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| **Target Group:** Stage 4 [Year 7] | **Topic: Hobbies and Entertainment** | **Indicative Time:** 6 weeks, 12 periods |
| **Unit Description:**   * Students will learn names of a number of sports and their corresponding verbs, as well as expression for one’s ‘like’ and ‘dislike’. * Students will collect and discuss sportsmanship sayings and quotes and talk about their favourite athletes and their sportsmanship. * Students will also learn different hobbies and develop skills to communicate what they like to do the most during their free time.   **Students with prior learning and/or experience**   * Students create and use a short video for their Chinese buddy class to demonstrate how to play a particular sport and the benefits of playing their selected sport.   **Students with a background in Chinese**   * With the selected sportsmanship sayings and quotes, students write an article (can be an account, a diary, or a newspaper interview) for the class website to describe, explain and justify the significance of their selected quote for sports and their life. | | |
| **Outcomes:**  Student:  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  LCH4-6U: 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 | | |
| **Assessment task description:**  *You are a volunteer at your local Youth Centre. You are asked by the manager to organise a School Holiday Youth Activity Plan for kids at your similar ages and create bilingual posters for that (Chinese and English).*  *Activities run by the Youth Centre include: a range of sports training and recreational activities. For each activity, you are to clearly provide details including date, day and time.*  *Include pictures and persuasive slogan to make your plan and posters more engaging.*  *You will vote for a most attractive youth activity plan and a poster.*  ***Students with prior learning and/or experience***   * *Students create and use a short video for their Chinese buddy class to demonstrate how to play a particular sport and the benefits of playing their selected sport.*   ***Students with a background in Chinese***   * *With the selected sportsmanship sayings and quotes, students write an article (can be an account, a diary, or a newspaper interview) for the class website to describe, explain and justify the significance of their selected quote for sports and their life.* | | |
| **Script:** English, Chinese characters *Hànzì* and pinyin | | |
| **Resources:**  《*你好1 NIHAO 1*》 Lesson 9 - main textbook  《轻松学汉语Chinese Made Easy 》  PowerPoint presentations  Teacher created worksheets  Online resources: YouTube clips, posters  Vocabulary and phrases flashcards | | |

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| **Outcome** | **Teaching and learning Strategies** | | | **Resources** | **Sign off – comments** |
| **Adjustments** | **Foundation** | **Extension** |
| LCH4-1C  LCH4-3C  Students:   * interact with peers and known adults on topics of interest, for example: (ACLCHC081) * surveying opinions on a topic of interest, eg 你喜欢游泳吗？ * respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts, * summarising the findings of a class survey for presentation in English, or in a digital or visual format, poster or wall chart   LCH4-6U   * 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) * comparing the structure of familiar *Hanzi* to learn about common components and their function in a compound character, eg 妈、姐、妹   \_ | 1.3 Pinyin is remained for second round to consolidate learning. | 1.1 Class survey: students are to name sports shown in the PPT and vote for their favourite sports. Students organise information in a table.   * 1. Teacher introduces new vocabulary with visual aids provided in PPT * 运动sports，爱好hobbies， 游泳swimming (identify the water radical as a meaning carrier)，骑车cycling，跑步running，足球soccer，篮球basketball，乒乓球table tennis，网球tennis，板球cricket * identify the word formation rule of ball games “xx + 球” (extension\*: 羽毛球，棒球，and other ball games named by students) * Students are to recognise and distinguish verbs used for each sport – have students make connection to the action when playing the sports   踢+足球  打+篮球  打+网球  打+板球  打+乒乓球  1.3 Class activity 1:   * Flashcards of the above vocabulary with characters and pinyin are stuck on the board, teacher randomly points at one flashcard at a time, students are to read out the words in Chinese and then the meaning in English. * Extension: supplementary vocabulary for other sports (outlined above)   1.4 Class activity 2 Mix and Match:   * In groups of 3~4 and with smaller flashcards of sports and verbs, students are to match each sport with its corresponding verb. * one/two students will have names of sports and the rest will have verbs, students take turns to present one card and speak out the vocabulary, the rest group members need to select cards to match up with the one presented.   