Chinese Stage 4 – sample unit of work

Introducing myself and my circle 我和我的朋友圈

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# Unit description and duration

This 10-week (25-hour) unit introduces students to Chinese language and culture in the context of meeting people. Understanding Chinese etiquette and culturally appropriate language when meeting people supports further interactions. Students will develop the language skills and intercultural capability to share information about themselves and others, including name, nationality, age, birthday and basic likes and dislikes. Students will develop their pronunciation with tones and learn about the features of Chinese script, exploring techniques to recognise, write and remember *Hanzi*.

In this unit, students are provided with opportunities to:

* understand the nature of greetings and introductions, including meeting someone for the first time
* understand and exchange information about themselves and their friends, including name, age, birthday, nationality, languages spoken and basic likes and dislikes
* describe the personality of people in their circle
* use pronouns 我, 你, 他, 她 and their plural form 们
* recognise and use a range of relevant *Hanzi* in familiar contexts.

# Student prior learning

This is the first unit of the Stage 4 scope and sequence for the mandatory 100 hours. No prerequisite knowledge is required.

Before engaging in these teaching and learning activities, students may have had prior experience with:

* learning about China’s location and major cities in China
* cultural aspects of Chinese-speaking communities
* Chinese influence on the Western world.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A).

**Outcome:**

* ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Listen to the conversation between a Chinese student, who is coming to stay in Australia, and their Australian ‘buddy’ student. They are introducing themselves to get to know each other better, prior to meeting.

Identify key information the students give about themselves, by answering questions in English. Based on the information in the conversation, determine if the Chinese student has been assigned an appropriate buddy.

# Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Online flashcards** – throughout the unit, provide students with opportunities to create vocabulary and play games to practise new vocabulary and structures. Use a platform such as [Quizlet](https://quizlet.com/en-gb), [Kahoot!](https://kahoot.com/), [Gimkit](https://www.gimkit.com/) or similar.

**Mini whiteboards** – this unit includes activities with mini whiteboards. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.

## Weeks 1–3 – introduction to Chinese writing systems, greetings and ‘I am …’

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * Chinese speakers have different terms to greet each other, depending on the time of day and formality * there are basic structures that can be used to exchange information about themselves * Chinese sounds have tones which change the meaning of sounds, words and phrases * tones are included inPinyin, the romanised way of writing Chinese * Chinese *Hanzi* are logograms, structured with radicals and specific stroke order. | Students can:   * use appropriate greetings for times of day and the people they meet * ask and respond to questions about name, nationality, language and where they live * identify and pronounce different tones for sounds * apply tones when writing Pinyin * understand the evolution of *Hanzi* from pictures to script and identify radicals and use correct stroke order. |

**Suggested vocabulary and grammatical structures:**

**Greetings:** 你好，你们好，您好，早上好，晚上好，再见，明天见

**How are you?** 你好吗，我很好，我不太好，谢谢，你呢

**I am:** 我是……，我叫……，你叫什么名字？澳大利亚人，中国人，你是哪国人？

**Where I live:** 我住在……，你住在哪？

**Language:** 你会说[language]吗，我会说……，英语，汉语

**Suggested *Hanzi*:** 你 ([stroke order](https://www.youtube.com/watch?v=RcJBC-n8nOQ)) (1:08)，好 ([stroke order](https://www.youtube.com/watch?v=NVtxHUrcMqA)) (1:08)，们 ([stroke order](https://www.youtube.com/watch?v=yYikgV045ZY)) (1:06)，您 ([stroke order](https://www.youtube.com/watch?v=PBeN36mv_c4)) (1:09)，早 ([stroke order](https://www.youtube.com/watch?v=PGtfgSLAePE)) (1:08)，上 ([stroke order](https://www.youtube.com/watch?v=nlOf7i1B8n4)) (1:00)，晚 ([stroke order](https://www.youtube.com/watch?v=NNiR5FkQfDc)) (1:16)，在 ([stroke order)](https://www.youtube.com/watch?v=47c3FRhRvUE) (1:55)，见 ([stroke order](https://www.youtube.com/watch?v=3CmqNEm_Ys8)) (1:05)，明 ([stroke order](https://www.youtube.com/watch?v=bVGL_Ia1178)) (1:10)，天 ([stroke order](https://www.youtube.com/watch?v=gaV0eD_4MCc)) (1:08)，吗 ([stroke order](https://www.youtube.com/watch?v=6nsPzQMby4g)) (1:03)，我 ([stroke order](https://www.youtube.com/watch?v=Tb_tAUZGwO0)) (1:10)，很 ([stroke order](https://www.youtube.com/watch?v=-wTjyeXUykc)) (1:14)，不 ([stroke order](https://www.youtube.com/watch?v=APJTsV1-lko)) (1:00)，太 ([stroke order](https://www.youtube.com/watch?v=gYZWXRcRPmg)) (1:05)，谢 ([stroke order](https://www.youtube.com/watch?v=Ku2DqJ-lWeg&list=PLFJllnczPkIR0i7SNYgg7_Pd8YG9UcW0w&index=59)) (1:18)，呢 ([stroke order](https://www.youtube.com/watch?v=lc4rFqWH5cI)) (1:11)，中 ([stroke order](https://www.youtube.com/watch?v=EqvPJHp4pA8)) (1:09)，国 ([stroke order](https://www.youtube.com/watch?v=me5ZwVim_OE)) (1:10),是 ([stroke order](https://www.youtube.com/watch?v=PnvAVVhhh4Y)) (1:10)

