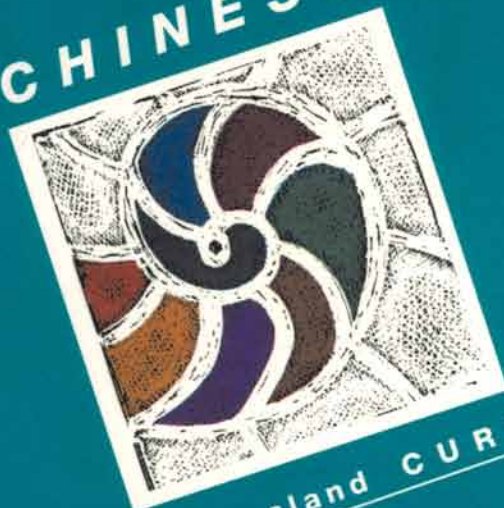




CHINESE



in the New Zealand CURRICULUM

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Foreword

This document is the first curriculum statement for Chinese language for New Zealand schools. It builds on research and experience in foreign language learning, and provides the basis for Chinese language programmes in schools with forms 1 and 2 and secondary classes, and in interested primary schools.

In 1992, the Minister of Education requested the development of the Chinese curriculum, as part of a broad initiative aimed at extending the learning of foreign languages in schools. The development process involved a small project team, an advisory group, and consultation with teachers and other language educators. A draft statement was prepared and circulated to schools and interested groups for comment and discussion. The views of all those who responded have been taken into account in preparing the final curriculum statement.

This curriculum statement gives special emphasis to continuity and progression in Chinese programmes by specifying clear learning goals expressed as achievement objectives at eight levels. It includes a range of learning and teaching examples and assessment procedures to enhance the learning of all students.

I am grateful for all who have contributed to the development of this curriculum statement, especially Ministry staff, the writers, and the members of the review committee, all of whom gave freely of their time, expertise, and experience.



Lyall Perris
Acting Secretary for Education

Introduction

Chinese is included in Language and Languages, which is one of the essential learning areas of *The New Zealand Curriculum Framework*.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

The New Zealand Curriculum Framework, page 10

The purpose of *Chinese in the New Zealand Curriculum* is to provide teachers with a basis from which to plan programmes for learning and teaching the Chinese language in New Zealand schools. In keeping with the principles of *The New Zealand Curriculum Framework*, primary schools, or schools with forms 1 and 2 and secondary classes, may wish to use this statement to guide the development of Chinese language programmes. The curriculum statement is not a classroom programme in itself, nor does it provide the specific detail which would be included in a teachers' programme planning guide. It is designed to provide continuity and a clear progression of achievement. It sets out specific goals which help students to become aware of what they have already achieved and what they can aim to achieve in the future.

The statement includes achievement objectives at eight levels, which are organised in terms of communication functions (refer to page 17) and divided into the strands of listening, speaking, reading, and writing. These strands indicate the language necessary for students to perform the communication functions as they progress in learning Chinese.

The statement supports the integration of the language strands in teaching practice, affirms the importance of using language for communication purposes, and encourages learning and teaching which is responsive to individual needs.

The statement includes ideas for learning, teaching, and assessment, and also for possible cultural experiences, as well as suggested structures and vocabulary. These are not exhaustive lists of ideas — they are intended only as examples, to suggest possible directions for teachers in their planning.

The Chinese Language

The many languages commonly referred to as "Chinese" are spoken by nearly a quarter of the world's population. Chinese is the language of China, Taiwan, Hong Kong, and Singapore. It is widely spoken in Chinese communities throughout Asia and in New Zealand, Australia, North and South America, and Africa. But, as even a casual observer will note, there is a tremendous diversity in the spoken languages which are called "Chinese". Differences range from the relatively minor variations in pronunciation and vocabulary between Beijing and Taipei news broadcasts to language so different that Chinese speakers in North China may find Cantonese broadcasts totally incomprehensible. For the purpose of teaching Chinese as an international language in New Zealand schools, this

curriculum statement uses the variety of Chinese commonly referred to as modern standard Chinese, or Mandarin. This standard variety of Chinese is based on Beijing pronunciation and has a currency and credibility similar to that of “received pronunciation” or BBC English. However, because languages are alive and constantly changing, this standard is not fixed and unchanging. Rather, it is a floating standard, responsive to the ways in which large numbers of people actually speak. In European and English-speaking countries, most programmes used to teach the Chinese language are based on this standard, however loosely it may be defined.

The Chinese writing system, in contrast to the spoken language, has for thousands of years been a force for unity among the immense and diverse populations who live in the vast expanse of eastern Asia. A great advantage of Chinese characters is that, like Arabic numerals, they have a meaning which is completely independent of their pronunciation. Just as “1” can be pronounced in many ways — one, tahi, un, uno, yi, yat, and so on, a Chinese character such as 火 or “fire” can be pronounced as huo, fuo, hi, ka, or some other way, and still retain its basic meaning. For this reason, Chinese characters facilitate communication among the populations of North, East, and South-East Asia, where they constitute a written lingua franca in countries as culturally and linguistically diverse as China, Korea, and Japan.

In the second half of the twentieth century, however, changes have been made in the Chinese writing system. From the 1950s onwards, China has introduced a simplification of some of the most frequently used characters. The number of strokes in each character has been reduced, and so has the number of “radicals”, or meaning elements, according to which the characters are classified. These simplified characters have recently been adopted by Singapore, and most Western educational institutions also use them, so simplified characters are used in this curriculum statement. In the long term, however, the decision about whether the simplified or the traditional characters will predominate must lie in the hands of the Chinese people who use them.

For hundreds of years, Western people have devised systems for using our alphabet with the addition of diacritical marks, to represent the sounds of Chinese. The system which is now used throughout China, in Singapore, and in most Western educational institutions is the Hanyu Pinyin system. Hanyu Pinyin is the system used in this curriculum statement for the “romanisation” of Chinese sounds.

Why Learn Chinese ?

If New Zealand is to participate successfully in trade, technology, tourism, education, diplomacy, environmental issues, cultural exchanges, and humanitarian roles and responsibilities, we will need people who are fluent in certain languages. In the past, very few languages have been offered in most New Zealand schools. Our education system needs to provide our young people with opportunities for learning more foreign languages.

