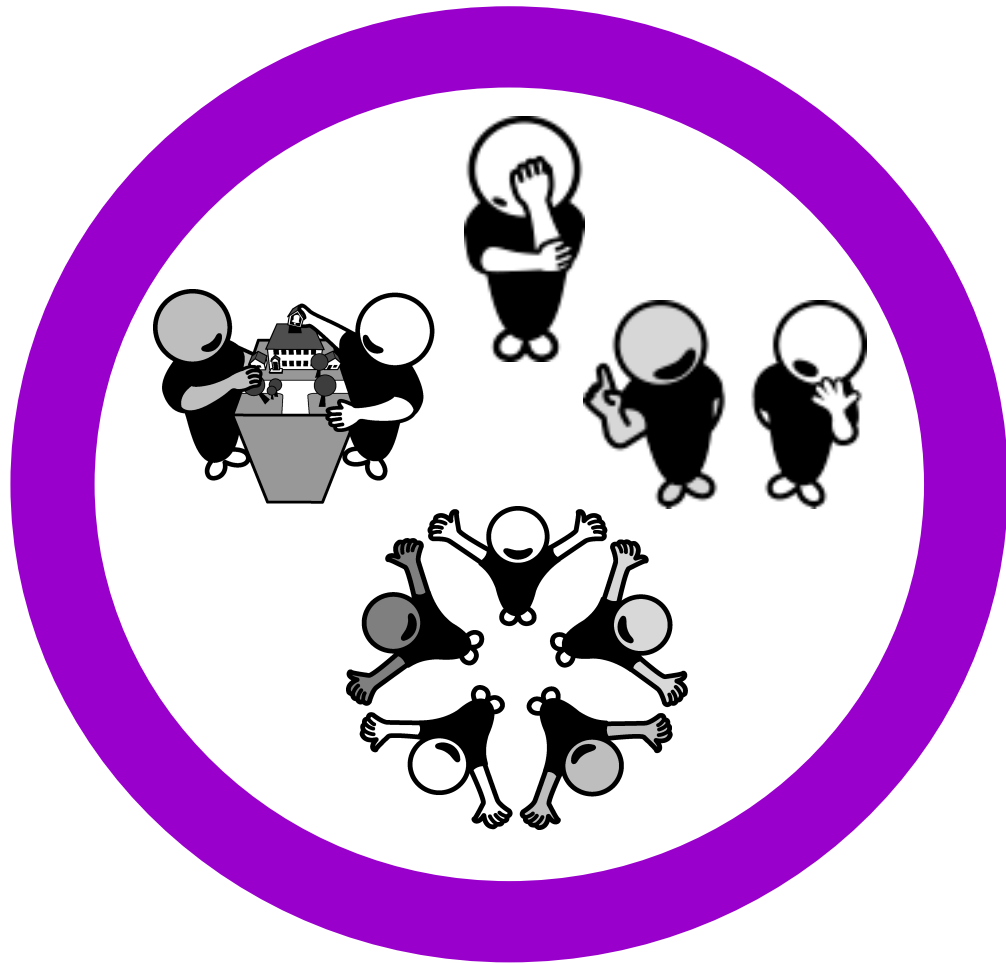




Saskatchewan
Education

Mandarin 10, 20, 30

A Curriculum Guide for International Languages



September 2001

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**Prepared by
Social Sciences Unit
Curriculum and Instruction Branch
Saskatchewan Education**

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Introduction

This document is a curriculum guide designed for credit courses in Mandarin Chinese 10, 20 and 30. Offering Mandarin for credit helps build greater understanding of Saskatchewan's diverse cultures within schools and communities. The courses are intended for Grade 10, 11 and 12 students of both in-school and out-of-school Mandarin programs. This Mandarin program uses a resource-based learning approach and is accompanied by a bibliography of recommended textbooks and other materials.

- Rationale for Learning an International Language
- Rationale for Learning Mandarin Chinese
- About Mandarin Chinese
- Aim
- Goals
- Components of Core Curriculum

Rationale for Learning an International Language

The rationale expressed by the *Common Curriculum Framework for International Languages* (2000) clearly emphasizes the enrichment potential of international language promotion. The value, for Canadian society as a whole, of learning international languages can be summarized as follows:

- increased awareness of and sensitivity to cultural and linguistic diversity
- improved potential in the Canadian and the global marketplace and workplace
- enhanced role in the international community.

For students who learn a second language either as a heritage language or an international language, to develop reading, writing and speaking skills in the language will:

- enhance the students' concept of themselves and their cultures and promote respect for members of other cultures
- encourage the students to develop new language skills that will help them to function more effectively in Canada's multicultural environment as well as in the international community
- enable students to renew contact with a heritage language and culture that may have been lost through assimilation
- help students maintain a first language that is not the majority language in the community
- allow students to use skills and concepts they already possess in their first language when learning a second language
- broaden students' range of educational, career and leisure opportunities
- provide students with more opportunities to communicate directly with people from other language groups and gain a deeper insight into their culture.

The Rationale for Learning Mandarin Chinese

The aim of the study of Mandarin Chinese language and culture is to enable the students to communicate in Mandarin Chinese. Chinese is one of the most widely spoken languages of the modern world. Chinese is the most commonly spoken language among people from Mainland China, Taiwan, Hong Kong, and other large communities of Chinese speakers throughout Southeast Asia and the rest of the world. Since about a quarter of the world's population are native speakers of Chinese, this language is significant in the global perspective.

Mandarin Chinese program is intended to teach students how to speak and understand Mandarin Chinese as well as to appreciate certain aspects of Chinese culture. This program will take a task-based communicative-experiential approach to develop students' communicative competence with the focus on oral communication. In a program that uses a task-based approach to language learning, classes are structured around meaningful tasks rather than around elements of the language itself. The choice of grammar structures or forms to work on explicitly is based on the immediate needs of the students. Grammar instruction only plays a supportive role to provide useful strategies to assist communication and comprehension.

As a major partner in international affairs, Canada stands to benefit from being a multicultural society. The study of Mandarin not only helps promote awareness of Chinese culture, it helps students understand Canada's cultural mosaic. As Saskatchewan continues to develop social and economic ties with the Asia-Pacific region which is gaining economic importance in the international arena, the study of Mandarin Chinese will give students a broader range of career opportunities and life experiences.

About Mandarin Chinese

The Chinese language is a collection of numerous dialects including Mandarin (Northern Chinese) and Cantonese (Southern Chinese). Mandarin is used as the official language for Mainland China and Taiwan. Although the influence of local dialects has led to some marked differences in regional accents, Mandarin has been recognized and accepted as the Chinese national standard language, and can be written either in the form of simplified characters or traditional characters. The pronunciation used in this curriculum guide is Hanyu Pinyin, the phonetic system of Mandarin.

As the written Chinese language is introduced to students, they will be exposed to both simplified and traditional characters. The Mandarin curriculum will use both simplified and traditional characters, which will enable the students to become familiar with the whole Chinese character system in a variety of real-life situations. The opportunities to learn the traditional characters enable the learners to learn about the evolution of Chinese culture through the study of its linguistic development. The students will be required to acquire skills in Chinese character recognition. However, the teacher can choose to use either simplified or traditional Chinese characters or a combination of both in teaching, based on the needs of the students.

Aim

The aim describes in very general terms the changes to be brought about in the students as a result of this course. The aim of the Mandarin Chinese program is to develop the students' communicative competence in the Mandarin Chinese language, to enable the students to better understand the Chinese culture and to expand their awareness of language and language learning. The study of Mandarin Chinese gives students the opportunity to develop the knowledge and skills necessary to communicate with Mandarin Chinese-speaking communities throughout the world.

Goals

The goals show the scope of purposes and indicate what students will achieve over the course in this program. The goals of the Mandarin Chinese language program can be achieved through the following four dimensions:

- to develop the students' ability to use Mandarin in a variety of situations and for a variety of purposes (applications)
- to develop the students' ability to communicate in Mandarin Chinese effectively and competently (language competence)
- to develop the students' knowledge of and ability to use strategies to maximize the effectiveness of their learning and communication (strategies)
- to develop in students the knowledge, skills and attitudes to be effective global citizens (global citizenship).

Core Curriculum

Core curriculum can be viewed as a framework for achievement of Saskatchewan's Goals of Education through classroom instruction. Core curriculum is intended to provide all Saskatchewan students with an education that will serve them well. The Curriculum reinforces the teaching of basic skills and introduces a broad range of new skills to students.

The two major components of Core Curriculum are the Required Areas of Study and the Common Essential Learnings.

To meet the needs of students learning a heritage language, provision is made within the Core Curriculum to offer Locally Determined Options. In recognition of the diverse needs of students, provision is made through the Adaptive Dimension for teachers to adapt instruction, the learning environment as well as instructional resources.

All second language courses, including Mandarin Chinese, fall into the category of Locally Determined Options. The Common Essential Learnings will be incorporated into Mandarin courses, and the Adaptive Dimension will provide teachers with the flexibility to adapt the program to meet the needs of a diverse student population.

Common Essential Learnings

The Common Essential learning are six integrated components containing knowledge, skills, attitudes, and abilities that are considered important for learning in all school subjects.

The purpose of the Common Essential Learnings is to help students better acquire the subject matter under study and to prepare them for their future learning both within and outside the educational system.

Learning Mandarin Chinese offers many opportunities for incorporating the Common Essential Learnings into instruction. Learning and using Mandarin Chinese helps develop the understandings, values, skills and processes related to a number of the Common Essential Learnings. It is intended that the Common Essential Learnings be developed and evaluated within subject areas. Therefore, foundational objectives for the Common Essential Learnings are included in the unit overview within this guide.

Incorporation of the Common Essential Learnings into instruction has implications for the assessment of student learning. It is recommended that a unit, which has focused on developing particular Common Essential Learnings also reflect this focus when assessing student learning. If students are encouraged to develop their personal and social values and skills throughout a course, then teachers need to use assessment strategies appropriate for this purpose. The assessment strategies will offer opportunities for students to demonstrate their competence in this area. The Common Essential Learnings are to be integrated, accommodated and incorporated within the evaluation of each content area.

It is important to incorporate the foundational objectives for the Common Essential Learnings in an authentic manner. The decision to focus on a particular Common Essential Learning within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. It is anticipated that teachers will benefit from the suggestions in this guide and from their personal reflections in order to incorporate

successfully the Common Essential Learnings into Mandarin Chinese.

Throughout this curriculum guide, the following symbols are used to refer to the Common Essential Learnings (C.E.L.s):

Communication	COM
Critical and Creative Thinking	CCT
Independent Learning	IL
Numeracy	NUM
Personal and Social Values and Skills	PSVS
Technological Literacy	TL

Suggestions for Incorporating the Common Essential Learnings

Personal and Social Values and Skills

PSVS is one of the most important C.E.L.s in second language learning. The objectives of this component are (Saskatchewan Education, 1998):

- to develop compassionate, empathetic students who can make positive contributions to society as individuals and as members of groups
- to support students in coming to a better understanding of the personal, moral, social and cultural aspects of school subjects
- to support students in treating themselves, others and the environment with respect
- to promote understanding of prejudice, discrimination, racism, sexism and all forms of inequality and exploitation, and a desire to contribute to their elimination.

This element is directly related to “Global Citizenship”, one of the four components in the *Common Curriculum Framework for International Languages* (CCFIL, 2000). This C.E.L. promotes students' cultural awareness through learning a second language. Students will become more aware of how their own knowledge, values and skills are shaped by culture.

In learning Mandarin Chinese, PSVS helps students explore both historical and contemporary elements of the culture to foster greater tolerance and understanding of various cultures. PSVS also provides frequent

opportunities for students to respond to and build upon the ideas of people of other cultural backgrounds. Students will learn to become global citizens through the incorporation of PSVS into Mandarin programs.

Independent Learning

The objectives of this C.E.L. are summarized in the following statements (Saskatchewan Education, 1998):

- to support the development of a positive disposition to life-long learning
- to develop students' abilities to meet their own learning needs
- to develop students' abilities to access knowledge.

The intent of this component is to support the development of an independent learner and coincides closely with the "strategies" component of the CCFIL. When this element is incorporated into Mandarin Chinese language learning, it helps students learn how to learn a language and encourages students to develop their own interests and their desire to learn Mandarin.

Many of the processes, skills and abilities required for all the other C.E.L.s contribute to the goal of developing life-long independent learners. In order to achieve this goal, it is important for the teacher to plan experiences that lead to independent exploration and research by choosing topics and tasks which are of interest to students and which are linked to aspects of their lives.

Creative and Critical Thinking

Creative and critical thinking is a very important life skill. It is a combination of abilities, knowledge, values, attitudes, skills and processes. The intent of this component is demonstrated in the following statements (Saskatchewan Education, 1998):

- to contribute to the development of "strong sense" critical and creative thinkers
- to develop an understanding of how knowledge is created, evaluated, refined and changes within subject areas
- to promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.

When applied to Mandarin learning, CCT guides students' analysis of information from a variety of resources to deepen their understanding of the topics being explored, and encourages students to look for alternatives and give reasons for their decisions. CCT also provides opportunities for students to reflect upon the results of their learning experiences.

Communication

Communication as a Common Essential Learning is about using language as a tool to learn. The goals of communication are: (Saskatchewan Education, 1998):

- to use a wide range of language experiences for developing students' knowledge of a subject area
- to enable students to use language (listening, speaking, reading writing) for differing audiences and purposes which are relevant to the students
- to enable students to understand and use the vocabulary, structures, and forms of expression which characterize each area of study.

The fundamental aim of learning Mandarin is to communicate. Communication as a C.E.L. can be applied to the development of language competence through opportunities to use language in many different situations in order to deal with a variety of tasks.

Numeracy

The goals of incorporating Numeracy into curricula are summarized in the following statements:

- to develop learners' skills and ability to deal with everyday situations demanding the use of mathematical concepts and to help students better understand the quantitative aspects of each subject
- to strengthen students' understanding within subject area through applying knowledge of numbers and their interrelationships.

Numeracy can be incorporated into second language learning to the extent that tasks are chosen which involve the ability to compute, measure, and interpret mathematical concepts.

It can provide opportunities for students to interpret and produce maps, graphs, and charts in order to further develop the numerical elements of a concept.

Technological Literacy

This component aims at helping students understand how technology and society interact. The objectives of this component are summarized as following:

- to development a contemporary view of technology
- to develop students' appreciation of the value and limitations of technology within society
- to provide opportunities for students' active involvement in decision-making related to technological developments.

TL can be incorporated into second language learning through the choice of areas of experience and topics which deal with the interaction between technology and society. The teacher can plan opportunities for students to use and experience modern technology. Computer-assisted language learning has tremendous applications to second language teaching and learning.

Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, it is a component of Core Curriculum and permeates all curriculum and instruction.

The Adaptive Dimension is defined as the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student. (Saskatchewan Education, 1992).

The Adaptive Dimension means differentiated teaching. It addresses the importance of teaching to match the learners' diverse and unique needs and interests, and to promote success for each student. The Adaptive Dimension is used to accommodate differences in:

- students' learning styles and interests
- cognitive, physical and social development
- aptitudes
- cultural and linguistic background
- previous knowledge.

The adaptive efforts can be made though a modification of content, instruction, learning material and resources, learning environment, and student assessment. The goals of the Adaptive Dimension are:

- maximize students' participation in learning and develop their potential as independent learners
- use a broad range of instructional strategies to provide students with the opportunities to learn in different ways
- create a classroom environment in which students' unique cultures, backgrounds, interests, language abilities and learning styles are accepted and respected by teachers and peers
- provide a variety of learning materials, including resource-based learning
- modify evaluative techniques in order to maximize the amount of relevant information received from each student
- promote a positive self-image, feeling of belonging and self-confidence.

The teacher plays a very important role in making successful adaptations to core curriculum. Teachers can exercise their professional judgement to make educational decisions to make learning meaningful and to accommodate student diversity.

Supporting Initiatives within Core Curriculum

In addition to the components preciously described, Core Curriculum includes various initiatives which guide the choice of resources as well as various aspects of instruction in the classroom.

Gender Equity

It is recognized that expectations based on primarily on gender limit students' ability to develop to their fullest potential. Studies show that girls and boys are not benefiting equally in schools. Gender Equity aims to make classrooms more equitable for both male and female students. The gender equitable

approach reflected in this curriculum assists teachers in creating learning environments that are free of stereotyping, and enables female and male students to maximize the development of their abilities and talents.

Gender equity can be reinforced by teachers in various ways:

- use inclusive language to avoid preference for a particular gender
- choose content drawn from life experiences of both female and male students
- cite examples featuring both boys and girls
- include viewpoints and perspectives of both boys and girls
- adopt equitable instructional and assessment practices
- use resources for teaching and learning that are free from gender bias.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent and life-long learning. It allows teachers to use a variety of resources, instead of using only a single textbook in teaching.

The ability to find, evaluate and use information is an important life skill that students need in their life. Resource-based instruction is a student-centered approach to curriculum that involves students with all sorts of resources. This approach offers students increased opportunities to share responsibility for setting goals and planning their learning experiences.

The following points will help teachers implement resource-based learning:

- discuss unit topics, objectives and task with students and incorporate topics of study from other subject areas

- incorporate a variety of resources with the assistance of students and teacher-librarian in units of study
- involve students in the unit planning and decision-making processes, and encourage them to seek out sources of information related to their classroom experiences
- assist in the establishment and maintenance of resource collections that support core curricula initiatives
- integrate needed research skills with unit activities and task so that students learn how to find, use and evaluate information.

Indian and Métis Content and Perspectives

The integration of Indian and Métis content and perspectives into the curriculum benefits students in a pluralistic society. Cultural representation in all aspects of the school environment promotes the development of positive attitudes in students towards Indian and Métis peoples. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, and promotes an appreciation of Canada's pluralistic society.

The teacher can utilize a variety of teaching strategies that accommodate and build upon students' knowledge of Indian and Métis culture. The adaptation of content and teaching materials to incorporate Indian and Métis culture will help students become aware of stereotypes and combat the prejudice of mainstream culture towards Indian and Métis people. By introducing Indian and Métis cultural content into unit plans, teachers can draw students' attention to the interplay among issues of race, class, and gender in the lives of Indian people in mainstream society.

The Mandarin Program

The Mandarin course will take a communicative/experiential approach to Mandarin Chinese language learning. The focus is on oral/aural communication. This course will develop students' communicative competence and enable students to communicate effectively in a variety of environments and real-life situations. The course outline includes the following components:

- Foundational Objectives
- Specific Learning Outcomes
- Effective Language Learning

Foundational Objectives

The **foundational objectives** are broad statements that set out the knowledge, skills and attitudes that students are expected to acquire as a result of studying Mandarin Chinese. These objectives enable teachers to use their experience and professional judgement for their planning and evaluation of teaching and learning. The foundational objectives are organized under the headings of four components: “Applications”, “Language Competence”, “Strategies” and “Global Citizenship” (*Common Curriculum Framework for International Languages*, 2000).

Applications

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and how they will use Mandarin in a variety of situations, and for a variety of purposes.

Language Competence

The language competence objectives deal with how well the students will use the target language. They cover the various components of communicative language competence: grammatical, discourse and sociolinguistic competence.

Strategies

Strategies will help students learn and communicate more effectively. Strategies usually include both those for language learning: cognitive, metacognitive and social/affective strategies; and those for language use: interactive, interpretive, and productive strategies.

Global Citizenship

This heading deals with knowledge, attitudes and skills around culture and diversity. Students need to acquire them to be effective global citizens.

Foundational Objectives

It is expected that students will

Applications	<p>use Mandarin Chinese in a variety of situations for the following purposes:</p> <ul style="list-style-type: none">• to impart and receive information;• to express emotions and personal perspectives;• to form, maintain and change interpersonal relationships;• to get things done;• to extend their knowledge of the world, and• for imaginative purposes and personal enjoyment;
Language Competence	<ul style="list-style-type: none">• attend to the form of Mandarin Chinese in the context of meaningful applications;• use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways;• apply their knowledge of how texts in Mandarin are organized, structured and sequenced to enhance communication;• produce and interpret a variety of texts in Mandarin in the context of meaningful applications;
Strategies	<ul style="list-style-type: none">• use strategies to deal effectively and independently with new language learning challenges;• use strategies to fulfil the demands of communication in context and successfully complete the task in question.
Global Citizenship	<ul style="list-style-type: none">• acquire a basic understanding of the essential historical and contemporary elements of the Chinese culture and apply it successfully in a variety of contexts;• understand, value and deal effectively with diversity of all kinds;• explore the application of cultural and linguistic knowledge, skills and attitudes for personal and career opportunities.

Specific Learning Outcomes

Under the foundational objectives, the **Specific Learning Outcomes** describe in more detailed and specific terms what students will do to achieve the foundational objectives in each grade. For a three year Mandarin program, the Specific Outcomes for Mandarin 10, 20 and 30 are summarized as follows, based on the *Common Curriculum Framework for International Languages* (2000).

Specific Learning Outcomes for Applications		
Grade 10	Grade 11	Grade 12
Students will use Mandarin in a variety of situations for the following purposes:		
To impart and receive information		
share factual information	<ul style="list-style-type: none"> ask for and provide basic information, e.g., name, time, dates, locations identify concrete people, places, things respond to simple, predictable questions 	<ul style="list-style-type: none"> describe people, places, things, actions ask for and provide information on a range of familiar topics, e.g., about their family or home
		<ul style="list-style-type: none"> describe people, places, things and series or sequences of events or actions provide information on several aspects of a topic, e.g., give a simple report
To express emotions and personal perspectives		
share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> express simple preferences express a personal response, e.g. respond to a song or story identify favorite people, places or things, e.g. words or phrases, characters, illustrations in texts, activities 	<ul style="list-style-type: none"> express a personal response to a variety of situations inquire about and express likes and dislikes
share emotions, feelings	<ul style="list-style-type: none"> respond to and express emotions and feelings, e.g. pleasure or happiness, and sadness identify emotions and feelings, e.g., portrayed in texts 	<ul style="list-style-type: none"> record and share thoughts and ideas with others inquire about and express agreement and disagreement inquire about and express approval and disapproval
	<ul style="list-style-type: none"> respond to and express a variety of emotions and feelings, e.g., love, sadness, surprise, fear inquire about and identify emotions and feelings, e.g., in stories, songs, and personal experiences 	<ul style="list-style-type: none"> record and share personal experiences involving emotion or feeling inquire about and express emotions and feelings in a variety of familiar contexts

	Grade 10	Grade 11	Grade 12
<i>To get things done</i>			
guide actions of others	<ul style="list-style-type: none"> • Indicate basic needs and wants, e.g., using gestures • give and respond to simple oral instructions or commands • ask for permission • suggest a course of action, respond to a suggestion 	<ul style="list-style-type: none"> • make and respond to a variety of simple requests • seek, grant or withhold permission • relay simple messages • encourage or discourage others from a course of action 	<ul style="list-style-type: none"> • give and follow a simple sequence of instructions • make and respond to suggestions in a variety of situations
state personal actions	<ul style="list-style-type: none"> • ask or offer to do something, e.g., classroom tasks • respond to offers, invitations, instructions • indicate choice from among several options 	<ul style="list-style-type: none"> • express a wish or a desire to do something • make an offer or an invitation and respond to offers and invitations made by others 	<ul style="list-style-type: none"> • inquire about and express ability and inability to do something • state personal actions in the past, present or future
manage group actions	<ul style="list-style-type: none"> • manage turn-taking • encourage other group members to act appropriately • ask for help or clarification of what is being said or done in the group 	<ul style="list-style-type: none"> • suggest, initiate or direct action in group activities • encourage other group members to participate • assume a variety of roles and responsibilities as a group member 	<ul style="list-style-type: none"> • negotiate in a simple way with peers in small-group tasks • offer to explain or clarify • check for agreement and understanding • express disagreement in an appropriate way

Grade 10**Grade 11****Grade 12*****To form , maintain and change interpersonal relationships***

manage personal relationships	<ul style="list-style-type: none">• exchange greetings and farewells• address a new acquaintance, introduce themselves• exchange some basic personal information (name, age, etc.,)• initiate relationships, e.g., invite others to participate	<ul style="list-style-type: none">• apologize, refuse politely• talk about themselves, respond to the talk of others by showing attention, interest	<ul style="list-style-type: none">• make and break social engagements• initiate and participate in casual exchanges with classmates
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To extend their knowledge of the world

discover and explore	<ul style="list-style-type: none">• investigate the immediate environment, e.g., use all of the senses, do hands-on activities	<ul style="list-style-type: none">• make and talk about personal observations• explore alternative classification systems and criteria for categories	<ul style="list-style-type: none">• discover relationships and patterns• ask questions to gain knowledge and clarify understanding
gather and organize information	<ul style="list-style-type: none">• gather simple information• organize and sequence items in different ways, e.g., put the elements of a simple story in order	<ul style="list-style-type: none">• record and share personal knowledge of a topic• compare and contrast items in simple ways, e.g., characters or events from different stories	<ul style="list-style-type: none">• compose questions to guide research• identify sources of information• gather information from a variety of resources• record observations
solve problems	<ul style="list-style-type: none">• experience problem-solving situations in fictitious and real-life situations• choose between alternative solutions	<ul style="list-style-type: none">• recognize, define and describe a problem• search for and propose solutions	<ul style="list-style-type: none">• understand and use the steps in the problem-solving process• describe and analyze a problem, then propose solutions
explore opinions and values	<ul style="list-style-type: none">• listen attentively and respond sensitively to the opinions, ideas and products of others• make connections between behavior and values, e.g., in role play	<ul style="list-style-type: none">• recognize differences of opinion• express their views on a variety of topics within their direct experience	<ul style="list-style-type: none">• gather opinions on a topic within their direct experience• explore how values influence behavior

	Grade 10	Grade 11	Grade 12
<i>For imaginative purposes and personal enjoyment</i>			
humor/fun	<ul style="list-style-type: none"> use Mandarin for fun 	<ul style="list-style-type: none"> use Mandarin for fun and to interpret simple amusing texts, e.g., stories, songs, pictures 	<ul style="list-style-type: none"> use Mandarin for fun and to interpret humor, e.g., play a variety of sports and games, both indoors and out, participate in a variety of construction activities
creative/aesthetic purposes	<ul style="list-style-type: none"> use Mandarin creatively, e.g., participate in activities on familiar topics 	<ul style="list-style-type: none"> use Mandarin creatively, e.g., create a picture story with captions, use models to create cumulative or predictable stories 	<ul style="list-style-type: none"> use Mandarin creatively and for aesthetic purposes, e.g., experiment with the sounds and rhythms of Mandarin
personal enjoyment	<ul style="list-style-type: none"> use Mandarin for personal enjoyment, e.g., listen to favorite songs, or read favorite stories. 	<ul style="list-style-type: none"> use Mandarin for personal enjoyment, e.g., make a collection of pictures or artifacts related to the culture, play games alone or with friends or family members 	<ul style="list-style-type: none"> use Mandarin for personal enjoyment, e.g., learn a craft or dance, and listen to favourite songs in Mandarin

Specific Learning Outcomes for Language Competence

	Grade 10	Grade 11	Grade 12
<i>To attend to the form of Mandarin language in the context of meaningful applications</i>			
phonology	<ul style="list-style-type: none"> • use pinyin to pronounce some common words and phrases correctly • use correct tone to distinguish meaning • distinguish particular sounds of Mandarin 	<ul style="list-style-type: none"> • use pinyin and tones when producing familiar words or phrases • recognize some critical sound distinctions and tones that are important for meaning 	<ul style="list-style-type: none"> • use pinyin and tones when producing unfamiliar words or phrases • identify and reproduce some critical sound distinctions that are important for meaning
orthography	<ul style="list-style-type: none"> • be aware of how text is oriented, e.g., either from left to right horizontally, or from right to left and top to bottom vertically • recognize and name some elements of the writing system, e.g., the direction of Mandarin strokes, stroke order, and proportion • copy familiar words, phrases, and sentences 	<ul style="list-style-type: none"> • recognize and use some basic stroke patterns • recognize and use some basic mechanical conventions, e.g., punctuation • distinguish among various radicals of Chinese characters • explore the traditions of Chinese writing by studying and practising Chinese calligraphy 	<ul style="list-style-type: none"> • consistently use basic stroke combination patterns in writing familiar Chinese words and phrases • use correct punctuation in writing • use correct radicals to write familiar Chinese characters
lexicon	<ul style="list-style-type: none"> • associate words in Mandarin with the corresponding object, action or notion • use set phrases in familiar contexts 	<ul style="list-style-type: none"> • combine learned words and phrases to fulfil some simple purposes • experiment with and use a variety of words and expressions in familiar contexts 	<ul style="list-style-type: none"> • recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea • use a variety of words and expressions in familiar contexts
grammar	<ul style="list-style-type: none"> • recognize some basic grammatical structures in simple sentences 	<ul style="list-style-type: none"> • identify and use a variety of basic grammatical structures 	<ul style="list-style-type: none"> • identify and use with reasonable accuracy a variety of basic grammatical structures • explore grammar by combining and manipulating learned grammatical structures

Grade 10**Grade 11****Grade 12*****To interpret and produce oral texts in the context of meaningful applications***

aural interpretation	<ul style="list-style-type: none">understand short simple texts in guided situations	<ul style="list-style-type: none">understand short, simple texts in guided and unguided situations	<ul style="list-style-type: none">understand short texts on unfamiliar topics in guided situations
oral production	<ul style="list-style-type: none">produce simple sentences in guided situations	<ul style="list-style-type: none">produce short, simple texts in guided situations	<ul style="list-style-type: none">produce short texts in guided and unguided situations
interactive fluency	<ul style="list-style-type: none">engage in simple interactions using simple sentences	<ul style="list-style-type: none">engage in a variety of simple interactions	<ul style="list-style-type: none">manage short interactions with ease, with pauses for planning and repair

To interpret and produce written texts in Mandarin in meaningful applications

written interpretation	<ul style="list-style-type: none">understand short simple texts in guided situations	<ul style="list-style-type: none">understand and produce short, simple texts in guided situations	<ul style="list-style-type: none">understand short texts on unfamiliar topics in guided situations
written production	<ul style="list-style-type: none">produce simple sentences in guided situations	<ul style="list-style-type: none">produce short, simple texts in guided situations	<ul style="list-style-type: none">produce short, simple texts in guided and unguided situations
viewing	<ul style="list-style-type: none">derive meaning from a variety of visuals and other forms of non-verbal communication in guided situation	<ul style="list-style-type: none">derive meaning from the visual elements of a variety of media in guided and unguided situations	<ul style="list-style-type: none">derive meaning from multiple visual elements in a variety of media in guided situations
representing	<ul style="list-style-type: none">use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations	<ul style="list-style-type: none">express meaning through the use of visual elements in a variety of media in guided and unguided situations	<ul style="list-style-type: none">express meaning through the use of multiple visual elements in a variety of media in guided situations

Grade 10**Grade 11****Grade 12*****To use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways***

register	<ul style="list-style-type: none">distinguish between formal and informal situationsrecognize that some words are inappropriate in certain contexts	<ul style="list-style-type: none">use formal and informal Mandarin in familiar situations	<ul style="list-style-type: none">identify socially inappropriate language in specific situationsexplore formal and informal uses of language in a variety of contexts
idiomatic expressions	<ul style="list-style-type: none">understand and use some simple idiomatic expressions as set phrases	<ul style="list-style-type: none">understand and use a variety of simple idiomatic expressions as set phrasesexplore the use of idiomatic expressions in new contexts	<ul style="list-style-type: none">correctly use learned idiomatic expressions in familiar contexts
variations in Mandarin	<ul style="list-style-type: none">experience a variety of voices, e.g., male and female, young and oldacknowledge and accept individual differences in speech	<ul style="list-style-type: none">experience a variety of regional variations in Mandarin, e.g., regional accents and differences in lexicon	<ul style="list-style-type: none">recognize other influences resulting in variations in language, e.g., age, gender, social class and regions
social conventions	<ul style="list-style-type: none">use basic social expressions appropriate to the classroomUse basic politeness conventionsuse appropriate oral forms of address for people frequently encountered	<ul style="list-style-type: none">recognize simple social conventions in informal conversationrecognize verbal behaviors that are considered impolite	<ul style="list-style-type: none">interpret the use of social conventions encountered in oral and written textsrecognize important social conventions in everyday interactions
non-verbal communication	<ul style="list-style-type: none">understand the meaning of and experiment with using some common non-verbal behaviors used in the Chinese culturerecognize that some non-verbal behaviors may be inappropriate in certain contexts	<ul style="list-style-type: none">recognize appropriate non-verbal behaviors for people frequently encountered, e.g., interpersonal space, physical contact, eye contact	<ul style="list-style-type: none">use appropriate non-verbal behaviors in a variety of familiar contextsrecognize non-verbal behaviors that are considered impolite

	Grade 10	Grade 11	Grade 12
<i>To apply knowledge of how discourse is organized, structured and sequenced</i>			
cohesion/coherence	<ul style="list-style-type: none"> link words or groups of words in simple ways, e.g., using words like 因为, 然后, 而且 Sequence elements of a simple story, process or series of events 	<ul style="list-style-type: none"> use common conventions to structure texts, e.g., titles, paragraphs Link several sentences coherently, e.g., on a single theme 	<ul style="list-style-type: none"> organize texts using common patterns, e.g., cause and effect, steps in a procedure or directions to follow interpret simple references within texts
text forms	<ul style="list-style-type: none"> recognize some simple oral and written text forms, e.g., lists, letters, stories, songs, recipes, invitations 	<ul style="list-style-type: none"> use some simple text forms in their own productions, e.g., maps, questionnaires 	<ul style="list-style-type: none"> analyze and identify the organizational structure of a variety of text forms recognize a variety of text forms delivered through a variety of media
patterns of social interaction	<ul style="list-style-type: none"> initiate interactions and respond using simple social interaction patterns, e.g., greeting-response, question-answer 	<ul style="list-style-type: none"> use simple conventions to open and close conversations and manage turn-taking initiate interactions and respond using a variety of social interaction patterns, e.g., statement-agreement/disagreement-reaction; request-acceptance/non-acceptance 	<ul style="list-style-type: none"> initiate interactions and respond using a variety of social interaction patterns, e.g., casual conversation with classmates, routine telephone calls

Specific Learning Outcomes for Global Citizenship

Grade 10

Grade 11

Grade 12

To acquire a basic understanding of the essential historical and contemporary elements of the culture and apply it successfully in a variety of contexts

accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the Chinese culture ask questions about elements of the Chinese culture experienced in class make observations of the Chinese culture, e.g., as it is portrayed in texts, and in the community 	<ul style="list-style-type: none"> seek out information about the culture from authentic sources, e.g., people make connections between elements of the Chinese culture and similar elements from their own compare some elements of the Chinese culture with their own, e.g., geography and climate 	<ul style="list-style-type: none"> formulate questions about elements of the culture identify and use a variety of sources of information to find out about the culture
cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of the Chinese culture 	<ul style="list-style-type: none"> explore some elements of the culture, e.g., influence of the geography and climate on their way of life identify some things they have in common with people their own age who live in the culture 	<ul style="list-style-type: none"> explore and identify some elements of the culture, and their influence on contemporary ways of life and cultural values, e.g., everyday ways of life of people their own age
applying cultural knowledge	<ul style="list-style-type: none"> identify elements of the culture in the classroom, the school and the community identify commonalities and differences between the Chinese culture and their own 	<ul style="list-style-type: none"> apply knowledge of elements of the Chinese culture to interpret cultural behaviour that is different from their own 	<ul style="list-style-type: none"> apply knowledge of elements of the culture in interactions with people and texts, e.g., interpret historical references
diversity within the culture	<ul style="list-style-type: none"> identify some elements that reflect diversity within the Chinese culture identify commonalities and differences between diverse groups within the Chinese culture 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the Chinese culture in interactions with people and texts, e.g., differences based on age and gender, urban and rural ways of life 	<ul style="list-style-type: none"> apply knowledge of diverse elements of the culture in interactions with people and texts, e.g., ethnic or religious minorities

	Grade 10	Grade 11	Grade 12
valuing the Chinese culture	<ul style="list-style-type: none"> participate in cultural activities and experiences identify similarities between themselves and the people of the Chinese culture 	<ul style="list-style-type: none"> express an interest in finding out about people their own age who speak Mandarin express empathy for those whose cultural behavior is different from their own 	<ul style="list-style-type: none"> choose to participate in and contribute to activities and experiences that reflect the culture seek out and use opportunities to enter into contact with members of the culture

To understand, value and affirm diversity of all kinds

awareness of first language	<ul style="list-style-type: none"> identify similarities between their first language and the Chinese language, e.g., sounds, specific words, or writing system used 	<ul style="list-style-type: none"> identify similarities and differences between their first language and the Chinese language, e.g., word order, different writing system, different social conventions, and grammar structures 	<ul style="list-style-type: none"> identify some words in their first language that have been borrowed from Mandarin or other languages/ dialects identify some regional variations in their first language
general language knowledge	<ul style="list-style-type: none"> explore the variety of language spoken by their schoolmates and members of their community identify differences and similarities between different languages within their personal experiences, e.g., words, writing systems describe ways language can be taught and learned 	<ul style="list-style-type: none"> recognize that in any language there are different words for the same thing and that individuals use language in personal ways, e.g., their grandparents use different words than their schoolmates recognize that languages can be grouped into families based on common origins 	<ul style="list-style-type: none"> identify how and why languages borrow from one another recognize that languages may have regional differences in pronunciation, vocabulary or structure
Awareness of own culture	<ul style="list-style-type: none"> recognize similarities between their own culture and other cultures make connections between individuals or situations in texts and their own personal experiences 	<ul style="list-style-type: none"> identify similarities and differences between their own culture and other cultures, e.g., occupations, seasonal activities, celebrations, foods, roles of family members 	<ul style="list-style-type: none"> identify some influences on the development of their personal identity

	Grade 10	Grade 11	Grade 12
general cultural knowledge	<ul style="list-style-type: none"> participate in activities and experiences that reflect elements of different cultures recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community recognize that culture is expressed through a variety of forms, e.g., stories, art forms, crafts 	<ul style="list-style-type: none"> recognize that speakers of the same language may come from different cultural backgrounds recognize some of the factors that affect the culture of a particular region, e.g., geography, climate 	<ul style="list-style-type: none"> recognize that within any culture there are important differences in the way people speak and behave recognize some of the factors that affect the culture of a particular region, e.g., historical events, significant individuals
value diversity	<ul style="list-style-type: none"> work and play with others who are different engage in activities that reflect other ways of doing things or other perspectives and point of view 	<ul style="list-style-type: none"> identify the limitations of adopting a single perspective, e.g., on objects, persons, experiences or events demonstrate curiosity about other languages and cultures 	<ul style="list-style-type: none"> recognize and acknowledge different perspectives and the value of these differences seek out opportunities to interact with people from various cultures that have an interest in the Chinese culture and language
intercultural skills	<ul style="list-style-type: none"> adapt to new situations listen with attention to the opinions of others initiate and maintain new relationships, e.g., make a new classmate feel welcome 	<ul style="list-style-type: none"> reflect on their actions and the consequences of their actions for others explore how their perspective is shaped by a variety of factors, e.g., personal, group, environmental 	<ul style="list-style-type: none"> explore representations of their own culture as seen from the outside, e.g., as seen by members of the Chinese community identify and make use of public and private institutions which facilitate contact with other countries and cultures

To pursue personal and career opportunities

	Grade 10	Grade 11	Grade 12
Chinese culture and language	<ul style="list-style-type: none"> • suggest some reasons for learning Mandarin • identify some personal uses they have made of their knowledge of Mandarin and the Chinese culture 	<ul style="list-style-type: none"> • identify some careers for which knowledge of international languages is useful • identify some places that they could visit where Mandarin is spoken, e.g., a Chinese restaurant, a Chinese church • identify aspects of the history, literature, arts, crafts of the Chinese culture which are of personal interest 	<ul style="list-style-type: none"> • Identify some careers which use knowledge of Mandarin • explore personal reasons for learning Mandarin • explore opportunities for further education related to the Chinese culture and language
cultural and linguistic diversity	<ul style="list-style-type: none"> • suggest some reasons for learning an additional language, and for participating in activities and experiences that reflect elements of different cultures • identify some personal uses they have made of their knowledge of different languages and cultures 	<ul style="list-style-type: none"> • identify some careers for which knowledge of different languages and cultures is useful • identify some countries where there is significant linguistic and cultural diversity • identify aspects of the history, literature, arts and crafts of different cultures that are of personal interest 	<ul style="list-style-type: none"> • identify some careers which use knowledge of international languages and cultures, and intercultural skills • explore personal reasons for learning additional languages and experiencing other cultures • explore opportunities for further education related to languages and cultures

Specific Learning Outcomes for Strategies

	Grade 10	Grade 11	Grade 12
<i>To use strategies to deal effectively and independently with new language learning and general learning challenges</i>			
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn songs incorporating new vocabulary or sentence patterns, listen attentively, memorize new words by repeating them silently or aloud 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning, e.g., repeat words or phrases in the course of performing a language task, make personal dictionaries, experiment with various elements of Mandarin 	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance language learning, e.g., associate new words or expressions with familiar ones, either in Mandarin or in their own language; look for patterns and relationships
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on learning tasks with the guidance of the teacher, make choices about how they learn 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task, reflect on the listening, reading, and writing process, check copied writing for accuracy 	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task
social and affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek the help of a friend to interpret a text, initiate or maintain interaction with others, participate in shared reading experiences 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups, understand that making mistakes is a natural part of language learning, experiment with various forms of expression and note their acceptance or non-acceptance by more experienced speakers 	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks, try unfamiliar tasks and approaches

Grade 10

Grade 11

Grade 12

To use strategies to enhance language use to fulfil the demands of communication in context

interactive	<ul style="list-style-type: none"> • use simple interactive strategies with guidance, e.g., indicate lack of understanding verbally or non-verbally, interpret and use a variety of non-verbal clues to communicate, ask for clarification or repetition when they do not understand 	<ul style="list-style-type: none"> • identify and use a variety of interactive strategies, e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction, use the other speaker's words in subsequent conversation 	<ul style="list-style-type: none"> • select and use a variety of interactive strategies, e.g., use a range of fillers, hesitation devices to sustain conversations, use circumlocution to compensate for lack of vocabulary, ask for confirmation that a form used is correct
interpretive	<ul style="list-style-type: none"> • use simple interpretive strategies with guidance, e.g., use illustrations to aid reading comprehension, make connections between texts on the one hand, and prior knowledge and personal experience on the other 	<ul style="list-style-type: none"> • identify and use a variety of interpretive strategies, e.g., determine the purpose of listening or reading, then listen or read selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience, listen or look for key words 	<ul style="list-style-type: none"> • select and use a variety of interpretive strategies, e.g., prepare questions or a guide to note down information found in the text, reread several times to understand complex ideas
productive	<ul style="list-style-type: none"> • use simple productive strategies with guidance, e.g, use familiar repetitive patterns from stories, rhymes or media; copy what others say or write; use words that are visible in the immediate environment 	<ul style="list-style-type: none"> • identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences, use illustrations to provide detail when producing their own texts, be aware of and use the steps of the writing process 	<ul style="list-style-type: none"> • select and use a variety of productive strategies, e.g., use resources to increase vocabulary, use a variety of resources to correct texts, take notes when reading or listening to assist in producing their own text

	Grade 10	Grade 11	Grade 12
<i>To use strategies to maximize the effectiveness of general learning</i>			
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning, e.g., classify objects and ideas according to their attributes, connect what they already know with what they are learning 	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete learning tasks, use mental images to remember new information, experiment with and concentrate on one thing at a time 	<ul style="list-style-type: none"> select and use a variety of cognitive strategies to enhance general learning, e.g., distinguish between fact and opinion when using a variety of sources of information; formulate key questions to guide research
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options, reflect on learning tasks with the guidance of the teacher, discover how their efforts can affect their learning 	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of subtasks, make a plan in advance about how to approach a task, identify their own needs and interests 	<ul style="list-style-type: none"> select and use a variety of metacognitive strategies to enhance general learning, e.g., work with others to monitor their own learning, keep a learning journal
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning, e.g., follow their natural curiosity and intrinsic motivation to learn, seek help from others, participate in cooperative group learning tasks 	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning, e.g., choose learning activities that enhance understanding and enjoyment; encourage themselves to try, even though they might make mistakes; take part in group decision-making processes 	<ul style="list-style-type: none"> select and use a variety of social and affective strategies to enhance general learning, e.g., be willing to take risks, try unfamiliar tasks, take part in group problem-solving processes

Effective Language Learning

The following are some general principles of effective language learning that are informed by studies and research on second language acquisition. Second language learning cannot be separated from learning experience. Language is best learned in a meaningful, communicative and experiential context rather than in isolation.