### Introduction to China and Chinese writing systems

* As a hook to the unit and introduction to Chinese, students watch [Chinese Culture: Customs & Traditions](https://www.youtube.com/watch?v=2zBnPzHpugs) (3:16) and use the [See, Think, Me, We](https://catlintucker.com/2020/12/thinking-routines-part-2/) thinking routine to see – identify aspects of Chinese culture and tradition, think – articulate your own thoughts about the identified aspects, me – connect the cultural aspects to my world and experiences, we – connect these aspects to the bigger picture of the world. Students share their findings and thoughts in a class discussion, identifying connections to Chinese culture in their own world and communities.
* **Exit ticket** – students submit, on a slip of paper or sticky note, 2 connections to Chinese culture in their own world and one aspect of Chinese culture they would like to learn more about.
* Introduce [Chinese Pronunciation Guide – Tones (The Basics)](https://www.youtube.com/watch?v=SqI3BCMIhJc) (4:48) with students repeating after the presenter, then completing the listening tone quiz at the end to gain an awareness of how tones change the meaning of sounds and words. Students complete the [‘Chinese tone practice’ resource [DOCX 229 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-tone-practice.docx) to practise changing tones and meaning. Students will compare *ba* tones – *bā* means ‘eight’, *bá* means ‘to pull’, *bǎ* means ‘target’, *bà* means ‘dad’, and *da* tones – *dā* means ‘to hang over something’, *dá* means ‘to answer’, *dǎ* means ‘to hit’ and *dà* means ‘big’. They will also compare the phrases *tā kàn shū* which means ‘he reads a book’ and *tā kǎn shù* means ‘he cuts a tree’, *huǒchē* means ‘train’ and *huòchē* means ‘a van’, *dàrén* means ‘a big person’ and *dǎrén* means ‘hit someone’. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students explore Chinese words that are similar to English words by completing the [‘Chinese words similar to English’ resource [DOCX 221 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-words-similar-to-english.docx). Students read the Pinyin with the correct tones, repeating after the teacher if necessary, to identify the sounds and English equivalent. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* To inspire students to learn Chinese, access videos with celebrities speaking Chinese such as [Mark Zuckerberg speaks fluent Mandarin during Q&A in Beijing](https://www.youtube.com/watch?v=HTmHtOSqHTk) (2:36) and [Stars Speaking Chinese 1](https://www.youtube.com/watch?v=lfoEgVzmO9U) (3:39). Students observe the subtitles and the pronunciation and intonation of the speakers to determine possible meaning, feelings and fluency. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Introduce the final summative assessment task that students will do at the end of the unit. Explain that all activities completed this term will add to the students’ skills to help them complete the final task.
* Introduce Chinese script, radicals, stroke order, *Hanzi* combinations and evolution of *Hanzi* by watching [Chinese is NOT picture writing! – History of Writing Systems](https://www.youtube.com/watch?v=QvGPeezXDIg) #5 (Determinatives) (5:09). Students review the article [How to Read Chinese Characters: A Beginner’s Guide](https://www.writtenchinese.com/how-to-read-chinese-characters-a-beginners-guide/) and record key information about character writing and reading that they identify as useful to help them in the future. As a class, review the *Hanzi* 你 and 好 and discuss the radicals, stroke order and character combinations in each. Review the characters for ‘China’ 中国 and discuss their composition, meaning and how these form the name for China, the middle kingdom, by watching [Zhongguo (China) How to Pronounce & Write Chinese Vocabulary/Character/Radical](https://www.youtube.com/watch?v=Kd2tAh2Pr_8) (2:11). Complete the [‘Chinese writing practice – 中国’ resource [DOCX 257 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-writing-practice.docx). **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* To help students learn techniques to recognise and remember *Hanzi*, view [Learn to read Chinese … with ease! – ShaoLan](https://www.youtube.com/watch?v=troxvPRmZm8&list=RDLVQvGPeezXDIg&index=4) (6:10) and access [Learn Chinese Characters: 9 Tricks to Effectively Remember *Hanzi*](https://www.fluentu.com/blog/chinese/learn-mandarin-chinese-characters/). Use the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity?=&GC=39) thinking routine to discuss memorisation techniques. Students record these in books or devices. Write examples for 中, 国, 你, 好 and find 3 new *Hanzi* that are of personal interest and do the same. Share these with the class. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* **Exit ticket** – students submit, on a slip of paper or sticky note, a technique they will try to help remember characters. After the lesson, share students’ ideas in a classroom communal space to motivate others. Every few weeks the class can discuss how their technique is working for them and if they could try another from the list.
* Introduce the artform of Chinese brush and ink writing by watching [How to start? Chinese Calligraphy Tutorial](https://www.youtube.com/watch?v=E9LEcjOgnaM) (9:23) to learn about the tools and techniques of brush and ink character writing. This will support students to understand the importance of stroke order and the elements of characters, which will support both reading and writing. Students practise by doing calligraphy with brush and ink, with pens or pencils or with fingers and mouse on digital devices. As a foundation, students practise the basic strokes using the [Trace 16 Basic Chinese Strokes [PDF 189 KB]](https://drive.google.com/file/d/0B9TV4N8bUwWncmt0QXNJQjdlYTg/view?resourcekey=0--RZfh35IrRKGgM5-mNYhkw) downloadable resource. When students feel confident, they can choose *Hanzi* of interest to write. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**

### Greetings

* Print the cards from Activity 1 in the [‘Chinese flashcards – greetings’ resource [DOCX 400 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-greetings.docx) and use these to drill new vocabulary with students. Students pay attention to character recognition, tones, pronunciation and contexts the words are used in, such as time of day, formality using 您 and groups of people using 们. Explain the meanings, stroke order and components of the characters and ask students to create mnemonics[[1]](#footnote-2) to help remember them. Students record words and characters in books or devices. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using Activity 2 from the [‘Chinese flashcards – greetings’ resource [DOCX 400 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-greetings.docx), students use the cards to:
* play memory-style matching games
* in pairs, randomly select cards to elicit responses from their partner
* play vocab ‘grab’ games – in groups, with the teacher or a student calling out prompts, students racing each other to grab a matching card.
* **Exit ticket** – place a picture of each *Hanzi* for the greeting terms up on a wall[[2]](#footnote-3). Students choose one *Hanzi* and place a sticky note with their mnemonic underneath the relevant *Hanzi*.
* To build intercultural capability, discuss greetings across cultures. As a class, discuss and compare Chinese and Australian greetings, identifying any that are missing or different between the languages and why. Ask students to consider what gestures accompany greetings in Chinese and Australia cultures, such as handshaking, bowing, waving and [fist palm salute](https://www.google.com/search?q=chinese+greetings+gestures&rlz=1C1GCEA_enAU1042AU1042&oq=chinese+greetings+gestures&aqs=chrome..69i57j0i10i512j0i22i30l2j0i390i650l4.5041j0j3&sourceid=chrome&ie=UTF-8). Students consider if adding appropriate gestures when saying the greetings would help strengthen connections and promote acceptance between people when interacting. Discuss if gestures help students ‘mediate and travel between languages’ and create a ‘common zone’ between people. Ask students to share how they greet people in the cultures of their family background. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Play [Quizlet – Chinese greeting words](https://quizlet.com/821359053/chinese-greeting-words-flash-cards/?i=13qsp&x=1jqt) (live as a class or individually) to drill greeting words. Check on student progress for speed and accuracy to monitor student acquisition of new characters and vocabulary. **Use knowledge of sound–symbol correspondence to understand and respond to texts (ML4-UND-01)**
* Using the [‘Chinese writing practice – greetings’ resource [DOCX 670 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-writing-practice-greetings.docx), students practise writing the characters for greeting words and phrases. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Use mini whiteboards or the classroom whiteboard to complete a *Hanzi* race game. Call out a greeting phrase in English and students race to write the characters for it. The first to write it correctly gains a point, the first to 3 points wins. This can be played in small groups of 3–4, in pairs or individually. Students can also write in Pinyin rather than *Hanzi* as an option. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**

### How are you?

* Print the cards from Activity 1 in the [‘Chinese flashcards – how are you’ resource [DOCX 664 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-how-are-you.docx) and use these to drill new vocabulary with students. Students pay attention to character recognition, tones, pronunciation and meaning. Explain the meanings, stroke order and components of the characters and ask students to create mnemonics to help remember them. Students then complete Activity 2, using the cards to:
* play memory-style matching games
* in pairs, randomly select cards to elicit responses from their partner
* play vocab ‘grab’ games – in groups, with the teacher or a student calling out prompts, students racing each other to grab a matching card. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using the [‘How are you?’ resource [DOCX 222 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-how-are-you.docx), students draw on knowledge of *Hanzi* and language in the previous activity to identify the meaning of each phrase. Students also consider the function of 不, 也, 很, 太 in sentences and the way questions are asked using 吗 and 呢. Students then practise a short conversation. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system in spoken interactions; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit ticket** – on the way out of the classroom, students tell the teacher how they are today in Chinese or ask the teacher how they are. **Use structures and features of the grammatical system to interact (ML4-INT-01)**

