Chinese Stage 5 – sample unit of work

Hobbies and leisure activities – 爱好与休闲

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# Unit description and duration

This 10-week (25-hour) unit introduces students to leisure activities, hobbies, seasonal activities and Chinese leisure culture. Young people make valuable connections with others through participating in, and discussing, shared interests and leisure activities. Students will develop the language skills and intercultural capability to express their favourite hobbies, respond to other people’s preferences and extend an invitation to participate in a sport or hobby together. Students will explore leisure activities more common in China than Australia, and related social customs. Students will also examine how changing seasons may influence recreational pursuits.

In this unit, students are provided with opportunities to:

* explore a range of sports and leisure activities in China and Australia
* use more complex conjunctions (for example, 虽然…… and 但是……)
* use adjectives and adverbs to express opinions and reasoning
* describe weather
* say when they do different activities
* invite a friend to do an activity together
* build their understanding of letter and email text types in Chinese.

# Student prior learning

Before engaging in these teaching and learning activities, students would benefit from prior experience with:

* numbers
* family members and friends
* time phrases such as days, dates, time, frequency words
* countries and nationalities, for example 澳大利亚, 中国人
* using adjectives to express personal preferences, for example 喜欢, 不喜欢
* daily routines and activities that occur frequently during the week
* shopping and bargaining
* food and drinks
* using conjunctions, for example 和, 也
* question techniques, for example 你呢？, 为什么？
* giving reasons, for example 因为……, 所以……
* colours, for example 颜色, 红色, 绿色
* degrees of likes and dislikes (qualifiers) 很, 不.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities. 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:**

* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

You have been asked to be a ‘buddy’ to a Chinese student who is moving to Australia and joining your class, to help them settle in. Write an email to them in Chinese, outlining your leisure activities. In your email, include:

* appropriate greetings and phrases at the start and finish
* 2 typical leisure activities in Australia, for example a winter activity and a summer activity
* at least one of your favourite activities and why you enjoy it/them
* when you do this activity or these activities
* a new activity that you want to try, with reason(s) why you want to try it
* an invitation to your ‘buddy’ to do the new activity together
* 3 questions about your buddy’s leisure activities.

# 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.

**Anchor chart** – in this unit of work, students are encouraged to create their own anchor charts, a visual summary of their learning. Anchor charts can be set out with various categories, for example, adjectives, activities and questions.

**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 – What’s your favourite hobby?

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:   * specific nouns are associated with sports and leisure activities in Chinese * different verbs are used for different sports and leisure activities * adverbs are used to express varying degrees of likes and dislikes * the common leisure activities of teenagers in China may differ to their own. | Students can:   * identify and use nouns related to popular sports and leisure activities, such as 跑步 * identify and use different verbs for different sports and leisure activities, such as 打, 看 * identify and appropriately use the adverbs such as 最, 非常, 很 * identify and explain similarities and differences between common leisure activities of teenagers in China and Australia. |

**Suggested vocabulary:**

**Nouns:** 游泳，拍照，跳舞，唱歌，烧烤，野餐，看电影，看书，听音乐，踢足球，打篮球，打武术，玩游戏，画画，运动，休闲，爱好

**Verbs:** 跳，打，听，看，玩，烤，拍，踢，游，唱，烧

**Adverbs:** 最，最不，也，太，然后，很，非常

**Adjectives:** 最爱……，最不喜欢……

**Suggested grammatical structures:** 我喜欢跳舞；我不喜欢看书；我最讨厌的运动是打武术；我最喜欢的运动是玩游戏，你喜欢什么运动？；你有什么爱好？；我的爱好是画画；你喜欢听什么音乐？；我想……；我的爱好是……

