

To:

The French School of Sydney

Chinese Language Program for  
Students of Beginner to  
Elementary Level

Teacher: Teng Fei (Donald) Dong

Year: 2008

# Contents

## Part 1: General Overview

Rationale

Learner Profile

Statement of Goals

Organization of Program

Statement of Assessment

Resources

## Part 2: Term Outlines

Term I

Term II

Term III

Term IV

## 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 is specifically designed for French School of Sydney beginner students, to further their interests into Chinese language and culture, and to provide opportunities for them to have a profound understanding of Chinese language and culture. At the same time, it also helps to provide them more knowledge about Chinese study and prepare them for intermediate level should they have any need or interest to proceed.

## Learners Profile

This Chinese program is designed for non-background beginner to elementary level students in the French School of Sydney. These students are in a co-educational school and have learned Chinese for 60 hours in previous year. By finishing this program, they would be able to achieve the outcomes of Stage 4 of NSW K-10 Syllabus and be ready for Stage 5.

## 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 still an 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 50 minutes per period, for a total of 60 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 students have only finished 60 hours of study 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	Introducing friends	<ul style="list-style-type: none"><li>• Chinese school system and time table</li><li>• Boarding school</li></ul>
Unit 2	Chinese food	<ul style="list-style-type: none"><li>• Yum cha</li><li>• Chinese cuisine</li></ul>

### Term 2

	Language	Culture
Unit 3	Birthday	<ul style="list-style-type: none"><li>• Celebration of Chinese birthday</li><li>• Traditional</li></ul>

		festivals and official holidays
Unit 4	My daily routine	<ul style="list-style-type: none"> <li>• Traditional Chinese leisure activities</li> </ul>

### Term 3

	Language	Culture
Unit 5	House plan	<ul style="list-style-type: none"> <li>• Siheyuan</li> <li>• Chinese concept of home</li> </ul>
Unit 6	Dressing	<ul style="list-style-type: none"> <li>• Chinese culture about colours</li> <li>• Silk Road</li> <li>• Traditional cloth nowadays</li> </ul>

### Term 4

	Language	Culture
Unit 7	Shopping	<ul style="list-style-type: none"> <li>• Chinese currencies</li> <li>• Chinese fruits</li> </ul>
Unit 8	Visiting friends	<ul style="list-style-type: none"> <li>• Addressing friends' parents</li> </ul>

## 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	Introducing friends (Week 1-3)
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 3.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ New words and sentence structures drilling</li> <li>❖ Role play for the content</li> <li>❖ Use the computer for listening exercise and character writing</li> <li>❖ Workbook exercises</li> <li>❖ Translation and interpretation</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Chinese school system and timetable</li> <li>❖ Boarding school and its timetable</li> <li>❖ Students' responsibilities within Chinese schools</li> </ul>
Resources	Ni Hao 1 text book and workbook, Han Yu 1 text book and workbook, Video tape, Chinese Made Easy 1 text book
Assessment	<ul style="list-style-type: none"> <li>❖ Role play for the content</li> <li>❖ Translation and interpretation exercise</li> <li>❖ Design a timetable for a boarding school student in China</li> </ul>

Term 1 (Continued)

Topic Items	Chinese food (Week 4-6)
Objectives & Outcomes	1.UL.1 2.MLC.2 3.UL.3 4.UL.3 4.MLC.1 4.MLC.2 4.MBC.1
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ Drilling: new words and expressions</li> <li>❖ Group discussion about Chinese food</li> <li>❖ Pair work: read the dialogues</li> <li>❖ Role play: ordering food in a Chinese restaurant</li> <li>❖ Work sheets (reading and writing)</li> <li>❖ Character writing</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Students' experience of Yum Cha</li> <li>❖ Introducing Chinese 8 major cuisines</li> <li>❖ Find a receipt for a dish of Chinese food</li> </ul>
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard, Nihao computer software
Assessment	<ul style="list-style-type: none"> <li>❖ Listening exercise and speaking test</li> <li>❖ Vocabulary test</li> <li>❖ Find a receipt for a dish of Chinese food</li> </ul>

Term 2

Topic Items	Birthday (Week 1-5)
Objectives & Outcomes	1.UL.1 2.UL.2 2.UL.4 2.MLC.2 3.UL.3 3.MLC.2 2. MBC.2 3.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ New words and sentence structures drilling</li> <li>❖ Make birthday cards</li> <li>❖ Practise speaking with different partners</li> <li>❖ Role play</li> <li>❖ Workbook exercise</li> <li>❖ Listen to the tape</li> <li>❖ Group discussion about different ways of celebrating birthday</li> <li>❖ Write the Chinese characters</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Linguistic knowledge: Pro-dropping sentences</li> <li>❖ Cultural knowledge: Chinese way of birthday party</li> <li>❖ Official holidays and traditional festivals</li> </ul>
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"> <li>❖ Words and sentences matching</li> <li>❖ Listening and responding</li> <li>❖ Oral test</li> <li>❖ Chinese character dictation</li> </ul>

Term 2 (Continued)

