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| What's the Weather like? | Stage 4 | Languages |

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| Summary | Duration |
| -Time, days and dates  - Weather conditions  -Daily Routine  -Activities | Sample term  5 weeks  Detail: 13 hours |

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| Unit overview | What's the Weather like? |
| Students obtain knowledge about how to express time-related expressions by applying the concept of 'collectivism'. They present their acquisition to their peers in a short description of one time session.  Students with prior learning and/or experience collate information from texts, comparing and contrasting the position of time markers in a sentence between Chinese and English. They expand the concept of collectivism to other adverbs, such as places to compare and contrast the difference of sentence structures in English and Chinese.  Students with a background in Chinese access a range of texts to identify how the celebration of cultural events is maintained or adapted in the Australian context. They analyse the information and present their findings in a report for the local Chinese newspaper. |  |
| Outcomes | Assessment overview |
| Chinese K-10  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 | * Vocabulary list and sentence making * Worksheets * Dialogue / Conversation / Interview * Writing & reading comprehension tasks * Listening activity * Research project / Presentation * Teacher markings and feedback |

| Content | Teaching, learning and assessment | Resources |
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| Recognise their own and others' ways of expressing time, days and dates, and weather condition  Stage 4 - Communicating: Interacting  Students:   * interact with peers and known adults on topics of interest, for example: (ACLCHC081) * interacting with peers to identify common interests or opinions * engaging in class discussions by asking and responding to a set of questions * engage in collaborative activities that involve planning and making arrangements, for example: (ACLCHC082)   Stage 4 - Communicating: Accessing and Responding  Students:   * locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLCHC083, ACLCHC084) * locating specific information from print and audio-visual texts, eg timetables, calendars, brochures or advertisements * listening to or viewing public information texts such as a weather forecast or announcement, and identifying specific information and key words, eg the temperature in a city, the platform in a train station, the arrival time of a flight and where the flight has come from * respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLCHC085, ACLCHC086) * summarising the findings of a class survey for presentation in English, or in a digital or visual format, poster or wall chart   Stage 4 - Communicating: Composing  Students:   * compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLCHC086) * captioning pictures, photos or cartoons * create bilingual texts and resources for the classroom, for example: (ACLCHC056) * composing bilingual texts, eg menus, schedules or captioned photo montages   Stage 4 - Understanding: Systems of Language  Students:   * use familiar *Hanzi*, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning, for example: (ACLCHU091) * applying their knowledge of characters to develop strategies for learning, eg making connections between characters with a shared component * understand elements of Chinese grammar, such as word order and sentence construction, for example: (ACLCHU092) * analysing Chinese-specific grammatical structures and features, eg 能不能，有没有 * identifying similarities and differences between Chinese and English word order and sentence construction, eg 那是 Alice * identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLCHU093) * experimenting with features of text presentations in Chinese, eg text direction, word spacing, punctuation and overall paragraph format when using squared paper   Stage 4 - Understanding: The Role of Language and Culture  Students:   * recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLCHC089) * discussing aspects of their own identity and reflecting on similarities and differences between their own lifestyle with other cultures, eg *I am Australian, I play football* | * Use a clock / Chinese calendar to introduce structure for telling the time, days and dates * Compare ways of telling time/days/dates from different countries * Listening - Fill in clock faces according to the times they hear * Writing - brainstorm the festivals/important dates in Australia/China and write in words * Research - Find out about some important dates in China/Australia (celebrations, festivals or holidays). Make a poster, movie or voice recording. * Present daily routine with flash cards/PPT * Describe the given pictures in Chinese and tell/write what the people are doing at the times/days shown * Record a conversation with a classmate where they ask each other about their daily routine * Compare the differences of daily routine between A Chinese student and an Australian student, give a report to class * Create a PowerPoint about students' daily routine. (could include information beyond daily routine, such as describing what they have for breakfast or sports/other activities that they enjoy. * Write a paragraph in Chinese about a superhero/celebrity what they enjoy doing in their spare time. Make a presentation includes a picture of the person and the description.      * Brainstorm in English the leisure activities in Australia. * Watch YouTube videos introducing the activities in China. With teacher support, identify and collate vocabulary related to activities in Australia/China. * Play a memory game about sporting activities, matching pictures and Chinese characters with pinyins * Use online quizzes/Pear Deck (Slides) to associate and consolidate the vocabs / sentences structures * Research - the activities most Chinese students would do after school in China and Australia-Report to class - Presentation (Pie charts, Columns etc) , or in a short written description in Chinese. * Research - most popular leisure activities for the weekend * Cultural Day Carnival: in pairs to create a program for a cultural leisure activity (Taichi, shuttlecock etc.), include presentation of cultural background, topic-related vocabs and hands-on activity, to be held in collaboration with their Chinese class.      * Presents new vocabulary using visuals of weather charts - Introduce concept of past/future tense, models of language structure * Listen and sing a weather song, with teacher support, identify and collate vocabulary related to weather * Compare similarities and differences of the seasons/weather between Australia and China. * Describe pictures of weather patterns * Read descriptions of Chinese cities and complete table * Email a friend in China inquire about the weather in Beijing * Brainstorm and compare the popular activities of different seasons in Australia and China * Role-play: mimic new expressions from given scenario by asking the weather situations * Consolidate overall L/R/S/W skills from worksheets, activities * Research on-line, create a PPT reporting the weather of a real city of one particular week in any season. * Video making - present the weather forecast (PPT, digital book) in Chinese like a Weather Report TV session. | YouTube clips  Online vocabulary quizzes (Language Perfect, Kahoot, Quizlet)  Worksheets and exercises  Flashcards, pictures, posters  Use of a real clock / calendar for interactive activities  Character writing booklet (Square grid paper)  Pear Deck (Google Slides)  Flipsnack (Digital flipbook) |
| Stage 4 - Communicating: Interacting  ***Content for students with prior learning and/or experience***  Students:   * interact with peers and known adults on a range of topics and experiences, for example: (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161) * discussing with a friend various options regarding what to do on the weekend   Stage 4 - Communicating: Accessing and Responding  Students:   * obtain and process information from a range of spoken, written and digital texts, for example: (ACLCHC051, ACLCHC052, ACLCHC196, ACLCHC163) * making connections between images, charts and texts and locating information * respond in English or Chinese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLCHC051, ACLCHC197, ACLCHC164)   Stage 4 - Communicating: Composing  ***Content for students with prior learning and/or experience***   * compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC054, ACLCHC199, ACLCHC166) * writing a procedural text, eg a recipe or the steps of an experiment * create bilingual texts and resources for the school and wider community, for example: (ACLCHC166, ACLCHC201, ACLCHC168) * producing a bilingual visitor's guide for the school   Stage 4 - Understanding: Systems of Language  ***Content for students with prior learning and/or experience***  Students:   * apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech, for example: (ACLCHU058, ACLCHU203, ACLCHU170) * recognise and use knowledge of *Hanzi* to infer meaning from common *Hanzi* components or position of components, for example: (ACLCHU059, ACLCHU204, ACLCHU171) * interpreting the meaning of new *Hanzi* by using knowledge of radicals and common *Hanzi* components in short texts, eg 柱 versus 住 * identifying *Hanzi* based on knowledge of components when inputting Chinese in a digital text * understand and use elements of Chinese grammar and sentence structure to express ideas, for example: (ACLCHU060, ACLCHU205, ACLCHU172) * using different ways to negate ideas depending on degree of formality or emphasis, eg 我不是....。我哪儿有....？我没有办法....。我不能....。 * examining different ways to initiate an interaction in new contexts, eg 你忙吗？你能来吗？   Stage 4 - Understanding: The Role of Language and Culture  Students:   * explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLCHU096) | * Learn the concept of collectivism and its application in writing dates and time in Chinese * Write the birthdays of oneself, family members, friends' * Work with a background student and make a list of the dates of 7 popular festivals that are celebrated in China in both English and Chinese. * Translate the 7 times of the day in both English and Chinese. * Make a list of key words that describe weather conditions in both English and Chinese. * Make a list of different severity of weather conditions, for example 毛毛雨， 小雨，大雨， 大风雨 in both English and Chinese * Make a timetable of a weekend plan, including time of the day, day, dates, and activities (acquired from last unit) * Compare the weekend plan with a background student's weekend plan and discuss the difference      * Associate the weather conditions with their verbs, for example 刮风， 下雨， 打雷 * Using the sentence pattern of '如果。。。就' to include weather conditions and extend the original weekend plan          * Learn the four seasons and their months in China and Australia and describe what the weather like in those season * Learn the word 'temperature' in Chinese and draw a map of China and Australia to mark the weather conditions, temperature of different regions in different seasons.                    * Match pictures of weather with Chinese words   Use the key words that describe weather conditions and look them up in the dictionary to make 3 phrases.  Use the phrases to create one sentence each.  Using expression of forecasting 可能  Extend students’ lexicon by using the known words to make new expressions (phrases, idioms, songs)  Research the radicals of the key words of the unit and write down the words that share the same radicals and have related meaning  Vocabulary test - online flashcards       * Using the sentence structure '因为， 所以‘to rewrite the weekend plan and write a journal entry of last weekend          * Students research the Chinese lunar calendar and compare it to the Gregorian calendar. Mark the festivals of which the date is determined by lunar calendar and discuss the reasons why * Analyse multiple words with same pronunciation but different meanings - puns, using the song 送你伞不是代表要和你散 “我爱你” by 前进乐团. | * Book 'Fundamentals of Chinese characters (Ch 4)' * Chinese Made Easy book 2 (lesson 4) * YouTube clips * Songs * Online flashcards, such as Quizlet * HSK book 2 lessons 5 ' Talking about time' (exercise B & C) |
| Stage 4 - Communicating: Interacting  ***Content for students with a background in Chinese***  Students:   * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: (ACLCHC226) * talking to the teacher about the challenges of learning in a different cultural environment * exchanging ideas with your Chinese peers about the experience of learning English in an Australian context * talking to friends about maintaining aspects of Chinese culture and values in the Australian context   Stage 4 - Communicating: Accessing and Responding   * access and evaluate information in a range of spoken, written and digital texts, for example: (ACLCHC228, ACLCHC229) * accessing diverse spoken texts, such as speeches, dialogues, news reports or interviews, and summarising key information in English or Chinese, using expressions, eg 总之，综上所述 * respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: (ACLCHC229, ACLCHC230) * re-presenting information from one source using a different mode for a different audience, eg writing a report of an event from a news broadcast for the school magazine   Stage 4 - Communicating: Composing   * compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC232) * presenting the lifestyles of people in various places in China, showing how historical or geographical factors have affected them * rewriting a familiar story from a different viewpoint for young children * create bilingual texts and resources for the school and wider community, for example: (ACLCHC234) * creating a resource for the community explaining concepts that are not immediately understood by non-Chinese speakers * creating a glossary with multiple ways of translating English terms into Chinese   Stage 4 - Understanding: Systems of Language  Students:   * discuss features of Chinese pronunciation and intonation and compare their own, for example: (ACLCHU236) * identifying features of spoken Chinese by comparing pronunciation and speech patterns in a range of texts, eg news broadcasts * analysing relationships between Hanzi and meanings in phrases representing auspicious meanings, eg 年年有余 - 年年有鱼 * apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions, for example: (ACLCHU239) * expressing an opinion, eg 我想，我觉得 * explaining and justifying, eg 如果....的话， 虽然.... 但是.... * understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLCHU240, ACLCHU243) * examining the structure and word choices used in a range of texts for specific audiences and purposes, eg, setting and plot in a narrative, introduction, body and conclusion in a speech   Stage 4 - Understanding: The Role of Language and Culture  Students:   * understand how language use varies according to context and reflects roles, relationships and cultural values, for example: (ACLCHU241, ACLCHU242) * identifying how language use can be varied for different participants in different contexts, eg the use of slang and abbreviations between teenagers * using classical terms and expressions including 成语、歇后语、俗语 appropriate to context, eg using 亭亭玉立 to describe young girls | * Work with a Heritage student and make a list of the dates of 7 popular festivals that are celebrated in Australia in both English and Chinese. * Translate the 7 times of the day in both English and Chinese. * Make a list of key words that describe weather conditions in both English and Chinese. * Make a list of different severity of weather conditions, for example 毛毛雨， 小雨，大雨， 大风雨 in both English and Chinese * Make a table of season, months, weather of different time of the day, and temperature range of Sydney region in both English and Chinese * Make a list of words that describe weather conditions in both English and Chinese. * Write a letter to an old friend in China, describing your new life, daily routine and weekend plan. * Compare your weekend plan with a heritage student's weekend plan and discuss the difference.        * Based on the difference, write a report of the popular activities of your peers and explain the difference              * Write a report on the comparison of daily routine of high school students between Australia and China, showing social and geographical factors.            * Analyse the extended meanings of seasons and complet the worksheets ‘诗词中的四季‘ * Research extended meanings of seasons in English * Research and summarise English idioms that are inspired by seasons. Translate the findings into Chinese. * Research and summarise English idioms that are related to weather. Translate the findings into Chinese. |  |

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