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USING AN IPAD AND APPLICATIONS

**- A UNIT FOR CONTENT AND LANGUAGE
INTEGRATED LEARNING OF CHINESE**

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USING IPADS CLIL CHINESE

Introduction

Developing lessons for Content and Language Integrated Learning in Chinese is a task faced with several challenges. First, there has been very little produced or researched in this area, which means work in CLIL Chinese has to be done from scratch. Compared to European languages and even Japanese, Chinese is also further from English in terms of sounds, grammar, and vocabulary, and this means every new term is an unfamiliar word (except *iPad!*). Using characters means adding a whole extra layer of matter to be learned, and so reading and writing are not easily the means of consolidating new language met orally.

ICT as the field of learning in CLIL lessons lends itself to being unitised because it is possible to do only a bit, which can still be stand-alone and integral. As well, the meaning of ICT activity is supported by the use of hands and eyes, which helps comprehension and retention. Another reason we chose ICT was that a basic set of lessons on the use of *Learnosity* had already been created in Chinese and it seemed useful to continue to develop the same field.

Another positive factor was that iPad apps for practising Chinese characters exist and are useful for students to master and use. Several iPad apps are used in the narrative units created at CTTC, e.g. *Black Line Mystery*. A further advantage was that teaching students to use those apps through Chinese offers a language component to existing work in the *Black Line Mystery* and so augments the narrative units with language content.

The Unit developed and presented here therefore had the potential to be the base of an eventual ICT course, but it could also be taught just as an independent part in a Chinese language course.

Method of developing the Unit

The following steps were followed to find the language of iPad Instruction:

1. Teaching iPad use from scratch in English (45 minutes) was recorded
2. The recording was transcribed and translated into Chinese
3. The text was reduced to comprise only
 - the core sequence of instructions leading to use
 - one common word/ phrase in place of synonymslanguage that was natural + correct
4. The language selected was divided into 2 sets, iPad processes and classroom management instructions.
5. Two types of lessons were planned: the first type was for teaching the iPad processes, which involved language to be acquired orally by students. These

lessons were designed using the very tightly structured techniques of the Silent Way approach to present just the language to be learned.

6. A second type of lesson, which would alternate with the first, allowed the processes learned in the first lesson to be practised, with incidental classroom management and teacher-student language used naturally throughout. This was the language students were to learn over time, firstly understanding and only later mastering expression, as they needed them.
7. A small set of practice activities were designed to assist retention of some key new language terms. These included both the names of common applications for iPad and telephones, and some grammatical terms and set phrases of likely use beyond the topic. The activities provided are not intended to be exhaustive, but to show how language learned and understood might be met frequently enough to be acquired.

Teaching in Chinese

The lessons have been designed to be taught using Chinese only. To do this successfully, the following techniques are necessary:

1. Link meaning to observable actions, objects, features.
2. Allow students to investigate in action = try it themselves.
3. To consolidate meaning perhaps only guessed at initially, apply new terms as they are introduced: e.g. ‘Close the application’ > ‘Close the door’, ‘Close the window’. ‘Turn on the iPad > ‘Turn on the light’, ‘Turn on the computer’, etc.
4. Use gesture and physical movement to assist comprehension and retention.
5. Hand speaking over to students frequently, watch and listen, provide feedback using voice, facial expressions, hands/indicate another S they might follow.
6. Provide only *targeted* repetition of your own earlier action and speech.

Lesson One: 启动 iPad (Qǐdòng iPad)

Learning objective:

- Students will be able to recognize the basic parts of an iPad and perform their functions
- They will recognize some common applications of an iPad.
- They will be able to name in Chinese Pinyin the basic parts of an iPad.
- They will understand and follow instructions in Chinese on operating the iPad.
- They will be able to give such instructions in Chinese.

单词	Dāncí	Vocabulary
启动	qǐdòng	turn on
关闭	guānbì	turn off
(长)按	(cháng)àn	press and hold
(轻)按	(qīng) àn	press lightly
移动	yídòng	drag/move
点击	diǎnjī	click
写	xǐe	write/writer (name of app)
打开	dǎkāi	open
按钮	ànniǔ	button
启动按钮	qǐdòng ànniǔ	on/off button
主按钮	zhǔ ànniǔ	home button
滑块	huá kuài	swipe bar
音乐	yīnyuè	music
照片	zhàopiàn	photo
信息	xìnxī	message
日历	rìlì	calendar
地图	dìtú	map
怎么	zěnme	how

1. Introduce words for iPad parts (On pictures first). (10 mins)

T says **ànniǔ ànniǔ ànniǔ**, shows different buttons, has Ss repeat ànniǔ.

T points and students say **ànniǔ ànniǔ ànniǔ**

T points to on/off button and says **qǐdòng ànniǔ**. Ss repeat

T points to swipe bar and says **huá kuài**. Ss repeat

T points to main button and says **zhǔ ànniǔ**. Ss repeat

T points and Ss say: **qǐdòng ànniǔ, zhǔ ànniǔ, huá kuài**

T points and asks half the class one side, half the other side

T asks some individual students

2. Introduce actions (On pictures first) (10 mins)

T says **cháng àn qǐdòng ànniǔ** (demonstrates). Ss say and mime the same.

T says **yídòng huá kuài** (demonstrates). Ss say and mime the same.

T mimes **cháng àn qǐdòng ànniǔ, yídòng huá kuài**. Ss say and mime the same.

T says **diǎnjī ‘xiě’** (T demonstrates) Ss say and mime the same.

T mimes cháng àn qǐdòng ànniǔ, yídòng huá kuài, diǎnjī ‘xiě’. Ss mimes and says the phrases.

T says **qīng àn zhǔ ànniǔ, guānbì ‘xiě’** (demonstrates). Ss say and mime the same.

T mimes cháng àn qǐdòng ànniǔ, yídòng huá kuài, diǎnjī ‘xiě’, qīng àn zhǔ ànniǔ, guānbì ‘xiě’. Ss mimes and says the phrases.

3. Revise or introduce vocabulary for app names. (5 mins)

音乐 **yīnyuè**

照片 **zhàopiàn**

信息 **xìnxī**

日历 **rìlì**

地图 **dìtú**

T points to app on pictures and says the words one by one. Ss repeat.

T points to apps in random order and Ss say the name in Chinese.

4. Practice listening to and following instructions on opening and closing the apps. (5 mins)

T says **diǎnjī** (app names in Chinese), Ss follow instructions (on iPad).

T says **qīng àn zhǔ ànniǔ**, Ss follow instruction (on iPad).

Ss in pairs, one giving instruction on clicking and closing apps, the other doing the action. Then they swap. To divide students into pairs, T can assign ‘xuéshēng yī’ (student 1) to half of the class, and ‘xuéshēng èr’ (student 2) to the other half. Then T can indicate one xuéshēng yī and xuéshēng èr as a pair.

T can achieve this by using gestures. Working with higher language proficiency students or in later lessons T can alternatively say: **yīge xuéshēng yī hé yīge xuéshēng**

èr, yīge xiǎozǔ. xuéshēng yī shuō, xuéshēng èr tīng, zuò dòngzuò. ránhòu jiāohuàn. (One student 1 and one student 2 form a pair. Student 1 speaks, student 2 listens to student 1 and mimes. Then swap.) The language needs to be accompanied by face and gestures.