### I am …

* Explore Chinese brush and ink drawing techniques at [How to draw a portrait with ink](https://artistsandillustrators.telegraph.co.uk/how-to/drawing/how-to-draw-a-portrait-with-ink/) and watch videos on [painting faces with brush and ink](https://www.google.com/search?q=ink+brush+painting+faces&rlz=1C1GCEA_enAU1042AU1042&ei=Z2XPZM-6DK2B2roP8-af4Ak&ved=0ahUKEwiPiqjo2ceAAxWtgFYBHXPzB5wQ4dUDCA8&uact=5&oq=ink+brush+painting+faces&gs_lp=Egxnd3Mtd2l6LXNlcnAiGGluayBicnVzaCBwYWludGluZyBmYWNlczIIECEYoAEYwwRI2QxQmAdY9wpwAXgBkAEAmAHUAaAB_gWqAQUwLjMuMbgBA8gBAPgBAcICChAAGEcY1gQYsAPiAwQYACBBiAYBkAYI&sclient=gws-wiz-serp). Students learn about the history of Chinese caricatures and cultural influences by reading [Chinese Caricatures](https://chiculture.org.hk/index.php/en/china-five-thousand-years/3652) and discussing the article in small groups. Students use brush and ink techniques from Chinese calligraphy techniques learnt in the research and earlier in the unit to draw a self-portrait in Chinese brush and ink style on paper to stick into their books or to add a photograph to their devices. This self-portrait will form the anchor for students to write around, as they learn more phrases during the unit.
* Explicitly teach the structure 我是…… (‘I am …’) with student names, for example 我是静 ‘I am Jing’. Students learn to write the character 我 ([stroke order](https://www.youtube.com/watch?v=Tb_tAUZGwO0)) (1:10) and 是 ([stroke order](https://www.youtube.com/watch?v=PnvAVVhhh4Y)) (1:10)with correct stroke order in their books or on mini whiteboards, or in digital devices with fingers or mouse. Revise the question 吗 and negative 不 by asking students 你是[wrong name]吗？ requiring them to use the negative response 我不是[wrong name], 我是[correct name]. Drill by asking students directly and then have students ask and respond to this question with each other. **Ask questions and describe actions (ML4-INT-01)**
* Show students the [Chinese name tool](https://www.chinese-tools.com/names/list.html?n=aal), or a similar one, and explain how they can break their names down into sound syllables that correspondence to characters. Students use a name tool to select *Hanzi* for each sound syllable in their name, selecting *Hanzi* with meanings that suit their own identity. Students write their name in *Hanzi* at the top of their self-portrait. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Teach students the question ‘What is your name?’, 你叫什么名字？ by writing it on the board and asking students to identify the parts of it they know. Explain each part, the subject 你, the verb 叫, the question word 什么 and name 名字 with students practising tones and identifying character components and stroke order. Teach students the response, ‘I am called …’, 我叫……. Discuss the order of names in Chinese with the surname before the given name. Drill by asking students and having students ask each other their names and responding in the correct sentence order. Students write the sentence 我叫[surname][given name] around their self-portrait. **Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit ticket** – on the way out of the classroom, students give their Chinese name, using the correct order, using either the structure 我叫[Chinese name], 我是[Chinese name], or ask the teacher 你叫什么名字？
* Introduce country names and expressing nationality with the ‘Introduction’ activity in the [‘Country names in Chinese’ resource [DOCX 359 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-country-names-in-chinese.docx). Students draw on their knowledge of Chinese sounds and tones to identify the countries in the table and write their English equivalents. Students do not need to learn all of these countries, just China, Australia and any others relevant to their world. Encourage students to add these to the list on the resource. Watch [How to Say Your Nationality/Country Name in Mandarin Chinese](https://www.youtube.com/watch?v=mHV79ZSNzfE) (7:09) to drill and explore other country names and deepen understanding. Students draw on prior learning to say ‘I am …’, ‘also’, ‘am not’ and how to create questions to complete the ‘A deeper look’ activity in the resource. Students also learn to write the characters 人, 哪 and 国 and how they change sentences when used with countries. Students write a sentence about their own nationality in Chinese around their self-portrait. **Use knowledge of features of the sound system to understand texts (ML4-UND-01);** **Use sound–symbol correspondences to create written texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Teach students the question 你是哪国人？ by writing it on the board and asking students to identify characters, words and features, such as question particles, that they know. Show [“What is your nationality?” in Chinese](https://www.youtube.com/watch?v=MBd0Ps32RBg) (6:27) to deepen student understanding. Using the [‘Countries and cities’ resource [PPTX 4.7 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-countries-and-cities.pptx) and the [‘Country names in Chinese’ resource [DOCX 359 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-country-names-in-chinese.docx), ask each other questions about nationalities, practising 你是中国人吗？ Sample responses may include 我是中国人, 我是澳大利亚人, 我不是中国人. Encourage students to use other language features such as ‘also’ and negative forms. Use 是 for ‘yes, I am’ and 不是 for ‘no, I am not’, followed by a full sentence. Students record the question in books or devices. **Use structures and features of the grammatical system to interact (ML4-INT-01); Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Give students the [‘I am an Aboriginal Australian’ resource [PDF 430 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-i-am-an-aboriginal-australian.pdf) as an understanding activity. Students identify known phrases and characters by annotating the text in English, to help work out the meaning of the rest of the text expressing Aboriginal peoples nationality and land. 我是来自原生地名为加迪加尔的澳大利亚原住民。*Wǒ shì láizì yuánshēng dìmíng wèi jiā dí jiā'ěr de àodàlìyǎ yuán zhùmín.* ‘I am Aboriginal. I come from Gadigal Country.’ Students research [Aboriginal Chinese People in Australia](https://www.aboriginal-chinese.com/) and complete the [Wizer activity](https://app.wizer.me/category/worksheet/SXQ877-aborginal-chinese-connections-in-australia) exploring Aboriginal and Chinese Australian connected pasts. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Write the question 你住在哪？ on the board and ask students to identify the parts they know and see if they can work out the meaning. Explain the parts to the students and that the question means ‘Where do you live?’. Ask students to share how to answer the question and write their response on the board, making sure you discuss the parts of the sentence and correct if necessary. 我住在[city/town], ‘I live in [city/town]’. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Using the [‘Countries and cities’ resource [PPTX 4.7 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-countries-and-cities.pptx), students ask each other questions and respond based on the stimulus images in the PowerPoint. Encourage students to ask and respond using a variety of vocabulary and structures learnt in the unit, for example, 你住在悉尼吗？你住在哪儿？ Sample responses may include 我也住在北京, 我不住在北京, 我住在悉尼. Students may also take the persona of someone from one of the slides in the PowerPoint and work in pairs to role play meeting each other for the first time. Students write a sentence about where they live on their self-portrait page, writing the town where they live in Pinyin or *Hanzi.* **Use structures and features of the grammatical system to interact (ML4-INT-01); Use sound–symbol correspondences to create written texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Teach students the *Hanzi* 语 and 说 by writing them on the board, explaining their meanings – ‘language’ and ‘speak’. Ask students what parts of the characters they can identify and point out components, such as 口 ‘mouth’, 五 ‘five’ and the speech radical 讠, discussing how these relate to the meanings of the characters and how they can be used to remember them. Students complete the [‘Languages in Chinese’ resource [DOCX 448 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-languages-in-chinese.docx) and consult the [‘Country names in Chinese’ resource [DOCX 359 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-country-names-in-chinese.docx) from earlier in the unit, practising 汉语, 英语, 我会说[language], 我不会说[language], 你会说[language]吗？ Students write a sentence about what language(s) they speak on their self-portrait page. **Use sound–symbol correspondences to create written texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate some of the teaching and learning activities in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** *–* students negotiate their own activities with the teacher. Students use more personalised information to include in their responses. Students use more *Hanzi* in their script and seek new grammatical structures and vocabulary to express their ideas further.

**Students requiring additional support** – students use scaffolds to interact with others with greetings and exchanging their name and where they come from, students use Pinyin instead of *Hanzi* when writing in Chinese*.*

**Advanced proficiency** – students create a multilingual etiquette guide, in Chinese and English (and any other language of their background), for greeting people in China and Australia. Include:

* gestures used in each country
* appropriateness of greeting terms depending on time of day and audience
* considerations when greeting Aboriginal peoples, for examples gestures and greeting terms.

