

Heritage Chinese – unit of work

Note: Those elements marked with an asterisk are suggestions only.

Language: Heritage Chinese		Target group: Preliminary	Indicative time: 20 hours
Issue: Young people and their relationships	Perspective(s): Personal; Community		Context(s): Social and Community Settings; Contemporary Literature and the Arts; Media
Issue description: Students will consider their relationships with family and their connections with friends.			
Focus area: The role of family and friends			
<p>Students will explore:</p> <ul style="list-style-type: none"> • the love and responsibility of parents toward their children • the expectations parents have regarding their children’s education • the generation gap and how to minimise it • the significance of friendship and the influence of friends • the range of language structures and features that can be used to express ideas and information related to young people and their family • the nature of language, culture and identity. 			
Objectives and Outcomes:		Knowledge, understanding and skills:	
<ol style="list-style-type: none"> 1. Interact with others to exchange meaning in spoken Chinese, applying knowledge and understanding of the relationships between language, culture and identity <ol style="list-style-type: none"> 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 develops bilingual and bicultural identity through interacting with others 		<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Chinese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, presentations and interviews • express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view • apply knowledge of linguistic structures to expand and/or qualify a message • apply knowledge of intonation and register when 	

<p>2. Create texts to express meaning in written Chinese, demonstrating knowledge and understanding of the relationships between language, culture and identity</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3. Analyse spoken and written texts in Chinese to interpret meaning, examining and reflecting on relationships between language, culture and identity</p> <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts.</p>	<p>interacting, with reference to context, purpose and audience</p> <ul style="list-style-type: none"> • apply knowledge of authentic expressions, such as idioms and colloquialisms • use resources to build vocabulary and check grammar • understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts • sequence thoughts and structure ideas in a logical manner using complex language • manipulate Chinese to communicate effectively in a range of contexts such as letters, articles, interview, emails, multimedia presentation • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • apply knowledge of Hanzi consistently and accurately when creating texts • scan texts for known Hanzi when reading for gist • use dictionaries to determine meaning of unknown Hanzi • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • express a point of view when responding to texts • understand the use of authentic language, such as idioms and colloquialisms
--	---

Language structures:

complex sentence structures

又……,又……

一边……, 一边……

一方面……, 一方面……

不是……, 而是……

一……, 就……

不但……, 而且 (还、也、又) ……

或者……, 或者……

不是……, 就是……

虽然……, 但是……

……, 却……

因为……, 所以……

由于, ……

……, 因此…….

不管……, 都 (也) ……

只要……, 就……

只有……, 才……

如果……, 就……

为了……

宁可……, 也……

Features

Listing (列述): 首先、其次、第三、最后

Word list to accompany characters:

爱, 帮助, 比较, 代沟, 电脑, 方式, 反对, 负责, 沟通, 关系, 观念, 海外华人, 家庭, 教育, 觉得, 卡拉 OK, 看法, 立场, 年轻人, 青年人, 期望, 前程, 趋势, 认同, 认为, 如何, 社会, 世界, 事业, 说服, 说明, 态度, 同意, 未来, 文化, 希望, 相反, 相同, 想法, 选择, 压力, 以为, 应该, 影响, 有力, 友情, 责任感, 支持, 职业, 尊敬, 重要, 追求

Additional vocabulary (not in character list):

父母, 将来, 交流, 亲情, 望子成龙, 养育, 关爱, 疼爱, 操劳, 和睦, 善, 温暖, 生活, 安慰, 难过, 密切, 情况, 要求, 尤其, 叛逆, 独立, 做主, 矛盾, 决定, 命令, 干涉, 理解, 志同道合

