

A CHINESE TASK-BASED THEMATIC CURRICULUM EXEMPLAR LEVELS 1-4



EXPLANATION

The purpose of this document is to provide authentic ideas and examples and to show how the theme can be taught to students at different language levels. It is helpful to see a progression of language complexity all while focussing on the same theme. The language descriptors are included as a reference to the New Zealand Curriculum and the ILEP/Asia NZ Foundation Curriculum Descriptors document.

THEME: SHOPPING

EXPLANATION

Shopping is an activity that all students can relate to in some way. This theme can be related to numerous topics across many levels and has many cross-cultural themes. This resource focuses specifically on fruit and clothing from Levels 1- 4. This resource consists of curriculum progress descriptors, cultural knowledge, vocabulary, sentence structure and tasks for each level. Most tasks require the teacher to teach the vocabulary prior to completing each task. Cultural knowledge should be included pre-task, during the task or post-task. Where possible, resources have also been attached to assist with specific tasks.

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LEVELS 1 & 2 CURRICULUM PROGRESS DESCRIPTORS

NZC: Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 1	<ul style="list-style-type: none"> Understand a range of words and familiar spoken phrases Understand and respond to basic classroom instructions 	<ul style="list-style-type: none"> Recognize and understand a range of words and familiar phrases (mainly pinyin) Read pinyin with attention to intonation and increasing fluency 	<ul style="list-style-type: none"> Say/repeat a few words and simple phrases in Chinese Ask and answer questions in teacher directed situations 	<ul style="list-style-type: none"> Write a few words or simple phrases in pinyin with support Write some simple pictographs in characters with support 	<ul style="list-style-type: none"> Recite simple songs/ poems/ chants in spoken Chinese 	<ul style="list-style-type: none"> Recognise that Chinese is a character-based language Develop an awareness of what is important within Chinese culture e.g. videos and visual images of Chinese festivals and associated food
Level 2	<ul style="list-style-type: none"> Understand main points from simple spoken Chinese texts in areas of own background Understand some implied meanings from simple phrases 	<ul style="list-style-type: none"> Understand main points from simple written Chinese texts in areas of own background (mainly pinyin) Understand some implied meanings from simple phrases in context 	<ul style="list-style-type: none"> Exchange personal information with text support 	<ul style="list-style-type: none"> Write simple phrases and short sentences in pinyin with support Write some pictographs in characters with support 	<ul style="list-style-type: none"> Give a short spoken presentation or present a visual text about their own background with support e.g. self-introduction based on teacher modelling 	<ul style="list-style-type: none"> Recognise basic pictographic characters

SHOPPING – LEVELS 1 & 2 UNIT PLAN

SUMMATIVE TASK

Students work in small groups to set up their own market stall selling fruit or clothing and buy and sell items with one another. Each stall and interaction will look and sound different depending on the students' level, age and what has they have learned so far. Can be used as summative assessment.

[Market task](#)

Topics Covered:

- Numbers
- Clothing
- Food - fruit
- Clothes
- Money
- Measure words
- Describing words – cheap, expensive

	Level 1	Level 2
Learning Intentions	<ul style="list-style-type: none"> • Name different kinds of fruit • Describe fruit – colour, size and taste • Express wants /likes 	<ul style="list-style-type: none"> • Say that you want to buy something • Ask how much something is • Know some expressions used to bargain in a market
Cultural Knowledge	<ul style="list-style-type: none"> • Dragon fruit and lychee • Pictures/ videos of Chinese markets • Fruit grown in NZ vs fruit grown in China 	<ul style="list-style-type: none"> • Popular fruit in China and NZ • Pictures/ videos of grocery stores

