

CHINESE TASK-BASED CURRICULUM L1-8



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: CHINESE NEW YEAR

Chinese New Year is the most important festival of the Chinese calendar. This theme can be related to numerous topics across many levels and has many cross-cultural themes. This can cover topics such as festivals and celebrations, colours, zodiac animals, visiting people, time, dates, lunar calendar etc. From Level Four, there is a broader focus on celebrations, places, travel and holiday activities. 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 |

SUMMATIVE TASK

Plan a Chinese New Year's Party

Hold a Chinese New Year's Party in your classroom at the end of the term. Each party will look different depending on the students' level, age and what they have learned so far. Can be used as a summative assessment.

Ideas for Chinese New Year's Party

- Create invitations to invite parents to a New Year's celebration
- Perform a song that you have learnt to parents or at assembly
- Give and receive red packets to special guests
- Bring along your favourite animal soft toy (zodiac animal)
- Use chopsticks to share a meal
- Make dumplings
- Go out to a Chinese restaurant for a celebratory end of the term meal

Topics Covered:

- New Year's Greetings and red packets (hóngbāo)
- Colours
- Animals
- Celebrations
- Myths and Legends ('Story of Nian' & 'Zodiac Animals Race')
- Crafts (lanterns)
- Dragon dance/ Lion dance

| | Level 1 | Level 2 |
|----------------------------|---|--|
| Learning Intentions | <p>Chinese New Year & the lucky colour red</p> <ul style="list-style-type: none"> Say 'Happy New Year' in Mandarin and greet others using New Year expressions e.g. gōng xǐ fā cái 恭喜发财, xīn nián hǎo 新年好, nián nián yǒu yú 年年有余/鱼 Say 'red packet' & explain its significance Identify and name some colours Name the zodiac animals Ask and say what zodiac sign you are Know traditional Chinese zodiac tales Name months and days of the week | <p>Zodiac animals and the Chinese calendar</p> <ul style="list-style-type: none"> Share how you celebrate New Year in your own culture Likes and dislikes about animals and colours Ask and say if you have a pet Describe animals using colours Ask someone when their birthday is Say when your birthday is Recognise and write the word for month 月 and day 日 |
| Cultural Knowledge | <p>Create and present hóngbāo (both hands to accept hóngbāo)</p> <p>Myths and legends</p> <p>Know how to celebrate the Chinese New Year</p> <p>The significance of colours</p> <p>Culture in the language</p> <p>Hóngbāo 红包 (红 Hóng indicates lucky colour)</p> <p>Family (different addresses for paternal and maternal parents)</p> | <p>Celebrations – Chinese New Year & Lantern Festival</p> <p>Unlucky (during festivals) - black/ white- both associated with funerals.</p> <p>Zodiac Animal Race & the Chinese zodiac</p> <p>Culture in the language</p> <p>Zodiac animal: yáng (羊) means goat and sheep, jī (鸡) means rooster and chicken</p> <p>Understand differences between the lunar calendar and the western calendar</p> <p>Date expression order: nián 年, yuè 月, rì 日 (CHN: YY/MM/DD; ENG: DD/MM/YY)</p> |
| Language Knowledge | <p>Vocabulary</p> <p>xīnnián kuàilè 新年快乐 (Happy new year)</p> <p>hóngbāo 红包 (red packets)</p> | <p>Vocabulary</p> <p>gōng xǐ fā cái 恭喜发财 (Wishing you prosperity)</p> <p>xīn nián hǎo 新年好 (Happy New Year)</p> <p>nián nián yǒu yú 年年有余 /鱼 (Wishing you prosperity every year)</p> |

Family (different addressing for paternal and maternal parents): 叔叔, 阿姨, 爷爷, 奶奶

Numbers

Animals (zodiac sign)

Colours

Sentence structures/ phrases and expressions

Nǐ xǐhuān shénme? 你喜欢什么? What do you like?

Wǒ xǐhuān/ bù xǐhuān...我喜欢/不喜欢 I like/ don't like

Zhè shì shénme yánsè? 这是什么颜色? What colour is this?

Zhè shì 这是...This is...

yǒu 有 to have

méiyǒu 没有 do not have

duì 对 right

bú duì 不对 not right

ná 拿 (take) + number (quantity) + gè 个(measure words) + sè de 色的 (colour)

gè 个 Measure for counting

fú 福 (Fortune)

xǐhuān/ bù xǐhuān 喜欢 / 不喜欢 (to like/ don't like)

Zodiac animals and pets

Body parts

Sentence structures/ phrases and expressions

Nǐ yǒu ...ma? 你有...吗? (Do you have...?)

Measure word for animals zhī 只

Describing animals and objects with colours - (colour) de (animal)

nǐ shǔ shénme? 你属什么? (What Zodiac animal are you?)

wǒ shǔ ... 我属... (I am...)

tā shǔ gǒu. 他属狗。 (His zodiac animal is a dog.)

tā shì... 他/她是... (He/ she is...)

nǐ shēng rì shì jǐ yuè? 你生日是几月? (What month are you born in?)

wǒ jiǔ yuè. 我九月。 (I was born in September.)

nǐ shēng rì shì jǐ rì? 你生日是几日? (What day are you born?)

wǒ sānshí rì. 我三十日。 (I'm born on the 30th.)

nǐ de shēng rì shì jǐ yuè jǐ hào? 你的生日是几月几号?

