

## MANDARIN LEVELS 1 -8 : CHINESE NEW YEAR

### CHINESE TASK-BASED THEMATIC CURRICULUM LEVEL PROGRESSION EXEMPLAR

#### Objective

The purpose of this document is to provide authentic ideas and examples and to show how the theme can be taught to students at different language levels. It is helpful to see a progression of language complexity all while focusing on the same theme. The language descriptors are included as a reference to the New Zealand Curriculum and the Curriculum Descriptors document. These resources have been created as a collaboration between the Asia New Zealand Foundation and Future Learning Solutions, and we acknowledge support from the China Language Foundation.

#### Theme: Chinese New Year

##### Explanation:

Chinese New Year is the most important festival of the Chinese calendar. This theme can be related to numerous topics across many levels and has many cross-cultural themes. This can cover topics such as festivals and celebrations, colours, zodiac animals, visiting people, time, dates, lunar calendar etc. From Level Four, there is a broader focus on celebrations, places, travel and holiday activities. This resource consists of curriculum progress descriptors, cultural knowledge, vocabulary, sentence structure and tasks for each level. Most tasks require the teacher to teach the vocabulary prior to completing each task. Cultural knowledge should be included pre-task, during the task or post-task. Where possible, resources have also been attached to assist with specific tasks.

Levels 1 & 2 Curriculum Progress Descriptors						
NZC: Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.						
	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 1	<ul style="list-style-type: none"> <li>Understand a range of words and familiar spoken phrases</li> <li>Understand and respond to basic classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand a range of words and familiar phrases (mainly pinyin)</li> <li>Read pinyin with attention to intonation and increasing fluency</li> </ul>	<ul style="list-style-type: none"> <li>Say/repeat a few words and simple phrases in Chinese</li> <li>Ask and answer questions in teacher directed situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a few words or simple phrases in pinyin with support</li> <li>Write some simple pictographs in characters with support</li> </ul>	<ul style="list-style-type: none"> <li>Recite simple songs/ poems/ chants in spoken Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Chinese is a character-based language</li> <li>Develop an awareness of what is important within Chinese culture e.g. videos and visual images of Chinese festivals and associated food</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>Understand main points from simple spoken Chinese texts in areas of own background</li> <li>Understand some implied meanings from simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Understand main points from simple written Chinese texts in areas of own background (mainly pinyin)</li> <li>Understand some implied meanings from simple phrases in context</li> </ul>	<ul style="list-style-type: none"> <li>Exchange personal information with text support</li> </ul>	<ul style="list-style-type: none"> <li>Write simple phrases and short sentences in pinyin with support</li> <li>Write some pictographs in characters with support</li> </ul>	<ul style="list-style-type: none"> <li>Give a short, spoken presentation or present a visual text about their own background with support e.g. self-introduction based on teacher modelling</li> </ul>	<ul style="list-style-type: none"> <li>Recognise basic pictographic characters</li> </ul>

## Chinese New Year - Levels 1 & 2 Unit Plans

Summative Task:

### Plan a Chinese New Year's Party

Hold a Chinese New Year's Party in your classroom at the end of the term. Each party will look different depending on the students' level, age and what they have learned so far. Can be used as a summative assessment.

### Ideas for Chinese New Year's Party

- Create invitations to invite parents to a New Year's celebration
- Perform a song that you have learnt to parents or at assembly
- Give and receive red packets to special guests
- Bring along your favourite animal soft toy (zodiac animal)
- Use chopsticks to share a meal
- Make dumplings
- Go out to a Chinese restaurant for a celebratory end of the term meal

### Topics covered:

- New Year's greetings and red packets (hóngbāo)
- Colours
- Animals
- Celebrations
- Myths and legends (Story of Nian' & Zodiac Animals Race')
- Crafts (lanterns)
- Dragon dance/ Lion dance

Level 1		Level 2
Learning Intentions	<u>Chinese New Year and the lucky colour red</u> <ul style="list-style-type: none"> <li>• Say Happy New Year' in Mandarin and greet others using New Year expressions e.g. gōng xǐ fā cái 恭喜发财, xīn nián hǎo 新年好, nián nián yǒu yú 年年有余/鱼</li> </ul>	<u>Zodiac animals and the Chinese calendar</u> <ul style="list-style-type: none"> <li>• Share how you celebrate New Year in your own culture</li> <li>• Likes and dislikes about animals and colour</li> <li>• Ask and say if you have a pet</li> </ul>

	<ul style="list-style-type: none"> <li>• Say 'red packet' and explain its significance</li> <li>• Identify and name some colours</li> <li>• Name the zodiac animals</li> <li>• Ask and say what zodiac sign you are</li> <li>• Know traditional Chinese zodiac tales</li> <li>• Name months and days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Describe animals using colour</li> <li>• Ask someone when their birthday is</li> <li>• Say when your birthday is</li> <li>• Recognise and write the word for month 月 and day 日</li> </ul>
<b>Cultural Knowledge</b>	<ul style="list-style-type: none"> <li>• Create and present hóngbāo (both hands to accept hóngbāo )</li> <li>• Myths and legends</li> <li>• Know how to celebrate the Chinese New Year</li> <li>• The significance of colours</li> </ul> <p><u>Culture in the language</u></p> <ul style="list-style-type: none"> <li>• Hóngbāo 红包 (红 Hóng indicates lucky colour)</li> <li>• Family (different addresses for paternal and maternal parents)</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations – Chinese New Year and Lantern Festival</li> <li>• Unlucky (during festivals) - black/ white - both associated with funerals.</li> <li>• Zodiac Animal Race and the Chinese zodiac</li> </ul> <p><u>Culture in the language</u></p> <ul style="list-style-type: none"> <li>• Zodiac animal: yáng (羊) means goat and sheep, jī (鸡) means rooster and chicken</li> <li>• Understand differences between the lunar calendar and the western calendar</li> <li>• Date expression order: nián年, yuè月, rì日 (CHN : YY/MM/DD ; ENG : DD/MM/YY)</li> </ul>
<b>Language Knowledge</b>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• xīnnián kuàilè 新年快乐 (Happy new year)</li> <li>• hóngbāo 红包 (red packets)</li> <li>• Family (different addressing for paternal and maternal parents) : 叔叔 · 阿姨 · 爷爷 · 奶奶</li> <li>• Numbers</li> <li>• Animals (zodiac sign)</li> <li>• Colours</li> </ul>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• gōng xǐ fā cái 恭喜发财 (Wishing you prosperity)</li> <li>• xīn nián hǎo 新年好 (Happy New Year)</li> <li>• nián nián yǒu yú 年年有余 / 鱼 (Wishing you prosperity every year)</li> <li>• fú 福 (Fortune)</li> <li>• xǐhuān / bú xǐhuān 喜欢 / 不喜欢 (to like / don't like)</li> <li>• Zodiac animals and pets</li> </ul>