### Mini task – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – my profile |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students create a profile that can be shared with students in China to introduce themselves. Students create a ‘selfie’ that includes stickers, annotations and backgrounds that capture their identity. A digital tool such as [Canva](https://www.canva.com/) may be used, or students can create a hand-drawn profile. Add captions in Chinese, using *Hanzi*[[3]](#footnote-4), including:   * a greeting * name in *Hanzi* * where they live and nationality.   **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**  **Peer feedback** – students swap their profiles to check for understanding, discussing areas that need further clarification and exploring additional language which can be used. Students can also give feedback using the [stars and stairs technique](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/feedback-to-students/feedback-practices-and-strategies#:~:text=Stars%20and%20stairs&text=The%20teacher%20can%20draw%20a,indicating%20steps%20needed%20to%20improve.&text=one%20or%20more%20aspects%20that,submitted%20with%20their%20improved%20work.) (stars – where the review meets the criteria; stairs – suggestions for making improvements to the review). Students should consider grammatical structures, character writing and the features/images included in the profile to reflect the student’s identity. Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as identify future learning goals. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Chinese that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

## Weeks 4–6 – numbers, age, dates, birthdays

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria for Weeks 4-6

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * numbers in Chinese are represented by *Hanzi* and follow a logical pattern * numbers can be modified, by adding *Hanzi*, to express age, months and dates * different questions are considered polite in different cultures. | Students can:   * count to 100 in Chinese and write the related *Hanzi* * read, write and say ages, the month and date by adding 岁 for age, 月 for month and 日 for date * identify and use questions that are appropriate in Chinese culture, such as asking someone their age. |

**Suggested vocabulary and grammatical structures:**

**Numbers:** 一，二，三，四，五，六，七，八，九，十

**Age:** 你几岁了？我十三岁了。

**Months and date:** 几月几号？三月三十日。我的生日是三月三十日。你的生日是几月几日？

**Suggested *Hanzi:*** 一 ([stroke order](https://www.youtube.com/watch?v=pdJjAuK4UUY)) (0:59)， 二 ([stroke order](https://www.youtube.com/watch?v=p-D1Bk3XTwc)) (1:02)， 三 ([stroke order](https://www.youtube.com/watch?v=lF1Ij14nrYQ)) (1:06)， 四 ([stroke order](https://www.youtube.com/watch?v=_WNNOJ77B3U)) (0:59)， 五 ([stroke order](https://www.youtube.com/watch?v=gcLCWXp0DZU)) (1:04)， 六 ([stroke order](https://www.youtube.com/watch?v=SjECdjZsIQ0)) (1:06)， 七 ([stroke order](https://www.youtube.com/watch?v=jXTozoxU_6w)) (1:00)， 八 ([stroke order](https://www.youtube.com/watch?v=GdLKJN81IHM)) (1:00)， 九 ([stroke order](https://www.youtube.com/watch?v=lj9NwdIWlUY)) (0:58)， 十 ([stroke order](https://www.youtube.com/watch?v=CU_V_sKZXSQ)) (1:00)， 几 ([stroke order](https://www.youtube.com/watch?v=dJcHHMkhPg8)) (0:56)， 岁 ([stroke order](https://www.youtube.com/watch?v=8ARPyd9HnSI)) (1:08)， 了([stroke order](https://www.youtube.com/watch?v=TqtuxKg1gWI)) (0:58)， 日 ([stroke order](https://www.youtube.com/watch?v=DvGtdRrnPw4)) (1:05)， 月 ([stroke order](https://www.youtube.com/watch?v=zfYXubvQJ_o)) (1:04)， 的 ([stroke order](https://www.youtube.com/watch?v=67YMYA2uVvQ)) (1:10)

### Numbers and age

* Using Activity 1 in the [‘Chinese flashcards – numbers 1–10’ resource [DOCX 223 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-numbers.docx), drill the numbers 1–10 asking students to repeat pronunciation for correct tones. Use the flashcards to help students connect sounds to characters for numbers. Explain the meanings, stroke order and components of the characters and ask students to create mnemonics to help remember them. Students record number words and *Hanzi* in books or devices. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Using Activity 2 in the [‘Chinese flashcards – numbers 1–10’ resource [DOCX 223 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-numbers.docx), students play a range of games with the flashcards, individually, in pairs or small groups. For example, students:
* match the words to numerals, in a memory game
* organise *Hanzi* cards into sets, as called out by the teacher or another student, for example, even numbers, odd numbers, multiples of 3, and so on
* work in pairs, randomly selecting cards to elicit responses from their partner, testing each other to recall meaning
* play a vocab ‘grab’ game in groups, with the teacher or a student calling out prompts and students racing each other to grab a matching card.
* Using the [‘Chinese writing practice – numbers’ resource [DOCX 371 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-writing-practice-numbers.docx), students practise writing the number characters, saying them aloud as they practise, and thinking of mnemonics to help remember them.
* Introduce the logical sequencing of Chinese numbers by watching [Learn Chinese Numbers: Count 1 to 10, 1 to 20, 1 to 100 in Mandarin Chinese](https://www.youtube.com/watch?v=nNb7EldqDxE) (6:24). Students repeat the numbers with correct tones. For number sequences with missing numbers, pause the video and ask students to complete the sequences. Students use the number sequences learnt to write the *Hanzi* and Pinyin for 11, 12, 15, 20, 21, 40, 45, 60, 72 and 99. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01); Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Show students [Counting to ten in Chinese with one hand](https://www.youtube.com/watch?v=kNKlMfvbVT4) (0:18) to practise using hand gestures for numbers 1–10. Students repeat the numbers and make the appropriate hand gestures, then take turns to show a hand gesture while the rest of the class calls out the appropriate number in Chinese. **Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* Students play [Quizlet – Chinese Numbers 1–50](https://quizlet.com/596382024/chinese-numbers-1-50-flash-cards/) to drill number words and *Hanzi*. Students can play individually or play Quizlet live as a class. As students play, monitor student progress for speed and accuracy.
* Play bingo with students to drill numbers. Students create a 5x5 grid and add 25 numbers between 1–99, in *Hanzi*[[4]](#footnote-5), into the squares. The teacher, or a student caller, calls the numbers in Chinese and students tick them off on their grid. The first with a full grid ticked off, wins.
* Using the [‘*Wo bu yao* number game’ resource [DOCX 2.0 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-wo-bu-yao-number-game.docx)[[5]](#footnote-6), students play the number game in groups of 3–6. The game takes between 20–30 minutes. Students can incorporate words such as 要 ‘I want it’, 不要 ‘I don’t want it’, 该你了 ‘it’s your turn’ and 谢谢 ‘thank you’ while playing. **Socialise with peers (ML4-INT-01); Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* **Exit ticket** – give students an [exit ticket stub](https://schoolsnsw.sharepoint.com/:p:/s/DLSTemplatesMicrosoft/EdOZc0IkpvBDig0-AOlYpmwBggwWezlGJLo9U87IXUToAA?e=dr39fu&clearCache=c7ee59e-589d-8f69-13b1-eadd790c3e8) to submit before leaving the class. Questions for the stub may include: ‘What part of the lesson did you enjoy most today?’, ‘What would you like to learn next?’ and/or ‘How did you contribute to today’s lesson?’ Students add language, communication and/or strategy examples to support their reflections.
* Building on numbers, teach students the character for 岁 for ‘years old’ by writing it on the board or showing 岁 ([stroke order](https://www.youtube.com/watch?v=8ARPyd9HnSI)) (1:08) and 了 ([stroke order](https://www.youtube.com/watch?v=TqtuxKg1gWI)) (0:58). Also write the words in Pinyin with correct tones. Explain that you can express your age by saying the number with 岁了 after it and give an example 十三岁了. Explain to students the use of the 了 particle for change of state, in this case age. Ask students to draw on prior learning to express the phrase ‘I am 13 years old’ (我是十三岁了) and direct the students to write a sentence about their age around their self-portrait. **Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Show students how to write and say the character 几 ([stroke order](https://www.youtube.com/watch?v=dJcHHMkhPg8)) (0:56), ‘how many’, and explain how it is used to create questions. Ask students to revise the other ways they know to ask questions, using 吗, 呢, 什么 and discuss how these 4 questioning techniques are different. Ask students if they can work out how to ask ‘How old are you?’ using this knowledge and write their response on the board, discussing the elements and making sure a correct response is achieved. Students repeat 你几岁了 and the teacher and students ask each other and respond. While students are interacting, encourage them to draw on other questioning such as 你是十三岁了吗？ and respond including 不 and也 from prior learning. Students record the question 你几岁了 in books or devices. **Use structures and features of the grammatical system to interact (ML4-INT-01); Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* **Exit ticket** – using the [traffic light reflection](https://schoolsnsw.sharepoint.com/:p:/s/DLSTemplatesMicrosoft/EQAJGRy_Z7NHpSJgYBzEy0IBTIaK-tZsyFso7MtWF2UgmA?e=whow8T&clearCache=4ab539b3-fba9-3935-8b96-f96548063369) students indicate, on a slip to be submitted, from the lesson their red (where they need some help), yellow (where they feel they are doing okay) and green (where they feel they get it). Students should add language-specific examples and ideas for where they can get help or improve that are actionable.
* Discuss with students whether it is rude to ask about age in the background culture of their family. Explain that in China it is polite to ask about age, along with other questions that may be considered impolite in Australian culture. Explore [Awkward Personal Questions Chinese People Ask](https://www.digmandarin.com/awkward-personal-questions-chinese-people-ask.html#:~:text=This%20is%20one%20of%20the,how%20people%20address%20each%20other.) (8:56) for further examples and the reasons why Chinese people ask these questions. In small groups, students consider questions in their background cultures that may be rude or polite to ask another and the reasons why. Students take notes and then share responses with the class. **Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**