(When is your birthday?)

wǒ de shēng rì shì __yuè__ hào. 我的生日是__月__号。

(My birthday is on ____.)

jīntiān jǐ yuè jǐ hào? 今天几月几号?

(What's the date today?)

jīntiān __yuè__ hào. 今天__月__号。 (Today is ____.)

Tasks

Scavenger hunt

Teacher puts words of colours in pinyin on objects around the classroom or playground. Students run around looking for colours and fill in the names on their sheet.

Colour Corner

Each corner is allocated a different colour. Teacher stands in the middle and students ask, *shénme yǎnsè?* The teacher calls out a name of one of the colours allocated to a corner e.g. *hóngsè* and students run to the relevant corner. Last person comes to the middle and the question is repeated.

Xīn nián hǎo Chopstick Race

Teacher calls out colour number and students race to select a specified amount of coloured jelly beans.

The Zodiac Animal Race

Listen to story of the animal race. Give out a picture or cards of the twelve animals and ask students to put them in order. Identify the order of the Zodiac animals & /or retell the story.

Charades

In small groups, students take turns to be an animal and the others guess in Mandarin.

Fruit Salad Game

Students sit in a circle and are each allocated a day of the week/or month. One student stands in the middle and calls out a day of the

Describe the colour of the zodiac animal

Give students two templates of a zodiac animal to colour. Students colour one and label leaving one blank.

In pairs they need to ask & tell their partner how to colour their animal until the two sheets match (see rooster example below).

Go Fish

In small groups students play Go Fish practicing names of the zodiac animals by expressing which animals they have/ don't have, e.g. "*nǐ yǒu gǒu ma?*".

Information Gap - Cockroach stomp

Students draw 8 cockroaches in 8 squares and cross the ones that are called out by teachers or classmates. The first student who crosses all 8 cockroaches in their worksheet win.

Animal Survey

Students ask each other which animals they have/ don't have at home and which animals they would want /wouldn't want.

Match the important dates

Give students some cards with important dates e.g. Christmas Day, New Year's Day etc. and the Chinese equivalent. Ask students to match these, then place them in order.

Character word find

Find how many 月 and 日 are in the word find (see the resource below).

week/month. Those students stand and change seats leaving a student in the middle.

Hóngbāo (Red packets)

Create red packets and role play giving and receiving with a variety of family members by saying 'xīnnián kuàilè'.

Survey- likes/ dislikes

Students survey each other to find out what colours their classmates like and dislike. Whole class to create a graph of choice collating the results.

Colour Kahoot

Students create a Kahoot that will test peers about colours. Students ask each other "Zhè shì shénme yǎnsè? ". Students can use "duì " or "búduì".

Bingo

Teacher gives out a bingo sheet to students with the zodiac animals to colour. Once coloured in, the teacher pulls out a colour and an animal from a bag e.g. hóngsè de lóng. If the correct colour and animal are called out cross it off your square.

Elephant song

Learn the elephant song "dàxiàng" (see below). Teach dà (big), xiǎo (small), cháng (long), duǎn (short). Ask students to make up their own version of the song using animals and body parts.

Create a simple dialogue

Provide students with appropriate expressions for a role play when visiting friends during New Year. Students decide who they will visit on Chinese New Year and make a role play to perform to the class using the Mandarin greetings.

Chinese New year cards

Make a Chinese New year card with an appropriate greetings or good luck phrase.

Birthday calendar

Make a birthday calendar for yourself. Include all the important birthdays for all your family and friends.

Lunar calendar board game

Play the board game in small groups in order for students to become familiar with when important Chinese festivals fall in the lunar calendar (see the resource below).

Calendar making

Each student gets a blank calendar template and students must find out the 1st day of the month for the current year of their birthday month. E.g. if their birthday is in June they need to find out what day is the first of June of the current year. With this information the students write the days of the week at

| | | |
|-------------------------|--|--|
| | | <p>the top of the calendar and complete the dates for each day of the month in characters and/or pinyin e.g. wǔ yuè yī rì 五月一日, wǔ yuè èr rì 五月二日 etc. Once they have completed the month they decorate the square of their birthday date. They can also ask their classmates to find out if anyone else's birthday is in that month and then decorate those squares too.</p> <p>Calendar game</p> <p>Once the students have created a calendar month template they can use it to play a board game in pairs. Students place a counter on the first of the month and take turns throwing the dice to get to the end of the month. You must say the date of the square you land on. If you land on your own birthday or a classmates birthday square sing happy birthday in Chinese and get an extra turn.</p> <p>Birthday survey and graph</p> <p>Conduct a survey of your classmates to find out and record when their birthdays and/or family birthdays are.</p> |
| <p>Resources</p> | <p>Chinese New Year song</p> <p>Colours of the Forbidden City Video</p> <p>Four Chinese Festivals</p> <p>Year of the Rooster</p> | <p>Months and Dates in Mandarin video</p> <p>Animal Survey</p> <p>Elephant Song</p> <p>Colours video clip – How are colours used in the Chinese language?</p> <p>Describe the colour of the zodiac animal</p> <p>Character word find</p> <p>Birthday chart</p> <p>Birthday Song</p> <p>Board game –lunar Calendar</p> |