1.5 Class activity 3 Online Research   * In groups of 3~4, students are to research online and find out the five most popular sports in Australia and China, students need to collate the results in two pie charts with pinyin labels for each sport and display the pie charts to class | 1.2 Vocabulary extension: 体育(sports/PE)  1.3 Pinyin is provided  for the first round but covered for second round   * 1. With supplementary vocabulary, students are to predict their verbs according to their known knowledge   1.5 students are encouraged to use Hanzi for the labels and to elaborate the difference | PPT  Vocabulary flashcards  Vocabulary flashcards  (names of sports and verbs are separated)  Markers, A3 size paper |  |
| ***Content for students with prior learning and/or experience***  Students:   * interact with peers and known adults on a range of topics and experiences * sharing personal ideas and opinions on experiences, including home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences, and stating reasons for them, eg 我不太喜欢.... 我觉得.... 因为.... * 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) * collating information about different music tastes by comparing contemporary music popular among Chinese and Australian teenagers for a posting on a Chinese youth website   LCH4-6U   * 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 \_ | 1.1 students may complete the table in English. | * 1. a) Class survey: in Chinese (pinyin is allowed), students * name their favourite sports “我喜欢….. 因为….” I like … because…, * organise data in tables including a column for reasons * compare sports among Chinese and Australian teenagers   1. b) Students watch videos of young people in Chinese-speaking communities talking about their favourite sports, students * identify main ideas and specific information * with teacher support, collate key vocabulary and expressions in the videos     1.2 By looking at different radicals of verbs, students predict collation between verbs and sports. E,g, 扌 and ball games using hands, 足with sports using feet.   * 1. Pinyins are on the other sides of the flashcards and only shown if needed (e.g. in case most students get the words wrong)   2. Students make sentences using the phrases (e.g. 打篮球是我的爱好Playing basketball is my hobby) made up each time | Chinese *Hanzi* is encouraged for completing the table | Vocabulary flashcards |  |
| ***Content for students with a background in Chinese***   * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, * 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   LCH4-4C   * create bilingual texts and resources for the school and wider community,   LCH4-7U   * apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions, for example * using diverse sentence patterns when composing own messages |  | 1.1 Class survey: Students   * name their favourite and least favourite sports * specify reasons for liking or disliking * years of experience playing their strongest sport * frequency of playing the sport(s), and * write a short report in Chinese to show class students’ hobbies   (Instead of 1.2, 1.3 & 1.4)  1.5 Students conduct research and prepare a PPT presentation about one sport, including its origin, historical evolution, its global influence, and its famous players etc. The PPT is in Chinese but needs to be orally presented in English | . | PPT |  |
| LCH4-1C  Students:   * engage in collaborative activities that involve planning and making arrangements |  | 2.1 Class activity 3 – DIY Sports Players:   * In pairs, each student selects two sports and speaks to their partners in Chinese, then partners collect corresponding sports cutting sheets from the teacher by retelling names of sports as told. * On the sheets received, students write pinyin&/characters of the sports under titles written in pinyin. * With scissors and glue, students make stand-up paper dolls for the sports chosen (students may colour their players) * Once finished, students form teams according to the number of players in different sports (e.g. 11 people in a soccer team), and stick ‘players’ on a cardboard (students may draw sports field on the cardboard to make it more realistic). In pairs, each student selects two sports and speaks to their partners in Chinese, then partners collect corresponding sports sheets from the teacher by retelling names of sports as told. On the sheets received, students write pinyin&/characters of the sports under under titles.  