

**Assignment Cover Sheet**

(Complete and attach to your assignment)

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| --- | --- | --- | --- | --- | --- |
| **Surname:** Wang | | | | **Given name:** Ted | |
| **Student ID:** 300304414 | | | | | |
| **Course Code: TCGH373** | | | | | |
| **Course Title: Learning Languages Curriculum Study** | | | | | |
| **Course Coordinator:** Eric Yates | | | | | |
| **Tutor name/ Group Number**: | | | | | |
| *(Please select one)*  **Online**  **Campus** | |  | *(Please select as appropriate)* | | |
|  | **ECE**  **BA  BTeach** | | |
|  | **GDipTchg  *Primary*** *(or)* ***Secondary*** | | |
|  | **MTchLrn  *Primary*** *(or)* ***Secondary*** | | |
| **Other Postgraduate: ….……………………………………………………………………………….** | | | | | |
| |  |  | | --- | --- | | Word count: | 3494 |   **Assignment Number and Title:**  Assignment 2 | | | |

**Assignment**

**Resubmission**

**Extension** (Attach signed extension form and all documents tosupport this)

**Due Date:** 9/06/17

Please tick to confirm you have a copy of this assignment should it be needed

**Certification of Authenticity**

In submitting this assignment I declare that this piece of work is my own and that all sources of information have been acknowledged and referenced.

**Student’s Signature:** Ted Wang **Date:** 19/06/17

(for office use)

**Assignment Received:**

Year 11 Chinese - Unit Summary: Celebrating Chinese Festivals

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| Year 11 Chinese | NCEA L1 | Credits: 5 | Language Curriculum level 6 | Duration: 4 weeks – 16 Lessons |
| **NZC Achievement Objectives:**  **Proficiency descriptor**  Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.  **Language knowledge**  Understand ways in which the target language is organised for different purposes.  **Cultural knowledge**  Understand ways in which the target culture(s) is (are) organised for different purposes. | | **NZC Key Competencies:**   * Using language, symbols, and texts * Managing self * Relating to others |
| **Assessment resources:**   * [NCEA/TIKI assessment resources](http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Learning-languages/Chinese/Level-1-Chinese) * [Learning languages Tiki resources](http://learning-languages.tki.org.nz/Language-Resources/Chinese) * [Chinese NZQA](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/chinese/levels/) |
| **Unit Learning Objectives**: *Students will be able to…*   * Describe Chinese festivals, what they do, special food and drinks they eat, what the festival represents. * Recognise similarities and differences between Chinese and New Zealand festivals * Express an interest in one of the Chinese festivals and why; can persuade someone to attend that event * Acknowledge cultural reasons (story, symbolism) why certain delicacies are eaten | | |
| **NCEA Links:** Achievement standard and Assessment  **Chinese** **1.1** (**AS90868):** Demonstrate understanding of a variety of spoken Chinese texts on areas of most immediate relevance.    **Chinese** **1.2** (**AS90869):** Give a spoken presentation in Chinese that communicates a personal response.  **Chinese** **1.3** (**AS90870):** Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations | | |

Unit Overview flow chart

Looking at Chinese New Year

* Food and symbolism
* Customs, traditions and meaning
* What it would look like

Read a dialogue then make a comic strip with a dialogue that could happen. (Formative assessment of their understanding)

Introduction of topic: Celebrating Chinese festivals. Festivals to consider

* Chinese New Year (Spring festival)
* Chinese lantern festival
* Christmas (China)
  + Within the festival (food, stories, symbols)

Practice on using comparisons, and opinions. Various worksheets; Piece together dialogue in groups, investigate what character likes what holidays and why from text,

End of Unit Assessment: Writing

Celebrating festival in a foreign country, students can decide to be a Chinese student going to NZ or vice versa, describe a festival they attended and compare back to home country. Express opinions of which on they liked

Summative vocabulary assessment – Kahoots, flashcards, word bingo (throughout unit)

Summative vocabulary assessment – Kahoots, flashcards, word bingo (throughout unit)

Summative vocabulary assessment – Kahoots, flashcards, word bingo (throughout unit)

Chinese Lantern festival/ Mid-Autumn Festival

* Story of why
* Traditions, and customs
* Visual/adjectives

Draw an illustration of what Chinese Lantern might look like (BYOD) write a description of what you drew. (Formative assessment of their understanding)

Christmas (China and NZ)

* Food
* Customs, traditions, events
* What does it look like?

