***Year 4 Chinese***

***Sample program – Let’s go shopping***

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| **Year 4:** | **Topic: Shopping** | | **Term:** | | **Weeks: 1–9** | | |
| **Outcomes:** | **LCH2-1C**  Participate in classroom activities with teacher support that involve following instruction and collaborating with peers  **LCH2-2C**  Obtain specific information from texts  **LCH2-3C**  Responds to texts using graphic, visual and digital supports, or in English or Chinese, using simple statements  **LCH2-9U**  Make connections between cultural practices and language use, such as culture-specific terms or expressions in Chinese or English | | | Unit Overview | | **Second Language Learners:**  This unit provides students a brief intercultural overview of the development of the monetary system in China, the similarities and differences between Australian and Chinese currencies before planning for their market. The planning process includes creating and conducting class surveys and exploring ways to promote their products. Students will also be learning how to negotiate prices in Chinese and are encouraged to use this skill on the day of the class market.  **Students with prior learning and/or experiences**  The students will explore the importance of shopping as a means of satisfying needs and wants and investigate the people’s basic needs, as well as their wants, for food, clothing and housing. | |
| **Lesson :** | **Learning Intentions**  **Success Criteria** | **Learning activities** | | | | | **Teacher evaluation**  (to be registered after each lesson) |
| **1**  **History of money** | **Learning intentions:**  To understand the evolution of trading developing into a monetary system that we use now.  **Success criteria:**  I understand the purpose of trading and the importance of a monetary system | **Materials:**  1. Classroom objects such as stationeries  2. Images of Australian and Chinese currency (or if the teacher has actual notes, this could be used as well)  **Vocabularies:**  澳币，人民币  **Sentences:**  我要。。。  这换几个。。。？  Extension:  我的。。。很好。  可以换你的。。。吗？  **Learning activities:**   * Brief overview of the history and the purpose of trading:   - Barter trade🡪 Using seashell to trade 🡪 bronze, silver, gold to trade 🡪 notes  - Activities: using stationeries, classroom materials such as counters, unit block or images of products such as iPad, phone and scooters students will demonstrate through role play on barter trade.  - Teachers may also prepare materials items that Chinese people would have traded with such as silk, tea, porcelain, animals and food.  - Discuss the advantages and disadvantages of barter trade.   * Introduce Australian and Chinese currencies   - Identify and distinguish Australian and Chinese currencies according to the colour of the notes and the size of the coins  - Research the features on Australian and Chinese notes and coins   * Explore the current exchange rate between Australian and Chinese currencye.g. $1 = ￥5   Conclusion:  Review and discuss the importance of monetary system | | | | |  |
| **2**  **Number/s**  **Money** | **Learning intention**  To be familiar with Chinese currency  **Success criteria**  I can use Chinese to state a price of an item | **Materials:**  1. Flashcards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 100  2. Catalogues for example from Coles, Woolworth, Big W, Kmart, Target  3. Light buzzer (or something similar that lights up, or makes a sound)  **Vocabulary:**  一，二， 三，四，五，六，七，八，九，十，百  钱，块，元，毛,高点，低点  **Sentences:**  这多少钱?  **Learning activities:**   * Review the numbers   - Divide students into teams. Each team would need a light buzzer. The teacher or a student will show the number flashcards (1, 2, 3, 4…) to the class. As soon as the flashcard is shown, students in each team will press the light buzzer. Whichever team presses their light buzzer first will get to answer first (saying the number in Chinese). Teams may earn points.   * Looking at a catalogue   - Pointing to items on the catalogue, the teacher will introduce “这多少钱?” and demonstrate how to use 块and 毛 when saying the price of an item in Chinese.  - With a partner, students will practice saying prices in Chinese. They will ask each other 这多少钱?  *Differentiation:*  - For students who may be struggling with the understanding of number place, they can look for whole numbers in prices such as $2 (两块)。  - For students who have a strong understanding of number place, they can look for prices such as $2.22 (两块两毛二).   * Guess the price   - The teacher or a student will show an item on the board or they may use existing items in the classroom. They will decide on the price of the item without telling the class. The class would have to guess the price. The teacher or student (who decided on the price of the item) can only indicate higher or lower. | | | | |  |