<p>Language Knowledge</p>	<p>Vocabulary</p> <p>Shuǐguǒ 水果 Fruit</p> <p>Píngguǒ 苹果 Apple</p> <p>Xīguā 西瓜 Watermelon</p> <p>Táozi 桃子 Peach</p> <p>Xiāngjiāo 香蕉 Banana</p> <p>Yīngtáo 樱桃 Cherry</p> <p>Pútáo 葡萄 Grapes</p> <p>Mángguǒ 芒果 Mango</p> <p>Júzi 桔子 Mandarin</p> <p>Lìzhī 荔枝 Lychee</p> <p>Sentence structure/ phrases and expressions</p> <p>Wǒ xǐhuān chī 我喜欢吃... I like to eat...</p> <p>Wǒ bù xǐhuān chī 我不喜欢吃... I don't like to eat...</p> <p>Zhè shì shénme shuǐguǒ? 这是什么水果? What is this fruit?</p> <p>Zhè shì 这是... This is...</p>	<p>Sentence structure/ phrases and expressions</p> <p>(Colour) de (fruit)</p> <p>Hóngsè de píngguǒ 红色的苹果 Red fruit</p> <p>Wǒ ài chī... 我爱吃... I love to eat...</p> <p>Wǒ bù ài chī 我不爱吃... I hate to eat...</p> <p>Nǐ xǐhuān chī shénme? 你喜欢吃什么? What do you like to eat?</p> <p>Duōshǎo qián? 多少钱? How much?</p> <p>Yuán 元 Dollars</p> <p>Guì/ piànyì 贵 / 便宜 Expensive/ cheap</p> <p>Dà/ xiǎo 大 / 小 Big/small</p> <p>Hǎo chī 好吃 Delicious</p> <p>Bù hǎo chī 不好吃 Not delicious</p> <p>Zuì huá suàn 最划算 The best buy</p>
<p>Tasks</p>	<p>Fruit song</p> <p>Learn songs (below) with actions in small groups and teach it to another class.</p> <p>Fruit survey</p>	<p>Fruit bingo survey</p> <p>Have all the fruit the students have learned on a grid of 9 squares. The teacher calls out the fruit they like/ dislike and plays bingo with the whole class. Students then move around the room and try to get bingo by asking who likes/ dislikes certain fruit from the grid (see resources below).</p>

Find out who likes and dislikes different types of fruit. Ask others in the class if they like or dislike the fruit on the survey by saying the names of fruit e.g. "ní xǐhuān píngguǒ ma?" Students answer using "xǐhuān/bùxǐhuān".

Mystery bag of fruit

Students can guess which type of fruit (real, toy or flashcard) is in the bag. If they guess correctly they can keep the fruit. See how many pieces of fruit they can collect. (Zhè shì ...ma? 这是... 吗? Is this ...?)

Describe and draw grocery list

Teacher reads out a grocery list e.g. sān gè xiāngjiāo. Students have to listen then draw the type of fruit and quantity described correctly.

The Very Hungry Caterpillar

Teacher reads the book to the class, focusing on the Chinese word for each piece of food. Students then work in pairs to put flashcards of the food eaten by the caterpillar in the correct order.

Fruit Kahoot

Students create a Kahoot quiz based on their fruit knowledge and test a peer.

Fruit Battleships

In pairs students play battleships to describe fruit. Model this first as a teacher.

Fruit Frenzy

Students select the coordinates on which to draw fruit from the list provided. They then play 'Battleship' to locate their partner's fruit by saying the numbers and fruit vocabulary in Mandarin.

Making dessert

1. Ask students to plan to make a fruit-based dessert e.g. fruit skewers. Write a shopping list with prices in Chinese (students could find extra words).
2. Each group makes a poster with labels advertising their dessert.
3. Each group comes up with a price for their dessert. Students must go around find out the prices of each groups dessert. Discuss which dessert is 'zuì huá suàn' - the best buy!

Resources

[Fruit song](#)

[Fruit Names in Chinese song](#)

[Learn Fruits in Chinese](#)

[Fruit Market Game](#)

[Fruit bingo survey](#)

[Fruit Battleships](#)

[Fruit Frenzy](#)

[How Much Does it Cost song](#)

LEVELS 3 & 4 CURRICULUM PROGRESS DESCRIPTORS

NZC: Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.

	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 3	<ul style="list-style-type: none"> Understand main points and some details from simple spoken Chinese texts on areas of own background Understand some implied meanings from simple texts 	<ul style="list-style-type: none"> Understand the main points and some of the detail from simple Chinese written text on areas of own background (pinyin and some characters) Understand some implied meanings from simple texts 	<ul style="list-style-type: none"> Interact using spoken Chinese to communicate aspects of their own background 	<ul style="list-style-type: none"> Write simple texts describing aspects of their own background with support. Write pictographs and commonly used words in Chinese characters 	<ul style="list-style-type: none"> Give a spoken presentation that communicates simple information about their own background and immediate environment e.g. self-introduction 	<ul style="list-style-type: none"> Recognise a few components and radicals in characters and use them to make meaning Recognise similarities and differences between Chinese and other known culture(s)
Level 4	<ul style="list-style-type: none"> Understand main points and some details from simple spoken Chinese texts on areas of own background and immediate environment Understand some implied meanings from simple texts 	<ul style="list-style-type: none"> Understand main points and some details from simple Chinese texts on areas of own background and immediate environment (characters and some glossed vocabulary) Understand some implied meanings from simple texts 	<ul style="list-style-type: none"> Interact using spoken Chinese to communicate aspects of their own background and immediate environment 	<ul style="list-style-type: none"> Write simple texts describing aspects of their own background and immediate environment e.g. self-introductory email to a homestay family 	<ul style="list-style-type: none"> Give a spoken presentation that communicates simple information about their own background and immediate environment 	<ul style="list-style-type: none"> Recognise components and radicals in characters and use them to make meaning Recognise aspects of modern Chinese culture and reflect on the impact e.g. watch a documentary about the one child policy

- Recognise the variability within Chinese culture

SHOPPING – LEVELS 3 & 4 UNIT PLANS

	Level 3	Level 4
Learning Intentions	<ul style="list-style-type: none"> • Describe the size, fit and colour of clothing • Ask and comment on the price of clothing items • Ask questions about the availability of specific stock • Discuss likes/ dislikes and justify opinions 	<ul style="list-style-type: none"> • Share how we celebrate festivals within your culture • Say why we like/dislike different activities/ hobbies • Name places in China • Use some adjectives to describe places • Give and receive directions
Cultural Knowledge	<ul style="list-style-type: none"> • Significance of various colours in China • Specific clothes for special occasions 	<ul style="list-style-type: none"> • Compare modern and traditional clothing in NZ and China • Discuss the variability of traditional costumes between different minority cultures within China • Explore the different styles of clothing from different dynasties
Language Knowledge	<p>Vocabulary</p> <p>Clothing</p> <p>kùzi 裤子 pants, qúnzi 裙子 dress, shàngyī 上衣 top, màozi 帽子 hat, xiézi 鞋子 shoes, wàzi 袜子 socks</p> <p>Colours</p> <p>hóngsè 红色 red, huángsè 黄色 yellow, hēisè 黑色 black, chéngsè 橙色 orange, báisè 白色 white, lùsè 绿色 green, lánsè 蓝色 blue, fěnhóngsè 粉红色 pink, kāfēisè 咖啡色 brown, huīsè 灰色 grey, zǐsè 紫色 purple</p>	<p>Vocabulary</p> <p>Adjectives</p> <p>Kù 酷 Cool/Hǎo kàn 好看 Looks good/ Bù hǎo kàn 不好看 Doesn't look good/Nán kàn 难看 Ugly/ Piàoliàng 漂亮 Beautiful/ Shūfu 舒服 Comfortable</p> <p>Hěn 很 very</p> <p>Fēicháng 非常 extremely</p> <p>Tàile 太.....了 too</p>

Adjectives

Piányí 便宜 cheap

Tài guì le 太贵了 too expensive

Sentence structure/ phrases and expressions

Nǐ xǐhuān chuān shénme yīfú? 你喜欢穿什么衣服? What do you like to wear?

Wǒ xǐhuān chuān _____. 我喜欢穿_____. I like to wear ____.

Hé shēn ma? 合身吗? Does it fit well?

Nǐ yǒu dà/ xiǎo yìdiǎn de ma? 你有大/小一点的吗? Do you have a bigger/smaller one?

Nǐ yǒu hóngsè de ma? 你有红色的吗? Do you have a red one?

Qǐngwèn zhègè duō shǎo qián? 请问这个多少钱? How much is this?

Wǒ yào ___ xièxiè. 我要____, 谢谢。I want ___, thank you.

Measure words

Jiàn 件

Tiáo 条

Shuāng 双

Sentence structure/ phrases and expressions

Wǒ xǐhuān chuān ____, yīn wèi tā hěn _____. 我喜欢穿____, 因为它很____. I like to wear ____ because it is ____.

