



# SAMPLE TEACHING AND LEARNING OUTLINE

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**CHINESE: SECOND LANGUAGE**

**YEAR 3**

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



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

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

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

Two hours of teaching per week, over one year

### **Prior knowledge**

In Year 2 Chinese: Second Language, students interacted with their teacher and peers to exchange information about themselves, the members of their family, their classmates and friends. They participated in guided group activities, including sorting familiar and common Chinese characters according to their formation. Students identified and conveyed key points of information to complete guided tasks in a range of simple texts related to their personal worlds. They located factual information about their personal worlds in written texts and convey information using modelled language. Students responded in oral form to simple Chinese texts, reproducing rhythm and sound patterns to express feelings. They created short imaginative written texts with familiar words and simple modelled sentences.

Students became familiar with the systems of the Chinese language, the tones of Chinese with increasing accuracy. They identified some characters that make up words and understood that each character has a meaning. Students noticed and used context-related vocabulary and began to use some first elements of grammar to generate language for a range of purposeful interactions.

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

## Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-3	<p><b>Chinese New year and the Chinese Zodiac</b></p> <p>Students talk about Chinese New Year celebrations and the importance of the zodiac signs.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>greet peers and teacher in Chinese (<i>*content from the Pre-primary syllabus</i>)</li> <li>distinguish between different greetings (<i>*content from the Pre-primary syllabus</i>)</li> <li>introduce themselves and ask someone their name (<i>*content from the Pre-primary and Year 1 syllabuses</i>)</li> <li>respond to and repeat the Chinese for classroom instructions (<i>*content from the Year 1 and Year 2 syllabuses</i>)</li> <li>identify Chinese words in spoken texts</li> <li>recognise and use the 12 Chinese zodiac signs</li> <li>recognise and use numbers 1-12</li> <li>compare celebrations for Australian New</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p> <p>Respond to and create simple imaginative oral texts such as puppet plays, for example, <i>The 12</i></p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> </ul> <p>Recognise that Chinese is the official standard language of the People's Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America</p>	<ol style="list-style-type: none"> <li>Greet students and introduce yourself, 你好,我(的名字)是 _____. Ask some students the question 'What is your name?' 你叫什么名字? Students respond with 'My name is _____. 我叫 _____. Revise <b>vocabulary for greetings</b> and when to use specific ones.</li> <li>Teach students the lyrics to one of the popular children's <b>Greetings song</b>. Play the audio visual text, revise actions to accompany the song and words, and encourage students to join in singing.</li> <li>Play with students the <b>Round robin</b> game, using a bean bag or soft ball. Explain the game and rules for using the bean bag. Remind students that they must respond using a full sentence in Chinese.</li> <li>Revise previously taught <b>classroom instructions</b> and introduce new classroom instructions, phrases and accompanying actions, such as 注意听, 请安静, 听一听, 说一说, 站起来. Over each lesson provide opportunities for students to practice and use the classroom instructions, for example, using strategies such as drilling, calling out the phrases and asking students to perform the corresponding actions to show understanding.</li> <li>Model the game <b>Teacher says! 老师说</b> using greetings and classroom instructions or expressions and ask students respond with the action/mime/gesture.</li> <li>Discuss the <b>Chinese learning goals for Term 1</b> with students in English.</li> <li>Introduce the concept <b>English language bubble</b>; a place where students 'enter' when a new concept needs to be explained. Ask students to reflect on the celebration for Australian New Year and <b>Chinese New Year</b>. Provide students with an image of a New Year's celebration in each culture. Ask them to identify what is the same and what is different.</li> <li>Ask students to volunteer information and write on whiteboard, for example, in Australia New Year is celebrated on 31 Dec/1 Jan; for Chinese New Year the date changes depending on the Lunar calendar, but usually it is in February. The celebration, in both Australia and China, is associated with fireworks. Ask students whether colours are significant in the celebration.</li> <li>Play the audio visual clip <b>Fortune Tales   The Story of Chinese New Year</b>. Ask students to complete a <b>questionnaire</b> activity sheet based on information provided in the clip. Students could, for example, circle the correct answer to the following questions/statements:             <ol style="list-style-type: none"> <li>Chinese people do not eat this for Chinese New Year.                     <ol style="list-style-type: none"> <li>dumplings</li> <li>New Year cake</li> <li>ham</li> </ol> </li> <li>Children are given what gift during Chinese New Year?                     <ol style="list-style-type: none"> <li>a book</li> <li>a red envelope with money</li> <li>a chocolate</li> </ol> </li> </ol> </li> <li>Replay the audio visual clip <b>Fortune Tales   The Story of Chinese New Year</b> and ask students to reflect on the information provided in the clip and add to the interactive whiteboard any new similarities/differences. Then use a poster-sized <b>Venn diagram</b> to record student findings. This can be added to during the year when discussing differences and similarities between Australian and Chinese-speaking countries.</li> <li>Introduce the <b>Chinese zodiac signs</b> by first asking that students think carefully about the signs, using the following questions as prompts:             <ul style="list-style-type: none"> <li>What do you know about the Chinese Zodiac signs?</li> <li>Do you know what year it is according to the Chinese zodiac?</li> <li>What are the similarities and differences with the Western zodiac?</li> </ul>                     Then include new information on Chinese zodiac signs in the <b>Venn diagram</b>.         </li> <li>Review the vocabulary for animals using animal/zodiac picture cards. Drill vocabulary, starting with 4 at a time, and ask the question, for example, Teacher: (holding up the card of the dog) 这是一只狗吗? Students: Yes, (it is the dog).</li> </ol>	<p>Songs 你好!</p> <p><a href="https://www.youtube.com/watch?v=0fm11XFw8uY">https://www.youtube.com/watch?v=0fm11XFw8uY</a>,</p> <p><a href="https://www.youtube.com/watch?v=m_rDizj6DRE">https://www.youtube.com/watch?v=m_rDizj6DRE</a>, or</p> <p><a href="https://www.youtube.com/watch?v=uLkRmHVPc4Q">https://www.youtube.com/watch?v=uLkRmHVPc4Q</a></p> <p>Game <b>Round robin</b> This game can be used to practise question/answer phrases. One student gently throws the bean bag to a student to catch and asks that student, for example, 你叫什么名字? The student responds giving their name in Chinese, for example, 我叫 <i>Kellie</i>. The student then throws the bean bag to the next person and either asks the same question. (If drilling more question/answer sets the next person could ask another question).</p> <p>Classroom procedure <b>English language bubble</b></p> <p>Audio visual clip <b>Fortune Tales   The Story of Chinese New Year</b>  <a href="http://www.watchmojo.com/video/id/10541/">http://www.watchmojo.com/video/id/10541/</a>                      or <a href="https://www.youtube.com/watch?v=u-R-alq3_E">https://www.youtube.com/watch?v=u-R-alq3_E</a></p> <p>Activity <b>Questionnaire</b>, related to <b>Fortune Tales   The Story of Chinese New Year</b></p> <p>Template <b>Venn diagram</b></p> <p>Picture cards of animals and zodiac signs</p>

	<p>Year and Chinese New Year</p> <ul style="list-style-type: none"> <li>retell a Chinese story in English.</li> </ul>	<p><i>Chinese zodiac signs</i> 《十二生肖的故事》, 《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language</p> <p>Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</p>		<p>Teacher: (holding up the card of the dragon) 这是一只狗吗? Students: No, it's the dragon. Teacher: 那么, 这是一条龙? Students: Yes. Teacher: 它是什么? Students: A dragon. Teacher: 中文是什么? Students: 龙 Teacher to individual student: 你有龙吗? Student: 没有</p> <p><b>13.</b> Teach students the rules for <b>Kim's game</b>. Have students observe a number of items placed in a tray. Hide the animal zodiac cards (or figurines) under a cloth cover. Remove one item at a time and ask students to guess what is missing, using Chinese language to identify the object. Play the game again with students in smaller groups.</p> <p><b>14.</b> Show the video clip or read to students the story of the <b>12 Chinese zodiac signs</b>.</p> <p><b>15.</b> Ask student to locate the Chinese words for the animals in the story of the <b>12 Chinese zodiac signs</b> by holding up a flash card of the animal they hear/see. Discuss with students the story and what they have understood. Show students an English version, such as <b>The great race Chinese zodiac</b>. Instruct students that they are going to work in pairs. Provide each pair with animal/zodiac cards and ask them to test each other on the animals by taking turns to show each other a card and providing the Chinese for the animal displayed.</p> <p><b>16.</b> Distribute two sets of the animal/zodiac cards to the class. Ask students to arrange themselves into two rows, in correct order of the months. Time the students to see which team/row gets the correct order first.</p> <p><b>17.</b> Introduce the language structure for asking what zodiac sign someone is/year they were born by writing on the board the <i>Pinyin</i>, English and characters, for example, 你属什么? (subject + verb + question word). 我属。。 (subject + verb + object). Model pronunciation and using the response structure with animal/zodiac vocabulary, for example, 你属什么? 我属猴。</p> <p><b>18.</b> Ask students to identify the question word in 什么? Ask that they identify how this compares to the placement of the question word in the English structure. Instruct each student to stand and say out loud the complete sentence with their own zodiac sign included.</p> <p><b>19.</b> Provide an activity sheet where students <b>locate and identify the zodiac sign</b> for themselves and their family members. Include a chart in English and indicate the years for each animal. Students then complete sentences in <i>Pinyin</i> and/or characters, stating the zodiac sign for each family member, for example, 我妈妈属狗。</p> <p><b>20.</b> Revise <b>numbers 1-10</b> and introduce the Chinese numbers for 11 and 12. Drill the oral and written numbers:</p> <ul style="list-style-type: none"> <li>with the <b>Count-off</b> game. Nominate a student to start the count off at, for example, one. Students continue counting-off numbers in Chinese. If a student does not know the next number they sit down (this student can get back into the game when it is their turn again and they are able to give the correct number in the sequence). If a student does not know the number or gets it wrong, they sit down and the next person gives that number. If three students in a row do not know the number, the game starts again from number one.</li> <li>with <b>flashcards</b> of characters for numbers</li> <li>with the <b>Pictionary</b> game. Select a word (from the vocabulary you are teaching) then draw the image/character and have students raise their hand to respond in Chinese/English with the answer.</li> <li>with the <b>Relay race</b> game. Divide students into teams. The first person from each team competes to write on the whiteboard the first character in the list. When complete they race back to the next team member to hand over the marker. That person then races to write the next character. When describing the order of the animals, ask <i>Who won first</i></li> </ul>	<p>Game <b>Kim's game</b> This game is commonly played with young children as it promotes the development of memory and observation skills and can be used for learning new groups of objects, such as shapes or fruits.</p> <p>Audio visual clip 漢字動畫 十二生肖 <b>12 Chinese Zodiac Animals</b> <a href="https://www.youtube.com/watch?v=xCYcL_BQn-4">https://www.youtube.com/watch?v=xCYcL_BQn-4</a></p> <p>Story 洪老師說故事 - 十二生肖誰第一 <a href="https://www.youtube.com/watch?v=Ju00i0026r8">https://www.youtube.com/watch?v=Ju00i0026r8</a>, or <b>The great race Chinese zodiac</b> <a href="https://www.youtube.com/watch?v=x81zCOzE58E">https://www.youtube.com/watch?v=x81zCOzE58E</a></p> <p>Activity <b>Locate and identify the zodiac sign</b></p> <p>Game <b>Count-off</b>, is a way of drilling lists of words that have a specific order, for example, days of the week, months of the year, numbers.</p> <p>Flashcards <b>Make your own flashcards online</b> <a href="http://www.archchinese.com/chinese_character_flashcard_maker.html">http://www.archchinese.com/chinese_character_flashcard_maker.html</a></p> <p>Game <b>Pictionary</b> Select a word (from the vocabulary you are teaching) then draw the image/character and have students raise their hand to respond in Chinese/English with the answer.</p> <p>Game <b>Relay race</b>, a way of drilling lists of words that have a specific order, for example, days of the week, months of the year, numbers.</p>
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4-5	<p><b>Personality traits</b> Students share findings about the different personality traits associated with the Chinese zodiac signs.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>provide personal information; including age, personality traits and their Chinese zodiac sign</li> <li>recognise vocabulary and structures related to personal information in</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p>	<p><b>1.</b> Ask students to research online the <b>personality traits</b> of one of the 12 zodiac signs. They are to find two words/adjectives that best describe their allocated zodiac personality, for example, friendly 友好 and obedient 听话. Ask students to share their findings with the class and discuss the personality traits associated with each zodiac sign. Do these traits match up to people they know, for example family members?</p> <p><b>2.</b> Introduce new <b>personality traits</b> vocabulary using flashcards, for example, 友好, 听话, 幽默, 害羞, 勇敢, etc. Draw students' attention to pronunciation and tones.</p> <p><b>3.</b> Provide opportunity for students to practise the new vocabulary and to play the <b>Memory</b> game to assist them to internalise the new vocabulary.</p> <p><b>4.</b> Present the language structures 我/她/他/ 很听话, pointing out the absence of the verb 'to be' 是 and discuss the use of 很 in Chinese. Ask students to make comparisons with the English equivalent.</p> <p><b>5.</b> Provide students with the activity worksheet <b>Describing different personalities</b>. Explain that there are three parts to the activity:</p> <ul style="list-style-type: none"> <li>Part A – Instruct students that they will hear sentences describing different personalities in Chinese and they need to identify the personality trait/s being described by circling the correct personality written in English. Each sentence will be repeated. Work through the first one with students, for example, if the Chinese is 我妈妈很友好 <i>My mum is friendly</i>, which English word on your sheet would you circle? Would you circle (a) brave, (b) friendly, or would you circle (c) humorous?</li> </ul>	<p>Research <b>Personality traits</b> of the 12 zodiac signs online</p> <p>Flashcards <b>Personality traits</b>, images and Chinese characters</p> <p>Game <b>Memory</b> Provide students with two sets of flash cards. One set has images/ English of personality traits while the other has the <i>Pinyin</i> for each of the personality traits. Students must place all the cards face down. They then must take turns to turn over two cards. If the image matches the <i>Pinyin</i> they take the pair. If they don't match students must turn back over the cards. If a student successfully matches a pair, they have another turn straight away. The person with the most pairs wins.</p>

