# Teacher resource – Chinese leisure activities flashcards

This resource is for the teacher. It provides the content and instructions you need to share with students.

The activities in this resource will occur at various points in the unit of work.

Use the flashcards in this resource to:

* drill questions and responses about leisure activities
* identify and discuss strategies to memorise Hanzi for leisure activities
* identify and recall *Hanzi* and correct pronunciation for phrases about leisure activities
* introduce the sentence structure 我的爱好是…… using flashcards, for example: 我的爱好是游泳 and practise this with students
* revise (from prior learning) frequency.

## Activity 1 – vocabulary building

Print the cards below (to whatever size suits your purpose) and use them as flashcards to drill vocabulary with students. Students should pay attention to character recognition, tones, pronunciation and meaning.

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| Swimming. | Taking photos. |
| Dancing. | Singing a song. |
| Having a barbecue. | Having a picnic. |
| Watching a movie. | Reading a book. |
| Listening to music. | Playing soccer. |
| Playing basketball. | Doing Martial Arts. |
| Playing games. | Drawing and painting. |

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## Activity 2 – understanding texts

Print and give copies of the table below to students and ask them to cut it up. This activity can be done individually, in pairs or small groups.

Students can use these cards to:

* play a matching memory-style game
* play a vocabulary ‘grab’ game in groups, with the teacher or a student calling out prompts and students racing each other to grab a matching card. The prompts may be just the words, or they may be questions or phrases with the word embedded.

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| swim | take a photo |
| dance | sing a song |
| have a barbeque | have a picnic |
| watch a movie | read a book |
| listen to music | play soccer |
| play basketball | do martial arts |
| play games | paint or draw pictures |

## Activity 3 – interacting

In pairs or small groups, students take turns to randomly select a card, using the card as a prompt to ask questions and elicit responses from their partner(s), drawing on prior learning. For example, Do you like playing basketball? How often do you have a barbeque?

To begin this activity, model an interaction with a volunteer student following the steps below. Repeat the interaction as many times as necessary until students feel confident to work independently.

Student A randomly selects a card from the pile of activity cards (images or text as determined by the teacher) and shows Student B.

Student B must identify the activity in Chinese on the card.

Using prior knowledge (preferences, expressions of frequency or time), Student A asks Student B a question about the activity. For example, Do you like [activity]? How often do you [activity]?

Student B responds appropriately.

Student B then selects a card and repeats the interaction with a different activity and so on.

## Activity 4 – creating texts

Working in pairs or small groups, students select 3 cards from the pile. Using the cards as prompts, they create:

* sentences which include a range of conjunctions, sentence starters and tenses
* a role-play to discuss the activities.

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