Chinese Year 10

My home and neighbourhood (4-5 weeks)

**Key concepts**

The key concepts I want students to learn are that:

* There is a range of language to describe and compare Chinese and Australian homes and neighbourhoods
* House design and construction varies across regions in China, Australia and other countries.

The learning matters because:

* Exchanging information about homes and neighbourhoods allows students to sustain communication and to compare these aspects of Chinese and Australian society, thereby developing intercultural understandings.
* Recognising the diversity of Chinese culture is an essential element in understanding Chinese society.

**Cross-curriculum content**

**Key competencies**

Collecting, analysing and organising information, communicating ideas and information, solving problems

**Literacy**

Dictionary skills, composing descriptions and creating an advertisement

**Numeracy**

Recognising 2D shapes and 3D objects, angles and position

**ICT**

Use ‘Explain Everything’ Application on iPad or Microsoft PowerPoint to create a floor plan for a house

**Socio-cultural content**

Comparison of Chinese and Australian homes

Comparison of Chinese and Australian advertisements for homes to buy or rent

The place and importance of animals in Chinese and Australian homes.

**Structures**

[person/pronoun] 家有 [number] [room]

[person/item] 在那儿？

在 [room/furniture] [position]

这是 [room], 里面 很 [adjective]/又 [adjective] 又 [adjective]

Extension

把 [item] 放在 [room/furniture] [position]

**Suggested assessment**

* Students write a description of a peer’s home based on their floor plan and/or model and read it out. Students record using Audacity and play guessing game/barrier game using different floor plans/models. (listening and responding, speaking, reading and responding, writing)
* Students design and create a brochure to sell a home with text and images using Microsoft Word or other appropriate program. (writing and creative thinking)

**Building the field**

* Pre-testing and discussion – Revision of prior knowledge about Chinese and Australian homes and predicting possible similarities and difference in housing – What I know now and what I want to know. This will be the basis of a research assignment about different styles of housing in China.
* Stimulus material – video segments depicting aspects of lifestyle related to Chinese housing

**Outcomes**

Outcomes and other syllabus material referenced in this document are from [Chinese K-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/chinese_k10_syllabus.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

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| Outcome  | Students learn about | Students learn to |
| 5.UL.1 | ways of identifying relevant details when listening for specific information  | make judgements about the relevance of detail in understanding text |
| 5.UL.2 | ways of identifying relevant details when reading for specific information | make judgements about the relevance of detail in analysing text |
| 5.UL.3 | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information |
| 5.UL.4 | resources available to enhance or promote independent learning | develop skills in accessing appropriate additional information to expand and enhance communication |
| 5.UL.4 | the use of technology to express ideas and create own text | access websites to transfer and manipulate data to produce a specific text |
| 5.MLC.1 | the need for consistent application of grammatical rules and conventions to achieve effective communication | use metalanguage to explain linguistic structures and textual features encountered in text |
| 5.MLC.2 | the importance of being aware of the choices that are made to convey precise meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text |
| 5.MBC.2 | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts, e.g. advertisements |

**Suggested teaching, learning and assessment activities**

1. **Room quiz**

Project [*Zou ba!*](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/contents/home.htm) Unit 13, Path 2, Scenario on to an interactive whiteboard or screen. Note: *Zou ba!* is only available in Department of Education schools. Select unit 13 and then click on path 2. Choose Say it!. Introduce vocabulary for the rooms of the house and structure – ‘Where’s family member/item? He/She/It’s in the [room]’ by playing each of the 3 levels. Choose Read it! Students listen, then read each of the sentences aloud. (listening and responding, speaking)

**2. Independent tasks**

Students complete [Zou ba!](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/contents/home.htm)Unit 13, Path 2, Tasks 1‑8 at their own pace. (listening and responding, speaking, writing)