Focus on Meaning

Language learning is more effective when students are involved in meaningful tasks or in doing a project rather than only learning elements of the language itself, such as grammar structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area. Language learning has a purpose and students are motivated to seek meaning in their learning experiences. In a meaningful context, students can learn to communicate with each other, and solve problems together.

Focus on Interaction

Students can learn language more effectively when they use it for a purpose and through social interaction. Where the class is structured to engage students in small groups on tasks that reflect their interests, students will have opportunities to interact with teachers and peers using the language in an authentic way.

Focus on Strategies

Language learning strategies are important components of language learning and are being recognized as an essential part of successful language learning. When students apply a number of learning strategies to their language learning, they can learn a language better and more effectively. These language learning strategies are often categorized as cognitive, metacognitive and social/affective learning strategies.

Not all students necessarily share and acquire these strategies on their own in their first and second language learning. Students will benefit from explicit and direct classroom instruction and practising language learning and language use strategies. Once students have learned these strategies, they can use them to

approach all kinds of tasks and they will learn language more effectively.

Building on Prior Knowledge

Learning a language is a process of making links between new information and experiences we already know and have experienced. Research has demonstrated the role of background or prior knowledge in language learning. The previously acquired knowledge structure is called schemata. According to schemata theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient language learning building on prior knowledge will help students effectively process new information and assist comprehension.

Transfer

One of the important concerns in second language acquisition is the operation of transfer of both declarative and procedural knowledge from the first language to the second language. Students who are learning a second language already possess a bank of useful knowledge about language learning in their first language, and they can transfer such knowledge from their first language to their second language to assist their language learning.

However, such transfer should not be assumed to happen automatically, for many students do not necessarily transfer concepts or skills in their first language to their second language. In addition, their first language may also be a source of interference as students try to apply generalizations that are valid for their first language to the new language. Teachers should help students become aware of differences and similarities between the two languages.

Intercultural Competence

The essential part of intercultural competence addresses the ability of students to learn about culture. It also deals with an attitude of openness not only to the particular culture but also to linguistic and cultural diversity in general. Intercultural competence can help students bring their own culture into relationship with the new culture they are learning.

Intercultural competence in second language learning provides students with opportunities to

appreciate and participate in a variety of cultural experiences and to communicate in the target language. Through exploring Mandarin Chinese in its cultural context, students develop an understanding not only of the Chinese culture, but also the cultures of other peoples. Such understanding prepares students with the knowledge, attitudes and skills needed to participate effectively in a culturally diverse society.

Instructional Approaches and Methods

Generally speaking, instructional approaches or models represent a broad level of instructional practices and present a philosophical orientation to instruction. Instructional approaches guide teachers in selecting and structuring teaching strategies, methods and student activities. The following are some suggested instructional approaches in this curriculum guide. The teacher can select and use these approaches to help students achieve the learning objectives.

The Communicative-Experiential Approach

This curriculum guide promotes the teaching of language through communication and experiential language learning. The guiding instructional approach adopted in the curriculum guide is the Communicative-Experiential approach. This approach is designed to help students develop language and communicative skills by performing purposeful and meaningful tasks that focus on student experiences rather than by mastering knowledge about the language itself.

The Communicative-Experiential approach is guided by the following statements of assumptions about language learning:

- language is communication
- language is best learned when students actively engage in meaningful, authentic, and purposeful language-learning tasks
- language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable
- all students can be successful language and culture learners, and they will learn in variety of ways and acquire proficiency at varied rates
- learning an international language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition
- this approach facilitates incorporation of the C.E.L.s to a much greater degree.

The communicative-experiential approach is distinctly task-based. A task is defined as any purposeful action to be performed by one or more individuals to achieve a given result using their own specific competence. Task is defined as “a piece of work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (*Common Curriculum Framework for International Languages, 2000*).

In this task-based approach, the focus of instruction is the meaningful use of the language to perform authentic tasks in a specific area of experience. “Areas of experience” refers to the broad sectors of social life in which an individual operates. They are categorized into three areas: **Personal, Public and Educational** domains (*Common Curriculum Framework for International Languages, 2000*).

Each unit which falls into these areas of experience includes a theme to be developed and a unit project (or task) to be performed. This approach creates opportunities for students to develop communicative competence, to use authentic language and experience the language learning process. It is desirable to provide a friendly, supportive social context in the classroom that enables the students to take risks, thus becoming better language learners.

Since the ultimate goal of learning Mandarin is to communicate in Mandarin, it is necessary for students to develop their communicative competence. There are three modes of communication which underlie the *Common Curriculum Framework (2000)*: **Interactive, Interpretive and Productive**.

In following the communicative-experiential approach to develop communicative competence, three types of teaching strategies are suggested in this curriculum guide: interactive instruction, experiential learning, and independent learning (based on *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, 1991). Some teaching methods following these types of instruction are explained in a conceptual model.

Interactive Instruction

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals using a medium such as e-mail where the interaction is immediate. It is characterized by the opportunity for learners to actively engage in negotiating meaning, discussing and sharing ideas among participants.

The task-oriented interactive instructional strategy allows for a range of groupings and interactive methods. These may include total class or group discussions, or students in small groups working on a project or a task. This strategy helps development of listening, speaking, sharing information, and reporting skills in their language learning. Students can also learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

for independent study are very important. The teacher needs to support the development of student abilities to access and handle information.

Experiential Learning

Experiential learning is learner-centred, task-oriented and resource-based learning. The emphasis in experiential learning is on the process of learning and doing the task and not on the product. It occurs when learners:

- participate in a learning activity or a task
- critically look back on the activity to clarify learning and feelings
- draw useful insights from such analysis in language learning
- put learning to work in new situations.

Experiential learning can be viewed as a cycle of five phases, all of which are necessary:

- experiencing (an activity occurs)
- sharing (reactions and observations are shared)
- analyzing or processing
- inferring or generalizing
- applying.

A teacher can use experiential learning as an instructional strategy both in and outside the classroom. It greatly increases understanding and the use of language; students are usually more motivated when they actively participate and teach one another by performing a task.

Independent Learning

Independent learning refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative and self-reliance in language study. Independent learning encourages students to take responsibility for planning and pacing their own learning. Learning resources

Instructional Methods

After deciding on appropriate types and strategies of instruction, a teacher may make decisions regarding instructional methods or instructional skills. The following chart illustrates how various methods relate to the instructional strategies. The teaching methods can be used to facilitate task completion. However, these methods are not intended to be inclusive of all methods.

The following chart presents some teaching methods under each teaching strategy (based on *Instructional Approaches*, Saskatchewan Education, 1991). However, these categories are not clear-cut and they can be used interchangeably to some extent.

Interactive Instruction	Experiential Learning	Independent Study
Debate	Field trips	Journal writing
Role play or drama	Hands-on activities	Computer assisted learning
Brainstorming	Games	Grammatical problem solving
Interactive task	Reflection	Homework
Group discussions	Field observations	Research projects
Co-operative learning groups	Graphic organizers	Assigned questions
Problem-solving	Language-rich environment	Reports and presentations
Language experience	Survey	Discovery

Brainstorming

Brainstorming is a technique for producing the greatest possible number of ideas around a theme or a topic. This technique is usually used in the planning stage of a unit, when students pool their understandings and share their ideas on a topic by using their prior knowledge. The teacher begins it by introducing the topic, and then asks students to come up with as many ideas as they can in small discussion groups. Students can write their ideas down and compare, group, combine and extend their ideas to compile a full list of ideas related to the topic. In this approach, the teacher acts as a facilitator to record students' comments.

Cooperative Learning

The basic elements of cooperative learning can be viewed as essential to all interactive methods. Students engage in small groups. Grouping is heterogeneous with respect to student characteristics. Group members share various roles in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of respecting individual views. Cooperative learning is particularly effective when the intention is to develop social, cultural and academic abilities.

Cooperative learning can take place in a variety of circumstances, for example, brainstorming, group discussions and group activities. In a small group, everyone has an opportunity to contribute, and they get more chances to talk, listen and receive feedback than would be possible in a whole class instruction.

Role Play or Drama

A role-play or drama refers to spontaneous acting. It involves assigning learners roles in life-like situations so they begin to understand and use the words related to the topic. A pair of students can do a role-play and a group of students can participate in a drama. The teacher's role is one of facilitator and resource person. This technique can provide opportunities to practice using authentic language for a variety of purposes in a variety of roles.

Procedure:

- Discuss and select a theme or topic for role-play according to students' interest.
- Provide an area in the classroom which contains dress-up clothing, and materials for acting.
- Ask students open-ended questions about the activities and participate when invited to do so.
- Assist students in making connections between their plays and the concepts they have learned.

Interactive Tasks

This method involves students working in pairs asking each other questions in order to complete a joint task. For example, they could each have different activity sheets containing pictures or words that they do not show to the partner. They must ask each other questions to find out the missing information. This kind of activity is sometimes called "Information Gap". In jigsaw activities small groups discuss some printed information that is unique to their group, then change groups and tell that information to a new group to complete a common task. Jigsaw activities need at least four students.

Language Experience Approach

The language experience approach is one of the most effective strategies. In this method, students experience something together. Students dictate stories to the teacher who records them, using the students' own vocabulary, grammar, and life experiences to form the basic reading material.

Procedure:

- Simply stated, students experience an event, and discuss it in detail.
- They then dictate a story about the experience to the teacher who writes it down word for word as the students tell the story. Go back frequently and reread what has been written. Ask the students if there is anything they want to change.
- After everyone is happy with the narrative, go back and point out errors and correct them together.
- Students can then copy the story and make a book out of it. Use the story for a variety of reading and writing activities.

Journal Writing

Journal writing gives students an opportunity to express their personal ideas and experiences on a topic that is discussed in class. It is used to explore ideas and record observations, experiences and understandings. It encourages students to take risks in constructing ideas and to reflect upon their growth as writers. Discussion questions may help students focus their thoughts. This technique can be used as a vehicle for developing students' writing skills.

The teacher can demonstrate the process of reflection, idea exploration and writing. A positive feedback to student journals is very important in this technique. Some language correction within the journal can improve students' writing skills. Students can write journals to record their experience in learning and doing a task or reflecting on what they have learned. This is a very good independent study activity.

Surveys

Surveys are an experiential instructional strategy. They refer to ways of collecting the needed information and responses through questionnaires and interviews. Surveys can be on any topic that reflects students' interests, e.g. popular music, clothing, and sports, etc. Data collected from questionnaires and interviews will be analyzed and described in written or oral reports to present the findings on a given topic.

Language-rich Environment

In this method, students are immersed in a language rich environment where all kinds of materials are posted in the classroom to serve as models for students, e.g. lists from brainstorming, concept maps, lists of strategies to use, steps in the writing process. The teacher can have a variety of resources available for students to learn language, which may include storybooks, magazines, newspapers, posters and maps in the classroom. If possible, students can have access to multi-media resources, e.g. the Internet, audiotapes, videocassettes, language learning software and CD-ROMs, etc.

Research Projects

Doing research is very effective for developing language competence and promoting independent learning. While engaged in research, students practise reading for specific purposes, searching, recording and analyzing information. They sequence and organize ideas, and use language to inform others about their findings. Students can do research to complete their task in small groups or as individual projects.

Procedure:

- Determine the topic and research questions by discussing, brainstorming, and accessing resources, etc.
- Gather information from a variety of sources, such as libraries, newspapers, magazines, filmstrips, video tapes, books, Internet, web-sites and other sources of information;
- Organize information to ensure the questions have been answered;
- Share information through oral or written reports and other visual presentations.

Computer-Assisted Learning

Research has shown that new technology, including computer-based instruction programs, benefit second language learners. Multimedia computing, the Internet, e-mail, and the World Wide Web have provided an incredible boost to Computer Assisted Language Learning (CALL) applications.

CALL provides opportunities for authentic language use among language learners on a large scale in terms of the numbers of users and the geographical distance involved. Computers can assist with the instruction of second languages because CALL has been developed to incorporate the content- and communication-based approaches.

CALL is best used in the following situations:

- The computer can provide exercises that help embed various grammatical structures;
- The computer can assist in learning vocabulary with more authentic oral practice being performed in the classroom.
- The computer can assist listening comprehension and dictation.

-
- Access to the Internet provides a wealth of information and activities for both the teacher and student research.
 - Use E-mail to communicate and discuss related topics.

Grammatical Problem-Solving

Grammatical problem-solving is a method that involves students using deductive reasoning to discover rules and understand grammatical concepts on their own. This method is different from the traditional grammar teaching practice where the teacher presents students with a rule, and provides them with examples and drills. Instead, grammatical problem-solving involves students working from the examples to the rule. It is not important that students use the proper grammatical terminology as long they are able to explain the rule and use it.

Procedure:

- Provide students with a number of examples that illustrate a particular grammar rule. Have students work in groups to look at the examples and try to find out what the rule might be.
- If students have difficulty deducing the rule, provide them more examples until they have discovered the rule.
- Once students have figured out the rule, ask them to provide their own examples using the rule to check for their understanding.

Graphic Organizers

Graphic organizers are visual representations of texts or groups of related ideas. They are used for a variety of purposes in the second language classroom. Graphic organizers can take different forms. Some examples are: frames, webs, concept maps, story maps, and flow charts, etc. See the illustration on p. 39

Graphic organizers are best used in such situations as in organizing and representing

knowledge and information, remembering vocabulary, planning an oral and written text, learning new concepts and doing a presentation about a topic. The following is one example of a graphic organizer: Concept Mapping or Webbing.

Concept Mapping or Webbing

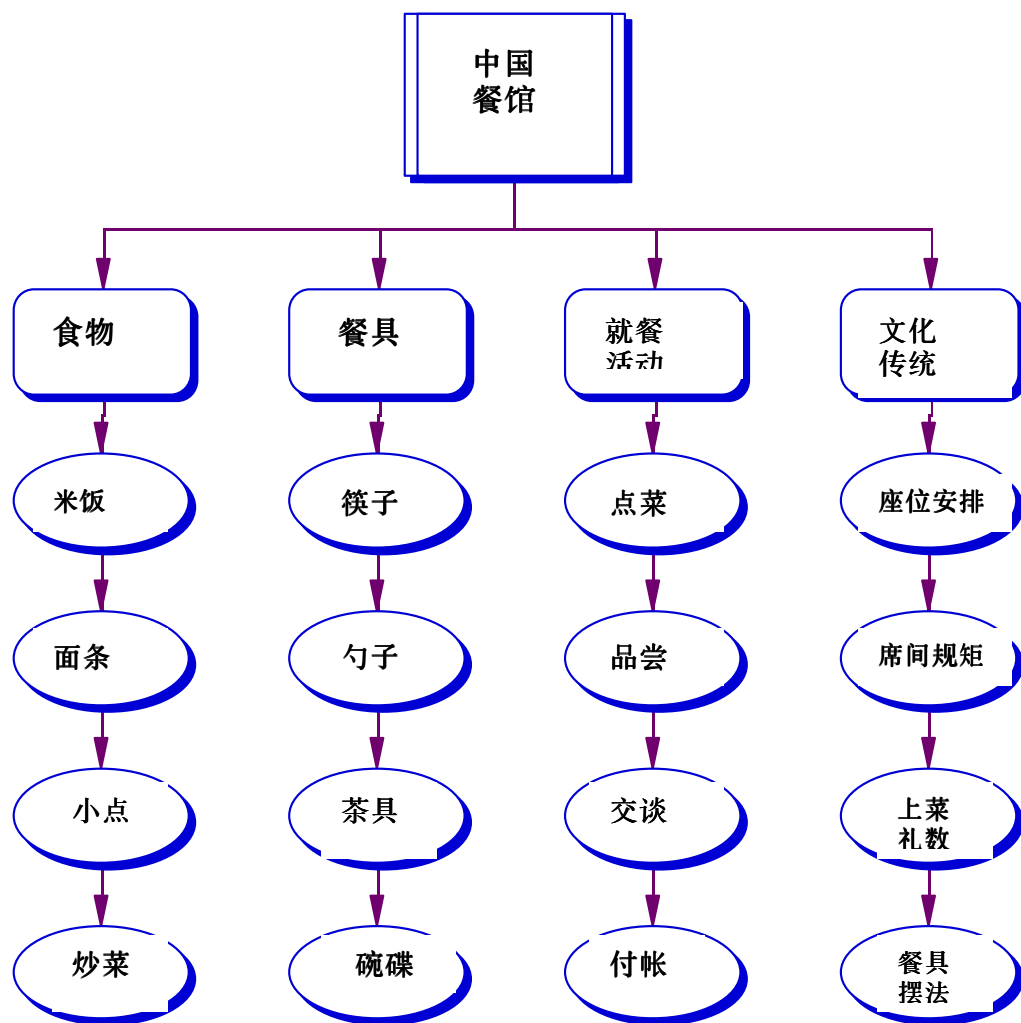
Concept mapping is a method of visually representing relationships among ideas and concepts or events. During this procedure, ideas and concepts are explored and organized.

Procedure:

- The topic or title is written on the blackboard or chart paper;
- A brainstorming session during which students pool their understandings related to the topic, and record brainstormed ideas;
- Students discuss the relationships among ideas and determine how the ideas could be organized or categorized.
- Record the ideas in clusters or categories around the displayed topic in the form of a web or map.

To summarize, communicative language competence is best developed in the context of activities or tasks where the language is used for real purposes. The suggested instructional approaches above facilitate communication and comprehension. It is the responsibility of individual teachers to determine how the teaching approaches in this guide should be used.

The following is an example of a graphic organizer : A Chinese Restaurant



Assessment and Evaluation

Evaluation is an integral part of good teaching practice. The main purposes of evaluation are to facilitate student learning, to plan and to improve instruction. Information about student progress assists teachers in planning, decision-making, or modifying their instructional programs. Evaluation can assist and guide students in completing their learning goals. Evaluation is also used for informing parents or guardians about student progress.

The terms “assessment” and “evaluation” in the process of student evaluation are sometimes used interchangeably, but it is necessary to make a distinction between them in this curriculum guide.

Assessment is a preliminary phase in the evaluation process. Various assessment techniques are used to gather information about the student's communicative competence. **Evaluation** refers to decision-making that follows assessment.

Types of Evaluation

Generally speaking, there are three types of student evaluation: **diagnostic**, **formative**, and **summative evaluation**, which are used at different stages of student learning throughout the school year.

Diagnostic Evaluation

This type of evaluation usually occurs at the beginning of the school year or before a unit of study. The main purposes of this evaluation are to identify students' particular needs, interests, and their language competence to ensure that all students are sufficiently challenged and can benefit from instruction. The information gathered in this process will help the teacher to design appropriate learning experiences for all students.

Formative Evaluation

Formative evaluation is a continuous classroom process in which information is gathered to inform teachers, students, and parents of students' progress towards curriculum objectives. The information gathered from this evaluation is based on student performances in daily classroom activities. The techniques used for this evaluation include observation, field notes, anecdotal records, and a variety of other methods. This type of information can assist the teacher to make decisions about how instruction can be modified to meet the individual student's needs and can assist teachers in making summative judgements about student progress.

Summative Evaluation

This evaluation most often happens at the end of a unit of study or the end of a semester. The main purposes are to determine what knowledge, skills, abilities and attitudes on the part of students have developed over a period of time of study. This evaluation summarizes the students' progress.

Guiding Principles for Student Evaluation

The learning outcomes expressed in this curriculum provide the basis for student assessment and evaluation. When evaluation is viewed as an opportunity to promote language learning rather than a final judgement, students can use this opportunity to show their strengths. Students benefit most when their learning is not viewed as a product but as a process, and when evaluation is provided on a regular, ongoing and continuous basis.

Criterion-referenced evaluation should be used to evaluate student performance in the classroom when students are engaged in meaningful tasks.

To assist teachers in planning for student evaluation, Saskatchewan Education (1991) has developed some guiding principles:

- Evaluation is an essential part of the teaching and learning process. It should be part of carefully planned and continuous process, and it reflects the learning outcomes of the curriculum.
- The introduction of the Common Essential Learnings should also be incorporated into and reflected in evaluation. A variety of assessment techniques should be used for formative, diagnostic, and summative purposes.
- Evaluation should be conducted on an ongoing basis. Evaluation should provide positive, supportive feedback to students. It should also encourage students to actively participate in their learning.
- Evaluation should be fair and equitable. The teacher should be sensitive to differences in culture, gender and socio-economic background of students. All students should have opportunities to demonstrate what they have learned and what they can do in a comfortable environment.

Some practical ideas that will help the teacher plan for student evaluation are suggested below:

- Identify the expected learning outcomes.
- Involve students in establishing criteria, and let students know what they will be evaluated on and how they will be evaluated.
- Plan and carry out learning activities and tasks that reflect the learning outcomes and can help students gain the knowledge outlined in the criteria for evaluation.
- Use a variety of assessment methods based on student performance in a particular task.
- Make a judgement based on student performance relative to the criteria; be sure that the criteria measure what they say they are measuring.
- Inform both parents and students of the results of the student evaluation.

The Evaluation Process

The evaluation can be viewed not as a linear, but as a cyclical process. Each phase is linked to and dependent on the others. It involves the teacher in four phases: preparation, assessment, evaluation, and reflection.

Preparation Phase

In this phase, decisions are made about what is to be assessed, the type of evaluation to be used, the criteria upon which student learning outcomes will be judged and the most appropriate assessment strategies.

Assessment Phase

In this phase, the assessment is action-oriented. The teacher makes decisions about the selection of appropriate techniques and methods. Then, the teacher uses evaluation techniques to gather, organize and interpret information about student progress.

Evaluation Phase

Based on the information collected in the assessment phase, the teacher makes decisions, taking into account such factors as the student's particular situations. He or she then informs parents or guardians about the

student's progress and his or her level of achievement.

Reflection Phase

In this phase, the teacher needs to consider and reflect on the previous phases of the whole evaluation process. Such reflection forms the basis for future actions to improve and modify instruction and evaluation.

The Final Grade

The final grade is based on the students' overall communicative competence. It will include the students' participation in classroom activities, class attendance, oral and written production and assignments, together with final examinations. Final evaluation should be interpreted on a scale of 100. A score less than 50% means failure in the course. The following is an example of how the final grade could be allocated for the Mandarin 30 program.

Semester Work (70%)

- Participation: class attendance, performance in class activities, and homework (25%)
- Oral Work (15%)
- Aural Comprehension (15%)
- Written Work (15%)

Final Exam (30%)

- Oral/Aural (20%)
- Written Work (10%)

Assessment and Evaluation Techniques

Within this curriculum guide, a number of assessment and evaluation strategies are suggested to gather information about student performance in a Mandarin Chinese language program. For more information see *Student Evaluation: A Teacher Handbook*, (1991). They include:

- Observation Checklists and Rating Scales
- Anecdotal Records
- Self- and Peer-Assessment
- Student Writing Portfolios.

-
- Student Oral and Written Unit Projects and Reports

Observation Checklists and Rating Scales

As students are engaged in doing meaningful tasks, and various learning experiences using Mandarin to communicate, observation is the most important component of assessment and evaluation. Observation involves the systematic collection of observable data and analysis of that information.

Teachers can use their knowledge of the nature of language acquisition to guide and interpret their observations. The interpretation of the observation is used to make judgements on the progress of students' oral and written language and to plan and modify instruction and evaluation. Observation can be undertaken when students are actively engaged in learning activities both during classroom time and in field activities out of the classroom.

The procedure for doing observation:

- Develop an appropriate plan for making and recording observations.
- Observe students working either individually or in groups.
- Record accurate student performances and make notes in different forms.
- Use checklists and rating scales to record observations.
- If possible, video- or audio-tape student activities.

Observation Checklists and Rating Scales are evaluation tools that are used for recording the observation of student performance. They list the specific behaviors, skills or objectives for the teacher to observe and assess.

Checklists usually offer a yes/no format, while rating scales allow for an indication of the degree or frequency of the behavior. These assessment techniques provide systematic ways of collecting and organizing information on individual students or groups of students.

Anecdotal Records

An anecdotal record is a written description of observations made while students are engaged in classroom activities. These records are usually collected in a specific book or a folder. These records provide information about students' development in accomplishing the learning objectives of Mandarin Chinese. By collecting and analyzing anecdotal comments, the teacher can evaluate the student's progress and ability to use language in a particular context.

Guidelines for use:

- Write a description of the observation in a brief and focused way.
- Various formats can be used, for example: a notebook or a binder with each entry dated can provide a chronological record.
- Record incidents daily and immediately after the observation.
- Include both students' strengths and weaknesses.
- Record students' classroom behaviors, attitudes and participation.
- Record comments at different times and during different activities to get a complete profile of students' progress.

Self- and Peer-Evaluation

Self-evaluation occurs when students evaluate their own work. Peer-assessment occurs when a student's work is evaluated by one or more students. Information gathered from this technique can be used by students themselves to make judgements on their own learning. By doing self- and peer-evaluation, students have opportunities to take more responsibility for their learning through self-reflection and peer feedback.

Guidelines for use:

- Offer a number of self-evaluation opportunities. Self-evaluation is a skill that is learned through practice.
- Involve students in developing criteria for their own learning with help from the teacher.
- When considering what aspects of learning should be peer-evaluated, the teacher should emphasize those areas where a mix of skills and strategies are involved for

completion of a task, e.g., use peer evaluation for early drafts of student writing assignments using criteria the students have set up together.

Student Writing Portfolio

The portfolio is a collection of student-produced materials gathered over a period of time. Throughout the course, students will produce a variety of written texts in the context of tasks they are engaged in. A portfolio of students' writing allows the teacher to evaluate students' writing growth and overall learning progress. Portfolios also help students to see the progress they have made, and to set goals for future study. Since the purpose of the portfolio is to record student progress, the collection should start at the beginning of the course. Decisions should be made and agreed upon with your students about the materials selected.

Guidelines for use:

- Include students' written products in the portfolio and select materials that fit the philosophy that emphasizes work created by the students such as students' picture albums and greeting cards. See the Global List on page 65 for examples of what might be included in a portfolio.
- Place the selected materials in a folder or binder, date them, and have a note attached to them. A table of contents can be added listing the work samples.
- Have the portfolio items available for conferences with students and parents. Once the portfolio is complete, use it to summarize student progress over a period of time.

Communicative Tests

Learning a second language involves more than linguistic outcomes. If a communicative/experiential approach is the basis of the Mandarin language program, the tests should reflect not only language competence, but also cover strategic competence and intercultural competence.

The development of a broad range of outcomes can be evaluated through communicative tests throughout the course. As compared with traditional second language tests that focus

only on linguistic knowledge, communicative tests place the student in a situation or a meaningful context, e.g., the student receives an invitation for a birthday party in the mail.

Communicative tests also require the student to perform a real-life task, e.g., the student is required to respond to the invitation, or write a letter to the editor of a Chinese newspaper to discuss their concerns about global warming. In this situation, the student is required to demonstrate his or her communicative competence directly when engaged in a task. Communicative tests help the teacher assess how well a student performs a real-life task.

Keeping in the mind the foundational and learning objectives of the Mandarin curriculum, communicative tests can be used to measure the student's oral and written comprehension and production throughout the unit and the course.

- Examples of communicative tests that assess students' reading and writing abilities may include quizzes that test the students' understanding of the overall meaning or specific information from an authentic document, e.g., an advertisement, a menu or a travel brochure. Testing students' writing skills should include different text forms used for specific purposes, for example, students can write an invitation, a letter, a menu, or a timetable for an event.
- Students' interactive fluency can also be evaluated through communicative tests. One example is the student interview where the student can demonstrate his/her oral ability by asking or answering questions, describing things and expressing opinions on a particular topic, e.g., their family, or current fashion trends.
- Students' oral production can be a part of oral evaluation, e.g., presentations, role-plays, and oral debates at the end of the unit, discussions in pairs or in groups.

Sample Assessment Techniques

Checklist for Making a Presentation

Name of Student	Date
------------------------	-------------

You are going to present your research result to the class. Check off each step as you complete it.

We have chosen a topic that interests us and think will interest the class ☐

We have found useful information about the topic. ☐

We have taken notes on our topic. ☐

We have done an outline that organizes our ideas and information ☐

We have prepared some visual materials to help communicate the ideas. ☐

We have corrected our vocabulary, sentences and pronunciation ☐

We have practiced the entire presentation in Mandarin. ☐

We have prepared cue cards ☐

(Adapted from: English as Second Language: Formative Assessments, The Canadian Association of Second Language Teachers, 1999)

Rating Scale for Oral Interaction

Language Competence	Needs Work	Good	Above Expectation	Comments
Pronunciation of words				
Appropriate words used				
Variety of words and ideas used				
Sentence Grammar				
Forms of Address				

Applications	Needs Work	Good	Above Expectation	Comments
Gives directions				
Follows directions given				
Explains ideas				
Persuades listeners				

Strategies	Needs Work	Good	Above Expectation	Comments
Uses a variety of strategies to make himself/herself understood				
Uses a variety of strategies if unable to understand				

Anecdotal Records for Group Discussion

Students' Names: _____

Date of Assessment _____

Observation Period _____

Comments Regarding Group Members

- Demonstrate balance between talking and listening
- Demonstrate respect for others
- Demonstrate active participation
- Stating own opinion

Student who fulfilled the role of reporter for the group – effectiveness _____

Student who fulfilled the role of recorder for the group – effectiveness _____

Student who fulfilled the role of participant – effectiveness _____

Student who fulfilled the role of time-keeper – effectiveness _____

(Student Evaluation: A Teacher Handbook. Saskatchewan Education, 1991)

Student Self-Assessment for a Unit

Name of Student	Date
-----------------	------

Title of the Unit: Hobbies and Pastimes

Use the scale below to describe your experience in learning the unit

Scale: High _____ Low
5 4 3 2 1

<u>Steps</u>	<u>Rating</u>	<u>Comments</u>
1. I can exchange information on activities, people and things		
2. I can express and give reasons for opinions and preferences		
3. I can ask a person how he or she feels about his or her activities		
4. I can talk about my favorite hobbies and pastimes		
5. I can discuss my likes and dislikes		
6. I can ask questions of others about their favorite hobbies and pastimes		

Program Evaluation

The purpose of program evaluation is to determine to what extent the curriculum goals and objectives are being implemented and realized in a Mandarin program. The evaluation in classrooms and schools enables teachers and administrators to evaluate aspects of the curriculum in order to improve instruction.

The program evaluation process will involve obtaining information and feedback from schools where the Mandarin 30 program has been implemented. Information used in the evaluation may include the following aspects of the Mandarin 30 program.

- To what extent the program has met the program objectives and learning outcomes.
- To what extent adaptations have been made to accommodate students' diverse cultural backgrounds and language abilities.
- To what extent the program is appropriate for students' previous learning experience, interests and learning styles in terms of the unit topics, tasks, learning activities and resources.
- To what extent are instructional approaches and evaluation techniques appropriate and effective for communicative and experiential instruction and learning?
- To what extent the program has incorporated the Common Essential Learnings and other supporting initiatives.

Teacher Self-Evaluation

It is necessary for teachers to engage in self-reflection and evaluation in order to improve their teaching practice. The following questions may help teachers to do self-evaluation.

- Do I provide my students with opportunities to use Mandarin for communication in listening, speaking, reading and writing as much as possible?
- To what extent do the classroom activities engage students in both small group and pair interactions related to the learning outcomes?
- Does my classroom environment encourage students to take risks and work cooperatively during task-based learning?
- Do my evaluation techniques reflect elements of a communicative/ experiential approach to learning Mandarin?
- Did my students improve in their knowledge of Mandarin and the Chinese culture?

Course Overview

- Scope and Sequence
- Planning

Scope and Sequence

In following the task-based communicative-experiential approach, the scope and sequence in this curriculum guide is expressed in terms of topics to be developed and tasks to be performed and not in terms of linguistic content to be mastered.

Three domains, the personal, the educational and the public, are suggested to guide the choice of topic or theme. Under each domain, a variety of areas of experience or topics can be developed for the students at the secondary levels.

The scope and sequence strives to suggest age-appropriate themes and tasks, but they are not mandatory. It is recommended that the teacher make a choice of themes and tasks within the three domains according to students' needs, interests, cultural backgrounds and language ability. The following chart provides the scope and sequence in an overview of units for Mandarin 10, 20 and 30 in this curriculum guide.

Suggested Units Organized by Grades

Three Domains	Grade 10	Grade 11	Grade 12
Personal	<ul style="list-style-type: none">• Family• Body parts• Sports and hobbies	<ul style="list-style-type: none">• Extended family• Friendship/feelings/emotions	<ul style="list-style-type: none">• Family relations
Educational	<ul style="list-style-type: none">• Weather/seasons• Numbers/ time/ calendar	<ul style="list-style-type: none">• Education (school life)• Culture (Chinese calligraphy)	<ul style="list-style-type: none">• Geography• Environment• Culture (Chinese idioms)
Public	<ul style="list-style-type: none">• Traditions and festivals• Restaurants and food	<ul style="list-style-type: none">• Clothing / Fashion• Transportation• Seasonal activities	<ul style="list-style-type: none">• Job Interview• Media• Consumer skills• Independent travel

Planning

Task-based Syllabus

Research has demonstrated that the ability to perform with language is facilitated when students are actively engaged in meaningful, purposeful communication. The theoretical perspective that supports the use of communication tasks is that language is best learned and taught through interaction. In a program that uses a task-based approach to learning Mandarin, all content, activities and evaluation in the unit are based on the task. Specific language content is determined once the task has been set up. Such activities are structured so that learners will use the language to share ideas and opinions, and collaborate toward the completion of a task. Students learn the vocabulary and structures they will need to use in order to carry out the task that is the focus of the unit.

The thematic linguistic content identifies the minimum vocabulary, language structures, sentence patterns that are introduced to students as they engage in authentic communication. The themes, specific tasks, the language needed to complete task, specific learning outcomes, steps and evaluation are presented within each unit.

Criteria for Judging the Difficulty of Tasks

The choice of tasks will be based not only on the interests and areas of experiences of students, but also on the level of difficulty. It is important for the teacher to choose an appropriate task for students. The following are the factors that determine the relative difficulty of a task.

- Extent to which the content relates to the real-world interests or needs of the students
- Cognitive difficulty of the task
- Amount of assistance provided to the student
- Complexity of the language the student is required to interpret and produce
- Psychological stress involved in carrying out the task
- Amount and type of background knowledge required

The teacher should be aware of the fact that the same task can be more or less difficult for different groups of students according to the levels of student language competence.

How to Design a Task

In designing a task, here is a useful framework that outlines all the elements of planning and designing to be taken into consideration throughout the process (*Student Evaluation*, Saskatchewan Education, 1991).

- The objectives of the task
- The design of the task
- Previous knowledge students need in order to complete the task
- Choose a task from the Areas of Experience
- Processes involved in completing the task
- Students' attitudes during the interaction with the task
- Materials that are needed to complete the task
- The location of the performance of the task
- Assessment techniques used to record information
- Methods of communicating evaluation information to the students

The **Global Task List** chart that follows may be helpful in planning task-based units (*Common Curriculum Framework for International Languages*, 2000).

Global Task List

Make a/an	Learn a/an	Do a/an	Solve a Problem
List	Game	Survey	Jigsaw task
Booklet	Sport	Research project	Information gap
Big book	Song or Dance	Critique	Cloze activity
Pamphlet, brochure	Poem	Role-play	Grammar dictation
Dictionary	Nursery rhyme	Interview	Science experiment
Recipe book	Craft	Demonstration	
Guide		Debate	
Picture album	Keep a Log of	Plan a/an	Write and Send a/an
Poster	Books read	Trip	Greeting card
Mural	TV programs watched	Exchange	E-mail message
Model	Weather	Meal	Letter to the editor
Class display	Travel	Immersion weekend	Business letter
Calendar		Celebration	Invitation
Greeting card	Present a/an	Guest speaker	Personal letter
Menu	Fashion show		Classified ad
Family tree	Puppet show		
Game board	Play		
Advertisement	Dance		
Comic strip	Concert		

Grammar Checklist

In a task-based syllabus, grammar is learned through activities as it is needed within the context of a unit focused on a task. As a result, the curriculum does not include a predetermined list of grammar structures. However, in order to keep track of structures the students have been introduced to, the teacher can use the following checklist to check off important grammatical items whenever they have been learned in units. The grammar structures include both morphology and syntax, e.g., pronouns, adverbs, basic sentence patterns, question forms and negation of basic sentences.