	<p>written and spoken texts</p> <ul style="list-style-type: none"> <li>begin to consider how Chinese sentences and statements are structured.</li> </ul>	<p>classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p>	<p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<ul style="list-style-type: none"> <li>Part B – Instruct students that they will hear words/sentences in Chinese and that they are required to put the words in order that they hear by writing numbers next to a list of personality traits written in English.</li> <li>Part C – Instruct the students to look at the pictures, each of which is showing a personality trait, they are to draw a line from the image to the corresponding <i>Pinyin</i>.</li> </ul> <p>6. Provide opportunity for students to practice questions and answers to describe themselves and their family members' personality, for example, 他人怎么样? or 你爸爸有什么样的性格? 他很聪明。Arrange students in a circle and <b>clap out the beat</b> to this sentence structure. Once every student has learnt it have a student ask the question and the person next to them answer it. Go around until all have had a turn. Allow students to <b>practice writing the Pinyin</b> for the new words by answering questions, such as 你哥哥有什么样的性格? 我哥哥很淘气 on an activity sheet provided by the teacher.</p> <p>7. Instruct students to walk around and ask and answer questions about each other's personality as well as their family members', for example, 你有什么样的性格? 我很开朗。</p> <p>8. Play with students the <b>Round robin</b> game. Provide a list of words to be used on the board and a few sample sentences, such as. 我家有六口人。我妹妹有棕色的头发。to review family and body parts, colours and adjectives to describe people, such as 大, 高, 长, etc. Then ask a few questions, such as 你弟弟听话吗? 他人怎么样? 他有黑色的头发吗? to combine all topics used. Place students into groups of 7, or less, so that there is plenty of opportunity for practice. Choose a person from each group to use the first word on the list in a sentence. The student on their left says the next word in a sentence that continues the story. Continue the game until all words have been said twice.</p> <p>9. Provide students with three <b>Introduction letters</b> written in Chinese characters. Supply the <i>Pinyin</i> above words that have not been introduced. Tell students that each letter is a different person introducing themselves, for example:</p> <div data-bbox="1240 1066 2122 1432" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>陈东: 你好!</p> <p>我叫李秋。我家有四口人, 有爸爸, 妈妈, 姐姐和我。我属猴。我个子高。我的头发是黑色的, 是短的。我的眼睛是棕色的。我很外向。</p> <p>你家有几口人? 你有什么样的性格?</p> <p>祝你好!</p> <p style="text-align: right;">李秋 六月十七日</p> </div> <p>Ask all students to focus on the first letter and to consider:</p> <ul style="list-style-type: none"> <li>the information that is provided</li> <li>features, such as the word order and the elimination of the verb 是 when using adjectives</li> <li>the Chinese words for adjective and verb</li> <li>conventions of the text such as greeting, salutation and the date and make comparisons with English letters.</li> </ul> <p>Ask all students to focus on the remaining letters and, in pairs, to each read a different letter. Ask that they record findings in the <b>table</b> on their activity sheet, and to then share their findings with their partner, as well as compare their findings with others in the class.</p> <p>10. Explain to students how they can bring together the language structures they have learned in order to form an introduction of themselves, for example, 你好, 我八岁; 我叫 James. 我属龙。</p>	<p>Activity <b>Describing different personalities</b></p> <p>Language drill <b>Clap out the beat</b>, to reinforce pronunciation of sentences</p> <p>Writing practice, using the <i>Pinyin</i> for the new words</p> <p>Game <b>Round robin</b>, to reinforce the question/answers</p> <p>Texts Three <b>Introduction letters</b>, written in Chinese characters with <i>Pinyin</i> above words that have not yet been introduced.</p> <p>Activity sheet, providing a <b>table</b>, used to record the information in the three Introduction letters</p>
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				<p>我很状和聪明。 Ask students to create their own introductions and to share it with their partner. Encourage volunteers to share with the class.</p> <p><b>11.</b> Provide opportunity for students to practice the structures from the letters, such as the structures 我哥哥有黄色的头发。他的个性怎么样? 他内向。 by rearranging the words to make sentences.</p>	
6-8	<p><b>Countries and nationality</b> Students interact with others to exchange information about nationalities.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>explore character construction and produce characters based on the topics family, animals and personalities (*content from Pre-primary, Year 1, Year 2 and Year 3 syllabuses)</li> <li>locate China in the world and understand that Chinese is the official language of China and in other countries and regions</li> <li>recognise and use the vocabulary for countries</li> <li>recognise <i>Pinyin</i> sounds and phonetic translation for some words</li> <li>identify vocabulary for countries</li> <li>understand and use 人 for nationalities</li> <li>develop metalanguage to talk about language</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p> <p>Respond to and create simple imaginative oral texts such as puppet plays, for example, <i>The 12 Chinese zodiac signs</i></p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p><b>1.</b> Revise the spoken vocabulary and structures related to <b>family</b> members and practice, for example, 你家有几个/口人? 我家有四个/口人, 我有爸爸、妈妈和哥哥. Practice the new structures through the <b>Round robin</b> game.</p> <p><b>2.</b> Introduce and review the characters for 鼠, 龙, 虎, 听, 话, 聪, 明, 爸 and 弟, etc. Discuss what they mean, the family/base components/radicals which make up the characters, and the correct stroke order, for example, 父 + 巴 = 爸 and 八 + 弓 = 弟. Remind students of the base characters that are the foundations of most characters. Model how to write the characters and use electronic devices to provide <b>character writing practice</b> for students. Stress the need for correct stroke order. Instruct students to trace sample sentences provided, such as 爸爸很聪明, 弟弟很听话。</p> <p><b>3.</b> Use an interactive whiteboard to show students a <b>world map</b> and ask them to identify China, other countries where Chinese is spoken, Australia and other countries that might be relevant to them or their families. Then show students <b>images of China</b> (or other Chinese-speaking places), for example, beaches, mountains, food, shops, housing, cities, country and traffic. Have students brainstorm what is different from/same as Australia, and ask that they include their findings on the class <b>Venn diagram</b>.</p> <p><b>4.</b> Use the world map and previous discussion to introduce new vocabulary related to <b>countries</b>, such as 中国, 美国, 澳大利亚, 英国 and 法国, etc. Visit, with students, the website Chinese 4 kids to access some helpful hints on how to remember and deduce meaning from unknown characters, for example, ask students to guess what country 新加坡 is, then discuss the phonetic translation of some other countries. Remind students of the purpose of <i>Pinyin</i> to represent sounds associated with individual letters and syllables, for example, <i>chī, piě, qù, cān</i> and <i>hé</i>. Discuss how this compares with English sounds, letters and syllables. Have students listen and circle the correct <i>Pinyin</i> and tones, for example, read out loud <i>cān</i> and students must circle the correct answer, is it (a) <i>sān</i>, (b) <i>cān</i>, or (c) <i>sǎn</i>? Provide answers and the pronunciation for correct and incorrect <i>Pinyin</i> for each question.</p> <p><b>5.</b> Model pronunciation and drill using <b>country flags</b> flashcards. Instruct students to undertake their own flashcard drills in pairs using the same flashcards. When they feel confident they can be tested by the teacher.</p> <p><b>6.</b> Support students to internalise new vocabulary by undertaking games, such as <b>Go fish, Memory, Matching games</b> or simple vocabulary games on the smart board.</p> <p><b>7.</b> Provide access for students to <b>Quizlet 1</b> and have them work through the activities provided related to countries. The activities include learning new words through 'flash cards' where students are required to flip the card from English to Chinese. For the 'learn' activity students may need a list of the new words, for example, English, <i>Pinyin</i> and characters. They are to type the <i>Pinyin</i> for the country indicated on the map (tone mark letters are provided). Students may have to come back to the activities of 'Write' and 'Spell' as characters have not yet been introduced. Students may play the game match which requires them to click on the <i>Pinyin</i>/character of a country then click on its matching location on the map provided. 'Gravity' can also be played however it may be challenging typing the <i>Pinyin</i>, so best to change the option of writing to English.</p> <p><b>7.</b> Ask volunteers to <b>label the classroom map</b> with cards containing the <i>Pinyin</i> and characters for the countries learnt to date. Update the map after the Quizlet 2 activity.</p> <p><b>8.</b> Provide access for students to <b>Quizlet 2</b> and have them work through the activities provided. The activities include learning new words through 'flash cards' where students are required to flip the card from <i>Pinyin</i> to English as well as providing audio. This quiz has extra</p>	<p>Game <b>Round robin</b></p> <p>Activity <b>Character writing practice</b>, writing new vocabulary items</p> <p>Map <b>World</b> <a href="http://ontheworldmap.com/">http://ontheworldmap.com/</a></p> <p>List <b>Chinese speaking countries and regions</b> <a href="https://xuexizhongguo.weebly.com/travel-the-world-chinese-speaking-countriesregions.html">https://xuexizhongguo.weebly.com/travel-the-world-chinese-speaking-countriesregions.html</a></p> <p>Map <b>Worldwide character spread map</b> <a href="https://obaninternational.com/gb/wpcontent/uploads/sites/3/2016/01/1.png">https://obaninternational.com/gb/wpcontent/uploads/sites/3/2016/01/1.png</a></p> <p>Images of <b>China</b> - beaches, mountains, food, shops, housing, cities, country, traffic</p> <p>Template <b>Venn diagram</b></p> <p>Website <b>Helpful grammar hints for nations and nationalities</b> <a href="https://chinese4kids.net/nations-nationalities-chinese/">https://chinese4kids.net/nations-nationalities-chinese/</a></p> <p>Flash cards <b>country flags</b>, showing flag on the front accompanied by its English and <i>Pinyin</i> on the reverse</p> <p>Games <b>Go Fish, Memory, Matching games</b></p> <p>Application <b>Quizlet 1</b> <a href="https://quizlet.com/281255810/countries-in-chinese-diagram/">https://quizlet.com/281255810/countries-in-chinese-diagram/</a></p> <p>Application <b>Quizlet 2</b></p>