**3. Floor plan**

Students create a floor plan of their home (real or imagined) with rooms correctly labelled in Chinese using Microsoft PowerPoint. Students then build a model home according to their floor plan. Students write a description, including sentence structures such as 我家有 [number] [measure word] [room]. 我家有 [type of room]. For extension, students could add adjectives to enhance their description such as 大、小、宽敞的、窄小的. (writing)

**4. Create neighbourhood**

As a class, students build a neighbourhood using their built model homes, including streets, street signs, and a recreational area. Students will describe the neighbourhood such as various types of housing in the neighbourhood, who lives in the neighbourhood, and the environment. Students will also explain the positions of their friends’ home in relation to their own home. (listening and speaking)

**6. Finding differences**

Students, in pairs, look at images of different styles of Chinese homes, including rural and urban from different regions. [Odizzi, China - homes](http://www.oddizzi.com/teachers/explore-the-world/country-close-up/china-country-close-up/living-in-china/homes/) has some good examples. Students discuss what they notice and how they feel about these homes, for example, size and shape, conditions of these homes, building materials. How do they compare to homes they have lived in? Students reflect on whether they would like to live in one of them. Students discuss how a Chinese student might feel about living in their Australian home or neighbourhood?

**7. Search the treasure**

In the Word Treasure Box (located at the end of this document), students need to find:

• two unknown characters with roof top radical

• two unknown characters with wood radical

• two unknown characters with water radical.

Predict the meaning for the unknown characters, and then use a dictionary with radical search method to confirm the meaning. (reading)

**8. Guessing game**

Students write a description of a peer’s home and record it using Audacity. Divide the class into groups of fours for the guessing game, play the recording and let student to guess whose home is it. (listening and responding, speaking, reading and responding, writing)

**9. Data collection**

In groups of five, students interview one another about the types of homes they live in. Students record the information in a table, with the following headings:

* 姓名
* 房屋类别
* 几间卧室
* 几间浴室
* 静街/闹街
* 其它信息

Students collate the data and share the information with the class. This activity can also be done using Google Classroom among Chinese classes in different schools. (listening and responding, speaking, reading and responding)

**9. Room for change**

Students complete the interactive exercises on [Chinese home - Room for Change](http://www1.curriculum.edu.au/nalsas/explorers/scenarios/chinese/scenario_2/scenario/scenario_2.html) activity using laptops. (listening and responding, reading and responding)

**10. Create a puzzle**

The teacher will choose a picture of a room, write a paragraph describing the room, make a photocopy of the paragraph and paste it on the back of the picture which is now the puzzle. Then cut the puzzle into a number of small pieces (depending on the number of students in the class, if there are 20 students, cut it into 20 pieces). Distribute one piece to each student. The teach will read the paragraph to the students, students can only come up to the front of the classroom to put the puzzle piece down when they hear the text of their puzzle piece is read. Once this is done as a whole class activity, students can then create their own puzzle and play the game in smaller groups. (listening and responding, speaking and writing)

**11. House for sale**

Students are divided into groups of five. In each group, students are to work collaboratively to create an advertisement to sell a house. The advertisement needs to include a description of the house (including number of bedrooms, bathroom, kitchen, living room, out-door area), a floor plan, and a drawing/picture of the house. Each group will present their advertisement to the whole class. The class will vote for the best advertisement according to the language and visual used in the advertisement. (speaking and writing)

**Word Treasure Box**

Print and cut the following vocabulary cards, then place them in a small box to make a **Word Treasure Box** to be used for various language activities.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 房 | 层 | 尽 | 尾 | 屉 | 昼 |
| 间 | 闯 | 闹 | 问 | 闪 | 屡 |
| 闻 | 阁 | 寡 | 寒 | 寨 | 富 |
| 宠 | 室 | 官 | 宫 | 安 | 它 |
| 渺 | 湾 | 港 | 淡 | 历 | 原 |
| 肩 | 启 | 压 | 厢 | 厦 | 厨 |
| 扇 | 扁 | 所 | 雇 | 局 | 床 |
| 村 | 权 | 栏 | 枕  | 板 | 机 |