



Assessment task	
Year level	4
Learning area	Languages
Subject	Chinese: Second Language
Title of task	你喜欢做什么? (Nǐ xǐhuan zuò shénme?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes and their daily routine at home and school.</p> <p>In Part A students demonstrate their skills in speaking Chinese, in a short conversation about their daily routine and likes and dislikes.</p> <p>In Part B students demonstrate their skills in writing a poem about their daily routine and likes and dislikes, in response to an imaginative text.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written and spoken text and convey this information in a variety of ways. It also establishes information on their ability to create and perform an imaginative text, using simple characters and short sentences that follow the basic subject-verb-object structure, to exchange information about aspects of their personal world, including their daily routine and likes and dislikes.
Assessment strategy	<p>Oral performance – participate in a conversation</p> <p>Extended response – write a poem</p>
Evidence to be collected	<p>Audiovisual recording of conversation</p> <p>Written poem</p>
Suggested time	<p>Part A – 35 minutes to prepare and 1–2 minutes to participate in a conversation</p> <p>Part B – 40 minutes to write a poem</p>
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以…吗? ; 可以; 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p> <p>Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>

	<p>Create and present their own representations of familiar songs, poems or stories such as 《小星星》，《找朋友》 or 《恭喜恭喜》，poems and stories 《春晓》，for different audiences, using voice, rhythm and appropriate gesture and action</p> <p>Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure</p> <p><b>Understanding</b></p> <p>Understand the components of <i>Pinyin</i>, such as the different combinations of consonant and vowel/vowels</p> <p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p> <p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>• understanding that Chinese sentences have a particular word order</li> <li>• exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese</li> <li>• recognising and using some familiar verbs for daily routine, such as 醒来 / 叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts that relate to interests, including likes and dislikes, and daily routine activities</li> <li>• context-related vocabulary, including: using a range of expressions relating to daily routine, interests and being familiar with expressing time, wants and likes and dislikes, for example, [我要…; 我会 …; 我喜欢 …; 我不喜欢 …]我要去打网球。我喜欢游泳。我午饭喜欢吃三明治。我会打乒乓球。我不喜欢科学。 八点, 早上六点半星期三 (我九点上课) 我早上六点半起床。 星期五我踢足球。</li> <li>• grammatical structures, including: recognising and using some familiar verbs for daily routine, such as 起床, 吃午饭, 睡觉</li> <li>• the textual conventions of a poem and a conversation.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. Teachers may also include less <i>Pinyin</i> where characters have been taught and there is an expectation that the student should be able to recognise and or produce those characters.</p>

## Assessment task

<b>Assessment conditions</b>	Part A: Task to be completed by students preparing individually and then working with another student. They then work with a partner to participate in a conversation. Part B: Task to be completed by students working individually.
<b>Resources</b>	Task sheets Recording device

## Instructions for teacher

Prior to administering Part A of the task introduce/revise with students:

- vocabulary and expressions related to greetings and leave-taking, time, school subjects, sports and interests, and food and drink, and for adding detail, such as 我要（去公园玩）。我会（跳舞）。我喜欢（去海边游泳）我不喜欢（跑步）。很/非常, 最喜欢的, 每天 有时/有时候
- structures to ask questions and provide information about likes and dislikes, for example, 我喜欢, 我不喜欢, 你早饭喜欢吃什么? 你喜欢几点去睡觉?
- Use these structures to:
  - review the following grammatical elements in the context of exchanging information about likes and dislikes:
    - recognising and using some familiar verbs for daily routine, such as 起床, 吃午饭, 睡觉
    - linking ideas or information using conjunctions, such as 也 and 和
    - locating events in time 我星期一喜欢打排球。
    - seeking information using interrogatives 你呢? 你几点回家? 你也喜欢打篮球吗?
    - understanding the rules for subject-verb-object sentence construction
    - understanding that statements in Chinese tend to follow English word order, but questions do not, for example 你星期天喜欢做什么?
    - negating verbs using 不
    - Chinese word order.
  - engage in language practice activities, such as: Geese to geese, Snowball and Postcard (Appendix 1).
- textual conventions of conversations, such as greeting each other and leave-taking, taking turns when asking and responding to questions.
- strategies for speaking and participating in a conversation, for example, listening for key words, giving and then asking for information from a partner, using part of the information in the question to formulate your response.