Chinese is a particularly significant language for New Zealand because of the economic and cultural ties this country is developing with the Chinese-speaking world. The large and rapidly growing Chinese-speaking Pacific Rim populations, in particular, offer New Zealand considerable potential for tourism and trade.

For historical, linguistic, and cultural reasons, Chinese is an attractive language for New Zealanders to learn. The New Zealand Chinese community has contributed to our society for over 150 years. The Chinese language is one of the world's oldest living languages. It is a treasure house of literary materials which include poetry, fiction, drama, essays, and historical writing. Chinese structures, compared with those of European languages, are relatively straightforward and easy to learn, and many students find Chinese characters a fascinating and enjoyable challenge. Many aspects of Chinese life and culture draw students to the language, for example, Chinese cuisine, martial arts, medicine, calligraphy, painting, ceramics, sculpture, and architecture.

By learning Chinese, young New Zealanders can:

- become confident in communicating with native Chinese speakers about trade, travel, or tourism, or in other professional, educational, or social contexts;
- broaden their employment options, both in New Zealand and internationally;
- come to understand, as they grow in understanding and acceptance of Chinese language and culture, how Chinese people act and think;
- broaden their knowledge beyond cultural stereotypes and national boundaries, and promote tolerance and positive attitudes between people of different linguistic, cultural, and national backgrounds;
- communicate more effectively with New Zealand settlers from Chinese-speaking backgrounds, and develop and maintain relationships with them;
- develop the skills, understandings, and attitudes which facilitate the learning of other languages;
- develop an awareness of the interdependence of all people.

This curriculum statement for Chinese is intended to make the language more accessible to a larger number of learners and to raise awareness of the importance of the language. This should encourage more teachers to train in the language, and stimulate the development of teaching resources. In addition, the publication of this statement signals to Chinese-speaking people that New Zealand is seriously interested in strengthening its social, economic, and political ties with Chinese-speaking countries.

Some Issues for Learning and Teaching Chinese

Teachers should be aware of certain important issues relating to the learning and teaching of Chinese.

The Need for a Flexible Curriculum

There are growing demands on language learning programmes in schools. Teachers need a curriculum statement which is flexible and adaptable, to allow them to cater for different kinds of students and for their school's particular local needs and conditions.

One advantage of the eight-level approach is that it need not be inflexibly linked to students' years at school. Schools are free to design programmes based on the curriculum statement which take account of their communities' preferences and priorities, the resources available, and the prior language experiences of their students.

There is, however, a limit to how inclusive this curriculum statement can be. For speakers of Cantonese as a community language, and for native speakers of Chinese who have migrated to New Zealand and who want to maintain their language competence, separate curriculum development work will be necessary.

Two Kinds of Teachers

This curriculum statement is intended primarily for those who teach Chinese as an international language in New Zealand schools. It is expected that the pool of teachers who implement the statement will include both native speakers of English who have been trained to teach Chinese and native speakers of Chinese who have had New Zealand teacher training. The two groups have complementary skills and can work together to design programmes and resource materials. They can teach as a team, providing students with a valuable dual perspective on the language.

The Communicative Approach

Students reach higher levels of competence in a foreign language when they use it to talk, read, and write about their own needs, experiences, opinions, and interests. Such activities are part of the communicative approach to language learning which is fundamental to the design of this curriculum statement (refer to page 12).

Independence in Learning

The statement is designed to foster learning-how-to-learn skills, so that students will be able to take increasing responsibility for their own Chinese language learning.

The Relationship of Language and Culture

Culture embodies the everyday experiences and lifestyles of native speakers as well as the historical background of a language. Because language and culture are so closely related, cultural aspects in this statement are fully integrated with the teaching of the language rather than isolated and treated separately. There are many opportunities for learners to compare aspects of Chinese culture with aspects of their own.

Using Technology in Learning Chinese

This curriculum statement anticipates an increasing use of technology for language learning. New technologies mean that a wider range of learning opportunities will be available to all students, including students who do not have ready access to school-based learning programmes. Technology increases the mix of approaches teachers can use, and lends itself well to small-group work and peer assessment. With the increasing range of computer software and applications available for language learning, teachers and students can do word processing in Chinese, use interactive language-building programmes, and access information about the Chinese-speaking world through international connections such as the Internet. Useful exchanges with other language learners can be established through computer links, both within New Zealand and with native speakers in other countries.

The Essential Skills

Language study contributes significantly to the development of the Essential Skills outlined in *The New Zealand Curriculum Framework*. Communication Skills are fundamental in the language classroom, and are reflected specifically in the communication functions (refer to page 17) and in the strands of listening, speaking, reading, and writing. Both verbal and non-verbal communications, in a range of different cultural, social, and linguistic contexts, are recognised as appropriate forms of the language.

Information Skills will be developed as students organise and analyse information, interpret different points of view, and distinguish fact from opinion. Students will have opportunities to enhance their Problem-solving Skills as they exercise their imagination, initiative, and flexibility through language, making connections and establishing relationships both with their first language and within the new language. Learning a new language provides many opportunities for critical, creative, and logical thinking.

Social and Co-operative Skills for language development are recognised through the inclusion of peer and group activities in the learning process. Group work and pair work feature in the language classroom as useful ways to encourage students to participate and to develop consideration and respect for others.

Self-management Skills and Work and Study Skills are developed through language learning because of the consistent and progressive nature of language acquisition and the need for students to practise and revise their prior learning frequently. Furthermore, the suggested learning activities include tasks which will encourage students to be responsible for their own learning, and the suggested assessment activities provide opportunities for students to monitor their own progress.

Physical Skills could also be included in the language programme as students participate in cultural activities, including sports, games, and dance.

Attitudes and Values

The attitudes and values of *The New Zealand Curriculum Framework* will be reflected in the Chinese language classroom. As part of the school curriculum, the Chinese curriculum will help students to develop and clarify their own values and beliefs, and to respect and be sensitive to the rights of people who may hold values and attitudes which differ from their own. Personal as well as collective attitudes will be explored, which will help individual students to develop positive attitudes towards learning as a life-long process.