Grammatical Structures	Examples	Grade 10	Grade 11	Grade 12
Morphology				
Nouns and noun phrases	中国，我的家，先生			
Singular and plural pronouns	我，我们，			
Masculine, feminine pronouns	他，她			
Animate and inanimate pronouns	它，它们			
Reflexive pronouns	自己，我们自己			
Possessive pronouns	我的，你的			
Indefinite pronouns	自己，大家，人人			
Interrogative pronouns	谁，什么，哪里，哪个			
Measure markers	四双，五只，两套			
Modal auxiliaries	能，能够，可以，应该			
Verbs: transitive, intransitive, link verbs	买，喜欢，拿，来，走，是，叫，像			
Adjectives	黑，高的，好看的			
Numerical: cardinal, ordinal	第一，三十，零			
Localiser	上(面/边)，下，左，前			
Conjunctions	和，而且，但是，			
Determiners	这，那，那个			
Adverbs of frequency, scope, time, place, manner, etc..	非常,很，更，太，先，明天，后来，特别			
Prepositions	在，对，从，到，给，替，用，为，			
Similarity	跟... 一样			
Superlative	最好，最快			
Comparative	比...大，比...多			
Particles	的，吗，了，吧，			

Syntax	Examples	Mandarin 10	Mandarin 20	Mandarin 30
S + Vi S + Vt S + Vt + IO + DO S + (Adv) + Adj. S + LV + Nominal	他 走了。 我 写 了 一 封 信。 他 教 我 中 文。 李 先 生 很 忙。 我 姓 王			
Negation of basic sentences				
S + 不 (negative adv.) + V. S + 不能 + V. S + 没有 + Obj. S + 不 + (adv) + adj. S + 不 + LV + Nominal	他 不 去。 我 不 能 来。 我 没 有 时 间。 今 天 不 很 热 王 先 生 不 是 老 师 。			
Question forms of basic sentences				
Basic sentence + 吗?	你 去 吗? 你 不 去 吗? 你 不 是 王 先 生 吗?			
Use interrogative pronouns as subject, object, modifier, predictive, complement, etc.	谁 是 王 太 太? 你 问 谁? 这 是 什 么? 这 是 谁 的 孩 子? 你 怎 么 回 家? 他 在 哪 里?			
Tag questions 是 不 是 , 对 不 对 , 行 不 行 , 好 不 好	— 你 是 不 是 王 老 师? — 是 的 , 我 是 王 老 师。			
Coordination and subordination				
Compound structures Use conjunctions to connect clauses 和, 但是, 不过, 还是, 而且,	她 很 高 , 而 且 很 漂 亮。 我 想 去 公 园 , 可 是 天 气 不 好。 不 是 他 不 想 去 , 而 是 你 不 要 他 去。			
Subordinate structures Use subordinate conjunctions: 因 为 ... 所 以 ; 如 果 ... 就 ; 虽 然 ... 但 是 ; 假 如 ... 就 ; .. 以 前 , ... 时 候 ; 由 于 .. 所 以 ;	因 为 天 气 不 好 , 所 以 我 们 没 有 去 公 园。 如 果 天 气 好 , 我 们 就 去 公 园。 我 在 中 国 的 时 候 , 我 去 了 长 城。			

Steps for Unit Planning

Units provide the framework for a Mandarin Chinese program. A unit approach to instruction focuses on language learning activities on specific themes. Unit topics or themes provide the purpose for Mandarin learning and use. Units are based on areas of experience of the students. This curriculum guide provides some suggestions for unit planning.

Categorizing or classifying a course into 5-6 main units is done with the following considerations in mind:

- Consider the language learning needs, the abilities, and the interests of all students
- Select a theme or a topic that is of interest to the students. The theme or topic offers opportunities for achieving the specific learning outcomes and reflecting the entire scope of the course for that year. The unit is designed to develop students' overall communicative competence.
- Design a unit task that is appropriate to the theme. The task must be of interest to students, and take into consideration the knowledge and skills they need in order to complete the task.
- Outline a series of steps and activities directly related to the unit task. According to the task-based method, vocabulary is taught little by little as the students need it for a particular step towards completion of a task.
- Integrate the Common Essential Learnings into each unit.
- Use a variety of resources to prepare students to perform the task.
- Plan student assessment and evaluation that is an integrated element of a unit.
- The time frame for each unit is four to six weeks.

The suggested steps in the template on the next page follow five stages to sequence a unit's activities. This approach is modified from Chamot and O'Malley's (1986) five stages of a lesson: preparation, presentation, practice, evaluation and follow-up. The five stages suggested in this curriculum are:

Preparation

During this phrase, the teacher gets the students' prepared for the unit by activating the students' background knowledge on the topic. By doing a series of activities, the students contribute and share all the information that they already know about the topic.

Research

In order to complete the task, the students at this phrase conduct research to find out useful new information from a variety of sources.

Practice

A stage where students will focus on practising and using the language knowledge, skills and information they have acquired in the previous stages.

Presentation

After students have had an opportunity to practise, they present their task or project to the class in a variety of ways, e.g., oral presentation, visual presentation, or demonstration.

Reflection

After the completion of the task, with the guidance of the teacher, students reflect on the unit. Ask students what are the most interesting things they have experienced in learning the unit, and what they have learned in the unit.

Unit Planning Template

The following is the Unit Planning Template that may be helpful when planning units.

Mandarin	Grade Level
Area of Experience	
Theme to be Developed	
Suggested Task	
Suggested Steps to Complete a Task	Learning Outcomes and Integrated C.E.L.s
Preparation Research Practice Presentation Reflection	Applications Language Competence Strategies Global Citizenship
Evaluation	Resources

Units and Sample Units

The following is an overview of the units for grade 10, 20 and 30 in this curriculum guide. Although seven or eight units are suggested for each grade, they are not mandatory. It is recommended that five or six units are enough for a 100 hour Mandarin course. The teacher can choose among the suggested units for their teaching situations based on students' interests and language ability.

The units include the suggested steps and activities, learning outcomes, resources and a chart with possible linguistic content. The steps provided in the units are suggestions to develop the necessary skills and vocabulary to enable students to perform their tasks. It is at the discretion of the teacher to decide which activities are necessary and to add additional activities.

Note on regional variations: The vocabulary used in the linguistic content of this curriculum is based on the Mandarin spoken by the people of Beijing and other northern cities in China. The way words and phrases are used in the curriculum may differ slightly from the speech of people from Taiwan, Singapore, and other Mandarin speaking populations overseas. The teacher can choose the vocabulary and structures he or she feels most comfortable with, keeping in mind the needs of the students to be able to communicate.

Mandarin 10

Areas of Experience	Suggested Tasks
Unit 10.1 Family (Personal domain)	Make a family tree Alternative Tasks <ul style="list-style-type: none"> • Interview a classmate about his or her family • Research a famous family • Make a family album
Unit 10.2 Body parts (Personal domain)	Do a role-play about visiting a doctor Alternative Tasks <ul style="list-style-type: none"> • Make a game using body parts • A presentation on the functions of body parts • Draw a human body
Unit 10.3 Numbers/time/calendar (Educational domain)	Make a Chinese calendar Alternative Tasks <ul style="list-style-type: none"> • Make a school year calendar • Integrated with other tasks • Make a timetable for a local Chinese restaurant
Unit 10.4 Weather/seasons (Educational domain)	Produce a weather forecast Alternative Tasks <ul style="list-style-type: none"> • Keep a daily weather log – use data to forecast weather • Compare weather in different cities or countries • Make a weather map
Unit 10.5 Restaurant and food (Public domain)	Plan and carry out a field trip to a local Chinese restaurant Alternative Tasks <ul style="list-style-type: none"> • Make a Chinese restaurant menu • Prepare a potluck of Chinese food • Make a recipe book of favorite Chinese food
Unit 10.6 Hobbies and sports (Personal and public domains)	Research a famous athlete Alternative Tasks <ul style="list-style-type: none"> • Make a celebrity sports album • Make a stamp collection album • Do a sportscast of a recent sport event
Unit 10.7 Traditions and holidays (public)	Celebrate Lantern Festival and make lanterns Alternative Tasks <ul style="list-style-type: none"> • Make a calendar with holidays on it • Make a greeting cards for traditional holidays • Dramatize family traditions associated with a holidays • Plan a cultural program (traditional)

Unit 10.1 – Make a Family Tree

Area of Experience: Educational
Theme to be Developed: Family

Alternative Tasks

- Interview a classmate about his or her family
- Research a famous family
- Make a family album

Suggested Steps and Activities

Preparation

- Discuss the task with the students and determine the steps they need to learn the language to complete the task. If possible, the family tree can include information on two or three generations.
- Students bring to the class some of their family pictures and tell each other about the people in their pictures.
- The teacher presents the pictures of some family members, and tells the names of them and their relationships with the teacher.
- In groups, let the students make a list of their family members and relatives, and name them in Mandarin with the help of the teacher.
- The teacher presents information about how Chinese names are formed, for example, family name first; Chinese names usually have two or three words, and no Christian names. The teacher also introduces some common Chinese family names, e.g., 张, 王, 李, 赵, etc.
- Discuss concepts of nuclear/extended families in the context of the Canadian/Chinese family unit.
- Share the lists from the group work with the class, and come up with a complete list of the words for family members and relatives in a family tree.

Research

- Research family history by collecting information through photos, correspondence, facts, audio-video tapes, family albums, etc.

- Have students interview their parents or older family members on how many people they have in their family, including their names, age, occupations, and relationships.
- Interview a person of Chinese origin via email to discover more about the Chinese family structure.
- On-line search the World Family Tree for more information about how to make a family tree.

Practice

- Organize all the information and memorabilia with notes, pictures and photos.
- In pairs, discuss Chinese relative naming system, e.g., uncle, aunt, niece, etc., including family members on the paternal and maternal side of the family.
- Have students practice specific structures by asking/answering questions about each other's family members in Mandarin, such as:
 - This is my aunt 这是我的 婶婶。
 - Her name is 她的 名字 叫 ..
 - She is 39 years old. 她 三 十 九 岁 了。
 - She is a nurse. 她 是 护 士。
- Make a list of names of all the members of your family and include this information in your family tree.
- In pairs, make some flashcards of words for family members and match the names of your family members with the words on the cards.
- Brainstorm a variety of ways of making a family tree, for example, do a web or a chart, or on a big piece of paper, draw a big tree with many branches. On the branches, write down the names of the family members with additional information and pictures.
- Each student prepares a family tree using the form he or she wants and including the required information.

Presentation

- An individual student makes a presentation on his/her family tree to the small group and asks for feedback.
- One representative from each group makes a presentation on his or her family tree to the whole class.

Reflection

- Students discuss the unit, what they learned, what problems they experienced, and how they could improve in the future.

The Learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide basic information, e.g., name, date of birth and death of family members.
- Identify concrete people (family members), places and things
- Gather simple information from a variety of resources: family correspondence, photos, family stories and events. (TL, IL)
- Respond to and express emotions and feelings related to family history and stories. (PSVS)
- Indicate choice from among several options, e.g., when making a family tree. (IL, CCT)
- Organize and sequence items in different ways, e.g., organize family members according to generations. (CCT)

Language Competence (COM)

- Use Pinyin and correct tone to pronounce names of family members.
- Use Pinyin to replace some difficult words in Mandarin when making a family tree.
- Recognize and name some elements of the writing system, e.g., strokes, stroke order and direction of strokes.
- Use the correct stroke order and proportion to write some Chinese characters.
- Recognize some basic grammatical structures in simple sentences.
- Understand short simple texts, e.g., family correspondence, simple family stories
- Engage in simple interactions using simple words and sentences in group activities.
- Use visuals and other forms of non-verbal communication to express meaning, e.g., use family pictures. (CCT)

- Experience a variety of voices when interviewing family members.
- Acknowledge and accept individual differences in speech e.g., the grand parents' accents. (PSVS)
- Recognize some simple oral and written text forms, e.g., letters, stories, family tree.

Global Citizenship (PSVS)

- Participate in activities and experiences that reflect elements of the Chinese culture e.g., listen to family stories, or sing a Chinese folk song.
- Identify commonalities and differences between the Chinese culture and their own when sharing family information with classmates, e.g., the family structures in China and Canada (CCT)
- Identify some elements that reflect diversity within the Chinese culture (dialects, lifestyles, values, etc.).
- Explore the variety of languages spoken by their schoolmates and members of their community.
- Recognize that culture is expressed through a variety of forms, e.g., family stories.

Strategies (IL)

- Use simple cognitive strategies to enhance language learning, e.g., learn new vocabulary or sentences by listening attentively, memorize new words by repeating them silently or aloud, and watch how these words are used by others.
- Use simple metacognitive strategies, with guidance, to enhance language learning, e.g., reflect on how they learn to do tasks with classmates and the teacher. (CCT)
- Use interactive strategies to enhance language use, e.g., interpret and use non-verbal clues to communicate when they do not understand. (COM)
- Use simple interpretive strategies to enhance language use, e.g., use illustrations to understand a presentation. (COM)
- Use simple productive strategies with guidance, e.g., use familiar patterns for stories, copy what others say or write, use simple words to express ideas, or use Pinyin to write difficult words. (COM)

- Use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options, reflect on learning tasks, and discover how their efforts can affect their learning. (PSVS, CCT)
- Use simple social and affective strategies to enhance learning, e.g., seek help from others, participate in cooperative group learning tasks. (PSVS)

Resources

- Family albums and pictures
- Family correspondence and video tapes
- Family members
- <http://www.familytreemaker.com>
- *Hanyu: for beginning students* (see the Bibliography)
- *Zhongguotong: Stages A & B* (see the bibliography)
- *Ni Hao series: Book 1* (see the bibliography)

Evaluation

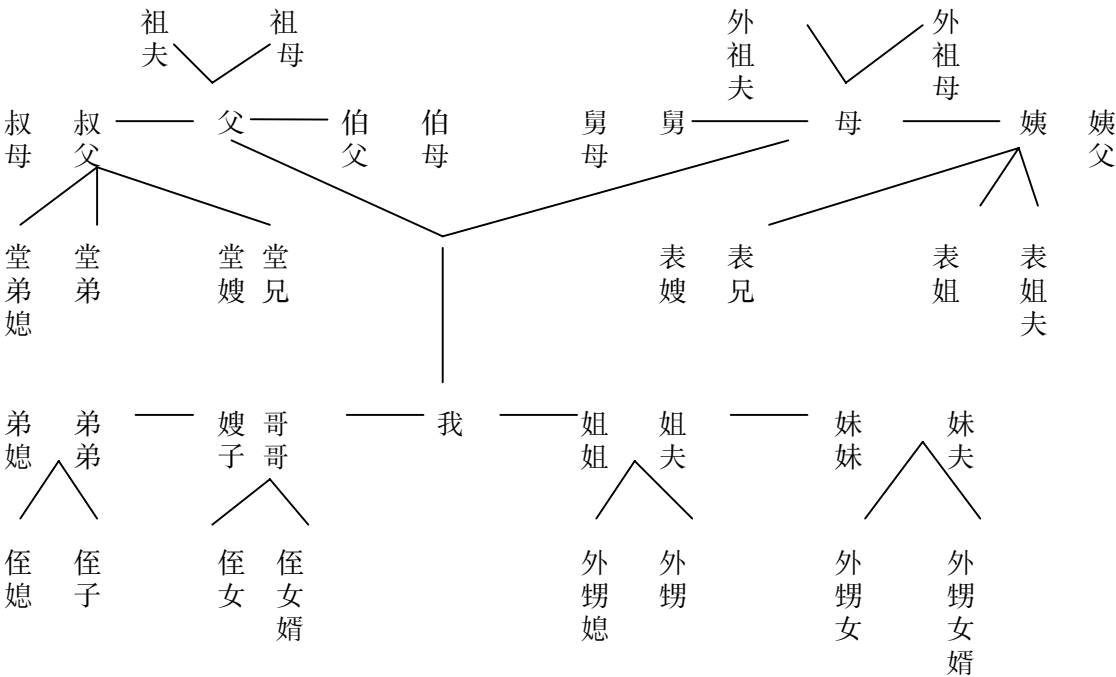
Sample Assessment

Checklist for the Presentation of Family Tree

Name _____ Date _____

Assessment Criteria	
Shows confidence in the use of Mandarin to convey meaning in the presentation	<input type="checkbox"/>
Uses correct terms for maternal and paternal relatives	<input type="checkbox"/>
Uses visuals to show relationships within family	<input type="checkbox"/>
Uses resources to support the presentation, e.g., family photos	<input type="checkbox"/>
Uses correct stroke order and direction of strokes in writing Chinese characters	<input type="checkbox"/>
Uses previously learned structures correctly both in speech and writing	<input type="checkbox"/>
Uses a variety of strategies to enhance the presentation, e.g., uses pinyin to write difficult words, or uses simple words to express ideas	<input type="checkbox"/>
	<input type="checkbox"/>

An Example of a Family Tree



The Linguistic Content
(in simplified characters and pinyin)

Suggested vocabulary	Suggested sentences
<p>family members</p> <ul style="list-style-type: none"> • 爸爸，妈妈 <p>bàba, māma</p> <ul style="list-style-type: none"> • 哥哥，嫂嫂 <p>gēge, sāosao</p> <ul style="list-style-type: none"> • 姐姐，姐夫 <p>jiějie, jiěfu</p> <ul style="list-style-type: none"> • 弟弟，弟媳 <p>dìdi, dìxí</p> <ul style="list-style-type: none"> • 妹妹，妹夫 <p>mèimei, mèifu</p> <ul style="list-style-type: none"> • 儿子，儿媳 <p>érzi, érxí</p> <ul style="list-style-type: none"> • 孙子，外孙子 <p>sūnzi, wài sūnzi</p> <p>Paternal relatives (亲戚)</p> <ul style="list-style-type: none"> • 爷爷，奶奶 <p>yéye, nǎinai</p> <ul style="list-style-type: none"> • 伯伯，伯母 <p>buóbuo, buómǔ</p> <ul style="list-style-type: none"> • 叔叔，婶婶 <p>shūshu, shěnshe</p> <ul style="list-style-type: none"> • 姑姑，姑父 <p>gūgu, gūfu</p> <ul style="list-style-type: none"> • 堂哥，堂姐 <p>tánggē, tángjiě</p> <ul style="list-style-type: none"> • 侄子，侄女 <p>zhízi, zhǐ nǚ</p> <p>Maternal relatives</p> <p>姥姥(姥)爷，外(公)婆</p> <p>lǎolao lǎoye, wài (gōng) pó</p> <p>舅舅，舅妈</p> <p>jiùjiu, jiùmā</p> <ul style="list-style-type: none"> • 姨，姨父 <p>yí, yífù</p> <ul style="list-style-type: none"> • 表哥，表姐， <p>biǎogē, biǎojiě</p>	<p>Asking for information (with interrogative words)</p> <ul style="list-style-type: none"> • 你叫什么(名字)? <p>Nǐ jiào shénme (míngzi)?</p> <ul style="list-style-type: none"> • 你家有几口人? <p>Nǐ jiā yǒu jǐ kǒu rén?</p> <ul style="list-style-type: none"> • 你的哥哥多大了? <p>Nǐ de gēge duō dà le?</p> <p>你住在哪里?</p> <p>Nǐ zhù zài nǎlǐ?</p> <ul style="list-style-type: none"> • 你有几个兄弟姐妹? <p>Nǐ yǒu jǐ gè xiōngdì, jiěmèi?</p> <ul style="list-style-type: none"> • 你的父母讲什么语言? <p>nǐde fùmǔ jiǎng shénme yǔyán?</p> <ul style="list-style-type: none"> • 你的爷爷和奶奶是哪里人? <p>Nǐ de yéye hé nǎinai shì nǎlǐ rén?</p> <p>Providing information in affirmative and negative sentences</p> <ul style="list-style-type: none"> • 我叫王小平。 <p>Wǒ jiào wáng xiǎopíng.</p> <ul style="list-style-type: none"> • 我家有五口人。 <p>Wǒ jiā yǒu wǔ kǒu rén.</p> <ul style="list-style-type: none"> • 我的爷爷和奶奶住在中国。 <p>Wǒ de yéye hé nǎinai zhù zài Zhōng Guó.</p> <ul style="list-style-type: none"> • 我是在...出生的。 <p>Wǒ shì zài... chūshēng de.</p> <ul style="list-style-type: none"> • 我没有表妹 <p>Wǒ méiyǒu biǎomèi.</p>

The Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Sentences
<p>Immediate Family Members (家庭成員)</p> <ul style="list-style-type: none"> • 爸爸，媽媽 • 哥哥，嫂嫂 • 姐姐，姐夫 • 弟弟，弟媳 • 妹妹，妹夫 • 兒子，儿媳 • 孫(外)子 <p>Paternal Relatives (親戚)</p> <ul style="list-style-type: none"> • 爺爺，奶奶 • 伯伯，伯母 • 叔叔，嬸嬸 • 姑姑，姑父 • 堂哥，堂姐 • 侄子，侄女 <p>Maternal Relatives</p> <ul style="list-style-type: none"> • 姥爺，姥姥 • 外公，外婆 • 舅舅，舅媽 • 姨，姨父 • 表哥，表姐 • 外甥，外甥女 	<p>Asking for Information (with interrogative words)</p> <ul style="list-style-type: none"> • 你 叫 什 么 (名字)? • 你 家 有 几 口 人? • 你的 哥哥 多 大 了? • 你 住 在 哪 里? • 你 有 几 個 兄 弟 姐 妹? • 你的 父母 講 什 么 語 言? • 你 有 沒 有 堂 兄 弟? • 你的 爺爺 和 奶奶 是 哪 里 人? <p>Providing Information in Affirmative and Negative Sentences</p> <ul style="list-style-type: none"> • 我 叫 王 小 平。 • 我 家 有 五 口 人。 • 我 有 一 個 姐 姐。 • 我的 爺爺和奶奶住在中國。 • 我 是... 出 生 的。 • 我 沒 有 表 妹。

Unit 10.2 – Do a Role-Play about Visiting the Doctor

Area of Experience: Personal
Theme to be Developed: Body Parts

Alternative Tasks

- Make a game using body parts
- Presentation on the functions of body parts
- Draw a human body

Suggested Steps and Activities

Preparation

- Ask students to describe what they feel when they are sick.
- The teacher presents a picture book on human body parts, and each student tells the names of the body parts.
- Using visual resources (e.g., pictures, or video performances of Chinese acrobatics, martial arts and exercises at school), the teacher introduces the students to some Chinese cultural aspects related to the body and keeping healthy. For example, watch excerpts from Chinese TV documentary and videos that demonstrate the Qi Gong, Tai Ji, and many other forms of exercises people do to keep healthy.
- Invite a local Chinese doctor to make a short presentation and answer students' questions

Research

- Gather information about how adolescents keep healthy from a variety of resources, e.g., the Internet, medical magazines.

Practice

- Gather information from research and create a list of health tips for adolescents. Use the health tips as a doctor's advice in their role-plays.
- Watch a video or listen to a short dialogue between a doctor and a young patient. After that, check student comprehension by filling out an information sheet prepared by the teacher, e.g., what happened to the patient, how did he/she feel, and what is the doctor's advice.

- Take part in language games related to the task:
- The students select pictures of faces, either from student drawings, or cut from magazines, and group them according to feelings, e.g., happy, angry, upset.
- The students are given cards with names of body parts on some and the illness related to the body parts on others, e.g., head, headache, throat sore throat. The students pair the cards.
- Students play in pairs. One student writes a card with the name of an illness, e.g., "headache"; the other tries to describe what he/she feels.
- The students in pairs describe their experiences of getting sick and seeing a doctor using as much Mandarin as possible. Provide vocabulary as necessary.
- Practise a role-play between a doctor and a patient.

Presentation

- In pairs, the students role-play their visits to a doctor.

Reflection

- Reflect on the unit. Ask students what they have learned from the unit. What vocabulary and structures did they learn related to visiting a doctor.
- What learning strategies did they use to help them learn the language.

The Learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide basic information, e.g., names of body parts and feelings.
- Ask or offer to do something, e.g., classroom tasks and group tasks
- Gather simple information from a variety of resources, e.g., Internet, magazines
- Organize and sequence items in different ways, e.g., make a list of health tips
- Listen attentively and respond sensitively to the opinions, ideas and products of others, e.g., to their presentations.

Language competence (COM)

- Use pinyin and tones to pronounce words and phrases correctly
- Copy familiar words, phrases and sentences, e.g., vocabulary for visiting a doctor and describing illness
- Associate words in Mandarin with the corresponding object, action or notion.
- Recognize some basic grammatical structures in simple sentences, e.g., negative, affirmative and interrogative sentences
- Understand short simple texts in guided situations, e.g., in listening activities
- Produce simple oral and written sentences in guided situations
- Initiate interactions and respond using simple social interaction patterns, e.g., question-answer in role-plays
- Understand and use some simple idiomatic expressions as set phrases

Global Citizenship (PSVS)

- Participate in activities and experiences that reflect elements of the Chinese culture
- Identify similarities between students' first language and Mandarin, e.g., sounds, or writing system (COM)
- Describe ways language can be taught and learned (COM, CCT)
- Work and play with other students who are different
- Listen with attention to the opinions of others
- Recognize similarities between their own culture and other cultures

Strategies (IL)

- Use simple interpretive strategies with guidance, e.g., make connections between texts on the one hand, and prior knowledge and personal experience on the other (COM, CCT)
- Use simple cognitive strategies to enhance general learning, e.g., classify objects, and connect what they already know with what they are learning (CCT)
- Use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance of the teacher (CCT)
- Use simple affective strategies to enhance learning, e.g., follow their curiosity to learn and to do research
- Use simple social strategies to enhance learning, e.g., participate in cooperative group learning tasks (PSVS)

Resources

- Some magazines that contain health tips for adolescents
- Short radio or TV clips which have short spoken texts related to visiting a doctor.
- Online resources
- *Zhongguotong*, Stages A and B (A bibliography for Mandarin 10, 20, 30)
- *Ni Hao*: Book 3. (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate Students. Stage 2* (A bibliography for Mandarin 10, 20, 30)

Evaluation

Sample Assessment: Self-Assessment Form for Interpretative Strategies

Listening Activities

Name _____

Date _____

Set a purpose for listening
Make predictions about what I expect to hear and later check these predictions after listening
Recognize and recall ideas from listening
Follow directions effectively
Pay attention to key words and graphic aids for help
Listen attentively
Use my own previous knowledge to interpret the meaning
Practice effective note-taking strategies
Be able to summarize information after listening
Analyze my own listening behaviour

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Body Parts</p> <ul style="list-style-type: none"> • 头 , 脸 tóu, liǎn • 耳朵 , 眼睛 ěrduo, yǎnjīng • 鼻子 , 嘴巴 bízi, zuǐba • 牙齿 , 喉咙 yá chǐ, hóulóng • 手 , 胳膊 shǒu, gēbo • 腿 , 脚 tuǐ, jiǎo • 身体 , 肚子 shēntǐ, dùzi <p>Vocabulary for Seeing a Doctor</p> <ul style="list-style-type: none"> • 感冒 , 生病 gǎn mào, shēng bìng • 咳嗽 , 喉咙痛 késòu, hóulóngòng. • 牙疼 , 肚子痛 yá téng, dùziòng • 头痛 , 发炎 tóuòng fāyán • 流鼻涕 , 腹泻 liú bítì, fúxiè • 休息 , 多喝水 , xiūxi, duō hē shuǐ • 吃药 , 打针 chī yào, dǎ zhēn • 量 体温 liáng tǐwēn • 不舒服 bù shūfu • 难受 nánshòu • 病假 bìngjià • 发 烧 fāshāo 	<p>Conversations Between a Doctor and a Patient</p> <ul style="list-style-type: none"> • 你 怎么 了 , 哪里 不 舒服 ? Nǐ zěnmē le, nǎlǐ bù shūfu ? • 我 头痛 , 肚子 也 疼 , 很 难受 Wǒ tóuòng, dùzi yě téng, hěn nánshòu. • 你 今天 吃了 什么 东西 吗 ? Nǐ jīngtiān chī le shénme dōngxi ma? • 让 我 给 你 量 量 体温 。 Ràng wǒ gěi nǐ liáng liáng tǐwēn. • 啊 , 你 发烧 了 。 三 十 九 度 。 À , nǐ fāshāo le, sānshí jiǔ dù . • 你 咳嗽 , 打 喷嚏 吗 ? Nǐ késou, dǎ pēntì ma? • 是的 , 我 的 喉咙 也 很 痛 Shì de, wǒ de hóulóng yě hěnòng. • 我 看看 你 的 喉咙 , 请 张 开 你 的 嘴巴 。 Wǒ kàn kàn nǐ de hóulòng , qǐng zhāng kāi nǐ de zuǐba. • 你 的 喉咙 发炎 了 。 nǐ de hóulóng fāyán le. • 你 感冒 了 , 我 给 你 开 点 药 。 Nǐ gǎn mào le, wǒ gěi nǐ kāi diǎn yào. • 你 要 多 喝 水 , 多 休息 。 Nǐ yào duō hēshuǐ, duō xiūxi. • 你 可 以 在 家 休息 几 天 。 Nǐ kěyǐ zàijiā xiūxi jǐ tiān. • 这 是 你 的 药 , 一 天 吃 三 次 。 Zhèshì nǐ de yào, yī tiān chī sān cì.

The Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Body Parts</p> <ul style="list-style-type: none"> • 頭， 臉 • 耳朵， 眼睛 • 鼻子， 嘴巴 • 牙齒， 喉嚨 • 手， 胳膊 • 腿， 腳 • 身體， 肚子 <p>Vocabulary for Seeing a Doctor</p> <ul style="list-style-type: none"> • 感冒， 生病 • 咳嗽， 喉嚨疼 • 牙疼， 肚子疼 • 頭痛， 發炎 • 流鼻涕， 腹瀉 • 休息， 多喝水， • 吃藥， 打針 • 量 體溫 • 不舒服 • 難受 • 上 吐 下 瀉 • 病假 	<p>Dialogues between a doctor and a patient</p> <ul style="list-style-type: none"> • 你 怎么 了， 哪里 不 舒服？ • 我 頭痛， 肚子 也 疼， 很 難受 • 你今天吃了什麼東西嗎？ • 讓 我 給 你 量 量 體溫。 • 啊， 你 發燒 了。三 十 九 度。 • 你 咳嗽， 打 噴嚏嗎？ • 是的， 我的喉嚨 也很疼。 • 我看看你的喉嚨， 請張開你的嘴巴。 • 你的喉嚨發炎了。 • 你是 感冒了， 我給你開點藥。 • 你要多喝水， 多休息。 • 你可以在家休息 几天， 不要上學了。 • 這是藥， 一天吃三次， 一次兩粒。

Unit 10.3 – Make a Chinese Calendar

Area of Experience: Education
Theme to be Developed: Calendar/Time and Numbers

Alternative Tasks

- Make a timetable for a local restaurant
- Make a school year calendar

Suggested Steps and Activities

Preparation

- Discuss the task with the students and determine the steps they need to learn the language to complete the task.
- The students brainstorm their knowledge about the Chinese Zodiac system, e.g., the symbols of 12 animals
- Have students bring different calendars to school, e.g., Chinese Lunar Year Calendar, a school year calendar, Chinese regular calendar, and Calendars in Canada. In small groups, discuss the similarities and differences in calendar formats. Identify and list some of the elements that are common to many calendars, e.g., months and days, special events, holidays and illustrations.
- The teacher introduces some Chinese vocabulary related to the calendar and students copy them in their vocabulary books.
- Students work in three groups; each group is responsible for writing out cards for the days, months, and seasons of the year in Mandarin. Exchange these cards with other groups for students to become familiar with these words.

Research

- Research possible content that might be included in a Chinese calendar by examining different Chinese calendars.
- Have students interview their parents or their Chinese friends about Chinese holidays and special events.

- Students research the meaning and history of some holidays and special events, with their respective dates, in a library or online.
- Students report their findings from their research to the group.
- Share the small group work with other groups, and come up with a list of names of holidays and special events for a year in a Chinese calendar.

Practice

- Prepare personal reference sheets of useful structures and vocabulary in preparation for their calendars.
- As a group, students discuss the format of a Chinese calendar and Canadian calendar and how the lunar year differs from the solar year and converting dates from one calendar to another.
- Look at the list of possible content to determine what they want to add to the calendar, e.g., seasons, weather, holidays, special events, etc.
- Each group does a separate section of the calendar, e.g., 2 or 3 months. Leave some blank space in the calendar for the students to put in their special events in a year, e.g., birthday, school holidays, etc.
- Exchange and compare group calendars before making their presentations.

Presentation

- Each group presents one section of the calendar to the class.
- Some students may volunteer to explain some holidays to other students.
- Hang the calendar on the wall of the classroom. Use the calendar for the current year for students to find out the dates of Chinese festivals and the days of the week on which they fall.

Reflection

- Students discuss the unit, what they learned, e.g., the lists of words that are used for making a Chinese calendar, the structures they have learned to identify things, dates, describe things and seasons, make comparisons, and express themselves in order to complete the task.

- Students discuss how they could improve in the future in terms of four curriculum components.

The Learning Outcomes and Integrated C.E.L.s

Applications

- Indicate basic needs and wants, e.g., borrowing things from peers
- Ask for help or clarification of what is being said or done in the group. (PSVS)
- Ask for and provide basic information on a Chinese calendar.
- Give and respond to simple oral instructions or commands when doing a group project.
- Respond to and express simple preferences for specific holidays and seasons.
- Identify holidays, special events, and seasons on a Chinese calendar.
- Gather simple information on calendars from a variety of sources. (IL)

Language Competence (COM)

- Associate Mandarin words with the corresponding notion.
- Recognize some basic grammatical structures in simple oral and written texts.
- Derive meaning from a variety of visuals and other forms of non-verbal communication, e.g., from other students' visual aids.
- Engage in simple interactions using simple sentences.
- Produce simple oral and written sentences in guided situations.
- Recognize some simple written text forms, e.g., a calendar.

Global Citizenship (PSVS)

- Make observations of the culture, e.g., Chinese holidays and special events in the local community.
- Identify some elements that reflect diversity within the Chinese-speaking population, e.g., different holidays and special events.
- Engage in activities that reflect elements of different cultures.
- Recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community.

- Recognize that culture is expressed through a variety of forms, e.g., calendars of different kinds from different countries.
- Identify commonalities and differences between calendars in China and in Canada, e.g., how the lunar year differs from the solar year and converting dates from one calendar to another. (N)

Strategies (IL)

- Use simple cognitive strategies, with guidance, to enhance language learning, e.g., memorize new words by repeating them when engaging in the task.
- Use simple metacognitive strategies with guidance, to enhance language learning, e.g., self-reflect on how they learn the unit. (CCT)
- Use simple interactive strategies with guidance, e.g., ask for clarification or repetition when they do not understand.
- Use simple social and affective strategies, with guidance, to enhance language learning, e.g., seek help, maintain interactions with others. (PSVS)
- Use simple productive strategies, with guidance, e.g., use words that are visible in the immediate environment.

Resources

- Different calendars from different countries
- Online information on Chinese holidays and seasons
- *Zhongguotong* (Stages A & B) (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: for beginning students* (A bibliography for Mandarin 10, 20, 30)
- *Red Eggs and Dragon Boats: Celebrating Chinese Festivals* (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: for intermediate students. Stage 2* (A bibliography for Mandarin 10, 20, 30)
- *Ni Hao series: Book 2* (A bibliography for Mandarin 10, 20, 30)
- <http://www.e-thologies.com>

Evaluation

Sample Assessment

A Rating Scale for a Chinese Calendar

☐ **Excellent**

- You conveyed your ideas very clearly.
- You demonstrated excellent knowledge of a Chinese calendar.
- All of your words were correct.
- All of the dates were labeled correctly.
- All of the holidays were labeled with correct dates.
- All of your labels were comprehensible.

☐ **Good**

- You conveyed your ideas clearly
- You demonstrated good knowledge of a Chinese calendar
- Most of your words were correct
- Most of the dates were labeled correctly
- Most of the holidays were labeled correctly
- Most of your labels were comprehensible

☐ **Satisfactory**

- Some ideas are not clearly conveyed.
- Your demonstrated some knowledge of a Chinese calendar.
- Some of your words were correct.
- Only some dates were labeled correctly.
- Only some holidays were labeled correctly.
- Only some labels were comprehensible.

☐ **Unsatisfactory**

- You did not demonstrate any knowledge of a Chinese calendar.
- Few of your words were correct.
- Few of the dates were labeled correctly.
- Few of the holidays were labeled correctly.
- Few of the labels were comprehensible.

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Words for Date and Time</p> <ul style="list-style-type: none"> • 年, 月, 日 <p>nián, yuè, rì,</p> <ul style="list-style-type: none"> • 星期 一 <p>xīngqī yī</p> <ul style="list-style-type: none"> • 几 月 几 号 <p>jǐ yuè jǐ hào</p> <ul style="list-style-type: none"> • 今 (明, 昨) 天 <p>jīntiān (míngtiān, zuótiān)</p> <ul style="list-style-type: none"> • 早上 , 上午 <p>zǎo shàng, shàng wǔ</p> <ul style="list-style-type: none"> • 下午 , 晚上 <p>xià wǔ, wǎnshang</p> <ul style="list-style-type: none"> • 时间 , 日期 <p>shíjiān , rìqī</p> <ul style="list-style-type: none"> • 几点 <p>jǐ diǎn</p> <p>Vocabulary for Festivals</p> <ul style="list-style-type: none"> • 节日 <p>jiérì</p> <ul style="list-style-type: none"> • 春节 <p>chūnjié</p> <ul style="list-style-type: none"> • 中秋节 <p>zhōngqiū jié</p> <ul style="list-style-type: none"> • 国庆节 <p>guóqìng jié</p> <ul style="list-style-type: none"> • 元 旦 <p>yuándàn</p> <p>Vocabulary for seasons, and calendar</p> <ul style="list-style-type: none"> • 季节, 日 历 , <p>jìjié, rìlì</p> <ul style="list-style-type: none"> • 冬 天, 秋 天 <p>dōngtiān, qiūtiān</p> <ul style="list-style-type: none"> • 夏季 , 春 季 <p>xiàjì, chūnjì</p> <ul style="list-style-type: none"> • 农历 , 阴历 <p>nónglì, yīnlì</p> <ul style="list-style-type: none"> • 公历 , 阳历 <p>gōng lì, yánglì</p>	<p>Asking for Date and Time</p> <ul style="list-style-type: none"> • 今天 (是) 星期几? <p>Jīntiān shì xīngqī jǐ?</p> <ul style="list-style-type: none"> • 昨天 (是) 星期几? <p>Zuótiān shì xīngqī jǐ?</p> <ul style="list-style-type: none"> • 今天 是 几 月 几 号 ? <p>Jīntiān shì jǐ yuè jǐ hào?</p> <ul style="list-style-type: none"> • 一个 星期 有 几天 ? <p>Yí gè xīngqī yǒu jǐ tiān?</p> <ul style="list-style-type: none"> • 现在 几点 了 ? <p>Xiànzài jǐ diǎn le?</p> <ul style="list-style-type: none"> • 现在 是 三 点 吗 ? <p>Xiànzài shì sān diǎn ma?</p> <ul style="list-style-type: none"> • 一 年 有 几个 节日 ? <p>Yí nián yǒu jǐ gè jiérì?</p> <p>Giving Information</p> <ul style="list-style-type: none"> • 今天 是 星 期 五 。 <p>Jīntiān shì xīngqī wǔ.</p> <ul style="list-style-type: none"> • 一 年 有 四 季 。 <p>Yí nián yǒu sì jì.</p> <ul style="list-style-type: none"> • 现在 是 晚 上 八 点 。 <p>Xiànzài shì wǎnshang bā diǎn.</p> <ul style="list-style-type: none"> • 我的 生日 在 五 月 。 <p>Wǒ de shēngrì zài wǔ yuè.</p> <ul style="list-style-type: none"> • 中国 有 农 历 和 公 历 。 <p>Zhōng guó yǒu nóng lì hé gōng lì.</p>

The Linguistic Content
(in traditional characters)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Date and Time</p> <ul style="list-style-type: none"> • 月，日，年， • 星期 一 ， 二 ， 四 • 几 月几號 • 今天， 明天， 昨天， 后天 • 早上 ， 上午 ， 下午 ， 晚上 • 時間 • 几點 鐘 • 日期 <p>Vocabulary for festivals</p> <ul style="list-style-type: none"> • 節日，春節 • 中秋節，國慶節 • 元 旦， <p>Vocabulary for Seasons and Calendar</p> <ul style="list-style-type: none"> • 季節， 日 歷 • 春 季 ， 春天 • 冬季 ， 冬天 • 夏季 ， 夏天 • 秋季 ， 秋天 • 農曆 ， 陰歷 • 公歷 ， 陽歷 	<p>Asking Information on Time and Date in Interrogative Sentences</p> <ul style="list-style-type: none"> • 今天 (是)星期几? • 昨天 (是)星期几? • 今天 是 几 月 几 號 ? • 一個 星期 有 几 天 ? • 現在 几點 了 ? • 現在 是 三 點 嗎 ? • 一 年 有 几个 節日 ? <p>Providing Information on Time and Date in Affirmative and Negative Sentences</p> <ul style="list-style-type: none"> • 今天 是 星期 五 。 • 一 年 有 四 季 。 • 現在 是 晚上 八 點 了 。 • 現在 是 冬 季 。 • 我的 生日 是 五 月 。 • 中國 有 農曆 和 公歷 。 • 我 不 喜歡 使用 農曆 。

Unit 10.4 – Produce a Weather Forecast

Area of Experience: Education
Theme to be Weather/Seasons

Alternative Tasks

- Compare weather in different cities or countries
- Keep a daily weather log
- Draw a weather map

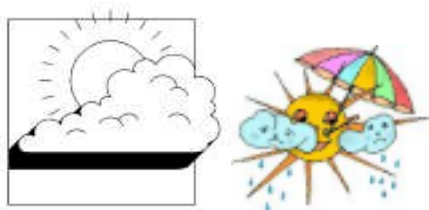
Analysis of Language Needs to Complete the Task

Product: A Weather Forecast (Visuals)

- Vocabulary: weather, report, forecast, temperature, degrees, seasons, cloudy, sun, sunny, snow, flurry, rain, wind, calm, windy, snowfall, precipitation, clear, sky, sunrise, sunset, high, low mainly, occasionally, blizzard, wind-chill, detail, condition, Celsius, Fahrenheit, etc.
- Text forms: weather reports, radio weather forecast recording.
- Basic structures: asking for information, providing information, responding to questions, explaining the weather conditions/

Process: Learn how to describe a variety of weather conditions and how to categorize weather.