<p>Summarising (综述) : 总之、总而言之、综上所述</p> <p>Giving examples (举例) : 比如、例如</p> <p>Direct questions (设问) : 他们这样做到底是为了什么?</p> <p>Reverse sentences (倒装句) : 书我不读了。</p>		
<p>Integrated teaching, learning and assessment activities:</p> <ul style="list-style-type: none"> Brainstorm: each student writes four or five words on the board in English describing the relationship between young people and their families. The class then makes a list in Chinese and creates an English version of the list. Students study the poems 游子吟 and 纸船 - 寄母亲 and reflect on them by relating to the class positive memories of their relationships with their parents. Students then compare and contrast the two poems and later create a story based on one of the poems. Students study the short story 探望 followed by a class discussion to identify the feelings expressed in the story. Students then complete Worksheet 1 to consolidate the vocabulary and structures used in the story and respond to questions which require them to reflect on their understanding of the story and the language features used in the portrayal of the characters and the development of the story. Students watch the first ten minutes of the movie 饮食男女 focusing on the relationship between the three sisters. Then the whole class discusses the issues underpinning the conflict between the sisters. Students study the article 望子成龙 (Resource 1) and consider the expectations of their parents and the reasons behind them. They then relate these ideas to their individual situations and write a diary entry expressing their views on their parents' expectations and their effect on them. Students listen to a spoken text about parental pressure on their children and respond to questions in English (Worksheet 2). 	<p>Evidence of learning and feedback:</p> <ul style="list-style-type: none"> Each student will have a vocabulary list in Chinese on the topic Observe students' oral presentation, paying attention to their use of language to express feelings Check completed Worksheet 1 and give feedback on their understanding of the text Observe students' contribution in the course of discussion Diary entry, giving feedback on format and content Completed Worksheet 2 Written interview, giving 	<p>Resources:</p> <p>游子吟, 诗, 孟郊 (唐)</p> <p>纸船 - 寄母亲, 冰心</p> <p>探望, 中国通, 第 3—4 阶段, 80-83 页, Curriculum Corporation, 1994</p> <p>Eat Drink Man Woman 饮食男女, Lee, Ang 李安, 1994, US & Taiwan</p> <p>中学生怎样看家长, 中国通, 第 3-4 阶段, 71 页, Curriculum Corporation, 1994</p> <p>听妈妈的话, 周杰伦词曲, 2006</p>

<ul style="list-style-type: none"> • Students study the text 中学生怎样看家长. In groups, they discuss their own relationships with their parents. They then rewrite the text into an interview between a journalist from a youth magazine and a group of students. On completion, they design a survey form to conduct a survey among friends and classmates to find out how young people view their parents and what their ideal relationship with their parents is. Each group presents their findings orally to the class. • Students listen to the song 听妈妈的话 and study the essay 你自己决定吧. They then reflect on the lyrics of the song to explore the issue of maintaining a balance between obeying their parents and pursuing their independence. Based on the content of the essay, students then write an article entitled 'Make Your Own Decision' for the school newspaper encouraging students to become more independent of their parents. • Group discussion: each group of students is given a list of phrases describing ways parents interact with their children. Students are to number the phrases in order of their preferences and give reasons for the order (Worksheet 3). They then write a letter to a newspaper expressing their view of how parents should treat their children. • Students read an extract from the essay 谈交友 and listen to the song 朋友, which explore the significance of friendship and influence of friends. Students then work in pairs to determine the strategies used by the writer 朱光潜 and the composer of 朋友 to convey their message. Then students write a dialogue between a father and daughter in which he lectures his daughter on the importance of choosing the right friends. • Students read a letter written by a mother to her daughter who has gone astray by keeping bad company (Resource 2). Students assume the role of the daughter and write a letter of reply to the mother explaining why they keep such company. • Students, in groups of three, compile a booklet on the issue of friendship among young people. The booklet should include a range of topics such as why young people need friends, what constitutes a good relationship, what activities they usually do together, whether high school students should have boy/girl friends, 	<p><i>feedback on format and structure</i></p> <ul style="list-style-type: none"> • <i>Written reflection, giving feedback on students' opinions</i> • <i>Written article, giving feedback on language, structure and content</i> • <i>Completed Worksheet 3</i> • <i>Written letter, giving feedback on language, structure and content</i> • <i>Observe students' presentation, giving feedback on their understanding of the issue</i> • <i>Written letter, giving feedback on language, structure and content</i> • <i>Written booklet, giving feedback on language, structure and content</i> 	<p>你自己决定吧, 刘墉, 超越自己, 肯定自己, 创造自己, 420-423 页, 重庆出版社, 2004</p> <p>谈交友, 朱光潜</p> <p>朋友, 周华建</p>
--	---	--