Learning-how-to-learn Partnership

Language competence increases as responsibility for learning is transferred progressively from teacher to learner. To facilitate the development of language learning skills, teachers need to:

- consistently build the self-confidence of students in language learning by focusing on the successful production of language, not on failure;
- understand how second languages are learned;
- set clear, achievable goals with their students for learning the language;
- create an effective learning environment in the classroom;
- use Chinese for classroom management whenever possible;
- encourage interaction and communication between students, as well as between students and teachers;
- learn more about the students' perspectives, preferences, and needs through continuous monitoring of their progress;
- encourage students to make conscious decisions about their learning;
- consistently challenge students to improve the quality of their performance, and provide them with helpful feedback;
- recognise that language acquisition is a continuous but uneven process involving the interaction of all four strands (listening, speaking, reading, writing), and that students progress at different rates;
- progressively nurture independent, self-motivated language learning.

As learners of a second language, students need to:

- become aware of, and progressively build on, the language learning skills they have already;
- understand what they are trying to achieve in language learning;
- discover and develop language learning skills which are useful beyond the classroom;
- learn to use appropriate reference materials, such as glossaries, bilingual dictionaries, and atlases;
- be committed to cumulative and consistent language learning;
- be positive, active, and willing learners of the language and culture;
- develop "guessing" skills to help them negotiate meaning;
- develop the habit of searching for meaning and asking for clarification;
- feel that they can experiment and take risks with the language as part of their language development;
- be able to learn from mistakes, understanding that this is a natural part of the language learning process;
- monitor their own progress towards their language learning goals.

The Communicative Approach

The communicative approach is activity based, interactive, and learner centred. It encourages learners of a language to use that language as much as possible, for real, purposeful communication, in real life or in other relevant situations, such as role-playing. Learners are expected to become competent communicators in the language, able to convey meaning to others.

The goals of the communicative approach are to enable learners to:

- use language appropriately in a range of social and cultural contexts;
- understand and convey meaning through interaction with other speakers of the language.

A foreign language programme with communication as its main goal contains certain features. These features must be carefully planned for, implemented, integrated, and maintained. In a successful Chinese language programme using the communicative approach:

- the dominant language in the classroom is Chinese;
- communication involves using appropriate language for real purposes;
- students' conversation in Chinese is a very important part of the programme;
- communication will often have some personal importance or meaning for students;
- communication will often be unrehearsed and may be unpredictable, especially in conversation;
- developing listening skills is recognised as an essential part of language learning;
- students learn appropriate grammar when they need it to comprehend or convey messages in Chinese;
- classroom organisation encourages interaction, allowing pairing and grouping of students;
- when assessing, teachers and students place emphasis on communicative abilities.

Teachers should work within the principles of the communicative approach while taking into consideration the needs, interests, and learning styles of their students. Inside these limits, teachers are free to choose from a range of techniques and strategies which are consistent with research into how students best learn or acquire a language.

The Roles of Teachers and Students

One of the main aims of learning Chinese is to build students' confidence in using that language to communicate. Teachers provide models of good communication skills. They also facilitate learning by setting up a range of interactive situations in which Chinese can be spoken, and by using Chinese when managing classroom activities. They initiate, and sometimes participate in, conversational exchanges between students. Both teachers and students are communicators, actively engaged in the process of communication.

The Process of Teaching and Learning

Learning activities should focus on communication. Students choose what to express, and practise the language acquired as they learn. They experiment with new language and receive feedback on the effectiveness of their communication. Frequently, students work in small groups, using authentic Chinese materials wherever possible. Consistently, the focus is on purposeful communication in Chinese, with English playing only a minimal role.

There are several techniques which support students in learning Chinese, particularly in the early stages. Teachers may use visual cues or prompts, key words, gestures, mime, repetition, rephrasing, or examples, or they may provide models for learners. Initially, students may need guidance on how to approach particular tasks. Tailoring tasks and activities to the needs of the students, so that they are motivated to learn Chinese and maintain their interest in it, is a challenge for all teachers.

Language Structures

Language structures are learned best when they are used to fulfil communication functions. The simpler structures are generally learned first, for each function. However, more complex structures may be introduced early if they occur frequently or are of high interest value. Teachers encourage students to explore the range of the language and its possibilities, and they model structural patterns in communicative contexts. As students internalise language patterns, they acquire the ability and confidence to use more complex structures and become independent communicators.

From the beginning, students are exposed to all forms of discourse — listening, speaking, reading, and writing. Each form will reinforce the others, and the reinforcement of structural patterns in meaningful contexts is an essential part of the language programme. Practice is a very important part of language learning.

Responding to Error

Teachers need to find a productive balance between encouraging spontaneous communication and correcting errors. Errors are natural in the learning process. Even with incomplete structural knowledge of a language, students can still be effective communicators. During spontaneous conversation, teachers may choose to let the communication flow and allow some linguistic mistakes to go unnoticed for the time being, so that students in the early stages of learning can grow in confidence and willingness to use the language. As students progress through the levels, they will learn to communicate more accurately, just as small children do when learning their first language. Increasingly, they will become aware that accuracy is needed for really effective communication.

The Learning Framework

The learning framework is based on eight progressive levels, defined by a series of achievement objectives. Choosing how to develop and deliver programmes to realise these objectives is the responsibility of schools and of teachers.

The framework includes aims, language development descriptors, achievement objectives (which include communication functions and language level indicators), suggested socio-cultural aspects, suggested structures and vocabulary, suggested learning activities, and suggested assessment activities. These are intended to guide teachers in planning programmes.

Themes and topics are not specified in the framework. In planning programmes, teachers are encouraged to build on learners' prior knowledge, needs, and interests, and on the material and people resources available. Possible areas of experience and related topics are indicated in the "suggested socio-cultural aspects" which are provided at each level. The Appendix (on pages 87-8) provides further examples for teachers to consider.

The aims of the learning framework cover all eight levels.

Aims
for language learning
which include *general aims*
and *achievement aims*

At each level, the framework consists of the following parts.