- Vocabulary and structures for describing, categorizing, reporting, predicting, making comparisons and contrast, expressing cause and effect.



Suggested Steps and Activities

Preparation

- Before the class, ask students to listen to today's weather broadcast at home, and ask students to describe what the weather is like.
- Discuss with the students what language they need to carry out the task.
- Have the students brainstorm reasons, based on their experiences, for listening to a weather forecast, e.g., know what to wear or bring when going out; plan outdoor activities. Students work in groups to organize the information and make a list, using Chinese vocabulary or structures during the brainstorming section.
- Show the students the map of Saskatchewan and let them discuss typical weather throughout a year using as many Mandarin words and structures as possible.
- Have the students draw a map of a region they want to make a weather report for and add temperature ranges for the current season.

Research

- Have students find weather reports from the media or on the Internet to get weather data for their forecast.
- Find out about and compare typical weather here in Saskatchewan and in different parts of China from different sources.
- Find out how a Fahrenheit degree differs from a Celsius degree in temperature and how to convert one to another.

Practice

- Listen to an excerpt of a radio weather forecast or watch a TV weather forecast in Mandarin. Check for understanding by asking some questions based on the broadcast.
- Do some language activities related a weather forecast:
 - Students play in pairs. Student A provides the weather information to Student B so that Student B can draw the corresponding weather picture. After the picture is done, both of the

students check to see if they got the information and the picture right.

- An "information Gap" activity: Each student has the same map and a variety of weather symbols like those on TV. They take turns placing the symbols on the map, giving a weather report while their partner tries to place his/her symbols on the map to match the report.
- Show students a recorded television weather forecast without the sound and let them work in small groups to construct dialogues describing weather conditions in Mandarin.
- Show the students some pictures of weather conditions and ask them to describe the pictures.
- In small groups, have students practice giving simple opinions (likes, dislikes, preferences, making comparisons) related to favorite weather conditions using the words they have learned.
- Prepare a weather forecast with a visual. The students may work in small groups to encourage sharing of ideas and participation.

Presentation

- One representative from each group presents a weather forecast to the whole class.
- Have other students who are listening fill in an information sheet for each presentation.
- Hang students' weather visuals on the wall of the classroom.

Reflection

- Reflect on the unit. Ask the students:
- if they feel they would be able to understand a weather forecast in writing and on radio or TV in Mandarin.
- what strategies they used to enhance their learning
- what vocabulary and structures they learned and could use to complete the task
- what is the most interesting thing they learned in this unit

Learning Outcomes and Integrated C.E.L.s

Applications

- Identify concrete places, dates and things from a weather report, e.g., weather conditions, and characteristics of the weather in different seasons and places.
- Respond to simple, predictable questions about weather conditions.
- Express simple likes and dislikes relating to weather.
- Indicate choice from among several options when preparing a weather report.
- Ask for and provide basic information, e.g., temperature, precipitation, wind speed and direction.
- Gather weather information from a variety of resources. (TL)
- Organize information in different ways, e.g., in a written report, on a weather map. (COM)
- Experience problem-solving situations in fictitious and real-life situations, e.g., preparing a weather forecast. (CCT)

Language Competence (COM)

- Understand and produce short simple texts in guided situations.
- Use a repertoire of isolated words and phrases in familiar contexts, e.g., weather reports
- Recognize some basic grammatical structures in simple sentences, e.g., weather reports and oral presentation
- Associate words in Mandarin with the corresponding object and concept. (COM)
- Use pinyin to pronounce difficult words correctly and replace difficult characters.
- Derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations.
- Use a variety of visuals to express meaning in guided situations. (IL)
- Engage in simple interactions using simple sentences.
- Link words or groups of words in simple ways, e.g., using some discourse markers.
- Distinguish between formal and informal situations, e.g., media weather broadcast and informal chat about weather.

Global Citizenship (PSVS)

- Identify commonalities and differences between the Chinese culture being studied and their own, e.g., the Chinese and the Canadians use Celsius degrees for temperature while the American people use Fahrenheit.
- Identify similarities and differences between their first language and the Chinese language.

Strategies (IL)

- Use simple cognitive strategies, with guidance, to enhance language learning, e.g., grouping and classifying information; using visuals to help understanding.
- Use simple social and affective strategies to enhance learning, e.g., follow their natural curiosity and intrinsic motivation to learn, seek help from others, ask questions for clarification, and participate in cooperative group learning tasks.
- Use simple metacognitive strategies to enhance general learning, e.g., reflect on learning tasks with the guidance with the teacher, choose from among learning options. (CCT)
- Use simple interpretive strategies with guidance, e.g., make connections between texts and prior knowledge on the one hand, and personal experience on the other. (COM)
- Use simple productive strategies with guidance, e.g., copy and use familiar words, phrases and sentence patterns from newspaper weather forecasts and other media, or use illustrations to aid oral production. (COM)

Resources

- A variety of weather forecast reports and visuals from the media
- Recorded weather forecast in Mandarin
- Online weather information:
<http://www.nmc.gov.cn>
- Pictures of different weather conditions
- *Hanyu* (For Beginning Students) (A bibliography for Mandarin 10, 20, 30)
- *Zhongguotong* (Stages A and B) (A bibliography for Mandarin 10, 20, 30)
- *Ni Hao* series (Book 2) (A bibliography for Mandarin 10, 20, 30)

Evaluation: Sample Assessment

#1 –

Topic: Weather

Task: Listening to a recorded weather forecast

Assessment Tools: Self-assessment form for interpretive strategies

Name: _____

Before Listening	Dates	_____	_____	_____
I understood the purpose of listening.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I thought about what I knew about the topic.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made some predictions about what I would expect to hear.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got ready to listen to the passage.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the Listening Activity	Dates	_____	_____	_____
I concentrated on the activity		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tried to check my predictions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I guessed at the meaning of words I didn't know.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I paid attention to key words and the context of the information for help.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used what I knew about the topic		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

To improve my listening, I could ... _____

#2

Topic: Weather

Task: Writing a Weather Forecast

Assessment Tool: A Checklist

Name: _____

Date: _____

Content

My forecast has

- a beginning sentence
- the date, the time and the name of the place
- temperature: maximum and minimum
- sky conditions
- precipitation (if any)
- wind: direction and speed
- relative humidity

☐
☐
☐
☐
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☐
☐

Language

- The words and phrases are appropriate to the topic
- The date, time, and place name are accurate
- The pronunciation is comprehensible
- The Chinese characters are written correctly.
- The sentence patterns are correct

☐
☐
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☐

Format and Layout

- Writing or typing is neat
- Visual aid is neatly drawn (or photocopied) and labeled

☐
☐

#3

Topic: Weather

Task: Oral Presentation

Assessment Peer Evaluation Sheet

Name _____

Date _____

	Yes	So/so	No
Communication			
The student shared the following information			
• The date, time and place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sky conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Wind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Precipitation (if any)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relative humidity (%)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A short summary of the information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies			
• The visual aids were helpful and well done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The student spoke clearly and loudly enough to be heard easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The student spoke slowly enough to make himself or herself understood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned that ...			
I liked ...			
I suggest ...			
My signature			

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Weather report</p> <ul style="list-style-type: none"> • 温度 , 气温 wēndù, qìwēn • 气候 , 天气 qìhòu, tiānqì • 天气预报 tiānqì yùbào • 季节 , 风 速 jìjié, fēngsù • 多云 , 天 晴 duōyún, tiānqíng • 下雨 , 下 雪 xià yǔ , xià xuě • 日出, 日 落 rìchū , rìluò • 降雨量 , 气压 jiàngyǔ liàng, qìyā • 摄氏, 华 氏 shèshì , huáshì • 暴风雨 bào fēng yǔ • 最高 气温 zuìgāo qìwēn • 天空状况 tiānkōng zhuàngkuàng • 零 上 , 零 下 língshàng, língxià 	<p>Asking for information on weather</p> <ul style="list-style-type: none"> • 昨天 天气怎么样? Zuótiān tiānqì zěnmeyàng? • 你看下午会下雨吗? Nǐ kàn xiàwǔ huì xià yǔ ma? • 今天的最高温度是多少? Jīntiānde zuìgāo qìwēn shì duōshǎo? • 摄氏和华氏有什么区别吗? Shèshì hé huáshì yǒu shěnméi qūbié ma? <p>Describing weather conditions</p> <ul style="list-style-type: none"> • 今天上午天气很好 Jīntiān shàngwǔ tiānqì hěnhǎo. • 加拿大冬天的气温常常在零下二三十度。 Jiānádà dōngtiānde qìwēn cháng zài língxià èr sǎn shí dù. • 明天天气晴朗。 Míngtiān tiānqì qínglǎng • 台湾 地区 今天有雨。 Táiwān dìqū jīntiān yǒuyǔ . • 今天天空晴天少云。 Jīntiān tiānkōng qíng tiān shǎo yún. • 今天下午晴转多云。 Jīntiān xiàwǔ qíng zhuǎn duōyún. • 明天没有暴风雨。 Míngtiān méiyǒu bàofēngyǔ. • 今年的降雨量不大。 Jīnniándē jiàngyǔliàng bú dà. • 去年的气候不干燥。 Qùniándē qìhòu bù gānzào.

**The Linguistic Content
(in traditional Characters)**

Suggested Vocabulary	Suggested Sentences
Weather Conditions and Weather Reports <ul style="list-style-type: none"> • 溫度 (氣溫) • 氣候 (天氣) • 天氣預報 • 季節 • 多云, • 天 晴 • 下 雨 (降雨量) • 下 雪 • 風 速 • 日出 , 日 落 • 有時 , • 降雨量 • 攝氏 • 華 氏 • 暴風雨 , 暴風雪 • 最高 , 最低氣溫 • 天空狀況 • 零 上 , 零 下 	Asking for Information and Questions (with or without interrogative words) <ul style="list-style-type: none"> • 昨天 天氣怎麼樣? • 你看下午會下雨嗎? • 香港今天的天氣很熱嗎? • 今天的最高溫度是多少? • 攝氏和華氏有什麼區別嗎? Describing Weather Conditions in Affirmative Sentences <ul style="list-style-type: none"> • 今天上午天氣很好 • 加拿大冬天的氣溫常常在零下二三十度。 • 明天天氣晴朗。 • 我省今天天氣晴好。 • 台灣今天有雨。 • 今天天空少雲。 • 今天下午晴轉多雲。 • 明天沒有暴風雨。 • 今年的降雨量不大。 • 去年的氣候不乾燥。

Examples of a Weather Report

#1

2000 年八月二十号，星期日。

北京地区未来四十八小时的天气预报：

北京：今天上午多云。 下午有雷阵雨， 伴有短时的大风。最高气温摄氏三十五度，最低气温二十八度。东南风，风速每 小时三十公里。 相对湿度 87%，

明天， 晴转阴天，有时有 阵雨。 西北风， 风速每小时二十公里。 最高温度三十六度，最低气温二十五度。

#2

观测地： Hong Kong, China
August 17, 2000
A Three Day Weather Forecast



星期四
多云， 最高温度 89 F，最低 气温 70 F。
西南风。 湿度 74%。



星期五
天晴， 最高温度 82 F，最低气温 68 F。
南风。 湿度 30%。



星期六
降雨概率。最高温度 80 F，最低气温 65 F。
西南风。 湿度 80%

Unit 10.5 – Plan and Carry Out a Field Trip to a Local Chinese Restaurant

Area of Experience: Public
Theme to be Developed: Restaurant and Food

Alternative Tasks

- Make a Chinese restaurant menu
- Prepare a potluck of Chinese food
- Make a recipe of favorite Chinese food

Suggested Steps and Activities

Preparation

- Do a quick survey on favorite Chinese dishes among students and make a list.
- Discuss the task with the students and determine the language they need to learn to complete the task.
- In pairs, brainstorm Chinese words for as much food as they can. With the help of the teacher, the students in small groups write the words on cards, and exchange these cards with other pairs to become familiar with the vocabulary for different kinds of food.
- In small groups, discuss what types of food students would like to eat in a Chinese restaurant and name a variety of Chinese dishes in Mandarin.
- Compare typical Chinese food with typical Canadian food.
- Students discuss and come up with a list of words that describes the tastes of different Chinese dishes (spicy, sour, sweet, etc.)

Research

- Have students do research by asking parents or interviewing other adults on possible situations in a restaurant, e.g., how to order the food, how to tip the server, pay the bill, and use appropriate table manners.
- Discuss which Chinese restaurant they would like to visit for a field trip, taking into consideration of price, atmosphere, service and good food when choosing a restaurant.

- Get some menus from Chinese restaurants in advance, study them to determine which food they want to order in a Chinese restaurant, and decide which restaurant they want to go to.
- Have students do research about restaurants in China. Do they serve the same food as Chinese restaurants here in Canada?

Practice

- Students share their research findings in groups, and come up with a list of do's and don'ts of restaurant activities.
- In pairs, students interview each other about likes and dislikes of different food.
- In groups, role play different situations in a restaurant, e.g., ordering a meal based on their previous experiences of eating out in a Chinese restaurant.
- Listen to short taped dialogues prepared by the teacher between a customer and a waiter or waitress in a Chinese restaurant.

Presentation

- Go to a Chinese restaurant for a field trip. Make arrangements ahead of time for the menu to be in Mandarin, for the servers to speak to the students in Mandarin and so on.
- Students at different tables discuss the menu, name the Chinese dishes in Mandarin and order food.
- Describe the tastes of different Chinese dishes to other students.
- Chat with waiters or waitresses in Mandarin.
- Pay the bill, tips, and leave the restaurant.

Reflection

- Discuss the field trip in small groups. What is the most interesting thing they found out about eating in a Chinese restaurant?
- Reflect on what communication strategies they used to help them communicate in the restaurant.

The Learning Outcomes and Integrated C.E.L.s

Applications

- Express simple preferences for food.
- Identify different food.
- Ask for and provide basic information, e.g., names of foods, tastes, etc.
- Listen attentively and respond sensitively to the opinions of others. (PSVS)
- Identify favorite foods and restaurants.
- Indicate choice from among several options when making a decision.
- Exchange greetings and farewells when eating out in a restaurant.
- Gather simple information to complete the task.
- Experience problem-solving situations in fictitious (a role play) and real-life situations (in a Chinese restaurant). (CCT)

Language competence (COM)

- Initiate interactions and respond using simple social interaction patterns, e.g., greeting- response, and question-answer. (PSVS)
- Use basic social expressions appropriate to restaurants. (PSVS)
- Engage in simple interactions using simple sentences.
- Use set phrases in familiar contexts, e.g., in a restaurant.
- Understand short simple oral or written texts in guided situations, e.g., a restaurant menu.
- Acknowledge and accept individual differences in speech, e.g., people from the Chinese communities who speak Cantonese.
- Use appropriate oral forms of address for people. (PSVS)

Global Citizenship (PSVS)

- Recognize that a variety of cultural practices are followed by their schoolmates and different groups in their communities.
- Identify some elements that reflect diversity within the Chinese culture.
- Identify similarities and differences between typical Chinese food and Western food.
- Recognize similarities between their own culture and other cultures relative to food.

- Identify differences and similarities among languages within their personal experience, e.g., words and writing systems. (CCT)
- Engage in activities that reflect other ways of doing things, e.g., use chopsticks to eat.

Strategies (IL)

- Use simple social and affective strategies to enhance learning, e.g., seek help from others, participate in group tasks. (PSVS)
- Use simple cognitive strategies to enhance learning, e.g., connect what they already know with what they are learning.
- Use simple productive strategies with guidance, e.g., use familiar patterns appropriate in some contexts and observe what others say in the same context. (COM)
- Use simple interactive strategies, e.g., indicate lack of understanding verbally or non-verbally.

Resources

- Parents or other people from Chinese communities.
- Copies of menus from some Chinese restaurants.
- *Ni Hao* series (Book 1 & 2) (A bibliography for Mandarin 10, 20, 30)
- *Mandarin Phrasebook* (A bibliography for Mandarin 10, 20, 30)
- *Easy Chinese Phrasebook and Dictionary* (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate students. Stage 3* (A bibliography for Mandarin 10, 20, 30)

Evaluation

Sample Assessment

- Observation
- Field notes
- Self-evaluation sheet

Criteria: I can ...

Express likes and dislikes about food in Mandarin

☐

Describe my favorite food in Mandarin

☐

Choose a meal from a menu

☐

Order a meal in Mandarin

☐

Discuss the taste of different foods in Mandarin

☐

Chat with a waiter or a waitress in Mandarin

☐

Use appropriate table manners

☐

The Linguistic Content
(in simplified characters and pinyin)

The suggested vocabulary	The suggested sentences
<p>Vocabulary for a Variety of Food</p> <ul style="list-style-type: none"> • 米饭 , 面条 mǐfàn, miàntiáo • 蔬菜 , 青菜 shūcài, qīngcài • 肉类 , 猪肉 ròulèi, zhūròu • 水果 , 苹果 shuǐguǒ, píngguǒ <p>Vocabulary for a Variety of Drinks</p> <ul style="list-style-type: none"> • 啤酒, 葡萄酒 pí jiǔ , pútáo jiǔ • 白酒, 红酒 báijiǔ, hóngjiǔ • 饮料, 可乐 yǐnliào, kělè • 红茶, 绿茶 hóngchá, lǜchá <p>Vocabulary for Utensils</p> <ul style="list-style-type: none"> • 碗, 筷子 wǎn, kuàizi • 勺子, 叉子 sháozi, chāzi • 杯子, 茶壶 bēizi, chá hú <p>Vocabulary for Meals</p> <ul style="list-style-type: none"> • 面条, 炒面 miàntiáo , chǎomiàn • 炒饭, 米饭 chǎo fàn, mǐfàn • 炒菜, 油炸 食物 chǎo cài, yóuzhá shíwù <p>Vocabulary for Tastes</p> <ul style="list-style-type: none"> • 甜, 苦 tián, kǔ • 咸, 酸 辣 xián, suān là 	<p>Greeting People</p> <ul style="list-style-type: none"> • 你好. Nǐ hǎo. • 你吃了饭吗? Nǐ chīle fàn ma? • 你最近很忙吗? Nǐ zuìjìn hěn máng ma? • 你的功课忙吗? Nǐde gōngkè máng ma? <p>Ordering Food and Drinks</p> <ul style="list-style-type: none"> • 你想要点儿什么? Nǐ xiǎng yàodiǎnr shénme? • 我想要一碗面条。 Wǒ xiǎng yào yì wǎn miàntiáo. • 你想点什么菜? Nǐ xiǎng diǎn shénme cài? • 你们有什么特色菜吗? Nǐmen yǒu shénme tèshècài ma? <p>Asking for things</p> <ul style="list-style-type: none"> • 你可以给我两双筷子吗? Nǐ kěyǐ gěi wǒ liǎngshuāng kuàizi ma? • 你们饭店有没有花茶? Nǐmen fàndiàn yǒu méiyǒu huāchá? • 我可以看看菜单吗? Wǒ kěyǐ kàn kàn càidān ma ? • 这顿饭一共多少钱? Zhè dùn fàn yí gòng duōshǎo qián ? • 我们要付多少钱小费? Wǒmen yào fù duōshǎo qián xiǎofèi ?

The Linguistic Content (in traditional characters)	
The suggested vocabulary	The suggested sentences
<p>Vocabulary for a Variety of Food</p> <ul style="list-style-type: none"> • 米飯， 面條 • 蔬菜， 青菜 • 肉類， 豬肉 • 水果， 蘋果 <p>Vocabulary for a Variety of Drinks</p> <ul style="list-style-type: none"> • 啤酒， 葡萄酒 • 白酒， 紅酒 • 飲料， 可樂 • 紅茶， 綠茶 <p>Vocabulary for Utensils</p> <ul style="list-style-type: none"> • 碗， 筷子 • 勺子， 叉子 • 杯子， 茶壺 <p>Vocabulary for Meals</p> <ul style="list-style-type: none"> • 面條， 炒面 • 炒飯， 米飯 • 炒菜， 油炸 食物 <p>Vocabulary for Tastes</p> <ul style="list-style-type: none"> • 甜， 苦 • 咸， 酸 	<p>Greeting People</p> <ul style="list-style-type: none"> • 你好。 • 你吃了飯嗎？ • 你最近很忙嗎？ • 你的功課忙嗎？ <p>Ordering Food and Drinks</p> <ul style="list-style-type: none"> • 我想要一碗面條。 • 你想要點什麼？ • 我要一杯啤酒。 • 你想點什麼菜？ <p>今天你們有什麼特色菜嗎？</p> <p>Asking for Things</p> <ul style="list-style-type: none"> • 你可以給我兩雙筷子嗎？ • 你可以給我們推薦什麼菜嗎？ • 你們飯店有沒有花茶嗎？ • 我可以看看菜單嗎？ • 這餐飯一共多少錢？ • 我們要付多少小費？

Unit 10.6 – Research a Famous Athlete

Area of Experience: Personal
Theme to be Developed: Hobbies and Sports

Note: If a student is not interested in sports or does not have a favorite athlete, he or she can research another famous person.

Alternative Tasks

- Make a celebrity sports album
- Make a stamp collection album
- Do a sportscast of a recent event

Suggested Steps and Activities

Preparation

- Have students talk about their favourite athletes in groups
- Discuss the task and the possible steps to complete the task.
- The students are asked to bring to class pictures of their favorite athletes from a variety of sources and share these pictures among themselves.
- In pairs, the students survey each other on their favorite athlete and choose one famous athlete to work on as a team.
- Have a discussion about the sports commonly practised in Canada and China. Compare and contrast the common sporting activities in these countries.
- With the help of the teacher, the students make a list of sports-related words in Mandarin that could be useful in their research.

Research

- In pairs, identify some of the personal characteristics that are common to many famous athletes.
- In groups, students work together to make a list of possible research questions about famous athletes, e.g., biographical information, including the sport they play, records the athlete set, their hobbies and personal interests, etc.

- The students start to do research using a variety of sources, including magazines, newspapers, personal collections, and on line research.
- Watch videos or listen to broadcasts related to their famous athletes.
- Collect pictures of their famous athlete.
- Students can e-mail to exchange information about their favorite athlete with their pen pals.

Practice

- Students share their research results with their partner, and answer their research questions one by one.
- In pairs, students discuss what information they are going to include in their presentation.
- Construct dialogues in Mandarin to describe their favorite athlete's favorable hobbies.
- They work in pairs to categorize their collections, and write descriptions for the pictures.
- Students work in pairs to prepare their presentations. The presentation can take various forms: a display of pictures of a famous athlete with captions, or an oral or written presentation on the biography of a famous athlete with visual aids.

Presentation

- Each pair presents their research on their famous athlete to the class.
- The students can display their personal collections of their favorite athlete, e.g., pictures, souvenirs, stamps, or postcards.
- The class can select some of the pictures and put them on the wall.

Reflection

- Reflect on the unit. What did the students learn about famous athletes?
- What new Mandarin expressions and vocabulary did they learn?
- What research methods did they learn to help them complete the task?
- What learning strategies helped them learn the vocabulary and grammar?

Learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide simple information on a famous athlete.
- Give and respond to simple oral instructions.
- Gather simple information on famous athletes, including their country of origin, sport and records.
- Express simple preferences, e.g., what information to include and how to present their research.
- Identify favorite people, places, or things.
- Organize information in different ways.

Language competence (COM)

- Engage in simple interactions using simple sentences.
- Understand and use some simple idiomatic expressions as set phrases.
- Link words or groups of words in simple ways.
- Use basic politeness conventions. (PSVS)
- Recognize some basic grammatical structures for different functions, e.g., asking and giving information, describing people, and stating simple preferences.
- Listen attentively and respond to the opinions and ideas of others. (PSVS)

Global citizenship (PSVS)

- Identify commonalities and differences between famous athletes in different countries. (CCT)
- Identify similarities and differences between students' first languages and the Chinese language. (CCT, COM)
- Recognize similarities between their own culture and other cultures. (CCT)
- Make connections between individuals or situations in texts and their own personal experiences. (CCT)

Strategies (IL)

- Use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn new vocabulary or sentence structures by repeating them silently or aloud.

- Use simple metacognitive strategies, with guidance, to enhance language learning, e.g., make choices about how they learn.
- Use simple productive strategies with guidance, e.g., use repetitive patterns and discourse markers to produce simple passages. (COM)
- Use simple interpretive strategies with guidance, e.g., make connections between texts and prior knowledge on the one hand, and personal experiences on the other.

Resources

- Magazines, and newspapers that contain information on some famous athletes in the world.
- Personal collections of pictures and information on famous athletes.
- *Ni Hao* series (Book 1) (A bibliography for Mandarin 10, 20, 30)
- *Let's Speak Chinese* (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate students. Stage 2.* (A bibliography for Mandarin 10, 20, 30)
- Online information on Chinese sports:
- <http://www.sport.gov.cn/>
- <http://www.sportschina.com/>

Evaluation

Sample Assessment

Student Oral Presentation: A Checklist

	Yes	No
The information provided was clear	<input type="checkbox"/>	<input type="checkbox"/>
The information provided was interesting	<input type="checkbox"/>	<input type="checkbox"/>
The information was well organized	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation was comprehensible	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary was used appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Some visuals were used to enhance communication of the message	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The linguistic Content
(in simplified characters and pinyin)

The suggested vocabulary	The suggested sentences
<p>Vocabulary for Personal Information</p> <ul style="list-style-type: none"> • 姓名 , 年龄 xìngmíng, niánlíng • 国籍 , 国家 guójí, guójiā • 个人 特点 gèrén tèdiǎn • 兴趣, 爱好 xìngqù, ài' hào <p>Vocabulary for Sports</p> <ul style="list-style-type: none"> • 体育 , 运动 tǐyù, yùndòng • 运动 项目 yùndòng xiàngmù • 运动员 yùndòng yuán • 游泳 , 田径 yóuyóǒng , tiánjìng • 跑步 , 长跑 pǎo bù, cháng pǎo • 跳高 , 跳远 tiàogāo , tiàoyuǎn • 投 掷 , 铅球 tóuzhì, qiānqiú • 篮球 , 足球 lánqiú, zuqiú • 羽毛球 , 网球 yǔmáo qiú, wǎngqiú • 奥运会 ào yùn huì • 运动会 yùndòng huì • 打破 记录 dǎpuò jìlù • 奖牌 , jiǎng pái 	<p>Asking for information</p> <ul style="list-style-type: none"> • 你 知道 这个运动员 吗 ? Nǐ zhīdao zhège yùndòng yuán ma? • 他 (她)的国籍是什么 ? Tāde guójí shì shénme ? • 他 (她)的业余爱好是什么 ? Tāde yèyú àihào shì shénme? • 他 (她)从事什么样的体育运动? Tā cóngshì shénme yàng de tǐyù yùndòng? • 他 (她)参加过奥运会吗? Tā cānjiā guò àoyùnhuì ma? • 他 (她)打破过记录吗? Tā dǎ può guo jìlù ma? <p>Giving Information .</p> <ul style="list-style-type: none"> • 他 (她)的国籍是中国。 Tāde guójí shì zhōng Guó • 他 (她)是一个专业运动员。 Tā shì yíge zhuān yè yùndòng yuán • 他 (她)的游泳非常好。 Tā yóuyóǒng fēicháng hǎo • 他 (她)的篮球打得很好。 Tāde lánqiú dǎde hěn hǎo • 他 (她)参加过九六年的奥运会。 Tā cānjiā guo jiǔ liù nián de àoyùnhuì • 他 得 过 许多 金 牌 。 Tā déguo xǔduō jīnpái

The linguistic Content (in traditional characters)	
The suggested vocabulary	The suggested sentences
Vocabulary for Personal Information <ul style="list-style-type: none"> • 姓名，年齡 • 國籍，國家 • 個人特點， • 興趣，愛好 Vocabulary for Sports <ul style="list-style-type: none"> • 體育，運動 • 運動項目 • 運動員 • 游泳 • 田徑 • 跑步，長跑 • 跳高，跳遠 • 投擲，鉛球 • 籃球，足球 • 羽毛球，網球 • 奧運會 • 運動會 • 打破記錄 • 獎牌，參加 	Asking for Information on Athletes <ul style="list-style-type: none"> • 你 知道 這個運動員 的 名字嗎？ • 他（她）的國籍是什麼？ • 他（她）有什麼特點？ • 他（她）的業餘愛好是什麼？ • 他（她）進行什麼樣的體育運動？ • 他 是 專業 還是 業餘 運動員？ • 他（她）參加過奧運會嗎？ • 他（她）打破過記錄嗎？ Giving Information in Affirmative and Negative Sentences. <ul style="list-style-type: none"> • 他（她）的國籍是中國。 • 他（她）是一個專業運動員。 • 他（她）的游泳非常好。 • 他（她）的蘭球打得很好。 • 他（她）打破過奧運會的記錄。 • 他（她）參加過九八年的奧運會。 • 他 得 到 過 金 牌。

Unit 10.7 – Celebrate Lantern Festival and Make Lanterns

Area of Experience: Public and Educational
Theme to be Developed: Traditions and Holidays

Alternative Tasks

- Plan a cultural program (traditional)
- Make a calendar with holidays on it
- Dramatize family traditions associated with a holiday
- Make greeting cards for traditional holidays

Suggested Steps and Activities

Preparation

- Ask students to bring to class something related to the Lantern Festival, e.g., lanterns, cutouts, greeting cards.
- Ask the students to describe how the Lantern Festival is celebrated in their families and communities.
- Discuss the task with the students and determine the language they need to complete the task.
- Mark a Chinese calendar with some other Chinese traditional festivals, and discuss how the Lantern Festival is celebrated differently from other traditional festivals.

Research

- The students collect information from a variety of sources on the history and activities with which the festival is originally associated.
- The students can watch some videos that show how the Lantern Festival is celebrated in China, Hong Kong, Taiwan or some other Chinese communities overseas.
- The students interview their parents or people in the Chinese community on the rituals and traditions associated with the festival.
- The students interview their classmates on how they celebrate the festival in their families.

- Invite a guest speaker from a Chinese community to describe how people celebrate the festival in other Chinese communities and show how to make the lanterns. The students take notes and ask questions.
- Based on their research, students list some typical activities that are undertaken on the festival (e.g., decorating lanterns, lantern display, eating Tang Yuan) and share the list with other classmates. Similarities and differences between celebrations in Canada and China can be noted.

Practice

- The students brainstorm what materials they need to make lanterns and bring to class all the necessary materials, e.g., color paper, cloth, small decorations, glue, small candles, etc.
- Have one student who has experience making lanterns demonstrate how to make lanterns.
- Students start making lanterns individually or in groups.
- Students can write instructions explaining how to make lanterns, and show some different designs.
- Students may write some holiday cards to share.

Presentation

- Students display their lanterns to the class
- Students walk around to watch these lanterns and have a small party to celebrate the Lantern Festival.

Reflection

- Reflect on the unit. What did the students learn about the traditions associated with the Lantern Festival?
- What vocabulary and structures did they use in completing the task?
- What strategies did they use in their cooperative group work?

The learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide basic information, e.g., time and date of the festival.
- Identify people, places and things associated with the festival.
- Express simple preferences, e.g., for different activities and design of lanterns.
- Indicate basic needs and wants in Mandarin, e.g., in doing their lanterns.
- Suggest a course of action, and respond to a suggestion.
- Indicate choice from among several options.
- Use Mandarin for fun, e.g., participate in activities associated with the festival
- Initiate relationships, e.g., invite others to participate in group activities. (PSVS)
- Gather simple information.
- Organize and sequence items in different ways, e.g., instructions for how to make lanterns.

Language competence (COM)

- To pronounce some common words and phrases comprehensibly.
- Recognize and name some elements of writing system, e.g., stroke order and proportion in Chinese characters.
- Copy words, phrases, and sentences from different documents and practise writing from models.
- Recognize and use some basic grammatical structures in simple sentences, e.g., use negative words, 不是, or 不会, or , 没有 to form negative sentences.
- Derive meaning from a variety of visuals, and other forms of non-verbal communication in guided situations, e.g., illustrations in the directions for making lanterns.
- Engage in simple interactions using simple sentences.
- Acknowledge and accept individual differences in speech. (PSVS)
- Understand the meaning of, and experiment with using some common non-verbal behaviours used in China on the occasion of traditional festivals.

Global Citizenship (PSVS)

- Ask questions about elements of the Chinese culture experienced in class. (CCT)
- Make observations of the Chinese culture associated with traditions and festivals, e.g., as it portrayed in the Chinese community (Lantern Festival).
- Identify elements of the culture in the classroom, the school and the community.
- Identify commonalities and differences between the Chinese culture being studied and their own.
- Participate in activities and experiences that reflect elements of the culture.
- Identify differences and similarities between their first language and Mandarin.
- Recognize that culture is expressed through a variety of forms, e.g., stories, art forms, and crafts, etc..

Strategies (IL)

- Become aware of and improve their use of the strategies they are already using.
- Use simple metacognitive strategies to enhance learning, e.g., discover how they learn, and reflect on tasks with the teacher. (CCT)
- Use simple social and affective strategies to enhance learning, e.g., participate in cooperative group learning tasks. (PSVS)
- Use simple cognitive strategies, with guidance, to enhance language learning, e.g., learn songs incorporating new vocabulary or sentence patterns.
- Use simple cognitive strategies to enhance learning, e.g., connect what they already know with what they are learning. (CCT)

Resources

- Family pictures and videos taken on traditional holidays
- Traditional family costumes for holidays
- Materials for making lanterns
- Community and family members
- Personal collections of crafts used to celebrate holidays
- *Zhongguotong* (Stages A & B) (A bibliography for Mandarin 10, 20 30)
- *Hanyu: For intermediate students. Stage 2* (A bibliography for Mandarin 10, 20 30)
- http://www.gio.gov.tw/info/festival_c/html_e/moon.htm

Evaluation

Sample Assessment

- Observation
- Anecdotes

Anecdotal Record

Date: _____ Name: _____

Activity: Celebrating the Lantern Festival

Observations:

Interpretations:

The Linguistic Content
(in simplified characters and pinyin)

The suggested vocabulary	The suggested sentences
<p>Vocabulary for Holidays</p> <ul style="list-style-type: none"> • 端午节 (龙舟节) duānwǔ jié, lóngzhōu jié • 清明节 qīnmíng jié • 元宵节 yuánxiāo jié • 圣诞节, 复活节 shēngdàn jié, fùhuó jié • 感恩节 gǎn ēn jié, <p>Expressions for Some Activities of Lantern Festival</p> <ul style="list-style-type: none"> • 放鞭炮 fàng biānpào • 灯展, 彩灯 dēng zhǎn, cǎi dēng • 吃元宵 chī yuánxiāo • 耍龙灯 shuǎ lóngdēng <p>Words for Making Lanterns</p> <ul style="list-style-type: none"> • 彩纸, 彩笔 cǎi zhǐ, cǎi bǐ • 胶水, 剪刀 jiāoshuǐ, jiǎndāo • 装饰品, 蜡烛 zhuāng shì pǐn, làzhú, 	<p>Ask for Information on Lantern Festival</p> <ul style="list-style-type: none"> • 你 知道什么时候过元宵节 吗? Nǐ zhī dao shénme shíhòu guò yuánxiāo jié ma? • 过 元宵节 时, 你 家 有 什么 活动? Guò yuánxiāo jié shí, nǐjiā yǒu shénme huódòng? • 在加拿大, 你们过 元宵节 吗? Zài jiānádà, nǐmén guò yuánxiāo jié ma? • 过元宵节, 你们吃 元宵吗? Guò yuánxiāo jié, nǐmen chī yuánxiāo ma? • 我 们 家 过 元宵节 很 热闹。 Wǒmen jiā guò yuánxiāo jié hěn rènao. • 过 节, 我们 做彩 灯。 Guò jié, wǒmen zuò cǎi dēng. • 家 家 户 户 放 鞭炮。 Jiā jia hùhù fàng biān pào. <p>Talking about making lanterns</p> <ul style="list-style-type: none"> • 你 看 我 这 样 做 彩 灯 好 不 好? Nǐ kàn wǒ zhèyàng zuò cǎi dēng hǎo bù hǎo? • 你的 彩 灯 做 得 真 好 看。 Nǐ de cǎi dēng zuò de zhēn hǎo kàn. • 你 能 借 我 一 下 你 的 胶 水 吗? Nǐ néng jiè wǒ yí xià nǐ de jiāoshuǐ ma? • 你的 彩 灯 上 的 装 饰 品 真 漂 亮。 Nǐ de cǎi dēng shàng de zhuāng shì pǐn zhēn piàoliàng.

The Linguistic Content (in traditional characters)	
The suggested vocabulary	The suggested sentences
<p>Vocabulary for Holidays</p> <ul style="list-style-type: none"> • 端午節 (龍舟節) • 清明節 • 元宵節 • 聖誕節，復活節 • 感恩節 <p>Expressions for Some Activities of Lantern Festival</p> <ul style="list-style-type: none"> • 放鞭炮 • 燈展， • 彩燈 • 吃元宵 • 耍龍燈 <p>Words for Making Lanterns</p> <ul style="list-style-type: none"> • 彩紙，彩筆 • 膠水，剪刀 • 裝飾品 • 蠟燭 	<p>Ask for Information on Lantern Festival</p> <ul style="list-style-type: none"> • 你 知道什麼時候過元宵節 嗎？ • 過 元宵節時，你家 有 什麼 活動？ • 在加拿大， 你們過 元宵節 嗎？ • 過元宵節，你們吃 元宵嗎？ • 我們 家 過元宵節 很 熱鬧。 • 過 節，我們 做彩 燈。 • 家 家 戶 戶 放 鞭炮。 <p>Talking about Making Lanterns</p> <ul style="list-style-type: none"> • 你 看 我 這樣 做 彩 燈 好 不好 • 你的 彩 燈做得 真 好看。 • 你 能 借 我 一下 你的 膠水 嗎？ • 你的 彩 燈上 的 裝飾 品 真 漂亮。

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Mandarin 20

Areas of Experience	Suggested Tasks
Unit 20.1 Extended Family (Personal domain)	Create a web-page for their family Alternative Tasks <ul style="list-style-type: none"> • Interview grandparents about life when they were young • Collect grandmother's or grandfather's favorite recipes/hobbies /crafts • Send-e-mail or letters to family members far away
Unit 20.2 Friendship/feelings/ Emotions (Personal domain)	Write and present a biographical profile of a classmate Alternative Tasks <ul style="list-style-type: none"> • Make a presentation about a day in the life of a friend in another country • Make up questionnaires about personality types, friendship • Construct a "personality wheel" (spin the wheel to discover your personality type) • Correspond with e-pals or pen-pals in other countries
Unit 20.3 Culture (Educational domain)	Learn Chinese calligraphy Alternative Tasks <ul style="list-style-type: none"> • Prepare a performance • Make a video on a cultural topic (e.g., how to make a special food/craft for a particular occasion) • Write and present a play in the tradition of the culture
Unit 20.4 Transportation (Public domain)	Role play a variety of situations related to travel Alternative Tasks <ul style="list-style-type: none"> • Plan a trip (e.g., find the cheapest way to get to X) • Make a phrase book (basic tourist vocabulary you need) for tourists • Do a survey of favourite methods of transportation • Make a local travel handbook for tourists
Unit 20.5 School life (Educational domain)	Design a fire escape plan for the school Alternative Tasks <ul style="list-style-type: none"> • Design an ideal school • Debate some aspects of school (e.g., for/against continuous school or shorter school day or inclusion of a particular subject in school) • Develop school rules (and compare to school rules in the country of origin)
Unit 20.6 Clothing/fashion (Public domain)	A survey of youth fashion trends and styles Alternative Tasks <ul style="list-style-type: none"> • Profile of fashion designers, fashion models • Prepare a teenagers' fashion show with commentary • Cost comparison of different items of clothing • Create a catalogue of favorite clothing
Unit 20.7 Seasonal activities (Public domain)	Create promotional materials (poster, pamphlet, etc.) to advertise activities planned for the community (seasonal) Alternative Tasks <ul style="list-style-type: none"> • Make a rap song about any seasonal activity • Recipe book based on the season

Unit 20.1 – Create a Family Web Page

Area of Experience: Personal
Theme to be Developed: Extended Family

Alternative Tasks

- Interview grandparents about life when they were young
- Send e-mail or letters to family members far away
- Collect grandmother's or grandfather's favorite recipes/hobbies/crafts

Suggested Steps and Activities

Before beginning this unit ...