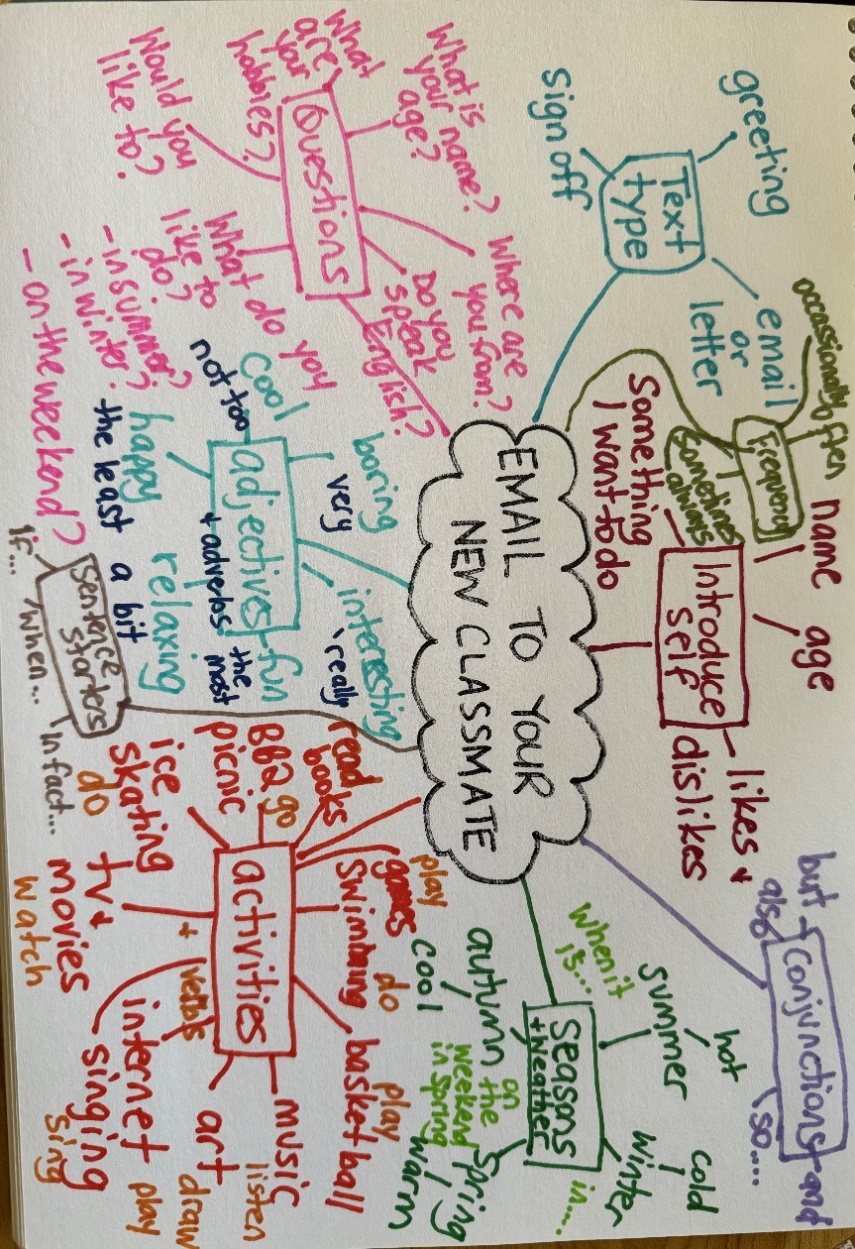
***Hanzi* stroke order practice:**

露 [(stroke order)](https://www.youtube.com/watch?v=3A34vZ0znJE) (1:39), 营 [(stroke order)](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DliZjKD3SIvU&data=05%7C01%7CCoreena.Allen%40det.nsw.edu.au%7Ce5ec85e1134f4a7362bb08dbbe1a5925%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638312792592210601%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=0lWBbyVylpDP6XOSHaNtihUyA%2FG4HD4xsnHm6DIGvW0%3D&reserved=0) (0:13), 烧 [(stroke order)](https://www.youtube.com/watch?v=2Q6fRpFRGgQ) (1:14), 烤 [(stroke order)](https://www.youtube.com/watch?v=pggMZweP4tM) (1:12), 野 [(stroke order)](https://www.youtube.com/watch?v=HPq82lXLFCU) (1:17), 餐 ([stroke order](https://www.youtube.com/watch?v=07I3Agf0scc)) (1:19), 游 [(stroke order)](https://www.youtube.com/watch?v=QoRU83YJMtE) (1:19), 泳 [(stroke order)](https://www.youtube.com/watch?v=xNoUGcnMi8E) (1:12), 戏 [(stroke order)](https://www.youtube.com/watch?v=WVREjKC6TRc) (1:07), 跳 ([stroke order](https://www.youtube.com/watch?v=3KqfUxzDve8)) (1:22), 舞 [(stroke order)](https://www.youtube.com/watch?v=UgDfQJanx9s) (1:22), 唱 ([stroke order](https://www.youtube.com/watch?v=wHF8pUjWdDQ)) (1:16), 歌 ([stroke order](https://www.youtube.com/watch?v=cnlceB1Pbwg)) (1:22), 画 [(stroke order)](https://www.youtube.com/watch?v=ekhD5tkywZM) (1:05)

### Leisure activities and hobbies

* Introduce the final summative assessment task which students will do at the end of the unit. Explain that all activities completed this term will build the students’ skills to help them complete the task. Show students the sample response from the unit in English and use the [Generate-Sort-Connect-Elaborate](https://www.sadlier.com/school/ela-blog/how-to-use-generate-sort-connect-elaborate-concept-maps-visible-thinking-routine) thinking routine to co-create a sample anchor chart on the board, in English. Students use the model to start their own anchor charts in their books or devices. Identify the language and content needed to complete the task and use colours to identify different types of language, for example, adjectives, activities and questions. During the unit, students add the Chinese for these examples and connect different language features together to gradually create more complex sentences and ask more complex questions. Encourage students to personalise their anchor chart during the unit with language relevant to their personal world. Discuss the expectations of the task and the marking guidelines.

Figure 1 – anchor chart (mind map) unpacking language needed to complete the summative task



* Using the [Activating prior knowledge thinking tool template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=92cc277b-2183-75fd-9ba8-eec8f1dc67e7), individually or in small groups, students complete the K (knowledge) column of the template, identifying what they know about hobbies that are popular in China. They then complete the W (wonder) column, identifying things they would like to know. Students access the article [10 Chinese Hobbies From Traditional and Modern](https://www.pandanese.com/blog/chinese-hobbies) and complete the L (learned) column, identifying popular hobbies in China and a brief description of the hobby. In the H (how I learn more) column, students identify how to say the hobbies identified in the article from links on the website and using a dictionary, where necessary. Students record these activities in Chinese in their books or devices. They then choose 3 activities from the article, identifying 2 they like and one they do not like, and write their best sentence in Chinese to express how they feel about the activities, drawing on prior learning. Encourage students to use conjunctions. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Exit slip** – in small groups, students write a short reflection in English on how popular hobbies for young people in China compare to popular hobbies for young people from their own background(s) and why they think the hobbies are the same or different. Students hand it to the teacher as they leave the classroom.
* Print the cards from Activity 1 in the [‘Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx) and use these to drill new vocabulary with students. Students pay attention to character formation, tones and pronunciation. Explain the meanings, stroke order and components of the characters and ask students to create mnemonics[[1]](#footnote-2) to help remember them. To reduce cognitive load[[2]](#footnote-3), students record words and characters in books or devices from the list that are relevant to their world. Introduce the phrase *My hobby is …* 我的爱好是…… and encourage students to state their hobby using the sentence structure with the flashcards, for example: 我的爱好是游泳. Encourage students to add any other words that relate to their own hobbies. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Using Activity 2 from the [‘Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx), students:
* play matching memory-style matching games
* 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 a wide range of features of the sound system to understand texts (ML5-UND-01)**

* Using Activity 1 from the ‘[Chinese writing practice – hobby verbs and activities’ resource [DOCX 3.9 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-writing-practice-hobby-verbs-and-activities.docx), students practise writing the characters for hobby verbs and activities. **Use a wide range of sound–symbol correspondences to create written texts (ML5-CRT-01)**
* Students play [Quizlet and Quizlet Live – leisure activities and hobbies](https://quizlet.com/au/815488194/leisure-activities-and-hobbies-flash-cards/) to drill leisure and hobby words and *Hanzi*. Students can play individually or live as a class. As students play, monitor student progress for speed and accuracy. Students may print off the vocabulary list to use as personal revision cards. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Engage students with the ‘[Sports in Mandarin Chinese (5:43)](https://www.youtube.com/watch?v=HZBI1J6P5JQ)’videoand have students repeat the words after the presenter to practise tones. Students record any sporting vocabulary from the video that is relevant to them on the hobby list they created earlier. Students record the sentence structures shown in the video 你喜欢什么运动？我喜欢踢足球。你喜欢打排球吗？我不喜欢打排球。 **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Explicitly teach the question 你喜欢什么运动？, explaining that 什么 is a question word meaning ‘what’ and is placed after the verb ‘to like’. Ask students to brainstorm what other nouns can be used instead of 运动 in this question such as 音乐, 电影, 食物 and 动物 and list these on the board. In pairs, students take turns asking each other questions about which sport they like and responding, using nouns from the list. Students can use the structure to ask about other topics, for example music, movies, food and animals, for example 你喜欢什么食物？ Encourage students to draw on prior learning to add conjunctions and other vocabulary when interacting such as 也, 和, 但是 and 你呢？ **Express and compare emotions and personal preferences; Ask questions, make requests and explain actions (ML5-INT-01)**
* Using Activity 2 from the ‘[Chinese writing practice – hobby verbs and activities’ resource [DOCX 3.9 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-writing-practice-hobby-verbs-and-activities.docx), students translate a range of sentences. **Adjust and adapt vocabulary from a wide range of themes to create text (ML5-CRT-01)**
* Using Activities 3–4 from the ‘[Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx), students:
* use the cards as prompts to elicit responses from their partner(s)
* select 3 cards and use them as prompts to create sentences and/or a role-play.

