Stage 5 Chinese – unit starter

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. There are suggested teaching and learning activities in the unit for the 3 learner groups – students learning Chinese as a second or additional language, students with prior learning and/or experience in Chinese and students with a background in Chinese. The learning, teaching and assessment strategies and assessment task are suggestions only.

# 非诚勿扰 – ‘If You are the One’ (Chinese game show)

Learning more about others can lead to establishing and nurturing new friendships and relationships. In this unit, students learn to describe physical appearance, character and personality traits of themselves and others to establish a rapport and build connections in different ways with various people. Students also explore values and attitudes relating to beauty and dating in China, in the context of one of its popular dating shows.

(Note: In exploring some of the issues in this unit, teachers must consider the department’s policy: Controversial Issues in Schools and related procedures. The policy can be accessed on the department’s [policy library](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fpolicy-library%2Fpolicies%2Fcontroversial-issues-in-schools&data=05%7C01%7CEVIA.KYRIACOU%40det.nsw.edu.au%7Cc1b649aaf7f74116d1b208da5af75805%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C637922315633076098%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=M4zsgYGZfiary8d1oHevOHl58zeu97l0CIVAB%2FIol2A%3D&reserved=0).)

# Duration

10 weeks

# Learning across the curriculum

* Asia and Australia’s engagement with Asia
* Critical and creative thinking
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Personal and social capability
* Difference and diversity

# Suggested vocabulary and structures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expressions  | Physical attributes | Personal attributes | Conjunctions | Verbs and adverbs |
| 小意思够意思不够意思朋友称谓朋友内在美比外在美更重要Compliments你太棒了！你真漂亮！今天你真帅！穿这件衣服真配你！你今天看起来超有精神的!你在我心中是最完美的！你对我真好！Relating to ‘If You are the One!’ show朋友爆灯 心动女生 男嘉宾 女嘉宾灯亮举手接受放弃屏幕求婚谈恋爱Questions你是学生吗? 你住在悉尼吗? 你高吗?你的个性怎么样? | 高矮胖瘦帅漂亮好看不好看圆扁长短大 小 高 矮 胖 瘦 美 帅 性格样子眼睛耳朵鼻子头发身材 态度 | 温柔暴躁文静活泼风趣幽默沉闷善良友好耐心无聊好学自私大方 乐观准时 挑剔 小气她很善良那个学生很勤奋。他妈妈非常宽容。他们非常友好。我爸爸很固执。他朋友很虚伪。 | Causal relationship因为……所以For example, 因为马克很友好，所以大家都喜欢和他做朋友。由于……因此 For example, 由 于 我 的 护 照 丢 了，因 此 我 暂 时 不 能 出 国。Adversative relationship虽然……但是For example, 虽然莉莉很文静，但是她不是一个无聊的人。尽 管……可 是 For example, 尽 管 他 才 十 岁, 可 是 他 已 经 会 说 四 种 语 言 了。Coordinative relationship不仅……而且 For example, 张伟不仅帅，而且性格很好。一方面……一方面 | 是 有 要 很十分 相当 有点选择追非常约会  |

# Outcomes

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| --- | --- |
| Outcomes | Content |
| LCH5-1C | manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LCH5-2C | identifies and interprets information in a range of texts |
| LCH5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LCH5-4C | experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences |
| LCH5-5U | demonstrates how Chinese pronunciation and intonation are used to convey meaning |
| LCH5-6U | demonstrates understanding of how Chinese writing conventions are used to convey meaning |
| LCH5-7U | analyses the function of complex Chinese grammatical structures to extend meaning |
| LCH5-8U | analyses linguistic, structural and cultural features in a range of texts |
| LCH5-9U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes referred to in this unit starter come from the [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.

# Suggested assessment of learning task

The full version of this assessment task with marking guidelines is available on the [Stages 4-5 Chinese section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/chinese) of the NSW Department of Education’s website.