Create a poster of a Christmas day “movie”, attach of a synopsis of what will happen on Christmas Day. (Formative assessment of their understanding)

Expressing opinions

* How to compare
* Reasoning/Opinions
  + Food, atmosphere

Fill in the blanks sheet – Text of students talking about holidays

**Weekly Planner – 4 Lesson per week**

**Week 1**

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| **Learning Intention (Hua Ako)** | **Success Criteria** | **Sociocultural learning** | **Structure and vocabulary** |
| **WALT:**   * Gain interest in Chinese culture * Learn about Chinese New Year (Spring Festival) and why it is an important festival. * Understand the culture behind Chinese New Year * Know about the Chinese Calendar (Zodiac) * Revise on previous vocabulary that will help us | **We are able to:**   * Make and do a Kahoots on CNY * Roleplay on dialogue about CNY * Understand why Chinese New Year is important * Identify what Zodiac calendar year you were born on * Describe places in our writing * Use previously learnt words in our sentences * Use chopsticks when eating Chinese food | * CNY is a celebration of the Lunar calendar. * Zodiac animals and their “[personalities](https://en.wikipedia.org/wiki/Chinese_zodiac)” * Significance of CNY and the reunion dinner * Symbolism of the “must eat” foods eaten e.g. Fish(魚yú) makes it a homophone for "surpluses"(餘yú) dumplings looks like gold ingots (Ancient Chinese currency *yuanbao)*. [List of food and meaning](https://en.wikipedia.org/wiki/Chinese_New_Year#Traditional_food)   + Eating food with people is a big thing in China so so students are going to have a shared lunch | Expressing opinions   * 我喜欢。。。因为。。。(I like…because…) * 我要（noun)。。。(I want to…) * 不但。。。而且。。。 (Not only… but also…)   **New vocab**  春节　The Spring Festival  农历　lunar calendar  正月　lunar January; the first month by lunar calendar 除夕　New Year's Eve; eve of lunar New Year  初一　the beginning of New Year  過節 – Celebrate festival  元宵节 – The Lantern Festival  [Useful site](https://www.lostlaowai.com/guides/learn-chinese/chinese-vocabulary/spring-festival-chinese-lunar-new-year-vocabulary/) for extended vocab |
| **Activities and resources:**   * Students are to revise previously learnt vocabulary and sentences by having students complete a **fill in the blank** worksheet to regain familiarity with the known characters **(R/W)**. Students are then to use revised vocabulary to create a **short informal presentation** of their favourite city (Power point, poster, pamphlet) **(W/L/S)** * **Think, pair, share** on what ideas students have on the “personalities” of the zodiac animal. How does it link with Chinese New Year? * **LRDP** method in pre-teaching vocab in the dialogue.Read a dialogue of two students conversing about Chinese New Year ([Youtube link](https://www.youtube.com/watch?v=hO1C_kxYOuY))   + Students are to **role play** with a buddy **(R/L/S)** * Students will be able to complete various **Kahoots** on new and old vocabulary as an enticer. **(R)**   + *Use this as an assessment on how well students are understanding the new vocabulary* * Extension: Students are able to **act out a** **role play** of the dialogue. **(L/S)** * **Shared lunch** to experience what it might be like at Chinese New Year dinner, taste of some of the foods. (Chopsticks) | | | |

