

## Chinese – Sample Unit –Stage 3

<b>Unit Title: Can I help you?</b>	<b>Duration: 10 weeks (Term 1) 1.5 hours per week</b>
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<b>Unit overview</b>	
<p>Students view video clips of interactions between a shop assistant and a customer in contexts related to shopping in Chinese-speaking communities. They collate a class bank of particular expressions used in shopping situations, and discuss aspects of culture in language use and behaviour. Students then collaborate in groups to participate in a simulated shopping transaction.</p> <p><b><i>Students with prior learning and/or experience</i></b></p> <p>Students collaborate to investigate recommended shopping experiences in a Chinese-speaking country, then work in groups to deliver their findings in a presentation to the class, including places to shop, what to buy and how much different items cost.</p>	
<b>Outcomes</b>	<b>Resources</b>
<p>A student:</p> <ul style="list-style-type: none"> <li>• uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities LCH3-1C</li> <li>• applies key features of Chinese pronunciation and intonation LCH3-5U</li> <li>• applies basic Chinese writing conventions LCH3-6U</li> <li>• demonstrates understanding of Chinese grammatical structures LCH3-7U</li> <li>• recognises how texts and language use vary according to context and purpose LCH3-8U</li> <li>• make connections between cultural practices and language use LCH3-9U</li> </ul>	<ul style="list-style-type: none"> <li>• Online flashcards for Chinese numbers</li> <li>• Online number games <a href="http://www.bbc.co.uk/schools/primarylanguages/mandarin/numbers/games/">http://www.bbc.co.uk/schools/primarylanguages/mandarin/numbers/games/</a></li> <li>• Online Chinese character games <a href="http://www.bbc.co.uk/languages/chinese/games/characters.shtml">http://www.bbc.co.uk/languages/chinese/games/characters.shtml</a></li> <li>• Chinese currency flashcards</li> <li>• Interactive whiteboard currency matching activity</li> <li>• YouTube shopping videos (including videos using modified language)</li> <li>• YouTube video on measure words</li> </ul>