**Part A** – based on a fictitious personal profile provided by your teacher, create a [Flipgrid](https://info.flipgrid.com/) video of about 3-4 minutes as a contestant who is entering the dating show ‘If You are the One’. LCH5-4C, LCH5-5U

**Part B** – after viewing a range of submitted [Flipgrid](https://info.flipgrid.com/) videos from your class, find your most compatible match. Send them a hand-written letter with an introductory message, reasons for your choice, compliments and common likes. LCH5-3C, LCH5-6U, LCH5-7U

# Unit starter

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes | Teaching and learning strategies | Evidence of learning | Evaluation and variation |
| LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiateLCH5-2C identifies and interprets information in a range of textsLCH5-9U explains and reflects on the interrelationship between language, culture and identity | **Friendships (友谊)**To introduce the topic, explore the concepts of friends 朋友. Ask students what are the different types of friendships they know of. Then explore the different types of friendships [朋友称谓](https://baike.baidu.com/item/%E6%9C%8B%E5%8F%8B/7128).Students watch the video [Introducing a friend 介绍朋友](https://www.youtube.com/watch?v=e_VOnwj_8SU). Orally, ask a range of comprehension questions and highlight vocabulary and structures in the video for students to write down. As a listening exercise, students fill in a [3-2-1 activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/st5-chin-3-2-1-tool.docx) or similar, and discuss with the class.Get students to pick one person from the video who could potentially be their friend. Ask the students reasons for their choice, explaining their likely friendship. | Students participate actively in class discussion.Students write down key structures and vocabulary, based on the video and class discussion.Students engage in the class discussion based on the listening activity, identifying what they learnt and what question/s they still have.Students identify why they have chosen a specific person to be a potential friend. | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents create Chinese subtitles for one minute of the video.Students with a background in ChineseStudents create a list of interview questions to ask a person from their community about ideas on friends and friendships. |
| LCH5-2C identifies and interprets information in a range of textsLCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiencesLCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning LCH5-8U analyses linguistic, structural and cultural features in a range of texts | **Describing physical appearance (描述外貌特征)**Revise adjectives relating to describing physical appearance by listening to and viewing the song [Adjectives for people 形容一个人的外貌](https://www.youtube.com/watch?v=JMED9dDSFwc) and watching the video [How to describe a person’s appearance](https://www.youtube.com/watch?v=novi4toxgdQ). Facilitate a discussion about physical appearances, with students using the [physical description activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/st5-chin-phys-descrip-activity.docx) to connect physical description vocabulary to different parts of the body. Share with other students and add to the list. Highlight and teach the adverbs很, 十分, 相当, 有点, adding these to create more complex structures to describe people.Students transfer new vocabulary to their notebooks. Ensure that students practise correct [Hanzi stroke order](http://www.strokeorder.info/).Play the ‘Wanted’ game. Each student is given a game board/photocopy with pictures of multiple characters. Taking on the role of a police officer, read aloud to your class a description of one of the suspects. Use the same descriptive words in different structures to repeat the information. For example, 她的头发又黑又长/她有一头黑色的长发. Students ascertain whether they have the suspect(s) you are looking for. Students then construct a ‘Wanted’ poster for an imaginary character using [Canva](https://www.canva.com/signup) or similar. (Note: If the link does not open, right-click and copy the hyperlink into a new tab.)Explain to students about learning journals (see [sample organisers and guiding questions](https://spark.adobe.com/page/uo3V2GkvM9bGJ/)) and ask them to make their first entry. Students should consider their learning progress, review the final task’s marking guidelines and identify areas of support they will need, as well as set new learning goals for success. Review entries and provide tailored feedback. | Students write a range of sentences relating to describing hair, face and body, using correct stroke order and a range of adverbs.Students correctly identify suspects in the ‘Wanted’ game. Students create a ‘Wanted’ poster using a range of structures, adjectives and adverbs.Students reflect on learning, identifying strengths and challenges and setting new learning goals. | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents create lyrics to a similar song with more sophisticated vocabulary to describe physical appearance.Students take turns with the teacher to play the role of police officer, reading descriptions aloud (instead of listening to descriptions). Students with a background in ChineseStudents create a missing person’s news item report, describing the suspect in a recent crime.As the police officer, students invent personal histories for the characters. |
| LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiateLCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences (if creating sentences in checkers)LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaningLCH5-7U analyses the function of complex Chinese grammatical structures to extend meaningLCH5-8U analyses linguistic, structural and cultural features in a range of textsLCH5-9U explains and reflects on the interrelationship between language, culture and identity | **Personality traits – the good, the bad and the ugly (个性特征 – 优点，缺点和陋习)**Teach adjectives for [describing personality](https://mandarinhq.com/2021/05/describe-personality-in-chinese/). Play vocabulary checkers. Group students into pairs. Give each set of students a copy of the printable [checkerboard:](https://cdn2.hubspot.net/hubfs/2977058/Magoosh_VocabularyCheckerBoard.pdf)Magoosh_VocabularyCheckerBoard* Students write a vocabulary word in the white space available in each square.
* As students play through a game of checkers, ask them to provide the correct definition of the word in the square they want to move their piece to.
* To differentiate, students could use the vocabulary word in a sentence.
* If the student correctly defines the word or uses is in context, they get to claim that square.

