**Chinese ––Stage 4**

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| **Unit Title: Neighbourhood** | **Duration: 4 weeks (Term 4)** |

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| **Unit overview** | |
| Students create a Flipsnack relating to countries they have travelled to and where they would like to travel.  ***Students with prior learning and/or experience***  -Students create a Flipsnack brochure selling a certain destination. Explain attractions, costings and feelings towards the destination.  -Students write a letter to their penpal to invite them for a visit through introducing their neighbourhood.  ***Students with a background in Chinese***  -Students make a poster for their community wall to make awareness of the importance to people from a different cultural background to get along, to illustrate how it is affecting people’s living satisfactory level and to give suggestions on how to avoid conflicts and solve issues;  -Students write a letter to their friends in their home country about their neighbourhood in Australia.  -Students write a diary entry about their thoughts on discrimination | |
| **Outcomes** | **Resources** |
| A student:   * applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C * demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U * applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4- 7U * identifies variations in linguistic and structural features of texts LCH4-8U | * YouTube videos   <https://www.youtube.com/watch?v=nfASKn8DUmo>  <https://www.youtube.com/watch?v=wCXNiX30H-E>  <https://www.youtube.com/watch?v=H-42Txyz7fA>   * Online flashcards (Quizlets) * Kahoot Country and Continents Quiz * Online posters |

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| **Content** | **Teaching, learning and assessment** |
| * respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for   specific contexts (ACLCHC085) | * Teacher: * Teacher uses Power Point to teach students direction, countries and continents in Chinese. * Teacher explains radicals used to create countries and shows how to write 汉字 * Teacher models how to say directions and teaches students about the names of Chinese cities and how direction is used to name cities * Teacher shows Map of the world and students identify continents in English. Teacher then explains continents in Chinese. * Teacher says continents and asks students to point to Continent when teacher says it. * Teacher models structures using 去过。Teacher models using the question words 吗 and 什么 and the correct tones and intonation. * Teacher uses Flipsnack to show countries she has travelled to. Students read pages on assigned ipads. * Teacher shows students how to use Flipsnack and answers questions and trouble shoots as a facilitator whilst students create their own in pairs. |
| * understand elements of Chinese grammar, such as word order and sentence construction (ACLCHU092) |  |
| * locate information and identify gist in a range of spoken, written and digital texts (ACLCHC083, ACLCHC084) * identify textual conventions of familiar spoken, written and multimodal texts (ACLCHU093) | * Students: * Students will do some mapping showing where the continents are in the world and labelling them in Chinese. They will also plot countries and some Chinese cities. * Students create a compass rose in their books and write the directions in Chinese * Students will do a survey in the class asking all members where they have been in the world. They will then create a pie chart showing the travels of their peers, using continents. * Students will play a sit down stand up game with countries/continents they have been to. * Students will dialogue together using the following structures modelled by the teacher   你去过什么国家？我去过英国，美国和日本。  你去过美国吗？我去过。。我没去过。。  你去过什么洲？你去过欧洲吗？去过。。没去过。。  你想去什么国家？我想去美国。   * Students use quizlet to do some independent learning of countries and continents * Students use smart-phones to play Kahoot together as a class. * Students use Ipads and open Flipsnack shared by teacher. Students read through with teacher in pairs. * Students create a Flipsnack of their own showing countries they have travelled to or places they would like to go using Creative Commons images and Chinese characters. They will record themselves reading the Flipsnack in pairs. * Students learn to describe who their neighbours are and where they are originally from.   -Students learn to use a few sentence structures to describe who their neighbours are, eg Tom是我的邻居。 我和Tom是邻居。Tom家住在我家旁边。Tom 和 苗苗 都和我是邻居。Tom和苗苗都是我的邻居。Tom是英国人，苗苗是日本人。   * Students learn to describe the type of home they live in, eg 楼房，公寓，别墅，我家住的是公寓，在十二楼。 * Students learn to describe where their friends live to theirs, eg 对面，隔壁，下一条街，同一个区，同一幢楼 |
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| Students:   * obtain and process information from a range of spoken, written and digital texts (ACLCHC051,052,196,ACLCHC163) | ***Students with prior learning and/or experience***   * Students view Blogs of different countries in China   + identify main ideas and specific information   + with teacher support, collate key vocabulary and expressions in the videos. |
| * interact with peers and known adults on a range of topics and experiences (ACLCHC049, ACLCHC050, 194,161) * recognise and use knowledge of *Hanzi* to infer meaning from common *Hanzi* components or position of components (ACLCHU059, 204, ACLCHU171) * understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, 205, ACLCHU172) | * Students brainstorm their favourite and least favourite countries, and justify their choices, eg 我最喜欢。。。国家因为。。。。， 我最讨厌。。。国家，因为。。。 * Students interact with peers from a buddy school in a Chinese-speaking country to find out their   favourite countries and any countries they’d like to travel to. (possibly through Wechat)   * Students learn the different names for political areas in China and Australia, and be able to exchange them freely, eg 国家-省-市-县-乡镇，国家-州-区-镇, 新南威尔士州，广东省。 * Students learn to describe the relationship with their neighbours, eg 我们相处的很好，经常会一起聚餐。我和苗苗平时来往不多，但是当有人需要帮助时，大家都义不容辞。 我们在生活中很少有交集，彼此也不是很熟，但是我们遇到时一定会友好地打招呼。 * Students learn to describe what their neighbours are like, eg 苗苗的性格挺开朗的，喜欢交朋友，她也很幽默，我很喜欢和她一起玩。Tom的妈妈心肠很好，经常会烤蛋糕给我们吃。大家都非常友好，一家有难，八方支援。 * Students learn the format of writing a letter in Chinese, and compare the differences to a letter in English. |
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| Students:   * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226) | ***Students with a background in Chinese***   * Students compare their neighbourhood in Sydney and it was in China to decide where they prefer more to living in and justify their reasons in 400 character. * Students interview teachers or peers about how friendly people in different countries are according to their personal experiences, and read newspapers to find out what community activities there are in different suburbs of Sydney over a year’s time.   + conclude their findings in the format of a table and to present to the class   + exchange personal living experiences and share preferences in relation to where to live, eg 我想，我觉的，因为...，以前/现在...， 我更喜欢/希望，就能够。。。   + make comparisons between the activities in home country and Sydney and debate which activities encourage people from different cultural background to get along, eg 我赞成你的说法。我也觉得悉尼美食节可以让我品尝到世界各地的美食，通过食物了解文化和信仰，而且还约朋友一起出去的好机会，。   + analyse word choices and layout used to achieve a particular effect. |
| * access and evaluate information in a range of spoken, written and digital texts (ACLCHC228, ACLCHC229) | * Students research the history of the Aboriginal People of Australia and United States, and the discrimination against Chinese descent in Indonesia   + access and evaluate information from diverse sources   + summarise their findings into a cohesive format   + think about their findings and discuss how the history should be if I was the Prime Mister at the time, eg 如果我是澳大利亚总理，。。。。，我们应该。。。。。，与其。。。不如。。 |