	<p><u>Sentence structures/ phrases and expressions</u></p> <ul style="list-style-type: none"> <li>Nǐ xǐhuān shénme? 你喜欢什么? What do you like?</li> <li>Wǒ xǐhuān/ bù xǐhuān...我喜欢/不喜欢 I like/ don't like</li> <li>Zhè shì shénme yánsè? 这是什么颜色? What colour is this?</li> <li>Zhè shì 这是...This is...</li> <li>yǒu 有 to have</li> <li>méiyǒu 没有 do not have</li> <li>duì 对 right</li> <li>bú duì 不对 not right</li> <li>ná 拿 (take)+ number (quantity)+ gè 个(measure words)+ sè de 色的 (colour)</li> <li>gè 个 Measure for counting</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> </ul> <p><u>Sentence structures/ phrases and expressions</u></p> <ul style="list-style-type: none"> <li>Nǐ yǒu ...ma? 你有...吗? (Do you have...?)</li> </ul> <p><u>Measure word for animals zhī 只</u></p> <p><u>Describing animals and objects with colours - (colour)de (animal)</u></p> <ul style="list-style-type: none"> <li>nǐ shǔ shénme? 你属什么? (What Zodiac animal are you?)</li> <li>wǒ shǔ ... 我属... (I am...)</li> <li>tā shǔ gǒu. 他属狗。 (His zodiac animal is a dog.)</li> <li>tā shì... 他/她是... (He/ she is...)</li> <li>nǐ shēng rì shì jǐ yuè? 你生日是几月? (What month were you born in?)</li> <li>wǒ jiǔ yuè. 我九月。 (I was born in September.)</li> <li>nǐ shēng rì shì jǐ rì? 你生日是几日? (What day were you born?)</li> <li>wǒ sānshí rì. 我三十日。 (I'm born on the 30th.)</li> <li>nǐ de shēng rì shì jǐ yuè jǐ hào? 你的生日是几月几号?</li> <li>(When is your birthday?)</li> <li>wǒ de shēng rì shì yuè hào. 我的生日是__月__号。</li> <li>(My birthday is on ____.)</li> <li>jīn tiān jǐ yuè jǐ hào? 今天几月几号?</li> <li>(What's the date today?)</li> <li>jīn tiān yuè hào. 今天__月__号。 (Today is ____.)</li> </ul>
Tasks	<u>Scavenger hunt</u>	<p><u>Describe the colour of the zodiac animal</u></p> <p>Give students two templates of a zodiac animal to colour. Students colour one and label leaving one blank.</p>

	<p>Teacher puts words of colours in pinyin on objects around the classroom or playground. Students run around looking for colours and fill in the names on their sheet.</p> <p><u>Colour Corner</u> Each corner is allocated a different colour. Teacher stands in the middle and students ask, shénme yǎnsè? The teacher calls out a name of one of the colours allocated to a corner e.g. hóngsè and students run to the relevant corner. Last person comes to the middle and the question is repeated.</p> <p><u>Xīn nián hǎo Chopstick Race</u> Teacher calls out colour number and students race to select a specified amount of coloured jellybeans.</p> <p><u>The Zodiac Animal Race</u> Listen to story of the animal race. Give out a picture or cards of the twelve animals and ask students to put them in order. Identify the order of the Zodiac animals and /or retell the story.</p> <p><u>Charades</u> In small groups, students take turns to be an animal and the others guess in Mandarin.</p> <p><u>Fruit Salad Game</u> Students sit in a circle and are each allocated a day of the week/or month. One student stands in the middle and</p>	<p>In pairs they need to ask and tell their partner how to colour their animal until the two sheets match (see rooster example below).</p> <p><u>Go Fish</u> In small groups students play Go Fish practising names of the zodiac animals by expressing which animals they have/ don't have, e.g. "nǐ yǒu gǒu ma?".</p> <p><u>Information Gap - Cockroach stomp</u> Students draw eight cockroaches in eight squares and cross the ones that are called out by teachers or classmates. The first student who crosses all eight cockroaches in their worksheet wins.</p> <p><u>Animal Survey</u> Students ask each other which animals they have/ don't have at home and which animals they would want /wouldn't want.</p> <p><u>Match the important dates</u> Give students some cards with important dates e.g. Christmas Day, New Year's Day etc. and the Chinese equivalent. Ask students to match these, then place them in order.</p> <p><u>Character word find</u> Find how many 月 and 日 are in the word find (see the resource below).</p>
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	<p>calls out a day of the week/month. Those students stand and change seats leaving a student in the middle.</p> <p><u>Hóngbāo (Red packets)</u> Create red packets and roleplay giving and receiving with a variety of family members by saying 'xīnnián kuàilè'.</p> <p><u>Survey- likes/ dislikes</u> Students survey each other to find out what colour their classmates like and dislike. Whole class to create a graph of choice collating the results.</p> <p><u>Colour Kahoot</u> Students create a Kahoot that will test peers about colours. Students ask each other "Zhè shì shénme yǎnsè?". Students can use "duì" or "búduì".</p> <p><u>Bingo</u> Teacher gives out a bingo sheet to students with the zodiac animals to colour. Once coloured in, the teacher pulls out a colour and an animal from a bag e.g. hóngsè de lóng. If the correct colour and animal are called out cross it off your square.</p>	<p><u>Elephant song</u> Learn the elephant song "dàxiàng" (see below). Teach dà (big), xiǎo (small), cháng (long), duǎn (short). Ask students to make up their own version of the song using animals and body parts.</p> <p><u>Create a simple dialogue</u> Provide students with appropriate expressions for a role play when visiting friends during New Year. Students decide who they will visit on Chinese New Year and make a role play to perform to the class using the Mandarin greetings.</p> <p><u>Chinese New Year cards</u> Make a Chinese New Year card with an appropriate greetings or good luck phrase.</p> <p><u>Birthday calendar</u> Make a birthday calendar for yourself. Include all the important birthdays for all your family and friends.</p> <p><u>Lunar calendar board game</u> Play the board game in small groups in order for students to become familiar with when important Chinese festivals fall in the lunar calendar (see the resource below).</p> <p><u>Calendar making</u> Each student gets a blank calendar template and students must find out the first day of the month for the current year of their birthday month. e.g. if their birthday is in June, they need to find out what day is the first of June of the current year. With this</p>
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		<p>information the students write the days of the week at the top of the calendar and complete the dates for each day of the month in characters and/or pinyin e.g. wǔ yuè yī rì 五月一日 · wǔ yuè èr rì 五月二日 etc. Once they have completed the month, they decorate the square of their birthday date. They can also ask their classmates to find out if anyone else's birthday is in that month and then decorate those squares too.</p> <p><u>Calendar game</u> Once the students have created a calendar month template, they can use it to play a board game in pairs. Students place a counter on the first of the month and take turns throwing the dice to get to the end of the month. You must say the date of the square you land on. If you land on your own birthday or a classmate's birthday square sing Happy Birthday in Chinese and get an extra turn.</p> <p><u>Birthday survey and graph</u> Conduct a survey of your classmates to find out and record when their birthdays and/or family birthdays are.</p>
Resources	<p><a href="#">Chinese New Year song</a>  <a href="#">Colours of the Forbidden City video</a>  <a href="#">Four Chinese Festivals</a>  <a href="#">Year of the Rooster</a></p>	<p><a href="#">Months and dates in Mandarin video</a>  <a href="#">Animal survey</a>  <a href="#">Elephant song</a>  <a href="#">Colours video clip – How are colours used in the Chinese language?</a>  <a href="#">Describe the colour of the zodiac animal</a>  <a href="#">Character word find</a></p>