Teach students [causal, adversative and coordinating conjunctions](https://www.learn-chinese.com/33-chinese-conjunctions/#Coordinating%20Conjunction) to connect ideas and sentences and provide [examples of structures](https://www.writtenchinese.com/chinese-conjunctions-part-2/). Show students photos of [different people](https://www.google.com/search?q=different+people&tbm=isch&ved=2ahUKEwjJ59-o_pjyAhWPXH0KHTitDr0Q2-cCegQIABAA&oq=different+people&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQ6BAgAEEM6CAgAEIAEELEDOgsIABCABBCxAxCDAVCowa4CWOLvrgJghfGuAmgGcAB4AYABtwOIAeYakgEKMC4xNy4wLjEuMZgBAKABAaoBC2d3cy13aXotaW1nwAEB&sclient=img&ei=R2ELYYmoCY-59QO42rroCw&bih=769&biw=1368&rlz=1C1GCEA_enAU958AU958#imgrc=9NV7NVLpwTMdOM) and ask them to describe the physical appearance of each person in Chinese. Discuss the ideas of physical beauty and how they would differ from different cultural perspectives. Provide guidance on the Chinese perspective of beauty. From the photos, students create a profile card which contain the following:* name, age, where you live
* appearance
* personality traits
* likes and dislikes.

In preparation for the following interactive activity with the profile cards, teach or revise asking questions with your students beforehand using the particle ‘ma’ 吗.For example, 你是学生吗? 你住在悉尼吗? 你高吗?Teach or revise how to give an affirmative and negative answer by adding不 or 没 in front of the verb. For example, 不是, 没有. Afterwards, have a class party and play a game – Who’s my match? Give each guest (student) a profile card you have created outlining who they are and a description of their perfect match without the name. For example, ‘Romeo’ could match with ‘Juliet,’ or ‘Tom’ with ‘Jerry.’ Guests should not show their profile cards to anybody as the aim of the game is to find their perfect match outlined in the profile cards. However, when answering questions about their hidden identity, players can only answer yes or no.The player who finds his or her perfect match first, wins. | Students describe personalities. Students participate in the game and define unknown describing words.Students create simple sentences, with conjunctions, to describe physical appearance.Students create a profile card from a photo.Students create simple questions and answer them in the affirmative or negative.Students interact with peers to find their match using vocabulary on personal appearance, traits, likes and dislikes.  | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents watch the video [Words to describe personality](https://www.youtube.com/watch?v=Wae_M8I4UYg&t=29s) and translate the words to Chinese to extend their vocabulary.Students find images of people and, using imagination, describe their personalities using [Flipgrid](https://info.flipgrid.com/).Students find images of film characters and write a description of them. Students with a background in ChineseStudents watch the video [Words to describe personality](https://www.youtube.com/watch?v=Wae_M8I4UYg&t=29s) and translate the words to Chinese to extend their vocabularyStudents add more sophisticated vocabulary to describe complex personalities.Students find images of celebrities and write a paragraph to describe their physical appearance and personality. In Chinese, students discuss the notion of beauty in both Chinese and Australian cultures. Are the standards the same or different? Have these standards changed over time? |
| LCH5-2C identifies and interprets information in a range of textsLCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiencesLCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiencesLCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaningLCH5-9U explains and reflects on the interrelationship between language, culture and identity | **Beauty is more than skin deep (内在美比外在美更重要)**Brainstorm with students ideas about personality traits. For example, ask:* What qualities do you admire most in a person?
* What qualities do you dislike most?