- Send a letter home to parents explaining the project and asking for their permission and support.
- In order to do this unit, students will need computers with access to the Internet. They will also need software programs that will allow them to read and write Mandarin characters, convert text to HyperText Markup Language (HTML) and display their web pages. Basic web documents use HTML, a coding that tells the computer how to display text and images. You can write your web pages using any text editor and then view them using Netscape Navigator or Microsoft Internet Explorer. See the resources at the end of the unit for more information about software and designing websites.
- It is strongly recommended that you also find at least one person (teacher, student, parent) who has experience in this area and can act as troubleshooter.

Note on Security: Ensure that students do not include their phone number, address or any other personal information on their website. Make students aware of security issues whenever they are communicating via the Internet.

Preparation

- Show students some examples of personal web pages on the Internet. Look at the kind of information that is included
- Ask the students if they have any experience making web pages. Talk about the reasons for developing a family web page.
- Plan to make a family web page and set your goals.
- Brainstorm the basic components of a web page, e.g., home page, hypertext links, and what kind of detailed information should be included. Make a list of these things in Mandarin.
- Invite a guest speaker who has knowledge of how to make a family web page to make a short presentation and encourage the students to ask questions.

Research

- Have the students surf the Internet to find a variety of web page layouts and compare them.
- Have the students interview their parents on what kind of information their family would like to put on their family web page.
- Interview each other on what they would like to include on their web pages.
- Collect some family pictures that they would like to add to their family web pages.

Practice

- Sketch the layout of your web page with pen and paper. Ask yourself questions: e.g., where should you put the pictures of the family, your links, and your text? A flowchart or a web is often used to show how different parts of the website are connected.
- Have the students talk about how to design their web pages to share ideas in pairs or groups.
- Have the students select and organize the appropriate content for their website, based on their research, and write their text in Mandarin. Provide vocabulary as necessary. Prepare mini-lessons on specific structures or vocabulary needed for the text if the students need extra practice.

- The students can share their texts among themselves and ask for peer feedback, paying attention to the structures, e.g., for introducing, describing things.
- After knowing what their site will look like, have the students start to design their web pages on the computer.

Presentation

- The students present to the class their family web pages, explaining the reasons for including what they did.
- The other students can make notes when they are listening to the presentations and ask questions for more information.
- The students share their web addresses with each other so that other students can surf these web pages.

Reflection

- Reflect on the unit. What technology have they used for creating their family web pages? What vocabulary have they learned to create their web pages? What cooperative strategies have they used to complete the task?
- What did they enjoy most when they were creating their web pages?
- Ask students what strategies they have used to help them complete the task.

The Learning Outcomes and the Integrated C.E.L.s.

Applications

- Describe people, places, things, and actions, e.g., family members and their occupations.
- Ask for and provide information on a range of familiar topics, e.g., their families.
- Make and respond to a variety of simple requests, e.g., help for making family web pages.
- Suggest, initiate or direct action in group activities. (PSVS)
- Encourage other group members to participate. (PSVS)
- Recognize, define and describe a problem. (CCT)
- Search for and propose solutions. (CCT)
- Use Mandarin for personal enjoyment, e.g., make a collection of pictures on the family web site.

- Use Mandarin creatively, e.g., create a family website (TL).
- Use technological innovations as helpful learning tools, e.g., use technology to create a website (TL).

Language Competence (COM)

- Produce short, simple texts in guided situations, e.g., short descriptions of family members.
- Combine learned words and phrases to fulfil some simple purposes.
- Experiment with and use a variety of words and expressions in familiar contexts, e.g., in creating a family web page.
- Use pinyin and tones when producing familiar words or phrases.
- Engage in a variety of simple interactions.
- Derive meaning from the visual elements of a variety of media in guided and unguided situations.
- Express meaning through the use of visual elements in a variety of media in guided and unguided situations. (TL)
- Link several sentences coherently.
- Use some simple text forms in their own productions, e.g., a web page.

Global Citizenship (PSVS)

- Seek out information about the culture from authentic sources, e.g., Chinese speaking people, students' parents.
- Make connections between elements of the Chinese culture and similar elements from their own culture.
- Identify similarities and differences between their first language and the Chinese language, e.g., word order, different writing system, and grammar structures.
- Identify similarities and differences between their culture and other cultures, e.g., roles of family members.
- Express an interest in finding out about people their own age who speak Mandarin.

Strategies (IL)

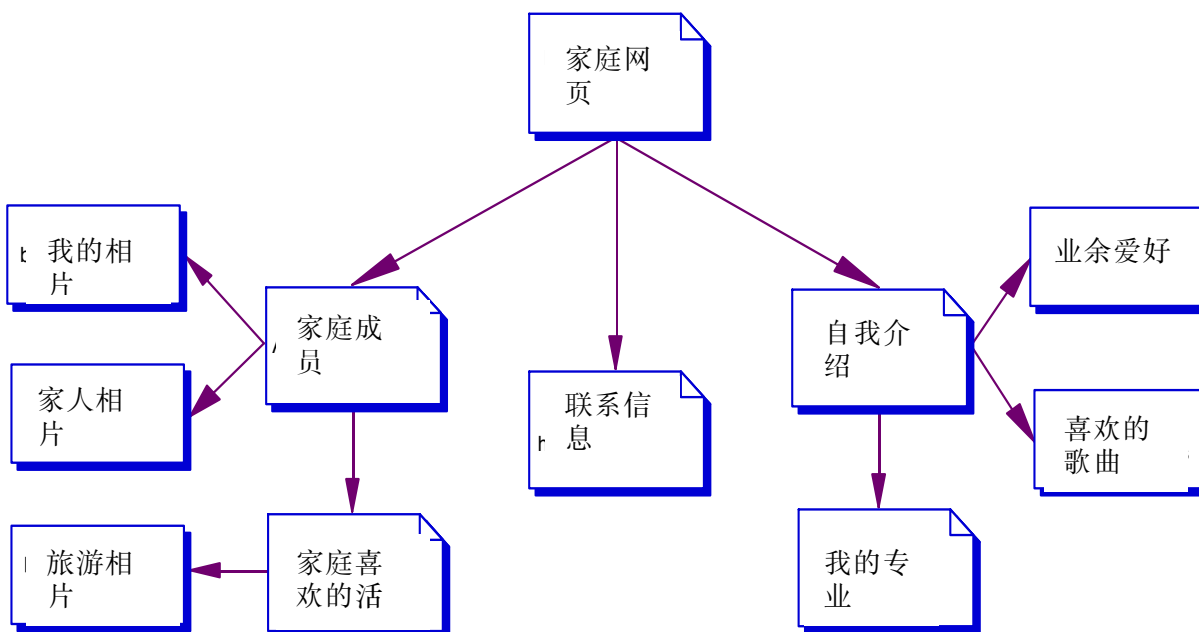
- Identify and use a variety of cognitive strategies to enhance language learning, e.g., use available technological aids (computers) to support language learning.

- Identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan in advance about how to create a web page, check writing for accuracy (CCT)
 - Identify and use a variety of interactive strategies, e.g., invite correction, or invite others into the discussion (PSVS)
 - Identify and use a variety of productive strategies, e.g., use images to get meaning across when producing their own texts.
 - select and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered.
- Notepad (on Windows) for writing text in html or an HTML Editor such as Allaire Homepage.
 - Netscape Navigator or Microsoft Internet Explorer to view the web pages they have created and to access the Internet.

Resources

- Computers with access to the Internet.
 - *Hanyu: For intermediate students. Stage 1.* (A bibliography for Mandarin 10, 20, 30)
 - The following software programs would be useful:
 - Njstar software can be downloaded free for a 30-day trial or purchased from their website at <http://www.njstar.com>.
- Helpful websites
 - http://www.sasked.gov.sk.ca/hp_help.html (for html codes)
 - http://www.sasked.gov.sk.ca/curr_inst/lt ech/pd/wpp/wpp.html (for information about web page publishing.
 - At least one person (teacher, student, parent) who has experience in their area and can act as troubleshooter.
 - Samples of personal web pages from the Internet:
 - <http://www.ivyjoy.com/rayne/kidshomepages.html#l>

An example of the design of the family web page



Evaluation

Sample Assessment:

Student Self-Evaluation Checklist

My web page

- | | |
|---------------------------------------|--------------------------|
| Introduced myself | <input type="checkbox"/> |
| Listed members of my family | <input type="checkbox"/> |
| Stated their relations with me | <input type="checkbox"/> |
| Said how old my family members are | <input type="checkbox"/> |
| Described their occupations | <input type="checkbox"/> |
| Described their hobbies and interests | <input type="checkbox"/> |

Layout

- | | |
|---------------------------------------|--------------------------|
| Included an appealing home page | <input type="checkbox"/> |
| Included several links | <input type="checkbox"/> |
| Pictures were accompanied by captions | <input type="checkbox"/> |

Language use

- | | |
|--------------------------------------|--------------------------|
| Used appropriate words and sentences | <input type="checkbox"/> |
| Correct pinyin for some words | <input type="checkbox"/> |
| Sentences are logically connected | <input type="checkbox"/> |

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for the Internet</p> <ul style="list-style-type: none"> 世界电脑联网 shìjiè diànnǎo lián wǎng 网页, 网址 wǎng yè, wǎng zhǐ 电子邮件 (e-mail) diànzǐ yóujiàn 家庭网页 (family home page) jiā tíng wǎng yè 设计 (design) shè jì 制定 (plan) zhì dìng 使用 (use) shǐ yòng 连接 (link, connect) lián jiē 查询 (inquiry) chá xún 搜索 (search) sōu suǒ 指令 (code) zhǐ lìng 结构 (structures) jié gòu 检索器 (browser) jiǎn suǒ qì 搜索器 (search engines) sōu suǒ qì 网络 (network) wǎng luò 服务网站 (server) fú wù wǎng zhàn 电子文件 (hypertext) diànzǐ wén jiàn 	<p>Introducing your family</p> <ul style="list-style-type: none"> 这是我的家庭。 Zhè shì wǒ de jiā tíng. 这是我的父母亲。 Zhè shì wǒ de fù mǔ qīn. 我的父亲在大学工作。 Wǒ de fù qīn zài dà xué gōng zuò. 我的哥哥在大学读书。 Wǒ de gē ge zài dà xué dú shū. <p>Making suggestions</p> <ul style="list-style-type: none"> 我们可以先看看别人的网页。 Wǒ men kě yǐ xiān kàn kàn bié rén de wǎng yè. 我们应该先制定一个计划。 Wǒ men yīng gāi xiān zhì dìng yí gè jì huà. 我建议在这里使用"text tags". Wǒ jiàn yì zài zhè lǐ shǐ yòng "text tags". <p>Asking for Opinions</p> <ul style="list-style-type: none"> 我是否应该把这张相片放在这里? Wǒ shì fǒu yīng gāi bǎ zhè zhāng xiàng piàn fàng zài zhè lǐ? 你看 这样设计网页好不好? Nǐ kàn zhè yàng shè jì wǎng yè hǎo bù hǎo? 你看我们是不是 可以 这样 做 ? Nǐ kàn wǒ men shì bù shì kě yǐ zhè yàng zuò? 你知道什么是 "hyperlinks" 吗? Nǐ zhī dào shén me shì "hyperlinks" ma?

The Linguistic Content (In traditional characters)	
Suggested Vocabulary	Suggested Sentences
Vocabulary for the Internet	Introducing Your Family
因特网 (世界電腦聯網)	這是我的家庭。
網頁，網址 (web page, web site)	這是我的父母親。
電子郵件 (e-mail)	我的父親在大學工作
家庭網頁 (family home page)	我的哥哥在大學讀書
設計 (design)	Making Suggestions
制定 (plan)	我們可以先看看別人的網頁。
使用 (use)	我們應該先制定一個計劃。
連接 (link, connect)	我建議在這裡使用”Text Tags”.
查詢 (inquiry)	Asking for Opinions
搜索 (search)	我是否應該把這張相片放在這裡？
指令 (code)	你看為這樣設計網頁好不好？
結構 (structures)	你看我們是不是可以這樣設計一下我們的網頁？
檢索器 (browser)	Asking for Information
搜索器 (search engines)	你知道什麼是 “hyperlinks” 嗎？
網絡 (network)	你知道怎么用 “HTML Tags” 嗎？
服務站 (server)	你能給我演示一下怎么設計網址嗎？
電子文件 (hypertext)	你能告訴我 怎么連接這些網址嗎？

Unit 20.2 – Write and Present a Biographical Profile of a Classmate

Field of Experience: Personal
Topic to be Developed: Friendship

Alternative Tasks

- Correspond with e-pals or pen-pals in other countries
- Make a presentation about a day in the life of a friend in another country
- Make up questionnaires about personality types, friendship
- Construct a “personality wheel” (spin the wheel to discover your personality type)

Suggested Steps and Activities

Preparation

- Have students bring to the class their own picture albums and ask them to describe those pictures to each other.
- Discuss what they could do for the task, the language they would need to learn to complete the task, and then plan the steps for the unit together.
- Brainstorm categories of information that could be included in a profile, e.g., important events, physical description, hobbies and interests, lifestyle preferences, favorite clothing and food, etc. Make a list of these categories in Mandarin and use the list for research.
- The teacher can demonstrate for the students what a student profile might look like by presenting a profile of one of his/her colleagues as a model.
- Discuss the various methods of doing their research and presenting the profile, e.g., do an interview, make a video tape, collect pictures, gather information from a variety of sources for a written presentation, draw a time line with all the information attached, etc.
- Each student will do a profile of one other student.

Research

- The students start to do the research in the various ways they have discussed.
 - If a student chooses to do an interview, he or she needs to work on a questionnaire, do the interview with the student and record the information.
 - If a student chooses to do a video tape, he or she needs to arrange an appointment with the other student and make the video when the student is doing something, for example, drawing, playing basketball.
- Identify some common and unique characteristics of the classmates by surveying each other.

Practice

- Have the students listen to a recorded passage about a biography of a famous person so that the students can get ideas on how to present someone's profile. Discuss comprehension strategies the students can use to understand the text. Have them fill in information sheets while they are listening.
- Provide students with opportunities to ask someone else questions and to answer questions about himself or herself.
- Working in groups, the students discuss and share their ideas of how to make a student profile.
- Students summarize and categorize the biographical information from their research, and write their text using the vocabulary and structures they learned in the previous steps. Do mini-lessons on any grammar points they are having difficulty with.
- Have the students prepare the other student's profile, including visuals, real-life objects, or things the student made.

Presentation

- Each student presents the profile of one other student using the medium they have chosen.
- Make a display of all the student profiles.

Reflection

- Reflect on the unit. Ask the students if they know each other better and if they know themselves better.
- Do the students know how to describe themselves and how to describe others?
- Review the vocabulary and structures that helped them to complete the project.
- Reflect on the language strategies they have used, e.g., interactive, interpretive strategies, to help them to complete the task.

Learning Outcomes and Integrated C.E.L.s.

Applications

- Ask for and provide information on a range of familiar topics.
- Inquire about and identify emotions and feelings, e.g., in an interview with a classmate.
- Describe things, people, places and actions.
- Inquire about and express likes and dislikes.
- Assume a variety of roles and responsibilities as a group member (PSVS).
- Talk about themselves, respond to the talk of others by showing attention and interest (PSVS)
- Explore alternative classification systems and criteria for categories of personal information (CCT).
- Express their views on a variety of topics within their direct experience.
- Use Mandarin creatively, e.g., create a biographical profile of a classmate.

Language Competence (COM)

- Recognize and use some basic stroke patterns and use them to write Mandarin characters correctly.
- Recognize and use some basic mechanical conventions, e.g., punctuation.
- Identify and use a variety of basic grammatical structures.
- Experiment with and use a variety of words and expressions in familiar contexts.
- Produce short, simple texts in guided situations.
- Engage in a variety of simple interactions (PSVS).

- Express meaning through the use of visual elements in a variety of media in guided and unguided situations
- Link several sentences coherently, e.g., chronological sequence.

Global Citizenship (PSVS)

- Seek out cultural information from authentic sources, e.g., from classmates, family members.
- Identify some things they have in common with people their own age with a different cultural background, e.g., their classmates and friends.
- Apply knowledge of elements of their own culture to interpret cultural behavior that is different from their own.
- Identify similarities and differences between their own culture and other cultures, e.g., lifestyle, significant life events.
- Respond sensitively to the ideas, comments and products of others.

Strategies (IL)

- Identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a research plan about how to approach the task (CCT).
- Identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups (PSVS)
- Identify and use a variety of interactive strategies, e.g., use a simple word similar to the concept they want to convey and invite correction (PSVS).
- Identify and use a variety of productive strategies, e.g., use knowledge of sentence patterns to form new sentences, use illustrations to provide detail when producing their own texts (COM)
- Identify and use appropriate interpretive strategies in a variety of situations, e.g., summarize information gathered from research (COM).

Resources

- The previous learned vocabulary for food, sports, and personal information.
- *Ni Hao series* Book 1 & Book 2 (A Bibliography for Mandarin 10, 20, 30)
- *Easy Chinese: Phrasebook & Dictionary* (A Bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate students. Stage 1* (A Bibliography for Mandarin 10, 20, 30)
- *Chinese language video lessons for classroom use* (A Bibliography for Mandarin 10, 20, 30)

Evaluation

Sample Assessment

A Rating Scale for Presentations

Your presentation	Rating
provided interesting and detailed information	
provided a clear profile of the student	
used appropriate vocabulary and sentence patterns	
used interactive strategies	
was well organized and easy to understand	
used a variety of visual aids	
used comprehensible pronunciation	
was interesting and entertaining	
Other comments:	

Rating Scale

1 = Good

2 = Satisfactory

3 = Needs improvement

The Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
Personal Information • 出生 年月 , 年龄 chūshēng niányuè, niánlíng • 性别 xìngbié • 入学 年龄 , 学历 rùxué niánlíng, xuélì • 健康 状况 jiànkāng zhuàngkuàng Music • 古典 音乐 gǔdiǎn yīnyuè • 现代 音乐 xiàndài yīnyuè • 摇摆 乐 yáobǎi yuè • 乡村 音乐 xiāngcūn yīnyuè Hobbies and Pastimes • 集邮 , 钓鱼 jíyóu, diàoyú • 唱歌 , 跳舞 chànggē, tiàowǔ • 体育 活动 tǐyù dòng • 欣赏 音乐 , 小说 xīnshǎng yīnyuè, xiǎoshuō • 看 电视 , 电影 kàn diànshì, diànyǐng • 交 朋友 , 买 东西 jiāo péngyǒu , mǎi dōngxī	Asking for Information (in an interview) • 你 今年 多 大了 ? Nǐ jīnnián duō dà le? • 你 的 家 住 在 哪 里 ? Nǐde jiā zhùzài nǎlǐ ? • 你 在 哪 里 上 学 ? Nǐ zài nǎlǐ shàngxué ? Giving Personal Information • 我 是 一 九 八 七 年 出 生 的 。 Wǒ shì yījiǔ bāqī nián chūshēng de. • 我 今 年 十 四 岁 。 Wǒ jīnnián shísì suì. • 我 今 年 上 九 年 级 。 Wǒ jīnnián shàng jiǔ niánjí. Asking about preferences • 你 喜 欢 做 什 么 ? Nǐ xǐhuan zuò shénme? • 你 最 喜 欢 什 么 音 乐 ? Nǐ zuì xǐhuān shénme yīnyuè ? • 业 余 时 间 , 你 喜 欢 什 么 活 动 ? Yèyú shíjiān , nǐ xǐhuan shénme huódòng? • 你 喜 欢 交 什 么 样 的 朋 友 ? Nǐ xǐhuan jiāo shénme yàng de péngyǒu ? Describing Personal Preferences • 我 喜 欢 体 育 运 动 。 Wǒ xǐhuan tǐyù yùndòng. • 我 最 欣 赏 古 典 音 乐 。 Wǒ zuì xīnshǎng gǔdiǎn yīnyuè .

**The Linguistic Content
(in traditional characters)**

Suggested Vocabulary	Suggested Sentences
Personal Information <ul style="list-style-type: none"> • 出生 年月 , 年齡 • 性別 • 入學 年齡 , 學歷 • 健康 狀況 Music <ul style="list-style-type: none"> • 古典 音樂 • 現代 音樂 • 搖擺 樂 • 迪斯科 (disco) • 鄉村 音樂 Hobbies and Pastimes <ul style="list-style-type: none"> • 集郵 , 釣魚 • 唱歌 , 跳舞 • 體育 活動 • 欣賞 音樂 , 小說 • 看 電視 , 電影 • 交 朋友, 買 東西 	Asking for Information (in an interview) <ul style="list-style-type: none"> • 你 今年 多 大 了 ? • 你 的 家 住 在 哪 里 ? • 你 家 有 几 口 人 ? • 你 在 哪 里 上 學 ? Giving Personal Information <ul style="list-style-type: none"> • 我 是 一 九 八 七 年 出 生 的 。 • 我 今 年 十 四 歲 。 • 我 今 年 上 九 年 級 。 • 我 在 ... 學 校 上 學 。 • 我 的 身 體 很 健 康 。 Asking about Preferences <ul style="list-style-type: none"> • 你 喜 歡 做 什 么 ? • 你 最 喜 歡 什 么 音 樂 ? • 業 余 時 間 , 你 喜 歡 什 么 活 動 ? • 你 最 喜 歡 什 么 樣 的 朋 友 ? • 你 的 業 余 愛 好 是 什 么 ? Describing Personal Preferences <ul style="list-style-type: none"> • 我 喜 歡 體 育 運 動 • 我 最 欣 賞 古 典 音 樂 。 • 我 的 業 余 愛 好 是 集 郵 。

Unit 20.3 – Learn Chinese Calligraphy

Area of Experience: Education
Topic to be Developed: Culture

Alternative Tasks

- prepare a performance
- make a video on a cultural topic (e.g., how to make a special food or craft for a particular occasion)
- write and present a play in the tradition of the culture

Suggested Steps and Activities

Preparation

- The teacher may introduce briefly the history and evolution of Chinese characters. The students should understand that Chinese characters are one of the most fascinating aspects of the Chinese language and occupy a prominent place in Chinese culture.
- Discuss the basic strokes of Chinese characters with the students. Some Chinese characters have left and right parts, some have left, middle and right parts, others have top-bottom and framed structures. The strokes that make up the characters must be written in a certain rigidly-specified order, and they must be written in a special way.

Research

- Collect samples of Chinese calligraphy from a variety of sources, e.g., from some Chinese friends who write and have Chinese calligraphy at home.
- Compare and contrast the different types of scripts in Chinese calligraphy.
- Research the history and structure of Chinese characters from a variety of sources, e.g., online, local library and Chinese calligraphy books.

Practice

- Invite a guest speaker to demonstrate and teach the students how to do Chinese calligraphy with brush pen and ink.
- In class, have the students practise Chinese calligraphy with the help of a guest speaker or copy Chinese words from samples of Chinese calligraphy.
- The students can practise Chinese calligraphy at home.

Presentation

- The students can demonstrate Chinese calligraphy in the class, or present their written work to the class.
- Create a display on Chinese calligraphy using samples of the students' work.

Reflection

- Reflect on the unit. Are the students familiar with the basic stroke patterns of Chinese characters?
- Do they understand the history and the evolution of Chinese characters?
- Have they developed an appreciation of the Chinese culture by studying Chinese calligraphy?
- Reflect on what strategies they have used to help them complete the task.

The learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide information on a range of familiar topics and themes, e.g., the history and evolution of Chinese calligraphy.
- Describe things and actions, e.g., describe the stroke order of Chinese characters and how to follow the stroke order, describe the tools used for calligraphy.
- Make and respond to a variety of simple requests when engaging in group activities.
- Suggest, initiate or direct action in group activities.
- Use Mandarin for personal enjoyment, e.g., Chinese calligraphy.
- Use Mandarin creatively (CCT).

- Express a personal response to a variety of situations, e.g., to the beauty and expressiveness of examples of Chinese calligraphy.

Language Competence (COM)

- Recognize and use some basic stroke patterns, e.g., Chinese calligraphy.
- Recognize and use some basic mechanical conventions, e.g., basic punctuation.
- Experiment with and use a variety of ways of writing Chinese characters.
- Distinguish among various radicals of Chinese characters.
- Engage in a variety of simple interactions.
- Understand short, simple texts in guided and unguided situations, e.g., samples of Chinese calligraphy.
- Produce short simple texts in guided situations, e.g., Chinese calligraphy
- Associate words in the language with the corresponding objects, action, e.g., words for basic strokes

Global Citizenship (PSVS)

- Seek out information about the Chinese culture from authentic sources, e.g., Internet sites on Chinese calligraphy (IL).
- Compare some elements of the Chinese culture with their own culture.
- Demonstrate curiosity about other languages and cultures.
- Identify similarities and differences between their first language and the Chinese language, e.g., different writing systems (CCT).
- Recognize that languages can be grouped into families and dialects based on common origins, e.g., Chinese is a language that is made up of many different dialects.
- Identify similarities and differences between their own culture and other cultures, e.g., value placed on tradition and history (CCT).

Strategies (IL)

- Identify and use a variety of interpretive strategies, e.g., infer probable meaning of unknown words or expressions from contextual clues, summarize information gathered.

- Identify and use a variety of productive strategies, e.g., use knowledge of stroke patterns and radicals of Chinese characters to write Chinese calligraphy, use models of Chinese calligraphy when producing their own texts, and be aware of and use steps of writing Chinese calligraphy
- Identify and use a variety of social and affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, experiment with various ways of writing Chinese characters.

Resources

- Ink, brush pen, fountain pens and paper
- Samples of Chinese calligraphy from a variety of sources
- A guest speaker to demonstrate how to do Chinese calligraphy
- *Learn to write Chinese characters* (A Bibliography for Mandarin 10, 20, 30)
- *Hanyu: For beginning students* (A Bibliography for Mandarin 10, 20, 30)
- <http://www.chinapage.com/calligraphy.html>
- <http://english.ccnet.com.cn/#>

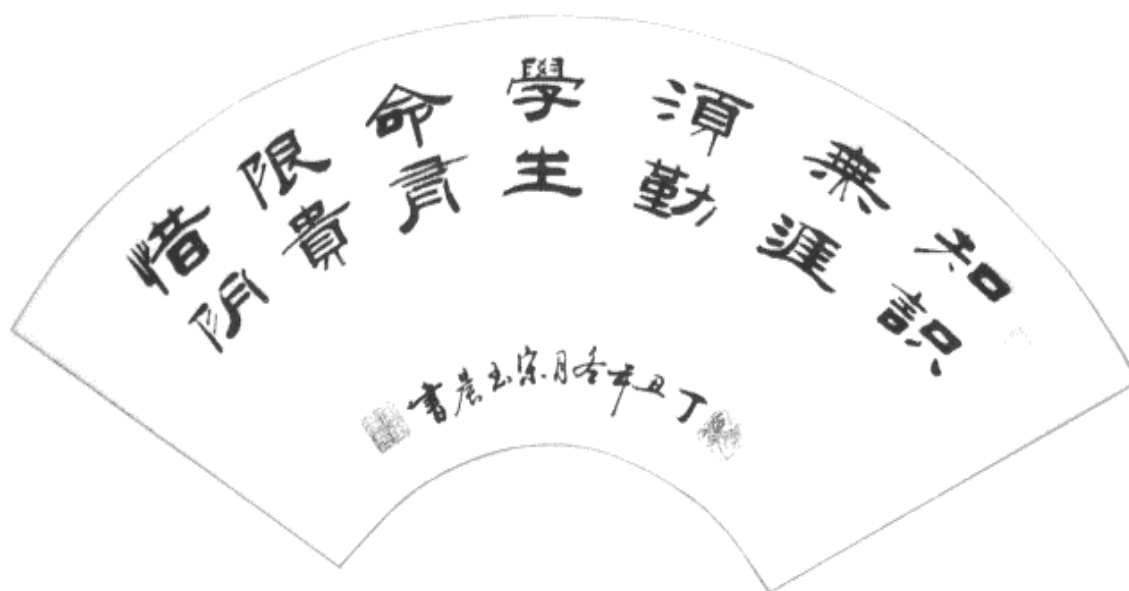
Write Chinese Characters with Proper Strokes

A Chinese character is composed of one or a number of strokes. Traditionally, calligraphers have recognized eight basic strokes for Chinese characters. These are the strokes appearing in the Chinese character “永”.

“永” 字 八 法

点	横	竖	撇	捺	提	钩	折
dot	horizontal	vertical	left - falling	right – falling	rising	hook	turning

An Example of the Chinese Calligraphy



Evaluation

Sample Assessment

- Observation Checklist
- Students' writing samples

Observation Checklist

Student Name: _____

Time of the observation _____

The task: Chinese Calligraphy Writing _____

Check the appropriate criteria

- | | |
|--------------------------|---|
| <input type="checkbox"/> | The student can use models of Chinese calligraphy when producing their own. |
| <input type="checkbox"/> | The student demonstrates curiosity about learning Chinese calligraphy. |
| <input type="checkbox"/> | The student shows the degree of risk-taking by experimenting with writing the Chinese calligraphy in different ways. |
| <input type="checkbox"/> | The students is engaged in interactions with others in Mandarin |
| <input type="checkbox"/> | Characters are written correctly. |
| <input type="checkbox"/> | The student can write Chinese characters in appropriate stroke order: |
| <input type="checkbox"/> | Write from left to right |
| <input type="checkbox"/> | Write from top to bottom |
| <input type="checkbox"/> | Write in complete closure, the left-hand side first, second, top and the right-hand side made in one stroke, then the content filled in, and the bottom stroke finally added. |

The linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
<p>Chinese Characters Strokes</p> <ul style="list-style-type: none"> • 笔划 <p>bǐhuà</p> <ul style="list-style-type: none"> • 点, 横, 竖 <p>diǎn, héng, shù</p> <ul style="list-style-type: none"> • 撇, 捺, 提 <p>piě, nà, tí</p> <ul style="list-style-type: none"> • 钩, 折 <p>gōu, zhé</p> <p>Character Stroke Order</p> <ul style="list-style-type: none"> • 从上到下 <p>cóng shàng dào xià</p> <ul style="list-style-type: none"> • 从左到右 <p>cóng zuǒ dào yòu</p> <ul style="list-style-type: none"> • 从外到里 <p>cóng wài dào lǐ</p> <ul style="list-style-type: none"> • 先横后竖 <p>xiān héng hòu shù</p> <ul style="list-style-type: none"> • 先撇后捺 <p>xiān piě hòu nà</p> <ul style="list-style-type: none"> • 先中间后两边 <p>xiān zhōngjiān hòu liǎng biān</p> <p>Chinese Calligraphy</p> <ul style="list-style-type: none"> • 书法, 绘画 <p>shūfǎ, huìhuà</p> <ul style="list-style-type: none"> • 文房四宝 (four treasures of Chinese calligraphy) <p>wén fáng sì bǎo</p> <ul style="list-style-type: none"> • 毛笔, 宣纸, 墨, 砚台 <p>máobǐ, xuānzhǐ, mò, yàntái</p> <p>Basic radicals</p> <ul style="list-style-type: none"> • 草字头, 走之底 <p>cǎo zì tóu, zǒu zhi dǐ</p> <ul style="list-style-type: none"> • 双人旁, 木字旁 <p>shuāng rén páng, mù zì páng</p> <ul style="list-style-type: none"> • 三点水, 心字底 <p>sān diǎn shuǐ, xīn zì dǐ</p>	<p>Interrogative Sentences</p> <ul style="list-style-type: none"> • 你会写毛笔字吗? <p>Nǐ huì xiě máobǐzì ma?</p> <ul style="list-style-type: none"> • 你知道中国字的笔划吗? <p>Nǐ zhīdào Zhōngguó zì de bǐhuà ma?</p> <ul style="list-style-type: none"> • 你懂中国书法吗? <p>Nǐ dǒng Zhōngguó shūfǎ ma?</p> <ul style="list-style-type: none"> • 你知道什么是文房四宝吗? <p>Nǐ zhīdào shénme shì wén fáng sì bǎo ma?</p> <ul style="list-style-type: none"> • 宣纸是用什么做的? <p>Xuān zhǐ shì yòng shénme zuò de?</p> <p>Imperative sentences</p> <ul style="list-style-type: none"> • 请把毛笔握好。 <p>Qǐng bǎ máobǐ wò hǎo .</p> <ul style="list-style-type: none"> • 请按照正确的笔划书写。 <p>Qǐng ànzhào zhèngquè de bǐhuà shūxiě .</p> <ul style="list-style-type: none"> • 请不要把字写错了。 <p>Qǐng bù yào bǎ zì xiě cuò le .</p> <p>Affirmative Sentences</p> <ul style="list-style-type: none"> • 中国书法有很长的历史。 <p>Zhōngguó shūfǎ yǒu hěn cháng de lìshǐ .</p> <ul style="list-style-type: none"> • 中国字有一定的笔划。 <p>Zhōngguó zì yǒu yí dìng de bǐhuà .</p> <ul style="list-style-type: none"> • 中国字有偏旁部首。 <p>Zhōngguó zì yǒu piān páng bù shǒu .</p> <ul style="list-style-type: none"> • 学好书法要很长的时间。 <p>Xuéhǎo shūfǎ yào hěn cháng de shíjiān .</p> <ul style="list-style-type: none"> • 练习书法要很有耐心。 <p>Liànxí shūfǎ yào hěn yǒng nàixīn .</p>

**The linguistic content
(in traditional characters)**

Suggested vocabulary	Suggested sentences
<p>Chinese Characters Strokes</p> <ul style="list-style-type: none"> • 筆划 • 點, 橫, 豎 • 撇, 捺, 提 • 鉤, 折 <p>Chinese Character Stroke Order</p> <ul style="list-style-type: none"> • 從上到下 • 從左到右 • 從外到里 • 先橫后豎 • 先撇后捺 • 先中間后兩邊 <p>Chinese Calligraphy</p> <ul style="list-style-type: none"> • 書法 • 繪畫 • 文房四寶 • 毛筆 • 宣紙 • 墨, • 硯台 <p>Basic Radicals</p> <ul style="list-style-type: none"> • 草字頭, 走之旁 • 雙人旁, 木字旁 • 三點水, 心字底 • 豎心旁 • 門字旁 • 女字旁 • 日 (月) 字旁 • 王字旁 • 寶蓋頭 	<p>Interrogative Sentences</p> <p>你會寫毛筆字嗎?</p> <p>你知道中國字的筆划嗎?</p> <p>你懂中國書法嗎?</p> <p>你知道什么是文房四寶嗎?</p> <p>宣紙是用什么做的?</p> <p>Imperative Sentences</p> <p>請坐正。</p> <p>請把毛筆握好。</p> <p>請按照正確的筆划書寫。</p> <p>請不要把字寫錯了。</p> <p>請不要把紙搞臟了。</p> <p>Affirmative Sentences</p> <p>中國書法有很長的歷史。</p> <p>中國字有一定的筆划。</p> <p>中國字有偏旁部首。</p> <p>學好書法要花很長的時間。</p> <p>練習書法要很耐心。</p>

Unit 20.4 – Role Play a Variety of Travel Situations

Area of Experience: Public
Topic to be Developed: Transportation

Alternative Tasks

- Plan a trip (e.g., find the cheapest way to get to X)
- Make a local travel handbook for tourists
- Do a survey of favorite methods of transportation
- Make a phrase book for tourists

Suggested Steps and Activities

Preparation

- Have the students bring to class their travel albums. In small groups, they describe and share their travel experiences with classmates.
- The teacher can show the students a Chinese picture book about travel, highlighting the vocabulary and structures that will be useful for the students' task.
- Brainstorm typical problems that tourists encounter in travel based on the students' previous experience.
- Discuss and identify the public services available for tourists, e.g., travel agencies, the airport inquiry office, the customs, the ticket office at a railway station, etc.

Research

- Have the students survey their classmates for their favourite mode of transportation, and identify which type of transportation is most common in their class.
- Have the students research commonly used modes of transportation in different countries, e.g., the use of cars and planes in the North America, the use of subways and trains in Japan, and the use of bicycles, buses and trains in China and most Asian countries. What are the reasons for these choices?
- Invite a person from a local travel agent to talk about some common problem situations related to travel, particularly in China. Have the students make notes and ask questions.

- Have the students do independent research to find out what are the common problems tourists encounter in relation to transportation, and find some suggestions for tourists, e.g., from travel magazines, travel brochures, or travel handbooks.

Practice

- Compare and contrast common means of transportation in China and Canada.
- Watch a video or listen to short dialogues between a tourist and a service person in Mandarin about travel situations in China. Have students identify the problems and solutions to those problems. If possible, find videos or recordings which feature some regional variations in language, some common gestures or other forms of non-verbal communication and different levels of formality.
- In small groups, have students discuss typical travel situations and the related problems (e.g., at the airport, on the subway) and suggest possible solutions. Use basic vocabulary and phrases that are commonly used in these situations.
- Discuss with the students different techniques to help them memorize the vocabulary of transportation and travel.
- Practice role playing different travel situations in pairs, using the vocabulary and structures they have learned, e.g., the teacher prepares several situation cards, giving the students specific roles, and they improvise. For example:

Lost on the Subway

Student 1: You are trying to go from X to Y, but you are lost and do not know where you are.

Student 2: You are here (on map). Help the traveler to find his or her way.

Ask students to pay particular attention to appropriate levels of formality for different situations in their role plays.

Presentation

- The students present their role plays to the class without using prepared dialogues or notes.
- The other students can identify alternate solutions to the problem situation.

Reflection

- Reflect on the unit. What vocabulary and structures have they learned? Are they aware of the importance of the appropriate level of formality?
- Are the students familiar with the different types of transportation? Do they know how to deal with problems relating to travel?
- Reflect on what interactive strategies they have used to help them with the task. How can they cope with regional variations in the language?

The Learning Outcomes and Integrated C.E.L.s

Applications

- Describe things, places, actions, e.g., modes of transportation
- Ask for and provide information on a range of familiar topics, e.g., information about transportation
- Encourage other group members to participate.
- Assume a variety of roles and responsibilities as a group member (PSVS)
- Record and share personal knowledge of a topic
- Search for and propose solutions (CCT)
- Gather and organize research information (IL)
- Respond to and express a variety of emotions, e.g., anger, frustration, fear.

Language Competence (COM)

- Recognize and use some basic stroke patterns to write Chinese words
- Experiment with and use a variety of words and expressions in familiar contexts
- Explore the use of idiomatic expressions
- Understand and use some simple idiomatic expressions as set phrases
- Produce short, simple texts in guided situations
- Engage in a variety of simple interactions

- Combine learned words and phrases to fulfil simple purposes, e.g., deal with a variety of situations that may be encountered when travelling
- Use formal and informal language in familiar situations
- Initiate interactions and respond using a variety of social interaction patterns
- Experience a variety of regional variations in language

Global Citizenship (PSVS)

- Compare some elements of the culture being studied with their own, e.g., different modes of transportation in Canada and in China
- Explore some elements of the Chinese culture, e.g., influence of the geography and economic status on their choice of different types of transportation
- Recognize that in any language there are different words for the same thing and that individuals use language in personal ways
- Express empathy for those whose cultural behavior is different from their own
- Identify similarities and differences between their first language and the Chinese language
- Seek out information about the Chinese culture from authentic sources, e.g., people in the Chinese community.