	<p>structures related to nationalities</p> <ul style="list-style-type: none"> <li>interact with others orally to exchange information about nationalities</li> <li>introduce themselves and exchange information about a character (*content from Pre-primary, Year 1, Year 2 and Year 3 syllabuses).</li> </ul>	<p>《十二生肖的故事》, 《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p> <p>Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</p>	<p>countries added to the vocabulary list. For the ‘learn’ activity students must click on the correct English word for the country provided in <i>Pinyin</i>. For the ‘write’ activity students must type the English for the country provided in <i>Pinyin</i>. The activity ‘spell’ can be played a number of ways. By changing the option to <i>Pinyin</i> students must type the <i>Pinyin</i> for the word they hear. If the option is changed to English, students should turn the audio off as it gives the answer to the <i>Pinyin</i> provided. The test can be taken by students as no characters are required. Students can play the game match which requires them to drag the <i>Pinyin</i> of a country to its English equivalent. ‘Gravity’ can also be played however it may be challenging typing the <i>Pinyin</i>, so best to change the option of writing to English.</p> <p><b>9.</b> Provide students with an <b>Activity sheet</b> that has two parts:</p> <ul style="list-style-type: none"> <li>Part A – Ask students write the English for the countries they hear, for example, when they hear 中国, they must write <i>China</i>.</li> <li>Part B – Provide a list of countries with the letters jumbled up in <i>Pinyin</i>. Ask students are to unjumble the countries and write the English next to each one.</li> </ul> <p><b>10.</b> Introduce 人 and explain how placing it at the end of each country changes the word to a person’s <b>nationality</b>. Then ask in English how to say some nationalities in Chinese, for example, Japanese, Malaysian, American, etc.</p> <p><b>11.</b> Show students the audio visual clip <b>Learn Nationalities in Mandarin Chinese with Emma!</b> Then present the language structures on the board related to <b>Where do you come from?</b>, for example, 你是哪国人? 我是中国人, 你爸爸是哪国人? 我爸爸是澳大利亚人? Make comparisons with the English equivalent, pointing out how questions in Chinese follow a different structure and the answers generally follow the same structure as English. Prompt students to identify the Chinese words for verbs and nouns by saying the Chinese word whilst pointing to the grammar structure, noun + verb + object.</p> <p><b>12.</b> Display the set of <b>nationality flash cards</b> and, for each of them, ask students, 他/她是哪国人? . Have students record any nationalities not yet learnt and repeat these a few times. Adapt questions to, for example, 他是美国人吗? 她是不是加拿大人? . Encourage students to provide full sentence answers, for example, 是, 他是美国人。</p> <p><b>13.</b> Revise nationalities by dividing students into groups of 4 or more and playing the quiz show <b>Jeopardy</b>. Instruct students on how to play, by taking turns of who asks and answers the questions.</p> <p><b>14.</b> Introduce the characters 中, 国, 澳大利亚, 英, 美 and 哪, and review 人. Have students identify components/radicals which make up the characters, for example, 口 + 月 + 卩 = 哪. It may be useful for students when <b>writing characters</b> 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 elicit which components are base characters. Provide a model for each character and its components. Provide opportunities for students to practise writing the new characters using correct stroke order with calligraphy pens/brushes, electronic devices or undertake smart board activities which require students to make characters by putting all the components and strokes together. Rotate so everyone gets a turn.</p> <p><b>15.</b> Quiz the students on characters learnt to date by reading out aloud a list of words and asking students write the <i>Pinyin</i> and characters in their workbook.</p> <p><b>16.</b> Prepare students for assessment by providing them with the image of a young celebrity/fictional character that can be used as a ‘mask’. On the back of each image is a <b>role-play</b> card in English, giving the name, age, Chinese zodiac sign, physical and personality traits of the person, their nationality and where they live. Additional information such as a city, pets, likes and dislikes can be included, as this would allow for those students to recall learning from previous years. Ask students to imagine that they are auditioning for the new television children’s game show <b>You are the one!</b> which aims to match young people from around the world as online friends with children in China. Advise students that they are to prepare their introduction in Chinese based on the ‘mask’ they have been given and the</p>	<p><a href="https://quizlet.com/12684537/countries-in-chinese-pinyin-and-english-flash-cards/">https://quizlet.com/12684537/countries-in-chinese-pinyin-and-english-flash-cards/</a></p> <p>Activity <b>Countries</b>, students listen for information in a text and unjumble sentences/words</p> <p>Audio visual Grammar lesson on What nationality are you? at <b>Learn Nationalities in Mandarin Chinese with Emma!</b>  <a href="https://www.youtube.com/watch?v=H-42Txyz7fA">https://www.youtube.com/watch?v=H-42Txyz7fA</a></p> <p><b>Nationality flashcards</b>  <a href="https://www.mes-english.com/flashcards/files/nationalities_flash.pdf">https://www.mes-english.com/flashcards/files/nationalities_flash.pdf</a></p> <p><b>Quiz show jeopardy</b>  One student is to ask the questions or just show a nationality flash card. The players must sound out their chosen buzzer manually or press their buzzer if available. The first person to buzz gets to either say what the nationality is in Chinese or answer the question asked about the nationality shown.</p> <p>List <b>Characters</b>, writing new vocabulary items</p> <p>Resource Images of young celebrities and fictional characters, with role play cards</p> <p>Game show <b>You are the one!</b></p>
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				<p>information provided on the back. Record the students giving their introduction and then ask them some questions to confirm the information they have provided.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise and state the country, using a set of flashcards</li> <li>write the English for the countries they hear</li> <li>unjumble a list of countries and write the English next to each one.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li>You are the one!: <ul style="list-style-type: none"> <li>Part A–Introduction to the character</li> <li>Part B–Responding to questions from the teacher/Chinese Language Assistant.</li> </ul> </li> </ul> </li> </ul>	
9-10	<p><b>Major and famous Chinese cities</b> Students exchange information about some major and famous Chinese cities.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>talk about some major/famous cities of China</li> <li>recognise vocabulary for cities</li> <li>recognise <i>Pinyin</i>, sounds and phonetic translation for words for cities</li> <li>explore character construction and produce characters based on cities.</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher’s instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for</li> </ul>	<p>1. Instruct students on how to play <b>A ‘lying’ game</b>. Divide the class into three groups. Say three sentences in Chinese and ask students to guess which one is incorrect, for example, (1) 我妈妈五十一岁, (2) 我妈妈是英国人, (3) 我妈妈有黄色的头发. Students, in their teams, are given time to discuss which answer they think is incorrect and come to an agreed answer to present to the teacher. Each team is given one point for a correct answer. Allow students to write down their three sentences and have volunteers come up and present from each team, so that it is fair for all teams. The team with the most points wins.</p> <p>2. Provide students with practice and revision of vocabulary related to countries and nationalities. Ask students to listen to dialogues and provide an <b>activity sheet</b> on which students record true or false as answers to questions related to texts. Use, <b>Conversation 2 Which country are you from?</b>, in Chinese-tools.com, as a sample text with a sample statement/question, such as ‘The girl is German, the others are British. True or False?’ Another example would be to have a recording of a new student introducing themselves to their class, for example:</p> <div data-bbox="1258 1146 2133 1381" style="border: 1px solid black; padding: 5px;"> <p>大家好! 我叫王天明。我今年八岁。我是中国人。我家有三口人, 有爸爸, 妈妈和我。我爸爸很高, 他很幽默。我妈妈很漂亮, 她的头发很长, 是黑色的。我很友好, 我属虎。 谢谢, 大家!</p> </div> <p>For this introduction, the following statement/question could be asked: <i>The speaker does not have any siblings. True or False?</i> Use a similar dialogue to that above; however, in <i>Pinyin</i> and convert it into a <b>cloze exercise</b>, placing certain words, such as 中国, into a box for students to then place in the text, in the correct position. Ask students to use all the words from the column and place them in their correct place within the dialogue.</p> <p>3. Display pictures of <b>famous personalities</b> from around the world on the board. Ask students 他是哪国人? or 他是法国人吗? Then ask 他住在哪儿? and provide models until they comprehend, for example, 他住在洛杉矶。他住在 Los Angeles. Remind students of the phonetic translation and how this can help when talking about cities.</p> <p>4. Ask students to tell you which cities they know of that are in China and then display a map of China and point out the major cities. Model the pronunciation of major cities such as 珀斯, 悉尼, 堪培拉, 北京, 上海 and 香港 and have students repeat the names. Ask students to create a vocabulary list in their <b>workbook</b> of the cities that interest them. Encourage students</p>	<p>Game <b>A ‘lying’ game</b></p> <p>Activity <b>Which country are you from?</b> <a href="https://www.chinese-tools.com/learn/chinese/05-country-nationality.html">https://www.chinese-tools.com/learn/chinese/05-country-nationality.html</a></p> <p>Activity Listen for information from a series of <b>short dialogues and introductions</b></p> <p>Activity <b>Cloze exercise</b></p> <p>Images <b>Famous people and celebrities</b></p> <p>Maps <b>China and Australia</b></p> <p>Workbook, to list some <b>cities in China</b></p> <p>Labels Names of <b>cities in China and Australia</b></p>