**Understand and reciprocate detailed information about their own and others’ personal worlds; Ask questions, make requests and explain actions; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01); Adjust and adapt vocabulary from a wide range of themes to create texts; Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**

* To consolidate learning, students work in small groups to interact using the [‘Teacher resource – story cubes’ [DOCX 2.4 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-story-cubes.docx). Prior to the activity, brainstorm with students the questions and responses that could be used to interact, using the cues on each cube and writing the questions and structures on the board. Using the questions and responses, co-create a conversation with students on the board to model a sample interaction. To begin, provide students with cubes 1 and 2. Students roll the cubes and ask and answer questions about what activities they like to do, for example, 我喜欢烧烤和听音乐. When students are confident, add cube 3, which includes days of the week or ‘the weekend’. Students then roll cubes 1 or 2, together with cube 3. Students use the prompts to ask and answer questions about when they do activities. As an extension activity, add in cube 4, which shows conjunctions and the question 你呢？ (‘And you?’). For example, 你喜欢画画吗？我不喜欢画画但是我喜欢游泳。你呢？我也喜欢游泳。周末我和我的朋友游泳。你呢？星期一我和我的妹妹游泳。 **Socialise with peers to build and maintain relationships; Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01)**

 **Differentiation examples**

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

**Students requiring additional support** – consider including the Chinese vocabulary on the cube and allowing students to refer to vocabulary in their books or devices where they have recorded language learned in class. Students may also prefer to play in pairs.

**High potential and gifted students** and **students with advanced proficiency** – students create their own sentences based on the prompts each time. Students may extend their responses by using language learned in previous units or personalising their responses with opinions and reasons.

* Students engage with [The Building Blocks of Chinese Character (Chinese Radicals 101) (5:18)](https://www.youtube.com/watch?v=F8PF7oyXwt0&t=92s&ab_channel=Skritter) video and complete the ‘[Video worksheet –Radicals 101’ resource [DOCX 287 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-video-worksheet-radicals-101.docx) to refresh their knowledge of radical use to identify the meaning of *Hanzi*. Students complete the ‘[Radical search and match’ resource [DOCX 240 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-radical-search-and-match.docx) to identify radicals used in *Hanzi* for hobbies and leisure activities and connect them to meaning. For example, 打 is used for sports which requires your hand to hit or hold something, 踢 is used for sports which requires your foot to kick. Ask students to consider previous learning about radicals, such as ‘Can you identify a radical in any of the *Hanzi* we have learned today? What does this radical mean? How does the radical within a *Hanzi* help us understand or remember the meaning of the hobby verbs and activities? Can you give an example?’ **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts; Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Using the ‘[Spot the difference’ resource [DOCX 227 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-spot-the-difference.docx), students work in pairs to read sentences aloud to each other, identifying the error in each sentence. Students drill structures about likes and dislikes, connect to prior learning, practise character recognition and pronunciation. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* **Exit ticket** – students create their best sentence in Chinese on a sticky note about their favourite hobby and/or least favourite hobby and give it to the teacher. Encourage students to use *Hanzi* conjunctions such as 和 and 但是 and language from prior learning to create their best sentence. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**

### Sharing opinions about hobbies with classmates

* Using Activity 1 in the [‘Teacher resource – Chinese qualifiers for likes and dislikes flashcards [DOCX 229 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-qualifiers-for-likes-and-dislikes-flashcards.docx), teach students the qualifiers for likes and dislikes最喜欢, 非常喜欢, 很喜欢, 喜欢, 不喜欢, 不太喜欢, 非常不喜欢，最不喜欢, 讨厌 and 最讨厌. Drill the qualifiers by asking students questions relating to nouns learned previously, such as food, places, daily activities, clothes and colours. For example, 你最喜欢什么运动？ Students reply with how much they like each noun (or not), using a qualifier. For example, 我最喜欢打篮球. Students identify characters they know and what they mean in the qualifier terms. Students record the qualifier terms in their books or devices. In Activity 2, students use these cards to:
* play a matching memory-style game
* play a vocab grab game in groups, with the teacher or a student calling out prompts, such as words or phrases, and students racing each other to grab a matching card.

**Express and compare emotions and personal preferences (ML5-INT-01)**; **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01)**

* Prepare a spectrum chart on the floor or board, labelling one end as 最喜欢 ‘most favourite’ and the other as 最讨厌 ‘hate the most’. On the spectrum chart, include 最喜欢, 非常喜欢, 很喜欢, 喜欢, 不喜欢, 非常不喜欢, 最不喜欢, 讨厌 and 最讨厌. Say a range of nouns. With each noun, students place themselves on the spectrum, according to how they feel about it. Alternatively, using the flashcards from Activity 1 in the [‘Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx), give each student a set of the flashcards and ask them to place them on the spectrum, based on their personal preferences. Students look at where their classmates have stood, or placed their leisure activity cards, on the spectrum to identify the most popular and least popular activity for the class. Students then create a sentence in their books or devices, identifying the class’ most favourite and least favourite hobby, 我朋友们最喜欢…… and 我朋友们最不喜欢……. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Using the ‘[Class interview’ resource [DOCX 228 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-class-interview.docx), students interview 6 classmates about their preferences in Chinese, for example 你最喜欢什么运动？你最不喜欢什么爱好？ Students respond using qualifiers from the previous activity, for example 我最喜欢游泳 or 我非常不喜欢跑步. Encourage students to include hobbies and leisure activities relevant to them, and to add a further comment or question, using language from prior learning. Students then complete a reflection activity. **Socialise with peers to build and maintain relationships; Use a wide range of features of the sound system in spoken interactions; Express and compare emotions and personal preferences (ML5-INT-01)**
* **Exit ticket** – students write 2 sentences expressing a classmate’s (or classmates’) favourite and least favourite sport or leisure activity, for example [student name]最/非常/很喜欢[activity]，[student name]最不喜欢[activity]. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Using the ‘['Teacher resource – collect-a-card' [DOCX 235 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-collect-a-card.docx), students take turns flipping a card over to respond to the prompt shown, using language from the unit. They collect cards they respond to correctly, and the student with most cards wins the game. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**