Topic Items	My daily routine (Week 6-10)
Objectives & Outcomes	1.UL.1 2.UL.2 2.UL.3 3. UL.4 3.MLC.1 3.MBC.2 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ New words and sentence structures drilling</li> <li>❖ Role play: my daily routine</li> <li>❖ Translation and interpretation</li> <li>❖ Group discussion: healthy life style</li> <li>❖ Workbook exercise</li> <li>❖ Use computer software for listening and speaking</li> <li>❖ Write the Chinese characters</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Linguistics knowledge: tense in Chinese sentence</li> <li>❖ Culture knowledge: traditional leisure activities in China</li> <li>❖ Introducing Chinese tea</li> </ul>
Resources	Nihao 1 text book and workbook, Han Yu 1 text book and workbook, tape, flashcard, Nihao computer software
Assessment	<ul style="list-style-type: none"> <li>❖ Listening comprehension: daily routine</li> <li>❖ Cloze task</li> <li>❖ Chinese Characters dictation</li> </ul>

Term 3

Topic Items	House plan (Week 1-5)
Objectives & Outcomes	1.UL.1 2.UL.2 3.UL.3 3.MBC.1 3.MBC.2 4.MBC.1
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ Draw a picture of dream house, marked with Chinese name for each section</li> <li>❖ Listening comprehension: match the name to the correct section</li> <li>❖ Reading comprehension: using the location words</li> <li>❖ Barrier game: select the correct picture</li> <li>❖ Use computer software to practise</li> <li>❖ Worksheets and workbook</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Pictures of different types of Chinese housing</li> <li>❖ The growth of real estate market in China</li> </ul>
Resources	Nihao 1 text book and workbook, CD, tape, flashcard, Nihao computer software
Assessment	<ul style="list-style-type: none"> <li>❖ Reading comprehension</li> <li>❖ Listening comprehension</li> <li>❖ Fill in the cloze</li> </ul>

Term 3 (Continued)

Topic Items	Dressing (Week 6-10)
Objectives & Outcomes	1.UL.1 1.MBC.1 2.UL.4 2.MBC.2 3.UL.1 3.MLC.1 3.MBC.2 4.UL.3
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ New words and sentence structures drilling</li> <li>❖ Synonyms</li> <li>❖ Role play for commenting about dressing</li> <li>❖ Recognize pictures of different styles of minorities people in China</li> <li>❖ Worksheets and workbook</li> <li>❖ Use computer software for listening and speaking exercise</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Chinese culture about colours</li> <li>❖ Silk Road</li> <li>❖ Traditional cloth nowadays</li> </ul>
Resources	Nihao 1 text book and workbook, Nihao teacher's handbook, flashcards, CD, Nihao computer software
Assessment	<ul style="list-style-type: none"> <li>❖ Listening comprehension</li> <li>❖ Role play for the content</li> <li>❖ Design a long dialogue about dressing</li> </ul>

Term 4

Topic Items	Shopping (Week 1-5)
Objectives & Outcomes	1.UL.1 2.UL.2 2.MLC.2 3.UL.1 3.MBC.1 4.UL.3 4.MLC.1 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ Group discussion: shopping experience</li> <li>❖ New words and sentence structures drilling</li> <li>❖ Use computer software for listening and speaking exercise</li> <li>❖ Workbook exercises</li> <li>❖ Design a dialogue for a shopping experience</li> <li>❖ Role-play: Shopping in the department store</li> <li>❖ Reading exercise</li> <li>❖ Group discussion: different names for Mandarin in different countries/ areas</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Linguistics knowledge: stating degree</li> <li>❖ Chinese currency system</li> <li>❖ Some Chinese fruits: kiwi, longan, lychee</li> </ul>
Resources	Nihao 1 text book and workbook, Nihao 1 teacher' book, Nihao computer software, flashcards, Chinese Made Easy
Assessment	<ul style="list-style-type: none"> <li>❖ Design a dialogue about bargain hunting</li> <li>❖ Role play for the dialogue</li> <li>❖ Listening and reading test</li> </ul>

Term 4 (continued)

Topic Items	Visiting friends (Week 6-10)
Objectives & Outcomes	1.UL.1 2.UL.4 2.MLC.2 3.UL.1 3.MBC.1 4.UL.3 4.MLC.1 4.MBC.2
Exercises & Activities	<ul style="list-style-type: none"> <li>❖ Group discussion: visiting a friend</li> <li>❖ New words and sentence structures drilling</li> <li>❖ Role play: visiting a friend</li> <li>❖ Use computer software for listening and speaking exercise</li> <li>❖ Workbook exercise</li> <li>❖ Design a dialogue about experience of visiting friends</li> <li>❖ Listening comprehension</li> </ul>
Other Learning Experiences	<ul style="list-style-type: none"> <li>❖ Chinese cultures about receiving gifts, addressing others and receiving offers</li> <li>❖ Discussion: eastern way or western way?</li> </ul>
Resources	Nihao 1 text book and workbook, Nihao 1 teacher' book, dictionary, flashcards, Nihao computer software
Assessment	<ul style="list-style-type: none"> <li>❖ Listening comprehension</li> <li>❖ Reading comprehension</li> <li>❖ Role play of a self-design dialogue</li> </ul>