## Activities to scaffold the task

Provide opportunities for students to participate in activities to help internalise the language they need for Part A, such as:

- question and answer: students take turns in drawing questions from a bag to ask another student about their likes and dislikes.
- listening: ask students to listen to conversations about likes and dislikes and respond to questions in English
- conversation: students unjumble the script of a written conversation between two students discussing likes and dislikes, for example:

d à w è i h é b ĭ d é z à i k à n z ú q i ú b ĭ s à i

大卫和彼得在看足球比赛。

P:            d à w è i      b ĭ d é      n ĭ hǎo  
大伟：彼得，你好！

V:            b ĭ d é      d à w è i      n ĭ hǎo      n ĭ hǎo m a  
彼得：大卫，你好！你好吗？

P: dà wěi wǒ hěn hǎo xièxiè nǐ ne  
大伟：我很好，谢谢。你呢？

V: bǐ dé wǒ yě hěn hǎo xièxiè  
彼得：我也很好，谢谢。

P: dà wěi nǐ xǐ huān tī zú qiú ma  
大伟：你喜欢踢足球吗？

V: bǐ dé xǐ huān wǒ měi xīng qī èr hé xīng qī wǔ tī zú qiú nǐ ne  
彼得：喜欢。我每星期二和星期五踢足球。你呢？

nǐ xǐ huān shén me yùn dòng  
你喜欢什么运动？

P: dà wěi wǒ xǐ huān dǎ ào shì zú qiú dàn shì wǒ bù xǐ huān dǎ gǎn lǎn qiú  
大伟：我喜欢打澳式足球，但是我不喜欢打橄榄球

wǒ bà ba hé dì dì dōu xǐ huān dǎ gǎn lǎn qiú  
。我爸爸和弟弟都喜欢打橄榄球。

V: bǐ dé wǒ yě bù xǐ huān dǎ gǎn lǎn qiú nǐ zhōu mò xǐ huān zuò shén me  
彼得：我也不喜欢打橄榄球。你周末喜欢做什么？

P: dà wěi zhōu mò wǒ xǐ huān shuì jiào hé dǎ ào shì zú qiú  
大伟：周末我喜欢睡觉和打澳式足球。

- ask pairs of students to read aloud the reordered conversation paying attention to pronunciation and intonation.
- discuss how the conversation could be modified to ask about different likes and dislikes. Use the discussion to revise vocabulary and expressions, such as 很多, 很/非常, 不喜欢, 它很无聊.
- instruct students to work in pairs/threes to write a conversation of at least six exchanges, between 2–3 characters about likes/dislikes/preferences of sports, food and school subjects. Remind students of the conventions of a conversation, such as turn-taking and picking up on cues from the person who has just spoken, and the use of punctuation. Students check their script with another pair/three to get advice about language, spelling and content. Students read their conversation aloud, taking turns at playing each character.

Prior to administering Part B of the task, provide students with opportunities to:

- engage with a range of imaginative texts, such as poems and songs related to the context
- explore the language structures and techniques found in Chinese poems and songs
- consider the characteristics of imaginative texts, for example:
  - their primary purpose is to entertain, as opposed to, for example, informing or persuading
  - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language

- consider the conventions of a song and/or poem, for example, it uses descriptive language, may rhyme (Children’s verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

### **Activities to scaffold the task**

Introduce students to the poem 我的小狗 (Appendix 3) by giving the title and asking them to predict what it could be about. Provide them with a copy of the poem 我的小狗.

Invite students to give the meaning of the words they know and write these on the whiteboard with the English equivalent. Ask students to underline the time phrases and verbs; the time phrases with a blue pencil and the verbs with an orange pencil. Discuss with them the Chinese sentence structure of subject + verb + object.

- Read the poem to students, then have them read each verse with you.
- Discuss the popular pets that Chinese people may have and invite students to explain why they think this may be so.
- Brainstorm with students a list of daily routine verbs and leisure activities and write these on the whiteboard, with the English equivalent, for them to copy into their workbook. Point out the structure of the verb phrase for describing leisure activities verb + hobby.
- Ask students to write an additional verse of the poem. This verse could describe the dog going on an outing with the owner.