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| * 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 (ACLCHC229, ACLCHC230) * use an increasing range of *Hanzi* in texts, identifying the form and function of components in individual *Hanzi* (ACLCHU237) | * Students discuss the consequences of discrimination against other people and how to deal with discrimination happened to themselves or others and to educate people who may be racists. Students:   + experiment with word choice to different audience, eg 亲爱的同学们-尊敬的校长，我自己是没什么要紧的-我自己的感受并不是最重要的   + include idioms and quotations, and slang, eg 和和睦睦，和平共处，忍气吞声，一视同仁，己所不欲勿施于人, 不屈不挠. |
| * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226) | * devices when writing an editorial or article to describe, explain and justify their own perspective on a topic or issue, eg 尊敬的编辑先生. |

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| **Sample assessment activities** |
| Outcomes assessed: LCH4-3C, LCH4-4C, LCH4-6U, LCH4-8U  Students, in pairs, create a FlipSnack Book to show the class. It will detail countries and continents they have been to and places they would like to travel.  <https://www.flipsnack.com>  accuracy of language use, word order and sentence construction   * appropriate sequencing of ideas * application of key aspects of Chinese writing conventions * writing appropriately for context and audience.   Students with prior knowledge and or background  Students create a Flipsnack brochure about Beijing, China. They provide costings, attractions and feelings.  <https://www.flipsnack.com>  accuracy of language use, word order and sentence construction   * appropriate sequencing of ideas * application of key aspects of Chinese writing conventions * writing appropriately for context and audience.  ***Students with a background in Chinese*** Outcomes assessed:LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U  Students write an article for the class website, describing, explaining and justifying the benefits of playing their selected sport, and how this contributes to the development of sportsmanship, focusing on:   * the accuracy of language use and sentence construction * appropriate sequencing of, elaboration on and justification of ideas * the application of Chinese writing conventions, including a range of *Hanzi* * writing appropriately for context, purpose and audience*.* |