		<a href="#">Birthday chart</a> <a href="#">Birthday song</a> <a href="#">Board game –Lunar calendar</a>
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Levels 3 & 4 Curriculum Progress Descriptors						
NZC: Students can understand and construct simple texts using their knowledge of the target language. Students can describe aspects of their own background and immediate environment.						
	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 3	<ul style="list-style-type: none"> <li>Understand main points and some details from simple spoken Chinese texts on areas of own background</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main points and some of the detail from simple Chinese written text on areas of own background (pinyin and some characters)</li> <li>Understand some implied meanings from simple texts</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate aspects of their own background</li> </ul>	<ul style="list-style-type: none"> <li>Write simple texts describing aspects of their own background with support.</li> <li>Write pictographs and commonly used words in Chinese characters</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates simple information about their own background and immediate environment e.g. self-introduction</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a few components and radicals in characters and use them to make meaning</li> <li>Recognise similarities and differences between Chinese and other known culture(s)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>Understand main points and some details from simple spoken Chinese texts on areas of</li> </ul>	<ul style="list-style-type: none"> <li>Understand main points and some details from simple Chinese texts on areas of</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate aspects of their own</li> </ul>	<ul style="list-style-type: none"> <li>Write simple texts describing aspects of their own</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates simple information about</li> </ul>	<ul style="list-style-type: none"> <li>Recognise components and radicals in characters and use them to make meaning</li> </ul>

	own background and immediate environment <ul style="list-style-type: none"> <li>• Understand some implied meanings from simple texts</li> </ul>	own background and immediate environment (characters and some glossed vocabulary) <ul style="list-style-type: none"> <li>• Understand some implied meanings from simple texts</li> </ul>	background and immediate environment	background and immediate environment e.g. self-introductory email to a homestay family	their own background and immediate environment	<ul style="list-style-type: none"> <li>• Recognise aspects of modern Chinese culture and reflect on the impact e.g. watch a documentary about the one child policy</li> <li>• Recognise the variability within Chinese culture</li> </ul>
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All about us - Levels 3 & 4 Unit Plans		
	Level 3	Level 4
Learning Intentions	<u>Food and eating during the New Year</u> <ul style="list-style-type: none"> <li>• Name some common Chinese foods and drinks</li> <li>• Name some foods eaten at Chinese New Year</li> <li>• Say what foods and drinks they like and dislike</li> <li>• Say if food or drink is delicious or not</li> </ul>	<u>Sports and hobbies</u> <ul style="list-style-type: none"> <li>• Name sports and hobbies</li> <li>• Talk about likes/dis likes</li> <li>• Give opinions of different activities/ hobbies</li> <li>• Talk about when and where someone does something</li> <li>• Talk about how often people do something</li> <li>• Name some common places that people like to do leisure activities</li> </ul>
Cultural Knowledge	<ul style="list-style-type: none"> <li>• Common Chinese foods and drinks consumed during celebrations</li> <li>• How Chinese people celebrate Chinese New Year</li> <li>• Understand differences between the lunar calendar and the western calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Compare schools, public spaces etc. in China and New Zealand</li> <li>• Discuss sports and hobbies within China and differences between China and New Zealand and amongst young and old.</li> </ul>

