**CLTANSW Chinese – Sample Unit (Stage 5) Year 10**

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| **Unit Title: Travel** | **Duration: 10 weeks ( Term 4 ), 1 hour per week** |
| **Unit overview**  Learning in this unit focuses on developing the students’ skills, knowledge and understanding within the context of travel in China. Students listen to, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a series of linked sentences. | |
| Students make a poster and introduce one famous Chinese sightseeing place in class.  Students create a poster on Chinese hospitality dos and don’ts  Students perform a role-play of attending a Chinese banquet.  Students write a letter inviting a Chinese friend to visit.  **Students with prior learning and/or experience:**  Students design and create a travel brochure and explain how to make the travel to a particular Chinese sightseeing place in class.  Students create a bilingual poster on Chinese hospitality dos and don’ts.  Students perform a role-play of attending a Chinese banquet with complex interactions.  Students write a letter inviting a Chinese friend to tour Australia.  **Students with a background in Chinese:**  Students write an article to identify one famous Chinese sightseeing place, explain why it is famous, and how this contributes to the promotion of Chinese culture.  Students create a bilingual poster on the origins of Chinese hospitality dos and don’ts.  Students, in pairs, compare and contrast two different sets of cultural norms surrounding hospitality.  Students write an article in Chinese introducing Australian hospitality to a Chinese audience, with reference to Chinese norms. | |
| **Outcomes** | **Resources** |
| A student:  LCH5-1C manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  LCH5-2C identifies and interprets information in a range of texts  LCH5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  LCH5-4C experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences  LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning  LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning  LLCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning  LCH5-8U analyses linguistic, structural and cultural features in a range of texts  LCH5-9U explains and reflects on the interrelationship between language, culture and identity | Scootle resources **Attracting Chinese tourists south** TFL-ID M018072  <http://www.scootle.edu.au/ec/resolve/view/M018072>  **Zou ba! Visiting China: holiday plans** TFL-ID L4374  <http://www.scootle.edu.au/ec/resolve/view/L4374>  **Zou ba! Visiting China: my itinerary** TFL-ID L4376  <http://www.scootle.edu.au/ec/resolve/view/L4376>  **Zou ba! Visiting China: Is this your first visit?** TFL-ID L4375  <http://www.scootle.edu.au/ec/resolve/view/L4375>  **Zou ba! Visiting China: length of the visit** TFL-ID L4257  <http://www.scootle.edu.au/ec/resolve/view/L4257>  **Zou ba! Visiting China: have you got a passport?** TFL-ID L4256  <http://www.scootle.edu.au/ec/resolve/view/L4256>  **Zou ba! Test your knowledge: three cities** TFL-ID L4275  <http://www.scootle.edu.au/ec/resolve/view/L4275>  **Zou ba! Test your knowledge: train journey** TFL-ID L4254  <http://www.scootle.edu.au/ec/resolve/view/L4254>  **Attitudes towards Chinese migrants** TFL-ID M019285  <http://www.scootle.edu.au/ec/resolve/view/M019285>  **Zou ba! The tennis match: travelling by bus** TFL-ID L4372  <http://www.scootle.edu.au/ec/resolve/view/L4372>  **Zou ba! Transport** TFL-ID L4331  <http://www.scootle.edu.au/ec/resolve/view/L4331>  **Direct a taxi: Beijing traffic mayhem** TFL-ID L1234  <http://www.scootle.edu.au/ec/resolve/view/L1234>  **Direct a taxi: Beijing traffic jam** TFL-ID L1235  <http://www.scootle.edu.au/ec/resolve/view/L1235>  **Mystery objects: matching objects to people [Chinese]** TFL-ID L1249  <http://www.scootle.edu.au/ec/resolve/view/L1249>  **John Thomson's China I: illustrations of China and its people, photo albums, 1873-74 - essay by Allen Hockley** TFL-ID M006974  <http://www.scootle.edu.au/ec/resolve/view/M006974>  **John Thomson's China III: illustrations of China and its people, photo albums, 1873-74 - albums and galleries** TFL-ID M006976  <http://www.scootle.edu.au/ec/resolve/view/M006976> |

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| **Content** | * **Teaching, learning and assessment** |
| Students:   * initiate and sustain interactions to share information, opinions and ideas | * Students brainstorm their favourite Chinese city and explain the reason in English. * Students view YouTube videos and, with teacher support, identify and collate vocabulary related to travel activities. |
| * obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100) | * Students recall their last travel experience in China, and write down as many sightseeing places as possible. |
| * participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | Students:   * working in groups, research online the five most popular Chinese sightseeing places between Australian tourists and Chinese tourists. * collect the results in two pie charts, using Hanzi labels for the name of sightseeing places * display their pie charts in class * corresponding with sister-school peers in China via social networking sites, exchanging personal information and requesting information, eg 我去年去了法国，你呢？ * planning a trip with a friend, arranging flights, activities and venues, eg 我希望能....; 没办法; 不能….就....; 要不然.... 难道 * setting up a survey, compiling a report, then writing a complaint letter to the principal/local government regarding a travel destination, eg 大多数的人认为....; 一部分的人认为.... |
