

## Chinese – Sample Unit –Stage 4

<b>Unit Title: Sports day</b>	<b>Duration: 4 weeks (Term 1)</b>
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<b>Unit overview</b>	
<p>Students design and create a digital program for an imaginary sports day carnival, to be held in collaboration with their buddy class.</p> <p><b><i>Students with prior learning and/or experience</i></b>            Students create and use a digital poster to explain to their Chinese buddy class how to play a particular sport.</p> <p><b><i>Students with a background in Chinese</i></b>            Students write an article for their class website to describe, explain and justify the benefits of playing their selected sport, and how this contributes to the development of sportsmanship.</p>	
<b>Outcomes</b>	<b>Resources</b>
<p>A student:</p> <ul style="list-style-type: none"> <li>• applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C</li> <li>• demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U</li> <li>• applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U</li> <li>• identifies variations in linguistic and structural features of texts LCH4-8U</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube videos</li> <li>• Online flashcards</li> <li>• Online posters</li> <li>• Websites on how to write editorials</li> <li>• Sample editorials and articles</li> </ul>

Content	Teaching, learning and assessment
<p>Students:</p> <ul style="list-style-type: none"> <li>• use familiar <i>Hanzi</i>, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)</li> <li>• locate information and identify gist in a range of spoken, written and digital texts (ACLCHC083, ACLCHC084)</li> <li>• respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts (ACLCHC085)</li> </ul>	<ul style="list-style-type: none"> <li>• Students brainstorm in English their favourite and least favourite sports.</li> <li>• Students view YouTube videos and, with teacher support, identify and collate vocabulary related to sporting activities.</li> <li>• Students play a memory game about sporting activities, matching pictures and Chinese characters with <i>Pinyin</i>, eg 打篮球、打网球、打板球、打排球、打乒乓球、跑步、游泳、踢足球.</li> </ul> <ul style="list-style-type: none"> <li>• Students: <ul style="list-style-type: none"> <li>– working in groups, research online the five most popular sports in Australia and China</li> <li>– collate the results in two pie charts, using <i>Hanzi</i> labels for the names of sports</li> <li>– display their pie charts in class.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• understand elements of Chinese grammar, such as word order and sentence construction (ACLCHU092)</li> <li>• identify textual conventions of familiar spoken, written and multimodal texts (ACLCHU093)</li> <li>• compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language (ACLCHC086)</li> <li>• use familiar <i>Hanzi</i>, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher models how to ask questions, using the question words 吗 and the correct tones and intonation.</li> <li>• Students learn to respond to the questions using 喜欢 and 不喜欢.</li> <li>• Students practise asking each other what sports they like.</li> <li>• Students interact with peers from a buddy school in a Chinese-speaking country to find out their favourite sports. Students: <ul style="list-style-type: none"> <li>– ask and respond to questions, eg 你喜□什么运□？你喜□踢足球□？你喜□游泳□？</li> <li>– identify sports of common interest or sports that no one likes, eg 十个人喜□打□球。没有人喜□打板球。</li> </ul> </li> <li>• Students review examples of event programs and discuss: <ul style="list-style-type: none"> <li>– main items of information, eg event name, date, time and place, program items, locations and times</li> <li>– major features of the text type, including layout, format, highlighting and sequencing of key information, images with captions.</li> </ul> </li> <li>• Based on their findings about likes and dislikes, <b>students work in pairs to design and create a digital program for an imaginary sports day carnival, to be held in collaboration with their buddy class.</b> Students: <ul style="list-style-type: none"> <li>– use stimulus materials and modelled language to caption pictures, photos or cartoons</li> <li>– present their program to the class.</li> </ul> </li> </ul>
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<p>Students:</p> <ul style="list-style-type: none"> <li>• obtain and process information from a range of spoken, written and digital texts (ACLCHC051, ACLCHC052, ACLCHC196, ACLCHC163)</li> <li>• interact with peers and known adults on a range of topics and experiences (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161)</li> <li>• recognise and use knowledge of <i>Hanzi</i> to infer meaning from common <i>Hanzi</i> components or position of components (ACLCHU059, ACLCHU204, ACLCHU171)</li> <li>• understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, ACLCHU205, ACLCHU172)</li> </ul>	<p><b>Students with prior learning and/or experience</b></p> <ul style="list-style-type: none"> <li>• Students view videos of young people in Chinese-speaking communities talking about their favourite sports. Students: <ul style="list-style-type: none"> <li>– identify main ideas and specific information</li> <li>– with teacher support, collate key vocabulary and expressions in the videos.</li> </ul> </li> <li>• Students brainstorm their favourite and least favourite sports, eg 你最喜欢什么运动? 你最讨厌什么运动?</li> <li>• Students interact with peers from a buddy school in a Chinese-speaking country to find out their favourite sports and any sports they'd like to learn. Students: <ul style="list-style-type: none"> <li>– exchange opinions and preferences about different sports, eg 我最喜□打□□球 and stating reasons, eg 因□我可以在□内打球, 不会受到天气影响</li> <li>– express agreement or disagreement with others' opinions, eg 我不□成你的□法</li> <li>– identify sports of common interest, eg 我们大家都喜欢打板球</li> <li>– ask questions to find out which sports their peers would like to learn, eg 你想学做什么运□.</li> </ul> </li> <li>• Students: <ul style="list-style-type: none"> <li>– interpret the meaning of new <i>Hanzi</i> by using knowledge of radicals and common <i>Hanzi</i> components in texts, eg 篮 and 蓝; 坏、怀 and 杯</li> <li>– apply knowledge of Chinese nouns when reading for meaning words with suffixes, eg 天气 and 空气.