	<ul style="list-style-type: none"> <li>Family reunion – always round tables, seating of most important guests</li> <li>Fēngshuǐ 风水</li> </ul>	
<p>Language Knowledge</p>	<p><u>Food and Drink</u>  bāozi 包子 (bun), jiǎozi 饺子 (dumpling), mǐfàn 米饭 (rice)  miàntiáo 面条 (noodles), chǎofàn 炒饭 (fried rice)  chǎomiàn 炒面 (fried noodles), ròu 肉 (meat)  chá 茶 (tea), shuǐ 水 (water)  guǒzhī 果汁 (fruit juice)  niúniǎi 牛奶 (milk), kāfēi 咖啡 (coffee)</p> <p><u>Sentence structure/ phrases and expressions</u>  <u>Talking about likes/dislikes of food and drink</u>  nǐ xǐhuān chī shén me? 你喜欢吃什么?  (What do you like to eat?)  wǒ xǐhuān chī ___ 我喜欢吃___。  (I like to eat ___)  nǐ xǐhuān hē shén me? 你喜欢喝什么?  (What do you like to drink?)  wǒ xǐhuān hē ___ 我喜欢喝___。  (I like to drink___)</p> <p><u>Phrases</u>  hǎo chī ma? / hǎo hē ma? 好吃吗? / 好喝吗?  (Is it delicious to eat? Is it delicious to drink?)  hǎo chī / bù hǎo chī 好吃 / 不好吃</p>	<p><u>Leisure Activities</u>  踢足球tī zúqiú (play football), 打橄榄球dǎ gǎnlǎnqiú (play rugby), 打篮球dǎ lánqiú (play basketball), 打太极拳dǎ tàijíquǎn (do Taichi), 下棋xiàqí (play chess), 打麻将dǎ májiàng (play ma-jong), 写书法xiě shūfǎ (write calligraphy), 打乒乓dǎ pīngpāngqiú (play table tennis), 打羽毛球dǎ yǔmáoqiú (play badminton), 吃饭chīfàn (eat), 逛街guàngjiē (go shopping), 唱歌chànggē (sing), 跳舞tiàowǔ (dance), 画画huàhuà (paint/draw)</p> <p><u>Name some places</u>  jiālǐ 家里 (home), fànguǎn 饭馆 (restaurant), hǎibiān 海边 (beach), diànyǐngyuàn 电影院 (cinema), gōngyuán 公园 (park), xuéxiào 学校 (school), túshūguǎn 图书馆 (library) wàimiàn 外面 (outside), qiúchǎng 球场 (football field), jiàoshì 教室 (classroom), shàngchǎng 商场 (the mall)</p> <p><u>Opinions</u>  hěn xǐhuān 很喜欢 (like)  bù xǐhuān 不喜欢 (don't like)  hěn hǎowán 很好玩 (fun)  hěn yǒu yìsi 很有意思 (very interesting)  méi yǒu yìsi 没有意思 (not very interesting)</p>

	<p>(Delicious to eat/ Not delicious to eat) hǎo hē / bù hǎo hē 好喝/ 不好喝</p> <p>(Delicious to drink/ Not delicious to drink) tài guì le</p> <p><u>Asking how much</u> duōshǎoqián? (how much)</p> <p>Talking about currency kuài/qián 块/钱</p> <p><u>Saying you want something</u> Wǒ yào ...我要 (I want) búyào 不要 (don't want)</p>	<p><u>Time phrases</u> cóngláibù 从来不 (never); jīngcháng 经常 (often); hěn shǎo 很少 (hěn shǎo)</p> <p><u>People</u> ěrtóng 儿童 (children) qīng shào nián 青少年 (teenagers) niánqīng rén 年轻人 (young people) zhōng nián rén 中年人 (middle aged people) lǎoniánrén 老年人 (older people)</p> <p><u>Basic sentence pattern</u> Subject + Time + Action</p> <p><u>Talking about preferences</u> Wǒ xǐhuān ... 我喜欢。 。 bú tài xǐhuān 不太喜欢。 。 yé 也 dànshì/kěshì 但是/可是 dōu xǐhuān 都喜欢。 。</p> <p><u>Giving opinions</u> wǒ jué de 我觉得___(hobby)___(adjective)</p> <p><u>Asking and saying where someone is</u> nǐ zài nǎr? 你在哪儿? (Where are you?) wǒ zài jiā lǐ. 我在家里。 (I am at home.)</p>
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		<p>wǒ jué de gōngyuán hěn dà (xuéxiào hěn piàoliang). 我觉得公园很大 (学校很漂亮)。 (I think the park is very big/ the school is very beautiful.)</p> <p>wǒ xǐhuān qù __, yīn wèi ____. 我喜欢去__(place), 因为__(reason)(I like to go to __, because __).</p>
Pre-Tasks	<p><u>Create a shop</u> Revise Numbers – games. Introduce money</p> <p>Introduce food and food types - bingo, match word and pictures</p> <p>In a grid draw food and drink that you think is 'hǎochī' or bù hǎochī, hǎohē or bù hǎohē.</p> <p>Conduct a market survey find out what people like/dislike to eat and/or drink</p> <p>yǒu/méiyǒu - Go fish using food cards</p> <p>yào/búyào - Every student has a dinner plate (empty) students have cards with food. Fill your plate up with different kinds of food. Ask others for what food you need. Have six types of food on the plate before you sit down.</p> <p>duōshǎoqián? Practise asking and saying, 'how much?'</p> <p>From a catalogue students ask each other the price of items and answer using the different prices on the catalogue.</p>	<p><u>Most popular leisure activities in China</u></p> <p>Introduce popular sports and sports people with lots of visuals and simple phrases talking about their likes/dislikes.</p> <p>Rank sports in order of preference.</p> <p>Introduce popular leisure activities with lots of visuals and simple phrases. Use Quizlet, Bingo or Kahoot to learn words.</p> <p>Survey your classmates to find out what the three most popular sports and/or hobbies are in the class. Practise hé (and), xǐhuān (like), bù xǐhuān (dislike), zuì xǐhuān (most like) and zuì bù xǐhuān (most dislike). Make a poster to display results or write summary sentences. Put the most popular sports on a sheet in the lefthand column. Students tick how often they do these sports – use 从来不 (never), 经常 (often), 很少 hěn shǎo (seldom).</p> <p>Give students a listening passage about the preferences of their family. Fill out a tick sheet of hobbies and how their family members feel about them.</p>

	<p>Information gap. From two menus decide which is most suitable for a date with only \$50.</p> <p>Make a jingle/rap using new words - advertising their food from the stall</p> <p>Create a shop. Have a market day. Buy as many things as possible with \$50 or set amount of money. Find out who made the most profit.</p>	<p>Students do some self-research and about what leisure activities are most popular in China and why. Fill out a grid of which activity it is (in Chinese), when they do it, who with and where</p> <p>In the left column put all popular Chinese leisure activities – tick what your opinion of them are. Have a column for yǒuyìsi 有意思, méiyǒuyìsi 没有意思, bùzhīdào 不知道</p> <p>Show pictures of people doing different leisure activities, old and young doing them with different people. Give a list of statements about each picture. Students tick whether the statement is true or false.</p> <p>Play the song for places: <a href="#">Learn Chinese   How to say 'Where Are You?' in Chinese - Easy Song!</a> Play the song, students listen and put words in order or fill in gaps.</p> <p>Play a board game with places, students ask "nǐ zài nǎr? 你在哪? wǒ zài ____。 我在____" according to the picture they land on.</p> <p>Race to the end (see the resource below).</p> <p>Write a list of questions to ask someone from China about hobbies and sports in China. Interview a Chinese person or watch a video about common hobbies and leisure activities in China.</p>
Tasks	<p><u>Create a shop to sell food for fundraising/international market day</u></p>	<p><u>Find out the five most popular leisure activities in China?</u></p> <p>Choose one that you find most interesting and present some facts about it e.g. who does it, where they do it and why they like it. Listen to the others and come up with the top hobby that the</p>