### Exploring sports and hobbies in China

* As a class, brainstorm popular hobbies in China and popular hobbies of the class, writing and sorting the ideas on the board. Discuss how the 2 lists compare, and why there may be similarities and differences, for example, cultural and seasonal influences. View the table in Activity 1 of the ‘[Chinese sports and hobbies’ resource [DOCX 2 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-sports-and-hobbies.docx) and discuss how this list compares to the lists generated during the brainstorm, including students’ own hobbies. Students complete questions, then choose one popular or traditional hobby or sport from the data and complete Activity 2 in the ‘[Chinese sports and hobbies’ resource [DOCX 2 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-sports-and-hobbies.docx) requiring them to focus on one hobby or sport of interest to them. In Activity 3, students create a poster[[3]](#footnote-4) in Chinese and English[[4]](#footnote-5) about their chosen hobby or sport. **Respond to texts by reflecting on how identity is shaped by language(s), culture(s) practices, values and perspectives (ML5-UND-01);** **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Print students’ posters and arrange them around the room. Direct students to do a [Gallery Walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=d979d9ea-3a14-aa0f-702e-ea996bd63dd6). Give students 5 sticky notes. Allow time for students to walk around the room and engage with the content of each poster. Once students have observed all posters, they write a sentence on each of their 4 sticky notes about how much they like or dislike 4 of the activities shown on the posters, using each of the qualifiers 最, 很, 不太, 不, for example 我最喜欢打羽毛球. On their anchor charts, students create 2 sentences about their own activity preferences, using likes and dislikes, with qualifiers. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* **Exit ticket** – on the fifth sticky note, students write a sentence about how a classmate feels about an activity, based on the poster they created, for example ‘John 很喜欢打羽毛球’. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-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 when interacting, and students use Pinyin instead of *Hanzi* when writing in Chinese*.*

**Advanced proficiency** – students create a multilingual infographic comparing Chinese hobbies and leisure activities and those of their own background, in Chinese and English (and any other language of their background), for sharing with Chinese speakers and people from their own background. Include:

* popular leisure activities and hobbies in each culture
* a description of the activities including equipment, where and when it is played and any special features or rules
* the cultural significance of the activities to each culture
* a recommendation with reasoning of one activity you like best from each culture.

### Mini task – progress checkpoint

Table 3 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – survey |
| As a formative assessment task to ensure students are on track to succeed in the final assessment of learning task, students survey other students to find out about their favourite sports and hobbies to determine the most popular ones to participate in together.  **Part A**  A group of Chinese students is coming for a week of immersion at your school. As part of the visit, the students want to participate in a variety of activities enjoyed by the Chinese class after school each day. To ensure everyone enjoys the visit, students survey each other to identify their preferred activities. Use the ‘[Mini task 1 – student scaffold’ resource [DOCX 220 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-mini-task-1-student-scaffold.docx).  In Chinese, students:   * greet each other * ask and answer questions about favourite hobbies or activities * ask and answer questions about the degree to which they like the hobbies or activities, for example, *Do you like tennis? I like it very much. What do you like to do the most? I like to swim the most. What do you like the least? I like cooking the least.* **Express and compare emotions and personal preferences; Control and manipulate a range of structures and features of the grammatical system to interact; Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts (ML5-INT-01)**   **Part B**  Students determine the top 5 preferred activities and at least one that most students do not like. In Chinese, students write a summary to be shared with the visiting teacher and students, based on their findings. Students state 5 activities the class likes, and at least one that most students did not want to do. **Plan, construct and edit texts; Control and manipulate a range of structures and features of the grammatical system to create text (ML5-CRT-01)**  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.  **Peer feedback** – students swap their summaries to check for understanding, discuss areas that need further clarification and explore additional language which can be used. |

 **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 4–7 – When do you …?

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

**Table 2 – learning intentions and success criteria for Weeks 4–7**

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a range of vocabulary to describe different weather conditions * weather conditions can be connected to specific leisure activities * there is a range of ways to describe how you feel about an activity. | Students can:   * identify and use Chinese words related to various weather conditions * describe their favourite activities in relation to different weather conditions in Chinese * describe how they feel about activities, using adverbs and adjectives, and provide reasons. |

**Suggested vocabulary and grammatical structures:**

**Additional activities and hobbies:** 跑步，溜冰，骑车，露营

**Seasons and weather:** 春天，夏天，秋天，冬天，暖和，晴天，下雨，下雪，冷，热，凉（凉快），舒服，天气，天，刮风

**Conjunctions:** 但是，也，另外

**Feelings and descriptions:** 无聊，开心，很累，好玩，健康，有意思，放松，学知识，高兴，有趣

**Grammatical structures:** [season]可以/不可以[do activity]；subject + predicate 的时候 + subject + predicate可以；不可以；为什么；因为……所以……；……的时候

***Hanzi* stroke order practice:**

春 [(stroke order)](https://www.youtube.com/watch?v=ZdAog0Q054I) (0:13), 夏 [(stroke order)](https://www.youtube.com/watch?v=QdlY1hGnR5U) (1:12), 秋 [(stroke order)](https://www.youtube.com/watch?v=2-_cRH7M1-s) (1:13), 冬 [(stroke order)](https://www.youtube.com/watch?v=FAHf1c-x0nQ) (1:13), 暖 [(stroke order)](https://www.youtube.com/watch?v=DCzDXXZ6GdI) (1:17), 冷 [(stroke order)](https://www.youtube.com/watch?v=m3xUDepe80E) (1:02), 热 [(stroke order)](https://www.youtube.com/watch?v=DCV7RmjWrgk) (1:19), 舒 [(stroke order)](https://www.youtube.com/watch?v=nFJmGNXwtC8) (1:20), 服 [(stroke order)](https://www.youtube.com/watch?v=YBGzbOqHmDs) (0:59), 聊 [(stroke order)](https://www.youtube.com/watch?v=_wo2y0nf8qw) (1:18), 健 [(stroke order)](https://www.youtube.com/watch?v=rV_pocXoSL4) (1:15), 康 [(stroke order)](https://www.youtube.com/watch?v=9_qwV8Xz2TE) (1:18), 累 [(stroke order)](https://www.youtube.com/watch?v=rV7wCFPvcZ4) (1:18), 趣 [(stroke order)](https://www.youtube.com/watch?v=MHK3rdKTISU) (1:26), 天 ([stroke order](https://www.youtube.com/watch?v=gaV0eD_4MCc)) (1:08)