**Week 2**

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| **Learning** Intention **(Hua Ako)** | **Success Criteria** | **Sociocultural learning** | **Structure and vocabulary** |
| **WALT:**   * Gain interest in Chinese culture * Learn about Mid-Autumn festival, the meaning and the story behind it * Similarities in the Mid-Autumn festival to students’ cultures * Understand the traditional foods eaten at this festival | **We are able to:**   * Complete a Kahoots on the festivals we have learnt so far * Know the importance of Mooncakes, and what they represent * Give a book/text review on the Mid-autumn festival story * Make a comparing chart of Mid-autumn festival and Chinese New Year. | * Mid-autumn festival is the celebration of the harvest with three [fundamentals of the festival.](https://en.wikipedia.org/wiki/Mid-Autumn_Festival#Meanings_of_the_festival)   + Gathering   + Thanksgiving   + Praying * It is now a time for reunion with friends and family * Marks when the moon is the brightest, families will moon gaze. | **New Structure**   * Object很好adjective (Object is really adjective (delicious/good looking etc) * …比…好 (… is better than … (comparing two objects) * (Object) … 比较好(… is better (overall)   **New Vocab**  月饼 – Mooncake  满月 - Fullmoon  灯笼 – Lantern **象徵 – Symbolises****闔家團圓 – Family reunion****賞月 – Moon gazing****賞月 – Bright (bright moon)** 热闹 – Lively  美丽 – Beautiful |
| **Activities and resources:**   * **LRDP** method in teaching vocabulary related to the topic. * Students are to do a **story sequence puzzle** of Chang-e (Story of the festival) in pairs, then in quads, then as a class. (**R/S)** * **Kahoots** as an activity to check the comprehension of the story * Make a **comic strip** of what happened in the story. * Writing a **review** of the Mooncake (5 senses) they would have eaten, and the **video** of the making of mooncakes. * Draw a picture of something in the festival, and write a description on it, see when you read the description a peer can draw it. | | | |

**Week 3**

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| **Learning Intention (Hua Ako)** | **Success Criteria** | **Sociocultural learning** | **Structure and vocabulary** |
| **WALT:**   * Understand vocabulary used in Christmas and compare to other festivals * Understand the difference and similarities in Chinese festivals and western festivals * Compare our own experiences with the ones we are reading about * For ELL students, the importance of Christmas, and traditions | **We are able to:**   * Give our opinions on what the best festival is from doing a who am I game. * Describe all the food, and tradition we do during Christmas on a fill in the blanks worksheet * Compare western and eastern festivals * Find a classmate who likes a different festival and explain why | * Christmas also a time of gathering of friends and family to eat food * The reason of Christmas Day (Birth of Jesus) * Western culture mostly Christians so this dominant through western countries | **Reusing learnt structure**  **New Vocab**  圣诞节 – Christmas  火鸡 – Turkey  帕夫洛娃 – Pavlova  水果蛋糕 – Fruit cake  肉馅饼 – Mince pie  雪 – Snow  礼物 – Presents  圣诞饼干 – Christmas Crackers  圣诞老人 – Santa Claus |
| **Activities and resources:**  **-LRPD** method in teaching new vocabulary.  - **Think, pair, share** on what is a festival you want to attend and why  - Play a game of **Who am I?** however students describe a festival and others have to guess what it might be.  - Label the picture of Christmas foods (**Fill in the blanks)**  **- Word Bingo** to help remember all the new vocab  - **Quiz** to help stimulate and assess understanding of all the festivals  -Create a poster for a Christmas Day movie, and write a synopsis of what would happen on Christmas day. | | | |

**Week 4**

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| **Learning Intention (Hua Ako)** | **Success Criteria** | **Sociocultural learning** | **Structure and vocabulary** |
| **WALT:**   * Be prepared for the writing assessment * Fully compare differences and similarities between the festivals. * Justify our opinions on festivals and being in a foreign country | **We are able to:**   * Know what and how to write the assessment * Imagine what it is like to be in another country. * Write about our favourite festival and why we like it. | * Learning what it would be like in a foreign country (culture shock) * The importance of sharing meals with friends and family at festivals. (Cross-culture) | **Students will be using previously learnt vocabulary. (See week 1-3)** |
| **Activities and resources**   * **Think, pair, share** on what it would be like in a foreign country, use it as a **brainstorm** for class discussion * **Fill in the blanks** activity to comprehend the use of different structures when justifying our opinions. * Complete justifying different opinion of everyday life scenarios (e.g. what food do you like, what pets do you like) * Watch various videos of places during different festivals to understand better what it might look like or sound like   + **Unstructured writing of what they saw in the video** * **Kahoots** on various vocabulary, sentence structure and traditions on festivals to see the progress of the students. * **Dictogloss** of Chang-e story to encourage overall understanding and preform a **role-play** on the dialogue | | | |