Language development descriptors
which are general statements about
language development

Achievement objectives
include *communication functions*, which reflect communicative uses
of Chinese in everyday situations, and *language level indicators*,
which describe the language students will use to perform these
functions at each level for each of the four *strands*,
listening, speaking, reading, and writing

Suggested socio-cultural aspects
which identify historical and social content
specific to the language

Suggested structures and vocabulary
which indicate the linguistic content expected and, when used in
conjunction with the communication functions and the language level
indicators, suggest the level of difficulty expected for each level

Suggested learning activities
which are ways of using and reinforcing Chinese in realistic,
communicative, language learning contexts

Suggested assessment activities
which measure progress in realistic communicative situations
through self assessment, peer assessment, and
teacher assessment

Aims

General Aims

The general aims for learning a new language are consistent with the principles for Language and Languages stated in *The New Zealand Curriculum Framework* (on page 10). The aims are:

- to encourage the learning of another language from the earliest practicable age;
- to broaden students' general language abilities and bring their own language into sharper focus;
- to enrich students intellectually, socially, and culturally;
- to develop in students an understanding of the ways in which other people think and behave;
- to further international relations and trade.

Achievement Aims

The aims for learning Chinese are simple and practical, and provide a sense of purpose for the learning framework. Students should be:

- listening for understanding, interest, and enjoyment;
- speaking to be understood by native speakers of the language;
- reading for meaning and for appreciation of the language and culture;
- writing for a purpose and to be understood.

Levels

The eight levels define a natural progression of difficulty. It is assumed that students will become increasingly familiar with the language contexts, the vocabulary, and the structures as they progress through the levels.

Differentiation between levels is built in through:

- the increasing complexity of the learning activities;
- the increasing range and variety of the language used;
- the expectation of increasing learner independence.

The levels defined by the framework do not necessarily coincide with traditional form levels or students' years of schooling. The age at which students begin learning a language will be one factor in determining how many levels might be covered with a class in any one year. For instance, a form 1 class might cover levels 1 and 2. If learning Chinese is to begin at the third form, then levels 1 and 2 might be covered in one year; with other groups, levels 1-3 might be covered in a year.

Note that, for the purposes of national awards, levels 5, 6, and 7 of this curriculum statement equate with levels 1, 2, and 3 of the Qualifications Framework.

The Language Development Descriptors

These describe, in practical terms, the kind of language students should be able to understand and produce at each level. There are four developmental descriptors, each of which spans two achievement levels. They have been placed immediately before the relevant levels:

- Emergent Communication for levels 1 and 2, on page 25;
- Survival Skills for levels 3 and 4, on page 39;
- Social Competence for levels 5 and 6, on page 55;
- Personal Independence for levels 7 and 8, on page 71.

The Achievement Objectives

The achievement objectives consist of two interrelated parts: communication functions, and language level indicators.

Communication Functions

These reflect the communicative competence students are expected to achieve at each level. They indicate how the language is to be used in authentic communication at each level. Although different functions are described for each level, teachers can return to functions at any level, increasing the complexity of the structures and vocabulary for more advanced students.

Language Level Indicators

These indicate the degree of linguistic competence which students are expected to achieve at each level. They describe the language students will use to perform the communication functions, through the strands of listening, speaking, reading, and writing. As they progress, students can be expected to show an increasing sophistication in their Chinese language skills, and to use Chinese more and more accurately in a wider range of contexts.

The Strands

In the learning framework, the strands at each level consist of oral language (listening and speaking) and written language (reading and writing). However, useful and logical connections can also be made when the achievement objectives are grouped as receptive (listening and reading) and productive (speaking and writing).

Receptive Language

Receptive language objectives include understanding the global meanings of spoken or written language (“getting the gist of it” without necessarily recognising individual words), and recognising detail in spoken or written passages (drawing specific and appropriate meaning from the passages). Receptive language arises from listening and reading.

Listening

Listening objectives include:

- understanding and responding appropriately in a conversational context;
- getting the gist of spoken language;
- recognising detail and drawing specific meaning from information in spoken language.

Reading

Reading objectives include:

- getting the gist of written language;
- recognising detail and drawing specific meaning from information in written language.

Productive Language

Achievement objectives for productive language describe progressive levels of fluency and accuracy in oral and written language, and greater competence in making oral and written presentations. Productive language arises from speaking and writing.

Speaking

Speaking objectives include:

- speaking fluently and with increasing accuracy and complexity;
- conversing in social exchanges with increasing competence;
- speaking to an audience with increasing competence.

Writing

Writing objectives include:

- writing with increasing fluency and accuracy;
- adapting text, writing pieces based on models, and using different genres.

Suggested Socio-cultural Aspects

The historical and social aspects suggested in this curriculum statement define a minimal cultural content. Although cultural aspects are described at each level, the ideas presented are not exhaustive, nor are they exclusive — they can apply at any level. Depending on students' interests and the resources available, teachers should try to broaden and vary the cultural content of their teaching. They should also keep their knowledge of Chinese culture up to date. It is important to compare the New Zealand experience with that of other cultures. It is also desirable to link the socio-cultural aspects to the communication functions.

Suggested Structures and Vocabulary

Structures and vocabulary are suggested to indicate the linguistic content expected at each level. These lists should be read in conjunction with the achievement objectives and the suggested socio-cultural aspects. Teachers are not required to keep strictly to the content of the consecutive levels as it is

presented in this curriculum statement. The structures and vocabulary are only suggested, not prescribed, and teachers should feel free to modify and expand these to match the resources available and meet their students' needs.

Suggested Learning Activities

The suggested learning activities introduce and reinforce functions, culture, structures, and vocabulary at each level. As starting points may vary for learning Chinese in New Zealand schools, teachers of younger students (form 1 and below) will need to present learning activities which are suitable for the ages of the children they teach. Similarly, teachers of older students will need to adapt and interpret the curriculum to meet their needs. Examples of possible learning activities suitable for different age groups have therefore been included in this statement. Wherever possible, the learning activities should be tailored to suit students by acknowledging and including their backgrounds and cultures. When teachers modify learning activities to match the needs, interests, and backgrounds of their students, the programmes become more enjoyable and meaningful.

Suggested Assessment Activities

The suggested assessment activities arise from the suggested learning activities. They provide ideas for measuring language learning in realistic communicative situations. Typically, teachers' assessments will be ongoing, providing immediate, frequent, and regular feedback, to enable students to develop their language skills. Assessment will include teachers' informal observation of classroom learning as well as end-of-unit tasks designed to measure and record the acquisition of skills. Assessment can be included in both class work and homework.

