 Stage 4 Chinese – mandatory 100 hours (10 weeks)

This unit starter 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. The learning, teaching and assessment strategies and assessment task are suggestions only.

What do you recommend?

Chinese cinema can facilitate authentic cultural and sustained listening experiences. Through film, students have opportunities to explore and question Chinese beliefs and traditions, allowing them to develop a stronger connection to language and culture. In this unit, students learn about aspects of film, including plot, character development and themes, with a focus on the importance of the family in China. Students learn to express their opinions, make recommendations about the film and write a simple film review. This unit starter is based on the film ‘[The nightingale](https://2015.acmi.net.au/education/student-programs/the-nightingale/)’, however could be adapted for other films. A list of suggested films which also explore the theme of family is included below.

Duration

* Approximately 25 hours (10 weeks)

Film suggestions

Film – ‘[The nightingale](https://2015.acmi.net.au/education/student-programs/the-nightingale/)’ by Philippe Muyl (2013)

Other suggested films:

* ‘[Together](https://www.sbs.com.au/movies/review/together-review)’ (*He Ni Zai Yiqi*) by Chen Kaige (2002)
* ‘[Final recipe](https://www.imdb.com/title/tt1977755/)’ (*Hua Yang Chu Shen*) by Gina Kim (2013)
* ‘[Grandson from America](https://www.imdb.com/title/tt2759302/)’ (*Sunzi cong Meiguo lai*) by Jiangtao Qu (2012)

Outcomes

LCH4-1C uses Chinese to interact with others to exchange information, ideas and opinions, and make plans

LCH4-2C identifies main ideas in, and obtains information from texts

LCH4-3C organises and responds to information and ideas in texts for different audiences

LCH4-4C applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences

LCH4-5U applies Chinese pronunciation and intonation patterns

LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions

LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas

LCH4-8U identifies variations in linguistic and structural features of texts

LCH4-9U identifies that language use reflects cultural ideas, values and beliefs

All outcomes referred to in this unit come from [Chinese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

Learning across the curriculum

Cross curriculum priorities

* Aboriginal and Torres Strait Islander histories and cultures – relationships, storytelling, role of grandparents, traditional versus modern ways and finding a third way
* Asia and Australia’s engagement with Asia – exploring concepts, experiences and perspectives within Chinese cultures

General capabilities

* Literacy – film analysis and film review
* Critical and creative thinking – exploring diverse perspectives, participating in collaborative tasks and composing texts

Structures and suggested vocabulary

Verbs

* Action 看， 听， 说
* Emotive 喜欢， 高兴， 生气
* Special 是， 有

Adjectives

* Monosyllabic, including colours 大， 小， 长， 短， 累， 红， 橙， 黄， 蓝， 黑， 白， 紫， 灰， 粉， 褐， 绿
* Disyllabic, describing personality 高兴， 调皮， 可爱， 生气， 难过， 害怕， 兴奋， 担心， 友好， 害羞， 风趣， 耐心， 固执， 耿直， 严肃
* Describing movies 激动的， 害怕的， 伤心的， 有趣的
* Nouns as adjectives 男， 女

Adverbs

* Linking 也
* Degree 很， 非常， 超级， 一点儿
* Negation 不， 没 （有）

Measure words

* For films 这部电影……

Nouns

* Family 家， 爷爷， 奶奶， 爸爸， 妈妈， 女儿， 儿子， 叔叔， 阿姨， 外婆， 外公， 孩子， 哥哥， 弟弟， 姐姐， 妹妹
* Other relationships 朋友， 邻居，
* Movie terms 幕, 人物， 主角
* Places in China 北京， 上海， 广西， 城市， 农村

Pronouns

* Personal 他， 她， 它
* Demonstrative 这

Prepositions

* Distance 从
* Directions 对， 给

Particles

* Structural 的 (possessive, extension can also learn attributive) 地 (extension)

Conjunctions

* Linking (pro)nouns 和
* Phrases 因为

Sentence types

* Subject
* Verb as predicate
* Adjective as predicate
* Object
* Expressing likes, dislikes and opinions 我喜欢……， 我不喜欢……， 我觉得……， 我想……， 因为，但是