| **3 + 4**  **What will we sell?** | **Learning intention:**  To create and conduct a survey, and make a decision from the results  **Success criteria:**  I can design and conduct a survey on my classmates to decide what I should sell in my stall | **Materials:**  1. iPads – *Google Form*  2. Planning paper  3. Examples of surveys  **Vocabularies:**  水果和蔬菜，技术，玩具，服装  调查问卷  **Sentences:**  你喜欢哪个？  你不喜欢哪个？  为什么？  **Learning activities:**   * In a group, students are to decide what they want to sell from the following options, but not limited to:   - Technology  - Fruits and vegetables  - Toys  - Clothes   * Using their iPads, students are to research on various shops such as JB Hifi, Woolworth, Coles, Cotton On, Kmart   - They are to use these as inspirations on what they might like to sell  - Once students have decided what they want to sell, they need to come up with a name for their stall. They are encouraged to ask their peers 我们可以卖这个吗？when deciding what they want to include in their stall.   * Create a survey   *Writing activity: This is an assessment opportunity.*  - Outline the purpose of a survey  - Show an example of a survey  - Discuss the type of questions to ask in a survey  - Students are to come up with a list of items that they would like to sell under their stall category e.g. fruits and vegetables, technology  - These will be used to design a survey.  - Surveys will be created on Google Form   * Conduct the survey   *Speaking and listening activity: This is an assessment opportunity.*  - Students are to conduct the survey in class | | | | |  |
| **5**  **Promoting our products** | **Learning intention:**  Using creative methods to promote their products  **Success criteria:**  I can design a catalogue and create a jingle to promote our stall’s products | **Materials:**  1. Catalogues (from lesson 2) as examples  2. Scrap paper for planning  3. A4 sheets of paper or cardboard for their catalogue  **Vocabulary:**  特价表，本周  **Sentences:**  本周商场特价表  **Learning activities:**   * Design their own sales catalogue   As a group, students are to design their own catalogue. Design criteria for their catalogue may include (this may be brainstormed as a class):  - The name of the shop  - Prices and images are included for each item  - The validity of the sales i.e. when will the sales start and when will it end  - The layout of the catalogue  Students are to plan and review their catalogues before finalizing it for submission. The catalogues can be placed on display for the class to view. | | | | |  |
| **6**  **Writing a shopping list** |  | **Materials:**  1. Multiple copies of catalogues created by each group  2. Lined paper to write their shopping list  **Vocabulary**  购物单， 预算  **Sentences**  你为什么要买这个？  因为。。。  **Learning activities:**   * Writing a shopping list from the catalogues   - The teacher (or the class) decides on their budget  - Using the catalogues created by their classmates, students decide what they would like to purchase on the class market day in week 9  - They are to list the items and the cost of the items on their shopping list  - Students are to discuss with a partner what they have chosen to purchase | | | | |  |
| **7**  **Preparation for their market** | **Learning intention:**  To use different methods to promote products.  **Success criteria:**  I can design a catalogue and a jingle to promote our group’s products. | **Materials:**  1. A4 paper  2. iPads  **Vocabulary:**  Chinese vocabulary for each sales item – this will differ for each group as each group will be selling different products.  **Sentences:**  This may vary between each group as they will be creating their own jingle to promote their stall/products in Chinese or using a mix of Chinese and English.  **Learning activities:**   * Planning their stalls for market day in week 9   This lesson will be for students to prepare their products for market day in week 9.  - They are to brainstorm ways to create their product e.g. this could be done with paper cut outs of products.  - They must include price tag for each item.  - They must use Chinese labels for each item. Students may use their iPads to search up how to say/write each item in Chinese.  - Discuss their roles on the day of the market i.e. who will be collecting the money, who will be promoting their products  - They are to think of a jingleor other creative ways to attract customers on the day | | | | |  |
| **8**  **Negotiation of price** | **Learning intention:**  To learn how to negotiate using Chinese.  **Success criteria:**  I can negotiate prices using Chinese. | **Materials:**  1. A set of cards (images of food) for each group  **Vocabulary:**  Food such as:猪肉,牛肉,苹果,土豆,西红柿  多少钱，贵，便宜  **Sentence/question:**  一公斤(food) 多少钱?一公斤(food) (cost) 块钱。  那么贵啊！  能便宜一点吗？  我不要了！  可以！  **Learning activities:**  For the following conversation activities, the teacher will demonstrate with students first before pairing students up to practice.  State the difference of weight displayed on price tags between China and Australia. In China, they tend to use 斤(500 grams) whereas in Australia we use 公斤(kilograms). Depending on the student’s understanding of weight, the teacher may choose whether to use 斤，公斤or both in this lesson. This could also be an opportunity for differentiation as outlined below:   * Students will learn to ask/answer for the price such as:   一公斤土豆多少钱？一公斤土豆两块钱。  一公斤猪肉多少钱？一公斤猪肉十九块钱。  *Extension students:*  一斤西红柿多少钱？一斤西红柿两块五毛钱。  一斤苹果多少钱？一斤苹果三块八毛钱。  The sentence/question structure and a list of food are to be displayed on the board for students to refer to:  一公斤(food) 多少钱?一公斤(food) (cost) 块钱。   * Students will learn how to negotiate the priceusing these examples:   一斤苹果多少钱？  那么贵啊！  能便宜一点吗？  我不要了！  行！   * Role play on negotiating prices:   In a group, students are to use the set of cards (images of food) to set and negotiate price:   * A：你要买什么？B: 我要买…。 * A: 你要…吗？B: 要/不要。 * B: 多少钱？A:…块。 * B:…很贵。便宜一点…A:…块。 * B:行 | | | | |  |