With scissors and glue, students make stand-up paper dolls for the sports chosen.  Once finished, students form teams according to the number of players in different sports (e.g. 11 people in a soccer team), and stick ‘players’ on a cardboard (students may draw sports field on the cardboard).In pairs, each student selects two sports and speaks to their partners in Chinese, then partners collect corresponding sports sheets from the teacher by retelling names of sports as told. On the sheets received, students write pinyin&/characters of the sports under under titles.  With scissors and glue, students make stand-up paper dolls for the sports chosen.  Once finished, students form teams according to the number of players in different sports (e.g. 11 people in a soccer team), and stick ‘players’ on a cardboard (students may draw sports field on the cardboard). |  | Cutting sheets (see Appendix)  Cardboards  Scissors and glue  Colour pencils |  |
| ***Content for students with prior learning and/or experience***   * engage in collaborative activities that involve planning, making decisions and negotiating * determining and allocating tasks in relation to a joint project |  | * 1. (Same as above)   2.2 Students discuss key features of a good video:   * Clear purpose to the target audience * Textual features, including format, images, and sequencing of key information   2.3 Teacher and students discuss what can be included in a video to Chinese buddy class to demonstrate how to play a particular sport and the benefits of playing their selected sport, students   * Research a range of online resources to obtain information on how to play a selected sport and the benefits * Organise and share information with peers * In collaborations with peers, collate a list of structures and expressions related to giving instructions and discussing benefits, eg 你需要，你可以，好玩，刺激 * **With the same group, plan, design and create a short video in Chinese, giving instructions on how to play the selected sports and its benefits, using the collated lists of vocabulary and expressions.** |  | <https://www.lynda.com/Business-tutorials/What-makes-great-video/578089/618295-4.html>  Worksheet  List of key vocabulary and expressions  sample videos  list of some key vocabulary and expressions  explicit requirement for the video, including length, audio, and content |  |
| ***Content for students with a background in Chinese***   1. engage in collaborative tasks that involve negotiating, solving problems and justifying decisions  * jointly assigning and justifying the allocation of roles to peers relating to a planned activity |  | 2.1 (Same as above)   * 1. Students learn idioms and sayings (or quotes) related to sportsmanship and discuss the meaning of sportsmanship * discuss and analysis the connections with the benefits of playing sports and their life, eg what is sportsmanship? Why do we promote it? * discuss the implication from their favourite athletes and sportsmanship sayings and quotes   2.3 scaffolding students on how to write an article in Chinese with correct use of language, text structure and stylistic devices to describe, explain and justify their own perspectives on a topic or an issue, students   * **With the selected sportsmanship sayings and quotes, students write an article (can be an account, a diary, or a newspaper interview) for the class website to describe, explain and justify the significance of their selected quote for sports and their life.** | . | Worksheet  Sample articles  explicit requirement for the article, including length, sequence of information, and content |  |

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| **Sub – topic: 爱好** | | | | |
| **Outcome** | **Syllabus Content** | **Teaching and learning activities (including differentiation) and resources** | **Resources** | **Sign off – comments** |
| **LCH4-1C** | 1. **Interact with peers and known adults on topics of interest,** 2. **Engage in collaborative activities that involve planning and making arrangements** | * Brainstorm in English about hobbies * Students also identify their own hobbies and underline on the list of brainstorm * Revise what they learn previously 喜欢和不喜欢。 * Introduce new grammar, 最喜欢， 也喜欢 * Using 最喜欢，也喜欢， Students will create or complete a survey about the hobbies they like. * Numeracy activity: Students can do a tally of the survey and decide 10 common hobbies they will learn in class or the following hobbies. Students can draw a column graph using the survey result. * Vocab: 运动，玩电脑游戏，弹钢琴，看电影，看电视，看书，画画，跳舞，听音乐，etc * Follow teacher and lean to say the above vocab * Introduce the verb: 看，玩，弹，听，画 * Role play, use sentence structure: 我最喜欢····也喜欢···， * Refer to the Assessment Task, students brainstorm in Chinese a list of recreational activities which will be offered in the local Youth Centre * Introduce new vocab: the days of a week, 星期一，二， 三， 四，五，六，日 * Students will plan a day to the Youth Centre for their sport and recreational activities , * Introduce new vocab: 去，你去吗？ * Role play, determine an agreed plan to the Youth Club with friends. | * Flash cards * Online learning tools, eg Quzlet |  |
