# Chinese Beginners

Holidays, travel and tourism (30 to 40 hours)

## Key concepts

The key concepts I want students to learn are that:

* there is a range of language structures and vocabulary that can be used to talk about holidays, travel and tourism
* there are different customs and cultures when travelling and touring around China, Chinese speaking countries and Australia.

The learning matters because:

* students will be able to discuss their holidays and travels with Chinese friends or visitors
* intercultural understanding broadens students’ horizons and is an essential part of learning a language.

## Unit description

This unit of work is at the beginning of the year 12 course. Students would have previously covered some related sub-topics such as local transport, going out, places of interest, town and country etc. In this unit, students will develop skills in planning and talking about tours to China, Australia or international destinations. Areas to be covered include – holiday destinations, transport, accommodation, seasons and weather, sightseeing and seeking help.

### Structures

* + 假期你打算做什么？我打算到北京玩（两个星期）。
	+ 你打算去哪儿旅行？我打算去黄金海岸旅行（，那里的风景漂亮极了）。
	+ 你们怎么去？我们坐火车去。
	+ 你想住哪儿？我想住南京饭店。
	+ 你去过上海没有？没去过（，打算明年春天去）。
	+ 天气怎么样？六月到八月是夏天，天气很热。
	+ 气温多少度？二十六度到三十度。
	+ 饭店离商场远吗？不太远，走路只要五分钟。
	+ 去博物馆坐几路车？你往前走，在公共汽车站坐290路车。
	+ 要多长时间？要十五到二十分钟。
	+ 机票买了吗？（上个星期就）买好了。
	+ 你们要在悉尼住多长时间？我们要住十几天。
	+ 请问，到美术馆怎么走？向前走，过了红绿灯往东走。
	+ 从学校到电影院有多远？坐火车五分钟，走路二十几分钟。

### Characters

These Chinese characters are selected from the [Prescribed Characters for the Revised Chinese Beginners](http://educationstandards.nsw.edu.au/wps/wcm/connect/283efdd7-39b1-43ae-850a-e274d7f4c3ac/chinese-beginners-character-list.pdf?MOD=AJPERES&CVID=), © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

These will be for active use within this unit of work. Depending on what has been taught previously in the Preliminary course, the remaining will be taught for recognition and use within this unit

#### Possible characters from previous units of work already learnt:

八，百，吧，不，车，出，大，的，点，都，对，多，二，给，国，好，和，很，后，会，火，还，欢，今，九，可，块，来，了，六，吗，们，没，每，明，么，你，年，七，钱，请，去，日，三，少，十，是，四，什，太，天，玩，五，喜，要，一，有，雨，在，中，走，做

#### New characters for this unit of work:

北，比，从，东，过，回，见，南，气，西，先，雨，往

### Suggested assessment

* Listen to a phone message enquiring about holiday plans and respond by writing a letter. (listening and writing skills)
* Prepare brochures/a school magazine article about a China study tour itinerary. (writing skills)
* Use the internet to research information on a holiday in China including places of interest and transport. Write an email to a pen-friend about your travel plans. (reading and writing skills)
* Working in pairs or small groups, create a dialogue /conversation based on possible destinations and holiday activities. (writing and speaking skills)
* Read some information about an organised trip and answer questions. (reading skills)

### Building the field

* Brainstorm students’ prior learning on places of interest, town and country.
* Discuss holidaying in various destinations.
* Create a mind map of relevant vocabulary and structures.
* Review relevant vocabulary, Chinese characters and expressions for transport and accommodation using flashcards, memory games, quizzes etc.
* Using photos/videos/posters etc., describe different types of transport and accommodation.
* Discuss differences in accommodation in China and Australia.
* Use a weather map of China/Australia to talk about the weather.
* Discuss what the weather would be like in different parts of China/Australia.
* Students view some images of famous cities, e.g. Beijing, Shanghai, Hong Kong, Sydney etc. or watch a video/DVD about sightseeing in China.
* Discuss sightseeing in these famous cities e.g. Tian’anmen Square, Summer Palace, Opera House etc.

## Outcomes

Outcomes and other syllabus material referenced in this document are copyright. [Chinese Beginners Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/chinese%20beginners-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