</li> </ul> </li> <li>• Teacher explains the use of transitional words □渡□. Students: <ul style="list-style-type: none"> <li>– learn 首先、第二、此外、其次、最后、□之、□而言之、□上所□</li> <li>– practise using transitional words to sequence ideas, eg by using flashcards.</li> </ul> </li> <li>• Students learn about the use of conjunctions, eg 单独使用□□ (假使, 只要) and 前后呼应□□ (虽然 ... 但是, 因为 ... 所以). Students: <ul style="list-style-type: none"> <li>– practise using conjunctions to join sentences, eg by responding to flashcards of young people playing different sports</li> <li>– practise sequencing the instructions on how to play a selected sport, to enhance the flow and clarity of ideas.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences (ACLCHU061, ACLCHU206, ACLCHCU173)</li> <li>• compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC054, ACLCHC199, ACLCHC166)</li> <li>• recognise and use knowledge of <i>Hanzi</i> to infer meaning from common <i>Hanzi</i> components or position of components (ACLCHU059, ACLCHU204, ACLCHU171)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss textual features of a poster: <ul style="list-style-type: none"> <li>– main items of information to be included, eg heading, sequence of instructions</li> <li>– major features of the text type, including layout, format, highlighting and sequencing of key information, images with captions.</li> </ul> </li> <li>• Teacher and students discuss the next step, to teach their buddy class how to play a selected sport. Students: <ul style="list-style-type: none"> <li>– research a range of online sources, including YouTube videos, to obtain information on how to play a selected sport, eg handball</li> <li>– organise and share information with peers</li> <li>– in collaboration with peers, collate a list of structures and expressions related to giving instructions, eg 你需要, 你可以</li> <li>– working in groups, plan, <b>design and create a digital poster in Chinese, giving simple instructions on how to play the selected sport</b>, using their collated lists of key vocabulary, expressions and structures, including transitional words.</li> </ul> </li> <li>• As a group, students use their digital poster to explain to their Chinese buddy class how to play a sport.</li> </ul>
<p>Students:</p> <ul style="list-style-type: none"> <li>• interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226)</li> <li>• access and evaluate information in a range of spoken, written and digital texts (ACLCHC228, ACLCHC229)</li> </ul>	<p><b><i>Students with a background in Chinese</i></b></p> <ul style="list-style-type: none"> <li>• Students view a variety of Chinese sports posters and sporting advertisements. Students: <ul style="list-style-type: none"> <li>– exchange experiences and preferences in relation to the different sports, eg 我想, 我觉得, 我虽然讨厌 ... 但是 ...</li> <li>– make comparisons between and debate the benefits of particular sports, eg 我赞成你的说法。我也觉得打篮球可以让我认识更多朋友, 而且打篮球又好玩, 又刺激。</li> <li>– analyse word choices and layout used to achieve a particular effect.</li> </ul> </li> <li>• Students select and research the benefits of a particular sport: <ul style="list-style-type: none"> <li>– access and evaluate information from diverse sources</li> <li>– summarise their findings into a cohesive format</li> <li>– discuss their findings with peers, justifying their choice of sport, eg 大部分人都喜欢游泳, 因为他们认为...</li> <li>– express opinions, explain benefits and give advice, using diverse sentence patterns, eg 我个人认为打板球的好处有很多。我觉得你也应该 ...</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• 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)</li> <li>• apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239)</li> <li>• use an increasing range of <i>Hanzi</i> in texts, identifying the form and function of components in individual <i>Hanzi</i> (ACLCHU237)</li> <li>• interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226)</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss how to promote and encourage young people to play a particular sport. Students: <ul style="list-style-type: none"> <li>– experiment with descriptive language to highlight the benefits of the sport, eg 打篮球不仅是体能和技术的表现，更可以锻炼敏捷的思考和判断能力</li> <li>– include idioms and quotations, eg 积极进取，一脸自豪, and slang, eg 不要打退堂鼓.</li> </ul> </li> <li>• Students learn 成语 related to sportsmanship 体育精神， eg 坚持不懈，坚韧不拔，刻苦训练，友谊第一，比赛第二 Students: <ul style="list-style-type: none"> <li>– discuss the meaning of sportsmanship and make connections with the benefits of playing their selected sport, eg 什么是体育精神呢？</li> <li>– discuss and analyse, with teacher support, the use of language, text structure and stylistic 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.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC232)</li> <li>• apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239)</li> <li>• use an increasing range of <i>Hanzi</i> in texts, identifying the form and function of components in individual <i>Hanzi</i> (ACLCHU237)</li> <li>• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences (ACLCHU240, ACLCHU243)</li> </ul>	<p><b>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.</b></p>
<p><b>Sample assessment activities</b></p>	
<p>Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U</p> <p>Students, in pairs, create a digital program for an imaginary class sports day carnival, using stimulus materials and modelled language, and focusing on:</p> <ul style="list-style-type: none"> <li>• accuracy of language use, word order and sentence construction</li> <li>• appropriate sequencing of ideas</li> <li>• application of key aspects of Chinese writing conventions</li> <li>• writing appropriately for context and audience.</li> </ul>	

**Students with prior learning and/or experience**

Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U

Students compose a blog to describe the experience of teaching their buddy class to play a sport, focusing on:

- accuracy of language use and sentence construction
- appropriate expression and sequencing of ideas
- application of key aspects of Chinese writing conventions
- writing appropriately for context, purpose 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.