### Introduction to weather

* Using the [Learn 4 Seasons in Mandarin Chinese – Season & Weather Flashcard in Chinese (6:20)](https://www.youtube.com/watch?v=IfpvEV5AwcY) video, students repeat the words for seasons and weather after the presenter, paying attention to pronunciation. Students also look at the *Hanzi*, identifying radicals and creating mnemonics to help them remember the meanings. Pause the video between words to allow students to record words in books or devices, in *Hanzi*, Pinyin and English. Add the word comfortable 舒服. Encourage students to annotate with images or colour to help them remember the words. Students also create sentences describing the weather such as 夏天很热. The video also includes the structure 夏天来了 which may be taught to students as an option. Students draw on prior learning to write 3 sentences of their own in Chinese about weather, for example, *In Australia summer is very hot. I don’t like winter, but I do like spring. In China autumn is September, October and November. Spring weather is comfortable.* **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01); Use a wide range of sound–symbol correspondences to create written texts (ML5-CRT-01)**
* **Exit ticket** – on the way out of class, students say a sentence relating to the weather. This can be what the weather is like on the day or something about their preferred season or weather.
* Students play [Quizlet flashcards – Chinese seasons and weather vocabulary](https://quizlet.com/au/852735330/chinese-seasons-and-weather-vocabulary-flash-cards/?i=2eqa5i&x=1jqt) to drill season and weather words and *Hanzi*. Students can play individually or live as a class. As students play, monitor student progress for speed and accuracy. Students may print off the vocabulary list to use as personal revision cards. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Teach the question 夏天的天气怎么样？, revising the use of 的 as an ownership marker and introducing 怎么样 as a question word for asking what something is like. Use ‘[Teacher resource – Chinese seasons and weather flashcards’ [DOCX 233 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-qualifiers-for-likes-and-dislikes-flashcards.docx) to drill weather words and ask questions about the seasons and weather (gradually moving to students asking each other questions, when confident), extending to prior learning to include likes and dislikes, clothing, colours, foods, daily routine and months. Students record the question夏天的天气怎么样？in books or devices with a response with an extra detail, for example 夏天很热，我常常去游泳. Students may also use the flashcards to engage in spontaneous questions and answers in small groups and to play vocab games. **Ask questions, make requests and explain actions; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**
* Using the ‘[Chinese writing practice – seasons and weather’ resource [DOCX 487 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-writing-practice-seasons-and-weather.docx), students practise writing the characters for, and sentences relating to, seasons and weather. Give students brush and ink sets to practise writing season and weather *Hanzi* in Chinese calligraphy. **Use a wide range of sound–symbol correspondences to create written texts (ML5-CRT-01)**
* In a 2 by 2 grid the board, write the 4 characters for the seasons. Then, brainstorm and discuss with students the hobbies and leisure activities which can occur in each season, writing them in the relevant weather square(s). words. As a class, create a series of ‘exploded sentences’ using the vocabulary from the brainstorm, along with vocabulary and structures from prior learning. Ask students to create a simple sentence and then ask them to ‘explode’ the sentences by adding or replacing extra vocabulary and grammatical features to create more complex phrases and questions. Do this several times suggesting conjunctions, adverbs and other language features to help students connect learning across various topics. This can be created as a class on the board, in small groups on mini whiteboards or individually in books or devices. **Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Exit ticket** – in pairs, students create their best ‘exploded’ sentence to submit to the teacher and write this in *Hanzi* and Pinyin.
* Using the ‘[Listening activity – seasons and activities’ resource [DOCX 1.5 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-listening-activity-seasons-and-activities.docx), students listen to the audio and answer questions in English. Students then create questions in Chinese that could be asked to elicit the information in the audio, then answer these questions based on their own personal world, in Chinese. This activity may be completed as a class, in groups, pairs or individually. Students may be given the transcript in *Hanzi* or Pinyin to identify key groups of vocabulary such as adjectives, nouns, time words, as well as grammatical features such as time phrases, sentence starters, conjunctions and ownership. They can also make suggestions of other language that could be included to extend meaning and add interest. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts; Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Write the structure 可以 on the board and explain that 可以 is used to express ‘can’ in Chinese. Ask students to draw on prior learning to change it to a negative (by adding 不 in front of 可以). Write the sentence ‘[season]可以’ or ‘不可以[do activity]’ and the questions 春天/夏天/秋天/冬天可以做什么？and 春天/夏天/秋天/冬天不可以做什么？on the board and drill responses by asking students questions, and having them ask each other questions, about what activities they can do in different seasons. Students record these structures in books or devices, then create 3 sentences about what people can do in different seasons. Students reflect on when the seasons are in China and Australia and what activities are popular in each country, considering cultural and seasonal differences. Students might also compare to countries of their own family background. Students write one sentence on their anchor chart expressing something they can do in their preferred season in their local area. **Control and manipulate a range of structures and features of the grammatical system to create texts; Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts (ML5-CRT-01)**
* Using the structures and vocabulary from the previous activities, students practise in pairs, taking turns to ask and answer questions about what they can and cannot do in different seasons in different places. Remind students that they can extend their responses by using conjunctions such as 和 to join 2 hobbies or leisure activities together, such as 冬天可以骑车和烧烤. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**
* Students engage with the [How to use 的时候 (3:58)](https://www.youtube.com/watch?v=4mpLdJz-_P0) video and identify key information, including new words and/or structures that introduced in the video. Write the structure ……的时候 (‘when’) on the board and ask students to brainstorm, in small groups, ways they can connect and use this structure with prior learning, for example ‘[season]的时候可以[do activity]’ or ‘[weather]的时候可以[do activity]’. Students share sentences with the class. Students add a sentence to their anchor chart about something they like to do in their preferred season in their local area. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Write the weather words 晴天, 下雨, 下雪, 刮风 on the board, and explain to students that 天 is used to describe days, for example fine day, rainy day, snowy day, windy day. Identify the sounds, radicals and meanings of each *Hanzi* and ask students to think of mnemonics to help recall them in the future. Using the structure from the previous activity ……的时候 and the question ……的时候你可以做什么？, ask students questions, and have them ask each other, about what they can and cannot do on different weather days, for example 下雨的时候你可以做什么？下雨的时候我可以看电影. Students make note of the weather words and write a can or cannot sentence for each weather term. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Exit ticket** – towards the end of a lesson, move around the room and give each student a sentence starter such as 晴天的时候……. Be sure to give different sentence starters as you move around the room. As students exit the class, they hand the sentence starter back to you and say a full sentence using the sentence starter. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Using the ‘[Chinese writing practice – weather descriptions’ resource [DOCX 376 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-writing-practice-weather-descriptions.docx), students practise writing the characters for seasons and weather. **Use a wide range of sound–symbol correspondences to create written texts (ML5-CRT-01)**
* As a class, students complete the ‘[Weather interview’ resource [DOCX 231 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-weather-interview.docx), asking each other what they like to do, and what they can do, in different seasons or weather conditions. Students interview at least 6 other students and write their responses in Chinese in the spaces provided. Students then write a short passage summarising their findings in Chinese, for example 春天的时候，我的同学们都喜欢去野餐; 夏天的时候，他们都喜欢游泳. **Socialise with peers to build and maintain relationships; Understanding and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01); Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**