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 |

| | Level 3 | Level 4 |
|----------------------------|---|--|
| Learning Intentions | <p>Food & Eating during the New Year</p> <ul style="list-style-type: none"> Name some common Chinese foods and drinks Name some foods eaten at Chinese New Year Say what foods and drinks they like and dislike Say if food or drink is delicious or not | <p>Sports & Hobbies</p> <ul style="list-style-type: none"> Name sports and hobbies Talk about likes/dislikes Give opinions of different activities/ hobbies Talk about when and where someone does something Talk about how often people do something Name some common places that people like to do leisure activities |
| Cultural Knowledge | <ul style="list-style-type: none"> Common Chinese foods and drinks eaten during celebrations How Chinese people celebrate Chinese New Year Understand differences between the lunar calendar and the western calendar Family reunion – always round tables, seating of most important guests Fēngshuǐ 风水 | <ul style="list-style-type: none"> Compare schools, public spaces etc. in China and New Zealand Discuss sports and hobbies within China and differences between China and New Zealand and amongst young and old. |
| Language Knowledge | <p>Food and Drink</p> <p>bāozi 包子 (bun), jiǎozi 饺子 (dumpling), mǐfàn 米饭 (rice) miàntiáo 面条 (noodles), chǎofàn 炒饭 (fried rice) chǎomiàn 炒面 (fried noodles), ròu 肉 (meat) chá 茶 (tea), shuǐ 水 (water) gǔozhī 果汁 (fruit juice)</p> | <p>Leisure Activities</p> <p>踢足球 tī zúqiú (play football), 打橄榄球 dǎ gǎnlǎnqiú (play rugby), 打篮球 dǎ lánqiú (play basketball), 打太极拳 dǎ tàijìquǎn (do Taichi), 下棋 xiàqí (play chess), 打麻将 dǎ májiàng (play ma-jong), 写书法 xiě shūfǎ (write calligraphy), 打乒乓 dǎ pīngpāngqiú (play tabletennis),</p> |

niúnnǎi 牛奶 (milk), kāifēi 咖啡 (coffee)

Sentence structure/ phrases and expressions

Talking about likes/dislikes of food and drink

nǐ xǐhuān chī shén me? 你喜欢吃什么?

(What do you like to eat?)

wǒ xǐhuān chī _____ 我喜欢吃_____。

(I like to eat _____)

nǐ xǐhuān hē shén me? 你喜欢喝什么?

(What do you like to drink?)

wǒ xǐhuān hē _____ 我喜欢喝_____。

(I like to drink_____)

Phrases

hǎo chī ma? / hǎo hē ma? 好吃吗? / 好喝吗?

(Is it delicious to eat? Is it delicious to drink?)

hǎo chī / bù hǎo chī 好吃 / 不好吃

(Delicious to eat/ Not delicious to eat)

hǎo hē / bù hǎo hē 好喝 / 不好喝

(Delicious to drink/ Not delicious to drink)

tài guì le

Asking how much

duōshǎoqián? (how much)

Talking about currency

kuài/qián 块/钱

打羽毛球 dǎ yǔmáoqiú (play badminton), 吃饭 chīfàn (eat), 逛街 guàngjiē (go shopping), 唱歌 chàngē (sing), 跳舞 tiàowǔ (dance), 画画 huàhuà (paint/draw)

Name some places:

jiālǐ 家里 (home), fànguǎn 饭馆 (restaurant), hǎibiān 海边 (beach), diànyǐngyuàn 电影院 (cinema), gōngyuán 公园 (park), xuéxiào 学校 (school), túshūguǎn 图书馆 (library) wàimiàn 外面 (outside), qiúchǎng 球场

(football field), jiàoshì 教室 (classroom), shàngchǎng 商场 (the mall)

Opinions:

hěn xǐhuān 很喜欢 (like)

bù xǐhuān 不喜欢 (don't like)

hěn hǎowán 很好玩 (fun)

hěn yòu yìsi 很有意思 (very interesting)

méi yǒu yìsi 没有意思 (not very interesting)

Time phrases

Saying you want something

Wǒ yào ...我要 (I want) búyào 不要 (don' t want)

cóngláibù 从来不 (never); jīngcháng 经常 (often); hěn shǎo 很少 (hěn shǎo)

People

ěrtóng 儿童 (children)

qīng shào nián 青少年 (teenagers)

niánqīng rén 年轻人 (young people)

zhōng nián rén 中年人 (middle aged people)

lǎoniánrén 老年人 (older people)

Basic sentence pattern

Subject + Time + Action

Talking about preferences

Wǒ xǐhuān ... 我喜欢。。 bú tài xǐhuān 不太喜欢。。

yé 也

dànshì/kěshì 但是/可是

dōu xǐhuān 都喜欢。。

Giving opinions

wǒ jué de 我觉得____ (hobby) _____(adjective)

Asking and saying where someone is

nǐ zài nǎr? 你在哪儿? (Where are you?)

wǒ zài jiā lǐ. 我在家里。(I am at home.)

wǒ jué de gōngyuán hěn dà (xuéxiào hěn piàoliang). 我觉得公园很大
(学校很漂亮)。

(I think the park is very big/ the school is very beautiful.)

wǒ xǐhuān qù _____, yīn wèi _____.