	<p>Create a shop selling food and/or drink of your choice. Give it a name and theme and make a menu with prices of what you are selling.</p> <p><u>Market day</u> Have a market day and find out which group/shop can make the most money. Customers see what they can buy for \$50 or a set amount of money</p> <p><u>Other task ideas</u></p> <p><u>Food preferences survey</u> Survey classmates to find out what is the most popular Chinese food. You could use this information to plan a shared lunch or make Chinese food together.</p> <p><u>Food menu</u> Create a food and drink menu for a party to celebrate a Chinese festival coming up.</p> <p><u>My favourite food</u> Create a poster of your favourite foods. Label in Chinese and prepare a 30-second talk to the class about your favourite foods.</p> <p><u>Create a simple dialogue</u></p>	<p>whole class finds most interesting – this can be the choice activity at the end of the term.</p> <p><u>Other task ideas:</u></p> <p><u>The perfect town/ school</u> Draw and label a town/ school with a range of facilities (e.g. library, cinema). Describe and answer questions about your town/ school with a partner.</p> <p><u>Amazing race</u> School is set up complete with names of Chinese cities and questions about what we might find people doing, eating, buying etc. during Chinese New Year in each place. Students (with devices) have to navigate and research in collaborative small groups (2 - 4) the course following answering questions and collecting the next question to answer from each location to get to the secret finishing spot.</p> <p><u>Chinese New Year travel task</u> Plan a return trip from China to New Zealand (cities of students' own choice) for Chinese New Year, complete with form of transport and cost.</p> <p><u>Make a booklet</u> Make a booklet to show New Zealanders how Chinese people celebrate Chinese New Year.</p> <p><u>Travel itinerary</u> Work with a partner to agree on a one-week itinerary in China. Fill</p>
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	<p>Create a simple dialogue between a shopkeeper/waiter and customer. Make it into a role play with a partner. Whose role play is the most realistic/best performed/fluent? Decide as a class.</p>	<p>out dates and times of travel, cities you will visit and what you plan to do there.</p>
<p>Resources</p>	<p>Chinese menu for roleplay</p>	<p><a href="#">Link to board game document</a></p> <p><a href="#">Link to survey of favourite sports</a></p>



Levels 5 & 6 Curriculum Progress Descriptors						
NZC: Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.						
	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 5	<ul style="list-style-type: none"> <li>Understand main points and some details from a variety of spoken Chinese texts on areas of most immediate relevance</li> <li>Understand some implied meanings with texts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by finding main points and details from a variety of Chinese texts on areas of most immediate relevance.</li> <li>Understand some implied meanings with texts</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate personal information, ideas and opinions in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of texts in Chinese by communicating beyond the immediate context</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation that communicates personal information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast Chinese language and other known culture(s)</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>Demonstrate understanding of main points and details from a variety of spoken Chinese texts on areas of most immediate relevance e.g. personal texts</li> <li>Demonstrate understanding of implied meanings or</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding by making meaning of the relevant information, ideas, and / or opinions from a variety of Chinese texts on areas of most immediate relevance</li> </ul>	<ul style="list-style-type: none"> <li>Interact using spoken Chinese to communicate personal information, ideas and opinions in a variety of different situations</li> </ul>	<ul style="list-style-type: none"> <li>Write a variety of text types in Chinese on areas of most immediate relevance</li> </ul>	<ul style="list-style-type: none"> <li>Give a spoken presentation in Chinese that communicates a personal response</li> </ul>	<ul style="list-style-type: none"> <li>Understand ways in which the Chinese culture is organised for different purposes</li> </ul>

	conclusions within texts					
Travel - Levels 5 & 6 Unit Plans						
Level 5			Level 6			
Learning Intentions	<u>Out and about and visiting friends</u> <ul style="list-style-type: none"> <li>Talk about modes of transport</li> <li>Describe their advantages/disadvantages</li> <li>Give and receive directions to different places</li> <li>Talk about where places/things are in the neighbourhood</li> <li>Plan an outing or date with a friend</li> </ul>		<u>Travelling</u> <ul style="list-style-type: none"> <li>Talk about places where you have travelled or want to travel</li> <li>Describe the weather and activities you did there</li> <li>Compare and contrast cities and weather</li> <li>Describe what we are planning to do and what we did</li> <li>Describe sequence of events</li> </ul>			
Cultural Knowledge	<ul style="list-style-type: none"> <li>Making suggestions and inviting people out</li> </ul>		<ul style="list-style-type: none"> <li>Main tourist destinations in China, weather and seasons and time differences</li> <li>Writing a letter in Chinese</li> </ul>			
Language Knowledge	<u>Modes of transport</u> 火车，地铁，公共汽车，飞机，自行车，出租车，地铁，汽车  <u>Verbs</u> 坐，骑，走，开  <u>Rooms and objects in a house</u> 房子，房间，饭厅，客厅，浴室，卧室，Wifi/无线，沙发，桌子，椅子，空调  <u>Measure word for a room</u> 间		<u>Comparison structure</u> ___比___+ adjective ___没有___+ adjective 北京比奥克兰的人多。 奥克兰的天空塔没有上海的东方明珠塔高。  <u>Express opinions with reasons</u> 你为什么不去中国过年？ 因为春运，人很多。 <u>Express places and activities</u> 你去了哪里？做了什么？ 我去了北京，参观了长城。			