5. Teacher asks students say how to turn on an iPad, open an app, go back to the main screen, and turn off the iPad. (15 mins)

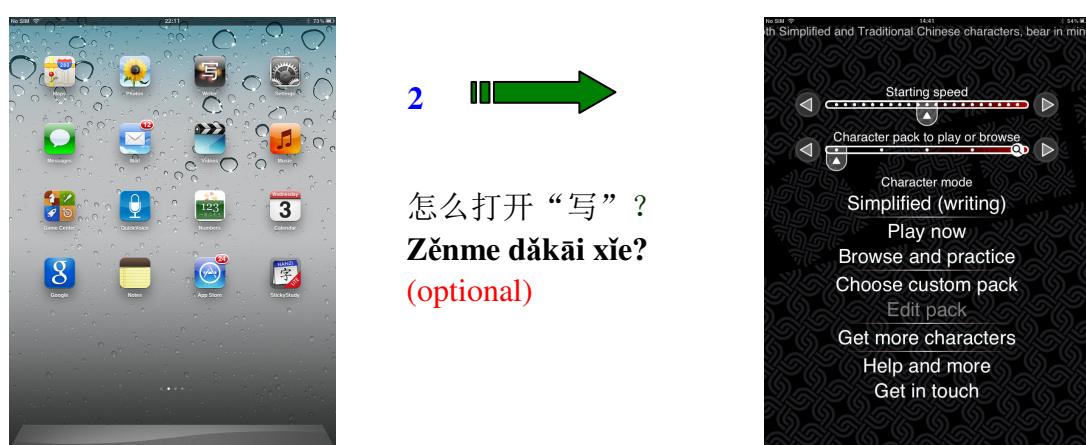
长按启动按钮，移动滑块，点击（ ），轻按主按钮，再长按启动按钮，移动滑块，关闭 iPad.

cháng àn qǐdòng ànniǔ, yídòng huá kuài, diǎnjī (), qīng àn zhǔ ànniǔ, zài cháng àn qǐdòng ànniǔ, yídòng huá kuài, guānbì iPad.

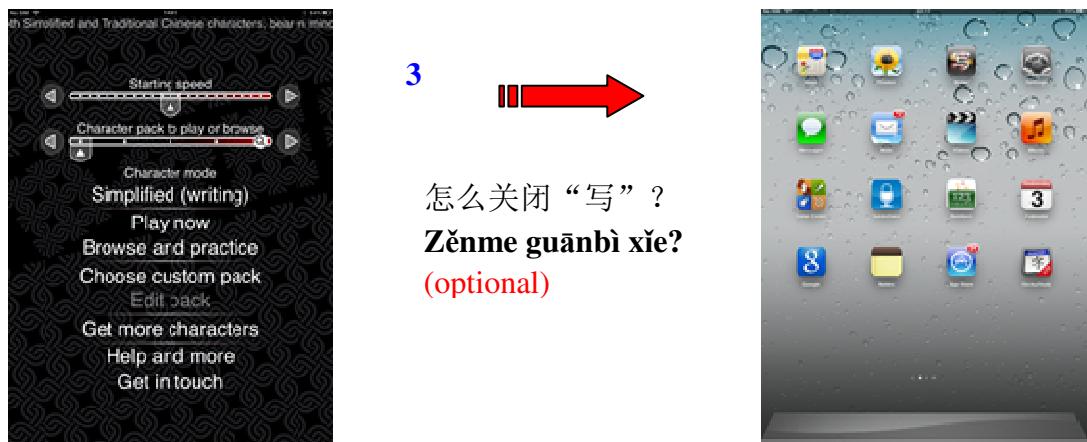
5-A: T points to picture on the left, then right, indicates to turn on iPad. T says **cháng àn qǐdòng ànniǔ, yídòng huá kuài.** Ss repeat.



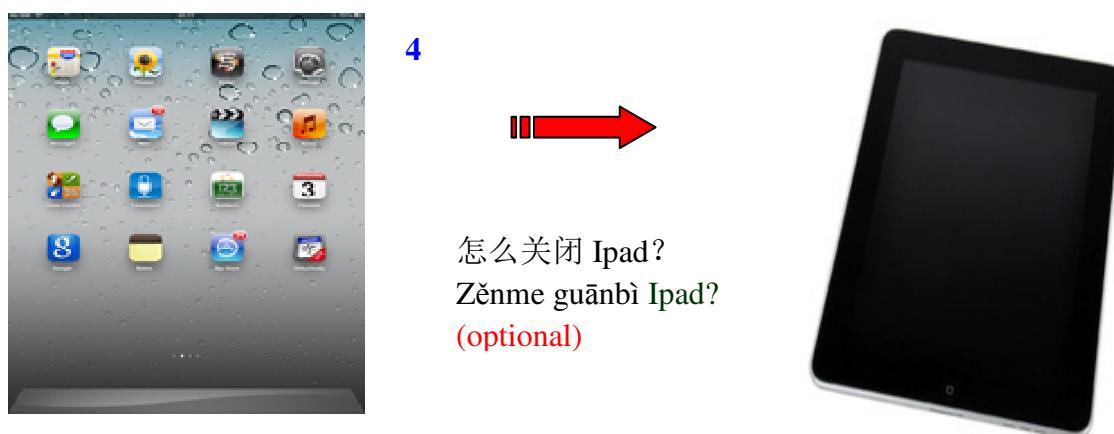
5-B: T points to picture on the left, then right, indicates to open “Writer”. T says **diǎnjī ‘xiě’.** Ss repeat.



5-C: T points to picture on the left, then right, indicates to close “Writer”. T says **qīng àn zhǔ ànniǔ** Ss repeat.



5-D: T points to picture on the left, then right, indicates to turn off iPad. T says **cháng àn qǐdòng ànniǔ, yídòng huá kuài**. Ss repeat.



T points to different sets of pictures and elicits from students the sequence in Chinese.

6. Practice giving and following instructions using the iPad. (10 mins)

Ss work in pairs. One gives long sequence of instructions: turn on the iPad, open an app, close an app, turn off the iPad.

Ss then swap.

Lesson Two: Rods

Learning objectives:

- Students will be able to understand a description in Chinese of the positioning of rods.
- They will be able to follow instruction in Chinese and arrange the rods.
- They will be able to describe the positioning of rods in Chinese.

单词	Dāncí	Vocabulary
积木	jīmù	rod
一条	yītiáo	one (for long rod)
一块	yīkuài	one (for square rod)
红的	hóng de	red
黄的	huáng de	yellow
蓝的	lán de	blue
绿的	lǜ de	green
棕色的	zōngsè de	brown
桔红的	jú hóng de	orange
黑的	hēi de	black
紫色的	zǐsè de	purple
白的	bái de	white
拿	ná	take
把	bǎ	
放	fàng	put
横放	héng fàng	put horizontally
和	hé	and
在...的上面/下面/中间/左边/右边	zài...de shàngmiàn/xiàmiàn/zhōngjiān/ zuǒbiān/yòubiān	on top of/underneath/in the middle/on the left/on the right

The teacher establishes that the rods are called **jīmù** and checks students can identify each by colour and measure words (**tiáo** and **kuài**) (For a model of this introduction and way of working, see 21st Century Teachers of Chinese dvd ‘Using Chinese’ 1 - available on Scootle: The Language Learning Space *Lujing* Teachers resources.) See also sample spatial relationships with rods in the photograph on page 6a.

1. Practicing describing the positioning of rods

1- A:

T says **hóng de jīmù zài lán de shàngmiàn**. (*The red rod is on top of the blue rod.*)

T inverts rods and asks Ss: **lán de zài nǎ'er?** And elicits from Ss **lán de jīmù zài hóng de shàngmiàn**.

T points to the higher rod of another 5 or 6 pairs of rods and elicits from Ss to say **(color) de jīmù zài (color) de shàngmiàn.**

1- B:

T points to the lower rod and asks Ss: **bái de jīmù zài nǎ'er?** (*Where is the white rod?*), eliciting from Ss **xiàmiàn** (*below*)

T offers more samples of **xiàmiàn** and elicits Ss to say **(color) de jīmù zài (color) de xiàmiàn.**

T offers more examples mixing the practice of **shàngmiàn** and **xiàmiàn**.