Strategies (IL)

- Identify and use general learning strategies to enhance learning, e.g., connect what they already know with what they are learning, seek information through a variety of sources including libraries, the Internet, individuals, and agencies
- Identify and use metacognitive strategies to enhance learning, e.g., reflect upon their thinking process and how they learn (CCT)
- Identify and use a variety of social and affective strategies, e.g., interaction skills to enhance group learning activities, take part in group problem-solving processes (PSVS)
- Identify and use a variety of language use strategies, e.g., take notes when listening to assist in producing their own text, listen for key words, or use non-verbal means to communicate (COM)

-
- Use a variety of productive strategies to enhance language learning, e.g., use previously acquired knowledge to facilitate a learning task, or identify problems and seek solutions

Resources

- A variety of travel brochures or handbooks from local travel agencies
- Online research on travel information
- *Hanyu: For Intermediate students. Stage 2 & 3.* (A bibliography for Mandarin 10, 20, 30)
- *Mandarin Phrasebook: with two-way dictionary* (A bibliography for Mandarin 10, 20, 30)
- *Basic Chinese Vocabulary: A handy reference of everyday words arranged by topic* (A bibliography for Mandarin 10, 20, 30)
- *Chinese Language Video Lessons for Classroom Use* (A bibliography for Mandarin 10, 20, 30)
- Authentic documents related to travel, such as maps, bus or train schedules
- Online information: <http://www.cnta.gov.cn>

Evaluation

Sample Assessment

- Observation
- Audio tape of the students' role play
- A checklist for a role play

A Role Play Checklist

The Criteria

Performance

- Your role play portrayed the characters and the situation accurately ☐
- The information was presented in an appropriate sequence. ☐
- Your role play presented a problem and had a reasonable solution. ☐

☐

Problem-solving Strategies

- You used Mandarin to explore the environment or acquire information ☐
- You used a variety of non-verbal methods to communicate, e.g., use body language to make yourself understood ☐
- Seek the assistance of others to interpret information ☐

Language

- Your language was understandable, concise and clear. ☐
- You used words and expressions appropriate to the situation ☐
- You experimented with various forms of idiomatic expressions ☐

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Transportation</p> <ul style="list-style-type: none"> 飞机，航班 fēijī, hángbān 公共汽车, 汽车站, gōng gòng qìche, qìchē zhàn 长途汽车, 出租汽车 chángtú qìché, chūzhū qìché 火车站，特快列车 huǒchē zhàn, tèkuài lièchē 地铁，地铁站 dì tiě, dì tiě zhàn 船票, 客轮 chuánpiào, kèlún <p>Problems Related to Travel</p> <ul style="list-style-type: none"> 迷路, 坐错车 mílù, zuò cuò chē 行李丢了 xínglǐ diū le 找不到要去的地方 zhǎo bù dào yào qù de dìfāng 不懂语言 bù dǒng yǔyán 误了飞机，火车 wù le fēijī, huǒchē 钱包丢了 qiānbāo diū le 	<p>Requesting Information</p> <ul style="list-style-type: none"> 请问，有去...的飞机吗? Qǐng wèn, yǒu qù ...de fēijī ma? 请问，这是开往...的地铁吗? Qǐng wèn, zhèshì kāiwǎng .. de dìtiě ma? 公共汽车几点到站? Gōng gòng qìchē jǐdiǎn dào zhàn? 班车几点钟一趟? Bānchē jǐdiǎnzhōng yí tàng ? 到北京动物园要坐几站? Dào Běijīng dòngwùyuán yào zuò jǐ zhàn? 请问，火车几点钟开? Qǐng wèn, huǒchē jǐdiǎnzhōng kāi ? <p>Expressing Needs, Wants and Emotions</p> <ul style="list-style-type: none"> 我想买一张去上海的船票。 Wǒ xiǎng mǎi yì zhāng qù Shànghǎide chuánpiào. 我想托运行李。 Wǒ xiǎng tuōyùn xínglǐ . 这趟列车晚点了, 真气人。 Zhètàng lièchē wǎndiǎn le, zhēn qì rén. 我迷了路,你能告诉我怎样去火车站吗? Wǒ mí le lù, nǐ néng gàosù wǒ zěnyàng qù huǒchē zhàn ma?。 我需要找一个翻译,你能帮忙吗 Wǒ xūyào zhǎo yí gè fānyì, nǐ néng bāng máng ma?

**The Linguistic Content
(in traditional characters)**

Suggested Vocabulary	Suggested Sentences
Vocabulary for Transportation	Requesting information
飛機， 航班	請問， 有去... 的 飛機 嗎？
公共 汽車, 汽車站,	請問， 這是開往... 的 地鐵嗎？
長途汽車， 出租汽車	公共汽車几點到站？
火車站， 特快列車	班車几點鐘一趟？
地鐵， 地鐵站	到北京動物園要坐几站？
船票, 客輪	請問， 火車几點鐘開？
Problems Related to Travel	Expressing Needs, Wants and Emotions
迷路, 坐 錯 車	我想買一張去上海的船票。
行李 丟 了	我想托運行李。
找 不 到 要 去 的 地 方	這趟列車晚點了, 真氣人。
不 懂 語 言	我迷路, 你能 告訴 我 怎樣去 火車站 嗎？
誤 了 飛 机， 火 車	我需要找一個翻譯, 你 能 幫忙 嗎？
錢包 丟 了	

Unit 20.5 – Design a Fire Escape Plan for a School

Area of Experience: Education
Topic to be Developed: School Life

Alternative Tasks

- design an ideal school
- debate some aspects of school (e.g., for/against continuous school or shorter school day or inclusion of a particular subject in school)
- develop school rules (and compare to school rules in the country of origin)

Suggested Steps and Activities

Preparation

- Ask students if they have had any experience of fire and discuss what they should do in the case of fire.
- Discuss the task with students and decide what language they need to do the task.
- Discuss in small groups the importance of making a fire escape plan to raise awareness of how to act and what to do in the event of a fire.
- Brainstorm in small groups what can be included in a fire escape plan and make a list. Combine small groups into larger groups and come up with a class list. For example: escape routes, a floor plan, smoke detectors, an outside meeting place, and a local fire department's emergency number.

Research

- Research from a variety of sources fire prevention, actions that should be taken in the case of a fire and what should be included in a fire escape plan.
- If possible, invite staff from the local fire department to do a short presentation on what people can do in the event of a fire, and have students make notes and ask questions.
- Interview each other to find out if their family has a fire escape plan, and make suggestions to make a one.

- Do a tour of the entire school building to identify the best two escape routes from each classroom, e.g., one way through the door and the other through the windows.
- Find the emergency exits from the school building and decide on the best spot as the outside meeting place.
- Research different housing styles in China and Canada in terms of floor plans.

Practice

- Construct dialogues for real-life fire escape situations to practice new vocabulary, e.g., between a fire fighter and a student, phoning the fire department when where is a fire.
- Each group works on different parts of the task. For example, one group can write some fire prevention rules, another can prepare "Procedures in case of a fire alarm" outlining rules for the students to follow, and another can prepare a floor plan with escape routes, etc.
- Students can do the following steps:
 - Draw a floor plan of the school building, and then label the various areas in Mandarin, e.g., rooms, doors, windows, and stairs. If there is more than one floor, show stairs, roof, or deck that can be used for fire escape. Use the floor plan as the basis for a fire escape plan.
 - On the floor plan, draw two escape routes, and put arrows on the plan to indicate "normal" or "emergency" exits, e.g., to escape from upper windows by using a fire escape.
 - Learn how to sound a fire alarm, and test the alarm in the school. On your plan, indicate where smoke detectors and fire extinguishers are located.
 - Decide on an outside meeting place where students can meet after escaping from the building and indicate it on the plan.
- Go over the escape plan with the students and practice leaving the school building through the indicated escape routes.

Presentation

- Students present their fire escape plan on chart paper, and one student from each group makes a short presentation on their part of the task.
- Present the fire escape plan to the school administration.
- Post the fire escape plan in the classroom.

Reflection

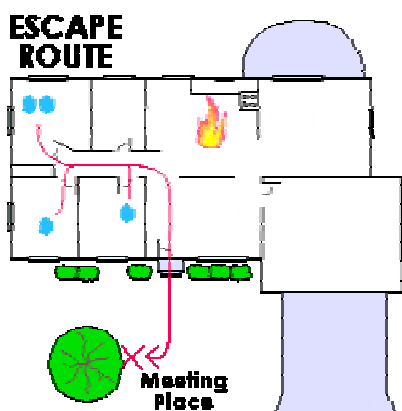
- Ask the students if they think they would be able to escape a fire using their fire escape plans.
- Are they able to use Mandarin words and simple sentence structures to discuss their fire escape plans?
- What was the most interesting thing about designing their fire escape plan?
- What strategies have they used and learned when doing their task?

Example of a Fire Escape Plan

Procedures in case of a fire

- Leave your work immediately and line up behind the class monitor.
- Follow the class monitor, using the escape plan, to the meeting place outside.
- Wait for the teacher to call the roll to see if everyone is present.
- Do not return to the school until the teacher says it is safe.

A floor plan with escape routes marked



WHAT'S OUR NUMBER?

911



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The Learning Outcomes and Integrated C.E.L.s

Applications

- Gather simple information, e.g., on fire prevention and fire escape plans
- Describe things, places and actions, e.g., in a fire escape plan
- Ask for and provide information on a range of familiar topics
- Record and share personal knowledge of a topic
- Suggest and initiate action in group activities
- Make and respond to a variety of simple requests
- Search for and propose solutions (CCT)
- Express their views on a variety of topics within their direct experience

Language Competence (COM)

- Express meaning through the use of visual elements in a variety of media in guided and unguided situations, e.g., use a floor plan, and demonstrate an escape route.
- Produce short, simple texts in guided and unguided situations, e.g., both oral and written texts about the fire escape plan
- Use some basic stroke patterns to write Mandarin characters.
- Combine learned words and phrases to fulfil some simple purposes, e.g., make a presentation on a fire escape plan
- Identify and use a variety of basic grammatical structures.
- Use some simple text forms in their own productions, e.g., lists of rules and regulations

Global Citizenship (PSVS)

- Identify similarities and differences between their own culture and other cultures, e.g., different housing styles between China and Canada in terms of floor plans. (CCT)
- Identify similarities and differences between their first language and Mandarin, e.g., different social conventions, and grammar structures (CCT)

- Explore how their perspective is shaped by a variety of factors, e.g., personal, group, and culture

Strategies (IL)

- Identify and use a variety of cognitive strategies to enhance language learning, e.g., experiment with various elements of Mandarin (CCT)
- Identify and use a variety of metacognitive strategies to enhance language learning, e.g., make a plan for their project, reflect on the learning process
- Identify and use a variety of productive strategies, e.g., use illustrations to provide detail when producing their own fire escape plan
- Identify and use a variety of interpretive strategies, e.g., listen and read selectively based on purpose, use prior knowledge and personal experience to interpret texts, summarize information gathered
- Identify and use a variety of cognitive strategies to enhance general learning, e.g., focus on and complete the learning task

Resources

- A variety of fire escape plans
- Staff from the local fire department.
- Sample floor plans
- *Hanyu: For intermediate students. Stage 1.* (A Bibliography for Mandarin 10, 20, 30)
- On line fire safety tips:
<http://www3.sympatico.ca/amills/TIPS~1.HTM>

Evaluation

Sample Assessment

Student self-evaluation checklist

My fire escape plan contains:

- The school name, address, and phone number ☐
- A floor plan of a school building with escape routes marked ☐
- Two escape routes marked for each room ☐
- The locations of smoke detectors and fire extinguishers ☐
- A meeting place outside the building ☐
- An emergency telephone number provided ☐
- Fire prevention rules ☐
- Procedures in case of a fire alarm ☐

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<ul style="list-style-type: none"> 火警，救火 huǒ jǐng , jiùhuǒ 火警电话 huǒjǐng diànhuà 消防队，消防车 xiāofángduì, xiāofángchē 火警撤离计划 huǒjǐng chèlí jìhuà 消防设备 xiāofáng shèbèi 消防路线 xiāofáng lùxiàn 消防门 xiāofáng mén 紧急出口 jǐn jí chūkǒu 户外集合地点 hùwài jíhé dìdiǎn 火警练习 huǒjǐng liànxí 烟雾 yānwù 学校平面图 xuéxiào píngmiàn tú 运动场，校园 yùndòng chǎng, xiàoyuán 	<p>Imperative Sentences</p> <ul style="list-style-type: none"> 请你把窗户打开！ Qǐng nǐ bǎ chuānghù dǎ kāi! 快点撤离！ Kuàidiǎn chèlí! 请打火警电话！ Qǐngdǎ huǒjǐng diànhuà! 不要走这里！ Búyào zǒu zhèlǐ! 请不要使用电梯！ Qǐng bù yào shǐyòng diàntī! <p>Asking for Information</p> <ul style="list-style-type: none"> 你知道怎样画学校的平面图吗？ Nǐ zhīdào zěnyàng huà xuéxiàode píngmiàntú ma? 我们应该怎样标明地图？ Wǒmen yīngāi zěnyàng biāomíng dìtú? 大楼的紧急出口在哪里？ Dàlóude jǐngjí chūkǒu zài nǎlǐ? 起火了，我们应该怎么撤离？ Qǐhuǒ le, wǒmen yīnggāi zěnmé chèlí? <p>Affirmative sentences</p> <ul style="list-style-type: none"> 消防栓在墙角。 Xiāofáng shuān zài qiáng jiǎo . 这座大楼有五层楼。 Zhèzuò dàlóu yǒu wǔ céng lóu. 大楼外面是一个运动场。 Dàlóu wàimiàn shì yí gè yùndòng chǎng.

**The Linguistic Content
(in traditional characters)**

Suggested Vocabulary	Suggested Sentences
火 警 ， 救 火	Imperative Sentences
火 警 電 話	請你把窗戶打開！
消 防 隊 ， 消 防 車	你從窗戶跳出來吧！
火警撤离計劃	快點撤离！
消 防 設 備 ， 消 防 栓	請打 火警電話！
消 防 路 線 ，	不要走這裡！
學 校 平 面 圖	請不要使用電梯！
運 動 場 ， 校 園	Asking for Information
教 室 ， 房 間	你知道怎樣畫學校的平面圖嗎？
樓 梯 ， 梯 子	你知道我們應該怎樣標明地圖嗎？
電 梯	你知道大樓的緊急出口在哪里嗎？
標 明	要是起火了，我們應該怎么撤离？
消 防 門	Affirmative Sentences
緊急出口，進口	消防栓在牆角挂著。
戶 外 集 合 地 點	這座大樓有兩層樓。
火 警 練 習	學校大樓有四個緊急出口。
煙 ， 煙 霧	大樓外面是一個運動場。

Unit 20.6 – Create a Catalogue of Favourite Clothing

Area of Experience: Public
Topic to be Developed:
Fashion/Clothing

Alternative tasks

- profile of fashion designers, or fashion models
- prepare a teenagers' fashion show with commentary
- cost comparison of different items of clothing
- a survey of youth fashion trends and styles

Suggested Steps and Activities

Preparation

- Have the students bring to school different clothing catalogues and fashion models' pictures from fashion magazines and other sources, e.g., commercials.
- In small groups, discuss and list all the things that might be included in a clothing catalogue, e.g., type of clothes, price, and descriptions.
- Have the students bring to school their favorite clothes for different seasons and describe their favorite clothing in small groups or in pairs.
- With the help of the teacher, the students identify as much vocabulary for clothing as possible, and make a list of the vocabulary that will be used in a clothing catalogue.
- Make some flashcards to reinforce vocabulary, for example, match the words with the pictures, or play "Bingo".
- The task is designed as a group project; the members of each group are responsible for one particular type of clothing in the catalogue, e.g., casual clothes, formal clothes, accessories, outerwear

Research

- Have the students survey their schoolmates to determine the current fashion trends and their particular tastes in different types of clothing. What clothing would they like to buy from a catalogue?

- Look at some examples of catalogues and decide what should be included in the catalogue. Look at how the information is organized and the language used to describe the clothing.
- Have the students find out how sizes used in China compare with Canada, whether clothing is more or less expensive, etc.
- Organize the research findings and share them with the group.

Practice

- Construct dialogues to practise new vocabulary by describing their favorite clothing.
- Listen to a tape of short dialogues between a customer and a sales person when they are discussing different clothes. The tape can be prepared by the teacher, or by people in the Chinese community.
- Decide who will do each part of the task, e.g., write the description, draw the illustrations or take photos, plan the page layout, etc.
- Have the students work on the clothing catalogue in small groups, with each group responsible for one kind of clothing, e.g., casual clothing, or sports clothing. Establish criteria, e.g., at least 10 items labeled with price, sizes and colors available, and illustrations.
- After they finish their section of the catalogue, the students exchange it with other groups to find some similarities and differences.
- All the sections are assembled into one catalogue.

Presentation

- The students' group presentation can be an oral presentation with large chart paper, or the clothing catalogue with drawings, pictures or other illustrations.
- The students' presentations can be accompanied by a fashion show.
- Put the students' clothing catalogues on display.

Reflection

- Reflect on the unit. What did they learn about clothing? What did they learn about the current trends and styles? What vocabulary and structures did they use to create a clothing catalogue? Did they have any difficulties with a particular structure or function?
- The students reflect on the task and discuss how their research has helped them see that young people their age in China have similar (or different) tastes.
- What strategies have they used and learned to help them complete the task?

The Learning Outcomes and Integrated C.E.L.s

Applications

- Use Mandarin for personal enjoyment, e.g., make a collection of pictures of fashion clothing in Mandarin.
- Record and share personal knowledge.
- Make and talk about personal observations.
- Inquire about and express likes and dislikes about different clothing styles.
- Explore alternative classification systems and criteria for categories. (CCT)
- Gather simple information.
- Organize and sequence items in different ways.
- Compare and contrast items in simple ways, e.g., compare and contrast different items of clothing (CCT).

Language Competence (COM)

- Derive meaning from the visual elements of a variety of media in guided and unguided situations, e.g., from magazines (IL)
- Express meaning through the use of visual elements in a variety of media in guided situations, e.g., in catalogue illustrations
- Produce short, simple texts in guided situations
- Understand short, simple texts in guided and unguided situations, e.g., understand other students' presentations
- Use formal and informal Mandarin in familiar situations
- Understand and use some simple idiomatic expressions as set phrases

- Link several sentences coherently, e.g., on a single theme.

Global Citizenship (PSVS)

- Explore some elements of the Chinese culture, e.g., influence of the geography and climate on the choice of clothing both in China and in Canada.
- Express an interest in finding out about the Chinese young people, e.g., their preferences in clothing.
- Express empathy for those whose cultural behavior is different from their own
- Identify similarities and differences between their own culture and other cultures, e.g., attitude to fashion
- Apply knowledge of diverse elements of the Chinese culture in interactions with people, e.g., differences based on age and gender

Strategies (IL)

- Use a variety of interactive strategies to enhance communication, e.g., summarize the points reached in a discussion to help focus on the task.
- Use a variety of productive strategies to enhance communication, e.g., experiment with various forms of words and expressions, take notes when reading or listening to assist in producing their own text, revise and correct final version of text.
- Use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups, be willing to take risks, try unfamiliar tasks and approaches (PSVS)
- Use a variety of cognitive strategies to enhance learning, e.g., classify objects according to their attributes, formulate key questions to guide research, summarize information gathered, use charts or other graphic representations to make information easier to understand and remember.

Resources

- Fashion magazines, and a variety of samples of clothing catalogues, advertisements
- *Basic Chinese vocabulary: A handy reference of everyday words arranged by topics* (A bibliography of Mandarin 10, 20 and 30)
- *Hanyu: For intermediate students. Stage 2* (A bibliography of Mandarin 10, 20 and 30)
- *Ni Hao series : Book 2* (A bibliography of Mandarin 10, 20 and 30)

Evaluation

Sample Assessment

A Rating Scale

Your catalogue

Rating

provides interesting and complete information	
includes relevant and informative details for each entry	
provides appropriate entries under each heading	
entries are appropriately labeled	
illustrations help understanding of the text	
Chinese characters are correctly written	
Sentences are logically linked with appropriate connecting words	
Uses pinyin for new words if necessary	

Rating Scale

1 = Good

2 = Satisfactory

3 = Needs improvement

The Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
<p>Casual Clothes</p> <ul style="list-style-type: none"> • 毛衣 毛背心 máoyī, máo bèixin • 羊毛衫 yángmáoshān • 开领衫 kāilǐngshān • 运动套衫 yùndòng tàoshān • 牛仔裤, 牛仔衣 niú zǎi kù, niú zǎi yī • 休闲裤, 工装裤 xiūxián kù, gōngzhuāng kù • 连衣裙, 短裙 liányīqún, duǎn qún • 长, 短袖 衬衣 cháng, duǎn xiù chèn yī <p>Formal Clothes</p> <ul style="list-style-type: none"> • 西装, 西装裤 xīzhuāng, xīzhuāng kù • 西装裙 xīzhuāng qún • 旗袍 qípáo • 套装 tào zhuāng • 衬衣 chèn yī <p>Outerwear</p> <ul style="list-style-type: none"> • 大衣, 风衣 dà yī, fēng yī • 皮外衣, 棉衣 pí wài yī, mián yī • 羽绒衣 yǔ róng yī • 夹克衫 jiá kè shān 	<p>Describing Preferences for Clothes</p> <ul style="list-style-type: none"> • 现在的学生都喜欢穿牛仔服装。 Xiànzài de xuésheng dōu xǐhuan chuān niú zǎi fú zhuāng. • 我不喜欢穿西服。 Wǒ bù xǐhuan chuān xī fú. • 休闲服装 舒适大方 Xiūxián fú zhuāng shū shì dà fāng. • 现在流行穿休闲服装。 Xiànzài liú xíng chuān xiūxián fú zhuāng. • 我们都愿意穿运动套衫。 Wǒmen dōu yuànyì chuān yùndòng tàoshān . <p>Discussing Clothes</p> <ul style="list-style-type: none"> • 这种衣服的式样怎么样? Zhèzhǒng yīfu de shìyàng zěnmeyàng? • 这种衣服很时髦。 Zhèzhǒng yīfu hén shímáo. • 这类衣服已经过时了。 Zhèlèi yīfu yǐjīng guòshí le. • 这套衣服的价格很贵。 Zhètào yīfu de jiàgé hěn guì. • 这件衣服 是 大号的。 Zhèjiàn yīfu shì dàhào de. • 这种衣服是纯棉制品吗? Zhèzhǒng yīfu shì chúnmián zhìpǐn ma? • 这件风衣是防雨的。 Zhèjiàn fēngyī shì fáng yǔ de.

The Linguistic Content
(in traditional characters)

Suggested Vocabulary	Suggested Sentences
<p>Casual Clothes</p> <ul style="list-style-type: none"> • 毛 衣, 毛 背 心 • 羊 毛 衫 • 運 動 套 衫 • 牛 仔 衣 褲 • 休 閑 衣 褲 • 工 裝 衣 褲 • 長 襯 衣, 短 袖 襯 衣 • 連 衣 裙 • 短 裙 <p>Formal Clothes</p> <ul style="list-style-type: none"> • 西 裝 • 西 裝 褲 • 套 裝 • 西 裝 裙 • 旗 袍 <p>Outerwear</p> <ul style="list-style-type: none"> • 大 衣, 風 衣 • 皮 外 衣 • 棉 衣, 羽 絨 衣 • 夾 克 衫 	<p>Discussing Preferences for Clothes</p> <p>現在的學生都喜歡穿牛仔服裝。</p> <p>我不喜歡 穿西服。</p> <p>休閒服舒適大方，我比較喜歡穿休閒服</p> <p>我們同學都願意穿運動套衫。</p> <p>我對牛仔褲感興趣。</p> <p>現在流行穿休閒服裝。</p> <p>Describing Clothes</p> <p>這種衣服很時髦。</p> <p>這類衣服已經過時了。</p> <p>這件連衣裙看起來很時髦。</p> <p>這件衣服你穿著很合身。</p> <p>你認為那種服飾適合我嗎？</p> <p>這種衣服的式樣怎麼樣？</p> <p>這件風衣是防雨的。</p> <ul style="list-style-type: none"> • 這種衣服是純棉制品嗎？ • 這 套 衣 服 的 價 格 很 貴。 • 這 裙 子 配 有 一 件 上 衣。 • 這 件 衣 服 是 大 號 的。

Unit 20.7 – Create Promotional Materials for Community Activity (Sample Unit)

Area of Experience: Public
Topic to be Developed: Seasonal Activities

Sample Task

Design a Pamphlet to promote and advertise the Dragon Boat Festival activities planned for the community.

Alternative Tasks

- Make a rap song about any seasonal activity
- Recipe book based on the season

Note to teachers: If there is no Dragon Boat Festival in your community, do a different seasonal activity, e.g., the Chinese New Year.

Analysis of Language Needs to Complete the Task

1. Product: promotional material (a pamphlet)
 - Vocabulary -- dragon, myths, boat, oars, team, paddlers, drum, spectators, community, awaken, organize, race, start, finish, win, dates, locations, rain ceremony, river, water, fertility, poet, poetry, food, drink, rice dumplings, entertainment
 - Text forms -- pamphlet, posters
 - Basic structures—describing events in the past, present and future, stating dates and locations, inviting participation
2. Process: research on the Dragon Boat Festival, small group planning and writing a pamphlet
 - Vocabulary – paper, photos, drawings, maps, text, strokes, characters, layout, audience, write, draft, revise, correct, clear, unclear, interesting,
 - Text forms – interview, informal conversation

- Basic structures -- asking for and providing information, persuading, making suggestions, identifying advantages and disadvantages, describing preferences, and negotiating small group tasks.

Suggested Steps and Activities

Preparation

- Have the students bring to class pictures of their seasonal or festival activities, e.g., pictures of the Dragon Boat Festival or the Chinese New Year, and describe these pictures to the class.
- Discuss the task with the students and determine the language they need to learn to complete the task.
- Make a list in Mandarin of activities the community usually does for the Dragon Boat Festival. Ask the students to talk about their favorite activities during the Dragon Boat Festival.
- Discuss what could be included in a pamphlet to advertise activities for the community, and make a list of possible sections of the pamphlet in Mandarin, e.g., brief introduction to the history of the festival, general information, sponsors, racing teams, activities, schedules, volunteers, local attractions.

Research

- Collect pamphlets, videos and posters from previous years (made by community members from some local Chinese communities).
- Research a variety of sources on line or at the local library on the history of the Dragon Boat Festival, e.g. the time of year of the festival, activities related to the festival, why it is celebrated the way it is. The students discuss how Dragon Boat Festivals are celebrated differently in Canada and China, e.g., the time of year the races are held, or different activities for the celebrations.
- Interview people from the community on past activities during the festival, e.g., dragon boat races, making rice dumplings, making dragon boats.

- Identify places in the community where people can practice these activities, and with little cost.
- Gather some information on local attractions and some pictures, e.g., some local scenic spots that can be used for the illustrations in the pamphlet.
- If possible, contact the potential sponsors and teams in the community for information.
- Surf some websites for ideas on the design of the pamphlet, e.g., Regina's web page for the Dragon Boat Festival at <http://www.dragonboat.regina.sk.ca/>

Practice

- Provide the students with some promotional pamphlets in Mandarin. Look at the way they are designed and some typical language structures used for promoting cultural events.
- Decide how the work will be shared. Different groups can be responsible for different sections of the pamphlet and for different stages of the production. For example, one group could be responsible for the cover page of the pamphlet, another for illustrations, and other groups for different sections of the text of the pamphlet.
- Use the writing process to develop the pamphlet. See the information page at the end of the unit for more details.
 - pre-writing (gathering ideas, planning the text, organizing the text)
 - writing
 - revision (rereading, moving pieces of text, rewriting pieces of text)
 - correction (grammar, spelling, punctuation)
 - publication (reprinting, adding illustrations, binding)
- Prepare mini-lessons as needed throughout the process to help students learn specific elements of the language they need in their writing. Students may also need to learn some specific words and phrases for working in groups.

Presentation

- Working together, the students develop the whole pamphlet.

- Present the pamphlet to the Chinese community for future Dragon Boat Festivals and ask for feedback.

Reflection

- Reflect on the unit. Which festival activities would the students like to participate in?
- Summarize the vocabulary and structures they have used for the task.
- Discuss what strategies they have used and learned when doing the task.

Learning Outcomes and Integrated C.E.L.s

Applications

- Describe people, places, things, and actions. e.g., in a promotional pamphlet
- Ask for and provide information on a range of familiar topics, e.g., the history of the Dragon Boat Festival
- Express simple preferences
- Make and respond to a variety of simple requests, e.g., engaging in group activities
- Make an offer or an invitation and respond to offers and invitations made by others.
- Suggest, initiate or direct action in group activities
- Explore alternative classification systems, and criteria for categories (CCT)
- Record and share personal knowledge of a topic
- Use Mandarin for personal enjoyment, e.g., make a collection of pictures related to the Chinese culture.
- Gather simple information, e.g., promotional pamphlets on the Internet (TL)

Language Competence (COM)

- Use formal and informal Mandarin in familiar situations. (PSVS)
- Derive meaning from the visual elements of a variety of media in guided and unguided situations, e.g., on line research. (IL, TL)
- Produce short, simple texts in guided situations, e.g., make a pamphlet.
- Understand short, simple texts, e.g., pamphlet about some local activity.
- Combine learned words and phrases to fulfil some simple purposes.
- Recognize and use some basic mechanical conventions, e.g., basic punctuation, and basic stroke patterns.

- Link several sentences coherently, e.g., on a single theme.
- Identify and use a variety of basic grammatical structures
- Use comprehensible pronunciation when producing familiar words or phrases.

Global Citizenship (PSVS)

- Compare some elements of the Chinese culture with their own, e.g., different activities for celebrating the Dragon Boat Festival in China and Canada (CCT)
- Identify similarities and differences between their own culture and other cultures, e.g., seasonal activities, celebrations (CCT)
- Recognize some of the factors that affect the culture of a particular region, e.g., the celebrations of the Dragon Boat Festival in Canada and China.
- Explore how their perspective is shaped by a variety of factors, e.g., personal, and environmental.

Strategies (IL)

- Identify and use a variety of social and affective strategies to enhance learning, e.g., choose learning activities, encourage themselves to try, take part in group decision-making processes (PSVS)
- Identify and use a variety of metacognitive strategies to enhance general learning, e.g., divide an overall learning task into a number of subtasks, and make a plan
- Identify and use a variety of productive strategies, e.g., proofread and edit final versions of a text, apply grammar rules to improve accuracy (COM)
- Identify and use a variety of social and affective strategies to enhance language learning, e.g., work cooperatively with peers in small groups, experiment with various forms of expression (PSVS, COM)

Resources

- Useful web sites for information and ideas about the Dragon Boat Festival, for example,
<http://www.dragonboat.regina.sk.ca/>
http://www.gio.gov.tw/info/festival_c/html_e/moon.htm
<http://www.ccnt.com.cn/tradition/jieri/>
<http://www.dragonboat.net/>

- *ZhongGuoTong: Stages A & B* (A bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate students. Stage 2* (A bibliography for Mandarin 10, 20, 30)
- *Red Eggs & Gragon Boats: Celebrating Chinese Festival.* (A bibliography for Mandarin 10, 20, 30)
- Community members
- Pictures and videotapes of past years' events
- Samples of some promotional pamphlets (in Mandarin, if possible)

Teaching Writing as a Process

Research on teaching writing shows that student achievement is higher when the teaching approach emphasizes writing as a process, rather than writing as a product.

In the traditional product-oriented approach, form and correctness are the focus of attention. The teacher provides drills on specific skills, makes many of the major decisions for the students (e.g. topic, length, what form the text will take), and is the only audience. Students are asked to concentrate on following rules, to work alone and to constantly pay attention to technical matters such as grammar and characters. They usually write only one version of the text, which the teacher corrects. Because no one else will read the writing, students often pay little attention to the teacher's comments.

The experience of classroom teachers and research conducted during recent years shows that a process-oriented approach to teaching writing is more successful. In this approach, students are led through a series of stages in their writing and gradually learn to use this process independently. These stages include:

Prewriting

- The writer gathers information and plays with ideas during the prewriting stage. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem-solving and decision-making activities, conducting library research and so on. This stage is particularly important in second language classes because it provides students with

opportunities for acquiring the vocabulary and structures they will need in their writing.

Drafting

- The writer develops his or her topic on paper in rough form. The focus is on content, not on the mechanics of writing (characters, punctuation, grammar, stroke order, etc.)

Revising

- The writer makes whatever changes he or she feels are necessary, still focusing on content. Changes may involve adding or deleting text, changing sentence structure, or a complete reorganization. It may even involve starting again. Writers can ask others, including teachers or fellow students, to read their text and make comments before revising.

Editing

- After the writer is satisfied with the content of the text, he or she gives attention to the mechanics such as characters, punctuation, grammar, and may make minor changes in wording or syntax.

Publication

- The completed text is delivered to its intended audience. Research has found that student motivation and achievement are enhanced when student work reaches a larger audience than the teacher. Classmates, other students, parents and community members are among the potential audiences for students' written work.

Instructional Practices

- Researchers have also set up studies to determine the effectiveness of particular practices used in teaching writing. The following are considered to be the most effective:
- Grammar instruction related to student writing
- Research has clearly shown that teaching of formal grammar, if unrelated to the process of writing, has little or no effect on the writing ability of students. It actually slows their development as writers, because the insistence on correctness reduces their willingness to experiment and invent.

- Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing. To be effective grammar instruction must be concrete and focused on the process of writing.

Sentence Combining

- Through a series of guided exercises, students are shown how several short sentences may be combined into longer ones. In this way, students learn how to create sentences which are more varied and interesting, while at the same time learning a variety of syntactic patterns. This technique is particularly effective if the students' own writing is used as the material for practice.

A Language-Rich Environment

- The classroom may be the only place where the student is exposed to the target language. It should therefore be a rich and stimulating environment. Examples of the written language can be posted on the walls, e.g. word lists from brainstorming sessions, conceptual maps, steps in a process the students are learning to follow. Care should be taken to ensure that such materials are free from errors. A good variety of texts should be available to students, e.g. books, magazines, brochures, newspapers, advertisements, instructions. It is also beneficial if they have access to recordings of songs, rhymes, stories and other texts of interest.

Evaluation by Classmates and the Teacher

- Recent research has shown that evaluation by classmates can be just as effective as teacher evaluation of students' writing in progress. Peer editing allows students to practice learning to take a reader's perspective, and to learn to apply the mechanics and technical aspects of language. Students do need to be taught to offer constructive criticism and to respond sensitively to the works of their classmates.

Using Models

- Students can benefit from analyzing models of good writing. The analysis can focus on how the text is organized, structured and sequenced, typical words or expressions used in specific situations, the appropriate level of formality as well as sentence patterns. The analysis should always be done in relation to a specific piece of student writing.
- The teacher can also serve as a model for students, not only an excellent model of both written and oral language, but also a model of language learning and language use strategies. He or she can model any of the stages of the writing process itself.

Guided Practice

- Effective writing instruction is characterized by clear and specific objectives, giving students practice tasks which truly match and illustrate the lesson or concept being taught and using small group structures for specific activities.

Evaluation

Sample Assessment

A Rating Scale for a Group Evaluation of a Pamphlet

Name _____ Date _____

Applications

Excellent	It included all the important features and details of the event.	<input type="checkbox"/>
Satisfactory	It included most of the important features and details of the event.	<input type="checkbox"/>
Unsatisfactory	It included few important features and details of the event.	<input type="checkbox"/>

Language Use

Excellent	Your language had very few mistakes	<input type="checkbox"/>
Satisfactory	Some errors, but not enough to affect understanding	<input type="checkbox"/>
Unsatisfactory	Many errors that made it difficult to understand	<input type="checkbox"/>

Global Citizenship

Excellent	You provided appropriate, accurate culture-related information.	<input type="checkbox"/>
Satisfactory	You provided some culture-related information	<input type="checkbox"/>
Unsatisfactory	You did not provide any culture related information	<input type="checkbox"/>

Strategies

Excellent	You used a variety of strategies to complete your writing task e.g., process writing, proofreading, productive strategies	<input type="checkbox"/>
Satisfactory	You used some strategies to complete your writing task e.g., process writing, proofreading, productive strategies	<input type="checkbox"/>
Unsatisfactory	You did not participate in the steps of the writing process or carry out your role in the group	<input type="checkbox"/>

A Checklist for Evaluating Students' Pamphlet (for the teachers' use)

Content of your pamphlet

- It includes the general information on the Festival ☐
- It describes the various activities. ☐
- It includes information on contacts. ☐

Organization of your pamphlet

- The information is written in clear and correct sentences. ☐
- The information is organized logically and clearly. ☐
- The style is appealing to the target audience. ☐

Language of your pamphlet

- The sentences tend to be short. ☐
- The vocabulary is suitable. ☐
- The characters are correct ☐
- The punctuation is correct ☐

Style of your pamphlet

- The photos/illustrations capture the reader's curiosity ☐
- The cover page is attractive and neat. ☐
- The text is organized in a simple and attractive manner. ☐
- The titles capture the readers' attention. ☐
- The pamphlet can be read quickly and easily. ☐

(Adapted from: *English as Second Language: Formative Assessments*, The Canadian Association of Second Language Teachers, 1999)

The Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
Dragon Boat Festival	Stating Knowledge of (the Dragon Boat Festival)
五月初五 (阴历) wǔ yuè chū wǔ	龙舟节起源于纪念屈原。 Lóngzhōu jié qǐyuán yú jìniàn Qū yuán.
端午节 duānwǔ jié	端午节的时候，很多人家都包粽子。 Duānwǔ jié de shíhòu, hěnduō rénjiā dōu bāo zòngzi.
龙舟比赛 lóngzhōu bǐsài	有很多志愿者参加赛龙舟。 Yǒu hěnduō zhìyuànzhe cānjiā sài lóngzhōu.
赛龙船，敲锣鼓 sài lóngchuán, qiāo luógǔ	本年度的龙舟节是由.... 赞助的。 Běnniándù de lóngzhōujié shì yóu .. zànzhu de
包粽子 bāo zòngzi	各地龙舟节的时间是不一样的。 Gèdì lóngzhōu jié de shíjiān shì bù yíyàng de.
纪念屈原 jìniàn Qūyuán	这是我们社区龙舟节的手册。 Zhè shì wǒmen shèqū lóngzhōu jié de shǒu cè .
节日活动手册 jiérì huódòng shǒucè	Asking for Information and Opinions
参赛队, 观众 cānsài duì, guānzhòng	你知道今年有多少参赛队吗? Nǐ zhīdào jīnnián yǒu duōshǎo cānsài duì ma?
社区, 志愿者 shèqū, zhìyuànzhe	你能参加今年的龙舟赛吗? Nǐ néng cānjiā jīnniánde lóngzhōu sài ma?
广告赞助 guǎnggào zànzhu	你能找到几张龙舟节的照片吗? Nǐ néng zhǎo dào jǐzhāng lóngzhōu jié de zhàopiàn ma?
比赛日程 bǐsài rìchéng	我这样设计活动手册的封面好吗? Wǒ zhèyàng shèjì huódòng shǒu cè de fēngmiàn hǎo ma?
本地旅游景点 běndì lǚyóujǐngdiǎn	你看我们这样安排比赛日程行吗? Nǐ kàn wǒmen zhèyàng ānpái bǐsài rìchéng xíng ma?
举办单位 jǔbàndānwèi	

The Linguistic Content (in Traditional scripts)	
Suggested Vocabulary	Suggested Sentences
Vocabulary Related to the Dragon Boat Festival	Stating Knowledge of (the Dragon Boat Festival)
五月初五 (陰歷)	這是我們社區龍舟節的活動冊。
端午節	龍舟節起源于紀念愛國詩人屈原。
賽龍船，敲鑼鼓	端午節的時候，很多人家都包粽子。
包粽子	有很多志願者參加賽龍舟的活動。
紀念屈原	本年度的龍舟節是由... 贊助的。
節日活動冊	各地龍舟節的時間是不一樣的。
龍舟比賽	Asking for Information or Opinions
節日活動	你知道今年有多少參賽隊嗎？
參賽隊	你知道龍舟節是在几月？
社區	你能參加今年的龍舟賽嗎？
觀眾	你能找到几張龍舟節的照片嗎？
志願者	你知道在哪里能找到有關龍舟節的信息嗎？
贊助者	你看我這樣設計活動冊的封面好嗎？
廣告贊助	你覺得我們這樣設計怎麼樣？
比賽日程	你看我們這樣安排 比賽日程 行 嗎？
旅游景点	
举办单位	

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Mandarin 30	
Areas of Experience	Suggested Tasks
Unit 30. 1 Employment (Public domain)	Role-play a job interview Alternative Tasks <ul style="list-style-type: none"> • Write a resume • Fill in different authentic job application forms • Respond to an advertisement for a specific job
Unit 30. 2 Environment (Educational domain)	Write a letter to the editor on global warming Alternative Tasks <ul style="list-style-type: none"> • Do a research project about how different countries deal with the issue of garbage • Make comic strip about a super "environmental hero" • Debate a current environmental issue in groups
Unit 30. 3 Geography (Educational domain)	Make a map of a specific region in China Alternative Tasks <ul style="list-style-type: none"> • Do a research report on a geographic area of the country • Do a comparison of the geography of an area of China with Saskatchewan • Prepare a travel brochure on a specific geographic location
Unit 30. 4 Independent travel (Public domain)	Plan a trip to China Alternative Tasks <ul style="list-style-type: none"> • Role-play problems related to travel • Make a travel album
Unit 30. 5 Culture (Educational domain)	Create an illustrated book Alternative Tasks <ul style="list-style-type: none"> • Research a famous Chinese author, poet, composer, etc. • Do a reenactment of cultural practices related to special events • Make a dictionary of proverbs • Learn a Chinese classical poem
Unit 30. 6 Relationships (Personal domain)	Make a video of family relationships involving a problem-solving situation Alternative Tasks <ul style="list-style-type: none"> • Make a contract that would be drawn up to solve a problem of relationships • Interview family members on typical family problems
Unit 30. 7 Consumer skills (Public domain)	A debate on pros and cons of shopping on the Internet Alternative tasks <ul style="list-style-type: none"> • Debate brand name vs. no-name clothing • Write a buyer's guide for a particular product • Calculate the cost of driving a car for a year • Compare a product from China with a similar product in Saskatchewan
Unit 30. 8 Literature (Educational domain)	Chinese poem recitation Alternative tasks <ul style="list-style-type: none"> • Make a collection of Chinese classical poems • Research a famous Chinese classical poet • Learn Chinese classical poems

Unit 30.1 – Role Play a Job Interview (A Sample Unit)

Area of Experience: Public
Theme to be Developed: Employment

Alternative Tasks

- Write a resume
- Fill in different authentic job application forms
- Respond to an advertisement for a specific job (write a cover letter, telephone or write a letter requesting an interview)

Analysis of Language Needs to Complete the Task

1. Product: a job interview
 - Vocabulary - job titles, education, dates, description of duties, career goals, personal information, personal attributes, qualities, skills
 - text forms - job application forms, structured job interview
 - basic structures - asking for information, responding to questions, describing oneself, past experience
2. Process: research on job interviews, small group planning
 - Vocabulary - description of behavior, clothing, patterns of social interaction in job interviews
 - text forms - a graphic organizer: a chart
 - basic structures - sharing thoughts and ideas, expressing agreement and disagreement, asking for information, negotiating small-group tasks

Suggested Steps and Activities

Preparation

- Have students do a survey among their classmates to determine the jobs they are interested in.
- Discuss the task with the students and determine the language they need to complete the task.
- Show students samples of Chinese job advertisements of different kinds (either from the Internet or from a Chinese newspaper)
- Make a list of Mandarin words and expressions that are copied from job advertisements.
- Brainstorm what can be included in a job advertisement.