	<p><u>Prepositions</u>  shàngmian上面 (above), xiàmian下面 (below)  qiánmian 前面(in the front), hòumian 后面 (behind)  zuǒbiān 左边 (left), yòubiān右边 (right)  lǐmiàn里面 (inside), wàimiàn 外面 (outside)  pángbiān 旁边 (beside), duìmiàn对面 (opposite)</p> <p><u>Describing transport</u>  方便·快·慢·堵车·___对身体好</p> <p><u>Giving and following directions</u>  往左/右拐；一直走；从___到___；经过___；到了___就；</p> <p><u>Talking about duration of time</u>  Q. 坐飞机去___要多长时间？  A. 一个小时</p> <p><u>Making a suggestion</u>  Statement + 吧; Statement 怎么样？行吗？好吗？可以吗？  多少钱一张票？</p> <p><u>Cultural norms when inviting guests out</u>  我请你，包饺子，送礼物，一起吃饭</p> <p><u>Talk about how to get to places</u></p>	<p><u>Events in the past (using time word 过 or 了)</u>  你以前去过北京吗？  我昨天吃了饺子。</p> <p><u>Express plans: 打算 / 要 / 想</u>  你打算什么时候去中国？  我想明年去。</p> <p><u>Places</u>  北京·上海·西安·长城·故宫</p> <p><u>Weather</u>  下雨·下雪·刮风·很冷·很热·  不冷不热·不太热·不太冷</p> <p><u>Time phrases</u>  今天·明天·昨天·今年·去年·明年  上个月·下个月·上个星期一·下个周末</p> <p><u>Make predictions</u>  你看明天会有火车票吗？我看不会。</p> <p><u>Conditional statement</u>  如果明天下雨·我们就在家看电视  如果我能买到飞机票·我就打算坐飞机去北京。</p> <p><u>Convincing / persuading 应该...../ 最好.....</u></p>
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	<p>你怎么去..... ? 我坐飞机去..... 公园怎么走 ?</p> <p><u>Who you are going with?</u> 你跟谁去..... ? 我跟..... 一起去..... 。</p> <p><u>Talk about distance</u> A 离 B 很远/很近 A 离 B 走路 就/才 五分钟</p>	<p><u>Expressing opinions</u> 我认为/觉得..... 同意不同意 ? 我同意/我不同意 好主意 !</p>
Pre-Tasks	<ul style="list-style-type: none"> <li>• Listen to a description from the teacher – where they and their family work and go to school, how they get here and how long it takes them to get there. Match pictures and fill out the diagram with information.</li> <li>• Read descriptions of where everyone in Xiǎolong's family work, how they get there and how long it takes them. Fill in a sheet/table or answer true/false questions.</li> </ul> <p>Survey your classmates about how they get to school and how long it takes.</p> <p>Survey your classmates about how they and their family members get to school and work. Find the top four reasons why people choose certain transport. Make a</p>	<ul style="list-style-type: none"> <li>• Teacher tells the class about her trip to China. Students listen and answer true/false questions.</li> <li>• Listen to a person talk about a memorable trip. Place the activities in order and retell someone.</li> <li>• Read postcards about people's trips and find specific language for: <ul style="list-style-type: none"> <li>– Descriptions</li> <li>– Sequence words</li> <li>– Time phrases</li> <li>– Past tense etc.</li> </ul> </li> </ul> <p>Do a jigsaw research on travel destinations in China. Choose the place you would most like to visit and explain why.</p>

	<p>poster/diagram to present your findings and a statement summarising your findings.</p> <p>Make a list of reasons to choose a certain mode of transport, and then rank them in order of importance to you. Compare with a partner choosing your top three.</p> <p>With a partner make a set of directions from a set place to a mystery destination within your school. Swap your directions with another pair and follow their instructions to find their mystery destination or blindfold a classmate and direct them around the school.</p> <p>Listen to your teacher describe your town and identify places on a map.</p> <p>Draw a map of your town and describe key features of your town.</p>	<p>Prepare an itinerary for one week in China with \$2000 in your pocket. Create a table with daily activities, when and where you would do them and possible cost.</p> <p>Make a phrasebook containing the 10 most important phrases to survive in China.</p> <p>Find out which airlines fly to China from New Zealand. Make a chart comparing flight times, arrivals and departure times and prices</p> <p>Investigate time zone differences between China and New Zealand. How would this affect travel plans?</p> <p>Investigate seasons and weather differences to determine the best time to travel in China. Make a recommendation on the best time to travel.</p> <p>Look at Chinese currency. Find out what destinations are depicted and where they are. (see website below)</p>
Tasks	<p><u>Meeting up</u></p> <p>Have a conversation with your classmate and agree on a suitable weekend activity to do together. Arrange a time and meeting place. Find out where your classmate lives, how they can get to your house.</p>	<p><u>Create a postcard</u></p> <p>Write a postcard home from China describing the best place you visited in China and why.</p> <p><u>Create a travel brochure</u></p> <p>Make a travel flyer on a destination in China advertising what you</p>

	<p><u>Other task ideas: AirBnB</u></p> <p>Imagine your family are planning to go away on holiday during the New Zealand summer and are putting your house up for AirBnB during the summer holidays. Write a description promoting your house advertising your neighborhood and all the amenities where your house is located.</p>	<p>can do there, how long it takes, who the destination is best suited for and the cost.</p> <p><u>China trip</u></p> <p>Choose your favourite destination to add to next year's China trip. Make a presentation to convince classmates you should go there.</p>
Post-tasks	<p>Write a diary entry of a trip out.</p> <p>Read classmates' house descriptions and decide where you would like to stay.</p>	<p>Read all class produced travel flyers and decide on destinations for a school trip.</p> <p>Write a reply to someone's postcard.</p>
Resources		<p><a href="https://www.echineselearning.com/blog/six-sceneries-on-the-back-of-chinese-currency">https://www.echineselearning.com/blog/six-sceneries-on-the-back-of-chinese-currency</a></p>

Levels 7 & 8 Curriculum Progress Descriptors						
NZC: Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.						
	Listening	Reading	Speaking	Writing	Presenting	Viewing
Level 7	<ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of spoken Chinese texts on familiar matters</li> <li>• Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of written and/ or visual Chinese texts on familiar matters</li> <li>• Demonstrate understanding of implied meanings or conclusions within a variety of texts on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>• Interact using spoken Chinese to share information and justify ideas and opinions in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Give a spoken presentation in Chinese that communicates information, ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to analyse ways that Chinese culture is organised for different purposes and analyse ways in which these and for different audiences</li> </ul>
Level 8	<ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of extended spoken Chinese texts from varied perspectives</li> <li>• Demonstrate understanding of implied meanings or conclusions within extended texts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of extended written and/ or visual Chinese texts from varied perspectives</li> <li>• Demonstrate understanding of implied meanings or conclusions within extended texts</li> </ul>	<ul style="list-style-type: none"> <li>• Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to analyse ways that Chinese culture is organised for different purposes and analyse ways in which these and for different audiences</li> </ul>