		<p>learnt phrases and words, related to their personal worlds</p> <p>Respond to and create simple imaginative oral texts such as puppet plays, for example, <i>The 12 Chinese zodiac signs</i> 《十二生肖的故事》, 《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p> <p>Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</p>	<p>example, 爸爸, 妈妈, 哥哥</p> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p> <p>Understand that different ways of using Chinese language reflect different regions, different relationships and different ways of making meaning</p> <p>Recognise that Chinese is the official standard language of the People's Republic of China and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America</p>	<p>to volunteer to come up and place on the maps of China and Australia labels for the cities Ask the class repeat out loud the name of each city being labelled.</p> <p>5. Allow students to choose a city they are interested in finding out more about. Provide them with an activity sheet, <b>Researching a Chinese city</b>, and ask that they gather information on the city. Assist students with identifying the information they need to collect, for example, population, language/dialect spoken, and why the city is famous, for example, a landmark, etc.</p> <p>6. Arrange students into small groups and provide them with a <b>Matching exercise</b> where they place the name of cities, provided in <i>Pinyin</i>, in a table, under the correct country column.</p> <p>7. Introduce the characters 北京, 上海, 悉尼, 珀斯, etc. and review some previous words such as 爷爷, 狗, 猫. Provide a practice <b>Character writing</b> sheet for each city. Instruct students on how to conduct a character component search on <b>Chinese character catalogue</b>. For example, conduct a <i>Pinyin</i> search for 海 by typing in <i>hai</i> and indicate the correct tone. This will then lead on to the breakdown of 海, allowing students to identify components/radicals which make up the characters, for example, 氵 + 人 + 母 = 海. It will also provide words that contain 海.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ talk about some major/famous cities of China</li> <li>▪ recognise vocabulary for cities</li> <li>▪ recognise <i>Pinyin</i>, sounds and phonetic translation for words for cities</li> <li>▪ produce characters based on the cities of China.</li> </ul> </li> </ul>	<p>Activity <b>Researching a Chinese city</b></p> <p>Activity <b>Matching exercise</b></p> <p>Activity <b>Character writing sheet</b></p> <p>Website, <b>providing a list of Chinese cities</b> <a href="http://www.archchinese.com">www.archchinese.com</a></p> <p>Online resource <b>Cracking the code: Chinese character catalogue</b> <a href="http://www.scootle.edu.au/ec/resolve/view/L891">www.scootle.edu.au/ec/resolve/view/L891</a> or <a href="http://charactercatalogue.thelearningfederation.edu.au">http://charactercatalogue.thelearningfederation.edu.au</a></p>
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Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-3	<p><b>Where do you live?</b> Students share information about where they live.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>respond to and answer questions about where they live</li> <li>use the information on a stimulus card to introduce a person</li> <li>exchange simple correspondence by tracing the characters for Happy Mother's Day</li> <li>recognise and use language structures for <i>What language do you speak?</i></li> <li>provide information about a personality</li> <li>compare the Chinese flag to the Australian flag.</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p> <p>Talk about their own experiences of learning and</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p><b>1.</b> Introduce the topic <b>Where do you live?</b> with models of the language structures 你住在哪儿? 我住在珀斯。Ask students questions, such as 你爷爷是哪国人? 他住在哪儿? /他住在珀斯吗? 他不住在珀斯, 他住在悉尼。Provide students with flashcards depicting an image of a person on one side of the card and information about that person in English and <i>Pinyin</i> on the reverse of the card. Instruct students to introduce that person to their partner. Their partner is to ask questions as well. To role play the activity, for example, a volunteer could be chosen to act out the following:</p> <p>Student: 你好! 这是我奶奶。我很爱她。 Teacher: 她人怎么样? Student: 她很幽默和友好。 Teacher: 她属什么? Student: 她属鸡。 Teacher: 她是哪国人? Teacher: 她是澳大利亚人。 Teacher: 她住在珀斯吗? Student: 对, 她住在珀斯。</p> <p>To provide support for students, have a list of questions and answers on the board. Provide the opportunity for students to prepare their questions and answers beforehand.</p> <p><b>2.</b> Allow students to review questions 你是哪国人? and 你住在哪儿? by viewing <b>Yiya Hanyu</b>. When the second dialogue finishes, pause the video and ask students some questions in English, such as 'Where is the young boy from?' 'Where do his grandparents live?' If students are unable to answer the questions replay the video. Repeat the questions. Allow the video to play through as it provides a breakdown of the sentence structures.</p> <p><b>3.</b> Encourage students through <b>English language bubble</b> to talk about whether, through their learning experience of Chinese, they think Chinese people celebrate <b>Mother's Day</b>. Why do they think this may be so? Have students watch the audio visual clip about what people do for Mother's Day in China. Discuss what they learnt from the clip. Ask students whether it is what they expected. Add findings to the <b>Venn diagram</b>.</p> <p><b>4.</b> Introduce students to the phrase 母亲节快乐! and model the pronunciation. Elicit the stroke order and components of the characters. Review the characters 马, 妈, 吗, 奶 and 爱 and talk about the similarities in the sound <i>ma</i>. Remind students that a change in tone or how it is written can change the meaning of the word. Have students trace over the characters on the <b>Mother's Day card</b> provided by the teacher. They may also like to decorate it and write in Chinese 妈妈我爱你! Play the <b>Mother's Day song</b> while they create their cards. Have students reflect on the song and discuss what the lyrics are saying.</p> <p><b>5.</b> Support students to make a Mother's Day gift, by providing students with the instructions on how to create a <b>Chinese paper cutting</b>. Play the audio visual clip on the craft activity. Then instruct students on how to create a heart paper cut.</p> <p><b>6.</b> Introduce students to the theme <b>What language do you speak?</b> By displaying vocabulary for languages in <i>Pinyin</i> on the board or through flash cards, ask students to guess the language. If they are unable to answer, provide clues, such as 英国人会说 (pause) and point to the new vocabulary 英语吗? Elicit from students the meaning of the verbs 会 and 说 and, for the new vocabulary for languages. Talk about what happens to the names for each</p>	<p>Flashcards <b>Images</b> and <b>descriptions</b> of where people live</p> <p>Audio visual text <b>Yiya Hanyu</b> Conversation about nationality and where you live (Conversation starts at 4:07) <a href="https://www.youtube.com/watch?v=geHe5nngeuM">https://www.youtube.com/watch?v=geHe5nngeuM</a></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Template <b>Venn diagram</b></p> <p>Audio visual text <b>Chinese celebrate Mother's Day</b> <a href="https://www.youtube.com/watch?v=VP0iHDUonN4">https://www.youtube.com/watch?v=VP0iHDUonN4</a></p> <p>Activity <b>Mother's Day card</b></p> <p>Song and audio visual text <b>Mother's Day</b>, from OPPO China <a href="https://www.youtube.com/watch?v=OenTrRufWDg">https://www.youtube.com/watch?v=OenTrRufWDg</a></p> <p>Audi visual text <b>Chinese paper cutting</b> <a href="https://www.youtube.com/watch?v=IE-UTRDP_t0">https://www.youtube.com/watch?v=IE-UTRDP_t0</a></p>

		<p>using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</p>	<p>Recognise that Chinese is the official standard language of the People's Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America</p>	<p>country when they are changed for a language, for example, 德国 changes to 德语, while 西班牙 changes to 西班牙语. Ensure that students understand the adjustment when 国 is part of the word for a country name, by asking with more examples of the languages for certain countries.</p> <p><b>7.</b> Teach the students the rules of the game <b>Chain reaction</b>, whereby the teacher starts with the name of a language and counts to 10. If the next person hasn't added a word from the same category before 10 then they are out. Continue until most languages have been said. The teacher decides when the category may be changed. Other categories may include cities and animals, etc. Keep playing until one person is left standing. Arrange the students in smaller groups to play the game, to provide more language practice.</p> <p><b>8.</b> Introduce, using drills, the structures 你会说什么语言? or 你会说哪种(什么)语言? 我会说英语和汉语/中文。你会说英语吗? 会/不会/会说一点。Complement the drills with the audio visual text <b>Which language do you speak in Mandarin?</b></p> <p><b>9.</b> Revise languages vocabulary through <b>language practice activities</b>. Ask students to match the Chinese sentences/phrases (in characters) to its English equivalent by drawing a line to connect them, for example, 你会说法语吗? 'Can you speak French?' Also, have students complete an activity where they are required to unscramble characters to make sentences, for example, 会 我 说 不 汉 语。 becomes 我不会说汉语。</p> <p><b>10.</b> Provide access for students to <b>Quizlet</b> and have them work through the activities provided related to languages. Activities include 'flash cards' where students are required to flip the card from <i>Pinyin</i> to English as well as listen to the audio. For the 'learn' activity students click on the correct English word for the <i>Pinyin</i> provided (multiple choice). For the activity 'write' students must type the English for the words/sentences provided in <i>Pinyin</i>. The activity 'spell' can be played several ways. By changing the option to <i>Pinyin</i>, students must type the <i>Pinyin</i> for the word they hear. If the option is changed to English, students should turn the audio off as it gives the answer to the <i>Pinyin</i> provided in English. The test can be taken by students as no characters are required. Students may play the game match which requires them to click on the <i>Pinyin</i> of a word/sentence and then click on its English equivalent. 'Gravity' can also be played; however, it might prove too challenging to type the <i>Pinyin</i> so best to change the option to typing in English. Students may like to play with <i>Pinyin</i> when finished.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>respond to and answer questions about where they live</li> <li>introduce a person</li> <li>recognise and use language structures for <i>What language do you speak?</i></li> <li>provide information about a personality.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li>Part A—providing the country, language, and city in <i>Pinyin</i> for each country on a list.</li> <li>Part B—answering orally to a series of questions, for example, 你妈妈是哪国人? 你住在哪儿? 你爸爸会说日语吗</li> <li>Part C—writing about a person in an image.</li> </ul> </li> </ul>	<p>Craft activity <b>Heart paper cut</b>  <a href="http://www.auntannie.com/Valentines/PaperHeartChain/">http://www.auntannie.com/Valentines/PaperHeartChain/</a></p> <p>Game <b>Chain reaction</b></p> <p>Audio visual text <b>Which Language Do You Speak in Mandarin /Chinese!</b>  <a href="https://www.youtube.com/watch?v=fXguraVc-Qc">https://www.youtube.com/watch?v=fXguraVc-Qc</a></p> <p>Activities <b>Matching</b> characters to English and <b>Unscramble</b> characters to make sentences</p> <p>Application <b>Quizlet Can you speak Chinese?</b>  <a href="https://quizlet.com/43296105/can-you-speak-chinese-flash-cards/">https://quizlet.com/43296105/can-you-speak-chinese-flash-cards/</a></p> <p><b>Assessment activity</b>, using the following resources:</p> <ul style="list-style-type: none"> <li>a list of countries in English and instructing students to</li> <li>a series of oral questions</li> <li>images of famous people</li> </ul>
4-9	<p><b>Hello my friend</b>  Students write an email to a Chinese friend providing a variety of information about</p>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual</p>	<p><b>1.</b> Talk to students about the symbolism of the <b>Chinese flag</b> and how it displays the hierarchal structure of China, divided into four occupations. Encourage students through <b>English language bubble</b> to compare the Chinese flag to the Australian flag and give their understanding of its meaning.</p>	<p>Flag <b>National flag of China</b></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Flashcards <b>Occupations</b></p>

