**CLTANSW Chinese – Sample Unit (Stage One )**

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| **Unit Title: Transport** | **Duration: 8-10 weeks ( 1-2 hours/per week )** |

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| **Unit overview** | |
| In this unit of work students become aware of all the different forms of transportation (air, land, water). Students explore different ways to get from one place to another. Students learn about basic descriptions of transportation via participating in various activities including singing, reciting a nursery rhyme and playing games. They are able to ask questions regarding how transportation effects our every day lives . Ultimately, students will be able to express how people use transportation in their daily lives in Chinese.  **Students with prior learning and/or experience:**  Students participate in classroom interactions and play-based learning activities in Chinese. Students are able to compose transport -related texts in Chinese using rehearsed language. | |
| **Outcomes** | **Resources** |
| A student:   * **LCH1-1C** interacts with others to share information and participate in class room activities * **LCH1-2C** Identifies key words and information in simple text * **LCH1-3C** responds to text using a range of supports * **LCH1-4C** composes texts in Chinese using rehearsed languages * **LCH1-5U** recognises and reproduces the sounds of Chinese; * **LCH16U** recognises basic Chinese writing conventions; * **LCH1-7U** recognises Chinese language patterns in statements, questions and commands; * **LCH1-8U** recognises features and familiar texts * **LCH1-**9U recognises similarities and differences in communication across cultures | ⚫ 尼山书系《天天读中文》—交通工具  ⚫ 交通工具名称  <http://www.4399er.com/erge/yweg/20130422-73200.html>   * 儿童故事《交通工具》ttps://www.iqiyi.com/w\_19rzo3ki3p.html   ⚫ 《汽车儿歌》 碰碰胡https://www.youtube.com/watch?v=QDwgHj0Byyk&index=4&list=PLMutANTr35Fgos8A-bX6r-PsbCUQeBK0L  ⚫ 《划小船》https://www.youtube.com/watch?v=kort0e4WwV0  ⚫ 《巴士轮子》https://www.youtube.com/watch?v=2wdTrroZBI0  ⚫《三轮车跑得快》https://www.youtube.com/watch?v=aUWaNuuhJdg ⚫ 《造飞机》儿歌https://www.youtube.com/watch?v=Vk0K6WAPAB0 ⚫ 《小白船》 https://www.youtube.com/watch?v=dPtT2SnAzG8&list=PLMutANTr35Fgos8A-bX6r-PsbCUQeBK0L&index=8 |

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| **Content** | **Teaching, learning and assessment** |
| Students:   * **LCH1-1C** interacts with others to share information and participate in class room activities * **LCH1-2C** Identifies key words and information in simple text * **LCH1-3C** responds to text using a range of supports * **LCH1-4C** composes texts in Chinese using rehearsed languages * **LCH1-5U** recognises and reproduces the sounds of Chinese; * **LCH16U** recognises basic Chinese writing conventions; * **LCH1-7U** recognises Chinese language patterns in statements, questions and commands; * **LCH1-8U** recognises features and familiar texts * **LCH1-**9U recognises similarities and differences in communication across cultures | * Interact with teacher and peers to exchange information (ACLCHC001) * Using a stimulus of transportation flashing cards eg. 汽车、火车、卡车、飞机、的士、轮船、 三轮车、 巴士、自行车、摩托车、 * Teacher teaches vocabulary using sign language and flashcards. * Students work in pairs to practise speaking words/ phrases. * Play games to practise listening and speaking these words. * Listen and learn to sing the song 《交通工具名称》 * Students learn Chinese Vocabulary for “ car, train, truck, plane, taxi, ship, bicycle, and   tricycle” following modelling by the teacher   * Participate in classroom activities, for example: (ACLCHC001) * Students ask:´ “ what is this?” “what is that?” 这是什么？ 那是什么？   “This is a car. ”, “ that is a train.” 这是汽车。 那是火车。   * Teacher teaches vocabulary using sign language and flashcards. * Students work in pairs to practise speaking words/ phrases. * Playing games to practise listening and speaking these words. * Following instructions to learn a song 《汽车儿歌》、《划小船》、《巴士轮子》等 * Acting out familiar scenarios, eg. Talking with friends at school or out of school time.   **你 怎么去 学校(中国、动物园、城里……？)**  **我 坐/乘……去学校**  ***Conten for students with prior learning and/or experience***   * Interact with teacher and peers to exchange personal information, for example:(ACLCHC113) * Initiating a conversation with a student from another class. Eg. 我叫小明，我家住**…… 我每天乘巴士上学，你呢？** * Using picturs and prompt cards to participate in a conversation   eg. 你的车是什么颜色？  你家有几辆汽车？   * Discuss likes and dislikes eg. 我喜欢坐汽车。 我不喜欢坐火车。我喜欢乘飞机。 我不喜欢乘轮船。 * **Locate specific items if information in texts, such as chart, songs rhymes or lists for example:( ACHLCHC003,ACLCHC005)** * Using print or digital texts, eg familiar songs, rhymes and lists, to copy and find the words * Locating and copying specific information needed to complete a sentence eg.   **你乘（汽车/火车/飞机/轮船/巴士）去哪里？**  **我乘（汽车/火车/飞机/轮船/巴士）去\_\_\_\_( 学校/蓝山/中国/香港/城里)？**   * Identifying key words in a song using gestures * or phrase using charts * **respond to texts using key words or phrases in English or Chinese, or gestures, drawings and other supports for example: ( ACLCHC004)** * providing a voice-over to a mined scenario , * drawing corresponding pictures to complete a storyboard after listening to familiar storybooks read in Chinese. Eg. 尼山书系《天天读中文》—交通工具   **Content for students with prior learning and /or experience**   * Locate and organise key points of information form simple spoken, written, digital and visual texts ( ACLCHC115) * Listening to a conversation about how people use transport in their daily lives in Chinese. * Respond to texts using English, or modelled sentence structures in Chinese, or illustrations to support meaning ( ACLCHC116) * Answering questions about a classroom presentation, eg who they are, where they live, what color of car do they have, what kind of transport they use to come to school everyday. * Reporting the finding of a survey of their peers about the favourite color of car, the favourite transport they would like to take for holidays. * Compose simple texts using familiar words, patterns ( ACLCHC006) * Composing a short personal profile eg. 我叫小明，我六岁，我住在悉尼。 这是我家的车。 它事黑色的。 我喜欢红色的车。我每天坐车去上学。 * Creating speech bubbles for a character illustration eg:   我的车是红色的。 我的车是黑色的。 我喜欢卡车，我不喜欢火车。   * Label objects and caption visual texts,( ACLCHC007) * captioning or labelling illustrations on the story book eg. 尼山书系《天天读中文》—交通工具   creating a labelled collage using a set of familiar Hanzi eg: 汽车、火车、卡车、飞机、的士、轮船、 三轮车、 巴士、自行车、摩托车、   * creating a small book eg. an annotated photo/picture collection of their favourite transport   **Content for students with prior learning and /or experience**  ⚫ compose simple spoken texts using modelled sentence structures and illustrations ro support meaning, (ACLCHC118)   * Drawing a picture and writing a corresponding sentence, eg their favourite transport   我最喜欢的\_\_\_\_\_\_ 就是\_\_\_\_\_\_.  我喜欢乘\_\_\_\_\_\_ 去 上学。 我喜欢乘\_\_\_\_\_\_\_ 去中国。   * Experimenting with storytelling a segment of a modelled narrative text by replacing characters, actions or descriptions of objects. Eg.   周末，我和爸爸妈妈去动物园玩。 我们乘火车去动物园。  周末，我和爸爸妈妈去海边玩。 我们开车去海边。  周末，我和家人去城里玩， 我们乘巴士去城里。  假期，我和爸爸妈妈去中国旅游，我们乘飞机去中国。  ⚫ creating simple print or digital bilingual texts, such as word lists, labels and captions for the classroom ( ACLCHC120) for example：   * captioning photos of transport * creating a bilingual dictionary with English words and their Hanzi equivalents * **recognise Hanzi as a form of writing and Pinyin as the Romanised spelling of the sounds of Chinese ( ACLCHU011) for example:** * Recognising that each Hanzi has meaning, and exploring the connection between meaning and form in pictographs, eg, 车、舟、飞、火 * Copying or tracing Hanzi with attention to stroke order and direction eg,   汽车、火车、卡车、飞机、的士、轮船、 三轮车、 巴士、自行车   * Making connections between basic Hanzi and related component forms (eg radicals like 车、舟、and recognising the number and arrangement of components in a compound character, eg. 