### Dates and birthdays

* Show the characters 日 ([stroke order](https://www.youtube.com/watch?v=DvGtdRrnPw4)) (1:05) for ‘day’ and 月 ([stroke order](https://www.youtube.com/watch?v=zfYXubvQJ_o)) (1:04) for ‘month’, discussing their pronunciation, meaning and evolution, as a pictograph, to help students remember them. For example, the moon may also look like a crescent shape with clouds passing over it. An example of the [Evolution of characters for the sun and moon](https://www.imc.org.sg/the-chinese-three-2/) can be seen on the IMC’s website.
* Ask students to draw on prior learning to work out how to ask what month and what day – 几月几日. Tell students dates in Chinese work opposite to English, the month goes first, followed by the date. Now ask students to give dates by replacing the question word 几 with a number, for example 三月三十日. Students record the question and date structure in their books or on their devices. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Give students the ‘[Chinese calendar game’ resource [DOCX 7.0 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s4-chinese-calendar-game.docx). Similar to ‘Battleships’, students identify 15 dates in September, and then interact to guess their partner’s 15 dates. **Socialise with peers; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit ticket** – create and give students a ‘What did you learn today?’ [form](https://forms.office.com/Pages/ShareFormPage.aspx?id=muagBYpBwUecJZOHJhv5kb87DsS3IbZAkL-M8JBLNh9UQlczM1dMTTA2WEFKNjdFVTVPN0pBSVpCVyQlQCN0PWcu&sharetoken=MFPhyAwFUdDB6AcV7cny&clearCache=e3355f3f-c18f-375-289-5f92476c6c7e) link[[6]](#footnote-7). Students answer questions such as ‘What made you curious today’, ‘When were you most creative today?’ and ‘What challenged your thinking today?’.
* Teach the students the word for birthday 生日 by writing it on the board and asking students to repeat with correct pronunciation. Ask students what *Hanzi* they know, such as 日, and then ask if they can work out what the other *Hanzi* may mean – 生 ‘birth’. Students record in books or devices. Teach students the ownership particle 的 ([stroke order](https://www.youtube.com/watch?v=67YMYA2uVvQ)) (1:10)and how it is structured in a sentence, between the noun and the object, to show ownership, for example, 你的咖啡 ‘your coffee’. Students then work in small groups, pairs or individually to work out how to build sentences relating to birthdays. It is important is to give students time to think about each step before sharing with the class:

1. Ask students how to say ‘my birthday’ – 我的生日 – students think and then share (if in a pair or group). Discuss responses, then write the correct option on the board.
2. Ask students to build on this to say ‘My birthday is on 30 March’ – 我的生日是三月三十日 – students think and then share (if in a pair or group). Discuss responses, then write the correct option on the board.
3. Ask students to change this to the question ‘What date is your birthday?’ – students think and then share (if in a pair or group). Discuss responses, then write the correct option on the board.

Drill the new structures by asking a few students about their birthdays. Students record these phrases and questions in books or devices. Students write the sentence ‘My birthday is …’ around their self-portrait. **Use structures and features of the grammatical system to create texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**

* To build student confidence in interacting, asking and responding to questions relating to ages and birthdays, ask students to line up in correct order, the youngest student at the front of the line and the oldest student at the back of the line. Students must interact to ask each other about ages and, when students are the same age, about birthdays. Students will need to ask the questions 你几岁了 and 你的生日是几月几日 and respond with 我[age]岁了 and 我的生日是[month]月[date]日 to determine what order they are in the line. **Socialise with peers**; **Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Using the [‘Chinese writing practice – dates and birthdays’ resource [DOCX 494 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-writing-practice-dates-and-birthdays.docx), students practise writing the characters for dates and birthdays. Students say them aloud as they practise and think of mnemonics to help remember them. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* To develop intercultural capability, ask students to share in a class discussion[[7]](#footnote-8) what events are significant in their family or cultural background, and why, for example birthdays. Discuss how events are celebrated. Students complete [Celebrating birthdays in China – Wizer interactive worksheet](https://app.wizer.me/category/worksheet/GCRSH5-celebrating-birthdays-in-china) to explore birthday celebrations in China and compare to their own.

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate some of the teaching and learning activities in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** *–* students negotiate their own activities with the teacher. Students use more personalised information to include in their responses. Students use more *Hanzi* in their script and seek new grammatical structures and vocabulary to express their ideas further.

**Students requiring additional support** – students use scaffolds to interact with others during games and conversations. Students use Pinyin instead of *Hanzi* when writing in Chinese*.*

**Advanced proficiency** – students identify structures to extend themselves to create a conversation or recording, in Chinese, comparing birthdays of their own cultural background to Chinese, including:

* special birthdays unique to the various cultures and name them in Chinese and where they are from, supported with a picture
* what items are used in celebrating the birthdays with a brief description and pictures
* where the birthdays occur.

### Mini task – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – planning Harmony Day |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students survey the class to plan for Harmony Day.  **Part A** – individually, students respond to a survey about preferences for celebrating ‘Harmony Day’, using the [‘Harmony Day – survey’ resource [PDF 4.5 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-mini-task-2-harmony-day.pdf) ([link to editable version](https://www.canva.com/design/DAFrL4jIiGc/Th1HFhsm-FUzsAhqSTSLww/view?utm_content=DAFrL4jIiGc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)). On the survey, students write their name in *Hanzi*, and then choose:   * the date * 2 country-based themes * 2 preferred foods * 2 preferred drinks.   **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**  **Part B** – in groups of 5–6, students share their survey responses with each other, with the aim of identifying their group’s top preferences for each category, And collaboratively write a paragraph about their responses. As a group, in Chinese, students write a few sentences outlining their choices as follows:   * [Date] is good. * [Country-theme] is good. * [Foods] and (和) [drinks] are also very good.   Students should practise reading their summary aloud and choose a group member to read it aloud to the teacher. **Use relevant and familiar vocabulary from a range of themes to create written texts (ML4-CRT-01)**  **Teacher feedback** – one student from each group reads out their group’s overview and submits it in writing. Give feedback on pronunciation, grammatical order and character writing. Students should consult the marking guidelines for the final assessment of the learning task, to check for understanding of language and expectations and apply these to the mini task, as well as identify future learning goals. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:  
1. How could this learning be applied to the final summative assessment task? Write specific examples in Chinese that can be used in the task.