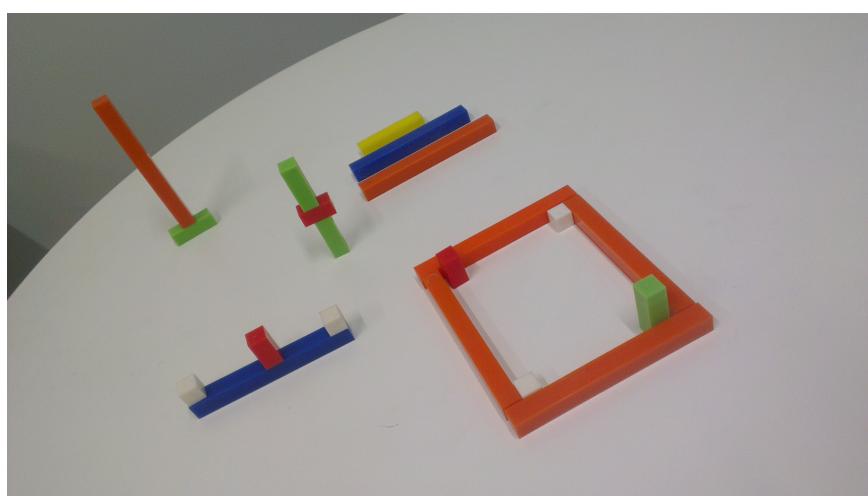
2. Further practice

T says **ná liǎng tiáo jīmù, yītiáo hóng de hé yītiáo lán de. Bǎ lán de fàng zài hóng de shàngmiàn. Ná yītiáo huáng de jīmù, fàng zài lán de shàngmiàn. Lán de jīmù zài nǎ'er?** (*Take two rods, one red and one blue. Put the blue one on top of the red one. Take a yellow one and put it on top of the blue one.*), eliciting from Ss **zài lán de shàngmiàn, zài hóng de shàngmiàn.** (*on top of the blue one and the red one.*)

T let Ss practice with several such sentences. Then with 6 sets of 3 rods lying one on top of the other, T elicits from Ss e.g. **hóng de jīmù zài lán de hé lǜ de zhōngjiān. Zài lán de shàngmiàn, zài lǜ de xiàmiàn.** (*The red rod is between the blue and green rods, on top of the blue, underneath the green.*)

T turns all the sets of 3 rods upright and elicits from Ss: e.g. **hóng de jīmù zài lán de hé lǜ de zhōngjiān. Zài lán de zuōbiān, zài lǜ de yòubiān.** (*The red rod is between the blue and green rods, to the left of the blue one, and to the right of the green one.*)

Ss practice with other sets. Below is an example of the rods structure:



3. Building the structures

T asks Ss to: **ná sāntiáo jīmù, yītiáo hēi de, yītiáo hóng de, hé yīkuài bái de. Bǎ bái dì fàng zài hēi de hé hóng de zhōngjiān, zài hēi de zuǒbiān, zài hóng de yòubiān.** (*Take three rods, one black, one red, one white. Put the white one between the black and red rods, to the left of the black one, and to the right of the red one.*) Ss follow instruction and build the structure.

T asks Ss to describe the structure.

Other spatial relations to be worked on in similar fashion.

Lesson Three: Locating apps on the iPad

Learning objectives

- Students will be able to move the screen, and locate and move the apps.
- They will be able to describe the positioning of apps in Chinese.
- They will be able to understand and give instructions in Chinese to move the screen.

单词	Dāncí	Vocabulary
屏幕 主屏幕	píngmù ^{zhǔ píngmù}	screen home screen
回到 移	huí dào yí	go back move
向 在... 哪儿	xiàng zài... nǎ er	towards in/at/on where
第一 第二 第三 第四	dì yī dì èr dì sān dì sì	first second third fourth
行	háng	row
个 把	ge bǎ	(measure word)

1. Quick revision of Lessons 1 and 2 using final segment long statements. (5 mins)

1-A: T mimes and elicits from students the sequence in Chinese

cháng àn qǐdòng ànniǔ, yídòng huá kuài, diǎnjī (), qīng àn zhǔ ànniǔ, zài cháng àn qǐdòng ànniǔ, yídòng huá kuài, guānbì iPad.

1-B: T gives instructions in Chinese and students follow these to act.

ná sāntiáo jīmù, yītiáo hēi de, yītiáo hóng de, hé yīkuài bái de. Bǎ bái dì fàng zài hēi de hé hóng de zhōngjiān, zài hēi de zuōbiān, zài hóng de yòubiān.

2. Introduce new vocabulary and the sequence words (using photos) (20 mins)

2-A:

T points to the screen, says **píngmù**. Ss repeat.

T moves the screen, says **yídòng píngmù**. Ss repeat.

T points to the next screen and says **píngmù**. Ss repeat.

T moves the screen and elicits from Ss **yídòng píngmù**.

T points to screen and elicits **píngmù**.

T moves the screen and elicits from Ss **yídòng píngmù**.

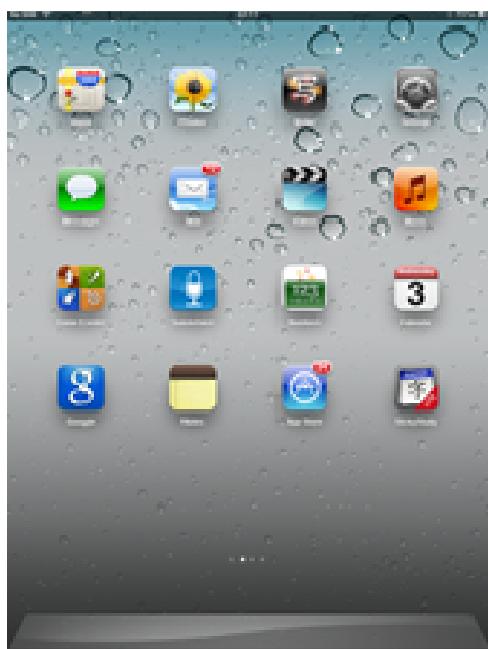
T moves back to the main screen and says **zhǔ píngmù**. Ss repeat.

2-B:

T points to the first row and says, **dì yī háng**. Ss repeat.

T continues with the 2nd row.

T elicits from Ss saying the 3rd, 4th row in Chinese.



T points to the first app on the first row, and says: **dì yī ge**. Ss repeat.

T elicits from Ss the 2nd, 3rd, 4th app in Chinese.

T points to **rìlì** and says: **dì sān háng dì sì ge**.

T points to other apps and elicit from Ss the position of these in Chinese.

T asks: **rìlì zài nǎ er?** Ss respond

T asks (app names) **zài nǎ er?** Ss respond

T asks where the apps are on different screens and introduce: “**yídòng píngmù**” “**huí dào zhǔ píngmù**”

T points to **rìlì**, indicates it is between **yīnyuè** and **zì**, and elicits Ss to say **rìlì zài yīnyuè hé zì de zhōngjiān**.

Practice above/below with other apps.

3. Move apps on the screen (15 mins)

Using the photos, T demonstrates pressing and holding the app “writer”, dragging it to the bottom of the screen, dragging “music” down, and then dragging “writer” above, dragging “music” above, pressing the main button. At the same time T says:

(cháng) àn xie,

bǎ xie yí dào píngmù xiàomiàn

bǎ yīnyuè yí dào xiàomiàn

bǎ xie yí dào shàngmiàn

bǎ yīnyuè yí dào shàngmiàn

qǐng àn zhǔ ànniǔ.

T demonstrates with other apps and elicits from Ss description of the action in Chinese.

Using iPad, T gives instructions and Ss follow to move the apps.

4. Practice (15 mins)

In pairs, Ss are given photos and asked to instruct their partners to move the apps on the screen so that the apps are positioned the same as on the photo.

They then swap roles.

Lesson Four: Bingo game

Learning objectives:

- Students will be able to recognize the app names in Chinese when hearing them.
- Students will understand the gist of teacher instruction in Chinese on organizing the game assisted by facial expressions and gestures.