Assessment

Assessment of learning

* final assessment task – in Chinese, compose a film review of a recent Chinese film you have watched for a film review website

Assessment for learning

* diagnostic testing and activating prior knowledge, modelling structures, completing tasks and activities, with peer and teacher feedback

Assessment as learning

* self and peer assessment through structured opportunities reflecting on learning, editing work and asking clarifying questions

Unit plan

| Time | Outcomes | Evidence of learning and assessment | Teaching and learning strategies | Date and initial | Variation and extension | Resources |
| --- | --- | --- | --- | --- | --- | --- |
| Weeks 1-2 | LCH4-2C identifies main ideas in, and obtains information from texts  LCH4-4C applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences  LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas  LCH4-8U identifies variations in linguistic and structural features of texts | Students:   * read and watch film reviews and take note of the style of the text * participate in spoken question and answer sessions, revising what they have previously learnt * complete worksheet using word banks to learn key structures required for creating own character profile * complete a scaffolded character profile. | To set the scene for the unit, watch Chinese film reviews and brainstorm key aspects.  As a class, analyse the style of English film reviews: introduction, plot summary, description, analysis and conclusion/evaluation.  Students watch YouTube clip [‘Describing a Movie in Mandarin Chinese’](https://www.youtube.com/watch?v=DjHvzFZSARQ).  Diagnostic testing and/or activate prior learning. Students create their own personal profile and a profile for a character from a book or film, including:   * name, age, characteristics * pronouns with new vocabulary   + likes, dislikes, because 他喜欢……， 因为……   + descriptions and adjectives   + emotions. |  | Students use full sentences instead of single word responses. | Film reviews, for example [China Film Insider](http://chinafilminsider.com/category/reviews/)  Articles – [how to write a film review](https://www.spiritofbaraka.com/how-write-a-movie-review); [preparing to write a review](https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film-review-1.original.pdf)  YouTube – [describing a movie in Mandarin Chinese](https://www.youtube.com/watch?v=DjHvzFZSARQ)  Word lists:   * likes, dislikes (use [word cline](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-3/vocabulary) worksheets, students write in pinyin and use with pronouns and nouns) * descriptions (for example tall, short, cute, angry, busy) * emotions (for example happy, sad, excited)   [Personal profile and [character profile sheet](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/character-profile.docx)](https://drive.google.com/file/d/1BlxlI04SykZz7ps1lXFvfoa_Y2nmbZCr/view?usp=sharing) (download an editable version in Word) |
| Week 3 | LCH4-2C identifies main ideas in, and obtains information from texts  LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions  LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas  LCH4-9U identifies that language use reflects cultural ideas, values and beliefs | Students:   * complete cloze passage using key structures to explain relationships between people, filling blanks with family and occupation vocabulary * research and give themselves a Chinese name and discuss their findings * complete a family tree for the characters in the film to watch. | Explore the idea of family:   * brainstorm concepts related to family (for example who is in your family, immediate family versus extended family, who lives with you, names/terminology, family roles – within the family and culturally) * introduce students to traditional and modern stereotypical Chinese family structures and how it differs across different Chinese cultural groups * compare and contrast perceptions in the media of Australian and Chinese families * compare family structures across cultures and time, including Aboriginal and Torres Strait Islander family structures.   Students watch [Chinese family members song](https://www.youtube.com/watch?v=S_zVuHlhs-0&list=PLi-VDKawj6AQm130vrwW5jhZ3W--RbbEl&index=7) and create a word bank of family vocabulary in English and Chinese.  Students practise writing in characters 家，爷爷，爸爸，妈妈.  Students play [Quizlet live](https://quizlet.com/live) with family member vocabulary to practise character recognition.  Students read the story [‘Never mind’](https://www.youtube.com/watch?v=KV95t6W28ro) online (6 minute story book with family members, English and *Hanzi*).  Students write sentences to describe each family member (name, age, likes/dislikes).  Discuss Chinese names and meanings and the 100 common Chinese surnames (百家姓) and how websites will give a random name based on phonetics. Discuss what surname might be better for them to self-select.  