Research

- Brainstorm typical questions for a job interview and make a list of questions that might be asked.
- Watch a video of a job interview and comment on the questions asked, the behavior of the candidate, etc. Are expectations in China different from those in Canada?
- Find different kinds of job applications from a variety of resources.

Practice

- Discuss the steps in a job interview, including how to introduce yourself, and how to ask and respond to questions appropriately. Make a list of appropriate steps in a job interview.
- Have students try out the questions they have generated with their classmates.
- Have students fill out a job application in Mandarin. Are job application forms in China different from forms in Canada?
- Prepare a graphic organizer to introduce yourself: your career goals, personal information, education, personal attributes and qualities, skills, and language ability.
- Discuss appropriate behaviors in a job interview, including clothing, manner, and attitudes.
- Invite a Chinese-speaking person to role-play brief interviews with students.

Presentation

- Students role-play or dramatize an interview for a job advertised in a newspaper.

Reflection

- Discuss the unit with the students. What did they learn? What parts did they have difficulty with? What do they need to work on more?

Learning Outcomes and Integrated C.E.L.s

Applications

- Ask for and provide information on several aspects of a topic, e.g., education, work history, personal goals, skills and abilities
- Inquire about and express preferences
- State personal actions in the past, present or future
- Inquire about and express ability and inability to do something
- Address a new acquaintance, introduce themselves
- Gather information from a variety of resources (IL)

Language Competence (COM)

- Use comprehensible pronunciation and tones when role-playing a job interview.
- Use a variety of words and expressions when role-playing a job interview (IL)
- Identify and use with reasonable accuracy a variety of basic grammatical structures for the functions listed.
- Manage short interactions with ease, with pauses for planning and repair
- Explore formal use of language, social conventions and appropriate non-verbal behaviors in job interviews.
- Analyze and identify the organizational structure of a typical job interview.

Strategies (IL)

- Select and use a variety of interactive, interpretive and productive strategies to accomplish the task, e.g. use reading strategies to read ads, job application forms
- Select and use a variety of cognitive, metacognitive and social/ affective strategies to enhance language use and language learning (PSVS)

Global citizenship (PSVS)

- Formulate questions about job interviews in China (CCT)
- Identify and use a variety of sources of information to find out about job interviews (IL)
- Apply knowledge of job interviews in China when doing role-play and reading job application forms.
- Recognize and acknowledge different perspectives and the value of these differences (CCT)
- Identify some careers which use knowledge of Mandarin language and Chinese culture
- Identify some careers which use knowledge of international languages and cultures, and intercultural skills

Resources

- Job advertisements from the Internet and Chinese newspapers
- A variety of authentic job application forms
- A video of a job interview
- Books, brochures or articles on how to do a job interview
- Chinese-speaking resource persons to demonstrate job interviews
- *Chinese Language Video Lessons for Classroom Use: (A Bibliography for Mandarin 10, 20, 30)*
- *Hanyu; for Intermediate Students: Stage 3 (A Bibliography for Mandarin 10, 20, 30)*

Evaluation

When students are engaged in role-play of a job interview, use a rating scale or a checklist to assess students' communicative language competence. Discuss the criteria with students and make sure that students know how they will be assessed. The assessment will focus on the extent students are able to:

- Make themselves understood in Mandarin
- Use Mandarin to do simple greetings and make introductions
- Ask appropriate questions and respond to questions
- Use appropriate words and expressions in a variety of contexts
- Use appropriate grammatical structures to form sentences
- Use some non-verbal skills to support communication
- Demonstrate appropriate manners in the context
- Use a variety of strategies to maintain interactions
- Show confidence and make an effort to speak Mandarin
- Apply their knowledge of the culture in interactions

An example of a checklist for assessing students' role play:

Checklist for a Role Play

Student Name _____

Date or time period of assessment: _____

Check Applicable Criteria

- | | |
|---|--------------------------|
| 1. Uses a variety of appropriate vocabulary and correct tones | <input type="checkbox"/> |
| 2. Uses both simple and complex grammatical structures | <input type="checkbox"/> |
| 3. Answers and responds to questions appropriately | <input type="checkbox"/> |
| 4. Carries on a conversation that is understandable and clear | <input type="checkbox"/> |
| 5. Uses strategies to maintain the conversation | <input type="checkbox"/> |
| 6. Shows appropriate manners in a conversation | <input type="checkbox"/> |

The Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<ul style="list-style-type: none"> • 就业 jiùyè <ul style="list-style-type: none"> • 职业目标 zhíyè mùbiāo <ul style="list-style-type: none"> • 工作面试 gōng zuò miànshì <ul style="list-style-type: none"> • 招聘广告 zhāo pìn guǎng gào <ul style="list-style-type: none"> • 个人特长 gèrén tèzhǎng <ul style="list-style-type: none"> • 工作技能 gōng zuò jìnéng <ul style="list-style-type: none"> • 教育背景 jiàoyù bèijǐng <ul style="list-style-type: none"> • 工作经历 gōng zuò jīnglì <ul style="list-style-type: none"> • 适合 shìhé <ul style="list-style-type: none"> • 申请 shēnqǐng <ul style="list-style-type: none"> • 申请表 shēnqǐng biǎogé <ul style="list-style-type: none"> • 答复 dáfù <ul style="list-style-type: none"> • 信息 xìnxī <ul style="list-style-type: none"> • 个人兴趣 gèrén xìngqù <ul style="list-style-type: none"> • 语言能力 yǔyán nénglì <ul style="list-style-type: none"> • 公司 gōngsī <ul style="list-style-type: none"> • 机构 jīgòu <ul style="list-style-type: none"> • 感谢 gǎn xiè <ul style="list-style-type: none"> • 努力 nǔ lì	<p>Interrogative Sentences</p> <ul style="list-style-type: none"> • 我可以自我介绍吗? Wǒ kěyǐ zì wǒ jièshào ma ? <ul style="list-style-type: none"> • 我可以问一下吗? Wǒ kěyǐ wèn yíxià ma? <ul style="list-style-type: none"> • 你可以谈一下吗? Nǐ kěyǐ tán yíxià ma? <ul style="list-style-type: none"> • 你可以解释一下吗? Nǐ kěyǐ jiěshì yíxià ma? <ul style="list-style-type: none"> • 你的意思是什么? Nǐde yìsi shì shénme? <p>Negative Sentences</p> <ul style="list-style-type: none"> • 我不明白你的意思。 Wǒ bù míngbái nǐde yìsi. <ul style="list-style-type: none"> • 我以前没有做过这个工作。 Wǒ yǐqián méiyǒu zuòguò zhège gōngzuò. <ul style="list-style-type: none"> • 我不知道这样对不对。 Wǒ bù zhīdào zhèyàng duì bu duì. <p>Affirmative Sentences</p> <ul style="list-style-type: none"> • 我个人的特点是... Wǒ gèrén de tèdiǎn shì.... <ul style="list-style-type: none"> • 这是我的简历。 Zhè shì wǒde jiǎnlì. <ul style="list-style-type: none"> • 我的工作经历是... Wǒde gōngzuò jīnglì shì <ul style="list-style-type: none"> • 我对电脑很内行。 Wǒ duì diànnǎo hěn nèiháng.

**The Linguistic Content
(in traditional characters)**

Suggested Vocabulary	Suggested Sentences
<ul style="list-style-type: none"> • 就業 • 職業目標 • 工作面試 • 招聘廣告 • 個人特長 • 工作技能 • 教育背景 • 工作經歷 • 適合 • 申請 • 申請表格 • 答复 • 信息 • 個人興趣 • 語言能力 • 公司 • 机构 • 感謝 • 努力 	<p>疑問句</p> <ul style="list-style-type: none"> • 我可以自我介紹嗎？ • 我可以問一下嗎？ • 你可以談一下嗎？ • 你可以解釋一下嗎？ • 你的意思是什麼？ <p>否定句</p> <ul style="list-style-type: none"> • 我不明白你的意思。 • 我以前沒有做過這個工作。 • 我不知道這樣對不對。 <p>陳述句：</p> <ul style="list-style-type: none"> • 我個人 的特點是。。。。 • 這是我的簡歷。 • 我的工作經歷是。。。。 • 我對電腦很內行。

Sample of a Chinese Job Advertisement on the Internet
(in simplified characters)

招聘 中 英 文 翻 译

种类：专 业 人 员	广告号码：83
公司：中港翻译公司	工作领域：翻译
广告登出时间：01/16/2000	月薪：2,000-3,000 元
截止时间：04/14/2000	
工作开始时间：即 刻	
工作种类：全 日 制	
所需学历：大 学	
所需工作经验：两年	
工作要求：	
需要能够使用 电脑输入中文。必须能够流利地说中文和英文。	
联系人：章文	
电话：737-444-2958	

Sample of a Chinese Job Advertisement on the Internet
(in traditional characters)

招聘 中 英 文 翻 譯

種類：專 業 人 員

廣告號碼：83

公司：中港翻譯公司

工作領域：翻譯

廣告登出時間：01/16/2000

月薪：2，000-3，000 元

截止時間：04/14/2000

工作開始時間：即 刻

工作種類：全 日 制

所需學歷：大 學

所需工作經驗：兩 年

工作要求：

需要能夠使用 電腦輸入中文。必須能夠流利地說中文和英文。

聯系人：章 文

電話：737-444-2958

Sample of a Chinese Job Application Form
(in simplified characters)

工作申请登记表

姓名：_____

性别：_____

出生年月：_____

婚姻状况：_____

现在户口所在地：_____

现在工作地点：_____

联系方式：_____

E_MAIL: _____

学历：_____

毕业院校：_____

所学专业：_____

毕业时间：_____

外语 程度：_____

电脑 程度：_____

薪资要求：_____

工作经历：_____

Sample of a Chinese Job Application Form
(in traditional characters)

工作申請登記表

姓名： _____

性別： _____

出生年月： _____

婚姻狀況： _____

現在戶口所在地： _____

現在工作地點： _____

聯系方式： _____

E_MAIL: _____

學歷： _____

畢業院校： _____

所學專業： _____

畢業時間： _____

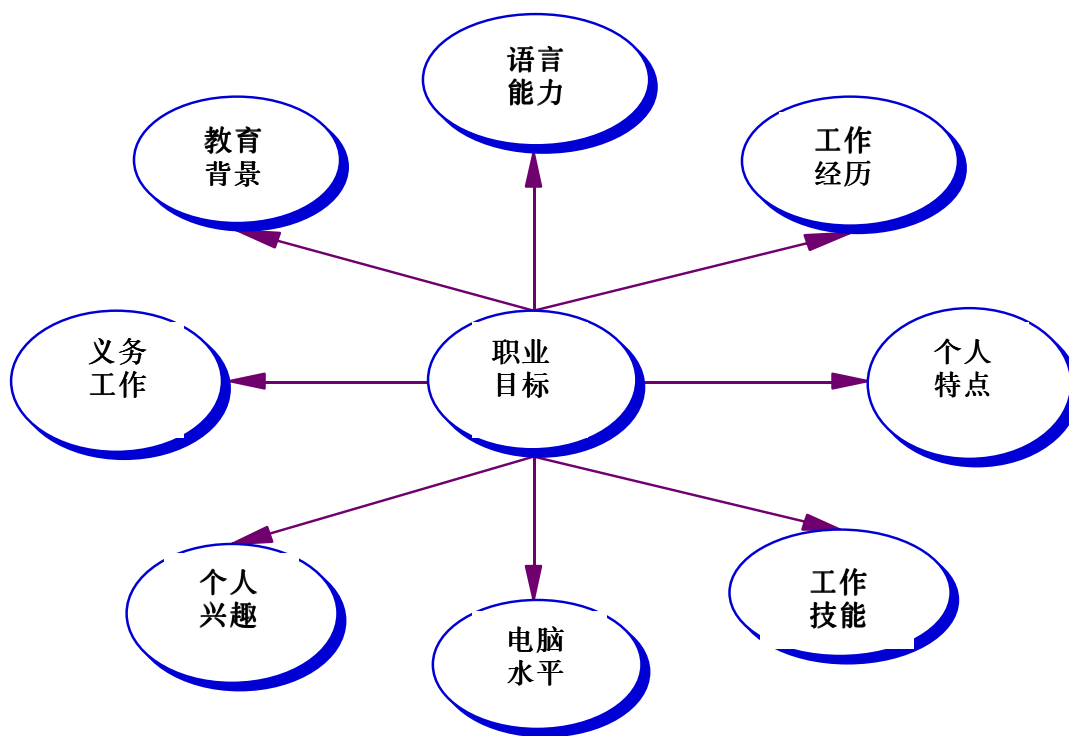
外語 程度： _____

電腦 程度： _____

薪資要求： _____

工作經歷： _____

A Job Interview Introducing Yourself



List of Possible Questions for a Job Interview

- 请你自我介绍一下。
- 请你谈一下你以前的工作
- 你最大的长处是什么？
- 你以前做过这种工作吗？
- 为什么你申请我们公司的工作？
- 你 跟别人相处 的 怎 么 样？
- 你有什么工作技能有助于你做这份工作？
- 你有什么弱点需要改进吗？
- 你有语言方面的 困难 吗？
- 你还有什么问题吗？

Tips for a Good Job Interview

- 在工作面试之前，回忆和总结一下你的工作 能力和个人特长以及你的成果
- 面试时要准时。带上你的推荐人的电话号码和推荐信副本 。
- 多带上几份你的个人简历。
- 依工作的性质来决定你的穿着。
- 准确描述你的个人经历， 并把它与你所申请的工作结合起来。
- 回答问题要认真思考，不要匆忙。
- 如果有不明白的问题， 你也可以提出询问。
- 你可以提出自己的问题。
- 你也可以询问面试的情况， 并且询问何时能得到答复。
- 面试结束时, 和面试者握手， 并且表示感谢

Unit 30.2 – Write a Letter to the Editor on Global Warming

Area of Experience: Educational
Theme to be Developed:
Environment/Global Warming

Alternative Tasks

- Do a research project about how different countries deal with the issue of garbage
- Make a comic strip about a super “environmental hero” (e.g. the Greenpeace Guy)
- Debate a current environmental issue in groups

Suggested Steps and Activities

Note: This task provides an opportunity for developing Technological Literacy (C.E.L.).

Preparation

- Present pictures about global warming in various parts of the world.
- Discuss the task with the students and determine the language needed to complete the task.
- Brainstorm some causes of and solutions to global warming to determine what students already know about it and to build vocabulary. Discuss the impact of technological change on the natural environment.
- In groups, have the students make a list of different phenomena related to global warming. Students then combine their lists into a single list. Ask each student to choose one issue related to global warming and prepare to write a letter to the editor of a Chinese newspaper.

Research

- Have students view a Chinese documentary video on China’s environmental conservation, specifically on factors contributing to global warming and actions being taken to counteract the problem. Introduce the video using a graphic

organizer which shows the principal topics dealt with in the video. Have the students fill in specific information they have understood from watching the video.

- Have the students do research on their topics from a variety of resources, e.g. libraries, the Internet, and magazines. The students must explain how their cause of global warming brings about climate change, show the effects of climate change on a particular geographical area and propose some possible solutions.

Practice

- Present the students with some examples of letters to the editor in Chinese newspapers. Brainstorm and discuss ideas about writing a letter, e.g., how to start, how to express their point of view, how to state their opinions.
- Have students make notes on their research findings, and share their notes with their peers. Encourage them to use different kinds of graphic organizers to organize the information they have collected.
- Construct dialogues using learned Mandarin vocabulary to discuss global warming.
- Use process-writing techniques:
 - Making an outline or a web of their writing to organize their ideas.
 - Writing the first draft. The students can discuss the language, for example, new words, phrases, connecting words, aspects of the style and format of a letter.
 - Revising. This is the stage where students make changes to their first draft by sharing their writings and asking for feedback from both the teacher and other students.
 - Editing. The students work on their draft, check grammar and other mechanics.
 - Writing the final copy of their letters.

Presentation

- The students share among themselves the final copies of their letters.
- Each student sends, or emails a letter to the editor of a Chinese newspaper in China or in Canada, e.g., The Chinese Green Times, on one aspect of global warming.

Reflection

- Students discuss the unit, what they learned, what problems they experienced and how they could improve in the future.
- What productive strategies did they use to help them complete their task?

The Learning Outcomes and Integrated C.E.L.s

Applications

- Ask questions to gain knowledge and clarify understanding (CCT, TL)
- Provide information on several aspects of global warming (CCT, TL)
- Gather information from a variety of resources (TL, IL)
- Discover relationships and patterns (CCT, TL)
- Describe and analyze the problem of global warming, then propose solutions (TL, CCT)

Language Competence (COM)

- Use a variety of words and expressions in familiar contexts
- Identify and use with reasonable accuracy a variety of basic grammatical structures
- Produce short simple texts in guided and unguided situations
- Organize information, e.g., through the use of visual elements such as graphic organizers
- Organize texts using common patterns, e.g., cause and effect
- Use appropriate discourse markers: indicating connections between sentences, the transition between paragraphs, or those indicating summary.

Strategies (IL)

- Select and use a variety of interactive, interpretive and productive strategies, e.g. take notes when reading or listening to

assist in producing their own text, use graphic organizers to help understand a written or oral text (COM)

- Select and use a variety of social and affective strategies to enhance general learning, e.g., participate in group activities, express your feelings, attitudes about the topic (PSVS)

Global Citizenship (PSVS)

- Explore and identify some elements of the Chinese culture, e.g., different attitudes toward global warming
- Identify shared references (e.g., concerns about global warming) and the different connotations attached to them in the Chinese culture and in Canadian culture (CCT, TL)
- Identify how and why languages borrow from one another, e.g., words for new phenomena related to technology and the environment (COM, CCT, TL)

Technological Literacy (TL)

- Explore the impact of technological change on the natural environment
- Generate and discuss alternatives to particular technological developments

Resources

- Examples of letters to the editor of some Chinese newspapers
- Some print, audio-visual or multi-media resources in Mandarin on environmental issues from libraries or other sources.
- *Zhongguotong* (A Bibliography for Mandarin 10, 20, 30)
- *Taiwan Today* (A Bibliography for Mandarin 10, 20, 30)
- The Internet information on Global warming: causes, impacts and solutions
 - <http://www.panda.org/>
 - <http://www.elp.gov.bc.ca/epd/epdpa/ar/climate/gccasu.html>
 - <http://www.zhb.gov.cn/>
- A Chinese environmental newspaper: The Chinese Green Times.
www.greentimes.com

Evaluation

Self-evaluation: A Writing Checklist

The title of my writing is _____

My theme of the writing is _____

My purpose is _____

My audience is _____

My point of view is _____

My topic sentences are _____

The supporting details are _____

The solutions to the problems are _____

The things that I like about the draft are: _____

Things I want to change are _____

Things I think need to improve are _____

Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
Vocabulary of the Environment and Global Warming • 环境 huánjìng • 全球变暖 quánqiú biàn nuǎn • 环境保护 huánjìng bǎohù • 变化 biànhuà • 温度 wēndù • 海洋 hǎiyáng • 南半球 nán bànqiú • 灾难 zāi nàn • 温室效应 wēnshì xiàoyìng • 绿色和平组织 lǜsè hépíng zǔzhī • 污染 wūrǎn • 联合国 liánhé guó • 统计数据 tǒngjì shùjù • 图表 túbiǎo • 提高环保意识 tígāo huánbǎo yìshì • 资源 zīyuán • 地区 dìqū • 经济发展 jīngjì fāzhǎn	Global Warming (cause and effect) • 全球变暖 的 现象主要是由温室效应引起。 Quánqiú biàn nuǎn de xiànxiàng zhǔ yào shì yóu wēn shì xiàoyìng yīnqǐ de. • 全球变暖正在影响我们的 生活。 Quánqiú biàn nuǎn zhèngzài yǐngxiǎng wǒ mén de shēnghuó • 全球变暖正在影响全球的 经济。 Quánqiú biàn nuǎn zhèngzài yǐngxiǎng quánqiú de jīngjì. Stating opinions (conservation of the environment) • 环境保护 是 每个人的 责任。 Huánjìng bǎo hù shì měi gè rén de zérèn. • 我们应该绿化环境， 控制污染。 Wǒmen yīnggāi lǜ huà huánjìng, kòngzhì wūrǎn. • 我的观点是这样的。 Wǒde guāndiǎn shì zhèyàng de. • 我们不能忽视这个现象。 Wǒmen bùnéng hūshì zhège xiànxiàng. • 我们不能再污染地球了。 Wǒmen bùnéng zài wūrǎn dìqiú le. • 我们应该怎样保护环境呢？ Wǒmen yīnggāi zěnyàng bǎo hù huánjìng ne? • 我们应该采取什么样的措施呢？ Wǒmen yīnggāi cǎiqǔ shénmeyàng de cuòshī ne? • 我们 怎样 减少 温室 效应 呢？ Wǒ mén zěnyàng jiǎnshǎo wēnshì xiàoyìng ne?

Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Sentences
Vocabulary of the Environment and Global Warming <ul style="list-style-type: none"> • 環境 • 全球變暖 • 環境保護 • 熱，冷 • 變化 • 溫度 • 海洋 • 南半球，北半球 • 災難 • 溫室 效應 • 綠色和平組織 • 污染 • 聯合國 • 統計數據 • 圖表 • 提高環保意識 • 資源 • 地區 • 經濟發展 • 綠化 	Discussing Global Warming (Cause and Effect) <ul style="list-style-type: none"> • 全球變暖 的 現象主要是由溫室效應引起。 • 全球變暖正在影響我們的 生活。 • 全球變暖正在影響全球。 • 這個現象的影響 是什麼呢？ • 你們能舉例說明一下嗎？ Stating Opinions (Conservation of the Environment) <ul style="list-style-type: none"> • 我們 怎樣 減少 溫室 效應 呢？ • 我們應該採取什麼樣的措施呢？ • 環境保護 是 每個人的 責任。 • 我們不能忽略這個現象。 • 我們不能再污染地球了。 • 我們應該綠化環境， 控制污染。 • 我們必須保護環境。 • 我們還不能做這個結論。 • 我們應該怎樣保護環境呢？ • 我的觀點是這樣的。 • 我想我們應該這麼做。

Unit 30.3 – Make a Map of a Specific Region in China

Area of Experience: Educational
Topic to be Developed: Geography

Alternative Tasks

- Do a research report on a geographic area of the country (natural resources, cities, and natural features)
- Do a comparison of the geography of an area of China with Saskatchewan
- Prepare a travel brochure on a specific geographic location (advantages, attractions)



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Suggested Steps and Activities

Preparation

- Brainstorm some regions in China that students know. Find these regions on a map of China.
- Discuss the task with the students and determine the language they needed to complete the task.
- Have students work in groups to make a list of typical geographical features found in some regions of China.
- Discuss and determine the topics of their research to complete the task.

Research

- Do independent research related to the task, using some Chinese web sites, or resources in the school or community library.
- Gather some maps of China.
- In groups students identify and compare typical geographical features in China with those of Canada.

Practice

- Have the students discuss the relationship between geography and culture, e.g., how geographical features affect the culture of a particular region both in China and in Canada.
- Ask students to study the different parts of the map, and play language games, e.g. Map of China
 - On poster paper, draw an outline of the map of China without names of cities or regions on it.
 - Prepare some cards with the names of specific Chinese-speaking areas, for example, Beijing, Shanghai, Guang Zhou, Taiwan, and Hong Kong, etc. Then mix these cards together.
 - Have students in two lines run in pairs to take one card each and pin it at the right place on the poster paper.
 - If a student puts the card in the right place, the team gets one point. The team with more points wins the game.
- Show some pictures with famous scenic spots on it from different regions in China, and have students guess where the pictures were taken.

- Invite a person who comes from China to talk about his or her hometown in China.

Presentation

- Have students use their research findings to make a map of one of the regions in China, and then present it. They should label their map with appropriate symbols, providing specific information, for example, climate, scenic spots, geographical features such as major rivers and mountain ranges, regional languages spoken, and population.

Reflection

- Students discuss the unit, what they learned, what problems they experienced and how they could improve in the future.
- What productive strategies did they use complete the task?

The Learning Outcomes and integrated C.E.L.s

Applications

- Give and follow a simple sequence of instructions, e.g., a series of steps to play a game
- Provide information on several aspects of the geography of a region of China
- Compare and contrast items in simple ways (CCT)
- Record and share thoughts and ideas with others
- Negotiate in a simple way with peers in small-group tasks
- Gather information from a variety of resources, e.g., print, human and electronic (IL)

Language Competence (COM)

- Derive meaning from and express meaning through visual elements, e, g., a map with symbols (CCT)
- Identify and use with reasonable accuracy a variety of basic grammatical structures, e.g., to describe, compare and narrate
- Use a variety of words and expressions in familiar contexts
- Interpret simple references within texts

Strategies (IL)

- Select and use a variety of strategies to enhance learning about the geography of China, for example, seek information through different sources, formulate key questions to guide research (CCT)
- Select and use a variety of strategies to enhance language learning, for example, use previously acquired knowledge or skills to facilitate a new learning task, work with others to solve problems, get feedback on their tasks (PSVS)
- Select and use a variety of interactive strategies to maintain interaction and avoid communication breakdown in group activities, e.g. repeating phrases, rephrasing sentences and asking for repetitions (PSVS)

Global Citizenship (PSVS)

- Recognize that within any culture there are important differences in the way people speak and behave
- Explore and identify some elements of the Chinese culture, e.g., the influence of geography on their way of life

- Recognize some of the factors that affect the culture of a particular region, e.g., geography and climate (CCT)

Resources

- A map of China
- some travel brochures about Chinese cities
- textbooks and other resources with introductions to China's geography
- people in the community who were born and raised in China
- *Speaking Chinese in China* (A Bibliography for Mandarin 10, 20, 30)
- *Ni Hao series Book 3*. (A Bibliography for Mandarin 10, 20, 30)
- *Zhongguotong* (A Bibliography for Mandarin 10, 20, 30)
- *Hanyu: For Intermediate Students. Stage 3* (A Bibliography for Mandarin 10, 20, 30)
- <http://www.e-thologies.com> (for more information about maps of China)

Evaluation

Sample Assessment: Anecdotal Record for Group Process Activities

Students' Names and Roles

Recorder of group information:

Artist (draws the map):

Librarian (looks after resources):

Reporter for the group presentation:

Observation period _____

Comments Regarding Group Members

Students' names				
Demonstrates balance between talking and listening				
Demonstrates respect for others				
Demonstrates active participation				
Assumes responsibility as a group member				

Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for a Map</p> <ul style="list-style-type: none"> 地图 dìtú 地区，地名 dìqū, dìmín 地图比例 dìtú bǐlì 标明，标出 biāo míng, biāo chū 不同颜色 bútóng yánsè 地区轮廓 dìqū lúnkuò 插图 chā tú <p>Vocabulary of Geography</p> <ul style="list-style-type: none"> 地理 dìlǐ 城市 chéngshì 地区特点 dìqū tèdiǎn 气候条件 qìhòu tiáojiàn 山川 shān chuān 河流 héliú 江河湖海 jiāng hé hú hǎi 地区方言 dìqū fāngyán 自然资源 zìrán zīyuán 森林 sēn lín 平原 píngyuán 沿海城市 yánhǎi chéngshì 	<p>Sentences of Comparison(比较句型)</p> <ul style="list-style-type: none"> 这个地区比那个地区大。 Zhège dìqū bǐ nàgè dìqū dà. 这个城市比其他城市大一点。 Zhège chéngshì bǐ qítā chéngshì dà yīdiǎn. 长江是中国最长的河流。 Chángjiāng shì zhōngguó zuìchángde héliú. 这里的气候不如那里好。 Zhèlǐ de qìhòu bùrú nàlǐ hǎo. 这里的景色是最好的。 Zhèlǐ de jǐngsè shì zuìhǎo de. <p>Discussing Geographic Features</p> <ul style="list-style-type: none"> 中国人口多，自然资源丰富。 Zhōngguó rénkǒu duō, zìrán zīyuán fēngfù. 中国有很多少数民族，和地区方言。 Zhōngguó yǒu hěnduō shǎoshù mínzú, hé dìqū fāngyán. 有的地区森林多，有的地区平原多。 Yǒude dìqū sēnlín duō, yǒude dìqū píngyuán duō. 这里的气候不好，非常干燥。 Zhèlǐde qìhòu bù hǎo, fēicháng gānzào. <p>Making a map</p> <ul style="list-style-type: none"> 这张地图设计得很新颖。 Zhè zhāng dìtú de shèjì hěn xīnyǐng. 这张地图的比例很恰当。 Zhè zhāng dìtú de bǐlì hěn qiàdāng. 你的地图色调不是很分明。 Nǐde dìtú de sèdiào búshì hěn fēn míng.

Linguistic Content
(in traditional characters)

Suggested Vocabulary	Suggested Sentences
Vocabulary for a Map <ul style="list-style-type: none"> • 地圖 • 地區，地名 • 地圖比例 • 標明，標出 • 不同顏色 • 地區輪廓 • 插圖 Vocabulary of Geography <ul style="list-style-type: none"> • 地理, 地理位置 • 城市 • 地區特點 • 气候條件 • 山川 • 河流 • 江河湖海 • 農村 • 地區方言 • 自然資源 • 森林 • 平原 • 沿海城市 	Sentences of Comparison(比較句型) <ul style="list-style-type: none"> • 這個地區比那個地區大。 • 這個城市比其他城市大一點。 • 長江是中國最長的河流。 • 這裡的气候不如那里好。 • 這裡的景色是最好的。 Discussing Geographic Features <ul style="list-style-type: none"> • 中國人口多，自然資源丰富。 • 中國有很多少數民族，和地區方言。 • 中國有丰富的文化。 • 有的地區森林多，有的地區平原多。 • 這裡的气候不好，非常干燥。 Making a Map <ul style="list-style-type: none"> • 這張地圖設計得 很新穎。 • 這張地圖 的比例很恰當。 • 你的地圖 色調 不是很分明。

Unit 30.4 – Plan a Trip to China (Mainland China, Hong Kong or Taiwan)

Area of Experience: Public
Topic to be Developed: Independent Travel

Alternative Tasks

- Role-play problems related to travel (lost passport, stolen wallet, delayed flight)
- Make a travel album

Suggested Steps and Activities

Preparation

- Brainstorm cities and places in China that the students know about, and make a list of these cities and places.
- Discuss the task with the students and determine the language needed to complete the task.
- Show the students some Chinese travel brochures.
- Have the students use a graphic organizer to think about what might be included in their checklist for travel to China, e.g. modes of transportation, accommodations, activities, clothing, money, passport, identification papers, and first aid kit, etc.
- Discuss advantages and disadvantages of different modes of travel, different types of accommodations, etc.

Research

- Have a group of students visit a Chinese travel agency to get the necessary information about a trip to China and report their findings to the class.
- Research from a variety of sources to find out the information they need.

Practice

- Construct dialogues on these situations, e.g. a dialogue with a tour guide in China.
- Have a small-group discussion about activities the students would like to do when they are in China, and share these ideas with other groups.

- Invite a Chinese guest speaker to talk about one of his or her trips to China. Have students take notes and ask questions.
- Watch a Chinese TV program or a video on a trip to China.
- Have the students make an outline of their plan by organizing and sequencing their items in their plans.
- The students work on the draft of their plan for a trip to China; the students can talk about the language they will use, e.g., new words and phrases, pinyin for unfamiliar words, and grammatical structures.

Presentation

- Students prepare a written travel plan in Mandarin and make an oral presentation on their plans for a trip to China.

Reflection

- Students discuss the unit, what they learned, what problems they experienced and how they could improve in the future.
- What strategies did they use in this unit?

The Learning Outcomes and the Integrated C.E.L.s

Applications

- Describe people, places, things and series or sequences of events or actions
- Record and share thoughts and ideas with others
- Make and respond to a variety of simple requests, e.g. requesting information from a travel agent
- Provide information on several aspects of a topic, e.g., advantages and disadvantages of different modes of travel
- Indicate basic needs and wants
- Initiate and participate in casual exchanges, e.g. engage in small talk.

Language Competence (COM)

- Identify and reproduce some critical sound distinctions that are important for meaning, e.g. identifying the tone of Mandarin words for different meanings

- Use a variety of words and expressions in familiar contexts
- Explore formal and informal uses of language in a variety of contexts, e.g. using different sentence structures for different purposes in real-life situations (PSVS)
- Recognize important social conventions in everyday interactions (PSVS)
- Understand short texts on unfamiliar topics in guided situations, e.g. posters, signs, ads, timetables, news broadcasts and weather forecasts (N)
- Produce short written texts in guided and unguided situations, e.g., the travel plan
- Initiate interactions and respond using a variety of social interaction patterns, e.g. casual conversation, routine telephone calls

Strategies (IL)

- Select and use a variety of cognitive strategies to enhance language learning, e.g. seek opportunities outside of class to practise and observe, evaluate their own performance or comprehension at the end of a task, use available technological aids (like Njstar computer software) to support language learning (CCT, TL)
- Select and use a variety of strategies to enhance general learning, e.g., use previously acquired knowledge about China to assist with the new learning task, seek information through a network of sources including libraries, the world wide web, individuals and agencies (CCT, TL)
- Select and use a variety of interactive, interpretive and productive strategies to complete the task, e.g., infer probable meaning of unknown words or expressions from contextual clues, use circumlocution to compensate for lack of vocabulary (COM)

Global Citizenship (PSVS)

- Formulate questions about elements of the culture (CCT)
- Seek out and use opportunities to enter into contact with members of the Chinese community

- Identify and make use of public and private institutions which facilitate contact with other countries and cultures (IL)
- Recognize and acknowledge different perspectives and the value of these differences

Resources

- Maps of different regions of China, e.g. mainland China, Taiwan, Hong Kong
- Chinese travel brochures and itineraries
- A video of a trip to China
- Chinese guest speaker
- Chinese travel agencies in Saskatchewan
- *Ni Hao series* Book 3 (A Bibliography for Mandarin10, 20, 30)
- *Chinese Language Video Lessons for Classroom Use* (A Bibliography for Mandarin10, 20, 30)
- *Hanyu: For intermediate Students. Stage 3* (A Bibliography for Mandarin 10, 20, 30)
- *Easy Chinese: Phrasebook and Dictionary* (A Bibliography for Mandarin10, 20, 30)

Online information on travel in Mainland China, Taiwan, Hong Kong

- <http://www.cnta.gov.cn/>
- <http://www.e-thologies.com>
- <http://www.worldtravelguide.net/data/chn/chn.asp>

Evaluation

Sample Assessment: A Rating Scale

Name _____ Date _____

Criteria	Not satisfactory	Satisfactory	Very good
Information	Student conveys little of the required information	Students conveys the required information with development	Students conveys the required information with substantial development
Vocabulary and structures	Student uses few words and structures appropriate to the topic	Student uses many words and structures appropriate to the topic	Student uses accurate words and structures appropriate to the topic
Communication	Communication is hampered by many errors in Mandarin	Communication is achieved despite some errors in Mandarin	Communication is achieved very well with few errors in Mandarin
Comments:			

Language Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
Vocabulary for Travel Facilities <ul style="list-style-type: none"> • 海关 hǎiguān • 银行 yínháng • 旅馆, 旅行社 lǚguǎn , lǚ xíng shè • 饭店 fàndiàn • 商店 Shāngdiàn • 邮局 yóujú • 车站, 飞机场 chē zhàn, fēijī chǎng Vocabulary for Travel Activities <ul style="list-style-type: none"> • 参观, 旅游 cānguān, lǚ yóu • 游览, 观光 yóu lǎn , guān guāng • 爬山, 照相 páshāng , zhàoxiàng • 买东西, 纪念品 mǎi dōngxī, jìniàn pǐn • 乘火车(飞机) chèng huǒchē (fēijī) Personal Belongings for Travel <ul style="list-style-type: none"> • 衣物 yīwù • 身份证 shēnfèn zhèng • 洗漱用品 xǐshù yòng pǐn • 必备药品 bìbèi yào pǐn • 钱, 银行卡 qián, yínháng kǎ • 旅游计划 lǚ yóu jìhuà 	<p>Planning a trip (using modal verbs and verbs for future actions)</p> <ul style="list-style-type: none"> • 我应该做一份详细的旅游计划。 Wǒ yīnggāi zuò yí fèn xiáng xì de lǚ yóu jì huà. • 我计划下星期去中国的北京旅游。 Wǒ jì huà xià xīng qī qù Zhōngguó de Běijīng lǚ yóu. • 我必须把要带的东西分类准备好。 Wǒ bìxū bǎ yào dài de dōngxī fēnlèi zhǔn bèi hǎo . • 我打算乘加航班机去北京。 Wǒ dǎ suàn chéng jiā háng de bānjī qù Běijīng . • 我要了解一些当地的情况。 Wǒ yào liǎojiě yì xiē dāngdì de qíngkuàng. • 我要在地图上标好要去参观的地方。 Wǒ yào zài dìtú shàng biāohǎo yào qù cānguān de dìfāng . <p>Possible Activities for Travel (Stating Preferences)</p> <ul style="list-style-type: none"> • 我喜欢爬山, 游泳, 骑自行车。 Wǒ xǐhuān páshān, yóu yǒng , qí zìxíngchē. • 照相是我的业余爱好, 我要带上照相机。 Zhàoxiàng shì wǒ de yìyú ài' hào , wǒ yào dài shàng zhàoxiàngjī. • 我很喜欢买旅游纪念品。 Wǒ hěn xǐhuān mǎi lǚ yóu jìniàn pǐn. • 我要参观北京的很多名胜古迹。 Wǒ yào cānguān Běijīng de hěnduō míngshèng gǔjì. <p>Describing People, Places</p> <ul style="list-style-type: none"> • 北京人讲普通话。 Běijīng rén jiǎng pǔtōng huà. • 北京有各种各样的 美味小吃。 Běijīng yǒu gè zhǒng gè yàng de měiwèi xiǎochī.