单词	Dāncí	Vocabulary
大家好	dàjiā hǎo	hello everyone
今天	wǒ	today
我	wǒde	me/I
我的	wǒmen	my/mine
我们	nǐ	us/we
你	nǐde	you
你的	nǐmen	your/yours
你们	jǐntiān	you (plural)
(玩) 游戏	(wán) yóuxì	(play) games
名字	míngzì	name
叫	jiào	is named...
每个	měige	every
同学	tóngxué	student
(没) 有	méiyǒu	(does/do not) have
纸	zhǐ	paper
都	dōu	all
图标	túbiāo	icon
(不)一样的	(bù) yīyàng de	(same) different
也	yě	also
读	dú	read
听	tīng	listen
如果	rúguǒ	if
在	zài	at/on
画	huà	draw
圈儿	quān er	circle
了	le	(indicate completed action)
大声	dà shēng	loudly
喊	hǎn	yell/speak loudly
赢	yíng	win
现在	xiànzài	now
先	xiān	first
学习	xuéxí	learn
新的	xīn de	new
再	zài	again
开始	kāishǐ	start

这儿	zhèr	here
很好	hěn hǎo	very good
重新	chóngxīn	startover
是/是的	shì / shì de	yes/is
不/不是	bù/búshì	no/not

1. Teacher Instruction for playing the game. (10 mins)

Dàjiā hǎo, jīntiān wǒmen wán yīge yóuxì. Yóuxì de míngzì jiào Bingo.

Bingo zěnme wán? (*Hello everyone! Today we will play Bingo. How do we play it?*)

Wǒ gěi dàjiā fā zhǐ. (Deliberately give less paper so that students need to say: Wǒ méiyǒu (zhǐ) (*I will give you a piece of paper*). – See an example of worksheet on the next page.

Měi ge tóngxué yǒuyī zhāng zhǐ. Dàjiā dōu yǒu zhǐ ma? (*Everyone has a piece of paper. Have you all got a piece of paper?*)

Zhǐshàng yǒu 16 ge túbiāo. Měi ge tóngxué de túbiāo shì bù yīyàng de. (*There are 16 icons on the sheet. Yours are different from those on the other sheets*).

Wǒ yě yǒu yī zhāng zhǐ. Zhǐshàng yǒu 16 ge túbiāo. (*I also have a sheet of paper. It has 16 icons on it.*)

Wǒ dú yīge túbiāo dì míngzì, nǐmen tīng, rúguǒ nǐ de zhǐshàng yǒu zhège túbiāo. Zài tā shàngmiàn huà ge quān er. Rúguǒ nǐ de 16 ge túbiāo hé wǒ de shì yīyàng de, nǐ yào dà shēng hǎn: Bingo. Nǐ jiù yíngle zhège yóuxì. (*I will read the name of an app. You listen, and if you have the icon of this app. you draw a circle around the icon. Once you have circled all your 16 icons, you call out ‘Bingo’ and you win.*)

大家好，今天我们玩一个游戏。游戏的名字叫 Bingo.

Bingo 怎么玩？

我给大家发纸。(Deliberately give out fewer worksheets so that students need to say:
我没有 (纸)

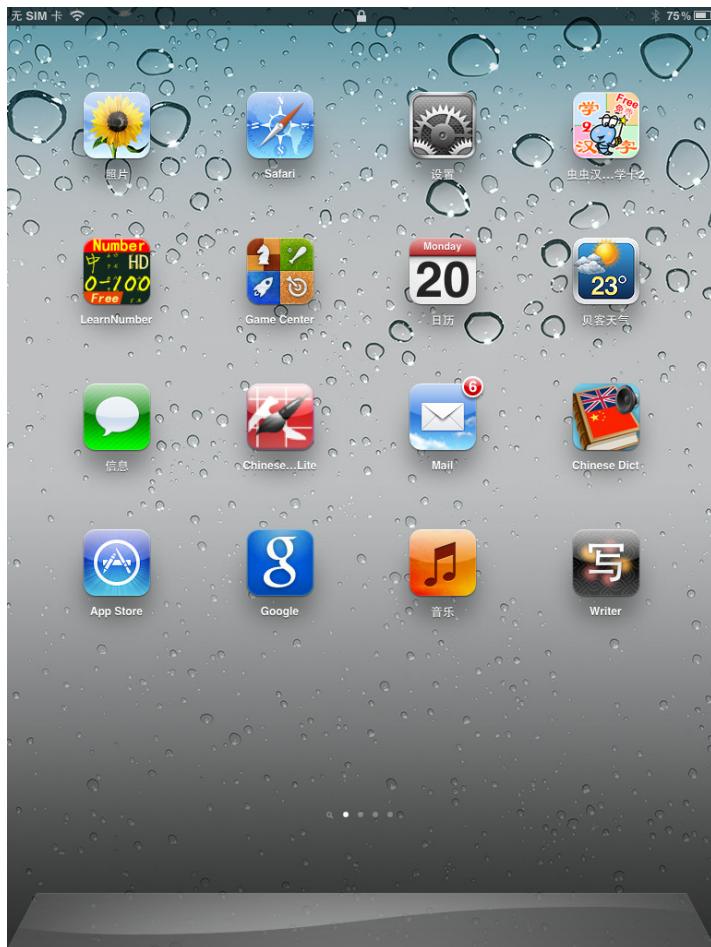
每个同学有一张纸。大家都有纸吗？

纸上有 16 个图标。每个同学的图标是不一样的。

我也有一张纸。纸上有 16 个图标。

我读一个图标的名字，你们听，如果你的纸上有这个图标。在它上面画个圈儿。

如果你的 16 个图标和我的是一样的,你要大声喊: bingo. 你就赢了这个游戏. (See below for an example of the Bingo worksheet)



2. Introducing the vocabulary of new icons. (10 mins)

T says: xiànzài, wǒmen xiān xuéxí yīxiē xīn de túbiāo dì míngzì.

T introduces the vocabulary below in the same way as in Lesson one.

píngguǒ shāngdiàn: Apple store

shèzhì: Settings

yóuxì: Game

zìdiǎn: Dictionary

yóujìan: Mail

xìnxī: Messages

liánxì rén: Contacts

jìshì běn: Notes

3. Playing the game. (10 mins)

T says: 好的, 现在开始玩游戏。

Teacher's incidental language use in this lesson may include:

听清楚了吗? (Did you hear me?)

那我再读一遍。(I will read it again.)

好, 下一个。(Okay. Next one)

(App) 在哪儿? (Where is 'app name'?)

在那儿。(It's here.)

S 只要。 (S won.)

继续还有机会。(You still have chance.)

我们重新开始玩游戏。(We'll start again.)