Teach your students vocabulary and expressions for [positive personality traits](https://www.youtube.com/watch?v=9xkCN4hNyAo) and [negative personality traits](https://youtu.be/HdRVuZaC3cM). In Chinese, ask students to fill in a [PMI chart](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/st5-chin-PMI-personality.docx) with the traits they like, dislike and find interesting. Read the article [Beauty is but skin deep](https://englishlive.ef.com/zh-tw/blog/english-in-the-real-world/beauty-is-but-skin-deep-242/). Ask students to underline all the adjectives in the article, including in the dialogue. In English, ask the students their opinion on the article.* Is beauty just skin deep? Justify your answer.
* How important are looks? Give examples.

Watch the video [Be a friend indeed](https://youtu.be/Tv-yFUrZurw). Discuss the idea of够意思 and 不够意思. Ask students to: * describe Ellie and Michael’s friendship. What’s interesting about their friendship?
* describe Ellie and Michael’s personality traits, focusing on the positive and negative.

Students write a paragraph about one of their friends or family members (real or imagined) describing their characteristics and what they like and dislike about this person. Students complete learning journal entries. Review and provide tailored feedback.  | Students complete the PMI chart, identifying their own preferences in relation to personality traits.Students participate in a discussion on the article.Students listen to a conversation and understand different ideas and dynamics about friendship.Students describe and write about positive and negative traits of people and express their likes and dislikes. Students reflect on learning, identifying strengths and challenges and setting new learning goals. | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents write justifications for their list in the PMI chart. Students answer the questions about the article in Chinese.Students write a conversation between 2 friends who are describing a new student at school, and what they find interesting about them.Students with a background in ChineseStudents create English phrases for 够意思 and不够意思.Students write a paragraph about the idea of beauty being skin deep. Students write a script and perform or film a video about 2 friends who have a disagreement. In their script, students highlight both negative and positive traits of the 2 characters.  |
| LCH5-2C identifies and interprets information in a range of textsLCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-9U explains and reflects on the interrelationship between language, culture and identity | **Giving compliments (恭维/表扬)**Students consolidate learned vocabulary through practice on interactive websites such as [Nearpod](https://nearpod.com/) and [Kahoot](https://kahoot.com/). Students practise vocabulary and pronunciation.Discuss how to give compliments in English. For example:* What are some of the compliments you can give to people?
* When do you give compliments?
* Why do you give them?
* What happens when you over compliment?

Brainstorm some compliments in English and work out with the class the Chinese equivalent. Provide guidance on what types of compliments are culturally appropriate. Play audio bingo with your students while watching [11 compliments about a friend](https://mandarinhq.com/2015/09/11-compliments-chinese-people-give-their-friends-3/). Provide these instructions:* Explain to students what the topic of the text is.
* Ask students to draw 3 x 3 or 4 x 3 grid in their books and fill each box with a word they think they are likely to hear in the interview.
* Students listen and cross off words as they hear them.