<p>themselves and their family members.</p> <p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• recognise and use vocabulary related to occupations</li> <li>• identify spoken vocabulary related to occupations</li> <li>• respond to and answer questions about one's occupation</li> <li>• provide a variety of information about a third person, covering topics learnt to date</li> <li>• reproduce characters from the context of occupations and explore character construction</li> <li>• identify specific information in a Chinese blog</li> <li>• produce an email in Chinese including age, nationality and occupations</li> <li>• recognise and respond to vocabulary and sentences structures related to the current topic</li> <li>• respond to a description of a super hero and create their own.</li> </ul>	<p>about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p>	<p>letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>• identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p><b>2.</b> Present new vocabulary using flashcards for <b>occupations</b>, with the image on the front and <i>Pinyin</i> and characters on the back, and model pronunciation. Practice several times with flashcards until students can recall them. Divide students into teams and teach them the rules for the <b>Pronunciation</b> game. One student from each team challenges the others. The first person to correctly say the word for the occupation shown, wins a point for their team. The team with the most points wins.</p> <p><b>3.</b> Provide students with the opportunity to practice the pronunciation of the occupations vocabulary learnt, using their own set of flashcards. When they are ready ask that they come up to the teacher's desk to be tested.</p> <p><b>4.</b> Assist students in creating a <b>vocabulary list</b> of words for occupations on the board including: previously taught vocabulary; occupations of interest to them; and what their family members do for work. Support students by providing the pronunciation of new occupations and have students repeat the words.</p> <p><b>5.</b> Read aloud the list of occupations previously taught by repeating each word and by adding a longer pause between different words. Ask students to identify the meaning of each word by writing its English meaning and the correct tones for the <i>Pinyin</i> provided. Provide an <b>activity sheet</b> where students listen and indicate which of the English words do not match the Chinese words spoken, for example, when they hear 医生, 老师, 牙医 they <b>circle the incorrect occupation</b>, either (1) doctor; (2) teacher, (3) vet. Students circle (3) vet.</p> <p><b>6.</b> Review with students the vocabulary for the occupations by playing the video clip <b>Occupations in Mandarin</b>. Have students repeat the word after each occupation is viewed.</p> <p><b>7.</b> Divide the class into teams and play a game of <b>Charades</b> to revise the occupations. Teams take turns in providing the person to act out an occupation without speaking. The first team to shout out the answer in Chinese wins a point for their team. The team with the most points wins.</p> <p><b>8.</b> Provide students with language structures to revise the occupations. Write on the board 你做什么? 你做什么工作? 我是学生。我不是学生。你妈妈做什么工作? 我妈妈是医生/她是医生 in both <i>Pinyin</i> and characters. Ask students to identify the verbs 动词 <i>to do</i> and <i>to be</i>. Make comparisons with the English structures. Model pronunciation and have students repeat after you. <b>Clap to the beat</b> of the sentence, encouraging students to do the same. Play for students the video clip <b>What do you do?</b> and ask students to call out, in English the occupations they hear.</p> <p><b>9.</b> Teach students the rules for the <b>Changing chairs</b> game. Arrange classroom chairs in a circle. Ask students to sit in the circle, on their chair. Select one student to stand in the middle of the circle and to ask a question in Chinese, from current topics, with a <i>yes</i> or <i>no</i> response, for example, 你爸爸是商人吗? 你喜欢蓝色吗? If students answer <i>yes</i>, they must say their answer out loud and then change seats. The aim of the game is to stay out of the middle. Encourage students to keep playing until a variety of topics has been covered, such as occupations, likes and dislikes.</p> <p><b>10.</b> Arrange students in pairs to practise asking and answering questions about a third person, so as to gather information: their name; age; nationality; where they live; occupation; fruit and colour likes and dislikes. Prompt students to choose from a family member or famous person. Ask for volunteers to present their conversation to the class.</p> <p><b>11.</b> Introduce the characters 老师, 医生, 工 and 做. Also review some previously learnt words, such as 岁, 属 and 什么, etc. Provide a practice <b>Character writing</b> sheet for each new word. Arrange students in pairs and ask them to trace an occupation on their partner's back. Their partner tries to guess the word being traced on their back. Students take turns covering all the new characters learnt as well as revising previously learnt ones.</p> <p><b>12.</b> Teach students the rules for the <b>Relay race</b> game, to support with revising the characters. Arrange students in small teams. Ask one volunteer from each team to stand at</p>	<p><b>Game Pronunciation</b></p> <p>List <b>Characters</b>, writing new vocabulary items, related to occupations</p> <p>Activity sheet Listening for information <b>Circle the incorrect occupation</b></p> <p>Video clip <b>Occupations in Mandarin</b>  <a href="https://www.youtube.com/watch?v=swC-ADXV30A">https://www.youtube.com/watch?v=swC-ADXV30A</a></p> <p>Game <b>Charades</b>, revising vocabulary for occupations</p> <p>Language practice <b>Clap to the beat</b></p> <p>Video clip <b>What do you do?</b>  <a href="https://www.youtube.com/watch?v=rNSvtz1uclr">https://www.youtube.com/watch?v=rNSvtz1uclr</a></p> <p>Game <b>Changing chairs</b> <a href="https://www.teach-this.com/esl-games/yes-no-question-games">https://www.teach-this.com/esl-games/yes-no-question-games</a></p> <p>Practice <b>character writing</b> sheet at <a href="http://www.archchinese.com">www.archchinese.com</a>.</p> <p>Game <b>Relay race</b></p>
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				<p><b>18.</b> Provide students with a description of a famous person/superhero who is well-known to students to take part in the <b>Guess who?</b> activity. Ask students to draw the famous person/superhero and write words or draw pictures representing the information heard to assist them in guessing who it is. Students raise their hand to have a guess when they think they can guess the identity. One example of a description would be 他是美国人? Students may write 'America' or draw the flag. Another example, 他很高, and students may draw a tall person. Students then make up their own famous person/superhero for classmates to guess, using the model used in the <b>Guess who?</b> activity. Assist students by printing out the description that was used. Arrange students in pairs to take turns to describe their famous person/superhero.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>pronounce the occupations vocabulary learnt, using their own set of flashcards</li> <li>recognise and use vocabulary related to occupations</li> <li>respond to and answer questions about one's occupation</li> <li>identify specific information in a Chinese blog</li> <li>produce an email in Chinese, including age, nationality and occupations</li> <li>recognise and respond to vocabulary and sentences structures related to the current topic.</li> </ul> </li> </ul>	
10	<p><b>Leisure activities and interests</b> Students talk about the favourite sports and hobbies of Chinese and Australian children.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>compare popular Australian and Chinese sports and leisure activities</li> <li>identify common radicals of vocabulary related to leisure activities.</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for</li> </ul>	<p><b>1.</b> Revise the vocabulary for the occupations by playing the audio visual text <b>Learn jobs in Chinese</b>. Instruct students to record in their workbooks the occupations mentioned and any words or phrases they understood, or can remember to say. Check for understanding with students.</p> <p><b>2.</b> Encourage students through <b>English language bubble</b> to research online the <b>popular sports and hobbies</b> of Chinese students and ask them to record their findings on a <b>Venn diagram</b>. Discuss the similarities and differences of popular sports and hobbies of Chinese and Australian students. Ask students whether the interests are similar and why this may be so. Create with students a list of hobbies and interests in <i>Pinyin</i> relevant to them and Chinese people.</p> <p><b>3.</b> Introduce and review the characters for 上网, 网球, 足球, 看书 and 游泳, 喜欢. Discuss what they mean and the family/base components/radicals which make up the characters and the correct stroke order, for example, 氵 + 方 + 人 + 子 = 游. Model how to write each character and provide each student with water, a calligraphy brush and water paper to practise <b>Character writing</b>.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>identify words and phrases from an audio visual text</li> <li>compare popular Australian and Chinese sports and leisure activities</li> <li>identify common radicals of vocabulary related to leisure activities.</li> </ul> </li> </ul>	<p>Audio visual text <b>Learn Jobs in Chinese</b> <a href="https://www.youtube.com/watch?v=tGq1qayr11">https://www.youtube.com/watch?v=tGq1qayr11</a></p> <p>Classroom procedure <b>English language bubble</b></p> <p>Activity <b>Research popular sports and hobbies</b></p> <p>Template <b>Venn diagram</b></p> <p>Activity <b>Character writing</b>, using a Calligraphy brush, Calligraphy paper, water</p> <p>List <b>Characters</b>, writing new vocabulary items</p>



		Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds	example, 'Do you have a cat?' versus 你有猫吗?		
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## Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-7	<p><b>Leisure activities and interests</b> Students talk about their favourite sports and hobbies.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>gain some understanding of Chinese calligraphy</li> <li>exchange simple correspondence by writing the characters for <i>Happy Father's Day</i></li> <li>recognise and use vocabulary related to leisure activities</li> <li>practice writing characters for leisure activities</li> <li>identify vocabulary for leisure activities</li> <li>identify and use verbs related to hobbies</li> <li>exchange information about their, and their family's likes and dislikes of hobbies</li> <li>respond to and exchange information about hobbies</li> <li>orally conduct a survey about hobbies</li> <li>locate specific information about hobbies in Chinese texts</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts</p>	<ol style="list-style-type: none"> <li>Talk with students about the <b>history of calligraphy</b> and how it is an art form. Ask students what they already know about calligraphy and its importance as a form of art. Play the audio visual text <b>Calligraphy</b> then discuss findings. Ask students to add their findings to the class <b>Venn diagram</b>. Provide students with some rules on how to care for a calligraphy brush, such as lying it down when not in use, instead of placing it in water. Model how to hold a calligraphy brush correctly and model the basic strokes. Allow students time to practice, reminding them that it takes years to master the skill of calligraphy. Ask students to reproduce characters such as numbers, family members and countries.</li> <li>Organise an <b>incursion</b> inviting a professional calligraphy to teach students the correct way to hold a brush and produce the basic strokes. The artist could also display their own work at the school. Before the visit, prepare students on how to greet and thank the artist using the appropriate language for a respected elder.</li> <li>Provide the exact translation of 爸爸 Dad and 父亲 Father and elicit from students how one would say 'Happy Father's Day!' Say the phrase to a beat and have students repeat the structures. Provide a model of the stroke order for 父亲节快乐! Allow students to use a calligraphy brush to design a <b>Father's day card/poster</b>.</li> <li>Present new vocabulary using flashcards for hobbies and sport and model pronunciation for students to repeat the structures. Examples of new vocabulary include 网球, 上网, 看书, 运动, and 游泳。Have students stand and add actions to the words by mimicking playing of the sport/undertaking the leisure activity and the tones. Allow students to identify words that have a phonetic translation.</li> <li>Arrange students in pairs to participate in flashcard work in pairs (picture on one side and <i>Pinyin</i>/character on the other), <b>memory games, matching games</b> or <b>simple vocabulary games</b> on the board to internalise new vocabulary. Providing students access to <b>Quizlet</b> for leisure activities is another option for students to internalise new vocabulary, learning new words through flashcards, matching, writing and spelling activities.</li> <li>Teach students the rules for the <b>Fly swat</b> game by dividing the class into three groups, then dividing each group into two teams. Provide each group with some flash cards of hobbies, which may be rotated. Have two volunteers come up and call out one of the flash cards shown. The first person to swat the correct hobby for that card wins a point for their team. Keep students playing until all flashcards have been used and everyone has had several turns.</li> <li>Review with students the rules for playing <b>Charades</b>.</li> <li>Provide students with an <b>activity sheet</b>, requiring the students to circle the correct image of the hobby, as called out by the teacher.</li> <li>Introduce the verbs for 踢, 打, 跳, 玩, 听, 看, 唱. Provide students with a table with these verbs as the headings of each column. Instruct students to write the sport/hobby that goes with each 动词 verb, for example, 踢 the verb 'to kick' goes with 足球 soccer, which becomes 踢足球, meaning 'to play soccer'.</li> <li>Elicit the language structure 你喜欢上网吗? 我喜欢上网/我不喜欢上网。你最喜欢什么运动? 我最喜欢跳舞。Ask students to write three things they like doing and three things they don't like doing. Have volunteers present their sentences to the class. In small groups share orally their <b>interests</b> and the interests of their family members applying language structures, such as 我爸爸喜欢唱歌, 妈妈喜欢跳舞。</li> </ol>	<p>Audio visual text <b>Calligraphy</b> <a href="https://www.youtube.com/watch?v=ppZWlwZsRdU">https://www.youtube.com/watch?v=ppZWlwZsRdU</a></p> <p>Template <b>Venn diagram</b></p> <p>Activity <b>Writing practice</b>, using a Calligraphy brush, Calligraphy paper and water</p> <p>Incursion <b>Watching a Calligraphy artist and learning how to write Calligraphy</b></p> <p>Activity <b>Using Calligraphy on a Father's Day card/poster</b></p> <p>Games <b>Flashcards, Memory, Matching games, Vocabulary games</b></p> <p>Application <b>Quizlet Sports and hobbies in Chinese</b> <a href="https://quizlet.com/186038652/sports-hobbies-in-chinese-flash-cards/">https://quizlet.com/186038652/sports-hobbies-in-chinese-flash-cards/</a></p> <p>Game <b>Fly swat</b></p> <p>Game <b>Charades</b> Divide the class into 4 teams. Two teams compete against each other. A member from each team acts out a sport/leisure activity selected from a bundle of flash cards. The first team to guess wins a point for their team. Keep play till you go through the whole pile. You may rotate teams for championships.</p> <p>Language practice <b>Activity sheet</b></p> <p>Game <b>Musical chairs</b> Arrange the classroom chairs in a circle. Ask students to stand in front to their chair. Play Chinese music and ask students to walk</p>

	<ul style="list-style-type: none"> <li>produce a self-introduction with information, including hobbies</li> <li>exchange information about the ability to participate in certain hobbies</li> <li>design a board game that includes questions about hobbies</li> <li>write and participate in a conversation about hobbies.</li> </ul>	<p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p>	<p>used in familiar contexts and compare with similar texts in English</p>	<p><b>11.</b> Instruct students on how to play the game of <b>Musical chairs</b>. Play the game until there is a winner.</p> <p><b>12.</b> Provide models of the language structures 你的爱好是什么? 你有什么爱好? 我的爱好是看书。 on the board and show the audio visual text <b>Talking about hobbies in Mandarin Chinese</b>. Pause after the speaker states their hobbies and ask students if can identify them. Make comparisons with the English word order.</p> <p><b>13.</b> Assist students to internalise the new structures by practicing orally the question 你的爱好是什么? with classmates. Students are to conduct a <b>survey</b> on hobbies and record their findings by tally in a table provided by the teacher. Ask students to share their findings with the class and workout as a class which hobby was the most popular.</p> <p><b>14.</b> Introduce to students and review the characters for 打, 看, 踢足球, 唱歌, 足球, 乒乓球, 羽毛球, 爱好, 喜欢, 学生。 Discuss what they mean and the family/base components/radicals which make up the characters, using an interactive white board or cut out of strokes. Have volunteers complete the character through a <b>character writing activity</b> using correct stroke order and checking with the class if it is correct. Provide opportunities for students to update their character list with all the new characters. Ask students to write as many sentences as they can in 5 minutes. The student who writes the most sentences using correct grammar and characters is the winner.</p> <p><b>15.</b> Provide students with an <b>activity sheet</b> related to <b>introductions</b>. Students read dialogues, in Chinese characters with <i>Pinyin</i> above difficult or unknown characters, of people saying which hobbies they like and dislike. Ask students to answer the questions, supported by a list of characters, by writing in Chinese characters, for example, 我叫大伟, 我十岁。我不喜欢看书, 我的爱好是打网球和游泳。 ‘What does David dislike doing?’ 他不喜欢看书。 Then, students write their own introduction about hobbies, in Chinese characters. They must include their name, age, nationality, occupation, and likes and dislikes.</p> <p><b>16.</b> Introduce the verb 会 and the sentence structures: 你会打网球吗? 你会不会打网球? 我会打网球。我也会打网球。我不会打网球。 Have students complete the learning activities and games on <b>Quizlet</b>.</p> <p><b>17.</b> Arrange students in pairs. They ask their partner what sports they can and can’t play through <b>word substitution</b>, using a list of vocabulary items on the board.</p> <p><b>18.</b> Instruct students to listen to people talk about their hobbies and describe what they can and can’t do, for example, 大家好, 我叫丽华, 我的爱好是跳舞和唱歌。我不喜欢运动。我不会打篮球也不会打排球。</p> <p><b>19.</b> Arrange students in pairs to <b>design a board game</b> which features the new vocabulary and sentence structures, using <i>Pinyin</i> and characters. Provide access to dice counters, etc. Have students play their game and then others’ games, rotating every 10-15 mins.</p> <p><b>20.</b> Provide a <b>reading</b>, of a conversation between students talking about their hobbies and interests. The conversation is in Chinese characters with some <i>Pinyin</i> above names and characters not learnt, or not used in a while. Have two students read the conversation aloud to the class:</p> <p>张伟: 美惠, 你喜欢打篮球吗?  美惠: 我不喜欢。  张伟: 你喜欢踢足球吗?  美惠: 喜欢, 你呢?  张伟: 我也喜欢踢足球。你会不会踢足球。  美惠: 我不会。  张伟: 真遗憾。</p>	<p>around in the circle. When the music stops students quickly sit down. Each round one chair is removed so one student will miss out on getting a chair. Each student who is sitting must say correctly if they like or dislike the hobby illustrated in the picture card on the chair they sat on. If they cannot complete the sentence they are out, and the person who was missing a chair, gets a chance to complete the sentence. If they answer correctly they take the place of the student who did not answer correctly. The game continues until there are two students and one chair left. The student who gets the chair and the answer correct is the winner.</p> <p>Audio visual text <b>Talking about hobbies in Mandarin Chinese</b>  <a href="https://www.youtube.com/watch?v=ONgjFcZ6858">https://www.youtube.com/watch?v=ONgjFcZ6858</a></p> <p>Survey <b>Which hobby is the most popular?</b></p> <p>List <b>Characters</b>, writing new vocabulary items</p> <p>Activity sheet Texts related to people stating their <b>hobby likes and dislikes</b></p> <p>Application Quizlet <b>Can and can’t</b>  <a href="https://quizlet.com/224035868/hobbies-in-chinese-sports-in-chinese-flash-cards/">https://quizlet.com/224035868/hobbies-in-chinese-sports-in-chinese-flash-cards/</a></p> <p>Activity <b>Word substitution</b></p> <p>Activity <b>Listening for information in a spoken text</b></p> <p>Activity <b>Design board games</b>  <a href="https://www.toolsforeducators.com/boardgames/">https://www.toolsforeducators.com/boardgames/</a></p> <p>Activity <b>Reading for information in a written text</b></p> <p>Activity <b>Writing a conversation</b>, based on hobbies and interests</p>
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				<p>Then, ask questions in English about the conversation, for example, ‘Does Meihui like to play soccer?’</p> <p><b>21.</b> Arrange students in pairs to <b>write their own conversation</b> to present to the class. After each conversation is presented, ask students questions in English.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>exchange simple correspondence by writing the characters for <i>Happy Father’s Day</i></li> <li>recognise and use vocabulary related to leisure activities</li> <li>write characters for leisure activities</li> <li>locate specific information about hobbies in Chinese texts</li> <li>exchange information about their, and their family’s likes and dislikes of hobbies</li> <li>orally conduct a survey about hobbies</li> <li>produce a self-introduction with information, including hobbies</li> <li>design a board game that includes questions about hobbies</li> <li>write and participate in a conversation about hobbies.</li> </ul> </li> </ul>	
8-9	<p><b>My favourite hobbies and leisure activities</b></p> <p>Students exchange information about their weekly schedule of hobbies and leisure activities.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use vocabulary related to days of the week and months of the year</li> <li>recognise and use sentence structures related to what day of the week it is</li> <li>complete a weekly timetable of hobbies, leisure activities and interests</li> <li>produce characters related to days of the week and months of the year</li> <li>exchange information about their weekly schedule</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher’s instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ versus 你有猫吗?</li> </ul>	<p><b>1.</b> Introduce the <b>days of the week</b> through the song <b>Days of the Week Song in Chinese</b>. Play the song and ask students to gather as many words or numbers from the song as they can. Ask them to guess what the song is about. Write all the words that students recall on the board. Have them order the days of the week in characters. Ask them which of the verbs they can recall. Assist them in classifying words into categories of verbs and nouns.</p> <p><b>2.</b> Use a <b>Chinese calendar</b> to show the days of the week and explain to students when to use 星期日 and 星期天 for ‘Sunday’. Introduce all the months of the year, using characters and <i>Pinyin</i> and the words 今天, 明天, 昨天, 周末. Play a game of <b>Round robin</b> starting with months of the year, then move onto days of the week. Using an interactive whiteboard, ask students to place in order the words in characters as well as the <i>Pinyin</i> to their English equivalent. Complete the same activity for months of the year.</p> <p><b>3.</b> Each Chinese lesson ask students to place the day of the week under the phrase 今天是。。</p> <p><b>4.</b> Provide students the models of language structures 今天是星期几? 今天星期几? Ask students what they think should be replaced to answer the question, ‘What day is it?’ Then provide a model for the answer 今天是星期一。今天星期一。 Have students complete a <b>weekly timetable</b> using characters to show their schedule of hobbies, leisure activities and interests. Show students authentic Chinese calendars and ask them to identify certain vocabulary.</p> <p><b>5.</b> Introduce and review with students the characters for 星期, 电影, 电视, 和 月. Discuss what they mean and the family/base components/radicals which make up the characters. Ask students what other words might use 电 and 月. Then provide them with examples, such as 电话 and 电脑 and break up the meanings of each character. This enables students to discover the connection of 电, as the literal translation of ‘electric brain for computer’ and ‘electric words’/‘speech for telephone’. Have students update their <b>character list</b>.</p> <p><b>6.</b> Provide students with flash cards of <b>incorrectly written characters</b> with the correct character on the back. In pairs students take turns in identifying characters and point out what is missing or written incorrectly.</p> <p><b>7.</b> Provides models of language structures: 你星期一做什么? 你周末喜欢做什么? 我星期一跳舞, 我周末喜欢看电影 on the board explaining the structure sentence subject + time + verb + question word/object. Point out that <b>time</b> can also be placed at the beginning of the sentence or after the subject, whereas in English, time is usually placed at</p>	<p>Song <b>Days of the Week Song in Chinese</b>  <a href="https://www.youtube.com/watch?v=NWKDy67BbwA">https://www.youtube.com/watch?v=NWKDy67BbwA</a></p> <p>Resource <b>Chinese calendar</b></p> <p>Game <b>Round robin</b></p> <p>Activity <b>Weekly timetable</b>, showing hobbies, leisure activities and interests</p> <p>List <b>Characters</b>, writing new vocabulary items</p> <p>Flashcards <b>Incorrectly written characters</b></p>