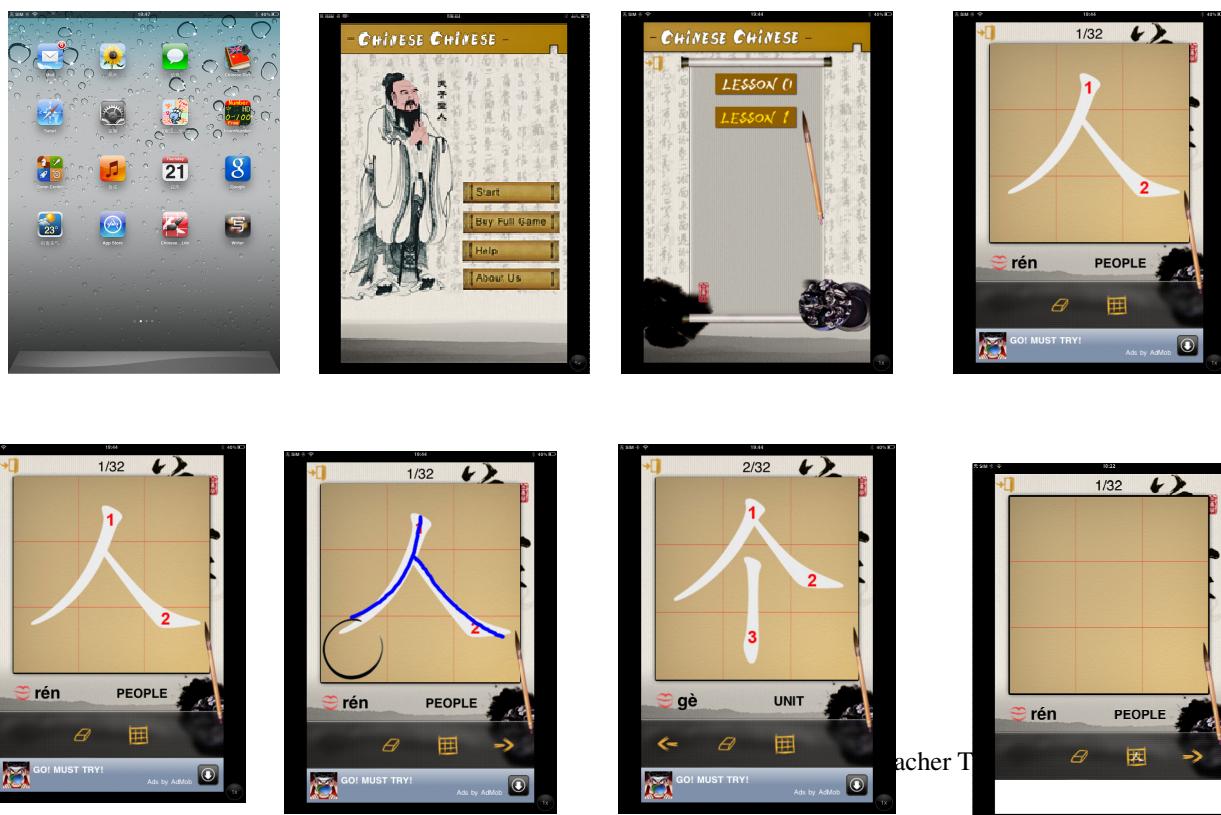
我们最后一次玩游戏。(We will play it one last time.)

Lesson Five: Chinese Chinese

Learning objectives:

- Students will be able to use the *Chinese Chinese* app to practicing writing Chinese characters in their stroke order.
- They will be able to understand and follow teacher instructions in Chinese for using the app.
- They will be able to give instructions in Chinese for using the app

单词	Dāncí	Vocabulary
汉字	hànzì	(Chinese) characters
笔画	bǐhuà	stroke
顺序	shùnxiù	sequence
数字	shùzì	number
上一 (个)	shàng yī ge	previous
下一 (个/课)	xìa yī (ge/kè)	next (one/lesson)
箭头	jiàntóu	arrow
橡皮	xiàngpí	eraser
格子	gézi	square
按照	zhào	according to
让	ràng	let
错	cuò	wrong
消失 (了)	xiāoshī (le)	disappear
出现	chūxiàn	show



1. Introduce vocabulary for objects and actions (on photos) (10 mins)

T demonstrates and says **diǎnjī** “Chinese Chinese”

Elicit from Ss: **diǎnjī kāishǐ**, **diǎnjī Lesson 1**

T demonstrates and says: **zài hànzi shàng xiě bǐhuà, ànzhào yī, èr de shùnxù**

T demonstrates the wrong order, and indicates it's not right. Then T says: **ànzhào yī, èr de shùnxù**

T points to eraser, says **xiàngpí**. Ss repeat

T points to square, says **gézi**. Ss repeat

T points to arrow, says **jiàntóu**. Ss repeat.

T points to arrow on the left, elicits **zuǒbiān de jiàntóu**.

T points to arrow on the right, elicits **yòubiān de jiàntóu**.

T points to objects in random order and elicits Ss to say the words.

2. To explore the functions of the app (on photos) (20 mins)

2-A:

T demonstrates clicking on eraser, elicits from Ss **diǎnjī xiàngpí**.

T indicates to the next picture and says **diǎnjī xiàngpí, bǐhuà ne?** (using gestures indicating: where are the strokes?)

T says: **bǐhuà xiāoshī le**

T demonstrates clicking on square, elicits from Ss **diǎnjī gézi**

T indicates to the next picture and says **diǎnjī gézi, hànzi ne?**

T elicits from Ss: **hànzi xiāoshī le**.

T indicates to the previous picture and says **diǎnjī gézi, hànzi chūxiàn le**.

T repeats the above.

T demonstrates and says: **diǎnjī xiàngpí**. T elicits from Ss **t bǐhuà xiāoshī le**.

T demonstrates and says: **diǎnjī gézi**. T elicits from Ss **hànzi xiāoshī le**.

T demonstrates and says: **diǎnjī gézi**. T elicits from Ss **hànzi chūxiàn le**.

T demonstrates clicking on arrows on the right, elicits from Ss **diǎnjī yòubiān de jiàntóu**.

T indicates the next picture and says **diǎnjī yòubiān de jiàntóu, xià yīge hànzi chūxiàn le**.

T demonstrates clicking on arrows on the left, elicits from Ss **diǎnjī zuōbiān de jiàntóu.**

T indicates the previous picture and says **diǎnjī zuōbiān de jiàntóu, shàng yīge hànzi chūxiàn le.**

2-B:

T repeats and elicits Ss to say by demonstration.

T asks students:

Zěnme ràng bǐhuà xiāoshī?

Zěnme ràng hànzi xiāoshī?

Zěnme ràng hànzi chūxiàn?

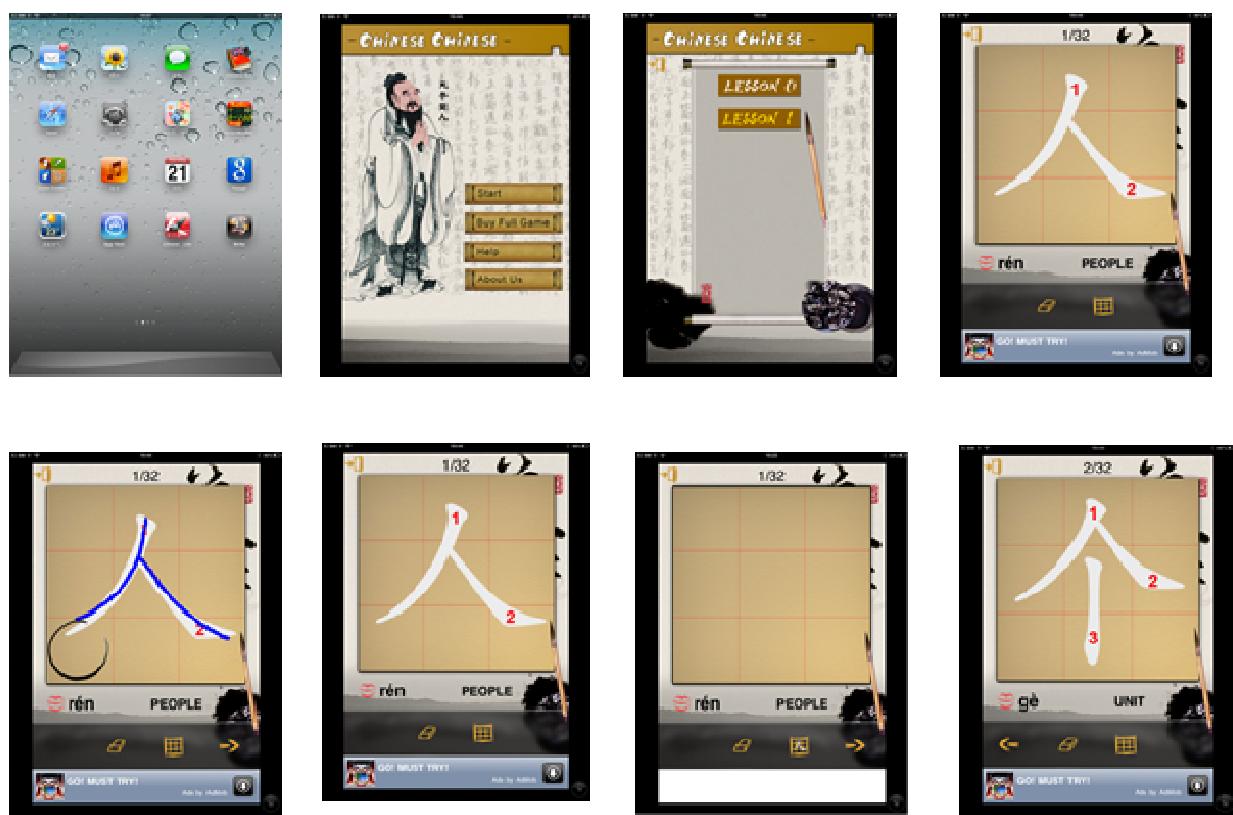
And elicit from students:

diǎnjī xiàngpí.