Language Content
(in traditional characters)

Suggested Vocabulary	Suggested Sentences
Vocabulary for Travel Facilities <ul style="list-style-type: none"> • 海關 • 銀行 • 旅館, 旅行社 • 飯店 • 商店 • 郵局 • 車站, 飛機場 	Planning a Trip (using modal verbs and verbs for future actions) <ul style="list-style-type: none"> • 我應該做一份詳細的旅游計劃。 • 我計劃下星期去中國的北京旅游。 • 我必須把要帶的東西分類。 • 我打算乘加航班机去北京。 • 我要了解一些當地的情況。 • 我要在地圖上標好要去參觀的地方。
Vocabulary for travel activities <ul style="list-style-type: none"> • 參觀, 旅游 • 游覽, 觀光 • 爬山, 照相 • 買東西, 紀念品 • 乘火車(飛機) 	Describing Possible Activities for Travel <ul style="list-style-type: none"> • 我喜歡爬山, 游泳, 和 騎自行車。 • 照相是我的業余愛好, 我要帶上照相機。 • 我很喜歡買旅游紀念品。 • 我要參觀北京的很多名勝古跡。
Personal Belongings to Bring for Travel <ul style="list-style-type: none"> • 衣物 • 身份證文件 • 洗滌用品 • 必備藥品 • 錢, 銀行卡 • 旅游計劃 	Describing People, Places <ul style="list-style-type: none"> • 北京有很多旅游參觀的地方。 • 北京人講得是普通話。 • 北京有各種各樣的 美味小吃。

Unit 30.5 – Create an Illustrated Book

Area of Experience: Educational
Topic to be Developed: Culture:
Chinese Idioms (Chengyu) and Their Stories

Alternative Tasks

- Research a famous Chinese author, poet, composer, etc.
- Do a reenactment of cultural practices related to special events
- Make a dictionary of proverbs
- Translate a popular song into Mandarin

Suggested Steps and Activities

Preparation

- Show the students a few picture books of Chinese idioms, and ask them if they know some idioms and the stories that illustrate these idioms.
- If some students know some Chinese idioms or stories, have them tell the stories to the class.
- Brainstorm as many Chinese idioms as possible and make a list of them.
- Discuss the task with the students and determine the language needed to complete the task.

Research

- Research a variety of sources to find more Chinese idioms and their stories.
- Interview some Chinese people or family members about the idioms they know and collect these idioms and stories.
- Discuss similar stories in Western culture, e.g., Aesop's Fables. How are they the same and how different?

Practice

- Students listen to a Chinese 'chengyu' story which illustrates an idiom, like "A Frog at the Bottom of a Well", and answer questions about the story.
- Ask some questions to check the students' comprehension of the story.

- Read another Chinese 'chengyu' story together, modeling a variety of reading strategies for the pre-reading, reading and post-reading. Use a graphic organizer to represent the text form of these stories.
- Give other Chinese 'chengyu' stories (for example, "Spear and Shield", "Supplying Feet to a Painted Snake", "Groundless Worry that the Sky Might Fall", etc.) to pairs of students, have them interpret the meaning or the message behind the story and share the story with other pairs of students.
- Give the students a list of situations on the left side of a sheet and ask them to match the situations with Chinese idioms on the right side of the sheet.
- In pairs, do a "Describe and Draw", in which one student describes a idiom and the other draws a simple sketch of the story.
- Have students work in groups to choose a 'chengyu' they want to make into a book. They write down the text of the story and draw pictures to illustrate it. As a group project, each member of the group is assigned a specific task, e.g., one is responsible for the cover page, one for the table of contents, others for doing illustrations, writing the text, editing, proofreading of the book, etc. Make sure the text is free of errors before the final copy is made.

Presentation

- Students can present their books to the class and compare their book with those of other groups.
- Have students read stories from their books to family members or younger students in their school.

Reflection

- Students discuss the unit, what they learned, what problems they experienced and how they could improve in the future.
- Ask the cultural values portrayed in 'chengyu' the same as values in Western Canadian society? If not, how are they different?

The Learning Outcomes and the Integrated C.E.L.s

Applications

- Describe people, places, things and series or sequences of events or actions
- Inquire about and express emotions and feelings in a variety of familiar contexts
- Express a personal response to a variety of situations
- Make and respond to suggestions in a variety of situations
- Use the language creatively and for aesthetic purposes (CCT)
- Explore how values influence behavior, e.g., describe characters and their motivations in a story (CCT, PSVS)

Language Competence (COM)

- Recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea (CCT)
- Explore grammar by combining and manipulating learned grammatical structures (CCT)
- Interpret and produce short texts in guided and unguided situations
- Correctly use learned idiomatic expressions in familiar contexts
- Explore formal and informal uses of language in a variety of contexts
- Analyze and identify the organizational structure of a variety of text forms, e.g., folktales
- Organize texts using common patterns, e.g. chronological sequence in a story

Strategies (IL)

- Select and use a variety of interpretive and productive strategies to successfully complete the task, e.g., use semantic mapping, and other graphic representations to make the meaning easier to understand and remember, note down unknown words and expressions in context (COM)
- Select and use a variety of social and affective strategies to enhance language learning, e.g., initiate or maintain interaction with peers, provide personal motivation by contributing to group work (PSVS)

Global Citizenship (PSVS)

- Explore and identify some elements of the culture, e.g. common idioms in folktales
- Apply knowledge of elements of the culture in interactions with people and texts
- Identify similarities and differences between their own culture and the Chinese culture
- Identify and use a variety of sources of information to find out about the culture (IL)
- Recognize and acknowledge different perspectives and the values of these differences.

Resources

- Some tapes or CD-ROMs of Chinese folktales illustrating idioms.
- *Favorite Folktales of China* (A Bibliography for Mandarin 10, 20, 30)
- *Chinese Idioms* Volume 1 & 2 (A Bibliography for Mandarin 10, 20, 30)
- *Chinese Folktales* (A Bibliography for Mandarin 10, 20, 30)
- Useful websites:
 - <http://www.chinapage.com/story/story1.html>
 - <http://members.tripod.com/dioscuri/idiom/idiom.html> (For more Chinese idioms and Chinese stories)

Evaluation

Test questions (short answers)

1. Briefly describe one chengyu you read during this unit.
2. What are the cultural values illustrated by this chengyu story?
3. Do you know of any stories in your cultural background that illustrate similar values? Explain.
4. Are you for or against the moral values that are illustrated in this chengyu story? Explain.
5. Can you give one or two examples in which you can use this chengyu?

Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Structures
<p>Vocabulary related to Chinese Idioms</p> <ul style="list-style-type: none"> 成语, 故事 chéngyǔ, gùshì 寓言, 寓意 yùyán, yù yì 成语出处 chéngyǔ chūchù 字面意思, 比喻 zì miàn yìshì, bǐyù 深刻含义 shēnkè hányì 背景知识 bèijīng zhīshì 文学欣赏 wénxué xīnshǎng <p>Vocabulary for a Book of Idioms</p> <ul style="list-style-type: none"> 解说, 插图 jiěshuō, chā tú 封面, 目录 fēng miàn, mùlù 编排, 编辑 biān pái, biānjí 装订, 条目 zhuāngdìng, tiáomù <p>Chinese Idioms</p> <ul style="list-style-type: none"> 杞人忧天 qǐ rén yōu tiān 画蛇添足 huà shé tiān zú 自相矛盾 zì xiāng máodùn 井底之蛙 jǐng dǐ zhī wā 	<p>Discussing Idioms</p> <ul style="list-style-type: none"> 这个 成语 产生于 唐朝。 Zhègè chéngyǔ chǎn shēng yú tángcháo. 这个 成语的 寓意 很 深刻。 Zhègè chéngyǔ de yùyì hěn shēnkè . 我不知道 这个 成语 出自 何处。 Wǒ bù zhīdào zhègè chéng yǔ chūzì hé chù. <p>Asking for information and expressing opinions</p> <ul style="list-style-type: none"> 你看我这样编排目录好吗? Nǐ kàn wǒ zhèyàng biānpái mùlù hǎo ma ? 你的插图做得很漂亮。 Nǐde chā tú zuòde hěn piàoliang . 一个条目应该怎样来安排呢? Yíge tiáomù yīnggāi zěn yàng lái pái ne? 这个封面 做得很有趣, 很吸引人。 Zhègè fēngmiàn zuòde hěn yǒuqù, hěn xīyǐn rén. 我们该怎样装订这本书呢? Wǒmen gāi zěn yàng zhuāngdìng zhèběn shū ne? <p>Sentences of Comparison (比较句型)</p> <p>比... (形容词)... bǐ</p> <ul style="list-style-type: none"> 这样 安排比 那样安排 好多了。 Zhèyàng ān' pǎi bǐ nà yàng ān' pái hǎo duō le. 这个条目比 那个条目解释得 清楚 一些。 Zhègè tiáomù bǐ nàgè tiáomù jiěshì de qīngchǔ yì xiē. 编 排一本书比 只收集成语难多了。 Biān pái yì běn shū bǐ zhǐ shōují chéngyǔ nán duō le.

The Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Structures
<p>Vocabulary Related to Chinese Idioms</p> <ul style="list-style-type: none"> • 成語， 故事 • 寓言， 寓意 • 成語出處 • 字面意思， 比喻 • 深刻含義 • 背景知識 • 文學欣賞 <p>Vocabulary for Making a Book of idioms</p> <ul style="list-style-type: none"> • 解說， 插圖 • 封面， 目錄 • 編排， 編輯 • 裝訂， 條目 <p>Chinese Idioms</p> <ul style="list-style-type: none"> • 杞人憂天 • 畫蛇添足 • 自相矛盾 • 井底之蛙 	<p>Discussing Idioms</p> <ul style="list-style-type: none"> • 這個 成語 出自 唐朝。 • 這個 成語的寓意 很 深刻。 • 這個 成語 比喻 得是不要貪心。 • 我不知道 這個 成語 出自 何處。 <p>Asking for Information and Expressing Opinions</p> <ul style="list-style-type: none"> • 你看我這樣編排目錄好嗎？ • 你的插圖做得很漂亮。 • 一個條目應該怎樣來安排呢？ • 這個封面 做得很有趣， 很吸引人。 • 我們該怎樣裝訂這本書呢？ <p>Sentences of Comparison (比較句型) 比 ... + adjectives/ adverbs</p> <ul style="list-style-type: none"> • 這樣 安排比 那樣安排 好得多。 • 這個條目比 那個條目解釋得 清楚。 • 做一本書比 只收集成語難多了。

Unit 30.6 – Make a Video of Family Relationships Involving a Problem-Solving Situation

Area of Experience: Personal
Topic to be Developed: Relationships

Alternative Tasks

- Make a contract that would be drawn up to solve a problem of relationships
- Interview family members on their typical family problems

Suggested Steps and Activities

Preparation

- Brainstorm a list of conflicts that can occur in relationships. Make a continuum of conflict that ranges from least serious to most serious.
- Discuss the task with the students and determine the steps needed to learn the language they will use to complete the task.
- Students can keep a journal throughout the unit where they write about their own personal relationship problems and some of the solutions they could try.

Research

- Interview family members to get a list of possible problems from the perspective of other family members, e.g., disagreement with parents about curfew, arguments with sister or brother about sharing clothes.
- Survey each other to identify possible family relationship problems, share emotions and experiences they are having and how they solve their problems. Share the discussion with other groups.
- Invite a guest speaker to talk about different conflict resolution styles, e.g., negotiation, mediation, compromise.

Practice

- Make a list of ways people may respond to conflict, e.g., crying, swearing, becoming withdrawn, etc.
- Read a Chinese story, or watch a movie or TV program about family relationships. Identify the problems and the solution to the problems used by the characters in the story, movie or TV program.
- Choose a few of the most common problems and use a problem-solving process to find possible solutions. Use role-play as part of the problem-solving process.
- In groups, students choose one problem and make a video showing how the problem could be solved, based on students' role-plays. Students are responsible for selecting the topic, writing the script, acting out the plot, and making the video.

Presentation

- Each group plays the video to the class and asks for feedback from students of other groups.
- The students who are watching will identify the problems and solution in the videos.

Reflection

- Students discuss the unit, what they learned, e.g., the problem-solving strategies for conflicts, what problems they experienced and how they could improve in the future.
- Reflect on what strategies and technology they used to complete the task.

Note: This unit can be integrated with the unit on "Conflict in Relationships" in *Life Transitions 30*. The following information on the problem-solving process is outlined in the Heath/Life Transitions Curriculum, Saskatchewan Education.

Steps in the Problem-Solving Process

Extend Knowledge

- Reflect on what you know and feel about the issue.
- Research the issue. Find the facts

Make an informed Decision

- State the challenge. Explore the alternatives and consequences
- Make your decision

Carry out an action plan

- Design and apply an action plan
- (later) Evaluate your progress. Revise your plan if needed.

The Learning Outcomes and Integrated C.E.L.s

Applications

- Understand and use the steps in a problem-solving process (CCT)
- Describe and analyze a problem, then propose solutions (CCT)
- Record and share thoughts and ideas with others
- Record and share personal experiences involving an emotion or feeling
- Inquire about and express agreement and disagreement, emotions and feelings in a variety of familiar contexts
- Negotiate in a simple way with peers in small-group tasks (PSVS)
- Gather opinions on a topic within their direct experience, e.g., a family problem
- Explore how values influence behaviour (PSVS)

Language Competence (COM)

- Derive meaning from and express meaning through visual elements in guided situations, e.g., video (TL)
- Understand and produce short texts in guided and unguided situations
- Identify and use with reasonable accuracy a variety of basic grammatical structures
- Experience a variety of regional variations in language, e.g. Cantonese dialect in some videos

- Explore the use of idiomatic expressions in new contexts (CCT)
- Identify socially appropriate language in specific situations
- Use appropriate non-verbal behaviors in a variety of familiar contexts
- Sequence elements of a simple story, process or series of events

Strategies (IL)

- Select and use a variety of interactive, interpretive and productive strategies to successfully complete the task e.g. ask for clarification or repetition when they do not understand, be aware of and use the steps of the writing process, use various techniques to explore ideas for the video (COM)
- Select and use a variety of cognitive, metacognitive and affective strategies to enhance language learning, e.g., make a plan in advance about how to approach a language learning task, work cooperatively with peers in small groups, use resources to increase vocabulary (COM)

Global Citizenship (PSVS)

- Explore and identify some elements of the culture, e.g. cultural values relating to family relationships
- Recognize that languages may have regional differences in pronunciation, vocabulary or structure (COM)
- Identify similarities and differences between their own culture and Chinese culture, e.g., in family relationships (CCT)

Resources

- Chinese stories, movies or TV programs on family relationships
- A video camera and video tape
- *Chinese Language Video Lessons for Classroom Use* (A Bibliography for Mandarin 10, 20 30)
- Information page on the problem-solving process outlined in the Health/Life transitions 30: "Conflict in Relationships" <http://www.sasked.gov.sk.ca/docs/life/lifemod12.html>

Evaluation

Sample Assessment : An Observation Checklist for a Cooperative Learning Group

Student Name_____ Date_____

Evaluation Criteria	In Evidence	Not in Evidence
The student showed enthusiasm for the group project.	<input type="checkbox"/>	<input type="checkbox"/>
The student willingly shared materials and ideas with others.	<input type="checkbox"/>	<input type="checkbox"/>
In the group work, the student showed respect for others by listening and considering other points of view.	<input type="checkbox"/>	<input type="checkbox"/>
The student followed rules established by the group for the activity.	<input type="checkbox"/>	<input type="checkbox"/>
The student fulfilled her/his work in the group.	<input type="checkbox"/>	<input type="checkbox"/>
The student participated in discussions during the group project.	<input type="checkbox"/>	<input type="checkbox"/>

Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
Vocabulary for Family Relationships <ul style="list-style-type: none"> • 家庭关系 jiāting guānxì <ul style="list-style-type: none"> • 家庭成员 jiāting chéngyuán <ul style="list-style-type: none"> • 父母, 子女 fù mǔ, zǐ nǚ <ul style="list-style-type: none"> • 代沟, 冲突 dài gōu, chōngtū	Asking for Help <ul style="list-style-type: none"> • 请你帮我把录像带装上去。 Qǐng nǐ bāng wǒ bǎ lùxiàngdài zhuāng shàngqù. <ul style="list-style-type: none"> • 请你们把摄像机移过来好吗? Qǐng nǐmen bǎ shèxiàngjī yí guòlái hǎo ma? <ul style="list-style-type: none"> • 请告诉我怎么对好镜头? Qǐng gàosu wǒ zěnmē duì hǎo jìngtóu?
Vocabulary for Problem-Solving Strategies <ul style="list-style-type: none"> • 感情沟通 gǎnqíng gōutōng <ul style="list-style-type: none"> • 分享经历 fēnxiǎng jīnglì <ul style="list-style-type: none"> • 互相了解 hùxiāng liǎojiě <ul style="list-style-type: none"> • 解决问题 jiě jué wèntí <ul style="list-style-type: none"> • 互相谅解 hùxiāng liàngjiě <ul style="list-style-type: none"> • 以理服人 yǐ lǐ fú rén <ul style="list-style-type: none"> • 妥协, 调解 tuō xié, tiáo jiě	Discussing Family Problems <ul style="list-style-type: none"> • 在你们家里, 主要的矛盾是什么? Zài nǐmen jiāli, zhǔ yào de máodùn shì shénme? <ul style="list-style-type: none"> • 你认为我们应该怎么和父母沟通呢? Nǐ rènwéi wǒmen yīnggāi zěnmē hé fù mǔ gōutōng ne? <ul style="list-style-type: none"> • 有了问题, 我们应该怎样解决呢? Yǒule wèntí, wǒmen yīnggāi zěnyàng jiějué ne? <ul style="list-style-type: none"> • 你和你的兄弟姐妹相处得好吗? Nǐ hé nǐde xiōngdì jiěmèi xiāngchǔ de hǎo ma?
Vocabulary for Making a Video Tape <ul style="list-style-type: none"> • 家庭录像 jiāting lùxiàng <ul style="list-style-type: none"> • 摄像机 shèxiàngjī <ul style="list-style-type: none"> • 录影, 录像 lùyǐng, lùxiàng <ul style="list-style-type: none"> • 对话, 情节 duìhuà, qíngjié <ul style="list-style-type: none"> • 镜头, 拍摄 jìngtóu, pāishè <ul style="list-style-type: none"> • 帮助, 完成 bāngzhù, wánchéng	Problem-Solving Strategies <ul style="list-style-type: none"> • 我们应该互相尊重, 互相理解。 Wǒmen yīnggāi hùxiāng zūnzhòng, hùxiāng lǐjiě. <ul style="list-style-type: none"> • 如果我们能沟通, 问题就容易解决了 Rúguǒ wǒmen néng gōutōng, wèntí jiù róngyì jiějué le. <ul style="list-style-type: none"> • 如果我们能谈谈, 我们就能互相了解。 Rúguǒ wǒmen néng tán tan, wǒmen jiù néng hùxiāng liǎojiě. <ul style="list-style-type: none"> • 我们应该摆事实, 讲道理。 Wǒmen yīnggāi bǎi shìshí, jiǎng dàolǐ. <ul style="list-style-type: none"> • 有了冲突时, 应该先找出矛盾。 Yǒu le chōngtū shí, yīnggāi xiān zhǎochū máodùn.

Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Sentences
Vocabulary for Family Relationships <ul style="list-style-type: none"> 家庭關係 家庭問題 家庭成員 父母 子女 代溝 Vocabulary for Problem-Solving <ul style="list-style-type: none"> 感情溝通 分享經歷 互相了解 解決問題 妥協，調解 Vocabulary for Making a Video <ul style="list-style-type: none"> 家庭錄像片 攝像機 錄影 對話 情節 鏡頭 拍攝, 錄像帶 幫助, 完成 	Requesting Help (請求幫助) <ul style="list-style-type: none"> 請你幫我把錄像帶裝上去。 請你們把攝像機移過來一點好嗎？ 請告訴我怎麼對好鏡頭？ 你知道怎樣裝錄像帶嗎？ Discussing Family Problems and Conflicts <ul style="list-style-type: none"> 你認為我們應該怎麼和父母溝通呢？ 有了問題，我們應該怎樣解決呢？ 你和你的兄弟姐妹相處得好嗎？ 在你們家里，主要的矛盾是什麼？ Problem-Solving Strategies <ul style="list-style-type: none"> 如果我們能溝通，問題就容易解決了。 如果我們能談談，我們就能互相了解。 我們應該擺事實，講道理 我們應該互相尊重，互相理解。 有了沖突時，應該先找出矛盾。 Expressing emotions <ul style="list-style-type: none"> 我和父母有衝突時，我感到非常沮喪。 有時我不能和父母溝通，我很失望。 有時我只想逃避矛盾。

Unit 30.7 – A Debate on Pros and Cons of Shopping on the Internet

Area of Experience: Public
Topic to be Developed: Consumer Skills

Alternative Tasks

- Debate brand name vs. no-name clothing
- Write a buyer's guide for a particular product
- Compare new, used, or leased options for getting a car
- Cost of driving a car for a year (cost of loans, insurance, license)
- Compare a product from China with a similar product in Saskatchewan

Suggested Steps and Activities

Preparation

- Ask students if they have any experience of shopping on the Internet. What products did they buy? Were they happy with the experience?
- Discuss the task with the students and determine the language they will need to learn to complete the task.
- Brainstorm types of products which can be bought on the Internet.

Research

- Interview peers on their preferences for different modes of shopping, e.g. mail order shopping, shopping on the Internet or shopping in stores. They should give reasons for their preferences.
- Students do research on the Internet to find out which products are available, and the process for shopping online, e.g., search for products online, put the products you want to buy into the shopping cart, fill in an order form, use acceptable payment, the company confirms the order, the products are delivered. What are the advantages of shopping online?
- Get more information on problems related to shopping on the Internet, e.g., unsafe payment, release of personal information online, longer time for delivery, hard to

exchange unsatisfactory products, did not get the products ordered. Make a list of suggestions for precautions to take for safe shopping online.

Practice

- In pairs, describe a typical business transaction on the Internet. Make a list of the steps to follow for most transactions.
- Invite a guest speaker to talk about his or her experience of buying on the Internet.
- In groups, discuss and make a list of both advantages and disadvantages of shopping on the Internet
- Divide the class into two groups and have them prepare questions and statements for their debate.
- Give the students the time for them to practice their debate, e.g., ask each other questions, answer questions, and state their opinions in Mandarin.

Presentation

- Select a student to act as moderator for the debate and have some of the students and the teacher work as judges.
- Divide the class into two groups and have a formal debate on pros and cons of buying on the Internet, based on the lists of questions and statements they have identified from their research.

Reflection

- Discuss the unit with the students. What did they learn? What parts did they have difficulty with? And what do they need to work on more?
- What strategies and technology did they use and learn?

The Learning Outcomes and Integrated C.E.L.s

Applications

- Give and follow a simple sequence of instructions, e.g. for a typical transaction on the Internet
- Record and share thoughts and ideas with others, e.g. pros and cons of different modes of shopping
- Inquire about and express agreement and disagreement, e.g., about shopping on the Internet
- Compare and contrast items in simple ways, e.g., different modes of shopping
- Provide information on several aspects of a topic

Language Competence (COM)

- Identify and use with reasonable accuracy a variety of basic grammatical structures.
- Use a variety of words and expressions in familiar contexts
- Explore formal and informal uses of language in a variety of contexts, e.g., formal debate.
- Produce short texts in guided and unguided situations
- Organize texts using common patterns, e.g. directions to follow, argument and counter-argument.
- Initiate interactions and respond using a variety of social interaction patterns, e.g., patterns typical of debate.

Strategies (IL)

- Select and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning, e.g., understand that making mistakes is a natural part of language learning, therefore, be willing to take risks, and try unfamiliar tasks and approaches, experiment with various forms of expression, and monitor their own speech to check for error (COM)
- Select and use a variety of productive and interactive strategies to successfully complete the task, e.g., use the other

speaker's words in subsequent conversation, summarize the point reached in a discussion to help focus the talk, work co-operatively with peers in groups to complete the task (PSVS, COM)

- Select and use a variety of general learning strategies, e.g., seek information through a network of sources including libraries, the world wide web, individuals and agencies; make inferences; identify and justify the evidence on which their arguments are based (TL, CCT)

Global Citizenship (PSVS)

- Compare some elements of the culture being studied with their own
- Identify shared references, e.g., common access to Internet shopping
- Apply knowledge of elements of the culture in interactions with people and texts

Resources

- Authentic purchase forms for shopping on the Internet in Mandarin
- Chinese-speaking guest speaker
- Brochures on consumer skills
- <http://www.amazon.com/> (shopping online)
- <http://www.byteplaza.com/shoppingnotice.asp> (explains the process of shopping online in Mandarin)

Evaluation

Sample Assessment: A Checklist for a Student Debate

Criteria	Check
The student was able to:	
• provide information on several aspects of the topic.	<input type="checkbox"/>
• express agreement and disagreement.	<input type="checkbox"/>
• speak clearly and accurately.	<input type="checkbox"/>
• understand the information provided by the others	<input type="checkbox"/>
• use appropriate non-verbal behaviours and level of formality.	<input type="checkbox"/>
• cite information from a variety of sources to back up his/her position on the issue	<input type="checkbox"/>
• use a variety of communication strategies to maintain the debate.	<input type="checkbox"/>

Debating

Source: the English Language Arts 10 Curriculum:

<http://www.sasked.gov.sk.ca/docs/elarts.html>

Debating is a discussion of the arguments for and against something and can be either formal or informal. Even two people can have a debate. A useful classroom debate format follows:

- Decide on a topic and a proposition. For example, "Be it resolved that Shakespeare's *Romeo and Juliet* is relevant to today's youth".
- Choose four students. Two take the affirmative. They research and attempt to defend *Romeo and Juliet's* relevance. The other two students refute the resolution. They attempt to prove that *Romeo and Juliet* is not relevant.
- The four students alternate, each presenting speeches of a pre-determined time (e.g., five minutes). The order is:
 - First affirmative
 - First negative
 - Second affirmative
 - Second negative
- Each of the four is allowed a few minutes to disprove the other team's arguments. The order is:
 - first negative
 - first affirmative
 - second negative
 - Second affirmative.
- The class may direct questions to the four debaters.
- A vote is taken.

Debate can be structured so that they involve an entire class. Cruchley (1984) developed the following format for a full-class debate:

- Establish an issue with the class
- Divide the class into pro and con. Rearrange the desks to have the two sides face each other.
- Each student independently records ideas and proofs to justify his/her assigned position.
- Begin with the affirmative.
- Use the following rules:
 - Each student is given five points the first time speaking
 - Students get a point for each idea presented.
 - Students get two points for each proof cited or example given.
 - Points will deducted if a student speaks without being recognized by the chair, insults the opponents, etc.
 - A student may speak only twice.

The chairperson keeps a running tally of points accumulated. Activities to practise debating might include:

- Students select teams of three or four to debate any of the following: a school issue, a youth issue, or a social issue
- Students can place a character from literature "on trial". At the end of the trial, students should be polled for their verdicts.
- Students can prepare a formal debate using research.

In formal debates, attention must be paid to conventions and time lines.

The Linguistic Content (in simplified characters and pinyin)	
Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Shopping Online</p> <ul style="list-style-type: none"> 消费者 <p>xiāofèi zhě</p> <ul style="list-style-type: none"> 购物技巧 <p>gòuwù jìqiǎo</p> <ul style="list-style-type: none"> 商品广告 <p>shāngpǐn guǎng gào</p> <ul style="list-style-type: none"> 商品 查询 <p>shāngpǐn cháxún</p> <ul style="list-style-type: none"> 网上 购物 <p>wǎng shàng gòu wù</p> <ul style="list-style-type: none"> 发送 商品 <p>fā sòng shāngpǐn</p> <ul style="list-style-type: none"> 信用卡 付款 <p>xìnyòng kǎ fùguǎn</p> <ul style="list-style-type: none"> 商品信息 <p>shāngpǐn xìnxi</p> <p>Vocabulary for Advantages and Disadvantages of Shopping Online</p> <ul style="list-style-type: none"> 辩论 <p>biànlùn</p> <ul style="list-style-type: none"> 方便, 快捷 <p>fāng biàn, kuài jié</p> <ul style="list-style-type: none"> 省时间 <p>shěng shíjiān</p> <ul style="list-style-type: none"> 安全 <p>ān' quán</p> <ul style="list-style-type: none"> 选择 范围 <p>xuǎn zé fànwéi</p> <ul style="list-style-type: none"> 优势 <p>yōu shì</p> <ul style="list-style-type: none"> 麻烦 <p>máfan</p> <ul style="list-style-type: none"> 产品 质量 <p>chǎnpǐng zhìliàng</p> <ul style="list-style-type: none"> 假冒商品 <p>jiǎ mào shāngpǐn</p> <ul style="list-style-type: none"> 现代技术 <p>xiàndài jìshù</p>	<p>Sentences for Debate (用于辩论的句型)</p> <ul style="list-style-type: none"> 我不同意你的观点。 <p>Wǒ bù tóngyì nǐde guāndiǎn .</p> <ul style="list-style-type: none"> 我不赞成你的意见。 <p>Wǒ bú zànchéng nǐde yìjiàn .</p> <ul style="list-style-type: none"> 我的观点是这样的。 <p>Wǒde guāndiǎn shì zhèyàng de.</p> <ul style="list-style-type: none"> 请把你的观点举例说明一下。 <p>Qǐng bǎ nǐde guāndiǎn jǔlì shuō míng yí xià .</p> <ul style="list-style-type: none"> 我不认为你的观点是对的。 <p>Wǒ bú rènwéi nǐde guāndiǎn shì duìde.</p> <p>Discussing Shopping Online</p> <ul style="list-style-type: none"> 在网上输入个人的帐户资料安全吗? <p>Zài wǎng shàng shūrù gèrén de zhànghù zī liào ān' quán ma?</p> <ul style="list-style-type: none"> 购物后, 没有收到商品怎么办? <p>Gòuwù hòu, méiyǒu shōudào shāngpǐn zěnméi bàn ?</p> <ul style="list-style-type: none"> 在网上用信用卡付款安全吗? <p>Zài wǎng shàng yòng xìn yòng kǎ fù kuǎn ān ' quán ma?</p> <ul style="list-style-type: none"> 如果 商品的质量不好, 如何进行调换? <p>Róuguǒ shāngpǐn de zhìliàng bù hǎo , rúhé jìnxíng diào huàn ?</p> <ul style="list-style-type: none"> 因为网上购物方便所以我喜欢。 <p>Yīn wèi wǎng shàng gòuwù fāngbiàn, suǒyǐ wǒ xǐhuān .</p> <ul style="list-style-type: none"> 因为你了解购物技巧所以很麻烦。 <p>Yīn wèi nǐ bù liǎojiě gòuwù jìqiǎo, suǒyǐ hěn máfan.</p> <ul style="list-style-type: none"> 在 网上购物要特别小心。 <p>Zài wǎng shàng gòuwù yào tèbié xiǎoxīn .</p>

The Linguistic Content (in traditional characters)	
Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Shopping Online</p> <ul style="list-style-type: none"> 消費者 購物技巧 商品廣告 商品 查詢 网上 購 物 發送 商品 信用卡 付款 商品信息 <p>Vocabulary for Advantages and Disadvantages of Shopping Online</p> <ul style="list-style-type: none"> 辯論 方便，快捷 省時間 安全 選擇 範圍 優勢 麻煩 產品 質量 假冒商品 現代技術 	<p>Sentences for Debate (用于辯論的句型)</p> <ul style="list-style-type: none"> 我不同意你的觀點。 我不贊成你的意見。 我的觀點是這樣的。 請把你的觀點舉例說明一下。 我不認為你的觀點是對的。 <p>Discussing Shopping Online</p> <ul style="list-style-type: none"> 在网上輸入個人的帳戶資料安全嗎？ 購物后， 沒有收到商品怎麼辦？ 在网上用信用卡付款安全嗎？ 如果 商品的質量不好， 如何進行調換？ 因為网上購物方便所以我喜歡。 因為你不了解購物技巧所以很麻煩。 在 网上購物要特別小心。 比方說， 在網上購物有很大的 選擇範圍。 例如， 在網上購物比較省時間 網上提供了大量的商品 信息。

Unit 30.8 – Chinese Poem Recitation

Area of Experience: Education
Topic to be Developed: Literature

Alternative Tasks

- Make a collection of Chinese classical poems
- Learn Chinese poems
- Research a famous Chinese classical poet

Suggested Steps and Activities

Preparation

- Read aloud some Chinese classical poems to students. Ask them about their first reaction or response to the poems.
- Ask students if they know any Chinese classical poems. Ask them to share any poems they know.
- Discuss the task with the students and determine the language they will use to complete the task.
- Choose some Chinese classical poems and help students discover and explore the basic structure and literary devices, e.g., a five-word poem, seven-word poem, the rhythm, the parallel structures, the similes and metaphors used. How are these poems similar to poems they know in English? How are they different?

Research

- Students do research on different genres of Chinese poetry, e.g., a five-word poem, a seven-word poem.
- Interview parents on their favorite Chinese classical poems.
- Invite a guest speaker to talk about Chinese classical poetry and famous poets, e.g., Li Bai, Bai Ju Yi, Meng Hao Ran, Wang Wei, Du Fu, Tao Yuan Ming, etc..
- Have students select several poems by one poet, then research the poet from the Internet and libraries.
- Have students select a Chinese short story and a poem on a similar topic, and list the similarities and differences between

Chinese prose and poetry.

Practice

- Each student selects one or two favorite poems for the poem recitation.
- With the help of the teacher and the dictionary, read aloud and work out the meaning of the poem conveyed through the words and rhythm.
- In groups, students discuss the meaning of the poems they have chosen, and talk about why they enjoy the poems.
- Have students listen to a recording of some Chinese classical poems. Encourage students to create their own audio recording of their favorite poems.
- Have students keep a poetry journal throughout the unit in which they copy or paste the poems they like, along with their responses to the poems.
- Provide opportunities for students to read aloud poems to other students and to discuss their experiences with each poem.

Presentation

- Have students decide on the criteria for the poetry recitation and select several Chinese teachers in the school to act as judges.
- Students take turns to do their recitation and the judges give a score for each of them.
- The students who are listening record their observations and give their own judgement.
- Choose the best performances for an award and give others a participation certification for the poetry recitation.

Reflection

- Discuss the unit with the students. What did they learn? What parts did they have difficulty with? And what do they need to work on more?
- Reflect on their personal and critical response to what they read and share their response with others.
- What strategies did they use and learn?

The Learning Outcomes and Integrated C.E.L.s

Applications

- Share ideas, thoughts, opinions, preferences, e.g., express their appreciation of literature (CCT)
- Compare and contrast items in simple ways, e.g., list the similarities and differences between prose and poetry (COM, CCT)
- Record and share emotions and feelings, e.g., talk about their feelings about poems
- Offer to explain or clarify, e.g., the meaning of poems in group discussions
- Use Mandarin for personal enjoyment, e.g., by learning classical poems
- Use Mandarin for aesthetic purposes (CCT)
- Gather information from a variety of resources (IL)
- Record their observations

Language Competence (COM)

- Analyze and identify the organizational structure of a variety of text forms, e.g. prose and poetry
- Explore Chinese literature by studying some Chinese classical poems
- Use a variety of words and expressions in familiar contexts
- Explore formal and informal uses of language in a variety of contexts, e.g., words and expressions in classical poems
- Produce short texts in guided and unguided situations, e.g., keep a poetry journal
- Understand short texts on unfamiliar topics in guided situations, e.g., poems

Strategies (IL)

- Select and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning, e.g., be willing to take risks, and try unfamiliar tasks and approaches, experiment with various forms of expression, monitor their own speech to check for error, evaluate their

own performance or comprehension at the end of a task (COM, CCT)

- Select and use a variety of metacognitive and cognitive strategies to enhance general learning, e.g., work with others to monitor their own learning, keep a learning journal, seek information through a network of sources including libraries, the world wide web, and individuals (CCT, IL)
- Select and use a variety of productive and interpretive strategies to successfully complete the task, e.g., ask the teacher to correct their pronunciation, work co-operatively with peers in groups to complete the task (PSVS, COM)

Global Citizenship (PSVS)

- Compare some elements of the Chinese culture with their own, e.g., elements of poetry (CCT)
- Use a variety of sources of information to find out about the Chinese culture
- Choose to participate and contribute to activities and experiences that reflect the Chinese culture, e.g., participate in poetry recitation
- Apply knowledge of elements of the culture in interactions with people and texts
- Recognize and acknowledge different perspectives and the value of these differences
- Recognize that language has regional differences in pronunciation, vocabulary or structures (CCT)

Resources

- Websites with collections of Chinese classical poems
 - <http://www.chinapage.com/poetry.html>
 - <http://cnd-f.cnd.org/Classics/Poetry/>
- Chinese-speaking guest speaker
- *Selections of Chinese classical poetry* (A Bibliography for Mandarin 10, 20, 30)

Evaluation and Assessment

- Establish criteria by which students will be assessed during the poetry recitation
- Observe students during their discussions using a checklist or anecdotal notes

Criteria for Poem Recitation: A rating scale

Three represents the highest mark on the scale. Circle the number in each case and briefly write your comments

Criteria	Scales	Comments
Language	1 2 3	
All words are pronounced distinctly	1 2 3	
All words can be heard clearly	1 2 3	
Phrases are pronounced correctly	1 2 3	
Rhythms are pronounced correctly	1 2 3	
Tones are read correctly	1 2 3	
Presentation	1 2 3	
Speaks with enthusiasm and confidence	1 2 3	
Shows evidence of understanding of the poem	1 2 3	
Maintains audience interest	1 2 3	
Uses gestures appropriately	1 2 3	
Keeps eye contact with the audience	1 2 3	
Maintains appropriate volume and pace	1 2 3	
Total score:		

Linguistic Content
(in simplified characters and pinyin)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Literature and Poetry</p> <ul style="list-style-type: none"> • 诗歌, 诗人 shīgē, shī rén <p>诗歌朗诵 shīgē lǎngsòng</p> <ul style="list-style-type: none"> • 古典诗词 (选集) gǔdiǎn shī cí (xuǎn jí) • 古典文学 gǔdiǎn wén xué • 文学欣赏 wénxué xīnshǎng • 唐诗三百首 táng shī sān bǎi shǒu • 诗词格律 shī cí gé lǜ • 五言律诗, 七言律诗 wǔ yán lǜshī , qī yán lǜshī • 押韵, 平仄 yā yùn , píng zè • 唐, 明, 元, 清朝 táng, míng , yuán, qīng cháo • 诗意, 喻意 shī yì , yù yì • 明喻, 暗喻 míng yù, àn yù • 排比句 pái bǐ jù • 并列句 bìng liè jù 	<p>Discussing Poems</p> <ul style="list-style-type: none"> • 你知道李白的诗歌吗? Nǐ zhīdào lǐbái de shīgē ma? • 你知道杜甫的诗与李白的诗有什么不同吗? Nǐ zhīdao dù fǔ de shī yǔ lǐ bái de shī yǒu shén me bù tóng ma? • 中国古典诗词的格律很难掌握。 Zhōng guó gǔdiǎn shī cí de gé lǜ hěn nán zhǎng wò. • 中国古典诗词的格律很美, 很有韵味。 Zhōng guó gǔdiǎn shī cí de gé lǜ hěn měi, hěn yǒu yùn wèi . • 你理解这首诗的意思吗? Nǐ lǐjiě zhè shǒu shī de yìsi ma? • 中国古典诗词读起来朗朗上口。 Zhōng guó gǔdiǎn shī cí dú qǐ lái lǎng lǎng shàng kǒu . <p>Talking about poetry recitation</p> <ul style="list-style-type: none"> • 诗歌朗诵要有激情 Shīgē lǎngsòng yào yǒu jīqíng . • 诗歌朗诵时, 吐字要清楚, 语调要正确。 Shīgē lǎngsòng shí, tǔ zì yào qīngchǔ , yǔdiào yào zhèngquè . • 朗诵时, 要面对观众 Lǎngsòng shí, yào miàn duì guānzhòng. • 我们要订出诗歌朗诵的评估标准。 Wǒmen yào dìng chū shīgē lǎngsòng de píng gū biāo zhǔn . • 朗诵很有水平。 Nǐ de lǎng sòng hěn yǒu shuǐ píng.

The Linguistic Content
(in traditional characters)

Suggested Vocabulary	Suggested Sentences
<p>Vocabulary for Literature and Poetry</p> <ul style="list-style-type: none"> • 詩歌，詩人 • 詩歌朗誦 • 古典詩詞 (選集) • 古典文學 • 文學欣賞 • 唐詩三百首 • 詩詞格律 • 五言律詩，七言律詩 • 押韻, 平仄 • 唐，明，元，清朝 • 詩意，喻意 • 明喻，暗喻 • 排比句 • 并列句 	<p>Discussing Poems</p> <ul style="list-style-type: none"> • 你知道李白的詩歌嗎？ • 你知道杜甫的詩与李白的詩有什么不同嗎？ • 中國古典詩詞的格律很難掌握。 • 中國古典詩詞的格律很美，很有韻味。 • 你理解這首詩的意思嗎？ • 中國古典詩詞讀起來朗朗上口。 • 我不知道這首詩的押韻是在哪里。 <p>Talking about Poetry Recitation</p> <ul style="list-style-type: none"> • 詩歌朗誦要有激情 • 詩歌朗誦吐詞要清楚，語調要正確。 • 朗誦時，要面對觀眾 • 我們要訂出詩歌朗誦的評估標準。 • 你的朗誦很有水平。

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