The winner is the first to cross off all words or the one with the most words crossed out when the recording finishes. Afterwards, go through each expression and identify adjectives used to describe one gender only. For example, 美 for female, 帅 for male. Students also identify the adverbs in Chinese. | Students complete interactive activities online and practise the vocabulary.Students understand and are able to give a range of compliments.Students identify adjectives that are used to describe one gender only.  | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents create an exercise in [Nearpod](https://nearpod.com/) or [Kahoot](https://kahoot.com/) with the new vocabulary and structures.Students with a background in ChineseStudents write their own compliments list and present it to the class with English translations.  |
| LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiateLCH5-9U explains and reflects on the interrelationship between language, culture and identity | **Dating (约会)**Read excerpts of articles about dating in China, for example [Dating in China is seriously brutal](https://nypost.com/2018/03/27/dating-in-china-is-seriously-brutal/), [What is different about dating in China?](https://www.liveabout.com/dating-in-china-whats-different-687348) and [Dating attitudes and expectations among young Chinese adults: An examination of gender differences](https://journalofchinesesociology.springeropen.com/articles/10.1186/s40711-016-0034-1). (Note: Provide students with content in print only, to avoid pop-ups and content unrelated to curriculum on live sites). Using the [PMI chart](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/st5-chin-PMI-dating.docx), students jot down their thoughts and ideas. Set up your classroom for a [speed dating-type activity](https://writeonwithmissg.com/2020/02/02/6-ways-to-use-speed-dating-in-your-classroom/). Ask your students to think of their favourite movie. They choose a character from that movie and brainstorm some of the characteristics of that character. In the speed dating activity, the students assume that character when interacting with others. To consolidate language learnt so far, ask students to:* provide one compliment during their conversation
* describe 2 positive traits and 1 negative of their chosen character. These could be physical or personal attributes.
 | Students interact and exchange compliments and information describing personal and physical characteristics. | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents provide 2 compliments, 3 positive traits and 2 negative traits in the speed dating activity.Students with a background in ChineseStudents interview an older family member or a member of their community, asking them how attitudes toward dating has changed in the Chinese culture.  |
| LCH5-2C identifies and interprets information in a range of textsLCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiencesLCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiencesLCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaningLCH5-9U explains and reflects on the interrelationship between language, culture and identity | **非诚勿扰 (‘If You are the One’)**Students watch a section of an episode of the popular TV show ‘If You are the One’, for example the first 8 minutes of [Series 6, Episode 52](https://www.youtube.com/watch?v=uB_UxsW9f04), and complete the [10 x 2 visual thinking activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/chinese/st5-chin-10-2-thinking-tool.docx). Ask students the following questions:* What is the aim of the show?
* What do you notice about the people in the show?
* How did the contestant talk himself up and show himself in a positive light?

Students are not expected to understand all the language contained in the section of the episode. However, teach some [useful vocabulary](https://flexiclasses.com/if-you-are-the-one/#chapter-5) specific to the show. For example, 爆灯, 心动女生, 男嘉宾, 女嘉宾.Guide students to discover the chunks of language required to start sentences of introduction and list the different aspects of a person and relevant vocabulary.Students invent a character who is a good match for one of the contestants in the section of the episode they have watched. Students then compose a text, written by this character, in which they introduce and describe themselves, outline their qualities and explain why they are a good match for the contestant. Students complete learning journal entries. Review and provide tailored feedback.  | Students participate in class discussion.Students write an imaginative text on a character they have created.Students reflect on learning, identifying strengths and challenges and setting new learning goals. | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents watch the video paying close attention to the male contestants男嘉宾, for example, Shui Qing. Assuming the role of one of the male contestants, students write a short letter to one of the female contestants in the show outlining his positive qualities and why he is the perfect one for them. Students should listen and refer to the video and capture some of the expressions their chosen character makes and incorporate it in the letter. Students with a background in ChineseStudents watch the video and write a passage in Chinese on their reflections about the show and a common criteria for choosing future partner in the Chinese culture. |
| LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiencesLCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaningLCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning | **Preparation for the assessment of learning task**Give students time to work on the assessment of learning.Part A – based on a personal profile provided by your teacher, create a [Flipgrid](https://info.flipgrid.com/) video for a fictional person who is entering the dating show ‘If You are the One’.Part B – after viewing all the videos, find your most compatible match and send them an introductory message, providing reasons for your choice, such as compliments and common likes.  |  | *Include information on what worked well, what you amended/added and what you could do differently next time. Include student evaluation, if relevant.*Students with prior learning and/or experienceStudents create a personal profile on [Flipgrid](https://info.flipgrid.com/) adding more depth for the fictional character.Students with a background in ChineseStudents write a compelling message outlining common likes, justifications for why they are a perfect match and highlighting important criteria for relationships in the Chinese culture.  |