer the questions in English. Provide students with a variety of flyers which advertise school events. Discuss the differences and similarities between school activities in Australia and China. Support students in designing a publicity flyer for an event to be held at school. The flyer should include a title, date, where and what activities/entertainment are on offer. Ask students to role play the first day the visiting language assistant from China arrives. Arrange students in pairs and ask that they start the role play with introductions.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
			<ol style="list-style-type: none"> 5. Introduce vocabulary related to school facilities and conduct flash card drills. 6. Play a game of Bingo using the vocabulary for school facilities. 7. Provide students with a print out of language used to describe the school; for example, 这是我们的图书馆. Walk around the school role playing the character of the visitor from China and the student using Chinese to say what each building is.
8			<ol style="list-style-type: none"> 1. Read a large version of the storybook <i>The adventures of a little dragon</i> 小龙游历记 (Fry, J. and Quan, W. [2000] Spring Hill, Qld. Association of Independent Schools of Queensland). Discuss mythical creatures from China and Australia. 2. Read the storybook <i>The adventures of a little dragon</i> 小龙游历记 again and ask students to record the words and sentences they recognise. 3. Provide students with the images from storybook <i>The adventures of a little dragon</i> 小龙游历记 and ask them to arrange them in order. 4. Have students continue the story <i>The adventures of a little dragon</i> 小龙游历记 with the Bunyip visiting his friend in China. Support students with the planning and language for their imaginative text. 5. Have students present their imaginative text to the class. <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using a checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ produce <i>Pinyin</i> and characters based on the topic weather and seasons ▪ present a weather report ▪ listen for specific information in an announcement about an event being held at school ▪ create a publicity flyer for an event to be held at school, using relevant vocabulary and correct grammar use ▪ design a flyer containing required information, relevant vocabulary and sentence structures. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ Design a flyer for a school event following text type conventions and include the title, date, where and what activities/entertainment are on offer.