2. What did I do well? Write specific detail and how it can be applied to future language use or learning.

3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

## Weeks 7–8 – introducing myself

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5– learning intentions and success criteria for Weeks 7–8

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * different cultures have different protocols for respectful introductions * there are a variety of ways questions can be asked in Chinese * likes and dislikes can be expressed using basic terms. | Students can:   * identify appropriate cultural practices when meeting people from Chinese speaking backgrounds * ask questions using 吗, 你呢, 哪, 什么 * ask and respond to questions about likes and dislikes using 喜欢 and 不喜欢. |

**Suggested vocabulary and grammatical structures:**

**Introductions:** 很高兴认识你

**Likes and dislikes:** 喜欢，不喜欢，你喜欢什么？你不喜欢什么？我很喜欢……

**Question words:** 哪，几，吗，呢，什么

**Sports:** 游泳，跑步，打网球，骑自行车，打篮球，打板球，打羽毛球，踢足球

**Suggested *Hanzi:*** 喜 ([stroke order](https://www.youtube.com/watch?v=J88kB7NColk)) (1:18), 欢 ([stroke order](https://www.youtube.com/watch?v=VkhxgNBEVME)) (1:13)

* To build intercultural capability, give students the articles [Communicating effectively with Aboriginal and Torres Strait Islander people](https://www.health.qld.gov.au/__data/assets/pdf_file/0021/151923/communicating.pdf) [PDF 341KB] and [Chinese Culture – Communication](https://culturalatlas.sbs.com.au/chinese-culture/chinese-culture-communication) to read in small groups. Using a [graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=4215615-ce5b-d7f3-9158-ee8fcb8579d7) such as a triple Venn diagram, students compare and contrast aspects of respectful communication in Chinese and Aboriginal cultures as found in the articles, as well as their own family background cultures. Students consider language used, gestures, physical space, silences, direct speech, eye contact, levels of politeness, saving face and honesty when completing their reflection chart. Discuss findings as a class. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Students complete the [Wizer interactive worksheet – Chinese introductions](https://app.wizer.me/category/worksheet/5M5N8J-chinese-introductions) (note – you need to ‘Copy worksheet’ before sharing with students, to access all activities). Students listen to a self-introduction in Chinese and answer comprehension questions, and questions about themselves. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* **Exit ticket** – ask each student a question as they leave the room, such as 你几岁了? and你住在哪? Students respond in Chinese.
* Teach students the phrase 很高兴认识你, ‘pleased to meet you’. Write it on the board and ask students to identify the characters they know, teach them each word’s meaning. Compare the wording to how this is expressed in English, for example, are the meanings the same? Students copy this phrase under their self-portrait. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Using the ‘[Chinese flashcards – likes and dislikes’ resource [DOCX 223 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-likes-and-dislikes.docx), introduce the words and *Hanzi* for 喜欢 ‘like’ and 不喜欢 ‘don’t like’. Ask students the role of 不 (makes a phrase negative), and where they may have used this before. Using the word 运动 ‘sport’ as an example, ask students to draw on prior learning to build the question ‘Do you like sport?’ 你喜欢运动吗？Students identify the person at the start and the 吗 for questions at the end, identifying 喜欢 for ‘like’ and 运动 for ‘sport’. Students do not need to learn a list of words for sport but give 3 sports as examples to use in the question and responses. Using 游泳 ‘swimming’，打篮球 ‘play basketball’ and 踢足球 ‘play soccer’, students ask each other ‘Do you like swimming/basketball/soccer?’, responding in full sentences with 是，我喜欢…… ‘Yes, I like ...’ or 不，我不喜欢…… ‘No, I don’t like ...’. Students record the phrases ‘I like …’ 喜欢 and ‘I don’t like …’ 不喜欢 in books or devices. Students then add one example to their self-portrait to express their like or dislike of it. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Revise question words students have learnt, for example 哪, 几, 吗, 呢, 什么, and identify which one means ‘what’. Write the structure they know with ‘what’ on the board, 你叫什么名字？Using this question pattern and the word for ‘sport’ 运动, ‘like’ 喜欢 and ‘dislike’ 不喜欢, ask students to work out and write how to ask ‘What sports do you like?’ 你喜欢什么运动？ Explain to students the word for sport can be replaced to ask about other things, such as food食物, movies 电影, subjects 科目 and hobbies 爱好. Students record this question in books or devices and write one other example using a category of their choice, then write a sentence to answer it in Chinese. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Show [Sports – Talking about Likes & Dislikes in Mandarin Chinese](https://www.youtube.com/watch?v=SisO9Wn9mWY) (2:18), pausing throughout for students to repeat after the speaker for correct tones and pronunciation and to identify characters and components of characters in the subtitles. Students may also list the sport words in the video that are of interest to them such as 游泳, 跑步, 打网球, 骑自行车, 大篮球, 打板球, 打羽毛球 and 踢足球. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Watch the clip again and pause for students to ask each other about their own likes and dislikes relating to activities in the video. Encourage students to use terms like ‘also’ 也, ‘not’ 不 and ‘How about you?’ 你呢？ from previous learning when responding. **Understand and reciprocate information about their own and others’ personal worlds; Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Using dictionaries or [Google Translate](https://translate.google.com/), students create their own list of words for likes and dislikes (at least 5 for each). Students are not expected to learn these words and their characters off by heart; they are expected to be able to refer to them to share information about themselves when making friends. Students record their personalised words in books or devices. Students use these words to record a sentence about something they like and something they dislike around their self-portrait. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* **Exit ticket** – students write a sentence for something they like and something they dislike in Pinyin or *Hanzi* on a sticky note and submit to the teacher as they leave the room.
* Students use their personalised lists to complete the [‘What my peers like and dislike’ resource [DOCX 220 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-what-my-peers-like-and-dislike.docx), asking 5 of their peers about their likes and dislikes using 你喜欢什么？and 你不喜欢什么？ **Understand and reciprocate information about their own and others’ personal worlds; Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* As a class, or individually, students complete the [VideoAnt activity – How to Give a self introduction in Mandarin](https://ant.umn.edu/xcxqhydpiu/view), by watching the video (7:43) and answering the questions that pop up at different points throughout the video. These questions can be answered in Chinese or English, in books or devices. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Students complete the [‘Find someone who …?’ resource [DOCX 10.9 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-find-someone-who.docx), asking and responding to questions that are used when meeting new people. Students are provided with a profile, as their alias, and engage in conversations with other students exchanging information about names, age, birthday, nationality, language, where people live, and basic likes and dislikes until they find someone that matches each criteria in the activity resource. **Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate some of the teaching and learning activities in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** *–* students negotiate their own activities with the teacher. Students use more personalised information to include in their responses. Students use a broader range of *Hanzi* and seek new grammatical structures and vocabulary to express their ideas further. Students create their own demonstration video about likes and dislikes with a different theme than sport, such as food, movies or activities.

**Students requiring additional support** – students use scaffolds to interact with others using games and conversations. Students use Pinyin instead of *Hanzi* when writing in Chinese*.* Students work in pairs or small groups to complete activities.

**Advanced proficiency** – students identify and use structures to extend themselves to create their own self introduction VideoAnt recording with questions that can be shared with their peers.

Table 6 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – conversation |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students engage in a conversation[[8]](#footnote-9), in Chinese, to get to know their classmates a little better. Students work in pairs or, if required groups of 3. Students may use prompt cards and/or a vocabulary list to support communication. **Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**  The conversation should include:   * greetings and pleased to meet you * age and birthday * nationality, where they live and languages spoken * basic likes and dislikes * a variety of question forms * 也 and 不.   **Teacher feedback** – as students engage in their conversations, listen to each group and provide verbal feedback. At the conclusion of the task, write up common errors and discuss as a class. Comment on pronunciation, the variety of questions asked, and the appropriateness and content of responses, including the range of vocabulary and structures. Alternatively, students record their conversations for individualised written feedback. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Chinese that can be used in the task.

