**Year 8 Unit of Work: Shopping**

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| **Unit title:** Shopping | **Duration:** 5 weeks |
| **Unit Description:**  Students design and perform a role-playing to buy some clothes in a Chinese shop.  ***Students with prior learning/ experience***  Students create an advertisement to explain to their classmates how to match different items of clothing with their measure words.  ***Students with a background in Chinese***  Students create a short dialogue to explain how to negotiate prices in Chinese. | |
| **Outcomes** | **Resources** |
| A student:   * uses Chinese to interact with others to exchange information, ideas and opinions, and make plans LCH4-1C * applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C * applies Chinese pronunciation and intonation patterns LCH4-5U * applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U * identifies that language use reflects cultural ideas, values and beliefs LCH4-9U | * Book: Fredlein S. & Fredlein P. (2011) Ni Hao series, ChinaSoft, Queensland. * Chen C. & Zhang A. (2009) Pass Chinese series, Peking University Press, China * Youtube videos * Online flashcards |

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| **Content** | **Teaching, learning and assessment** |
| Students:   * recognise and use features of the Chinese sound system, discriminating use of tones, rhythm and sound flow (ACLCHU090) * respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts (ACLCHC085, ACLCHC086) * interact with peers and known adults on topics of interest (ACLCHC081) * engage in collaborative activities that involve planning and making arrangements (ACLCHC082) | * Students brainstorm in English different types of clothing. * Students view online flashcards of clothing and, with teacher support, identify and collate vocabulary related to clothing * Students play a memory game about clothing, matching pictures and Chinese characters with Pinyin, eg. 体恤，衬衫，毛衣，夹克，裤子，短裤，裙子，鞋子，帽子 * Students learn basic measure words: 件，条，个，双   Students:   * work in groups write down 3 items of clothing for each of the four seasons in their poster * display their posters in class. * match measure words with different items of clothing * Students learn the Chinese monetary units using online flashcards: 块，毛，分 * Students use their calculator to convert between Chinese ¥ and Australian $   Students:   * price different types of clothing in Chinese ¥ and Australian $ on their worksheet |
| * use familiar Hanzi, identifying how characters structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091) * understand elements of Chinese grammar, such as word order and sentence construction (ACLCHU092) * explore connections between language and culture in particular words, expressions and communicative behaviours (ACLCHU096) | * The teacher models how to ask questions, using the question words 吗，多少钱 and the correct tones and intonation. * Students learn to respond to the questions using 是 /不是 and the Chinese monetary units. * Students practise asking each other the price of different items of clothes using the worksheet they previously used, eg. 这件毛衣多少钱？五十块。那条裤子多少钱？二十五块。 * Students watch simple conversation on Youtube. * Based on what they have learnt from Youtube videos, students: * work in pairs to design and write a conversation about buying a piece of clothing * read their conversation with their study buddy in class. |
| Students:   * obtain and process information from a range of spoken, written and digital texts (ACLCHC051, ACLCHC052, ACLCHC196, ACLCHC 163) * recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171) | ***Students with prior learning and/or experience***   * Students read a piece of clothes shop advertisement in Chinese and find out the measure words used with each item of clothing * Students describe the clothing they their classmates are wearing using correct measure words, eg 件，条，双. * Students use the learnt measure words to make phrases * Students learn about the structure of the characters for each measure word   Students:  Create a PPT to explain the class how to use the basic measure words with different items of clothing. |
| Students:   * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226) * apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239) | ***Students with a background in Chinese***   * Students view Youtube videos about how to express opinions on clothing and how to bargain. Students: * express opinions on clothing, eg 我觉得，尺寸太大了，颜色太深了，太贵了，我喜欢，我不太喜欢 * make concession, eg. 虽然……但是…… * make suggestion, eg 如果......我就......   Students:   * do a research to find out two countries where people can bargain and another two countries where people can not bargain. * design several strategies of bargaining * write down a short dialogue using one of the bargaining strategies they have devised and explain it to the class. |
| **Sample assessment activities** | |
| Outcomes assessed: LCH4-1C, LCH4-4C, LCH4-5U, LCH4-7U, LCH4-9U  Students in pairs create a short dialogue about buying an item of clothing, and focusing on:   * pronunciation * appropriate use of words and word order * understanding of the practice of bargaining in Chinese-speaking countries and communities.   **Students with prior learning and/or experience**  Outcomes assessed: LCH4-1C, LCH4-4C, LCH4-5U, LCH4-7U, LCH4-9U  Students create an advertisement for a clothes store, focusing on:   * how to match different items of clothing with their measure words * appropriate use of sentence construction * application of key aspects of Chinese writing conventions   ***Students with a background in Chinese***  Outcomes assessed: LCH4-1C, LCH4-4C, LCH4-5U, LCH4-7U, LCH4-9U  Students create a dialogue using one bargaining strategies, focusing on:   * effectiveness of their bargaining strategies * appropriate sequencing of, elaboration on and justification of ideas * the application of Chinese writing conventions * writing appropriately for context, purpose and audience. | |