Students should be encouraged to monitor their own progress, using peer- or self-assessment strategies and teacher-designed tasks in a range of learning situations and contexts. These tasks include pair work and self assessment using specific criteria to check their own progress.

Assessment should be based on activities which measure skills in communicative contexts. All forms of assessment should be regarded as diagnostic, providing students with constructive feedback and helping teachers to evaluate the effectiveness of programmes. It is important for teachers to ensure that assessment procedures are explained clearly, so that students understand them.

Assessment is a continuing process which measures the development of knowledge and skills against the stated objectives. Assessment should:

- motivate learners;
- evaluate the effectiveness of both teaching and learning;
- diagnose and monitor learners' strengths and weaknesses, to provide information for future programme planning;
- provide feedback to students, parents, school administrators, and the wider community.

Teachers are advised to:

- talk regularly and informally with students about their progress, their needs, and the kind of help they require;
- help students develop peer- and self-assessment strategies;
- observe and record the progress of individual students (for example, by preparing individual learning profiles).

Students should be encouraged to:

- measure and record their progress on checklists showing achievement in terms of what they can do with the language;
- reflect on what and how they have learned, so that they can understand the learning process better and work more effectively towards their language learning objectives;
- maintain folios of their work, including samples of written language, tapes recording progress in oral language, and language-related projects.

Assessment tasks should reflect the situations, the expected language content, and the purposes for which skills are used in everyday situations. Assessment should measure both communicative competence and linguistic accuracy, and should allow for a range of students' responses, rather than anticipating strictly predetermined language content.

When assessing progress and achievement, the emphasis given to the four strands should reflect the balance of class activities, the particular needs of the learner, and the stage of language learning. For example, class programmes will often focus on oral language (listening and speaking) in the early stages and move on to written language (reading and writing) later, so assessment procedures may need to reflect this sequence.

Characters

To help students achieve success in the early years of the implementation of this curriculum statement, the number of characters has been kept relatively low. At each level, a distinction is made between the productive and receptive use of Chinese characters. At level 1, for example, students can be expected to recognise up to 35 characters and write up to 20 from memory. By level 5, they should read approximately 280 characters and write up to 170 from memory. At level 8, they should read up to 600 and write up to 350 Chinese characters.

Teachers whose students readily achieve these suggested targets can encourage their students to increase their knowledge of characters through learning from the environment (for example, restaurant menus or friends' names), and by learning compounds and families of words, or words which have the same radical, and so on. Teachers can prepare materials written entirely in characters for their students, with the Pinyin for all characters which the students do not yet know written above the Chinese characters. This simple technique can dramatically increase the complexity of the material which students can manage.

It is important at every stage that both teachers and students see Pinyin as a tool, one which is useful for learning but which should be set aside whenever possible in favour of the characters.

If they are to succeed with Chinese characters, students need to practise writing them daily, both at home and in class. They need support in learning the correct stroke order, and they need a classroom environment which is saturated with characters. Students can make labels, in characters and Pinyin, for all common classroom objects. They can be encouraged to make their own sets of flash cards which include every character they have encountered. Teachers can help students to remember their Chinese characters in a variety of ways — by giving memorable interpretations of the origin or meaning of the characters, by inventing mnemonic devices, by ensuring that students practise writing meaningful phrases and short, complete sentences, and by providing tasks for which the ability to read or write the Chinese characters is an integral part of the activity.