## Instructions for teacher

### Task 你喜欢做什么？(Nǐ xǐhuan zuò shénme?)

#### Part A 你喜欢什么？

With a partner students participate in a conversation about what they are interested in doing on the weekend, at school, and their food and drink likes and dislikes.

Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag or face down in random order on the desk and they take turns to draw and ask a question. Each student draws and asks two questions.

1. nǐ měitiān jǐ diǎn shàng xué ?  
你每天几点上学？
2. nǐ xǐhuan shénme kè    nǐ bù xǐhuan shénme kè ?  
你喜欢什么课？你不喜欢什么课？
3. xīngqī yīnǐ yǒu shénme kè ?  
星期一你有什么课？
4. nǐ zǎo fàn xǐhuan chī shénme ?  
你早饭喜欢吃什么？
5. zhōu mò nǐ xǐhuan zuò shénme ?  
周末你喜欢做什么？
6. nǐ bù xǐhuan zuò shénme ?  
你不喜欢做什么？

Explain to students that while they only ask two questions, they provide information to four questions. Explain that they are assessed on the content of their responses, grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Remind students of strategies to maintain and sustain a conversation, for example, 请再说一遍.

Before providing students with the task sheet show/explain to them the process for drawing the questions and responding, using a visual, such as the following.

<p>First person draws a question and reads it aloud, for example,          nǐ měi tiān jǐ diǎn shàng xué          你每天几点上学？</p>	
	<p>Second person responds and asks for the same information using 你呢, for example,          wǒ měi tiān qī diǎn bàn shàng xué nǐ ne          我每天七点半上学。你呢？          nǐ měi tiān jǐ diǎn shàng xué          你每天几点上学？</p>
<p>First person responds, for example,          wǒ měi tiān qī diǎn èr shí fēn shàng xué 。          我每天七点二十分上学。</p>	
	<p>Second person draws a question and reads it aloud, for example,          zhōu mò nǐ xǐ huān zuò shén me          周末你喜欢做什么？</p>
<p>First person responds and asks for the same information using 你呢, for example,          wǒ xǐ huān qù hǎi biān yóu yǒng nǐ ne          我喜欢去海边游泳。你呢？          zhōu mò nǐ xǐ huān zuò shén me          周末你喜欢做什么？</p>	
	<p>Second person responds, for example,          wǒ xǐ huān kàn diàn yǐng hé dǎ lán qiú 。          我喜欢看电影和打篮球。</p>

Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with another student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hellos' and 'goodbyes' in their presentation.

Advise students that the conversation will be recorded.



## Part B 我喜欢什么

Provide students with Part B of the task. Instruct them to skim read the poem, noticing familiar words and phrases.

Ask students to follow along as you read aloud the poem.

### 喜欢不喜欢

我喜欢打球  
每天早上打网球  
妹妹不喜欢打球  
每天在家看电视

姐姐喜欢学习  
每天下午学中文  
哥哥不喜欢学习  
每天在学校玩电脑

妈妈喜欢音乐  
每天晚上弹钢琴  
爸爸不喜欢音乐  
每天晚上在后院打太极

我们一家六口喜欢郊游  
在河边钓鱼  
在公园荡秋千  
在山上看日出  
我们更喜欢在日落的傍晚  
手牵手，一起回家。

### Poem in Pinyin

#### xǐhuān bù xǐhuān

wǒ xǐhuān dǎqiú  
měitiān zǎoshang dǎ wǎngqiú  
mèimei bù xǐhuān dǎqiú  
měitiān zàijiā kàn diànshì

jiějiě xǐhuān xuéxí  
měitiān xiàwǔ xué zhōngwén  
gēgē bù xǐhuān xuéxí  
měitiān zài xuéxiào wán diànnǎo

māmā xǐhuān yīnyuè  
měitiān wǎnshàng tán gāngqín  
bàba bù xǐhuān yīnyuè  
měitiān wǎnshàng zài hòuyuàn dǎ tàijí

wǒmen yījiā liù kǒu xǐhuān jiāoyóu  
zài hé biān diàoyú  
zài gōngyuán dàng qiūqiān  
zài shānshàng kàn rì chū  
wǒmen gèng xǐhuān zài rìluò de bàngwǎn  
shǒu qiānshǒu, yīqǐ huí jiā.

Discuss:

- what students think the poem is about
- familiar and unfamiliar vocabulary
- whether or not the poem rhymes.