车、飞、火、巴、士、卡、自 has one components and 汽、轮、船、行 has two component character * **Understand basic Chinese sentence structure and recognise some key elements of Chinese grammar ( ACLCHU012) for example:** * Expressing what something is eg, 这是红色的车。那是黑色的车。 * Placing 吗 at the end of a declarative sentence to form a question, eg, 你有汽车吗？ 你有自行车吗？ * Recognising that simple statements in Chinese tend to follow English word order, but that questions do now, eg, 你喜欢乘巴士吗？ 你喜欢乘飞机吗？ * Using vergs, eg, 去、乘、坐、骑、搭 * Using personal pronouns eg, I, he, she, they 我、他、她、他们 * Using conjunctions, eg 和   **Content for students with prior learning and /or experience**   * Identify the four tones and compare consonant and vowel sounds, recognising stress and phrasing, ( ACLCHU122) for example: * Reciting text with strong rhythmic features, nursery rhymes eg 《交通工具名称》 http://www.4399er.com/erge/yweg/20130422-73200.html * Recognise and copy familiar Hanzi, recognising the morphological nature of Chinese word ( ACLCHU123) for example: * Recognising key morphemes in word groups eg, 汽车、火车、自行车、摩托车、卡车、消防车、救护车、三轮车 * Recognising that words are made up of two or more Hanzi, with each Hanzi contributing meaning of the word, eg. 飞机、火车、三轮车、消防车、救护车、汽车 * Recognise parts of speech and understand basic rules of word order in simple sentences,( ACLCHU124) for example: * Understanding that, as in English, there are basic rules of word order in Chinese ( subject-verb-object) eg, 我去学校。 我乘火车。 爸爸开汽车。 * Using adjectival pairs, 大/小， 长/短， 快乐/ 伤心 * Recognise that the ways of greeting and addressing others vary in different cultural and social contexts ( ACLCHU126) for example: * Greeting the teacher 老师好 * Greeting peers with 你好 * Greeting elders, community members, eg, parents and carers, with 您好 to show respect * Understand how people use language to communicate and participate in cultural experiences ( ACLCHU016) for example**:** * Discussing why there are different languages spoken by people in the local community * Identify what may look or feel similar or different to their own language and culture when interacting in Chinese,( ACLCHC009) for example: * Reflecting on ways in which politeness and respect can be conveyed   **Content for students with prior learning and /or experience**   * Reflect on the role of Chinese language and culture in their own lives,( ACLCHC121) for example:   -discussing the use of Chinese language in their own lives as a means of communicating with relative or friends eg, 我会说中文， 我给中国的爷爷奶奶视频聊天  -discussing the role of Chinese language and culture in their own lives, eg participation in overseas travel. |
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| **Sample assessment activities** |
| * Outcomes assessed: **LCH1-1C**,**LCH1-4C**，**LCH1-5C**,**LCH1-7C**，**LCH1-8C，**   Students： Students work in pairs to conduct a conversation introducing their family members’ use of transport everyday,  focusing on:   * Pronunciation * Accuracy in the use of vocabulary and basic sentence structures * Organising relevant information   **Students with prior learning and/or experience**  Outcomes assessed: **LCH1-1C**,**LCH1-4C**，**LCH1-5C**, **LCH1-6,** **LCH1-7C**，**LCH1-8C**  Students create a transport booklet about their holiday with transport, with key words and pictures inside it,  focusing on :   * Pronunciation * Accuracy in the use of vocabulary and basic sentence structures * Structuring and sequencing relevant information with the use of conjunctions in their presentation. |