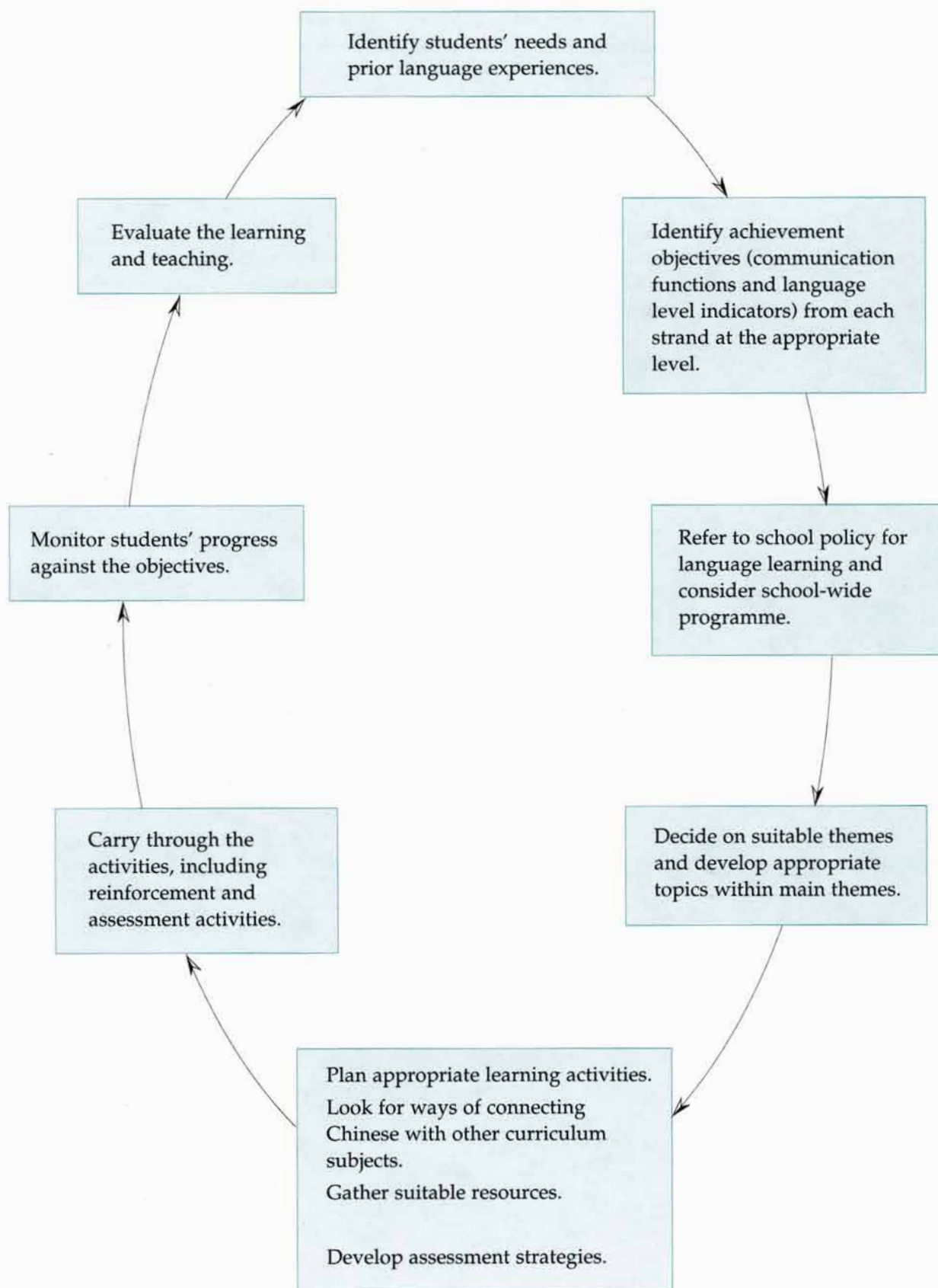
Programme Planning

Schools and teachers should work through a logical series of steps to create successful school and classroom programmes in Chinese. It is suggested that teachers:

- incorporate the philosophy and aims for learning Chinese as set out in this curriculum statement;
- identify the needs, interests, and prior language experiences of learners, and any special requirements or school policies relating to language learning;
- look at the long-term programme, considering the school-wide language programme (for example, the sequencing of levels, timetabling, possible national examinations), and possible links with programmes in other learning institutions), as well as the short-term programme (for example, the term programme, the weekly plan);
- identify the achievement objectives from the relevant strand or strands;
- establish short-term objectives for each unit;
- decide on suitable themes;
- develop appropriate topics within the main themes to provide a balanced learning programme;
- select and gather suitable resources;
- select or develop suitable learning activities to enable learners to combine and apply the four strands for meaningful communication, together with specific content such as structures, vocabulary, and cultural and general knowledge;
- prepare communicative exercises to reinforce structures and vocabulary;
- select or create appropriate assessment activities;
- develop a homework plan to encourage language study outside the classroom;
- evaluate the learning programme against the objectives;
- consider the sequence or progression of the main themes and topics;
- look for ways of connecting language learning with other curriculum areas or specific subjects, to enhance integrated learning (for example, with history, geography, music, or food preparation);
- consider the cyclical development of functions, activities, structures, and vocabulary to provide opportunities for reinforcement, consolidation, and extension of language skills and usage.

An Approach to Programme Planning

The diagram shown here illustrates one possible planning process, with many possible starting points.



The National Qualifications Framework and Unit Standards

This curriculum statement is the guiding document for the development of a teaching and learning programme. It also provides the basis for developing unit standards, which are the “building blocks” of the National Qualifications Framework. These unit standards are not units of work in themselves; their function is to specify standards of assessment.

Assessment for the National Qualifications Framework should be integrated with learning, and will generally be done within the school, by the teacher. The New Zealand Qualifications Authority will provide advice on appropriate assessment procedures to be used for this purpose.

Unit standards for schools encompass levels 1 to 3 of the National Qualifications Framework. These qualification levels equate to levels 6, 7, and 8 of the New Zealand Curriculum Framework.

Levels 1 and 2: Emergent Communication

By the end of level 2

learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand the typical cultural conventions that operate in interpersonal communication. Although they may be enthusiastic participants in class, learners may still be reticent about using Chinese outside the classroom.

Chinese in the New Zealand Curriculum

Level 1: Emergent Communication

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 1. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Students should be able to:

- greet, farewell, and thank people;
- introduce themselves and others;
- ask for and respond to simple personal information;
- identify people, things, and some animals;
- recognise and respond to simple classroom instructions;
- use numbers 1-10.

Examples

Nǐ hǎo! / Zàijiàn! / Xièxie nǐ.
你好! / 再见! / 谢谢你。

Wǒ shì Wáng Lánlán.
我是王兰兰。

Nǐ jǐ suì le?
你几岁了?

Zhè shì shuí (shéi)? / Zhè shì wǒ yéye.
这是谁? / 这是我爷爷。

Qǐ lì! / Qǐng zuò.
起立! / 请坐。

Wǒ huì shǔ yī èr sān sì wǔ.
我会数一 二 三 四 五。

Language Level Indicators

In personal and familiar contexts, students should be able to:

Listening

- understand and respond appropriately (in words or actions) to simple words and phrases;
- get the gist of phrases and short sentences;
- recognise and understand key words in simple phrases.

Speaking

- approximate tones, pronunciation, and intonation by imitating sounds, simple words, names, and phrases;
- respond appropriately to simple set phrases, questions, or visual stimuli.

Reading

- identify the Pinyin alphabet, combinations of Pinyin letters, accents, tone marks and their associated sounds, and some radicals and characters;
- recognise and respond to simple words and phrases in personal and familiar contexts;
- recognise up to 35 Chinese characters.

Writing

- write Pinyin letters, tone marks, some radicals, and simple characters;
- write up to 20 Chinese characters.

Suggested Socio-cultural Aspects

Where Chinese is spoken • Birthday and festival customs • Endangered species in China, such as pandas • Greeting people formally and informally • Geographical variations in the language • Symbolic animals in Chinese culture, for example, lions at the doorway, dragon dances • Descriptions of traditional Chinese festivals • Comparing classrooms in New Zealand with those in China