Reread the poem, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a poem by modelling the language in 喜欢不喜欢, using similar phrases and/or substituting words in the poem.

Allow students to access word lists, their workbook and the resources in the classroom, to read the poem and to write their own poem.

Allow students approximately 40 minutes to write their poem.

## Instruction for students

### Part A 你喜欢什么？

Write your answers to the questions in the table below.

Questions	My answers
1. nǐ měitiān jǐ diǎnshàngxué 你每天几点上学？	
2. nǐ xǐhuānshénmékè 你喜欢什么课？  nǐ bù xǐhuānshénmékè 你不喜欢什么课？	
3. xīngqī yī nǐ yǒushénmékè 星期一你有什么课？	
4. nǐ zǎofàn xǐhuānchīshénmékè 你早饭喜欢吃什 么？	
5. zhōumò nǐ xǐhuānzhuòshénmékè 周末你喜欢做什 么？	
6. nǐ bù xǐhuānzhuòshénmékè 你不喜欢做什么？	

## Part B 我喜欢什么

### 喜欢不喜欢

我喜欢打球  
每天早上打网球  
妹妹不喜欢打球  
每天在家看电视  
姐姐喜欢学习  
每天下午学中文  
哥哥不喜欢学习  
每天在学校玩电脑  
妈妈喜欢音乐  
每天晚上弹钢琴  
爸爸不喜欢音乐  
每天晚上在后院打太极  
我们一家六口喜欢郊游  
在河边钓鱼  
在公园荡秋千  
在山上看出日出  
我们更喜欢在日落的傍晚  
手牵手，一起回家。

### xǐhuān bù xǐhuān

wǒ xǐhuān dǎqiú  
měitiān zǎoshang dǎ wǎngqiú  
mèimei bù xǐhuān dǎqiú  
měitiān zàijiā kàn diànshì  
jiějie xǐhuān xuéxí  
měitiān xiàwǔ xué zhōngwén  
gēgē bù xǐhuān xuéxí  
měitiān zài xuéxiào wán diànnǎo  
māmā xǐhuān yīnyuè  
měitiān wǎnshàng tán gāngqín  
bàba bù xǐhuān yīnyuè  
měitiān wǎnshàng zài hòuyuàn dǎ tàijí  
wǒmen yījiā liù kǒu xǐhuān jiāoyóu  
zài hé biān diàoyú  
zài gōngyuán dàng qiūqiān  
zài shānshàng kàn rì chū  
wǒmen gèng xǐhuān zài rìluò de bàngwǎn  
shǒu qiānshǒu, yīqǐ huí jiā.

1. Listen carefully as your teacher reads the poem 喜欢不喜欢.
2. As you listen and read along think about:
  - the ideas in the poem
  - words and phrases you recognise
  - patterns in the poem.
3. Write your own poem about what you like and dislike. You may write about your interests, daily routines at home or at school, or food and drink, or a combination of these.

Include either:

- five things you like and one thing you dislike, or
- five things you don't like and one thing you do like.

You may use the poem 喜欢不喜欢, your notes and the resources in the classroom to help you.

You have one lesson to write your poem.

**Poem draft:**



## Marking key

### Part A 你喜欢做什么？

Description	Marks
<b>Content</b>	
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes. Includes greetings and goodbyes.	4
Presents all required information in a conversation. Asks two questions and provides information to four questions about what they are interested in doing on the weekend, at school, or their food and/or drink likes and dislikes.	3
Presents some required information.	2
Presents little required information.	1
<b>Subtotal</b>	<b>4</b>
<b>Grammar and vocabulary</b>	
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation and intonation</b>	
Uses accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
<b>Subtotal</b>	<b>3</b>
<b>Comprehension and fluency</b>	
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support from the other speaker or their notes. Attempts self-correction.	2
Requires considerable support from the other speaker or their notes to comprehend questions and/or respond, which impacts fluency.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>13</b>