### How do you feel about it?

* Use the ‘[Teacher resource – Chinese adjectives for emotions flashcards’ [DOCX 858 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-adjectives-for-emotions-flashcards.docx) to drill adjectives for giving reasons for liking activities, paying attention to pronunciation and character meanings. Students can also use these cards to play games and interact with each other to familiarise themselves with the new vocabulary and connect to prior learning. Students record these words on their anchor chart. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01); Express and compare emotions and personal preferences (ML5-INT-01)**
* Teach students the term 因为 (‘because’) by writing it on the board. Ask students to repeat the word and record the *Hanzi* (using correct stroke order) with Pinyin in their books or devices. Co-create sample sentences with students, expressing why they like to do activities, for example 我喜欢看电影因为看电影很有意思. Encourage students to extend their responses using 所以 (‘so’), for example 我喜欢看电影因为看电影很有意思，所以周末我在家看电影在家. Students record these structures and examples in their books or devices and add a sample sentence of their own to their anchor chart with a chosen activity. Teach students the question 为什么你喜欢……？ Drill the question by asking students and having students ask each other, what activity they like to do in a season, then ask why. Students record the question in their books or on their devices. **Ask questions, make requests and explain actions (ML5-INT-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Using the *‘*[Information gap’ resource [DOCX 234 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-information-gap.docx), students work in pairs to identify missing information in texts. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts; Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts (ML5-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 requiring additional support** – students use scaffolds when interacting, and students use Pinyin instead of *Hanzi* when writing in Chinese*.*

**Advanced proficiency** – students research the activities people commonly do in different seasons or with different kinds of weather, considering cultural and geographical influences for China, Australia and any country of their own family background. They create a multilingual presentation comparing the activities, with reasoning, including:

* common leisure activities and hobbies for different seasons or weather in each culture
* when the season or weather occurs in the relevant countries
* a description of why these activities are suited to the weather or season
* the cultural or geographical significance of the activities to each culture
* a suggestion of one activity you would like to try from each country, with reasoning.

### Mini task – progress checkpoint

Table 3 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – mini task title |
| As a formative assessment task, to ensure students are on track to succeed in the end of unit assessment task, students create a short video to share with a sister school in China to introduce themselves, using a video sharing app. In the video, students share information about themselves in Chinese, including:   * an appropriate greeting * a self-introduction including their name and where they live * a sport or activity they like with a reason * a sport or activity they don’t like with a reason * at least 2 sports or activities that they can participate in at different times of the year based on the weather and/or season * appropriate conjunctions such as *when*, *because* and *therefore.*   **Create informative texts to describe experiences and share information about their own and others’ personal worlds; Control and manipulate a range of structures and features of the grammatical system to create texts; Use a wide range of features of the sound system to create spoken texts (ML5-CRT-01)**  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.  **Teacher feedback** – use the ‘**rose** (a highlight, success or something positive), **bud** (a nice feature, to expand for next time), **thorn** (something to improve on, with suggested content to revise)’ method to provide feedback to students. |

 **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.

Sample 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 8–9 – making plans and writing letters

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

**Table 4 – learning intentions and success criteria for Weeks 8–9**

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there are specific phrases and vocabulary to invite a friend to do an activity with you * Chinese emails and letters have a specific format and structure * there is a specific language to be included when writing Chinese emails and letters. | Students can:   * invite a friend to do something together, using relevant vocabulary and sentence structures * use the correct email or letter format and structure * write with the correct audience, context and purpose in mind, such as using 亲爱的, 尊敬的. |

**Suggested vocabulary and grammatical structures:**

**Days, dates and time (revision):** 星期一，星期二……，上午，下午，早上，晚上，点

**Expressing interest and making arrangements**, for example 你想和我一起[play sport/do hobby]吗？你有兴趣和我一起[play sport/do hobby]吗？我们去参加音乐会吧！你下个星期有空一起[play sport/ do hobby]吗？

**Adverb:** 一起

**Letter writing vocabulary and phrases**, for example 亲爱的……，尊敬的……，祝，祝学习进步，期待，回信

***Hanzi* stroke order practice:**

起 ([stroke order](https://www.youtube.com/watch?v=phgdpjZuMic)) (1:17), 想 ([stroke order](https://www.youtube.com/watch?v=Jg-vIUApA_8)) (1:22)

### Let’s do it together!

* Write the word 一起 (‘together’) on the board, say the word aloud and ask students to repeat for correct pronunciation. Explain the meaning of each *Hanzi*, 一 (‘one’) and 起 (‘to rise’, ‘to get up’). Build on this by introducing the phrase 你和我一起…… (‘you and I together …’). Using the [‘Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx) from the first learning sequence, drill this phrase with different leisure activities. Extend on this, replacing with other people such as family and friends. Students record this structure in books or devices and write a sentence on their anchor chart about something they like to do together with someone. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Revise** 想 (‘to think’), using ‘[Teacher resource – Chinese leisure activities flashcards’ [DOCX 2.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-teacher-resource-chinese-leisure-activities-flashcards.docx) to create sentences with students expressing what they think about activities, for example 我想画画因为画画很有意思. Ask students how they could use this with the structure 你和我一起…… and turn it into a question asking people if they would like to do something together. After discussion, write 你想和我一起[play sport/do hobby]吗？ on the board and drill with students, using the flashcards. For example:
* Teacher: 你喜欢打羽毛球吗？
* Student: 我喜欢打羽毛球。
* Teacher: 你想和我一起打羽毛球吗？
* Student: 我想/不想和你一起打羽毛球。

Then, have students ask each other questions to invite someone to do an activity. Students respond with 我想…… or 我不想……. Encourage students to add reasoning or comments relating to why they would or would not like to join in, for example 我不想打羽毛球因为我没有空. Show students the phrase 我觉得你会喜欢的! and how it can be used to encourage someone to try something. Teach students the phrase 你[day of the week]想和我一起[play sport/ do hobby]吗？ and 你有兴趣和我一起[play sport/do hobby]吗？ Write the sentences on the board and ask students to identify *Hanzi* they know, then explain the meaning of each word. Students record these structures in books or devices. On their anchor charts, they record a question to invite someone to do an activity with them. **Ask questions, make requests and explain actions; Make arrangements with peers (ML5-INT-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

* Give students the ‘[Treasure hunt’ resource [DOCX 237 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-treasure-hunt.docx) and read the text aloud to the students. As you read, students follow along highlighting language features throughout. Students then complete a list of ‘language treasures’ from the text. As a class, students discuss and share ‘treasures’ and the links between this activity and the end-of-unit summative task. Students then explore different ways to start sentences, and write their own examples. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* **Exit ticket** – students use 5 of their ‘treasures’ to create an ‘exploded’ sentence in Chinese.
* Using the ‘[Listening and responding – Mr Zhang’s hobbies’ resource [DOCX 235 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-listening-and-responding-mr-zhangs-hobbies.docx), students engage with the [你的爱好是什么? (8:40)](https://www.youtube.com/watch?v=f4PBohZZw04) video and complete the questions. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01); Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (ML5-UND-01)**
* Students work in pairs (or groups of 3) to complete the ‘[Conversation shuffle’ resource [DOCX 231 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-conversation-shuffle.docx). Students have 2 texts, which they cut into sentences and then must reorder. Students then read the final texts aloud, checking for meaning. **Use knowledge of a wide range of features of the sound system to understand texts; Demonstrate understanding of the context, purpose and audience in texts (ML5-UND-01)**
* Give students the ‘[Hobbies and interests – listening and role-play’ resource [DOCX 2.5 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-hobbies-and-interests-listening-and-role-play.docx) and complete the listening section as a class, identifying vocabulary, sounds and *Hanzi*. After the listening section is completed, students work in groups of 2 or 3 to create a role-play about making plans to do an activity together, using the vocabulary from the listening section and drawing on prior learning. They then swap role-plays with another group to share ideas for other language that could be used to extend meaning and interest. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01); Plan, construct and edit texts; Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Exit ticket** – students invite the teacher to listen to their role-play, adjusted to include the feedback from the group they swapped with. Alternatively, students may record it for the teacher to listen to.