Wǒ xǐhuān chuān qúnzi, yīn wèi tā hěn piàoliàng. 我喜欢穿裙子, 因为它很漂亮。I like to wear a skirt, because it is very beautiful.

Wǒ jué de ____ (clothing) ____ (adjective). 我觉得____ (clothing) ____ (adjective) I think ____ is ____.

Wǒ jué de zhègè hěn kù. 我觉得这个很酷。I think this is cool.

Piányí diǎnr, kěyǐ ma? 便宜点儿, 可以吗? Can you make it cheaper?

Wǒ qù biéjiā kànkàn. 我去别家看看。I will go to other stores to have a look.

wǒ bú yào le. 我不要了。I don't want it.

Tasks

Fashion Week

Teacher or student of choice models a range of clothing for the class. Students work in small groups of 3- 4 to organise vocabulary (see resource below) into sentences which describe each outfit in Chinese. Students share and compare sentences.

Party Time!

Students design a party outfit for a partner based on their specified likes and dislikes. Students present their design to their partner and justify why they believe it is a great party outfit for them (see sentence structure ideas above and resources below).

Guess Who?

Students work in pairs and try to guess which model the other one has mentally chosen by using 他/她穿白色的上衣吗. The answers should be duì 对 or bú duì 不对(see resources below).

Shopping task

Students work in a group. They will find out about the prices, colours and sizes available from the seller and record the information. They will discuss, bargain and decide which one to buy.

Online shopping websites comparison

Students work in pairs and list at least six items, e.g. kùzi 裤子, màozi 帽子 or qúnzi 裙子, that they are going to buy online. They then need to decide where they want to buy from popular online shopping websites in NZ and China, e.g. Trademe, Taobao, Aliexpress. They need to record the price, colour, size and shipping cost.

Dressing for special occasions

Students first research what people would wear for different occasions and the significance of various colours. Teachers set different scenarios (festivals, weddings, funerals and visiting religious sites) and students work independently or in pairs to design an appropriate outfit. They then can:

- Dress a paper puppet or toy
- Draw and colour by hand
- Design the outfit digitally via an app
- Dress a partner in provided clothing

Traditional Clothing

Students are given a specific dynasty to research the clothing popular during that time in pairs. They then will sew their own mini outfit that reflects the dynasty and present a brief talk in Chinese that describes their outfit to the class.

Google Map shopping

Students are given a popular shopping district or street in China (e.g. Wangfujing Street, Beijing) and find it using street view in Google Maps. Students then work in pairs to create a voice recording of dialogue of people they can see. This should include interaction between shopkeepers and customers, and bargaining. Once completed, the pairs share their dialogue and thoughts on whether or not they would like to visit the district or street.

What do you like?

Students ask classmates' opinions about the listed items and find out which one is the most or the least popular one (see resources below).

Marketing into NZ fashion shops

Students work in groups and plan their own fashion shop in NZ. They need to find out at least six items they want to import from China through Taobao or Aliexpress, then record the cost and colour. After deciding the price, they need to ask classmates' feedback about these items using expression, e.g. Nǐ xiǎng mǎima? / wéi shénme? 你想买.....吗? 为什么?

		<p>Trip to China</p> <p>Students are given certain months of the year and they need to figure out what clothing they need to pack and which month they would prefer for a trip to China (see resources below).</p>
<p>Resources</p>	<p>Guess Who?</p> <p>Mandarin Clothing Chant</p> <p>Learn Clothes in Chinese</p> <p>Clothing and colours vocabulary- pinyin</p>	<p>Party time task</p> <p>Beijing's Top 10 Shopping Areas</p> <p>What do you like</p> <p>Hello China: Qipao</p> <p>Hello China: Tang Suit</p> <p>Chinese Fashion Through the Dynasties</p> <p>Getting to know Hanfu</p> <p>Hanfu</p> <p>Qing Dynasty Princess costume</p> <p>Trip to China</p>
<p>References</p>	<p>Ministry of Education (2007). <i>The New Zealand Curriculum</i>. Wellington: Learning Media.</p> <p>Shaz Lawrence (2011). Creative Chinese Learning Themes. Thematic Units of Work for High School Students: Create Space Independent Publishing Platform</p> <p>A Chinese Language Framework for NZ Schools (2016). CI Auckland: https://ci.ac.nz/resources/p3</p>	
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