Suggested Structures and Vocabulary

Greetings

Nǐ hǎo! / Nǐ hǎo! / Nǐ zǎo! / Nǐ zǎo!
你好！ / 你好！ / 你早！ / 你早！

Nǐ hǎo ma? / Wǒ hěn hǎo, xièxie.
你好吗！ / 我很好，谢谢。

Lǎoshi, nín hǎo! / Lǎoyéye, nín hǎo!
老师，您好！ / 老爷爷，您好！

Saying goodbye

Zàijiàn! / Míngtiān jiàn!
再见！ / 明天见！

Saying sorry

Duì bù qǐ. / Méi guānxi.
对不起。 / 没关系。

Thanking and responding

Xièxie nǐ. / Bú yòng xiè.
谢谢你。 / 不用谢。

Introducing themselves and others

Nǐ shì? / Wǒ shì Wáng Lánlán.
你是? / 我是王兰兰。

Tā shì? / Tā shì Bái lǎoshi.
他是? / 他是白老师。

nǐ / wǒ / tā / tā / nǐmen / wǒmen / tāmen
你 / 我 / 他 / 她 / 你们 / 我们 / 他们

Asking for and giving personal details

Nǐ xìng shénme? / Wǒ xìng Wáng.
你姓什么？ / 我姓王。

Nǐ jiào shénme? / Wǒ jiào Wáng Lánlán.
你叫什么？ / 我叫王兰兰。

Nǐ jǐ suì le? / Wǒ shí suì le.
你几岁了？ / 我十岁了。

Nǐ jiā lǐ yǒu jǐ kǒu rén? / Liù kǒu rén.
你家里有几口人? / 六口人。

Nǐ jiā yǒu shénme rén? / Bàba, māma, yí ge jiějie, yí ge dìdi.
你家有什么人? / 爸爸, 妈妈, 一个姐姐, 一个弟弟。

Identifying people, things, and some animals

Zhè shì shuí (shéi)? / Zhè shì wǒ yéye.
这是谁? / 这是我爷爷。

Zhè shì shénme? / Zhè shì shū.
这是什么? / 这是书。

zhuōzi / yǐzi / bǐ / xiàngpí / chǐzi / shūbāo
桌子 / 椅子 / 笔 / 橡皮 / 尺子 / 书包

Nà shì shénme? / Nà shì gǒu.
那是什么? / 那是狗。

māo / tùzi / hóuzi / jī / niú / yáng / dàxiàng
猫 / 兔子 / 猴子 / 鸡 / 牛 / 羊 / 大象

Using numbers

Wǒ huì shǔ yī èr sān sì wǔ, nǐ huì shǔ liù qī bā jiǔ shí.
我会数一、二、三、四、五。你会数六、七、八、九、十。

líng, yī, èr, sān, sì jiǔ shí jiǔ, yì bǎi
零, 一, 二, 三, 四 九十九, 一百

Calling the roll

Chén Xiǎomíng. / Dào!
陈小明。 / 到!

Using simple classroom instructions

Gāi shuí (shéi) le? / Gāi nǐ le! / Gāi tā le!
该谁了? / 该你了! / 该他了!

Duì bú duì? / Duì. / Bú duì.
对不对? / 对。 / 不对。

Hěn hǎo. / Fēicháng hǎo.
很好。 / 非常好。

Qǐ lì! / Qǐng zuò. / Qǐng jìn.
起立! / 请坐。 / 请进。

Qǐng ānjìng! / Dà shēng diǎn. / Zài shuō yí cì.
请安静! / 大声点。 / 再说一次。

Suggested Learning Activities

Students could be learning through:

- watching videos about China;
- sharing what they already know about China and the Chinese language;
- labelling cities, rivers, mountains, and provinces on a map of China;
- making a poster about China;
- identifying modern Chinese from a selection of languages heard on a tape;
- reinforcing their knowledge of the association between Chinese sounds and Pinyin spelling, as they practise using tones and tone marks;
- listening to a simple song which contains words and phrases they have learned;
- role-playing, taking turns at introducing and greeting people;
- talking about themselves and family members, their names, ages, and relationships;
- practising using numbers by asking each other's ages or phone numbers;
- playing a communicative game which involves apologising, thanking people, and responding appropriately;
- practising reading aloud in small groups, taking turns around the circle;
- playing Simon Says with classroom instructions;
- labelling things in the classroom (with the teacher's help);
- making big posters featuring useful phrases in Chinese, for classroom use;
- answering the roll every day and responding to classroom instructions in Chinese;
- contributing to a class diary which includes writing in Chinese;
- practising writing Chinese characters with correct stroke order;
- working on a group project about Chinese birthday and festival customs;
- making "character cards", which students may keep on a key ring, as an aid to memory;
- practising word processing and computer-assisted learning in Chinese.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- matching pictures with words (reading, writing);
- responding to statements spoken by the teacher in Chinese, marking them either "true" or "false" (listening);
- role-playing dialogues in which people are introduced (speaking, listening);
- listening to a tape and ticking the appropriate response to certain statements or questions (listening);
- selecting the appropriate words or characters during a cloze test (writing);
- writing ten characters, from dictation, with correct stroke order (writing).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one.

I can introduce myself.
I can introduce my friend.
I can count to ten in Chinese.
I can say my telephone number.
I can identify ten radicals.
I know the names of two rivers in China.
I know the names of five cities in China.

Chinese in the New Zealand Curriculum Level 2: Emergent Communication

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 2. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Students should be able to:

- ask about and respond to personal information about themselves and others;
- use numbers 0-100;
- recognise, express, and enquire about the relationships between people and the ownership of things;
- identify places and things;
- state the location of people and things;
- use time, days of the week, months, and years;
- give simple descriptions of the weather.

Examples

Nǐ shì nǎ guó rén?
你是哪国人？

Tā qīshíbā suì.
他七十八岁。

Wǒ yǒu liǎng ge mèimei.
我有两个妹妹。

Zhè shì wǒ de jiā.
这是我的家。

Wáng lǎoshī zài nǎr?
王老师在哪儿？

Jīntiān shì xīngqī yī.
今天是星期一。

Jīntiān tiānqì hěn hǎo.
今天天气很好。

Language Level Indicators

In personal and familiar contexts, students should be able to:

Listening

- understand and respond appropriately to phrases and simple information;
- get the gist of simple dialogue and information;
- recognise and understand key words or phrases in simple dialogue and information.

Speaking

- speak simple words and phrases with increasingly accurate tones, pronunciation, and intonation;
- initiate and respond in brief conversations using learned words and phrases.

Reading

- get the gist of simple dialogue and information;
- recognise and understand key words and phrases in simple texts;
- recognise up to 75 Chinese characters.

Writing

- write simple phrases and sentences;
- write simple words and phrases from memory;
- write up to 50 simple Chinese characters with correct stroke order.