| **LCH4-1C**  **Students with prior learning and/or experience** | 1. **Interact with peers and known adults on a range of topics and experiences,** 2. **engage in collaborative activities that involve planning, making decisions and negotiating** | * Brainstorm in English about hobbies and students recall the hobbies in Chinese learnt. * Students also identify their own hobbies and underline on the list of brainstorm * Revise what they learn previously 喜欢和不喜欢。 * Introduce new grammar, 最喜欢， 也喜欢 * Using 最喜欢，也喜欢， Students will create or complete a survey about the hobbies they like. Students can do a tally of the survey and decide 10 common * Numeracy activity: Students can do a tally of the survey and decide 10 common hobbies they will learn in class or the following hobbies. * Students can draw a column graph using the survey result. * hobbies they will learn in class or the following hobbies * 运动，玩电脑游戏，弹钢琴，看电影，看电视，看书，画画，跳舞，听音乐，etc * Follow teacher and lean to say the above vocab * Introduce the verb: 看，玩，弹，听，画 * Role play, use sentence structure: 我最喜欢····也喜欢··· * Exchanging information and opinions in class dialogue /role play, responding to questions, eg 你喜欢看电影吗？ * Expressing agreement or disagreement with others’ opinions, eg 对，我也很喜欢看电影。 * Expressing opinions and preferences, and stating reasons for them, eg 我不太喜欢.... 我觉得.... 因为.... * Refer to the Assessment Task, students brainstorm in Chinese a list of recreational activities which will be offered in the local Youth Centre * Introduce new vocab: the days of a week, 星期一，二， 三， 四，五，六，日 * Students will plan a day to the Youth Centre for their sport and recreational activities , * Introduce new vocab: 去，你去吗？ * Role play, determine an agreed plan to the Youth Club with friends. * Collaborating with friends about what recreational activities they go together in Chinese * Collaborating with others to organise a list of recreational activities in the Youth Centre. 跳舞还是打球？ |  |  |
| **LCH4-1C**  **Students with a background in Chinese** | 1. **interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences** 2. **engage in collaborative tasks that involve negotiating, solving problems and justifying decisions** | **Same as ‘students with prior learning /experience’.**  **The followings are additional activities for ‘students with a background in Chinese’**   * Discuss with students what they think the similarities and differences of hobbies in China and Australia. * Watch a youtube clip about youth hobbies / recreational activities in China. * Debating a topic of current interest, eg,玩电脑游戏是好事还是坏事？ How much time can I spend on my hobbies? My parents decide what hobbies I should have? My parents say going to Youth Club is wasting time. * Negotiating with parents regarding computer game time * Discuss with your friends what recreational activities you can go together * Discuss with friends how to resolve a personal issue, eg, parents don’t allow you to go, the time is not right etc. |  |  |
| **LCH4-2C**  **LCH4-3C**  **LCH4-4C** | 1. **locate information and identify gist in a range of spoken, written and digital texts** 2. **respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts** 3. **compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language** 4. **create bilingual texts and resources for the classroom** | * Introduces new list of vocabulary ‘hobbies / 爱好‘with visual aids provided in PPT * Student write down the vocab in their workbook, including English, pinyin and hanzi * Use flash cards for aids to learn vocab * Play bingo, ladder and snake game to revise the new vocab * Locate specific information from texts using CME book 2, textbook and student workbook, for Reading, Listening & Writing task * Youtube clips, to locate specific information * Use online resources for vocab study, eg Quzlet, create their own flash cards, * Use online stimulus materials and modelled language to caption pictures or cartoons for a simple conversation about recreational activities in Youth Centre * Locate the relevant information in texts using textbook, online resources and responding to questions * Students discuss how to improve the program or / and how to encourage more young people to join in the local Youth Club activities * Students work in a group to write in English a play to encourage students to join in the Youth Club or a play on how to improve the program in the Youth Club | * PPT * CME book 2 * Youtube * Quzlet * Online resources |  |