Festivals/ Celebrations/ Social Activities - Levels 7 & 8 Unit Plans		
	Level 7	Level 8
Learning Intentions	<u>Chinese festivals</u> <ul style="list-style-type: none"> <li>Understand and describe common characteristics of celebrations</li> <li>Justify varied ideas and perspectives regarding similarities and differences of celebrations across cultures</li> <li>Describe how gifts are given and received during Chinese New Year and compare with New Zealand celebrations, e.g. Christmas card Vs 微信贺年· 微信红包</li> <li>Understand how new technologies have impacted Chinese society and life, e.g. 网上购物, 团购 group purchase</li> </ul>	<u>Part-time work, holidays activities, dating and social activities</u> <ul style="list-style-type: none"> <li>Describe various working environments</li> <li>Express information and opinions about working part-time</li> <li>Justify your own opinions about working part-time</li> <li>Talking about things you are allowed and not allowed to do e.g 早恋, 找男朋友/女朋友</li> <li>Balancing conflicts around family commitments versus work commitments on special occasions</li> </ul>
Cultural Knowledge	<ul style="list-style-type: none"> <li>How Chinese people celebrate during festivals and special occasions</li> <li>Food etiquette and table manners</li> <li>Myths and Stories associated with festivals</li> <li>How changing technology has affected traditional celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Differences in when and why one would get a part-time job</li> <li>Pressures of dating in Chinese high school</li> <li>Toasting people at special occasions – drinking 白酒· 干杯</li> </ul>
Language Knowledge	<u>Vocabulary</u> 节日· 春节· 端午节· 中秋节· 包饺子· 家人· 汤圆· 粽子· 月饼· 拜年· 放鞭炮· 迎接· 毛笔字· 包饺子· 热热闹闹· 过春节· 发红包, 领红包, 重要· 农历· 公历· 奖券, 微信	<u>Vocabulary</u> 认为· 思考· 挣钱· 工作· 经验· 着急· 支持· 现代· 古代· 低· 优点· 缺点· 相同点· 不同点, 丢脸



	<p>, 支付宝, 发/收短信, 订桌, 特点/特色, 中餐, 西餐, 假期, 放假, 开水, 客人, 送礼物, 买东西· 葡萄酒· 瓶· 北京烤鸭· 糖醋排骨· 香菇菜心· 挂艾草· 做香囊· 喝雄黄酒· 吃年夜饭· 赛龙舟</p> <p><u>Expressions</u> 祝你身体健康· 岁岁平安· 恭喜你· 新年快乐· 好久不见· 人山人海</p> <p><u>Description of the festival</u> 一边.....一边 人们一边唱歌· 一边跳舞· 庆祝这个节日。 我和家人一边看电视· 一边给家人或朋友发祝福短信。</p> <p>Verb + 了 我收到了很多红包。</p> <p>subject+在+place+do something 人们喜欢在家请客。</p> <p>Subject +和/跟+somebody+一起+verb+..... 我和家人一起去爷爷奶奶家拜年。 除夕晚上· 我和家人一起包饺子· 贴春联。</p> <p>Somebody+用+.....+do something 人们用支付宝或者微信发红包。 会 去别人家拜年时· 我会带礼物。 在 在端午节· 人们会划龙舟· 吃粽子。</p> <p><u>Make comparations</u></p>	<p><u>Expressing your point of view with reasons</u> 对我来说· Gap Year 能帮助我做选择。..... 一般来说· .....</p> <p><u>Giving examples and supporting your statements and ideas</u> 我认为在微信上给朋友发红包有很多好处。比如· 你不但可以节省时间买礼物· 你的朋友还可以用红包的钱上网购物。</p> <p><u>Giving suggestions and recommendations</u> 在我看来· .. 我认为你应该..... 我觉得你可以.....</p> <p><u>To forbid or tell someone not to do something or to say that something is not allowed</u> 学校不让我们课堂上用手机· 所以我只能放学后才看微信。</p> <p><u>Expressing “to, in, for”</u> ..对..感兴趣。</p> <p><u>Expressing “in order to ...”</u> ..为了..</p> <p><u>Expressing “as well as/in addition to...”</u> 除了..还能..</p>
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	<p>比较 跟新西兰比，中国新年假期比较长。 更 我觉得中餐比西餐更好吃。</p> <p><u>Say you have done something before</u> .. 过 我去年春节去过中国。在春节，我吃过很多中国菜。 Verb + 了 我吃了.....</p> <p><u>Give opinions</u> 我觉得/认为 我觉得春节/端午节很热闹。</p> <p><u>Prepositions</u> 给 孩子给老人拜年，大人们给孩子发红包。 拜年的时候，客人们都给主人送礼物。 在 中国人喜欢在家吃饭。 用 人们在红纸上用毛笔写字，贴在墙上。现代，人们喜欢用微信或者支付宝发红包。</p> <p><u>Verbs</u> 写 人们写毛笔字。 发 发红包 发短信 买/卖 买票 买东西 卖东西 拜年 给.....拜年 打扫 唱歌 跳舞</p> <p><u>Adverbs</u></p>	<p><u>Expressing exception</u> 除了..以外，..</p> <p><u>Describing “a repetitive action”</u> 你又..了！</p> <p><u>Expressing intentions “to have more, ... then, to do something again”</u> 我打算..，再..</p> <p><u>Useful structures</u> 除了.....以外，sb 还..... 除了能挣一些钱以外，我还可以了解自己的兴趣，并且还可以锻炼自己。 一边.....一边 我可以一边工作，一边思考将来我想做什么。 一般来说</p> <p><u>Useful expressions for giving your opinions</u> 我认为.....有利也有弊。.....的优点是.....，.....的缺点是.....。 就我自己来说，..... 比如，</p>
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	<p>从来不：我妈妈从来不晚睡，但是除夕晚上我们十二点才睡觉。</p> <p>从来没：我从来没去过中国。</p> <p>可能：我明年可能会去中国看我的爷爷奶奶。</p> <p>还是：如果让你选择新年晚餐，你吃中餐还是西餐？</p> <p>能：我希望以后能在中国生活，这样我就能经常吃美味的中餐了。</p> <p><u>Useful sentence structure</u></p> <p>不但.....，还.....：</p> <p>我们不但能吃到好吃的中国菜，还会有两个星期的假期。</p> <p>虽然.....但是.....：</p> <p>虽然现在人们越来越喜欢用微信发红包，但是很多老年人还是喜欢发真的红包。</p> <p>如果/要是：</p> <p>要是/如果你不能回家过春节，你的父母会很伤心。</p> <p>要是你有时间，一定要记得提前买票。</p> <p>把：</p> <p>中国人在春节前喜欢把家和办公室打扫得干干净净。</p>	
Pre-Tasks	<p><u>Chinese festivals</u></p> <ul style="list-style-type: none"> <li>Brainstorm/mind map all the Chinese festivals they know about. Include key characteristics and vocabulary.</li> </ul>	<p><u>Part-time work</u></p> <ul style="list-style-type: none"> <li>Students listen to the teacher talking about their experiences working and then students answer a</li> </ul>