### Let’s write a letter!

* Discuss the importance of writing letters and emails and the various contexts in which this skill can be used. Explain to students that language and format used when writing letters is also used when writing emails. Students engage with [‘Chinese Letter Format’ (3:24)](https://www.youtube.com/watch?v=l4ZIqXzz7OI&t=51s) video, making note of features of the letter text type structure and language. Discuss features by asking students questions such as *What are the main parts of a Chinese letter that you noticed in the video? How is the layout of a Chinese letter different from or similar to an English letter? Can you identify the greeting, body, closing and signature in the example shown? What specific phrases or words stood out to you in the greeting or closing of the letter?* **Demonstrate understanding of the context, purpose and audience in texts;Respond to texts by reflecting on the relationship between language and culture in communication (ML5-UND-01)**
* Introduce vocabulary and phrases that are commonly used in letter writing and emails in Chinese. Focusing on greetings, closings, expressing gratitude and other relevant expressions. Break down the typical structure of a Chinese letter into the opening, body and closing and write these on the board. For example: 亲爱的……, 尊敬的, 祝好！Students record in books or devices. Discuss the difference between using 亲爱的 (dear – informal) and 尊敬的 (respectful – formal). Then, divide students into small groups and provide each student with the ‘[Chinese letter reading comprehension’ resource [DOCX 280 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-letter-reading-comprehension.docx). Ask each group to choose at least one letter and analyse its structure and content, answer the related questions. Students can do more than one letter if time allows. **Demonstrate understanding of the context, purpose and audience in texts; Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Respond to texts by reflecting on the relationship between language and culture in communication (ML5-UND-01)**
* Students write a letter to a classmate in Chinese, describing a hobby they enjoy and inviting their classmate to try it next weekend. Include letter writing structures, information about the hobby (for example why it is enjoyable, what season or weather you participate) and invite them along. Instruct students to write a draft of their letter, using vocabulary and appropriate sentence structures they have learned. Remind students that they should include an opening, body and closing, in line with Chinese letter writing. After the activity, have students exchange their drafts with a partner and provide feedback. **Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts; Create informative texts to describe experiences and share information about their own and others’ personal world; Plan, construct and edit texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

## Week 10 – summative assessment task and task board week

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

Table 6 – learning intentions and success criteria for Week 10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * all learning during the unit or work can be connected and applied when communicating in Chinese * Chinese vocabulary and structures related to hobbies, seasons and weather enables them to explore a variety of cultural stories and experiences to deepen their understanding of Chinese culture. | Students can:   * manipulate structures and vocabulary learned to create an email in Chinese * explore various texts types in Chinese related to hobbies and leisure activities and seasons. |

### Summative task

* Students review learning from the unit of work and consider how they can manipulate and extend their learning to complete their assessment task. Students consult the final task marking guidelines to check for understanding of language and expectations, and apply these to the task and identify areas they need to develop and seek support.
* **Teacher feedback** – while students are finalising their tasks, engage in group and individual discussions to support ideas, encourage deep thinking about vocabulary and structures from the unit which can be included, and give advice to students needing support.
* Students complete the task.

### Task board

*  To give students choice, autonomy and ownership of their learning, finish the unit with the ‘[Chinese leisure activities and seasons task board’ resource [DOCX 276 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/languages/documents/modern-languages-s5-chinese-leisure-activities-and-seasons-task-board.docx). Students complete mandatory activities, then select and complete optional activities to engage in language and cultural learning about leisure activities and seasons in China. Activities on the task board are outlined below. Teachers should use this time to move between groups and individual students, discussing ideas and choices and giving informal feedback and interacting with students.

**Mandatory activities**

* Access the digital story [Chinese conversation for beginners: Season & Weather (7:37)](https://www.youtube.com/watch?v=pkr_m13iFUU) video. Use the pictures and language you know (and a dictionary, if needed) to work out the meaning of the story. **Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Access the [I Am What I Am movie trailer (1:30)](https://www.youtube.com/watch?v=yWPx15h6Y6s) video. Identify and write down words for verbs and weather to describe things in the movie trailer. Write a sentence in Chinese to say if you think you would like to watch the movie, with a reason why or why not. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Watch the [我爱春天 (8:38)](https://www.youtube.com/watch?app=desktop&v=ld6vQFeKMPs) video and use the structures from the video to write about your favourite season. Share your story with your teacher or a classmate. **Plan, construct and edit texts (ML5-CRT-01)**
* Access the digital story [The Seasons (3:13)](https://www.youtube.com/watch?v=Jr-K895_QoI) video. Use the pictures and language you know (and a dictionary, if needed) to work out the meaning of the story. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**

**Optional activities**

* Watch the movie trailer [Deep Sea (1:25)](https://www.youtube.com/watch?v=HIoEyxKanUw) video. Identify different weather conditions in the video and write the words for them in Chinese. Write a message to invite a friend to watch the movie with you, giving a reason why. **Create persuasive texts (ML5-CRT-01)**
* Watch the [Chinese school principal teachers students shuffle dance during break (1:03)](https://www.youtube.com/watch?v=UkaJrzd6-hw) video. Write a sentence in Chinese saying what the students are doing and why this is good for them using Chinese you have learned during this unit. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Access the [Book of Seasons (3:25)](https://www.youtube.com/watch?v=JJjVoVXaTbE) video. Use the pictures and language you know (and a dictionary, if needed) to work out the meaning of the story. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Watch [Mulan – I’ll Make a Man Out of You Chinese Mandarin (3:31)](https://www.youtube.com/watch?v=w2Fox6v-L8k) song video with lyrics. In Chinese, identify activities, adjectives and weather terms from the unit that could be used to describe scenes in this video. Then answer the question 你喜欢唱歌吗？, saying why or why not. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Watch the [Festive China: 24 Solar Terms (4:19)](https://www.youtube.com/watch?v=cKlNXD36Ggs) video to learn about the influence of the seasons on Chinese life and culture. List 5 interesting facts from the video in English.
* **Teacher feedback** – while students are engaging with the task board, engage in group and individual discussions to support ideas, encourage deep thinking and give advice to students needing support.
* **Exit ticket** (to complete at any point during the final lessons) – give students in small groups a blank piece of paper or an online shared document and prompt them to discuss and record key things they discovered about leisure activities and seasons in China.