diǎnjī gézi.

zài diǎnjī gézi.

3. Ss practice giving and following instructions in pairs (on photos) (10 mins)



4. Ss practice giving and following instructions in pairs (on iPad) (15 mins)

LESSON SIX: Further practice with “Chinese Chinese”

Learning objectives:

- Students will expand their knowledge of Chinese characters and stroke sequence.
- Students will understand the gist of teacher instruction in Chinese on organizing the activities accompanied by face and gestures.

单词	Dāncí	Vocabulary
应用软件	yìngyòng ruǎnjiàn	application
继续	jìxù	continue
用	yòng	use
练习	liànxí	practice
找(到)	zhǎo (dào)	look for (find)
一共	yīgòng	total
觉得	juéde	consider
很	hěn	very
简单	jiǎndān	easy
然后	ránhòu	then
对	duì	correct
不对	bùduì	not correct
看	kàn	look
看一下	kàn yīxià	have a look
完	wán	complete
更	gèng	more
难	nán	difficult
一点儿	yídiǎn er	a bit

1. Teacher Instruction:

Jīntiān wǒmen jìxù yòng Chinese Chinese zhège yìngyòng ruǎnjiàn liànxí xiě hànzì bǐhuà. (*Today we will continue using ‘Chinese Chinese’ to practice writing Chinese characters in their correct stroke order*)

Qǐng dàjiā qǐdòng iPad. (*Start the iPad please.*)

Zài píngmù shàng zhǎodào Chinese Chinese. (*Find the app on the screen.*)

Diǎnjī dǎkāi tā. (*Click on to open the app.*)

Diǎnjī kāishǐ. (*Click on ‘start’*)

Zhè'er yīgòng yǒu 9 kè. Měi yī kè yǒu 32 ge hànzì. (*There are 9 lessons. Each lesson has 32 characters.*)

Xiànzài, diǎnjī lesson 1, kāishǐ liànxí. (Now, click on lesson one. Start the practice.)

2. Teacher's incidental language:

Rúguǒ nǐ juéde hěn jiǎndān, kěyǐ diǎnjī gézi, hànzì xiāoshīle. Ránhòu zài píngmù shàng xiě bǐhuà. Ránhòu zài diǎnjī gézi, hànzì chūxiànlè, kàn yīxià, nǐ xiě de duì bùduì.

Xiě wán yīge hànzì zhīhòu, diǎnjī xiàomiàn yòubiān de jiàntóu, kāishǐ liànxí xià yīge hànzì.

Xiànzài kāishǐ xià yī kè. Zhè yī kè de hànzì gèng nán yīdiǎn er.

Nǐ xiěle jǐ ge hànzì?

Nǐ juéde nán ma?

Zhè ge hànzì shì shénme yìsi?

Nǐ xiě de hěn hǎo.

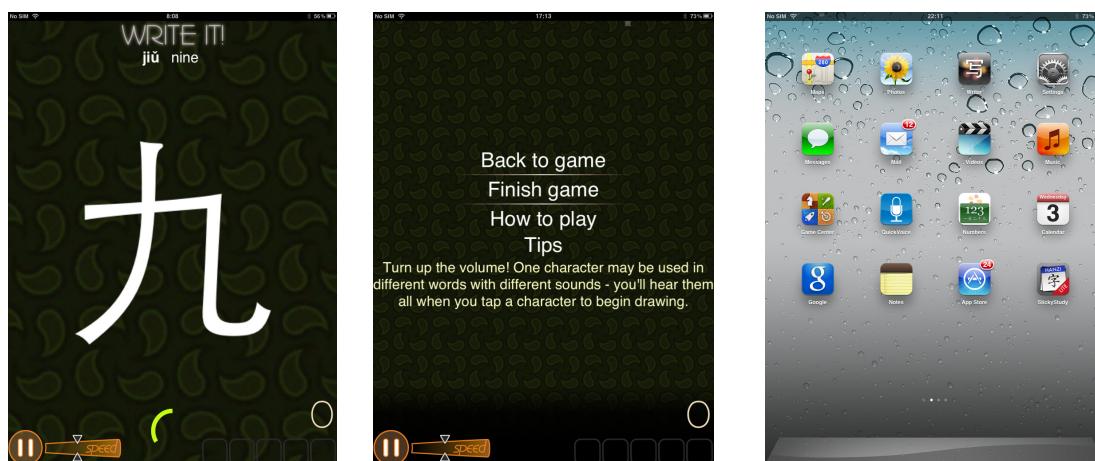
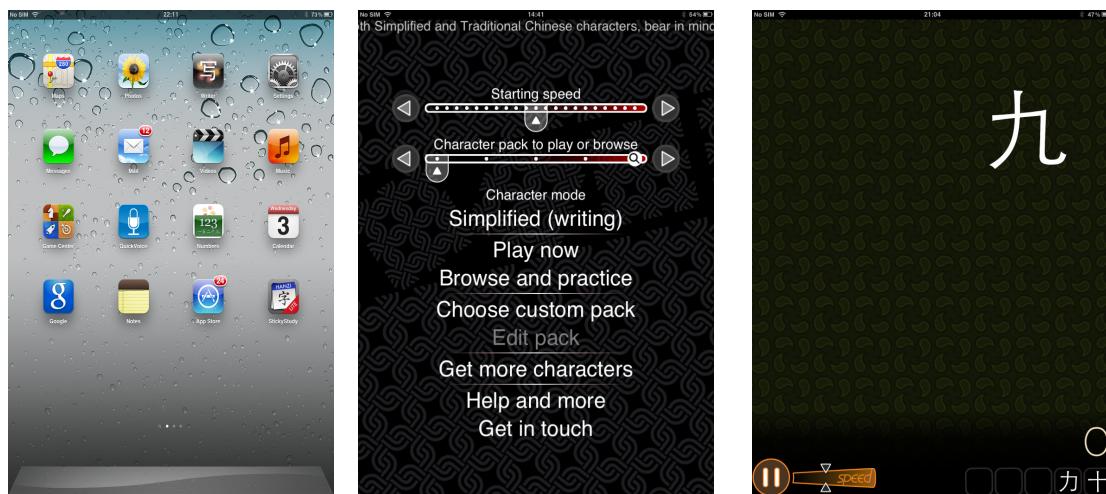
Zài xiě yícì.

LESSON SEVEN: “Writer”

Learning objectives:

- Students will be able to use the *Writer* app to practice writing Chinese characters in their stroke order.
- They will be able to understand and follow teacher instructions in Chinese on using the app.
- They will be able to give instructions in Chinese to use the app

单词	Dāncí	Vocabulary
(条) 横轴 暂停	(tiáo) héng zhóu zàntíng	bar pause
快 慢	kuài màn	fast slow
一点儿	yìdiǎn er	a little bit



1. Introduce the app (on photos) (10 mins)

T says **diǎnjī ‘xiě’** (T demonstrates) Ss say and mime the same.