2. What did I do well? Write specific detail and how it can be applied to future language use or learning.

3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

## Week 9–10 – introducing my friends

Table 7 – learning intentions and success criteria for Weeks 9–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there are gender-based pronouns in Chinese referring to the third person * there is a suffix added to pronouns to make them plurals * a specific grammatical structure is used with basic adjectives * conjunctions extend meaning and add to authentic communication. | Students can:   * identify the *Hanzi* for 她 and 他 and how they are used appropriately * add the suffix 们 to a pronoun to make it a plural * create simple adjective sentences to describe people using 很 * join sentences and ideas using和 and但是. |

**Suggested vocabulary and grammatical structures:**

**Pronouns and nouns:** 她，她，朋友

**Plural and conjunctions:** 们，和，但是，他们，她们，朋友们，我们，你们

**Adjectives:** 有耐心，安静，聪明，有趣，善良，很……

**Suggested *Hanzi:*** 朋 ([stroke order](https://www.youtube.com/watch?v=jnWEIU6BEFk)) (1:10)，友 ([stroke order](https://www.youtube.com/watch?v=Sc3kn5KghtE)) (1:04)，们 ([stroke order](https://www.youtube.com/watch?v=yYikgV045ZY)) (1:06)，她 ([stroke order](https://www.youtube.com/watch?v=AI2XcK5dv-Y)) (1:10)，他 ([stroke order](https://www.youtube.com/watch?v=QbbYAxKcpuU)) (1:08)，很 ([stroke order](https://www.youtube.com/watch?v=-wTjyeXUykc)) (1:14)

* Teach students the word and *Hanzi* for ‘friend’ 朋友 by writing the characters on the board and identifying their components and stroke order. Ask students to think of mnemonics to remember them. Students copy these into books or devices. In small groups or individually, ask students to brainstorm the sentences they have learnt to say about themselves throughout the unit, writing them in Pinyin and *Hanzi* on mini whiteboards or A4 paper. Examples include 我叫[name], 我是十二岁了, 我住在悉尼, 我是中国人, 我说英语, 我喜欢……, 我不喜欢……, 我也喜欢……. Once they have brainstormed as many as they can, swap with another group to make corrections or add more, then swap back. Groups share with the class by taking turns to write a different sentence on the board, until they cannot think of anymore. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Show students flashcards for the words and characters for 她 ‘she’ and 他 ‘he’. Discuss the components of the characters and ask students to consider what happens when 我 is replaced with 她 or 他 in the sentences from the previous activity, ‘she is …’ and ‘he is  …’. Students record these words and 2 example sentences using them in books or devices. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* On the board, show students how to write the characters 他 and 她, using correct stroke order. Students copy and practise, repeating them with sounds and mnemonics to remember them. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Discuss the terms ‘he’, ‘she’, 他, 她 and ‘they’ as a singular inclusive pronoun and compare how these terms are used in English[[9]](#footnote-10). In small groups, students read the article [How Chinese ruined a perfectly good gender-neutral pronoun](https://andrewbatson.com/2023/03/22/how-chinese-ruined-a-perfectly-good-gender-neutral-pronoun/) to understand how 她 and 他 evolved, sharing their understandings in the group and then with the class. In the same groups, students read the article [‘X也’ and ‘Ta’: The gradual rise of gender-neutral pronouns in Chinese](https://macaonews.org/features/x%E4%B9%9Fand-ta-the-gradual-rise-of-gender-neutral-pronouns-in-chinese/) (<https://macaonews.org/features/x%E4%B9%9Fand-ta-the-gradual-rise-of-gender-neutral-pronouns-in-chinese/>), making note of key points (note – if the link does not open, try copying and pasting the link into a new tab). As a class, students use their understanding from the articles to discuss the expression of pronouns people use to identify themselves when meeting people and communicating and how these compare using ‘they’ in English and X也 or TA in Chinese. Students record these comparisons in books or devices. Students write their pronoun in Chinese on their self-portrait page. **Use familiar metalanguage to compare target language structures and features with English; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Show the character 们 by writing it on the board and explaining to students that it is added to pronouns to make them plural, for example 我们 changes ‘me’ to ‘we’. Students record the character in books or devices and then make a list of pronouns they have learnt and add 们 to them. Then they write 3 sentences and one question using a plural pronoun. Encourage students to extend themselves by using grammatical features such as 也 and 不, and a variety of topics learnt such as places people live, nationality, language spoken, likes and dislikes, and age to connect their learning.**Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Using the [‘Chinese flashcards – personality’ resource [DOCX 849 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-flashcards-personality.docx), introduce the personality adjectives 有耐心 ‘patient’, 安静 ‘quiet’, 聪明 ‘smart’, 有趣 ‘funny’ and 善良 ‘kind’, with Pinyin and *Hanzi*. At this stage, students are only expected to use them when talking about people; remembering the use of characters is not expected, however some students may like to use them. Watch [VividChinese HSK Grammar: 很 connecting noun and adjectives](https://www.youtube.com/watch?v=uTzSUque4uI) (4:12) to explain the use of 很 between a noun and a simple adjective. After watching the video, show students a picture of someone (real or fictitious) and ask them to write a sentence to describe them on their mini whiteboards, then hold them up for the teacher to record on the board[[10]](#footnote-11). Repeat with a new picture several times. Students record the structure in books or devices, including the sample sentences from the activity. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* On the board, write the words, with *Hanzi* and Pinyin, for ‘and’ 和 and ‘but’ 但是. As a class, students brainstorm sample sentences using ‘and’ and ‘but’. Write sample sentences on the board during the brainstorm. Students then write 3 sentences in books or devices, using language learnt to date, with the conjunctions 和 and 但是. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* **Exit ticket** – students write a plural sentence about their friendship group in Pinyin or *Hanzi* on a sticky note and submit to the teacher as they leave the room, for example ‘We speak Chinese’, ‘We like sport, but we don’t like swimming’ or ‘We are kind and smart’.
* Students paint a brush and ink drawing of a friend, similar to their brush and ink self-portrait. Around this painting, similar to how they wrote about themselves during the term, students write sentences introducing a friend in *Hanzi* or Pinyin, including information such as name, age, birthday, where they live, nationality, language(s) they speak, basic likes and dislikes, pronouns, simple adjectives and conjunctions. **Use structures and features of the grammatical system to create texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Complete summative assessment task in class, listening to a conversation and responding. **Listen to, read and view information, opinion and ideas in a range of predictable texts on familiar themes; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate some of the teaching and learning activities in this lesson sequence for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** *–* students negotiate their own activities with the teacher. Students use more personalised information to include in their responses. Students use more *Hanzi* in their script and seek new grammatical structures and vocabulary to express their ideas further. Students may choose a different context to write a profile introducing someone, such as about a famous person they know and use further conjunctions to extend meaning such as 所以 or 因为. Students may also create a Kahoot with a video introduction for someone of their choice, then create questions about the content for the class. Students consider the statement ‘Every time we exchange meaning, we’re exchanging part of ourself’, brainstorm what this means to them and create an infographic for the class in English, to help them with intercultural understanding when interacting with Chinese speakers.

**Students requiring additional support** – students use scaffolds to interact with others using greetings and exchanging their name and where they come from. Students may use Pinyin instead of *Hanzi* when writing in Chinese*.* Provide students with a scaffold for their profile of a friend. Students may record their introductions orally instead of writing.

**Advanced proficiency** – students are given comparison and reasoning structures to further manipulate structures learnt and extend meaning to introduce 2 people of their choice and then make a comparison between them, with opinion(s). Students can also prepare questions and interview a Chinese background speaker. Students may also create a Kahoot with a video introduction about the person they interviewed, with questions for the class in Chinese.

**Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Chinese that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning, for students with special education needs. The evaluation can include feedback from students.*

# Registration

Teacher name:

Teacher signature:

Date:

# Appendix A

## Sample summative assessment task

### Outcomes and content

**ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**

* Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas

### Task

Listen to the conversation between a Chinese student, who is coming to stay in Australia, and their Australian ‘buddy’ student. They are introducing themselves to get to know each other better, prior to meeting.

Identify key information the students give about themselves, by answering questions in English. Based on the information in the conversation, determine if the Chinese student has been assigned an appropriate buddy.

[Self-introduction audio task (MOV 0:23)](https://players.brightcove.net/6197335233001/default_default/index.html?videoId=6339293105112)

Note – as this audio is available on the department’s website, consider using it as a base to create your own version, with different key information. This could also be completed as a reading task, with the script adjusted.

 **Sample differentiation**

The following strategy provides a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students requiring additional support** – students may be given word or phrase banks to use while listening to the text. Students may only complete some aspects of the task, for example the table or targeted questions. Students may be able to record their responses orally rather than in writing.