Students use PROE (predict, reason, observe, explain) thinking tool to develop interest and guiding questions about the movie, make notes, discuss the theme of the movie and introduce the characters in the film by watching a preview/log review/online rating/collections of images of the movie to be studied.  Students use this to help create a ‘family’ tree for the characters in the selected movie. Include relationship words (friend, neighbour, occupations, and family member). Students can add these to their word list. |  | Extend the range of family members for students to learn, including the characters.  Students create a personal family tree, with extended family members. | Video – [family and kinship](https://www.youtube.com/watch?v=mNtPcW4t1PY) (1 minute 8 secs)  Online learning module – [kinship](https://sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module.html)  Article – [Strengths of Australian Aboriginal cultural practices in family life and child rearing](https://aifs.gov.au/cfca/sites/default/files/publication-documents/cfca25.pdf) (teacher resource)  Article – [Chinese names](https://www.ltl-shanghai.com/chinese-names/" \l "chapter-4)  Video – [Chinese family tree](https://www.youtube.com/watch?v=S_zVuHlhs-0&list=PLi-VDKawj6AQm130vrwW5jhZ3W--RbbEl&index=7)  [Quizlet Chinese family words](https://quizlet.com/259665716/family-chinese-flash-cards/) (see [sample](https://quizlet.com/23063583/chinese-family-flash-cards/))  Online story – [‘Never mind’](https://www.youtube.com/watch?v=KV95t6W28ro)  Excerpt(s)/stills from the film  [POE Thinking Tool information](https://arbs.nzcer.org.nz/predict-observe-explain-poe)  ‘[The nightingale’ film trailer](https://www.youtube.com/watch?v=7PANAJ9f31E) |
| Weeks 4-5 | LCH4-2C identifies main ideas in, and obtains information from texts  LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions  LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas | Students:   * complete map work on China (in relation to the film being studied) * investigate the cultural aspects of the meaning of place names * complete cloze passage to learn the structure ‘from A to B’ 从……到using word banks * complete a timeline framework for noting main events in the film. | Introduce the concept of setting in the film and discuss its importance in the overall story.  Activate prior learning by giving students a map of China. Students locate the places they are familiar with, then identify the places for the main locations used in the film. This can link into Australia’s engagement with Asia.  Students watch YouTube clip [Tradition, tourism and trade in the western expanse – Guangxi](https://www.youtube.com/watch?v=eAyBnSIYxvY)  Students watch YouTube clip [Discover Beijing 1: A Modern City with an Imperial Past (Part 1)](https://www.youtube.com/watch?v=_wUC_I3DA6k).  In pairs, students create a [T-chart](http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html) to compare and discuss the unique locations of these 2 areas from the movie and the places found there that contribute to their uniqueness. Students share their findings with the class, for example through Google Jamboard.  Teach structure 从……到…… then refer to word banks for vocabulary particular to the place names used in the film students will watch. Students add any new vocabulary to the word bank.  Introduce the concept of a timeline and discuss how it will be used when reviewing the film. Teach ordinal numbers and 幕 (mù) to use in a linear plot line (在第一幕里……, In the first scene…).  Students watch the short family video [The Carter family 18: A picnic in the park](https://www.youtube.com/watch?v=0dLBbSFiLTE&list=PLZ27m2K2W5n40izukr7uRpAUfN2h91L-t&index=18), identifying key events in each scene and making notes of these in Chinese. Students collaboratively create a timeline in Chinese of this video using a tool such as [Prezi](https://prezi.com/). |  | Students can research and write about travel between places using time, distance and modes of transport, using 离， 到.  Students write about trips they have taken and note the place names in Chinese and their opinions on each place. | Excerpt(s) from the film to be studied  YouTube clip [Tradition, tourism and trade in the western expanse – Guangxi](https://www.youtube.com/watch?v=eAyBnSIYxvY)  YouTube clip [Discover Beijing 1: A Modern City with an Imperial Past (Part 1)](https://www.youtube.com/watch?v=_wUC_I3DA6k).  [T-chart](http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html)  [Prezi](https://prezi.com/) |