|  |  |  |
| --- | --- | --- |
| Outcome  | Students learn about | Students learn to |
| 1.1,1.2,1.3,1.4 | the importance of listening for key words to assist understanding | listen for meaning |
| 1.1,1.2,1.3,1.4 | the importance of reading for key words to assist understanding | read for meaning |
| 1.1,1.2,1.3,1.4 | links in communication | use strategies to initiate, maintain and conclude an interaction |
| 1.1,1.2,1.3,1.4 | the purpose and context of communication | select and incorporate particular vocabulary and structures to achieve specific communication goals |
| 1.1,1.2,1.3,1.4 | register in language use | interact with reference to context, purpose and audience |
| 1.1,1.2,1.3,1.4 | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information |
| 1.1,1.2,1.3,1.4 | ways to support effective interaction | use appropriate language features to enhance communication |
| 1.1,1.2,1.3,1.4 | the logical sequencing of ideas | structure information and ideas coherently |
| 1.1,1.2,1.3,1.4 | the construction of *Hanzi* and sounds | recognise similar phonetic components |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ways in which texts are constructed for specific purposes | identify why, how or to whom a text is delivered or presented |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ways in which texts are formatted for particular purposes and effects | explore the way text content is presented and how ideas and information are sequenced |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ways of identifying relevant details in texts when listening or reading for specific information | make judgements about the relevance of detail in understanding text |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ways of inferring meaning from text | use contextual and other clues to infer meaning from text |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | language used to express cultural values, and to represent people and cultures in texts | explain cultural references in texts |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | register and common expressions in language use | explain the use of words and expressions with particular cultural significance in text |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | the construction of Hanzi and meaning | explore the specific written forms used to convey meaning |
| 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 | ways to deconstruct Hanzi | recognise that compound Hanzi are composed of two sides which may be related in sound or meaning to the compound Hanzi |
| 3.1, 3.2, 3.3, 3.4 | the structure and format of particular texts | present and organise information in ways appropriate to audience, purpose and context |
| 3.1, 3.2, 3.3, 3.4 | the purpose and context of a text and their influence on the choice of structure, format and vocabulary | plan, draft and edit text |
| 3.1, 3.2, 3.3, 3.4 | the logical sequencing of ideas in extended text | sequence ideas and information in texts |
| 3.1, 3.2, 3.3, 3.4 | the application of known linguistic structures in new contexts | apply a range of vocabulary and linguistic structures across a range of contexts |
| 3.1, 3.2, 3.3, 3.4 | language choices and their effect on intended meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text |
| 3.1, 3.2, 3.3, 3.4 | resources available to enhance and expand independent learning | extend and refine their use of language |
| 3.1, 3.2, 3.3, 3.4 | register in language use | use culturally appropriate language when creating and presenting texts |
| 3.1, 3.2, 3.3, 3.4 | key features of the writing system | write Hanzi and build words using familiar symbols |
| 3.1, 3.2, 3.3, 3.4 | meaning conveyed in words | analyse ways in which words are constructed |

## Suggested teaching, learning and assessment activities

### 1 Holiday destination

* Use maps of China and Australia; find out where different places are in China/Australia. Discuss all possible holiday destinations.
* On the internet, research different cities/regions in China/Australia as holiday destinations. Report back to class.
* In a small group, create a dialogue based on possible destinations. Role-play this in class.
* Read a letter from a pen-pal in China enquiring about holiday destinations in Sydney and write a letter in response.
* Write a diary entry about a holiday plan.

### 2 Transport and accommodation

* Complete listening/reading and responding tasks on transport/accommodation.
* Role-play a conversation asking or giving directions for a particular destination.
* Send an email to an airline company requesting flights details and cost for a destination in China/Australia.
* Role-play a telephone conversation with the manager of a hotel to book accommodation.
* Design a flyer on the computer giving information about different types of accommodation.
* Research different modes of transport and accommodation at a holiday destination, including timetable, cost and various types of accommodation available.
* Write an informal letter to a friend, planning a seven day holiday to a particular destination. List the modes of transport, accommodation and cost.

### 3 Seasons and weather

* Use images or photos of different weather conditions and temperatures to practise.
* Use ‘*Zou ba*! Learn Chinese’Unit 10 Paths 1 and 2 on weather and temperature. Tasks can be graded for different levels.
* Research an overseas trip to China travelling to at least five cities. Students are to find information on travel requirements, weather and destinations.
* Hold a class debate in English on the pros and cons of trips to China in different seasons.

### 4 Sightseeing and help!

* Listen to a simple dialogue between a Chinese tour guide and a tourist and answer a series of questions.
* Role-play a conversation on planning a holiday (e.g. choose a destination and transport).
* Read an informal letter from a friend about their holiday in Beijing and answer questions.
* Research general information about the travel requirements for China, including weather, destination etc. Report to the class in English.
* Write a diary entry about a trip to a city in China. Present the information to the class in the form of a speech.
* Listen to a phone message enquiring about holiday plans and respond by writing a letter.
* Prepare brochures/a school magazine article about a China study tour itinerary.
* In English, discuss issues relating to travelling in China.
* Use the internet to research information on a holiday in China including places of interest and transport. Write an email to a pen-friend about your travel plans.
* Working in pairs or small groups, create a dialogue/conversation based on possible destinations and holiday activities.
* Read some information about an organised trip and answer questions.

## Evidence of learning and ongoing feedback for students

### Observable evidence of learning from students in their ability:

* to maintain an interaction
* to identify main ideas and specific details in texts
* to use of appropriate vocabulary structures
* to sequence ideas
* to use culturally appropriate language
* to produce texts appropriate to audience, purpose and context.

### Ongoing feedback through:

* teacher observation
* oral/written feedback
* student self-evaluation
* peer evaluation.

#### Listening activities:

* teacher observation and oral feedback on purpose and content.

#### Speaking activities:

* teacher provides oral feedback on correct pronunciation and vocabulary and ability to maintain an interaction.

#### Discussion activities:

* teacher observation and oral feedback on how well students participate and recognise and use the vocabulary.

#### Reading responses:

* teacher gives oral/written feedback on identifying general or specific information, purpose and content*.*

#### Written responses:

* teacher observation and written feedback on purpose and content; peer evaluation*.*

#### ICT activities:

* ‘*Zou ba*! Learn Chinese’: immediate interactive feedback on computer for any interactive activities.