| **LCH4-2C**  **LCH4-3C**  **LCH4-4C**  **Students with prior learning and/or experience** | 1. **obtain and process information from a range of spoken, written and digital texts** 2. **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** 3. **compose informative and imaginative texts in a variety of formats for different purposes and audiences** 4. **create bilingual texts and resources for the school and wider community** | **Same as above.**  **The followings are additional activities for students with prior learning.**   * Locate the relevant information in texts using textbook, online resources and responding to questions * Watch youtube clip of students in Chinese speaking community talking about their favourite hobbies. Then identify main ideas and specific information * Provide students with a list of images, texts, ask students to match the images and texts and rewrite the information. * Work in a pair, to design and create a digital program for a Youth Club recreational activities |  |  |
| **LCH4-2C**  **LCH4-3C**  **LCH4-4C**  **Students with a background in Chinese** | 1. **access and evaluate information in a range of spoken, written and digital texts** 2. **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** 3. **compose informative and imaginative texts in a variety of formats for different purposes and audiences** 4. **create bilingual texts and resources for the school and wider community** | **Same as ‘students with prior learning /experience’.**  **The followings are additional activities for ‘students with a background in Chinese’**   * Provide students diverse spoken texts, such as speeches, dialogues, news report, interview, youtube. Students will summarise key information in English or Chinese, using expressions, eg总之，综上所述 * Students evaluate the programs of the local Youth Club the benefits and drawback of the program * Students discuss how to improve the program or / and how to encourage more young people to join in the local Youth Club activities * Students work in a group to write in Chinese a play to encourage students to join in the Youth Club or a play on how to improve the program in the Youth Club |  |  |
| **LCH4-6U**  **LCH4-7U** | 1. **Use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning** 2. **understand elements of Chinese grammar, such as word order and sentence construction** | * Applying their knowledge of characters to develop strategies for learning, eg making connections between characters with a shared component, eg, 电脑、电话, 电视， 电影,   看书，看电影，看电视，   * Analysing Chinese-specific grammatical structures and features, eg, 去不去， 喜不喜欢， * Using question words, eg, 吗， 什么爱好，星期几？ * Using expressions to plan, negotiate, express an opinion and agree, eg 我想要…，我们…， 好不好？我觉得…，我同意… |  |  |
| **LCH4-6U**  **LCH4-7U**  **Students with prior learning and/or experience** | 1. **Recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components** 2. **Understand and use elements of Chinese grammar and sentence structure to express ideas** | **Same as above.The followings are additional activities for students with prior learning.**   * Interpreting the meaning of new Hanzi by using knowledge of radicals and common Hanzi components in short texts eg, 足，跳 * Applying knowledge of Chinese nouns when reading for meaning words with suffixes, eg, 游泳，游戏， |  |  |
| **LCH4-6U**  **LCH4-7U**  **Students with a background in Chinese** | 1. **Use an increasing range of Hanzi in texts, identifying the form and function of components in individual Hanzi** 2. **Apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions** | **Same as ‘students with prior learning /experience’.**  **The followings are additional activities for ‘students with a background in Chinese’**   * Expressing an opinion, eg 我想，我觉得 * Explaining and justifying, eg 如果....的话， 虽然.... 但是.... * Understanding idioms and quotations, eg 三心二意 |  |  |
| **Website:**   1. 我最大的爱好 (young student talked about his favourite hobby.)：<https://www.youtube.com/watch?v=GYyXIgHLqg4> 2. 你的爱好是什么？(students interviewed teachers and teachers talked about their hobbies. And why they like or dislike particular hobbies,): <https://www.youtube.com/watch?v=kU6Nqt3wax0> 3. Hobbies / 爱好（Vocabs of sports and hobbies: <https://www.youtube.com/watch?v=CpxpfQeKe6Y> 4. Discuss Hobbies in Mandarin Chinese with Teacher Ellie (句型：你有什么爱好？) <https://www.youtube.com/watch?v=Ilu1zDoLf4I> | | | | |