**Advanced proficiency** – students may write their responses in Pinyin or *Hanzi* instead of English. Students may record an oral message to the exchange student coming to stay in Australia introducing themselves.

### Marking guidelines

Table 8 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-UND-01   * Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas | Provides all information to complete profiles, including:   * birthdays and ages * hobbies they like * hobbies they do not like * personalities.   Correctly identifies which 2 people would most enjoy staying home on the weekend, providing 2 detailed reasons.  Explains in detail whether or not Lucy will fit into the friendship group, providing 3 reasons. | Provides most information to complete profiles, with minor errors, including:   * birthdays and ages * hobbies they like * hobbies they do not like * personalities.   Correctly identifies which 2 people would most enjoy staying home on the weekend, providing 2 reasons.  Explains whether or not Lucy will fit into the friendship group, providing 3 reasons. | Provides some information to complete profiles, with errors, including:   * birthdays and ages * hobbies they like * hobbies they do not like * personalities.   Identifies 2 people who would enjoy staying home on the weekend, providing some relevant justification.  Provides some explanation as to whether or not Lucy will fit into the friendship group, providing 2–3 reasons. | Provides some relevant information relating to:   * birthdays and ages * hobbies they like * hobbies they do not like   and/or   * personalities.   Identifies at least one person who would enjoy staying home on the weekend, with limited justification.  Provides some relevant information as to whether or not Lucy will fit into the friendship group. | Attempts to convey some relevant information. |

### Script and sample responses for sample summative assessment task

#### Transcript for sample listening text

##### Chinese version

**Lucy:** 你好，我叫Lucy。你叫什么名字？

**William:** 我叫William，我今年十六岁，我的生日是二月八日。你呢？

**Lucy：** 我今年也十六岁，我的生日是五月二十日。我是中国人。

**William：** 我是澳大利亚人，会说中文。我的朋友Jing也是澳大利亚人，她也会说中文。

**Lucy：** 太好了！你朋友几岁了？

**William：** Jing今年十八岁，她的生日是十二月九日，她喜欢游泳，也喜欢打电脑游戏和打篮球。她很聪明和很安静。你呢？

**Lucy：** 我喜欢做饭和打电脑游戏，不喜欢打网球和打篮球。我很有耐心和很安静。你呢？

**William：** 我喜欢游泳和做饭，也喜欢打电脑游戏，但是我不喜欢但篮球。我很有耐心。

**Lucy：** 很高兴认识你，再见。

**William：** 我也很高心认识你，再见。

##### English version

**Lucy:** Hello, my name is Lucy. What is your name?

**William:** My name is William, I am 16 years old this year, my birthday is 8 February. How about you?

**Lucy:** I am also 16 years old this year. My birthday is 20 May. There are 3 people in my family, I am the only child, and I am Chinese.

**William:** I am Australian and can speak Chinese. My friend Jing is also Australian, she can also speak Chinese.

**Lucy:** That’s great! How old is your friend?

**William:** Jing is 18 years old this year, her birthday is 9 December. She likes swimming, she also likes playing computer games and basketball. She is a smart, quiet person. What about you?

**Lucy:** I like cooking and playing computer games. I don’t like playing tennis and basketball. I am a patient and quiet person. What about you?

**William:** I like swimming and cooking and playing computer games, but I don’t like playing basketball. I am a patient person.

**Lucy:** It is nice to meet you, goodbye.

**William:** It is nice to meet you too, goodbye.

### Questions

1. Listen to the conversation and complete the 3 profiles in the tables below in English.

|  |  |
| --- | --- |
| Name | Lucy |
| Birthday and age | 20 May, 16 years old |
| Hobbies they like | Cooking and \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Hobbies they do not like | Playing tennis and basketball. |
| Personality | Patient and \_\_\_\_\_\_\_\_\_\_\_\_. |

|  |  |
| --- | --- |
| Name | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Birthday and age | \_\_\_\_\_\_\_\_\_\_\_\_\_\_, 16 years old. |
| Hobbies they like | Cooking, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and playing computer games. |
| Hobbies they do not like | \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Personality | \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |  |
| --- | --- |
| Name | Jing |
| Birthday and age |  |
| Hobbies they like |  |
| Personality |  |

1. Compare what each person has said in the conversation. Which 2 people do you think are most likely to enjoy staying home on weekends? Give 2 reasons with reference to the text.
2. Do you think Lucy will fit in well with the Australian friendship group? Give 3 reasons with reference to the text.

## Sample student response

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary and the task, marking guidelines and sample may be adjusted to suit your context.

This is an example of a Grade A response.

1. Listen to the conversation and complete the following 3 profiles in English.

|  |  |
| --- | --- |
| Name | Lucy |
| Birthday and age | 20 May, 16 years old |
| Liked hobbies | Cooking and **playing video games** |
| Disliked hobbies | Playing tennis and basketball |
| Personality | Patient and **quiet** |

|  |  |
| --- | --- |
| Name | William |
| Birthday and age | **8 February**, 16 years old |
| Liked hobbies | Cooking, **swimming** and playing computer games |
| Disliked hobbies | **Basketball** |
| Personality | **Patient** |

|  |  |
| --- | --- |
| Name | Jing |
| Birthday and age | **9 December, 18 years old** |
| Liked hobbies | **Swimming and playing video games** |
| Personality | **Smart and quiet** |

1. Compare what each person has said in the conversation. Which 2 people do you think are most likely to enjoy staying home on weekends? Give 2 reasons with reference to the text.

**The 2 people who will be most likely to enjoy staying home on weekends are Lucy and William. Most of the activities they like are indoor activities such as cooking and playing video games. Jing likes swimming and basketball which are both outdoor activities.**

1. Do you think Lucy will fit in well with the Australian friendship group? Give 3 reasons with reference to the text.

**Yes, I do think Lucy will fit in well with the Australian friendship group because they all have similar interests and personalities. For example:**

* Both Jing and Lucy are quiet.
* Lucy, William and Jing all like to play video games.
* Lucy and William both like cooking and playing video games.
* Lucy and William are both patient.

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 Chinese – ‘Introducing myself and my circle’ infographic [PDF 374KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-chinese-introducing-myself-and-my-circle-infographic.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAFuXrTdp_o/Fr6IV79-ess5N5vjF-n2Pg/view?utm_content=DAFuXrTdp_o&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.



# About this resource

* The target audience for this resource is teachers of Stage 4 Chinese.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Chinese’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 14 September 2023

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student needs. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit, such as in Quizlet, using large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech to text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered 'common' terms as students may not have a conceptual understanding of some terms
* understanding that topics that address ‘home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt the task appropriately
* including comparisons between Chinese-speaking countries and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

## Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2023 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – academic achievement
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf) [PDF 292KB]: Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: Inclusive Education

# References

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1. Explain what mnemonics are to students and how they can be used in language learning. [↑](#footnote-ref-2)
2. Instead of a sticky note, this can be in digital form using a platform such as [Padlet.](http://www.padlet.com) [↑](#footnote-ref-3)
3. If *Hanzi* is too challenging for some students, they may write in Pinyin. [↑](#footnote-ref-4)
4. If *Hanzi* are too difficult, students could use numerals. [↑](#footnote-ref-5)
5. This game can be played throughout the unit, for example when students finish work, when the teacher is absent, when visitors from China come to class or if there is a Chinese club at the school. Print and laminate and keep for future use. [↑](#footnote-ref-6)
6. This can be given to students as a handwritten ticket to submit on paper by writing the questions on the board, or giving students a proforma. [↑](#footnote-ref-7)
7. Not all cultures or religions celebrate birthdays so consider if this activity is suitable for your context. [↑](#footnote-ref-8)
8. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-9)
9. Inclusion of this content at teacher discretion, based on their context. [↑](#footnote-ref-10)
10. This can also be completed as a [Flip](https://auth.flipgrid.com/) or [Plickers](https://get.plickers.com/) activity to include ICT and for students who may prefer digital tools for communicating. [↑](#footnote-ref-11)