	<p>of leisure activities.</p>	<p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p> <p>Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p>	<ul style="list-style-type: none"> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p>the end of a sentence. Elicit from students the responses 我星期一跳舞 and 我周末喜欢看电影.</p> <p>8. Using their timetables for the week, along with a <b>blank timetable</b>, have students write in English what their partner does each day of the week. Practise with students the questions and answers, such as 你星期六做什么? 我星期六打篮球。Have students check time tables to make sure the information they have recorded is correct.</p>	<p>Activity <b>Listening for information</b> and completing a blank timetable with information related to a weekly schedule</p>
10	<p><b>My leisure activities</b> Students exchange information about the places they go to enjoy leisure activities.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use vocabulary related to places</li> <li>exchange information about where they go and what they do during the week</li> <li>exchange information about what they do on the weekend.</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example,你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to</p>	<p>1. Teach students the rules for the game <b>Hangman</b>, where students try to guess a phrase or sentence by asking whether a certain letter is present. Arrange students into groups to revise the sentences learnt to date, before playing the game.</p> <p>2. Ask students to participate in a <b>brainstorm activity</b> to list, in a table, places where one would do the hobbies, leisure activities and interests previously learnt, for example, 公园, 图书馆, etc. Introduce the verb 'to go' 去. Provide students with a list and a print out of the table. Ask students to place the activity in the column of indicating where the activity would take place, for example, under the heading 去海边, the following could be added, 游泳/打排球. Under the heading 去公园, the following could be added, 踢足球, 跑步, etc.</p> <p>3. Have students complete <b>five sentences</b> in characters and <i>Pinyin</i> about their weekend. Provide examples on the board, such as 我星期一去图书馆看书。星期天我在家看电视。 Provide students the rules of the <b>Guessing game</b>. Ask students to erase two characters from each of their five sentences. Then, ask them to come up to the board and write their sentence. The rest of the class must guess which characters were erased. The student responds to the class with 对, if they have guessed correctly, or 不对, if they guessed incorrectly. If students have made the activity more challenging, by removing the complete word for a hobby, then they will need to provide the class with a clue, such as 去公园。。。 Provide opportunities for all students to write one of their sentences for the class to guess.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise and use vocabulary related to places</li> </ul> </li> </ul>	<p>Game <b>Hangman</b></p> <p>Activity <b>Brainstorm</b> places where activities take place</p> <p><b>Writing practice</b></p> <p>Game <b>Guessing game</b></p>

		<p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p>	<p>generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>• identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<ul style="list-style-type: none"> <li>▪ exchange information about where they go and what they do during the week</li> <li>▪ exchange information about what they do on the weekend.</li> </ul>	
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Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-5	<p><b>Leisure activities with friends and family</b></p> <p>Students exchange information about the leisure activities they do with their family and friends.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use sentence structures to exchange information about where they go and with whom they go</li> <li>locate specific information from spoken texts</li> <li>ask and answer questions about leisure activities and with whom they undertake them</li> <li>practice writing characters for places verbs and nouns related to undertaking leisure activities</li> <li>locate specific information in a blog about one's personal information, family, where they live, and their interests</li> <li>exchange information about themselves, their family and their interests</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example,</p> <p>你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words,</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Begin to develop a metalanguage for Chinese to</p>	<ol style="list-style-type: none"> <li>Review vocabulary related to <b>family members</b> by having students call out what family member flashcard you will pull out. Continue until all have been reviewed and add 朋友 as the last one. Provide the language structures on the board and model pronunciation for, for example, 你和谁一起打网球? 我和朋友一起打网球。 你和谁一起去海边? 我和朋友一起去海边。 Provide students with an <b>activity sheet</b> with images of either a place or person. Ask students to complete the sentence according to the image. Allow students to practice in pairs asking and answering questions about with whom they do certain <b>leisure activities</b>.</li> <li>Teach students the rules to play a game of <b>Football</b>. Divide the class into two teams and ask questions based on language and language structures that have been previously covered. Ask for two volunteers at a time, one from each team, to answer the questions. A correct answer allows their team to move closer to the goal. Allow enough time for everyone to answer a question.</li> <li>Have students listen to series of <b>spoken texts</b> where a number of people state what they like to do on a certain day, and with whom they like to do it, for example, 星期天我和妈妈一起去公园散步. Provide students with a table in which they fill in the gaps, with the correct answers, for example, 妈妈 in the 'who' column and 散步 walking, in the 'activity' column.</li> <li>Support students to revise sentence structures learnt by playing a game of <b>Human Bingo</b>. Students create a card with ten questions on it. They then exchange information about their interests, when they undertake them, and with whom. Students move around the classroom, asking their questions, and place a tick along each question only when another student answers in the affirmative, for example, 你和妈妈一起去买东西吗? 是, 我和妈妈一起去买东西。</li> <li>Introduce and review the characters for 去, 一起, 公园, 海边, 在 and 家, etc. Discuss what they mean and the family/base components/radicals which make up the characters. Ask students what other words they know that have 礻 and why they think this is so. Model the stroke order on the board and allow students to <b>practice writing the characters</b>. Have students update their <b>character list</b>.</li> <li>Have students develop flashcards with the new and revised character/s on the front and English and <i>Pinyin</i> on the back. Students walk around the classroom and test one another with their flashcards. Ask students to record how many they get right. Walk around and check for understanding.</li> <li>Play with students the game <b>Chain reaction</b>, based on categories learnt to date, as well as some from previous years, such as family. Ask each student to add to the category before the next student in the circle counts to 10. Sentences could also be added to this game; however more time will be needed for students to answer.</li> <li>Provide students with a <b>blog posting</b> to read about a Chinese student giving information about themselves, in Chinese characters and <i>Pinyin</i> for difficult or unknown characters, including: their name; age; where they live; the members of their family; what they like to do with their family in their free time; any sports they play; what pets they have; their interests and what they like doing on the weekend. Students answer questions in English.</li> <li>Support students to writing their own <b>blog posting</b>, including the same details as in the blog posting they just read in the previous activity. Point out the conventions of a blog posting and the language to be used.</li> </ol>	<p>Flashcards <b>Family members</b></p> <p>Activity sheet, completing sentences based on images provided of <b>leisure activities</b></p> <p>Game <b>Football</b></p> <p>Activity <b>Listening for information in spoken texts</b> and completing a table</p> <p>Game <b>Human Bingo</b></p> <p>Language practice <b>Character writing</b></p> <p>List <b>Characters</b>, writing new vocabulary items</p> <p>Activity <b>Flashcards</b> Characters, English and <i>Pinyin</i></p> <p>Game <b>Chain reaction</b></p> <p>Activity, reading a <b>Blog posting</b> and responding to questions in English</p> <p>Activity <b>Writing own blog posting</b></p>

	<ul style="list-style-type: none"> <li>interact socially in a role play exchanging information about their family and their interests.</li> </ul>	<p>related to their personal worlds</p> <p>Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p> <p>Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</p>	<p>talk about language, using terms similar to those used in English</p> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise and use sentence structures to exchange information about where they go and with whom who they go</li> <li>ask and answer questions about leisure activities</li> <li>write characters for places verbs and nouns related to undertaking leisure activities</li> <li>locate specific information in a blog about one’s personal information, family, where they live, and their interests</li> <li>exchange information in a role play about their family and their interests.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li><i>My new friend:</i> Part A– reading a blog post and answer questions in English Part B– writing a response to the blog including information about themselves, their family and interests.</li> <li><i>Role play – meeting for the first time:</i> In groups of four, students role play a scene of students meeting for the first time. They introduce each other and exchange information about themselves and their family members, pets, interests, etc.</li> </ul> </li> </ul>	<p>Assessment task <b>My new friend</b> accessible on the School Curriculum and Standards Authority website</p> <p>Assessment task <b>Role play</b> Provide students with the opportunity to write the dialogue, then rehearse and perform it, in front of the class.</p>
6-8	<p><b>Birthdays</b> Students exchange information about birthday celebrations.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>compare Australian and Chinese birthday celebrations</li> <li>sing <i>Happy birthday</i> in Chinese</li> <li>recognise and use sentence structures to exchange information about the date</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher’s instructions to participate in learning activities and</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p>	<ol style="list-style-type: none"> <li>Discuss <b>birthday celebrations</b> in Australia and in China. Ask students, what they do for their birthday and what types of gifts they usually receive. Ask whether they know what gifts are given in China and what food is eaten and why. Display pictures on the board of Chinese birthday cakes, longevity noodles and red envelopes and discuss their significance. Record findings on the class <b>Venn diagram</b>.</li> <li>Play for students the <b>Happy Birthday</b> song in Chinese. Ask students to translate parts of the song that they recognise. Have students join in on singing the song. Provide for students the translation in English. Place parts of the song on the board and ask for volunteers to come up and rearrange the parts into the correct order. Then sing the song a few times together. Sing the song each time a student celebrates a birthday.</li> <li>Introduce structures for <b>today’s date</b>, 今天是几月几号? 今天是几月几号? time + verb + 几 noun + 几+ noun. 今天是五月八号. 今天是八月二十七日. Time + verb + numeral + noun + numeral + noun, in both Chinese characters and <i>Pinyin</i>. Ask students to identify the difference between the English structure and the Chinese structure, noticing that in Chinese the structure starts with the year followed by the month and day. Ask students to write the date for today.</li> <li>Ask the question 今天是几月几号? and then have a student write today’s date on the board. Provide students with an activity sheet on which are listed a series of imaginary</li> </ol>	<p>Images <b>Chinese birthday celebrations</b>, food and gifts</p> <p>Template <b>Venn diagram</b></p> <p>Song <b>Chinese Children Song Happy Birthday</b> 儿歌: 生日快乐 <a href="https://www.youtube.com/watch?v=ukRh5-udd0s">https://www.youtube.com/watch?v=ukRh5-udd0s</a> or Song <b>Happy</b> Chinese version <a href="https://www.youtube.com/watch?v=IGHfPriYngg">https://www.youtube.com/watch?v=IGHfPriYngg</a></p> <p>Language practice <b>Writing today’s date</b></p> <p>Activity <b>Rearrange dates and write dates in English</b></p>