	<ul style="list-style-type: none"> <li>• Research and/or discuss festivals they are familiar with. Create a Venn diagram showing similarities and differences. Write a paragraph to describe similarities and differences. Which do you prefer and why?</li> <li>• Jigsaw research different Chinese festivals. Gather information to present to other groups. Collaboratively decide what are the common characteristics.</li> <li>• Find out the myth/story that underpins the celebration. Is this the same or different to a celebration you know well?</li> <li>• Survey classmates on what and how they celebrate at special occasions. What are the common characteristics?</li> <li>• Listen to and read lyrics of Chinese New Year song(s) and record key language. Create a song about the celebration you are most familiar with.</li> <li>• Prepare statements of common characteristics and uncommon characteristics. Students sort into appropriate groups and/or rank them in order of importance.</li> </ul>	<p>simple question like 'Did the teacher enjoy their part-time job?'</p> <ul style="list-style-type: none"> <li>• Brainstorm ideal conditions for your job e.g. Flexibility, experience, more money. Create a vocabulary list and short phrases to summarise your brainstorm.</li> <li>• Students create a table where they compare the aspects and qualities of various common part-time student jobs. e.g. Checkout operator, fast food service, retail assistant, paper run, tutor. (See resource below).</li> <li>• Survey your classmates to find out what job has the most ideal work conditions based on table comparison activity above. Write a paragraph summarising the findings.</li> <li>• Provide a video of a boss and employee negotiating terms of employment. e.g. Hours of work, salary, perks etc. Students watch and find specific expressions in relation to convincing someone about your opinion. Answer true or false questions or odd one out or multiple questions based on the interview video. Rank the arguments about what is most effective.</li> </ul> <p><u>Strict parents</u></p>
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	<ul style="list-style-type: none"> <li>• Create a chart of food you should have at a banquet meal and any special rules around serving and eating.</li> <li>• Write a list of recommendations of what you should do or not do if you are invited to a banquet Chinese meal.</li> <li>• Research the differences between traditional ways of celebrating and modern ways of celebrating Chinese New Year. How has technology changed this?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a list of survey questions and conduct an interview of a classmate at school to find out what their parents allow them and do not allow them to do.</li> <li>• Listen to the teacher's personal description of what they were allowed and not allowed to do when they were at school. Students do a listening exercise e.g. match words/sentences or group words together according to what they were allowed and not allowed to do.</li> <li>• Read a list of what things parents make rules about. Rank them in order of strictness.</li> </ul> <p><u>Work or family</u></p> <ul style="list-style-type: none"> <li>• Make a list of pros and cons of a scenario e.g. New years with family or friends, part-time work</li> <li>• Match statements about personal conflicts with solutions.</li> <li>• Write a letter to an advice column about a personal conflict about meeting family commitments while having a part-time job.</li> </ul>
<b>Tasks</b>	<p><u>Chinese celebrations</u> Find the common characteristics of Chinese</p>	<p><u>Better job conditions please!</u> If you had a part-time job, imagine a conversation in Chinese with a boss highlighting the top three things that would make your part-time job more enjoyable.</p>

	<p>celebrations and compare them with a culture you know well.</p> <p><u>Presentation could be:</u>          Make a chart showing the common characteristics of celebrations and the other culture and write a paragraph explaining the similarities and differences.</p> <p>Have a conversation comparing celebrations and which you like better.</p> <p>Make a presentation on one celebration and compare it to another you know well.</p> <p>Compare celebrations within or across cultures. Create a presentation looking at traditional and modern celebrations in China or comparing between China and New Zealand.</p> <p><u>Other task ideas</u>          Make a presentation on a celebration that compares and/or contrasts a myth or story behind the celebration e.g. Matariki compared to Chinese New Year</p> <p>Create a banquet menu for a Chinese meal.</p> <p>Organise a discussion group (WeChat etc) with your class to decide on the best place to have a celebratory</p>	<p><u>Strict parents</u>          Find out who amongst your classmates has the strictest parents.</p> <p><u>Work or family</u>          Give advice to young people who are struggling with balancing work and family commitments. Make a response to student letters for the student newspaper.</p> <p><u>Gap Year</u>          Read the different perspectives about the advantages and disadvantages about gap years and decide whether you want to apply or not.</p>
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	banquet meal in your area. Each student must contribute. Decide on the time, budget, food, restaurant and meeting place. Go out for a meal.	
Post-tasks	Reflect about this celebration and post feedback online to this restaurant.	Reflect about what is the most effective argument to make your part-time work experiences more enjoyable.
Resources	<a href="#">Jigsaw reading – important Chinese Festival</a> <a href="#">Jigsaw reading – fill in the table worksheet</a>	<a href="#">Describing part-time job conditions vocab list and example Sentences</a> <a href="#">Comparing part-time jobs activity</a> <a href="#">Gap year different opinions</a> <a href="#">Unit plan – strict parents</a> <a href="#">Whose parents are the most strict? - questionnaire</a>
References	Ministry of Education (2007). The New Zealand Curriculum. Wellington: Learning Media. Shaz Lawrence (2011). Creative Chinese Learning Themes. Thematic Units of Work for High School Students: Create Space Independent Publishing Platform A Chinese Language Framework for NZ Schools (2016). CI Auckland: <a href="https://ci.ac.nz/resources/p3">https://ci.ac.nz/resources/p3</a>	
Acknowledgements	Future Learning Solutions - Centre for Languages, Raewyn Ho, Bingmei Zhang, Paula Walsh, Amy Ko, Kelly Sanford, Annelise Borger, Xingfang Cai	

**Disclaimer:** This resource was produced on behalf of the Asia New Zealand Foundation, for teachers, to grow New Zealand students' knowledge of Asia. The content of this resource does not necessarily reflect the views of the Foundation. Some resources reflect individuals' views and those prevalent during significant historical periods.