我喜欢去____(place), 因为____(reason)

(I like to go to____, because____).

Pre-tasks

Create a shop

Revise Numbers – games. Introduce money

Most popular leisure activities in China

Introduce food and food types - bingo, match word and pictures

In a grid draw food and drink that you think is 'hǎochī' or bù hǎochī, hǎohē or bù hǎohē.

Conduct a market survey find out what people like/dislike to eat and/or drink

yǒu/méiyǒu - Go fish using food cards

yào/búyào - Every student has a dinner plate (empty) students have cards with food. Fill your plate up with different kinds of food. Ask others for what food you need. Have 6 types of food on the plate before you sit down.

duōshǎoqián? Practice asking and saying 'how much?' From a catalogue students ask each other the price of items and answer using the different prices on the catalogue.

Information gap. From two menus decide which is most suitable for a date with only \$50.

Make a jingle/rap using new words - advertising their food from the stall

Create a shop. Have a market day. Buy as many things as possible with \$50 or set amount of money. Find out who made the most profit.

Introduce popular sports & sportspeople with lots of visuals and simple phrases talking about their likes/dislikes.

Rank sports in order of preference.

Introduce popular leisure activities with lots of visuals and simple phrases. Quizlet, Bingo and Kahoot to learn words.

Survey your classmates to find out what are the 3 most popular sports and/or hobbies in the class. Practise hé (and), xǐhuān (like), bù xǐhuān (dislike), zuì xǐhuān (most like) and zuì bù xǐhuān (most dislike). Make a poster to display results/Write summary sentences.

Put the most popular sports on a sheet in the left column. Students tick how often they do these sports – use 从来不 (never), 经常 (often), 很少 hěn shǎo (seldom).

Give students a listening passage about the preferences of their family. Fill out a tick sheet of hobbies and how their family members feel about them.

Students do some self-research and about what leisure activities are most popular in China and why. Fill out a grid of which activity it is (in Chinese), when they do it, who with and where

In the left column put all popular Chinese leisure activities – tick what your opinion of them are. Have a column for yǒuyìsi 有意思, méiyǒuyìsi 没有意思, bùzhīdào 不知道

Show pictures of people doing different leisure activities, old and young doing them with different people. Give a list of statements about each picture. Students tick whether the statement is true or false.

Play the song for places [Learn Chinese | How to say 'Where Are You?' in Chinese - Easy Song!](#) Play the song, students listen and put words in order or fill in gaps.

Play a board game with places, students ask "nǐ zài nǎr? 你在哪儿? wǒ zài ____。我在____" according to the picture they land on. Race to the end (see the resource below).

Write a list of questions to interview a Chinese person/international student/someone from China about hobbies and sports in China. Interview a Chinese person or watch a video about common hobbies and leisure activities in China.

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| <p>Tasks</p> | <p>Create a shop to sell food for fundraising/international market day</p> <p>Create a shop selling food and/or drink of your choice. Give it a name and theme and make a menu with prices of what you are selling.</p> <p>Market Day</p> <p>Have a market day and find out which group/shop can make the most money. Customers see what they can buy for \$50 or a set amount of money</p> <p><u>Other Task Ideas</u></p> <p>Food preferences survey</p> <p>Survey classmates to find out what is the most popular Chinese food. You could use this information to plan a shared lunch or make Chinese food together.</p> <p>Food menu</p> <p>Create a food and drink menu for a party to celebrate a Chinese festival coming up.</p> <p>My favourite food</p> <p>Create a poster of your favourite foods. Label in Chinese and prepare a 30 second talk to the class about your favourite foods.</p> <p>Create a simple dialogue</p> | <p>Find out the 5 most popular leisure activities in China?</p> <p>Choose one that you find most interesting and present some facts about it e.g who does it, where they do it and why they like it. Listen to the others and come up with the top hobby that the whole class finds most interesting – this can be the choice activity at the end of the term.</p> <p><u>Other Task Ideas</u></p> <p>The perfect town/ school</p> <p>Draw and label a town/ school with a range of facilities (e.g. library, cinema). Describe and answer questions about your town/ school with a partner.</p> <p>Amazing Race</p> <p>School is set up complete with names of Chinese cities and questions about what we might find people doing, eating, buying etc. during Chinese New Year in each place. Students (with devices) have to navigate and research in collaborative small groups (2- 4) the course following answering questions and collecting the next question to answer from each location to get to the secret finishing spot.</p> <p>Chinese New Year travel task</p> |
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| | <p>Create a simple dialogue between a shopkeeper and customer. Make it into a role play with a partner. Whose role play is the most realistic/best performed/fluent? Decide as a class.</p> | <p>Plan a return trip from China to New Zealand (cities of students' own choice) for Chinese New Year, complete with form of transport and cost. Y</p> <p>Make a booklet/children's book</p> <p>Make a booklet or children's book to show and read to kiwi children how Chinese people celebrate Chinese New Year.</p> <p>Travel itinerary</p> <p>Work with a partner to agree on a one week's itinerary to China. Fill out dates and times of travel, cities you will visit and what you plan to do there.</p> |
| <p>Post-tasks</p> | | |
| <p>Resources</p> | <p>Chinese menu for role play</p> | <p>Link to Board Game Document</p> <p>Link to Survey of favourite sports</p> <p>Fill in the gaps 'places'song</p> |

NZC: Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.

| | Listening | Reading | Speaking | Writing | Presenting | Viewing |
|---------|---|---|--|---|---|--|
| Level 5 | <ul style="list-style-type: none"> Understand main points and some details from a variety of spoken Chinese texts on areas of most immediate relevance Understand some implied meanings with texts | <ul style="list-style-type: none"> Demonstrate understanding by finding main points and details from a variety of Chinese texts on areas of most immediate relevance. Understand some implied meanings with texts | <ul style="list-style-type: none"> Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations | <ul style="list-style-type: none"> Write a variety of texts in Chinese by communicating beyond the immediate context | <ul style="list-style-type: none"> Give a spoken presentation that communicates personal information and ideas | <ul style="list-style-type: none"> Compare and contrast Chinese language and other known culture(s) |
| Level 6 | <ul style="list-style-type: none"> Demonstrate understanding of main points and details from a variety of spoken Chinese texts on areas of most immediate relevance e.g. personal texts Demonstrate understanding of implied meanings or conclusions within texts | <ul style="list-style-type: none"> Demonstrate understanding by making meaning of the relevant information, ideas, and / or opinions from a variety of Chinese texts on areas of most immediate relevance | <ul style="list-style-type: none"> Interact using spoken Chinese to communicate personal information, ideas and opinions in a variety of different situations | <ul style="list-style-type: none"> Write a variety of text types in Chinese on areas of most immediate relevance | <ul style="list-style-type: none"> Give a spoken presentation in Chinese that communicates a personal response | <ul style="list-style-type: none"> Understand ways in which the Chinese culture is organised for different purposes |

| | Level 5 | Level 6 |
|----------------------------|--|--|
| Learning Intentions | <p>Out and about and visiting friends</p> <ul style="list-style-type: none"> • Talk about modes of transportation • Describe their advantages/disadvantages • Give and receive directions to different places • Talk about where places/things are in the neighborhood • Plan an outing or date with a friend | <p>Travelling</p> <ul style="list-style-type: none"> • Talk about places where you have travelled or want to travel • Describe the weather and activities you did there • Compare and contrast cities and weather • Describe what we are planning to do and what we did • Describe sequence of events |
| Cultural Knowledge | <ul style="list-style-type: none"> • Making suggestions and inviting people out | <ul style="list-style-type: none"> • Main Chinese tourist destinations, weather and seasons and time differences • Writing a letter in Chinese |
| Language Knowledge | <p>Modes of transportation: 火车, 地铁, 公共汽车, 飞机, 自行车, 出租车, 地铁, 汽车</p> <p>Verbs: 坐, 骑, 走, 开</p> <p>Rooms and objects in a house: 房子, 房间, 饭厅, 客厅, 浴室, 卧室, Wifi/无线, 沙发, 桌子, 椅子, 空调</p> <p>Measure word for a room: 间</p> <p>Prepositions shàngmian 上面 (above), xiàmian 下面 (below) qiánmian 前面 (in the front), hòumian 后面 (behind) zuǒbiān 左边 (left), yòubiān 右边 (right)</p> | <p>Comparison structure: ____比____ + adjective ____没有____ + adjective 北京比奥克兰的人多。 奥克兰的天空塔没有上海的东方明珠塔高。</p> <p>Express opinions with reasons: 你为什么不去中国过年? 因为春运, 人很多。</p> <p>Express places and activities: 你去了哪里? 做了什么? 我去了北京, 参观了长城。</p> <p>Events in the past (using time word 过 or 了): 你以前去过北京吗?</p> |

lǐmiàn 里面 (inside), wàimiàn 外面 (outside)
pángbiān 旁边 (beside), duìmiàn 对面 (opposite)

Describing transportation:

方便, 快, 慢, 堵车, _____对身体好

Giving & Following directions:

往左/右拐; 一直走; 从____到____; 经过____; 到了____就;

Talking about duration of time:

Q. 坐飞机去____要多长时间?

A. 一个小时

Making a suggestion:

Statement + 吧; Statement 怎么样? 行吗? 好吗? 可以吗?
多少钱一张票?

Cultural norms when inviting guests out:

我请你, 包饺子, 送礼物, 一起吃饭

Talk about how to get to places:

你怎么去.....?

我坐飞机去.....

公园怎么走?

Who you are going with

你跟谁去.....? 我跟.....一起去.....。

Talk about distance

A 离 B 很远/很近

A 离 B 走路 就/才 五分钟

我昨天吃了饺子。

Express plans: 打算 / 要 / 想

你打算什么时候去中国?

我想明年去。

Places:

北京, 上海, 西安, 长城, 故宫

Weather:

下雨, 下雪, 刮风, 很冷, 很热,
不冷不热, 不太热, 不太冷

Time phrases:

今天, 明天, 昨天, 今年, 去年, 明年
上个月, 下个月, 上个星期一, 下个周末

Make predictions:

你看明天会有火车票吗? 我看不会。

Conditional statement:

如果明天下雨, 我们就在家看电视

如果我能买到飞机票, 我就打算坐飞机去北京。

Convincing / persuading: 应该...../ 最好.....

Expressing opinions:

我认为/觉得.....

同意不同意?

我同意/我不同意

好主意!

Pre-tasks

Listen to a description from the teacher – where they and their family work and go to school, how they get here and how long it takes them to get there. Match pictures and fill out the diagram with information.

Read descriptions of where everyone in Xiǎolong's family work, how they get there and how long it takes them. Fill in a sheet/table or answer true/false questions.

Survey your classmates about how they get to school and how long it takes.

From a list of reasons why you would choose a particular mode of transportation, rank them in order of importance to you. Compare with a partner choosing your top three.

With a partner make a set of directions from a set place to a mystery destination within your school. Swap your directions with another pair and follow their instructions to find their mystery destination or blindfold a classmate and direct them around the school.

Survey your classmates about how they and their family members get to school & work and why. Find the top 4 reasons of choice of transport. Make a poster/diagram to present your findings and a statement concluding your findings.

Listen to your teacher describe your town and identify places on a map.

Draw a map of your town and describe key features of your town.

Teacher tells the class about her trip to China. Students listen and answer true/false questions.

Listen to a person talk about a memorable trip. Place the activities in order and retell someone.

Read postcards about people's trips and find specific language for:

- Descriptions
- Sequence words
- Time phrases
- Past tense etc.

Do a jigsaw research on travel destinations in China. Choose your favourite place you would like to visit and why.

Prepare an itinerary for one week in China with \$2000 in your pocket. Create a table with daily activities, when and where you would do them and possible cost.

Make a phrase book containing the 10 most important phrases to survive in China.

Find out which airlines fly to China from NZ. Make a chart comparing flight times, arrivals and departure times and prices

Investigate time zone differences between China and NZ. How would this affect travel plans?

| | | |
|-------------------|---|---|
| | | <p>Investigate seasons and weather differences to determine the best time to travel. Make a recommendation on the best time to travel.</p> <p>Look at Chinese currency. Find out what destinations are depicted and where they are. (see website below)</p> |
| Main tasks | <p>Meeting up</p> <p>Have a conversation with your classmate and agree on a suitable weekend activity to do together. Arrange a time and meeting place. Find out where your classmate lives, how they can get to your house.</p> <p>Other task ideas</p> <p>AirBnB</p> <p>Imagine your family are planning to go away on holiday during the NZ summer and are putting your house up for AirBnB during the summer holidays. Write a description promoting your house advertising your neighborhood and all the amenities where your house is located.</p> | <p>Create a Post card</p> <p>Write a postcard home from China describing the best place you visited in China and why.</p> <p>Create a travel brochure</p> <p>Make a travel flyer on a destination in China advertising what you can do there, how long it takes, who the destination is best suited for and the cost.</p> <p>China trip</p> <p>Choose your favourite destination to add to next year's China trip. Make a presentation to convince classmates you should go there.</p> |
| Post-tasks | <p>Write a diary entry of a trip out.</p> <p>Read classmates' house descriptions and decide where you would like to stay.</p> | <p>Read all class produced travel flyers and decide on destinations for a school trip.</p> <p>Write a reply to someone's postcard.</p> |
| Resources | | <p>https://www.echineselearning.com/blog/six-sceneries-on-the-back-of-chinese-currency</p> |

LEVELS 7 & 8 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 7 | <ul style="list-style-type: none"> • Demonstrate understanding of a variety of spoken Chinese texts on familiar matters • Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters | <ul style="list-style-type: none"> • Demonstrate understanding of a variety of written and/ or visual Chinese texts on familiar matters • Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters | <ul style="list-style-type: none"> • Interact using spoken Chinese to share information and justify ideas and opinions in different situations | <ul style="list-style-type: none"> • Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts | <ul style="list-style-type: none"> • Give a spoken presentation in Chinese that communicates information, ideas and opinions | <ul style="list-style-type: none"> • Begin to analyse ways that Chinese culture is organised for different purposes and analyse ways in which these and for different audiences |
| Level 8 | <ul style="list-style-type: none"> • Demonstrate understanding of a variety of extended spoken Chinese texts from varied perspectives • Demonstrate understanding of implied meanings or conclusions within extended texts | <ul style="list-style-type: none"> • Demonstrate understanding of a variety of extended written and/ or visual Chinese texts from varied perspectives • Demonstrate understanding of implied meanings or conclusions within extended texts | <ul style="list-style-type: none"> • Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations. | <ul style="list-style-type: none"> • Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives | <ul style="list-style-type: none"> • Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material | <ul style="list-style-type: none"> • Begin to analyse ways that Chinese culture is organised for different purposes and analyse ways in which theses and for different audiences |

FESTIVALS/CELEBRATIONS/SOCIAL ACTIVITIES – LEVELS 7 & 8 UNIT PLANS

| | Level 7 | Level 8 |
|----------------------------|---|---|
| Learning Intentions | <p>Chinese festivals/celebrations</p> <ul style="list-style-type: none"> • Understand and describe common characteristics of celebrations • Justify varied ideas and perspectives regarding similarities and differences of celebrations across cultures • Describe how gifts are given and received during Chinese New Year and compare with New Zealand celebrations, e.g. Christmas card Vs 微信贺年, 微信红包 • Understand how new technologies have impacted Chinese society and life, e.g. 网上购物, 团购 group purchase | <p>Part-time work, holidays activities, dating and social activities</p> <ul style="list-style-type: none"> • Describe various working environments • Express information and opinions about working part-time • Justify your own opinions about working part-time • Talking about things you are allowed and not allowed to do e.g 早恋, 找男朋友/女朋友 • Balancing conflicts around family commitments versus work commitments on special occasions |
| Cultural Knowledge | <ul style="list-style-type: none"> • How Chinese people celebrate during festivals and special occasions • Food etiquette and table manners • Myths and Stories associated with festivals • How changing technology has affected traditional celebrations | <ul style="list-style-type: none"> • Differences in when and why one would get a part-time job • Pressures of dating in Chinese high school • Toasting people at special occasions – drinking 白酒, 干杯 |
| Language Knowledge | <p>Vocabulary</p> <p>节日, 春节, 端午节, 中秋节, 包饺子, 家人, 汤圆, 粽子, 月饼, 拜年, 放鞭炮, 迎接, 毛笔字, 包饺子, 热热闹闹, 过春节, 发红包, 领红包, 重要, 农历, 公历, 奖券, 微信, 支付宝, 发/收短信, 订桌, 特点/特色, 中餐, 西餐, 假期,</p> | <p>Vocabulary</p> <p>思考, 工作, 着急, 支持, 代, 古代, 低, 点, 缺点, 相同点, 不同点, 点</p> <p>Expressing your point of view with reasons</p> |

放假，开水，客人，送礼物，买东西，葡萄酒，瓶，北京烤鸭，糖醋排骨，香菇菜心，挂艾草，做香囊，喝雄黄酒，吃年夜饭，赛龙舟

Expressions

祝你身体健康，岁岁平安，恭喜你，新年快乐，好久不见，人山人海，

Description of the festival

一边.....一边 人们一边唱歌，一边跳舞，庆祝这个节日。

我和家人一边看电视，一边给家人或朋友发祝福短信。

Verb + 了 我收到了很多红包。

subject+在+place+do something 人们喜欢在家请客。

Subject +和/跟+somebody+一起+verb+.....

我和家人一起去爷爷奶奶家拜年。

除夕晚上，我和家人一起包饺子，贴春联。

Somebody+用+.....+do something 人们用支付宝或者微信发红包。

会 去别人家拜年时，我会带礼物。

在 在端午节，人们会划龙舟，吃粽子。

Make comparatons

比较 跟新西兰比，中国新年假期比较长。

更 我觉得中餐比西餐更好吃。

Say you have done something before

.. 过 我去年春节去过中国。在春节，我吃过很多中国菜。

Verb +了 我吃了.....

Give opinions

我觉得/认为 我觉得春节/端午节很热闹。

对我来说，Gap Year 能帮助我做选择。.....

一般来说，.....

Giving examples and supporting for your statements and ideas

我认为在微信上给朋友发红包有很多好处。比如，你不但可以节省时间买礼物，你的朋友还可以用红包的钱上网购物。

Giving suggestions and recommendations

在我看来，你今年最好发红包给亲朋好友拜年。这样既方便又时尚。

我认为你应该.....

我认为你应该给我们中文班建一个微信群。

我觉得你可以.....

我觉得你可以在微信上发朋友圈。

To forbid or tell someone not to do something or to say that something is not allowed

学校不让我们课堂上用手机，所以我只能放学后才看微信。

Expressing “to, in, for”

学生们对微信都很感兴趣。

Expressing “in order to ...”

今年为了贺年，我在微信上给朋友们发了很多红包。

Prepositions

给 孩子给老人拜年，大人们给孩子发红包。

拜年的时候，客人们都给主人送礼物。

在 中国人喜欢在家吃饭。

用 人们在红纸上用毛笔写字，贴在墙上。现代，人们喜欢用微信或者支付宝发红包。

Verbs

写 人们写毛笔字。

发 发红包 发短信

买/卖 买票 买东西 卖东西

拜年 给……拜年

打扫

唱歌

跳舞

Adverbs

从来不：我妈妈从来不晚睡，但是除夕晚上我们十二点才睡觉。

从来没：我从来没去过中国。

可能：我明年可能会去中国看我的爷爷奶奶。

还是：如果你选择新年晚餐，你吃中餐还是西餐？

能：我希望以后能在中国生活，这样我就能经常吃美味的中餐了。

Useful sentence structure

不但……，还……：

我们不但能吃到好吃的中国菜，还会有两个星期的假期。

Expressing “as well as/in addition to…”

除了发照片，你还能打语音电话。

Expressing exception

除了有点浪费时间以外，微信没有任何缺点。

Describing “a repetitive action”

你又发朋友圈了！

你又在上课的时候看微信了！

Double verbs

我可以看看你的朋友圈吗？

请您等一等，我马上就给你发微信。

Expressing intentions “to have more, ... then, to do something again”

我打算先发微信问价钱，再订桌。

Useful structures:

除了……以外，sb 还……

除了能挣一些钱以外，我还可以了解自己的兴趣，并且还可以锻炼自己。

一边……一边

我可以一边工作，一边思考将来我想做什么。

| | | |
|-------------------------|--|--|
| | <p>虽然.....但是.....:</p> <p>虽然现在人们越来越喜欢用微信发红包, 但是很多老年人还是喜欢发真的红包。</p> <p>如果/要是:</p> <p>要是/如果你不能回家过春节, 你的父母会很伤心。</p> <p>要是你有时间, 一定要记得提前买票。</p> <p>把:</p> <p>中国人在春节前喜欢把家和办公室打扫得干干净净。</p> | <p>一般来说</p> <p>Useful expressions for giving your opinions:</p> <p>我认为.....有利也有弊。.....的优点是.....,的缺点是.....。就我自己来说,</p> <p>比如,</p> |
| <p>Pre-tasks</p> | <p>Chinese festivals</p> <p>Brainstorm/mind map all the Chinese festivals they know about. Include key characteristics and vocabulary.</p> <p>Jigsaw research different Chinese festivals. Gather information to present to other groups. Collaboratively decide what are the common characteristics.</p> <p>Research and/or discuss festivals they are familiar with. Create a Venn diagram showing similarities and differences. Write a paragraph to describe similarities and differences. Which do you prefer and why?</p> <p>Find out the myth/story that underpins the celebration. Is this the same or different to a celebration you know well?</p> <p>Survey classmates on what and how they celebrate at special occasions. What are the common characteristics?</p> | <p>Part time work</p> <p>Students listen to the teacher sharing about their part-time job experiences as a student and then students answer a simple question like 'Did the teacher enjoy their part-time job?'</p> <p>Brainstorm ideal conditions for your job e.g. Flexibility, experience, more money. Create a vocabulary list and short phrases to summarize your brainstorming.</p> <p>Students create a table where they compare the aspects and qualities of various common part-time student jobs. Eg. Checkout operator, fast food service, retail assistant, paper run, tutor. (See resource below)</p> <p>Survey your classmates to find out what job has the most ideal work conditions based on table comparison activity above. Write a paragraph summarizing the findings.</p> <p>Provide a video of a boss and employee negotiating terms of employment. E.g. Hours of work, salary, perks etc. Students watch and</p> |

Listen to and read lyrics of Chinese New Year song(s) and record key language. Create a song about the celebration you are most familiar with.

Prepare statements of common characteristics and uncommon characteristics. Students sort into appropriate groups and/or rank them in order of importance.

Create a chart of food you should have at a banquet meal and any special rules around serving and eating.

Write a list of recommendations of what you should do or not do if you are invited to a banquet Chinese meal.

Research the differences between traditional ways of celebrating and modern ways of celebrating Chinese New Year. How has technology changed this?

find specific expressions in relation to convincing someone about your opinion. Answer true or false questions or odd one out or multiple questions based on the interview video. Rank the arguments about what is most effective.

Strict parents

Create a list of survey questions and conduct an interview of a classmate at school (or a Chinese international student) to find out what their parents allow them and do not allow them to do.

Listen to the teacher's personal description of what they were allowed and not allowed to do when they were at school. Students do a listening exercise e.g match words/sentences or group words together according to what they were allowed and not allowed to do.

Read a list of what things parents make rules about. Rank them in order of strictness.

Work or Family

Make a list of pros and cons of a scenario e.g New years with family or friends, part time work

Match statements about personal conflicts with solutions.

Write a letter to an advice column about a personal conflict about meeting family commitments while having a part time job.

Main tasks

Find the common characteristics of Chinese celebrations and compare them with a culture you know well.

Presentation could be:

Make a chart showing the common characteristics of celebrations and the other culture and write a paragraph explaining the similarities and differences.

Have a conversation comparing celebrations and which you like better.

Make a presentation on one celebration and compare it to another you know well.

Compare celebrations within or across cultures. Create a presentation looking at traditional and modern celebrations in China or comparing between China and New Zealand.

Other task ideas

Make a presentation on a celebration that compares and/or contrasts a myth or story behind the celebration eg. Matariki compared to Chinese New Year

Better job conditions please!

Imagine you have a part time job. Have a conversation in Chinese with a boss highlighting the top three things that would make your part-time job more enjoyable.

Strict parents

Find out who amongst your classmates has the strictest parents.

Decide which country has the most ideal teenage life/parents (generally speaking).

Other task ideas

Work or Family

Give advice to young people who are struggling with balancing work and family commitments. Make a response to student letters for the student newspaper.

Gap Year

You are considering going on a gap year. Read the different perspectives about the advantages and disadvantages about gap years and decide whether you want to apply or not. Write a letter to your parents with your decision and why.

| | | |
|-------------------------|--|---|
| | <p>Create a banquet menu for a Chinese meal.</p> <p>Organise a discussion group (wechat etc) with your class to decide on the best place to have a celebratory banquet meal in your area. Each student must contribute. Decide on the time, budget, food, restaurant and meeting place. Go out for a meal.</p> | |
| Post-tasks | Reflect about this celebration and post feedback online to this restaurant. | Reflect about what is the most effective argument to make your part-time work experiences more enjoyable. |
| Resources | <p>Jigsaw reading – Important Chinese Festival</p> <p>Jigsaw reading – Fill in the table worksheet</p> | <p>Describing Part-time Job Conditions Vocab List and Example Sentences</p> <p>Comparing Part-time Jobs Activity</p> <p>Gap Year Different opinions</p> <p>Unit plan – Strict parents</p> <p>Whose parents are the strictest? - questionnaire</p> |
| References | <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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