<ul style="list-style-type: none"> <li>ask and respond to the question <i>When is your birthday?</i></li> <li>design an identity card</li> <li>recognise and use Chinese characters for birthdays</li> <li>notice the difference between simple and multimodal texts.</li> </ul>	<p>in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p> <p>Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters</p> <p>Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</p> <p>Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family,</p>	<p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p> <p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p>concert dates. Ask students to rearrange them in the correct order of occurrence. Then say out loud a variety of dates in Chinese and have students write in English the date for each.</p> <p>5. Play for students the audio of each of the <b>conversations 1, 2 and 3</b> twice and, after the second playing, have students answer questions in English, for example, ‘What day of the week is tomorrow?’ Check student responses for understanding.</p> <p>6. Introduce the structure 你的生日是几月几号? Sing this to the beat of the <b>birthday song</b> and have students join in. Elicit the answer to the question. From past learning students should be able to identify 几 and know to replace it with a numeral, 我的生日是七月七号。</p> <p>7. Provide students with the template of a blank yearly calendar. Ask students to use the previously taught structures to complete a <b>birthday calendar</b>. Students ask their classmates using the new structures and fill in each other’s birthday on the calendar.</p> <p>8. Display on the board an <b>identity card</b> in both characters and some <i>Pinyin</i> along with questions that would be asked to receive the information presented on the card: nationality 澳大利亚人, would require 你是哪国人?, and date of birth, 你的生日是几月几号? Support students in designing their own identity card, using characters and <i>Pinyin</i>. Then collect all student cards and jumble them up and hand them back out to students. Students are to locate the owner of the lost identity card by asking the relevant questions, for example, 请问, 你做什么工作? Encourage students to ask a variety of questions.</p> <p>9. Introduce and review the characters 生日, 几, 号, 日, 祝你 and 快乐, etc. Discuss with students what they mean and the family/base components/radicals which make up the characters. Model the stroke order on the board and allow students to practice through <b>character writing</b>. Ask students to update their character list. Provide students with card and have them <b>design a birthday card</b> and write on the front 生日快乐! Allow students to see a typical Chinese birthday card and discuss with them the similarities and differences between the card and a typical card given in Australia.</p> <p>10. Introduce the structure ‘How do you like to spend your birthday?’ 你喜欢怎么过生日? ‘I like to go to a restaurant and have dinner’. 我喜欢去餐馆吃晚饭。 Model pronunciation and have students repeat the structures. Support students in making a list of birthday activities. Using previously taught language or an English-Chinese dictionary. Then ask students to say the complete sentence using a new activity 我喜欢开生日会。 List them on the board and have students make a record for them to use.</p> <p>11. Have students complete an <b>information gap</b> activity using the words provided, for example, 你喜欢怎么过你的生日? 我喜欢。。。 Students are required to include in the structures an activity, such as 去公园玩。</p> <p>12. Divide students into small groups and have them ask each other what they like to do on their birthday.</p> <p>13. Ask students to listen to a spoken text where people give their birth date and say what birthday activities they like to do, for example, 你好! 我叫丽娜。我的生日是八月二十七日。过生日, 我喜欢看电影。 Students record this information in English.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>sing the <i>Happy Birthday song</i> in Chinese</li> <li>listen to what people like to do for their birthday and answer questions in English</li> <li>ask and respond to the question <i>When is your birthday?</i></li> <li>design an identity card.</li> </ul> </li> </ul>	<p>Text <b>Conversations 1, 2 and 3</b>  <a href="https://www.chinese-tools.com/learn/chinese/07-year-month-date-day.html">https://www.chinese-tools.com/learn/chinese/07-year-month-date-day.html</a></p> <p>Template <b>Yearly calendar</b></p> <p>Activity <b>Birthday calendar</b></p> <p>Activity <b>Design an identity card</b></p> <p>Template <b>Identity card</b></p> <p>Resource <b>Chinese style Birthday card</b></p> <p>Language practice <b>Character writing</b></p> <p>Activity <b>Design a birthday card</b></p> <p>List <b>Birthday celebration activities</b></p> <p>Activity <b>Information gap</b>, related to birthday activities</p> <p>Activity <b>Listening for information in a spoken text</b> and responding in English</p>
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		cultural heritage, friends and interests and ways of using language with different people			
9-10	<p><b>My family</b> Students give a speech about their family.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>recognise and use sentence structures to exchange information about birthday activities</li> <li>locate specific vocabulary and information on birthday activities</li> <li>exchange information about holiday activities</li> <li>recognise and use Chinese characters for birthdays</li> <li>notice the difference between simple and multimodal texts</li> <li>write a speech about their family</li> <li>design a family booklet about their family</li> <li>respond to questions about themselves such as their birthday and interests</li> <li>design a family album providing a variety of information about family members</li> <li>design a cartoon based on the story <i>The very hungry caterpillar</i>.</li> </ul>	<p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁; 我叫 James; 我住在珀斯; 我哥哥喜欢踢足球; 你住在哪里?</p> <p>Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静, 听一听, 说一说</p> <p>Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐; 母亲节快乐</p> <p>Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p>	<p>1. Provide students with a list of new words to do with <b>holiday activities</b> in English, for example 夏令营, 露营, 旅游, 爬山, etc. Teach students the skills required to use a print or an online dictionary and have them write the <i>Pinyin</i> and characters for each word. Go through the list and have students write their findings on the board. Make corrections where necessary. Using the list of new words provided ask students to write 3 sentences about what they like doing during the holidays, by replacing 你 and the word for 'birthday' 生日 with the word 'holidays' 假期. Students will use the same structures previously taught, such as 你喜欢怎么过假期? 我喜欢旅游. For unknown characters ask students to use <i>Pinyin</i>.</p> <p>2. Ask each student to share a holiday activity they like doing with the whole class, with others, taking turns on to interpret the information into English.</p> <p>3. Provide students with a text of a student, <b>giving a speech</b> about themselves, their family and what they like doing together during the holidays. Ask students are answer questions in English:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>大家好! 我叫冬梅。我家有六口人, 有爸爸, 妈妈, 两个姐姐, 哥哥, 和我。我属猴。我的生日是四月十八号。我的爱好是游泳。过生日, 我喜欢去海边游泳。 谢谢!</p> </div> <p>4. Support students in writing their <b>own speech about themselves and their family</b>. Ask volunteers to present to the class or have them present their speech through a talking application, such as <b>Talking Tom Cat</b>.</p> <p>5. Explain to students that they are going to design a <b>family album</b> 我的家 and write an introduction to the family, including descriptions of 4 family members (students may opt to describe a fictitious/celebrity family). Ask students to decide who they are going to describe, and to make a note of their decision, based on the following:</p> <ul style="list-style-type: none"> <li>at least one member must be female</li> <li>at least one member must be male</li> <li>the student must include themselves</li> <li>a pet may be included instead of one family member.</li> </ul> <p>Provide students with an A3 sheet of paper, ask them to fold it in half; the top half will be for the family portrait and the bottom half for the description. Ask them to draw lines for their writing.</p> <p>Allow students time to draw the portrait of their family, if they do not complete the portrait in the time provided they can do so after they have completed their descriptions.</p> <p>Instruct students to write their introduction and 4 descriptions, reminding them to include in each description:</p> <ul style="list-style-type: none"> <li>the person's name</li> <li>how they are related (uncle, sister, grandmother)</li> <li>their age</li> <li>zodiac sign</li> <li>nationality</li> <li>place of residence</li> <li>personality</li> <li>likes and dislikes</li> <li>occupation.</li> </ul>	<p>Text <b>Dong mei's speech</b></p> <p>Application <b>Talking Tom Cat</b> <a href="https://play.google.com/store/apps/details?id=com.outfit7.talkingtom&amp;hl=en">https://play.google.com/store/apps/details?id=com.outfit7.talkingtom&amp;hl=en</a></p> <p>Activity <b>Family album</b></p> <p>Language practice, read the description of the family members in the <b>Family album</b>, and answer some questions</p>

		<p>Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters</p> <p>Respond to and create simple imaginative oral texts such as puppet plays, for example, <i>The 12 Chinese zodiac signs</i> 《十二生肖的故事》, 《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language</p> <p>Create short written imaginative texts such as storyboards and cartoons, using simple characters and modelled short sentences that follow the basic subject-verb-object structure</p>	<p>Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</p>	<p>Students may use <b>online dictionaries</b> to assist them. Ask students to use as many characters as possible.</p> <p>6. Students practice reading the information in their <b>Family album</b> with a partner. Provide a few basic questions for students to practise, in preparation for an interview with the teacher.</p> <p>7. For assessment, ask students to present to you their family, by asking them a series of five questions, for example, 你怎么过你的生日?</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li><i>Family album</i>: <ul style="list-style-type: none"> <li>Part A– writing in Chinese a description of themselves and their family members</li> <li>Part B– exchanging information about their family members and themselves in an interview with their teacher.</li> </ul> </li> </ul> </li> </ul> <p>8. Play with students a game of <b>Bingo</b> to revise vocabulary for fruit.</p> <p>9. Play the dual language video <b>The Very Hungry Caterpillar</b>. Ask students to record sentences and words that they have understood, for example, days of the week, and fruit.</p> <p>10. Provide students with the activity sheet, <b>Find a word</b>, based on <b>The Very Hungry Caterpillar</b> story for students to complete.</p> <p>11. Provide students with the text from the story <b>The Very Hungry Caterpillar</b>. Have students match sentences in <i>Pinyin</i> and characters with their English equivalent. Check for understanding.</p> <p>12. Inform students that they will <b>design a cartoon</b>, using <b>Toontastic</b> or a similar application, of the story of <b>The Very Hungry Caterpillar</b>. Allow students time to review the dual language video in order to gather short phrases and or sentences to add to their cartoon. Advise students that they may substitute another creature or character for the caterpillar in their cartoon. In their cartoon, they should include the days of the week, as well as some food items, or other food items that the creature or character ate, as well as how many of each food item. Once complete, provide the opportunity for students to share their cartoon with the class.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> <li>recognise and use sentence structures to exchange information about birthday activities</li> <li>locate specific vocabulary and information on birthday activities</li> <li>recognise and use Chinese characters for birthdays</li> <li>write a speech about their family</li> <li>design a family album</li> <li>design a cartoon based on the story <i>The very hungry caterpillar</i>.</li> </ul> </li> </ul>	<p>Assessment <b>Family album</b>, interview</p> <p>Resource <b>Online dictionary</b></p> <p>Game <b>Bingo</b>, revising fruit vocabulary items</p> <p>Story <b>The Very Hungry Caterpillar Read by Mandarin for me</b>  <a href="https://www.youtube.com/watch?v=Ck4ap-O-ILg">https://www.youtube.com/watch?v=Ck4ap-O-ILg</a></p> <p>Activity <b>Find a word</b></p> <p>Activity Design a <b>cartoon</b> based on <b>The Very Hungry Caterpillar</b></p> <p>Application <b>Toontastic</b>  <a href="https://toontastic.withgoogle.com/">https://toontastic.withgoogle.com/</a></p>
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