| Weeks 6-7 | LCH4-2C identifies main ideas in, and obtains information from texts  LCH4-3C organises and responds to information and ideas in texts for different audiences  LCH4-9U identifies that language use reflects cultural ideas, values and beliefs | Students:   * complete main events on timeline: 开头, 结尾, 人物角色 * take note of themes in the film and discuss with their peers * select a character to focus on in depth and gather notes for their profile. | Watch the full film.  Stop every 20-25 minutes to enable students to:   * record main events on the timeline such as meeting a key character or a significant event in the film. For example, a main character moving from the city to the country * gather and organise information on their character to help complete a profile in Chinese to prepare for writing a film review.   As a class, use the [Watch Think Write thinking tool](https://ww2.kqed.org/education/2016/08/23/watch-think-write-and-other-proven-strategies-for-using-video-in-the-classroom/) to clarify any cultural points or language throughout the movie and discuss the themes that arises in the film. |  | Students complete timeline and character profile with greater detail.  Students select an additional character to write about and draw comparisons between the two or discuss their relationship. | Film to be studied  Teachers can adapt [character profile sheet](https://drive.google.com/a/education.nsw.gov.au/file/d/1UTvf47bbSVLWxjP7ek0RMevWfmkgbJEf/view?usp=sharing) (download an editable version in Word)  Collaborative online timeline platform, for example [Sutori](https://www.sutori.com/)  [Watch Think Write thinking tool](https://ww2.kqed.org/education/2016/08/23/watch-think-write-and-other-proven-strategies-for-using-video-in-the-classroom/) |
| Week 8 | LCH4-1C uses Chinese to interact with others to exchange information, ideas and opinions, and make plans  LCH4-3C organises and responds to information and ideas in texts for different audiences  LCH4-4C applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences  LCH4-5U applies Chinese pronunciation and intonation patterns  LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions  LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas | Students:   * choose a shot in the film that best depicts the character – the picture should highlight the character’s personality and where they are in their journey in the film * complete character profile worksheet based on their notes taken earlier * describe their character and expresses their likes and dislikes about the film. | Provide a still taken from the film of a character and discuss the character with students. Provide an example of a character profile analysis and highlight the contents and descriptions.  Use [Mentimeter](https://www.mentimeter.com/) to create a word cloud with students when brainstorming the description of the character.  Students complete a scaffolded character profile to include in their film review later.  Present expressions for recommendations and opinions.  Using mini whiteboards, students write sentences about their chosen character then swap whiteboards with another student to add extra details such as joining words, adverbs, sentence starters in order to manipulate language to develop more complex sentences.  In pairs, students discuss their chosen characters, using learnt structures. |  | Students can select an additional character to write about and draw comparisons between the two or discuss their relationship.  Students can use more complex grammatical structures such as 因为……所以…… | An [online dictionary](https://chinese.yabla.com/chinese-english-pinyin-dictionary.php) to build word banks  [Mentimeter](https://www.mentimeter.com/)  Mini whiteboards |
| Weeks 9-10 | LCH4-3C organises and responds to information and ideas in texts for different audiences  LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions  LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas  LCH4-8U identifies variations in linguistic and structural features of texts | Students:   * complete a scaffolded review of the film which includes information from the character profile previously completed * provide meaningful feedback to peers. | As a stimulus, view and discuss Chinese film reviews (YouTube).  Present a scaffolded film review of another film as an example and highlight the key structures and unfamiliar vocabulary. Include the main outline, introduction to the characters and opinion of the film. The film must be rated and no spoilers.  Students write a film review of a recent Chinese film they have watched for a film review website.  Using a template provided by the teacher, students complete peer assessment to provide constructive feedback to classmates. Teacher to monitor and distribute anonymously, and allow students to make amendments.  Students read anonymous film reviews of their classmates and, using traffic lights or two stars and a wish peer feedback techniques, provide feedback for the reviews against a review criteria rubric. |  | If students have missed the film, they can review any film or book they are familiar with, or use the details of the film summarised by the class to date.  Students create a website using Sway on Microsoft Office or create subtitles for an existing film review. | To search Chinese film reviews on YouTube, type the film name and add 电影界. For example, [夜莺电影界](https://www.youtube.com/watch?v=05eS8XXsWyI) |

Registration

Teacher name:

Teacher signature:

Date: