



The French School of Sydney

Chinese Language Program for Beginners

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Rationale

Chinese is the oldest living language in the world, and it has the largest number of native speakers. With China's fast economic growth and the expansion of economic connection between Australia and China, more and more people think it is necessary to learn Chinese language in order to understand Chinese culture, as well as getting into trade, commerce, tourism, education and other areas.

This one-year program aims to arouse students' interests into Chinese language and culture, and to provide opportunities for students to have a profound understanding of Chinese language and culture. At the same time, it also helps to provide students a basic foundation for any further Chinese study should they have any need or interest to proceed.

Learners Profile

This Chinese program is designed for non-background beginner students in the French School of Sydney. These students have not learned Chinese before, and currently they are in a co-educational school. By finishing this program, they would be able to achieve the outcomes of Stage 4 of NSW K-10 Syllabus.

Statement of Goals

With the aim of meeting the five broad goals of language learning identified by the ALL Guidelines, this program tries to explore students to all these areas. However, due to the reason that this is a very early stage of a new language learning process, the communication and sociocultural goal would be predominate in the majority of this program. The broad and specific goals are as follows:

Broad Goals	Specific Goals
Communication	To enable learners to: Establish and maintain relationships and discuss topic of interest Participate in social interaction related to making arrangement and making decisions with other Obtain information by listening to or reading a spoken oral text Giving information in spoken or written form
Sociocultural	To enable learners to: Understand how interpersonal relations are conducted Gain some insight into Chinese cultural traditions Gain an understanding of Chinese cultural achievement Gain some knowledge of Chinese current affairs
Learning how-to-learn	To enable learners to: Develop cognitive skills Take responsibility for their own learning Sustain communication in the target language
Language and cultural awareness	To enable learners to: Understand the function of language in everyday life Appreciate the systematic nature of

	language and the works Understand cultural variation and enriching nature of diversity
General Knowledge	To enable learners to: Gain knowledge and understanding in the areas related to their needs, interest and aspirations, as well as to other areas of their formal learning

Organization of Program

This program has been allocated into 4 terms with 6 weeks in the first term and 10 weeks for each second, third and fourth term. There are 2 periods per week and 60 minutes per period, for a total of 72 hours.

The general objectives and outcomes set to achieve are the objectives and outcomes from Stage 1-4 of the K-10 Syllabus. Because the learners are total beginners of this target language, a combination of objects and outcomes from Stage 1 to Stage 4 would be more objective and practical.

The language part of this program is based on the "Nihao" textbook. The cultural elements are compiled from various resources. Following is the organization of the program:

Term 1

	Language	Culture
Unit 1	Introduction to China	<ul style="list-style-type: none"> • The Chinese festivals • Chinese zodiacs
Unit 2	Greeting	<ul style="list-style-type: none"> • Chinese names

		<ul style="list-style-type: none"> • Addressing teachers • Story of Great Wall
Unit 3	Numbers (1-100)	<ul style="list-style-type: none"> • Lucky and unlucky numbers in China • Hand signs for numbers 1 to 10

Term 2

	Language	Culture
Unit 4	Identifying people and asking about age	<ul style="list-style-type: none"> • Chinese age: full age and function age • The Dragon Festival
Unit 5	Identifying objects and belongs	<ul style="list-style-type: none"> • Early Chinese four inventions • Chinese Calligraphy

Term 3

	Language	Culture
Unit 6	My family and family members	<ul style="list-style-type: none"> • Filial piety • The Terracotta Warriors
Unit 7	My pets	<ul style="list-style-type: none"> • Chinese Zodiacs • Chinese life style

Term 4

	Language	Culture
Unit 8	Nationality and language ability	<ul style="list-style-type: none">• The Moon Festival• Chinese Dialects
Unit 9	Sports	<ul style="list-style-type: none">• Chinese Kongfu

Statement of Assessment

Assessment is one of the best feedbacks about the achievement of objectives in this program. It is carried out throughout the whole learning process and is considered as an integral part of the learner-centred program.

As the major objective is using the language, the emphasis is on assessing communicative performance. At the same time, other aspects such as language knowledge and sensitivity to cultural phenomenon are assessed as well.

The formative assessment is employed during the process of learning, it includes:

- Observation of learner's performance in both activities and exercise
- Discrete point test on particular items of language, specific skills and general knowledge
- Integrative test on students' ability to participate in communication in a particular context

Summative assessment is conducted at the end of the term.

The assessment would be used as a part of learning materials and students would make progress by learning from reviewing the

mistakes. The result of student's performance in assessment would be reported to principal and parents.

Resources

This program is mainly based on Nihao textbook, student workbook and teacher's handbook, which are widely used across Australia in Chinese language teaching. At the meanwhile, materials from Chinese Made Easy, Hanyu, and other resources would be used for reference as well. Apart from flashcards, tapes, CD-ROM, students are encouraged to use computers and other resources.

Term 1

Topic Items	Introduction to China (Week 1-2)
Objectives & Outcomes	1. MBC.1 1.MBC.2 2.MBC.1 4.MBC.1 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Recognize China on the Map of world • Greet in Chinese and in Chinese ways: Standing - Greeting - sit do • Watch a video; China and Chinese nationalities • Show: Students wear costume of Chinese minority nationality
Other Learning Experiences	<ul style="list-style-type: none"> • Set up classroom rules • Group discussion: What I know about. China • Introduction about • The Spring Festival; the Lantern Festival; Chinese dragon
Resources	Ni Hao 1 text book and workbook, Han Yu 1 text book and workbook, Video tape,
Assessment	Presentation: What do you know about China?
Topic Items	Greetings (Week 2-4)
Objectives	1.UL.1 2.MLC.2 4.UL.1 4.UL.3 4.MLC.1 4.MLC.2

& Outcomes	4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Drilling: new words and expressions • Listen to the dialogue: greetings • Pair work: read the dialogues • Role play: make up a dialogue: greeting and introducing to each other • Work sheets (reading and writing) • Character writing
Other Learning Experiences	<ul style="list-style-type: none"> • Watch the video "Hello, Beijing!" • Something to know: Chinese names, addressing teachers, the Great Wall
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard
Assessment	<ul style="list-style-type: none"> • Listening and responding (Greeting), Vocabulary test

Term 1 (Continued)

Topic Items	Number (1-100), Date, Week, Month (Week 5-6)
Objectives & Outcomes	1.UL.1 1.UL 2.UL.1 2.UL.2 2.MBC.1 3.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Drilling words and expressions • Practise telling the numbers from hand sign • Bingo game • Match the numbers in Chinese Characters to Arabic numbers • Pair work: ask each other about date, week and month • Work sheets • Character writing
Other Learning Experiences	<ul style="list-style-type: none"> • Understand lucky and unlucky numbers in China • Design a calendar according to zodiacs picture and number
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard, a real Chinese calendar
Assessment	<ul style="list-style-type: none"> • Assess the calendars made by students

Term 2

Topic Items	Identify people and asking about age (Week 1-5)
Objectives & Outcomes	1.UL.1 1.UL.2 1.UL.3 1.UL.4 1.MBC.2 2.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • New words and sentence structures drilling • Make birthday cards • Practise speaking with different partners • Role play • Workbook exercise • Listen to the tape • Watch a video • Find the Chinese translation of your name on internet • Write the Chinese characters
Other Learning Experiences	<ul style="list-style-type: none"> • Linguistic knowledge: Radicals, personal pronoun • Cultural knowledge: Chinese age, the Dragon Festival
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard, a real Chinese calendar
Assessment	<ul style="list-style-type: none"> • Words and sentences matching • Listening and responding • Oral test • Chinese character dictation

Term 2 (Continued)

Topic Items	Identify objects and belongs (Week 6-10)
Objectives & Outcomes	1.UL.1 1.UL.2 1.UL.3 1.MLC.1 1.MBC.2 4.MBC.2
Exercises &	<ul style="list-style-type: none"> • New words and sentence structures drilling