Internal Assessment Resource

Achievement standard: 90870

Standard title: Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations

Credits: 5

Resource title: Interactions in the Community

Resource reference: Languages 1.3B v5 Chinese

Student instructions

Introduction

This activity requires you to interact in Chinese in a range of different situations. You will interact with a classmate, your teacher, and/or in groups.

You will complete this work over time, throughout the year.

You will be assessed on how well you are able to use spoken Chinese to communicate personal information, ideas and opinions in different situations.

Task

During the year, you will make audio or video recordings of yourself using Chinese in a range of spoken interactions.

As you work, record each interaction and store it in a suitable manner. Your teacher will provide specific details.

Teacher note: Provide specific instructions to suit your context, for example, recording interactions using a cell phone or laptop and storing them on the school server or on a class page set up on a digital site.

The following are all examples of the type of interaction you could do. Throughout the year choose a range of these to use for your assessment. Scenarios for interactions could include:

* conversations on a telephone, Skype, MSN, or a cell phone
* creation of podcasts or videos
* conversations with French speakers in the community
* hosting an exchange student or becoming an exchange student
* speed-dating opportunities
* discussions about TV programmes, films, music
* arranging an appointment or a meeting
* conversations in a taxi, at the hairdresser’s, at the dairy, with a neighbour, in the street, at the doctor’s, in a shop, at the supermarket, or in other suitable situations
* giving directions, following instructions, inviting someone out, helping someone, asking for something
* conversations at a wedding, when a baby is born, at a party, while watching or taking part in a sports event, in the games arcade, at a church
* playing a role at a cultural event (for example, Ngā Manu Kōrero, Oskar competition)

Examples of how you might apply these:

**Directions**

In pairs, work with a map of the city where your partner has different places marked from you. Complete the maps so that you both have the same places marked. Share other information about what there is to do and see in the town.

**Conversation**

You have just returned to school after the holidays (End of year) and haven’t seen your friend since the last day of school. Have a conversation about what you did in the holidays and anything special that happened.

At the end of the assessment period, select a minimum of two of your recorded interactions for assessment.

Make sure that in your selected interactions, your total spoken contribution is about three minutes and all the work is your own. Quality is more important than quantity.

Cue cards may not be used. You may use authentic context material suitable to the task, for example, a shopping list or map, but you may not read from it.

Choose interactions for assessment that are in different contexts. For example,

It is not appropriate to include pre-learned and/or scripted role plays or dialogues for every assessment.

Do not use language from the examples in the assessment schedule unless you have significantly reworked it.

Teacher note: Provide details of when you will give students interactions to record. Give students advance written notice of the context and situation for each interaction.

Assessment schedule: Languages 90870 Chinese – Interactions in the Community: Celebrating Festivals in a foreign country