Content	Teaching, learning and assessment
<ul style="list-style-type: none"> <li>• obtain and organise information from a range of spoken, written and digital texts (ACLCHC035, ACLCHC036)</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• reproduce pronunciation and intonation, recognising stress and phrasing (ACLCHU042)</li> <li>• write familiar <i>Hanzi</i>, identifying common components and connections in meaning (ACLCHU043)</li> <li>• recognise the systematic nature of Chinese grammar rules (ACLCHU044)</li> </ul>	<ul style="list-style-type: none"> <li>• Students view short video clips of shopping scenarios and collaborate in groups to gather and record key information. Students: <ul style="list-style-type: none"> <li>– view short video clips of shopping scenarios in Chinese-speaking communities</li> <li>– record main ideas and specific detail, including items and prices, eg ingredients needed for a Chinese recipe</li> </ul> </li> <li>• Students revise numbers 1–100. Students: <ul style="list-style-type: none"> <li>– identify numbers 1–10 using online flashcards</li> <li>– revise how to form numbers 11–99 using the mathematical place value, eg 12 is 10 and 2; 38 is 30 and 8</li> <li>– consolidate their knowledge of numbers 11–99 by playing an online game, eg <a href="http://www.bbc.co.uk/schools/primarylanguages/mandarin/numbers/games/">http://www.bbc.co.uk/schools/primarylanguages/mandarin/numbers/games/</a></li> <li>– practise identifying numbers written in Chinese characters through online games, eg <a href="http://www.bbc.co.uk/languages/chinese/games/characters.shtml">http://www.bbc.co.uk/languages/chinese/games/characters.shtml</a></li> </ul> </li> <li>• With teacher support, students learn about Chinese currency and asking and giving prices of different items. Students: <ul style="list-style-type: none"> <li>– view online images of the Chinese currency <i>Renminbi</i>, and make comparisons with Australian currency</li> <li>– research and compare what \$1 and ¥1 can buy</li> <li>– learn the currency unit for Chinese money 块、毛、分, and 角 or 毛 as a special currency unit, recognising there is not 十分 but 一毛</li> <li>– recognise that 圆 and 角 are the alternative to 块 and 毛</li> <li>– identify prices through an interactive whiteboard matching activity, eg 3.80 is 三块八毛</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• identify how the features of text organisation vary according to audience and purpose (ACLCHU045)</li> <li>• participate in a group activity or shared event (ACLCHC033, ACLCHC034)</li> <li>• reproduce pronunciation and intonation, recognising stress and phrasing (ACLCHU042)</li> <li>• recognise the systematic nature of Chinese grammar rules (ACLCHU044)</li> <li>• understand that language use is shaped by the values and beliefs of a community (ACLCHC048)</li> </ul>	<ul style="list-style-type: none"> <li>• Students view the video clips again, with pauses. Students: <ul style="list-style-type: none"> <li>– describe the major features of the text type, including textual structure and the sequence of dialogue, and make comparisons with a similar text in English</li> <li>– collate a class bank of particular expressions used in shopping situations, such as exchanging greetings and information, seeking advice or clarification, making choices and completing transactions, eg <ul style="list-style-type: none"> <li>○ 这个 / Zhège</li> <li>○ 那个 / Nàgè</li> <li>○ 我要这个。Wǒ yào zhège.</li> <li>○ 我不要这个。Wǒ bù yào zhège.</li> <li>○ 这个多少钱？ / Zhège duōshǎo qián?</li> <li>○ 给你.../Gěi nǐ...</li> <li>○ 找你.../Zhǎo nǐ, noting that sometimes the subject can be dropped in a sentence, eg 给你.../Gěi nǐ... and 找你.../Zhǎo nǐ</li> </ul> </li> </ul> </li> <li>• With teacher support, students examine key grammatical structures, including: <ul style="list-style-type: none"> <li>– applying processes of discourse development, including joining 和, contrasting 更 and sequencing information 先、然后</li> <li>– expressing quantity, eg 一个、两个</li> <li>– comparing the use of verb tenses in Chinese and English, eg 我买了 versus ‘I have bought’</li> </ul> </li> <li>• Students discuss aspects of culture in language use and behaviour in contexts related to shopping: <ul style="list-style-type: none"> <li>– greeting the shop assistant or customer, eg 欢迎光临！</li> <li>– agreeing, eg 我同意[...], declining, eg 我不同意 [...], and apologising, eg 对不起</li> <li>– thanking and leave-taking, eg 谢谢！再见！</li> <li>– using appropriate behaviour and gestures, eg waving a hand for goodbye</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• initiate interactions and exchange information with the teacher and peers (ACLCH033)</li> <li>• participate in a group activity or shared event (ACLCHC033, ACLCHC034)</li> <li>• reproduce pronunciation and intonation, recognising stress and phrasing (ACLCHU042)</li> </ul>	<ul style="list-style-type: none"> <li>• Students collaborate in groups to prepare a simulated shopping transaction, using scaffolded models provided by the teacher and the class bank of expressions <ul style="list-style-type: none"> <li>– prepare the necessary props for their shopping transaction, eg gathering food items and creating their own fake Chinese money</li> <li>– <b>perform their shopping transaction for the class.</b></li> </ul> </li> </ul>
<p>Students:</p> <ul style="list-style-type: none"> <li>• locate and classify information from a range of spoken, written, digital and visual texts (ACLCHC147)</li> <li>• recognise the contextual meanings of individual syllables or <i>Hanzi</i> to assist comprehension and vocabulary development, and explain the form and function of components of individual <i>Hanzi</i> (ACLCHC150)</li> <li>• understand and use basic structures and features of Chinese grammar to elaborate on meaning (ACLCHU156)</li> </ul>	<p><b><i>Students with prior learning and/or experience</i></b></p> <ul style="list-style-type: none"> <li>• Students view video clips of shopping scenarios and collaborate in groups to gather and record key information. Students: <ul style="list-style-type: none"> <li>– view video clips of shopping scenarios in Chinese-speaking communities</li> <li>– record main ideas and specific detail, including items and prices, eg sports gear or video games</li> </ul> </li> <li>• The teacher introduces large numbers 百、千、万、十万、百万, and explains how to form large numbers from 100 to 10 million using the mathematical place value, eg 67,000 is 60,000 and 7000 六万七千.</li> <li>• Students participate in a range of collaborative activities, eg online games, to practise identifying numbers written in Chinese characters, noting the use of 万 instead of 十千</li> <li>• With teacher support, students examine measure words used for a range of items. Students: <ul style="list-style-type: none"> <li>– learn measure words for different items by viewing YouTube videos</li> <li>– participate in group activities to consolidate learning, eg viewing digital slides of different items and identifying each item with the appropriate measure word, or listening to texts about shopping for different items, such as sports gear 体育用品, video games 电子游戏 or a skateboard 滑板, and grouping items according to measure words 个、张</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• initiate interactions with adults and peers to exchange information, ideas and opinions (ACCHC145)</li> <li>• collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions (ACLCHU146)</li> <li>• recognise the use of the tone, intonation and stress of words to express emotion, opinion and attitude (ACLCHU154)</li> <li>• reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa (ACLCHC153)</li> <li>• identify how the features of text organisation vary according to audience and purpose (ACLCHU045)</li> </ul>	<ul style="list-style-type: none"> <li>• As a group, students investigate websites to find places to shop in a Chinese-speaking country for particular items, eg sports gear, video games, a mobile phone, a skateboard or a scooter. Students: <ul style="list-style-type: none"> <li>– exchange information and ideas with peers about recommended shopping locations, eg 你知道哪儿有便宜的体育用品吗?</li> <li>– compare details about the items including costs, eg 城里的百货商店卖得很贵。我家附近的商店只卖三十五块钱。</li> <li>– give opinions about the best places to shop for these items, eg 我觉得你最好去 ...因为...</li> </ul> </li> <li>• Students discuss differences in shopping for these items in Chinese and English-speaking contexts, eg Chinese shoppers tend to bargain about the price of an item. They record their findings in their class journal.</li> <li>• The teacher and students discuss how to deliver a presentation to share the results of their group investigation, including: <ul style="list-style-type: none"> <li>– an introduction to the topic</li> <li>– a sequence of information, ideas and opinions</li> <li>– a concluding comment.</li> </ul> </li> </ul>
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<p><b>Sample assessment activities</b></p>
<p>Outcomes assessed: LCH3-1C, LCH3-5U, LCH3-7U, LCH3-9U</p> <p>Students, in groups, perform a simulated shopping transaction for the class, focusing on:</p> <ul style="list-style-type: none"> <li>• accuracy of vocabulary and structures</li> <li>• pronunciation and intonation</li> <li>• fluency of expression and effective communication</li> <li>• culturally appropriate language use and behaviour.</li> </ul> <p><b><i>Students with prior learning and/or experience</i></b></p> <p>Outcomes assessed: LCH3-1C, LCH3-5U, LCH3-7U, LCH3-9U</p> <p>Students, in groups, deliver a presentation to the class on the best places to shop for particular items in a Chinese-speaking country, including places to shop, details about the items and how much they cost, focusing on:</p> <ul style="list-style-type: none"> <li>• a range of vocabulary and structures</li> <li>• fluency of expression</li> <li>• relevancy of ideas and information</li> <li>• sequencing of information</li> <li>• culturally appropriate language use.</li> </ul>