<b>Part B: 我喜欢什么</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes a poem containing six pieces of information, that is, five things they like and one they do not like, or vice versa, related to their interests, daily routines at home or at school, or food and drink, or a combination of these.	1-6
<b>Subtotal</b>	<b>6</b>
<b>Imaginative text</b>	
Engages with a simple Chinese poem and creates their own.	1
<b>Subtotal</b>	<b>1</b>
<b>Grammar</b>	
Writes simple sentences and applies grammatical elements mostly accurately.	3
Writes simple sentences and applies grammatical elements with some accuracy.	2
Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Vocabulary and spelling</b>	
Uses a wide range of vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary. Some inconsistency with spelling, but meaning is clear.	2
Uses few words. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
<b>Support</b>	
Effectively uses their notes, workbook, word lists and/or other resources independently, or does not require support.	3
Requires some support in using their notes, workbook, word lists and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>16</b>
<b>Total</b>	<b>29</b>

## Appendix 1 Language practice activities

Provide students the opportunity to engage in language practice activities, such as:

- **Geese to geese**
  - ask students to form a line. Begin by whispering to the first student in line a sentence about likes and dislikes, for example, 我喜欢上学。我最喜欢体育课。The first student whispers the sentence to the next student, who whispers it to the next, and so on. The last student to hear the whispered sentence says it aloud. Variation: Split students in two or more groups to play against each other.
- **Snowball**
  - provide each student with a piece of paper and instruct them to write 4–5 sentences, one describing their daily routine, for example, 我早上六点洗澡。我每星期二有音乐课。 , and about likes and dislikes, such as 周末我喜欢打橄榄球。我不喜欢看电视。我喜欢数学。
  - monitor what students write and select some of the sentences (including those with mistakes) to copy on the whiteboard. Read each sentence as a class and ask students to point out any corrections. Discuss possible corrections.
  - remind students that when playing the game they can question students on the other team, for example, 你喜欢数学吗? 你喜欢不喜欢跳舞?
  - once students have completed/corrected their sentences, they scrunch the paper to resemble a snowball.
  - divide the class in two groups facing each other. Students throw their snowball towards the opposite team. Students take turns to pick up a snowball and read the sentences aloud and guess the person on the other team to whom the paper belongs. Group members can support each other in working out who the other student is and students can ask questions of students of the other team to establish if they are the person being described. A limit should be placed on the number of questions that can be asked.
  - the team who identifies most snowball writers from the other team wins.
- **Postcard**
  - provide each student with a copy of the postcard and questions (Appendix 2).
  - Students:
    - identify unfamiliar words
    - work in pairs to read the postcard, highlighting examples of expressions to do with likes and dislikes, and vocabulary related to family members and sports
    - answer the questions and discuss their answers as a whole class activity
    - take turns to read the postcard aloud
    - write a postcard in response.

## Appendix 2 Sample Informing Task (formative)

### Postcard

Ideas on how to use the postcard:

- Explore familiar and unfamiliar vocabulary.
- Look at sentence structure and the position of nouns, adjectives and verbs.
- Practise translation, noticing that:
  - it is one thing to translate words one by one, but to make sensible meaning may require some thought and understanding of the Chinese language and/or culture
  - when translating Chinese into English, additional/fewer words may be needed in the English translation for the sentence to make sense.
- Practise reading skills by taking turns to read sections of the postcard aloud.
- Use the:
  - text as a model for students to write about their own real/fictitious holiday.
  - cultural, geographical and social elements in the text to discuss China, Chinese school holidays, what children may do during their holidays.
- Provide students with:
  - jumbled sentence strips of the text and have them order it as you read it aloud
  - a jumbled translation of the text and have them match it to the Chinese
  - pictures representing different elements of the text, and some additional pictures, and have them circle those that are mentioned.
  - the postcard and activities/questions as a formative task (or assessment).



爸爸，妈妈：

你们好！我喜欢我的新学校！学生和老师们都对我很好！我每天有七节课。我学中文，数学，品德，美术，体育和书法。我最喜欢体育课。我不喜欢数学课。

我每天七点起床，七点半上学。我十一点二十五分吃午饭，四点放学。我每天放学以后做作业。星期一和星期四我喜欢和朋友打羽毛球。星期三和星期五我喜欢打篮球。我每天六点一刻吃晚饭，七点我喜欢看书。我晚上七点四十五分睡觉。