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning. For example, 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

**ML5-CRT-01**

* Create informative texts to describe experiences and share information about their own and others’ personal worlds
* Adjust and adapt vocabulary from a wide range of themes to create texts
* Control and manipulate a range of structures and features of the grammatical system to create texts
* Use a range of structures and features of the target language writing system to create written texts

### Task

You have been asked to be a ‘buddy’ to a Chinese student who is moving to Australia and joining your class to help them settle in. Write an email to them in Chinese outlining your leisure activities. In your email, include:

* appropriate greetings and phrases at the start and finish
* 2 typical leisure activities in Australia, for example a winter activity and a summer activity
* at least one of your favourite activities and why you enjoy it/them
* when you do this activity or these activities
* a new activity that you want to try, with reason(s) why you want to try it
* an invitation to your ‘buddy’ to do the new activity together
* 3 questions about your buddy’s leisure activities.

### Marking guidelines

Table 7 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML5-CRT-01   * Create informative texts to describe experiences and share information about their own and others’ personal worlds | Creates a detailed email, with a high level of accuracy, that includes:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia * at least one of their favourite activities and why they enjoy it/them * when they do this activity or these activities * a new activity that they want to try, with reason(s) why they want to try it * an invitation to their ‘buddy’ to do the new activity together * 3 questions about their buddy’s leisure activities. | Creates a detailed email, with minor errors, that includes:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia * at least one of their favourite activities and why they enjoy it/them * when they do this activity or these activities * a new activity that they want to try, with reason(s) why they want to try it * an invitation to their ‘buddy’ to do the new activity together * 3 questions about their buddy’s leisure activities. | Creates an email, with errors that do not hinder comprehension, that includes most of the following:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia * at least one of their favourite activities and why they enjoy it/them * when they do this activity or these activities * a new activity that they want to try, with reason(s) why they want to try it * an invitation to their ‘buddy’ to do the new activity together * 3 questions about their buddy’s leisure activities. | Creates an email, with errors that hinder comprehension, that includes some of the following:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia * at least one of their favourite activities and why they enjoy it/them * when they do this activity or these activities * a new activity that they want to try, with reason(s) why they want to try it * an invitation to their ‘buddy’ to do the new activity together * 3 questions about their buddy’s leisure activities. | Attempts to convey some relevant information. |
| * Adjust and adapt vocabulary from a wide range of themes to create texts * Control and manipulate a range of structures and features of the grammatical system to create texts | Controls and manipulates an extensive range of vocabulary, structures and features of the grammatical system, with a high level of accuracy, including:   * conjunctions * verbs and relevant adjectives * opinions and reasoning. | Controls and manipulates a broad range of vocabulary, structures and features of the grammatical system, with minor errors, including:   * conjunctions * verbs and relevant adjectives * opinions and reasoning. | Controls and manipulates a range of vocabulary, structures and features of the grammatical system, with some errors, including:   * conjunctions * verbs and relevant adjectives * opinions and reasoning. | Uses some learned vocabulary, structures and features of the grammatical system, with errors that may hinder comprehension, including some of the following:   * conjunctions * verbs and relevant adjectives * opinions and reasoning. | Attempts to use some relevant vocabulary, structures and/or phrases. |
| * Use a range of structures and features of the target language writing system to create written texts | Composes Chinese script with a high level of accuracy, appropriately using *Hanzi*.  Selects correct input method and *Pinyin* to accurately type in Chinese. | Composes Chinese script with accuracy, appropriately using *Hanzi*.  Selects correct input method and *Pinyin* to type in Chinese with minimal errors. | Composes Chinese script with some degree of accuracy, using *Hanzi*.  Selects correct input methods and *Pinyin* to type in Chinese with some errors. | Composes Chinese script, using *Hanzi*, with frequent errors.  Selects correct input method and *Pinyin* to type in Chinese with frequent errors. | Attempts to compose Chinese script, often or always using *Pinyin* in place of *Hanzi*. |

### 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.

**Chinese version**

你好明明：

我叫James，我是你的新同学。在澳大利亚，夏天的时候很多人喜欢游泳因为夏天很热，秋天和冬天的时候很多人喜欢烧烤和野餐因为天气很凉快。中国人在夏天喜欢做什么活动？

我有很多爱好，我的爱好是看书和打篮球。我喜欢看书因为看书可以放松，我最喜欢打篮球因为打篮球可以健身。我不喜欢唱歌因为唱歌没意思。但是我想学画画，因为画画很有意思。你有什么爱好？你也喜欢看书和打篮球吗？我想冬天的时候学溜冰，你想和我一起溜冰吗？

学校放假的时候我喜欢和朋友们一起玩游戏，因为很开心。周末的时候我喜欢和家人一起看电影，因为看电影很放松。你的假期和周末都做什么？

期待你的回信！祝

好

James

**English version**

Hello Mingming,

My name is James, I am your new classmate. In Australia, when it is summer, a lot of people like to swim. When it is autumn and winter, a lot of people like to barbeque and picnic. What do Chinese people like to do during summer?

I have a lot of hobbies. My hobbies are reading books and playing basketball. I like reading books because reading books can be relaxing. I like playing basketball the most because playing basketball can keep me fit. I don’t like singing because singing is very boring. However, I want to learn drawing because drawing is very interesting. What are your hobbies? Do you also like reading books and playing basketball? When it is winter, I want to learn how to ice skate, would you like to ice skate with me?

When it is the school holidays, I like to play games with my friends because it makes me very happy. When it is the weekend, I like to watch movies together with family, because it is very relaxing. What do you do during school holidays and weekends?

Looking forward to your reply!

Wishing you well,

James

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 5 Chinese – ‘Hobbies and leisure activities’ infographic [PDF 3.1 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-chinese-hobbies-and-leisure-activities-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/DAFxqKj7O2M/hSBKMX_8EaiOuPhLJCFB3Q/view?utm_content=DAFxqKj7O2M&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 5 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 5 Chinese’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 25 October 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 communities 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 email 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 2018-2022 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – academic achievement
* Aligned to [School Excellence Framework [PDF 292 KB]](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): 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. Choose characters for production, and those for recognition only, based on your context. Consider use of Pinyin, based on student need. [↑](#footnote-ref-3)
3. For students who have a visual impairment, posters could be created with a recording (for example, using [Canva](https://www.canva.com/)) so that students can hear the information that is shared. [↑](#footnote-ref-4)
4. Encourage students to use as much Chinese as possible, for example the name of the sport or hobby, information about a famous person related to the sport or hobby and/or any equipment needed. [↑](#footnote-ref-5)