Activities	<ul style="list-style-type: none"> • Identify items on the flash cards or on the desks • Questions and answers • Pair work • Role play • Workbook exercise • Listen to the tape • Bingo game • Write the Chinese characters
Other Learning Experiences	<ul style="list-style-type: none"> • Learning how to learn: Grammar (negation) • The finger-guessing game • Chinese Calligraphy • Early Chinese inventions
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard, stationary, writing brusj
Assessment	<ul style="list-style-type: none"> • Pictures description using pinyin • Make sentences using the words given • Cloze task • Chinese Characters dictation

Term 3

Topic Items	My Family and Family Member (Week 1-5)
Objectives & Outcomes	1.UL.2 4.UL.2 4.MLC.1 2.MBC.2 3.MBC.2 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Draw family trees according to own family • Play Chinese hat • Write a personal profile • Draw family tree of an extended family • Organize the lyrics of song "home sweet home" in order • Worksheets and workbook
Other Learning Experiences	<ul style="list-style-type: none"> • Discussion: Chinese kinship terms of relatives in English • Videos of traditional Chinese families • Something to know: Filial piety, the Terracotta Warriors
Resources	Nihao 1 text book and workbook, CD, tape, flashcard,
Assessment	Draw a family tree of an extended Chinese family Vocabulary test Presentation in English: traditional Chinese families Writing task in simply target language

Term 3 (Continued)

Topic Items	My Pets(Week 6-10)
Objectives & Outcomes	3. UL.3 4.UL.1 4.UL.4 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Survey on pet type and present in written form • Describe pets using target language • Presentation: Chinese lifestyle and comparison of Australian and Chinese lifestyle in English • Play the Chinese Zodiac • Worksheets and workbook
Other Learning Experiences	<ul style="list-style-type: none"> • Discussion: Chinese lifestyle in English • Compare Chinese and Australian lifestyle in English • Videos of tradition Chinese lifestyle • Something to know: pets registration
Resources	Nihao 1 text book and workbook, Nihao teacher's handbook, flashcards, CD, video
Assessment	<ul style="list-style-type: none"> • Listening comprehension • Dictation of words and sentences • Writing task in English • Presentation in English: Chinese lifestyle

Term 4

Topic Items	Nationality and language Ability (Week 1-5)
Objectives & Outcomes	1.UL.1 1.MLC.2 1.MBC.1 2.UL.1 2.UL.2 2.MLC.2 3.UL.3 3.MLC.2 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • Brainstorm to write down the names of some countries • Match words to pictures • Oral practice in pairs • Listen to a tape and do worksheets • Read the texts • Role-play: Can you speak Chinese? • Internet research: the languages used by Chinese • Group discussion: different names for Mandarin in different countries/ areas
Other Learning Experiences	<ul style="list-style-type: none"> • Learning how to learn: grammar • Internet research • Study the pictographic origins of the words • Use a dictionary • Moving between cultures: • Recognize sign language for "a little bit", "very good" • Recognize formulaic expressions: eg: not really • The Moon Festival • Chinese dialects
Resources	Nihao 1 text book and workbook, Nihao 1 teacher' book, tapes, flashcards, Chinese Made Easy
Assessment	<ul style="list-style-type: none"> • Questions and Answers • Make sentences using the words given • Picture description • A short speech about yourself (logically and fluently)

Term 4 (continued)

Topic Items	Sports (Week 6-10)
Objectives & Outcomes	1.UL.3 1.MBC.1 2.UL.4 2.MLC.2 3.UL.1 4.UL.3 4.MLC.1 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> • In groups, brainstorm to work out the relevant vocabulary, characters and expressions for sports • Survey: What Sports Do You Like? • Fill up the gap while listening to the tape • Describe an activity based on pictures • Write a narrative: My Favourite Sports
Other Learning Experiences	<ul style="list-style-type: none"> • Learning how to learn: • Study the pictographic origins of words • Find out the possible rules of different verbs • Moving between cultures: • Compare traditional Chinese sports with traditional Australian sports • Learn something about Chinese Kongfu (Taichi)
Resources	Nihao 1 text book and workbook, Nihao 1 teacher' book, dictionary, flashcards
Assessment	<ul style="list-style-type: none"> • Match Chinese words to the pictures • Oral expression • Listening and responding: True or False • Writing Task