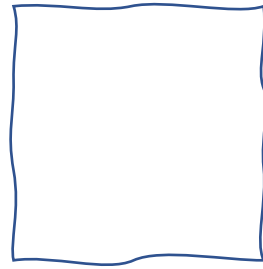
今天李老师带我去公园放风筝，明天我和朋友去看电影。

我很喜欢中国！

祝好！

小梅

2021年8月27日



澳大利亚

西澳大利亚，珀斯市

Warick 区

Elizabeth 街 52 号

Bàba, Māma:

Nǐmen hǎo! Wǒ xǐhuān wǒde xīn xuéxiào! Xuéshēng hé lǎoshī dōu duì wǒ hěn hǎo! Wǒ měitiān yǒu qī jié kè. Wǒ xué zhōngwén, shùxué, pǐndé, měishù, tǐyù hé shūfǎ. Wǒ zuì xǐhuan tǐyù kè. Wǒ bù xǐhuan shùxué kè.

Wǒ měitiān qī diǎn qǐchuáng, qī diǎn bàn shàngxué. Wǒ shíyī diǎn èrshíwǔ fēn chī wǔfàn, sì diǎn fàngxué. Wǒ měitiān fàngxué yǐhòu zuò zuòyè. Xīngqīyī hé xīngqīsì wǒ xǐhuān hé péngyou dǎ yǔmáoqiú. Xīngqīsān hé xīngqīwǔ wǒ xǐhuān dǎ lánqiú. Wǒ měitiān liù diǎn yí kè chī wǎnfàn, qī diǎn wǒ xǐhuan kànshū. Wǒ wǎnshàng qī diǎn sìshíwǔ fēn shuìjiào.

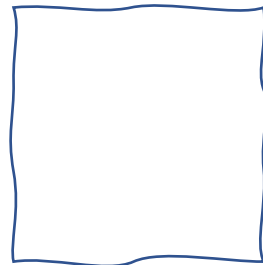
jīntiān lǐ lǎoshī dài wǒ qù gōngyuán fàngfēngzhēng. míngtiān wǒ hé péngyou qù kàn diànyǐng.

Wǒ hěn xǐhuān Zhōngguó!

Zhù hǎo!

XiǎoMéi

2021年8月27日



澳大利亚

西澳大利亚，珀斯市

Warick 区

Elizabeth 街 52 号

### Sample informing task

You have just received a post card from Xiaomei 小梅 who is in China 中国. You have 5 minutes to read through it silently and highlight any words you do not understand. The teacher will then read it to you once, and you will have 30 minutes to answer the questions that follow in English.

- Question 1 To whom is XiaoMei writing the postcard?  
Question 2 When was the postcard written?  
Question 3 Why does XiaoMei like her new school?  
Question 4 Indicate with a tick [ ✓ ] the subject that XiaoMei does **not** study.

Subjects	Tick [ ✓ ]
Chinese	
Math	
Moral Character Class	
English	
Art	
Physical Education	
Calligraphy	

- Question 5 What subject does XiaoMei not like?  
Question 6 Complete the following table.

Time	Activity
	Get up
11.25 am	
	Finish school
	Eat dinner
7.00pm	

- Question 7 When does XiaoMei like to play Badminton?  
Question 8 What is XiaoMei doing tomorrow and with whom?

### Appendix 3 Poem

#### 我的小狗

小狗每天和我在一起

早上起床

下午打球

晚上睡觉

我们都在一起

我和小狗每天一起吃饭

他喜欢吃肉

我喜欢吃米饭

我们都不喜欢吃水果

我爱我的小狗

在公园

我们喜欢一起跑步

在家里

我们喜欢一起看电视

我们都不喜欢洗澡

我爱我的小狗

#### Wǒ de xiǎo gǒu

xiǎo gǒu měitiān hé wǒ zài yīqǐ

zǎoshang qǐchuáng

xiàwǔ dǎqiú

wǎnshàng shuìjiào

wǒmen dōu zài yīqǐ

wǒ hé xiǎo gǒu měitiān yīqǐ chīfàn

tā xǐhuān chī ròu

wǒ xǐhuān chī mǐfàn

wǒmen dōu bù xǐhuān chī shuǐguǒ

wǒ ài wǒ de xiǎo gǒu

zài gōngyuán

wǒmen xǐhuān yīqǐ pǎobù

zài jiālǐ

wǒmen xǐhuān yīqǐ kàn diànshì

wǒmen dōu bù xǐhuān xǐzǎo

wǒ ài wǒ de xiǎo gǒu