# Chinese Year 9

Weather and travel (3-4 weeks)

## Key concepts

The key concepts I want students to learn are that:

* There is a range of language that can be used when communicating about organising outings and the weather.
* Symbols, landmarks and practices reflect places of importance to create a sense of identity.
* Cultural diversity can be explored and presented using a range of media.
* The weather in China is different from the weather in Australia.

The learning matters because:

* Being able to discuss the weather and organise outings with Chinese friends or visitors contributes to students’ capacity to initiate and sustain communication.
* Understanding that historical and modern landmarks are expressions of identity to specific cultures emphasises the importance of preserving heritage sites.
* Being able to use different media to explore cultural diversity aids intercultural understanding.
* Differences in weather and seasons have a significant influence on the lifestyles of different cultures.

## Cross-curriculum content

### Key competencies

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

### Literacy

Composing an email, report

### Numeracy

Tables, average temperature, temperature estimation, mapping grid

### ICT

Internet research, email, use Comic Maker for creating short stories, use Audacity to record conversations

### Socio-cultural content

* Comparison of Chinese and Australian (and other countries’) landmarks, icons and world heritage sites
* Comparison of Chinese and Australian weather and seasons
* Comparison of Chinese and Australian towns and cities

## Structures

今天 / 明天 /天气怎么样？

* 今天(天气) [weather condition]。 / 明天(天气)可能 [weather condition]。
* [city] 今天 / 明天 /天气怎么样？
* [city] 今天(天气) [weather condition] 。

今天 / 明天 /天气怎么样？

* 今天(天气) [weather condition]。 / 明天(天气)可能 [weather condition]。

[city] 今天 / 明天 /天气怎么样？

* [city] 今天(天气) [weather condition]。
* [city] 明天(天气)可能 [weather condition]。

明天你打算作什么？还没决定。

* 我们去 [place] 好吗？/我们去 [verb] [place] [activity] 好吗？好。/ 不，我不想去。
* 好，几点？[time] 点。好，明天见。

## Building the field

Discuss the differences between weather and seasons, and cities and towns in China and Australia and other countries (substantive communication)

Stimulus material:

* Scenario from [Zou ba! Unit 10 Path 1](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/start_here.html) (Department of Education login required)
* [F](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/start_here.html%22%20%5Co%20%22Link%20to%20the%20online%20Zou%20ba%20text.)lashcards, DVD/flashcards/posters of famous Chinese/Australian landmarks

## 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 in which texts are constructed for specific purposes  | identify purpose, eg to inform, persuade or entertain and distinguish between main points and specific and supporting details in text |
| 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 | collaborative and inclusive ways to achieve communication goals | interact with reference to purpose, audience or participants,eg asking for information |
| 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 effect of linguistic choices on intended meaning | make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures |
| 5.MBC.1 | the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own |
| 5.MBC.2 | language used to express cultural values, and to represent people and cultures in texts | explain cultural references in texts |

## Suggested teaching, learning and assessment activities

### 1. Weather quiz

Introduce structure and vocabulary for weather using Scenario and Say it! Drill from [Zou ba! Unit 10 Path 1](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/start_here.html) on IWB. Please note Zou ba! is only accessible in NSW Department of Education schools. (Listening, speaking and responding)

Using their laptops, students complete [Zou ba! Unit 10 Path 1 Tasks 1 and 2](https://detwww.det.nsw.edu.au/curr_support/languages/chinese/zou_ba/start_here.html).

### 2. Internet research

Students complete a teacher-made Web Quest by researching the internet to find out about weather and seasons in China.

Students discuss similarities and differences in weather and seasons in regions of Australia and China. Students discuss how weather and seasons might impact on lifestyles. (listening, speaking, reading and writing)

### 3. Weather forecast

Students discuss and predict weather of the week for Sydney or a city in China.

In groups of two, practise the dialogue of 明天天气怎么样？

Create a weather forecast chart using Keynote or PowerPoint (listening, speaking, reading and writing)

Students may use [Voki](http://www.voki.com/) or [Yakit Kids](https://itunes.apple.com/au/app/yakit-kids/id794546203?mt=8) (iPad app) to record their detailed weather forecast and present it to the class. (listening and speaking)

### 4. Which is the best city for travelling?

Place students in small groups of four or five and assign each group one city (Australia or China). Students research weather, tourist attractions and landmarks of that city. Students draft, edit and produce a brochure using publication tools such as Adobe Contribute. Each group presents their brochure to the class. Students compare and decide on the best city for travelling, explaining their reason in either Chinese or English. (listening, speaking, reading and writing)

### 5. Plan a trip

In small groups, students are given a list of cities and their weather forecast for ten days. Students work collaboratively to plan a trip to visit all the given cities in the ten-day timeframe. Students need to plan adequate time for visiting each city, sightseeing, activities and appropriate clothes to pack according to the weather forecast. Students write the planned trip in diary form. (listening, speaking, reading and writing)

### 6. Email

The teacher writes an email enquiring about weather and tourist attractions in Sydney, from the perspective of a Chinese student. Students read the email and write a reply, answering any questions asked. (reading and writing)

### 7. Map of China and Australia

Students take a copy of a map of China and Australia and identify major cities and landmarks. Students graph a yearly weather chart for each of the major cities in both countries and compare the similarities and differences.

Students write an email to a friend in China, recommending the best season to travel to Australia and the best city to visit. (writing)

### 8. Creative writing

Students create a comic of travelling to China using learnt vocabulary and knowledge. In pairs, students use a comic maker, such as [Comic Maker](http://www.readwritethink.org/files/resources/interactives/comic/) or [Story Creator](https://itunes.apple.com/au/app/story-creator-easy-story-book-maker-for-kids/id545369477?mt=8) (iPad app) to make their comic story. They need to think creatively and critically about the sequence of events in their comic story. Students share their comics with each other and provide feedback. (reading and writing)

## Suggested assessment

* Students watch a DVD or teacher shows flashcards of famous Chinese landmarks and heritage sites. In pairs, students discuss similarities and differences between famous Australian and Chinese landmarks and heritage sites (and other countries represented by students in class) and the implication of whether these are protected. (substantive communication, inclusivity, cultural knowledge, problematic knowledge)

Using the language and *hanzi* they have learnt to date, in pairs, students write and role-play a dialogue based on the discussion. This could be recorded using Audacity. (listening, speaking, reading and writing) (deep understanding, critical thinking skill, collaboration, substantive communication, background knowledge)

* Create a weather report for six to eight Australian or Chinese cities using PowerPoint and Adobe Presenter with audio, images and text. (speaking, writing) (student direction, deep understanding, higher-order thinking, ICT)

## Other suggested Resources

* Chang, P. (1999), Hanyu for intermediate students Stage 3 Course book, Addison Wesley Longman Australia. SCIS 992138
* Fredlein, S. (2008), Ni Hao 2, Chinese language course. Elementary level, ChinaSoft, QLD. SCIS 1403637
* Zhongguotong, Stages 1 & 2 (1992) Curriculum Corporation, Vic. SCIS 730052
* [Tai Hao Le](http://www.scootle.edu.au/ec/viewing/L3447/index.html) – Learn to Speak Chinese, Curriculum Corporation, Australia. SCIS 1122678
* [Language Learning Space](https://www.scootle.edu.au/ec/search?q=weather+in+Chinese&field=title&field=text.all&field=topic) (lls)