| * understand and use Chinese language and grammatical forms, and explore how to use/combine these elements to express complex ideas | * The teacher models how to ask questions, using the question words 吗 and the correct tones and intonation. * Students learn to respond to the question using 喜欢and 不喜欢 * Students practise asking each other which Chinese sightseeing places they like (after watch a video that introduce famous Chinese sightseeing places). Students: * ask and respond to questions, eg 你喜欢哪个景点？你喜欢长城吗？你喜欢故宫吗？ * identify the reason of interest. 你为什么喜欢长城？ |
| * compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences | * In pairs, students conduct research on one particular Chinese sightseeing place of their interest. * Students search the historical background of the place, why is it famous and main features of the place. * Based on their findings, students work in pairs to design and create a poster to introduce one Chinese sightseeing place to the whole class. * Students discuss textual features of a poster: - main items of information to be included, eg heading, sequence of instructions - major features of the text type, including layout, format, highlighting and sequencing of key information, images with captions. * Students: * use online pictures, newspaper cutout or hand-drawing the pictures of the sightseeing place. * use modelled language to introduce the place |
| * Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters [(ACLCHU107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU107) | * Students brainstorm amongst themselves in small groups or as a class, how to host a guest and what is important to them personally in hospitality. * Students try to use the Chinese vocabulary and grammar that they already know to express some of the ideas suggested. * New vocabulary related to hospitality and Chinese banquets is introduced by the teacher. * E.g. * “筷子”, students who know 快 or 块 may be able to guess the pronunciation. Also, the 竹 radical infers that it is made from bamboo. * “感谢”, the 心 in 感 infers it is from the heart, “谢” will be familiar already and students may guess the meaning. * “风俗”, 俗 contains 人, showing it is done by everyone. |
| * Reflect on how language and culture both shape and reflect each other [(ACLCHU112)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU112) | * Students will perform a basic roleplay activity under the guidance of the teacher. * Students should welcome guests, offer foods and beverage, as well as giving and receiving gifts. |
| * Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action [(ACLCHC098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHC098) | * Students should write a letter welcoming a Chinese friend to visit them in Australia using various hospitable terms learned in this lesson. * Students should ask about some of the guests requirements (depending on what the student already has learned), e.g. diet, travel, activities. * Students should make some suggestions of activities or foods to try, etc. |
| * Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background [(ACLCHU106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU106) | * Students watch a video of Chinese gift giving and refusal including at least one genuine refusal where the receiver is unwilling to accept the gift and one where the receiver is willing to accept the gift but refuses out of politeness and custom. * Students are then invited to accept (while ostensibly refusing) or reject a gift. In both cases, students are instructed to be polite. |
| * Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures [(ACLCHC104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHC104) | * Students create a list of dos and don’ts in Chinese hospitality (both from the perspective of the host and the guest) using English and some Hanzi. |
| Students:   * understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures | * ***Students with prior learning and/or experience*** * Students view videos of young people in Chinese-speaking communities talking about their favourite sightseeing place. * Students:   + identify main ideas and specific information   + with teacher support, collect key vocabulary and expressions in the video. * Students brainstorm their favourite and least favourite Chinese sightseeing place. E.g. 你最喜欢哪个景点？你最不喜欢哪个景点？ * In groups, students:   + exchange opinions and preferences about different sightseeing place, eg 我最喜欢成都，因为成都有大熊猫。   + express agreement or disagreement with others’ opinions.我不赞成你的看法。   + comparing ways in which tense is expressed, eg 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没 有 to indicate negative past; 正在 to indicate action in progress   + exploring the uses of diverse time expressions and ways to sequence events in time, eg 先.… 然后.…; 一….就.…;了.…就.…;才; 第一, 然后   + using terms related to frequency, eg 总是，常常，每天，有时候，不常，从不   + expressing alternative views, eg 有的人喜欢….，有的人喜欢   + using modal adverbs, eg 很，更，最，非常，挺....的，太....   + analysing the subtle differences between expressions that convey similar meanings, using, eg除了….也 and 除了.…都 and 虽然 and 尽管   + exploring the particular functions of key grammatical forms and their correct context of use, eg distinguishing between the uses of 的、 得、 地 and 可以、能、会   + describing routines and adjectives for opinions, eg 我每天.... 可是我觉得.... 太早了/太难了/太不容易了   + using terms and phrases for comparison, eg 形式不同，内容一致，截然不同, 对比.... 有着显然的分别，各有千秋   + using terms used when reconstructing information, summarising and using quotes, eg 从新整理，细心分析，归纳总结，有一句话说得好/有这样一句名言   + providing reasons for their opinions, eg 这个故事非常.…比如说.…你一定要看这本书！   + relating the observed situations and contexts to similar events in their own life, eg 如果我是她.…; 我觉得他最好.… |
| * understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, | * Teacher explains how to describe routines and adjectives for opinions. E,g, 我之前去过.....可是我觉得那里气温太低/游客太多.... Students: − learn how tp express opinions − practise using adjectives to sequence ideas, eg by using flashcards. * Students exploring the contexts and implications of terms used to identify others. Eg 老外，华侨，华裔，大陆人，华人......--老外喜欢去北京旅游，因为那里有代表中华文化的故宫和长城。-华裔和华侨则喜欢回到自己的故乡旅游，来作为‘寻根之旅’。 |
| * participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate | * Students visit one Chinese travel agency during the weekend, collect travel fliers and brochures. * Students read sample travel brochures online. * Through collecting paper-based and electrical travel brochures, students discuss textual features of a travel brochure:   + main items of information to be included.   + major features of the text type, including layout, format, highlighting and sequencing of key information, images with captions. |
| * compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices | * In groups of 3-4, students conduct online research of one particular Chinese sightseeing place, then make a travel plan to the place. They need to: * Choose the place * Design the itinerary route (famous sightseeing places, tickets and means of transportation) * Book a hotel (location and price) * Local weather * What to bring * Students will need to insert pictures of the sightseeing places, and use modelled language to present their brochure in class. |
| * Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU075) | * Students brainstorm amongst themselves in small groups or as a class, how to host a guest and what is important to them personally in hospitality, giving answers in Chinese. |
| * Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions [(ACLCHU080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU080) | * Students will perform a roleplay activity under the guidance of the teacher. * Students should welcome guests, offer foods and beverage, as well as giving and receiving gifts. * Students perform scenarios regarding seating arrangements (上坐) as well as some common Chinese dinner conversation (asking about family, age, etc.) and talk about special cuisine. * Finally, they should see off the guests |
| * Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities [Key concepts: relationships, values, beliefs, attitudes, future, work; Key processes: analysing, evaluating] [(ACLCHC066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHC066) | * Students should write a letter welcoming a Chinese friend to visit them in Australia using various hospitable terms learned in this lesson. * Students should discuss the relative merits of different options the guests has in their visit. For instance, visiting at different times of the year, visiting different places, different activities, etc. * Students should enquire as to how to better accommodate the guests, asking what they should provide in terms of food, bedding, transportation, etc. |
| * Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions [(ACLCHU074)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU074) | * Students watch a video of Chinese gift giving and refusal including at least one genuine refusal where the receiver is unwilling to accept the gift and one where the receiver is willing to accept the gift but refuses out of politeness and custom. * Students are then invited to accept (while ostensibly refusing) or reject a gift. In both cases, students are instructed to be polite. * Students may also argue about wanting to pay the bill for a meal or alternatively pushing each other to accept the seat of honour at the top of the table. As with the gift giving, this may be sincere or insincere, but always polite (according to Chinese social norms). Students should be aware that an insincere offer is still somewhat frowned upon. |

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| * Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English (ACLCHC072) | * Students create a bilingual poster of dos and don’ts in Chinese hospitality (both from the perspective of the host and the guest). * Students should try to make the text both close and idiomatic in both Chinese and English. For example, “send someone off” and “送人” are both semantically equivalent, lexically appropriate and also involve the verb for sending. |
| Students:   * initiate and sustain interactions with others to discuss ideas and points of view | * ***Students with a background in Chinese*** * Students view a variety of Chinese tourism posters and tourism advertisements. Students:   + exchange experiences and preferences in relation to the different sightseeing places, eg 我想，我觉得，我 虽然讨厌 … 但是 …   + make comparisons between different Chinese sightseeing places, eg 我赞成你的说法。我也觉得长城是一个不错的旅游胜地，而且长城代表中国的历史。   + analyse word choices and layout used to achieve a particular effect. |
| * access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values | * Students select and research one famous Chinese sightseeing place and explore reasons of being famous, then compose an article to express their opinions: * access and evaluate information from diverse sources * summarise their findings into a cohesive format * discuss their findings with peers, justifying their choice of sightseeing place, eg 大部分人都喜欢去张家界旅游，因为 他们认为… * express opinions, explain reasons and give advice, using diverse sentence patterns, eg 我个人 认为人们爱去张家界旅游的原因是，那里气候舒适，风景宜人.... |
| * compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices | * Students discuss how to encourage young people to make a travel in China as a way to promote Chinese culture. Students: * experiment with descriptive language to highlight the benefits of making a travel in China, eg 去中国旅游不仅可以吃到当地美食，欣赏风景，还可以提升自己对中国文化的了解.... |
| * Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides [(ACLCHU188)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU188) | * Students brainstorm amongst themselves in small groups or as a class in Chinese, how to host a guest and what is important to them personally in hospitality. * New vocabulary related to hospitality and Chinese banquets is introduced by the teacher. * producing bilingual signs in places, eg restaurants, shops, pools, schools, hospitals and construction sites, for non-English speakers |
| * Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures [(ACLCHU193)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACLCHU193) | * Students will perform a roleplay activity under the guidance of the teacher. * Students should welcome guests, offer foods and beverage, as well as giving and receiving gifts. * Students perform scenarios regarding seating arrangements (上坐) as well as some common Chinese dinner conversation (asking about family, age, etc.) and talk about special cuisine. * Finally, they should see off the guests. * reflecting on taboos in language use and how these can affect communication across cultures, eg Is it okay to ask someone’s age in China? Why do numbers and colours matter? What are we superstitious about in Australia? What hand gestures are acceptable with Chinese speakers? What can I joke about? * considering the differences in their own sense of identity in Australia and when they ‘return home’ ( 回 国 ) in terms of changes in social contexts and in their relationships with other participants in interactions * reflecting on how one’s own world view is conveyed through language choices, eg ‘naming’ * China 华夏、九州、神州大地、中原 which reflects their understanding of their history, geography, ethnicity and place in the world |
| * Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others (ACLCHC181) | * Students should, after doing some research, create an article, in Chinese, explaining the norms around hospitality in Australia. * The article should be targeted towards either a Chinese student planning on going on an exchange trip to Australia and staying with an Australian family, or a Chinese family hosting an Australian student visiting China. * In this exercise, it should be assumed that the Chinese target audience will have limited knowledge of Australia. Cultural similarities differences surrounding should be explained in reference to the target audience’s own expectations. |
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| * Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle   (ACLCHC177) | * Students should, in pairs compare and contrast the norms surrounding hospitality in two different societies. * Each student in the pair must pick a different country or region (which may be China, Australia or anywhere else) that they are familiar with. * The first student makes a statement in Chinese describing their chosen society. The second student responds to that statement by stating some ways their society is similar or different to the first student’s society. The second student makes a new statement about their society, which the first student refers to, and so forth. |
| * Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges (ACLCHC185) | * Create a bilingual poster explaining the symbolism and meaning behind some dos and don’ts of Chinese hospitality with reference to both linguistic reasons and historical reasons. * Students should strive to make their Chinese and English text equivalent in meaning, depth and register. |

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| **Sample assessment activities** |
| Outcomes assessed: LCH5-4C, LCH5-6U, LCH5-7U, LCH5-8U  Students make a poster and introduce one famous Chinese sightseeing place in class. Focusing on:   * 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.   Outcomes assessed: LCH5-5U  Students will perform a role-play of attending a Chinese banquet.  Outcomes assessed: LCH5-1C, LCH5-6U, LCH5-9U  Students will write a letter inviting a Chinese friend to visit.  **Students with prior learning and/or experienc**e  Outcomes assessed: LCH5-4C, LCH5-6U, LCH5-7U, LCH5-8U  Students design and create a travel brochures and explain how to make the travel to a particular Chinese sightseeing place in class, 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.   Outcomes assessed: LCH5-5U  Students will perform a role-play of attending a Chinese banquet with complex interactions.  Outcomes assessed: LCH5-1C, LCH5-6U, LCH5-9U  Students will write a letter inviting a Chinese friend to tour Australia.  **Students with a background in Chinese**  Students write a article to identify one famous Chinese sightseeing place, explain why it is famous, and how this contributes to the promotion of Chinese culture. , 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.   Outcomes assessed: LCH5-1C, LCH5-5U  Students should, in pairs compare and contrast the norms surrounding hospitality in two different societies.  Outcomes assessed: LCH5-6U LCH5-9U  Students will write an article in Chinese introducing Australian hospitality to a Chinese audience, with reference to Chinese norms. |