| **9**  **Let’s shop!** | **Learning intention:**  To sell and promote products.  To negotiate using Chinese.  **Success criteria:**  I can sell and promote products using Chinese.  I can negotiate prices in Chinese. | **Materials:**  1. Each group is responsible for bringing/preparing their own materials for their market  2. Different coloured raffle tickets as money e.g. purple = ￥5, blue = ￥10 (according to the colour of Chinese notes)  **Vocabulary:**  ---  **Sentences:**  来买啊！  你要什么？ 几个？  多少钱？  **Learning activities:**   * Hold a class market   Give students time to set up their stalls. Rearranging the classroom may be necessary for the set up.  The teacher will then issue money for each student and for each stall (to give as change).  Once each group have set up their stalls, one-two person from each group at a time, can roam around the classroom to purchase products from other stalls.  Assessment: The teacher can use this opportunity to assess student’s speaking and listening skills | | | | |  |

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| Syllabus Content | Teaching and Learning Activities | Resources/Link | Vocabulary | Registration |
| Content for Students with prior learning and/or experiences   * Interact with teacher and peers to share information, experiences and feelings. * Participate in classroom activities and collaborative tasks that involve planning and simple transactions. * Respond in English or Chinese to texts, using spoken, written and digital models. * Compose texts using formulaic expressions, modelled language and visual support. * Identify the form, composition and spacing within Hanzi, relating components and their positions to their meaning and sound. | Building field   * Have students brainstorm vocabulary for shopping. * Have students share their experience of shopping. Encourage more capable students to share in Chinese. * Teacher presents new vocabulary, using flashcards or shopping items. Students mimic the pronunciation of shopping items and participate in activities eg. games to internalize new vocabulary, for example Guess What is missing.   What do you want?  Revise the vocabulary in the previous lesson. Students are introduced the new vocabulary：点心，苹果，鸡蛋, 牛奶。  Introduce the dialogue: 你买什么？我买。。。  Have students walk around the classroom and ask each other the questions using this dialogue.  Introduce the measure words 斤，个，瓶，只，Students practise the measure on TALE and notebook.  Writing: Diary日记  Show students the example on the notebook.  四月二十五日星期六天气多云  今天是星期六，我要买很多东西。我要买五瓶水、三瓶牛奶，还要买六个鸡蛋、两斤苹果和一斤点心。  \*Teach students the format of writing a diary in Chinese. Give students words on the board, students write a diary. Share in pairs.  Revision: Have students sit in a circle, play musical ball passing game. The teacher will say in English and students will say in Chinese.  Students work in pairs. Ask students to create a comic dialogue about shopping and upload to Seesaw.  Introduce the money. Show students Chinese money and Australian money.  Students are introduced the unit “块”“元”“分”，毛，角  Students practice saying the amount of money.  Introduce the dialogue: 请问，苹果多少钱一斤？  五块钱一斤。  我要两斤。  一共十块钱。  Have students watch the “Growing up with Chinese” about buying apples.  Students finish the listening activities.  Shopping for clothes  Have students share their experience of shopping for clothes. Brainstorm words for shopping clothes, 漂亮，贵，比较便宜，这件衣服，  Introduce the sentence structure: 。。。跟。。。一样  Students practise the sentences pattern using notebook | Internet resources  (Growing up with Chinese)  Quizlet  Seesaw  Self made Worksheet  Easy steps to Chinese  Kuailehanyu Book 2 Unit 9, unit 10 and unit 11 | ？  。  。  ？  。  。  。  。  。 |  |
| Sample Assessment strategy  Outcome assessed: LCH2-1C; LCH2-2C, LCH2-4C  Mini project \* (assessment for talking and listening)  Divide students into 5 groups.  Each group needs to prepare a food stall or fashion stall. Students are asked to write down food names and prices in Chinese.  Students are going to do role play using the vocabulary and sentences they have learned about shopping.  In each group, 2 students will be the customers and 2 will be the shop assistants and they swap.  Reading: Students are to locate and organise key information from written and visual text.  Writing: Students will write a diary of shopping experience. |
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