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student interacts using spoken Chinese to communicate personal information, ideas and opinions relating to festivals  The student provides a recording of a spoken interaction about festivals  The interaction contains a logical sequence of dialogue.  The total student contribution to the interactions is about one minutes.  The interaction indicates which festival the student is celebrating, and what the festival contains.  The interaction shows some personal opinions of the festival.  The student achieves communication overall, although inconsistencies may hinder understanding in some places.  For example:  A: 你参加了什么节？(What festivals have you participated in?  B: 我参加了春节。(I participated in the Spring festival)  A: 你做了什么好吃的？(What yummy things did you eat?  B: 我吃了很多好吃的比如饺子和鱼 (I ate a lot of yummy dishes such as dumplings and fish) | The student interacts using spoken Chinese to communicate personal information, ideas and opinions relating to festivals  The student provides a recording of a spoken interaction about festivals  The total student contribution to the interactions is about one minutes.  The interaction contains a logical sequence of dialogue.  The interaction indicates which festival the student is celebrating, and what the festival contains with evidence of personal experience  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task with a range of language  Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student is generally successful in selecting from a repertoire of language features and strategies to support the interaction.  The student achieves communication, and inconsistencies do not significantly hinder understanding.  For example:  A: 你参加了什么节？(What festivals have you participated in?  B: 我参加了春节在二月分。(I celebrated the Spring festival in February)  A: 我从来没有参加过春节，好玩吗？( I have never attended the spring festival, is it fun?)  B: 很好玩，有很多烟火和好吃的。(It was very fun, there was lots of fireworks and delicious food)  A: 真的么？我太想要参加，我很喜欢中国反 (Really? I really want to attend the Spring festival, I love Chinese food)  B: 我也很喜欢中国。(I also love Chinese food)  A: 为什么？(Why is that?)  B: 因为太多好吃的了。吃不忘。(Because there is so much food. You can’t finish it.)  *.* | The student interacts using spoken Chinese to communicate personal information, ideas and opinions relating to festivals  The student provides a recording of a spoken interaction about festivals  The total student contribution to the interactions is about one minutes.  The interaction contains a logical sequence of dialogue.  The interaction indicates which festival the student is celebrating, and what the festival contains with comprehensive evidence of personal experience and opinion relevance to cultural understanding.  The interactions show the student sharing personal information, ideas and opinions that are relevant to the task with a range of language  Over the interactions there is evidence of communicating beyond the immediate context, for example, communicating about the past and/or future.  The student successfully uses a range of language that is consistently fit for the context.  The student skilfully selects from a repertoire of language features and strategies to support the interaction.  The student achieves communication, and inconsistencies do not hinder understanding.  For example:  A: 在中国的时候你参加过春节吗？(When you were in China did you get to celebrate the Spring Festival?  B: 我在二月分参加了，太棒了!(I did attend it in February, it was great!)  A: 有什么好玩的？(What was fun?  B: 阿，有很多美丽的烟火，人大家热热闹闹的。吃的也多感觉增加很多肥。(Well, there were beautiful fireworks, it was so lively. Food was abundant, it felt like I gained a lot of weight.)  A: 我真希望未来会参加春节。你有收到礼物没有？ ( I really hope I will be able to celebrate the Spring festival in the future. Did you receive any gifts?)  B: 有，我的寄宿父母给了我红包，里面是钱太高兴了!(Yes, I received a red envelope from my homestay parents. Inside was money, I was so happy!  A: 阿真的吗？你真的幸好!为什么给你红包？(Wow really? You are so lucky! Why did they give you a red envelope?  B: 因为红包象征富和赶走坏鬼, 他们的原因很有意思(Because it symbolises prosperity and chases away evil. Their reasoning is so interesting.) |
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**Marking Schedule**

**AS90870 version 1.0: Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations.**

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| **Student:** | **Teacher:** |
| **Assessment Activity title:** Celebrating festivals in another country | |
| **Achievement standard number:** 1.3 (90870) | |

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**Student’s talk is at least one minute**

**Student’s talk is audible and comprehensible**

**(Circle one)**

**Coverage of Information and development of ideas**

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| Relevant information is given | **A** |
| Relevant information is developed | **M** |
| Relevant information is comprehensively developed with opinion | **E** |

**Vocabulary and language structure**

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| Simple vocabulary and structure used, up to and including curriculum 6 | **A** |
| A range of simple vocabulary and structures used, up to and including curriculum 6 | **M** |
| A wide range of vocabulary and structures used, up to and including curriculum 6 | **E** |

**Communication**

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| Achieves communication overall, although inconsistencies may hinder understanding in some places. | **A** |
| Achieves communication, and inconsistencies does not significantly hinder understanding. | **M** |
| Achieves communication, and inconsistences does not hinder understanding. | **E** |

**Comments:**

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**Grade Achieved**

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| **N0** | **N1** | **A2** | **A3** | **M4** | **M5** | **E7** | **E8** |

**Date of assessment: \_\_\_\_\_\_\_\_\_\_\_\_**

**Student signature:\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**