T points to the 1st bar and says **héng zhóu**. Ss repeat.

T points to the 2nd bar and says **héng zhóu**. Ss repeat

T points to the 1st bar and says **dì yī tiáo héng zhóu**. Ss repeat.

T points to the 2nd bar and says **dì èr tiáo héng zhóu**. Ss repeat.

T points to the swipe bar and elicits **huá kuài**.

T points to 九 and elicits from students **jǐu**.

T points to “pause” and says **zàntíng**. Ss repeat.

T points to the items in random order and elicits Ss to say the above words.

1. Explore the functions of the app. (15 mins)

T drags the first swipe bar and says: **yídòng huá kuài**. Ss mime and repeat.

T demonstrates and says: **yídòng huá kuài dào zuōbiān, màn yìdiǎn er**. Ss mime and repeat.

T demonstrates and says: **yídòng huá kuài dào yòubiān, kuài yìdiǎn er**. Ss mime and repeat.

T drags the second swipe bar and says: **yídòng huá kuài**. Ss mime and repeat.

T demonstrates and says: **yídòng huá kuài dào zuōbiān, jiǎndiān de hànzì**. Ss mime and repeat.

T demonstrates and says: **yídòng huá kuài dào yòubiān, nán de hànzì**. Ss mime and repeat.

T repeats, mimes and elicits from Ss the phrases.

2. Play the game (using photos) (15 mins)

T mimes **diǎnjī ‘xiě’**, Ss say and mime the same.

On the first bar, T mimes and says: **yídòng huá kuài dào zuōbiān**. Ss say and mime the same.

On the second bar, T mimes and says: **yídòng huá kuài dào zuōbiān**. Ss say and mime the same.

T says **diǎnjī ‘play now’**, Ss say and mime the same.

T mimes **diǎnjī jǐu**, Ss say the phrase and act.

T mimes **zài jǐu shàng xiě bǐhuà**, Ss say the phrase and act.

T mimes **diǎnjī zàntíng**, Ss say the phrase and act.

T mimes **diǎnjī ‘finish game’**, Ss say the phrase and act.

T repeats and elicits the phrases from students.

Ss practice giving and following instructions in pairs.

3. Play the game (using iPad) (15 mins)

Ss practice in pairs using the iPad.

LESSON EIGHT: Further practice with the “Writer” app.

Learning objectives:

- Students will expand their knowledge of Chinese characters and stroke sequence.
- Students will understand the gist of teacher instruction in Chinese on organizing the activities accompanied by face and gestures.

单词	Dāncí	Vocabulary
另一个	lìng yīge	another
速度	sùdù	speed
汉字包	hànzì bāo	character pack
简体	jiǎntǐ	simplified
繁体	fántǐ	traditional
选择	xuǎnzé	choose
下落	xiàluò	fall
变	biàn	change/become
大	dà	big
手指	shǒuzhǐ	finger
必须	bìxū	must
到	dào	to
底端	dǐ duān	bottom
在...之前	zài . . . zhīqián	before
正确的	zhèngquè de	correct
得分	défēn	score
为什么	wèishéme	why
因为	yīnwèi	because
有的	yǒu de	some
结束	jiéshù	finish
所有的	suǒyǒu de	all
主菜单	zhǔ cài dān	main menu
选项	xuǎn xiàng	options
太	tài	too
重	zhòng	heavy
轻	qīng	light
可能	kěnénɡ	possibly
应该	yīnggāi	should
越	yuè	more
多	dōo	more
少	shǎo	less
时间	shíjiān	time

1. Teacher instruction

Qǐdòng iPad, zài píngmù shàng, zhǎodào 'xiě', zhǎodàole ma? Zài nǎ'er?

Duì, zài (yòushàng jiǎo).

Wǒmen yòng 'xiě jìxù liànxí xiě hànzì bǐhuà

Diǎnjī túbiāo dǎkāi 'xiě', zài píngmù shàng wǒmen kěyǐ kàn dào yǒu liǎng tiáo héng zhóu. Yīgè shì start speed, kāishǐ sùdù, lìng yīgè shì character pack, hànzì bāo. Zài zhè liǎng tiáo héng zhóu de xiàmiàn, wǒmen kěyǐ kàn dào simplified Chinese, 'jiǎntǐ zhōngwén'.

Wǒmen xiān yídòng dì yī tiáo héng zhóu shàng de huá kuài, xuǎnzé kāishǐ sùdù. Zuōbiān mǎn yīdiǎn er, yòubiān kuài yīdiǎn er. Ránhòu yídòng dì èr tiáo héng zhóu shàng de huá kuài, zuōbiān shì jiǎndān de hànzì, yòubiān shì nán de hànzì.

Ránhòu wǒmen diǎnjī'jiǎntǐ zhōngwén', zài zhè'er xuǎnzé yòng jiǎntǐ háishì fántǐ zuò liànxí.

2. Teacher's incidental language use

Diǎnjī "start game", wǒmen huì kàn dào yīge hànzì zài xiàluò. Qīng jī zhège hànzì, tā huì biàn dà. Wǒmen yòng shǒuzhǐ zài hànzì shàng xiě bǐhuà.

Wǒmen bìxū zài zhège hànzì luò dàodǐ duān zhīqián xiě zhèngquè de bǐhuà shùnxù. Rúguǒ bǐhuà zhèngquè, jiù kěyǐ défēn. Ránhòu wǒmen kàn dào xià yīgè hànzì.

Wèishéme měi ge hànzì yǒu bù yīyàng de défēn. --- Yīnwèi yǒu de hànzì gèng nán yīdiǎn er.

Wǒmen zhīqián xuǎnzé de shì zuì mǎn de sùdù hé zuì róngyì de hànzì bāo.

Xiànzài wǒmen diǎnjī zàntíng, zài dǐ duān, jiéshù yóuxì. Ránhòu wǒmen kěyǐ kàn dào suǒyǒu de hànzì.

Xiànzài wǒmen kāishǐ xīn de yóuxì. Zài yóuxì yèmiàn de dǐ duān, wǒmen kěyǐ kàn dào'huí dào zhǔ cǎidān'zhège xuǎnxiàng. Duì, jiùshì nàgè.

Rúguǒ nǐ xiǎng yào gèng kuài yīdiǎn er, xiě gèng nán de hànzì. Huí dào zhǔ cǎidān. Chóngxīn xuǎnzé kāishǐ sùdù hé hànzì bāo. Wǒmen kěyǐ bǎ héng zhóu shàng de huá kuài yí dào zhōngjiān.

Nǐ kěnéngr diǎnjī de tài zhòngle, nǐ xūyào diǎnjī de gèng qīng diǎn er.

Nǐ wán de hěn hǎo. Nǐ yīnggāi xuǎnzé gèng nán de hànzi.

Nǐ méiyǒu shíjiānle. Nǐ xiě de yuè mǎn, défēn yuè shǎo. Xiě de yuè kuài, défēn yuè duō.

