# Chinese – Sample Unit –Stage 4

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<th>Unit Title: Sports day</th>
<th>Duration: 4 weeks (Term 1)</th>
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## Unit overview

Students design and create a digital program for an imaginary sports day carnival, to be held in collaboration with their buddy class.

**Students with prior learning and/or experience**

Students create and use a digital poster to explain to their Chinese buddy class how to play a particular sport.

**Students with a background in Chinese**

Students write an article for their class website to describe, explain and justify the benefits of playing their selected sport, and how this contributes to the development of sportsmanship.

## Outcomes

A student:
- applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C
- demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U
- applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U
- identifies variations in linguistic and structural features of texts LCH4-8U

## Resources

- YouTube videos
- Online flashcards
- Online posters
- Websites on how to write editorials
- Sample editorials and articles
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| Students: | • Students brainstorm in English their favourite and least favourite sports.  
  • Students view YouTube videos and, with teacher support, identify and collate vocabulary related to sporting activities.  
  • Students play a memory game about sporting activities, matching pictures and Chinese characters with Pinyin, eg 打篮球、打网球、打板球、打排球、打乒乓球、跑步、游泳、踢足球.  
  • Students:  
    - working in groups, research online the five most popular sports in Australia and China  
    - collate the results in two pie charts, using Hanzi labels for the names of sports  
    - display their pie charts in class.  |
| • use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)  
• locate information and identify gist in a range of spoken, written and digital texts (ACLCHC083, ACLCHC084)  
• respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts (ACLCHC085) |
- understand elements of Chinese grammar, such as word order and sentence construction (ACLCHU092)

- identify textual conventions of familiar spoken, written and multimodal texts (ACLCHU093)

- compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language (ACLCHC086)

- use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU091)

- The teacher models how to ask questions, using the question words 吗 and the correct tones and intonation.
- Students learn to respond to the questions using 喜欢 and 不喜欢.
- Students practise asking each other what sports they like.
- Students interact with peers from a buddy school in a Chinese-speaking country to find out their favourite sports. Students:
  - ask and respond to questions, eg 你喜欢什么运动？你喜欢踢足球吗？你喜欢游泳吗？
  - identify sports of common interest or sports that no one likes, eg 十个人喜欢打板球。没有人喜欢打板球。

- Students review examples of event programs and discuss:
  - main items of information, eg event name, date, time and place, program items, locations and times
  - major features of the text type, including layout, format, highlighting and sequencing of key information, images with captions.

- Based on their findings about likes and dislikes, students work in pairs to design and create a digital program for an imaginary sports day carnival, to be held in collaboration with their buddy class. Students:
  - use stimulus materials and modelled language to caption pictures, photos or cartoons
  - present their program to the class.
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<th>Students:</th>
<th>Students with prior learning and/or experience</th>
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| • obtain and process information from a range of spoken, written and digital texts (ACLCHC051, ACLCHC052, ACLCHC196, ACLCHC163) | • Students view videos of young people in Chinese-speaking communities talking about their favourite sports. Students:  
  - identify main ideas and specific information  
  - with teacher support, collate key vocabulary and expressions in the videos. |
| • interact with peers and known adults on a range of topics and experiences (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161) | • Students brainstorm their favourite and least favourite sports, eg 你最喜欢什么运动？你最讨厌什么运动？  
  • Students interact with peers from a buddy school in a Chinese-speaking country to find out their favourite sports and any sports they’d like to learn. Students:  
    - exchange opinions and preferences about different sports, eg 我最喜欢打网球 and stating reasons, eg 因为我可以在室内打网球，不会受到天气影响  
    - express agreement or disagreement with others’ opinions, eg 我不赞成你的看法  
    - identify sports of common interest, eg 我们大家都喜欢打网球  
    - ask questions to find out which sports their peers would like to learn, eg 你想学做什么运动。 |
| • recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171) | • Teacher explains the use of transitional words 表示。 Students:  
    - learn 首先、第二、此外、其次、最后、上之、而而言之、上所而  
    - practise using transitional words to sequence ideas, eg by using flashcards. |
| • understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, ACLCHU205, ACLCHU172) | • Students learn about the use of conjunctions, eg 单独使用□符号 (假如，只要) and 前后呼应□符号 (虽然 … 但是，因为 … 所以)。 Students:  
    - practise using conjunctions to join sentences, eg by responding to flashcards of young people playing different sports  
    - practise sequencing the instructions on how to play a selected sport, to enhance the flow and clarity of ideas. |
• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences (ACLCHU061, ACLCHU206, ACLCHCU173)

• compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC054, ACLCHC199, ACLCHC166)

• recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171)

• 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 discuss the next step, to teach their buddy class how to play a selected sport. Students:
  - research a range of online sources, including YouTube videos, to obtain information on how to play a selected sport, eg handball
  - organise and share information with peers
  - in collaboration with peers, collate a list of structures and expressions related to giving instructions, eg 你需要, 你可以
  - working in groups, plan, design and create a digital poster in Chinese, giving simple instructions on how to play the selected sport, using their collated lists of key vocabulary, expressions and structures, including transitional words.

• As a group, students use their digital poster to explain to their Chinese buddy class how to play a sport.

**Students with a background in Chinese**

• Students view a variety of Chinese sports posters and sporting advertisements. Students:
  - exchange experiences and preferences in relation to the different sports, eg 我想，我觉得，我虽然讨厌 ... 但是 ...
  - make comparisons between and debate the benefits of particular sports, eg 我赞成你的说法。我也觉得打篮球可以让我认识更多朋友，而且打篮球又好玩，又刺激。
  - analyse word choices and layout used to achieve a particular effect.

• Students select and research the benefits of a particular sport:
  - access and evaluate information from diverse sources
  - summarise their findings into a cohesive format
  - discuss their findings with peers, justifying their choice of sport, eg 大部分人都喜欢游泳，因为他们认为...
  - express opinions, explain benefits and give advice, using diverse sentence patterns, eg 我个人认为打板球的好处有很多。我觉得你也应该 ...
- respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences (ACLCHC229, ACLCHC230)

- apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239)

- use an increasing range of Hanzi in texts, identifying the form and function of components in individual Hanzi (ACLCHU237)

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226)

- Students discuss how to promote and encourage young people to play a particular sport. Students:
  - experiment with descriptive language to highlight the benefits of the sport, eg 打篮球不仅是体能和技术的表现，更可以锻炼敏捷的思考和判断能力
  - include idioms and quotations, eg 积极进取，一脸自豪, and slang, eg 不要打退堂鼓.

- Students learn 成语 related to sportsmanship 体育精神，eg 坚持不懈，坚韧不拔，刻苦训练，友谊第一，比赛第二 Students:
  - discuss the meaning of sportsmanship and make connections with the benefits of playing their selected sport, eg 什么是体育精神呢？
  - discuss and analyse, with teacher support, the use of language, text structure and stylistic devices when writing an editorial or article to describe, explain and justify their own perspective on a topic or issue, eg 尊敬的编辑先生.
- compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC232)
- apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239)
- use an increasing range of Hanzi in texts, identifying the form and function of components in individual Hanzi (ACLCHU237)
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences (ACLCHU240, ACLCHU243)

**Students write an article for the class website, describing, explaining and justifying the benefits of playing their selected sport, and how this contributes to the development of sportsmanship.**

**Sample assessment activities**

Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U

Students, in pairs, create a digital program for an imaginary class sports day carnival, using stimulus materials and modelled language, and 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.
**Students with prior learning and/or experience**

Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U

Students compose a blog to describe the experience of teaching their buddy class to play a sport, 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.

**Students with a background in Chinese**

Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U

Students write an article for the class website, describing, explaining and justifying the benefits of playing their selected sport, and how this contributes to the development of sportsmanship, 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.