LESSON NINE: QR Code Reader

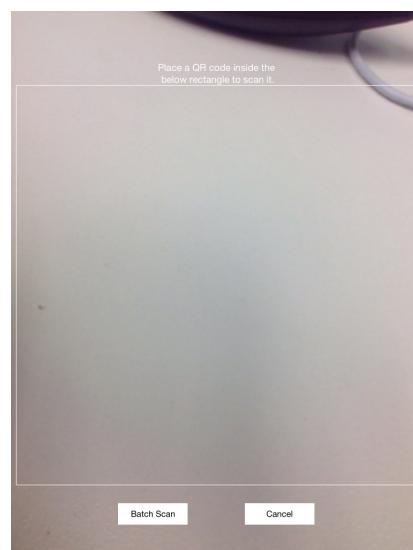
Learning objectives:

- Students will be able to use the app to decode information.
- They will be able to understand and follow teacher instructions in Chinese on using the app.
- They will be able to give instructions in Chinese to use the app

单词	Dāncí	Vocabulary
条码	tiáomǎ	code
扫描器	sǎomiáo qì	code reader/scanner
扫描	sǎomiáo	read/scan
摄像头	shèxiàngtou	camera
取景框	qǔjǐng kuāng	frame
(一个)句子	(yígè) jùzi.	(a) sentence
对准	duì zhǔn	align/aim
(拿) 稳	(ná) wěn	hold steady
等一下	děng yixià.	wait
读取	dú qǔ	read
组成	zǔchéng	put together
直到	zhídào	until
前面的	qiánmiàn de	in front



tiáomǎ



qǔjǐng kuāng

1. Introduce the words for using the app (on photos) (10 mins)

T points to a code (photo) and says: **tiáomǎ**. Ss say the same.

T finds other codes in the room and points to these one at a time and says: **tiáomǎ**. Ss say the same. (E.g. bar code of the book; product code of Muesli bar)

T points to the camera and says: **shèxiàngtóu**. Ss say the same.

T points to the app and says: **QR tiáomǎ sǎomiáo qì**. Ss say the same.

T points to the frame (photo) and says: **qǔjǐng kuāng**. Ss say the same.

T points to the message next to the code and says: **xìnxī**. Ss say the same.

T points to items in random order and elicits from Ss the words.

2. Using QR code reader. (10 mins) (on photos)

T mimes and says: **diǎnjī QR tiáomǎ sǎomiáo qì**. Ss say and mime the same.

T mimes and says: **bǎ qǔjǐng kuāng duì zhǔn tiáomǎ**. Ss say and mime the same.

T mimes and says: **ná wěn, děng yixià**. Ss say the same.

T points to the message and says: **píngmù shàng chūxiǎn xìnxī**. Ss say and mime the same.

T repeats.

T asks Ss: **zěnme sǎomiáo tiáomǎ?** And elicits the sequence.

T asks Ss to give instruction and follows them.

3. Using QR code reader. (using the iPad) (15 mins)

Ss practice giving and following instructions using QR code reader (in pairs)

4. Further practice using the reader: (20 mins)

In pairs, Ss decode and follow the message instructions.

4-A: Teacher instruction:

Zhè'er yǒu shí ge tiáomǎ. Liǎng ge tóngxué yī zǔ, sǎomiáo zhèxiē tiáomǎ. Zhǎodào tiáomǎ de xìnxī. Zǔchéng yīge jùzi. (*Here are ten codes. In pairs, scan the code and decode the message in Pinyin. Put them together as a sentence*)

Teacher's incidental language use:

Yào ná wěn. Búyào dòng.

Kàn dào xìnxī le ma?

Hǎo de. Sǎomiáo xià yīge.

Sǎomiáo wán le ma?

Hái yǒu jǐ ge?

Míngbái zhè jù huà ma?



4-B: Teacher Instruction.

Xiànzài qǐng dàjiā gēnjiù zhè jù huà zuò dòngzuò.

The sentence made up of the 10 coded words should be:

Dǎkāi iPad, zhǎng àn qǐdòng ànniǔ, xiàng yòu yídòng huá kuài, diǎnjī zhàopiàn.

打开 iPad, 长按启动按钮, 向右移动滑块, 点击照片。

LESSON TEN: Sample Elaboration - how high frequency language met in this Unit might be further developed

Learning objectives:

- Students will be able to understand and use the phrases they've learned in the previous lesson in different contexts: **ná wěn**, **duìzhǔn**, **sǎomiāo**, and **dúqǔ**.

单词	Dāncí	Vocabulary
(喝) 水	(hē) shuǐ	(drink) water
杯子	bēizi	glass
车	chē	vehicle
椅子	yǐzi	chair
密码	mìmǎ	password
坐	zuò	sit
照 (照片)	zhào (zhàopiàn)	take photos
站	zhàn	stand

For each of the following dialogues,

1. T says and mimes the phrase first. Ss repeat.
2. T models the dialogue with a Chinese speaker. Ss in pairs repeat.
3. Ss practice in pairs using props.
4. Ss jointly contextualise the dialogues.

1.Hold steady

A: 喝点儿水吧。

B: 谢谢。

A: 把杯子拿稳!

A: Hē diǎn er shuǐ ba.

B: Xièxie.

A: Bǎ bēizi ná wěn!

A: 我想要照照片。

B: 坐在这儿。

A: 哎呀，在车上不容易拿稳相机。

A: Wǒ xiǎng yào zhào zhàopiàn.

B: Zuò zài zhè'er.

A: Āiya, zài chē shàng bù róngyì ná wěn xiàngjī.

A: 我需要把书放在那儿，在上面。

B: 站在椅子上。

A: 哟，把椅子拿稳！

A: Wǒ xūyào bǎ shū fàng zài nà'er, zài shàngmian.

B: Zhàn zài yǐzi shàng.

A: Hēi, bǎ yǐzi ná wěn!

2. ‘aim at’

A: 我想要在这儿给你照张照片。

B: 好的，那我站在这儿。

A: 我对准了，你别动。

A: Wǒ xiǎngyào zài zhè'er gěi nǐ zhào zhāng zhàopiàn.

B: Hǎo de, nà wǒ zhàn zài zhè'er.

A: Wǒ duì zhǔnlé, nǐ bié dòng.

A: 啊呀，这个汉字怎么没有变大？

B: 你没有对准了它点击。再试一次。

A: 哦，这次变大了。

A: Aya, zhège hànzi zěnme méiyǒu biàn dà?

B: Nǐ méiyǒu duì zhǔnlé tā diǎnjī. Zàishì yí cì.

A: Ó, zhècì biàn dàle.

A: 我在哪儿写笔画？

B: 在屏幕上的汉字上。

A: 哟，怎么写不上去？

B: 你要对准了这个汉字的笔画写。

A: Wǒ zài nǎ'er xiě bǐhuà?

B: Zài píngmù shàng de hànzi shàng.

A: Yí, zěnme xiě bù shàngqù?

B: Nǐ yào duì zhǔnlé zhège hànzi de bǐhuà xiě.

3. ‘scan’

A: 我想要这张图片。

B: 我怎样发给你？

A: 你可以把图片扫描，然后用邮件发给我。

A: Wǒ xiǎng yào zhè zhāng túpiàn.

B: Wǒ zěnyàng fā gěi nǐ?

A: Nǐ kěyǐ bǎ túpiàn sǎomiáo, ránhòu yòng yóujìan fā gěi wǒ.

A: 这个文件看得不清楚。 .

B: 不好意思，我刚才扫描没有对准。

A: 你可不可以重新扫描？

A: Zhège wénjiàn kàn de bù qīngchu.

B: Bù hăoyìsi, wǒ gāngcái sǎomiáo méiyǒu duì zhǔn.

A: Nǐ kěbù kěyǐ chóngróng sǎomiáo?

A: 请问这本书多少钱?

B: 我来扫描一下条码。哦。18 块。

A: Qǐngwèn zhè běn shū duōshǎo qián?

B: Wǒ lái sǎomiáo yíxià tiáomǎ. Ó. 18 Kuài.

4. ‘read’

A: 这个 CD 为什么不能听呢?

B: 哦, CD 坏了, 电脑不能读取它。

A: Zhège CD wèishéme bùnéng tīng ne?

B: Ó, CD huàile, diànnǎo bùnéng dú qǔ tā.

A: 我不能读取这个电脑上的文件.

B: 为什么呢?

A: 我不知道密码。

A: Wǒ bùnéng dòu qǔ zhège diànnǎo shàng de wénjiàn.

B: Wèishéme ne?

A: Wǒ bù zhīdào mìmǎ.