Suggested Socio-cultural Aspects

The Chinese system of names and titles • Using polite forms for elders
• Gestures — differences in body language • The one-child family in China
• Perception of time, seasons, and weather • The art of Chinese calligraphy
• Ownership of property

Suggested Structures and Vocabulary

Asking about age and nationality

Nǐ duō dà? / Wǒ shí èr suì. Nǐ ne?
你多大? / 我十二岁。你呢?

Nǐ mèimei jǐ suì? / Tā sān suì.
你妹妹几岁? / 她三岁。

Nín duō dà niánjì? / Wǒ sìshíliù suì.
您多大年纪? / 我四十六岁。

Nǐ shì nǎ guó rén?
你是哪国人?

Wǒ shì Xīnxīlán rén. Nǐ ne?
我是新西兰人。你呢?

Wǒ bú shì Xīnxīlán rén, wǒ shì Yīngguó rén.
我不是新西兰人, 我是英国人。

Nǐmen shì Zhōngguó rén ma? / Shì. / Bú shì.
你们是中国人的吗? / 是。 / 不是。

Nǐ zhù zài nǎr (nǎ lǐ)? / Wǒ zhù zài Huìlíngdùn.
你住在哪儿(哪里)? / 我住在惠灵顿。

Měiguó / Riběn / Fǎguó / Déguó / Xīnjiāpō / Mǎláixīyà
美国 / 日本 / 法国 / 德国 / 新加坡 / 马来西亚

Asking about occupation

Wǒ shàng xiǎoxué. Wǒ shì xiǎoxuéshēng.
我上小学。我是小学生。

Jiějie shàng zhōngxué. Tā shì zhōngxuéshēng.
姐姐上中学。她是中学生。

Nǐ māma shì lǎoshīma? / Bú shì. Tā shì yīshēng.
你妈妈是老师吗? / 不是。她是医生。

Nǐ bàba zuò shénme? / Tā shì lǜshī.
你爸爸做什么? / 他是律师。

Asking about possessions

Wǒ jiā yǒu sān kǒu rén.
我家有三口人。

Wǒ yǒu liǎng ge mèimei, yíge dìdì.
我有两个妹妹，一个弟弟。

Nǐ yǒu gēge ma? / Yǒu. / Méiyǒu. / Wǒ méiyǒu gēge.
你有哥哥吗？ / 有。 / 没有。 / 我没有哥哥。

Zhè shì shuí (shéi) de shū?
这是谁的书？

Wǒ de. / Nǐde. / Tā (Tā) de.
我的。 / 你的。 / 他（她）的。

Nǐmen de. / Wǒmen de. / Tāmen de.
你们的。 / 我们的。 / 他们的。

Identifying people, things, and places

Tā shì shuí (shéi)? / Tā shì wǒ bàba.
他是谁？ / 他是我爸爸。

Naming parts of the body

Zhè shì shénme? / Zhè shì shǒu.
这是什么？ / 这是手。

bízi / zuǐ / ěrduō / yǎnjīng / méimáo / tóufa
鼻子 / 嘴 / 耳朵 / 眼睛 / 眉毛 / 头发

Identifying colours

Zhè shì shénme yánsè?
这是什么颜色？

Hóng sè. / huáng / lán / lǜ / hēi / bái
红色。 / 黄 / 蓝 / 绿 / 黑 / 白

Identifying places

Zhè shì shénme dìfang?
这是什么地方？

Zhè shì wǒ (de) jiā.
这是我（的）家。

Zhè shì nǎr?
这是哪儿？

xuéxiào / jiàoshì / cāochǎng / tíngchēchǎng
学校 / 教室 / 操场 / 停车场

Asking where

Xiǎo gǒu zài nǎr (nǎ lǐ)? / Zài jiā lǐ.
小狗在哪儿（哪里）？ / 在家里。

Wǒ de bǐ zài nǎr? / Zài shūbāo lǐ.
我的笔在哪儿？ / 在书包里。

Wáng lǎoshī zài nǎr? / Zài jiàoshì lǐ.
王老师在哪儿？ / 在教室里。

Using time words and expressions

Jǐ diǎn le? / Yī diǎn le.
几点了？ / 一点了。

sān diǎn / sān diǎn yīkè / sān diǎn bàn / sān diǎn sìshíwǔ / sì diǎn
三点 / 三点一刻 / 三点半 / 三点四十五 / 四点

Jīntiān shì xīngqī jǐ? / Jīntiān shì xīngqī yī.
今天是星期几？ / 今天是星期一。

xīngqī èr / xīngqī sān / xīngqī sì / xīngqī wǔ / xīngqī liù / xīngqī rì (tiān)
星期二 / 星期三 / 星期四 / 星期五 / 星期六 / 星期日（天）

Nǐ de shēngrì shì jǐ yuè jǐ hào? / Jiǔ yuè liù hào.
你的生日是几月几号？ / 九月六号。

Nǐ shì nǎ nián chūshēng de? / Yī jiǔ bā wǔ nián.
你是哪年出生的？ / 一九八五年。

Talking about weather

Jīntiān tiānqì hěn hǎo. / hěn lěng / rè
今天天气很好。 / 很冷 / 热

Jīntiān xià yǔ. / xià xuě / guāfēng
今天下雨。 / 下雪 / 刮风

Suggested Learning Activities

Students could be learning through:

- filling in the information gaps on a worksheet after reading, or listening to, a description of a person (nationality, age, occupation ...);
- role-playing dialogues in which personal information is exchanged, for example, meeting someone at a friend's place, meeting a visitor from another country, or meeting a new student in the class;
- listening to descriptions of people and their possessions, then saying who is likely to own which things;
- making a "chain drill" — in random order, each person names one of their own possessions, and asks someone else what belongs to them;
- matching Chinese characters and phrases to words and phrases in Pinyin and/or English;
- colouring a picture according to directions given in Chinese;
- role-playing, asking where things are and giving answers;
- doing a survey of all students in the class, for example, asking how many people have a dog, brothers or sisters, grandparents, and so on;
- learning the Chinese words for parts of the body and face;
- asking and giving the time, date, month, and year;
- taking turns to write the day's date and weather on the blackboard;
- learning how Chinese characters are formed and practising drawing radicals;
- making posters which show useful Chinese words and phrases;
- learning a simple Chinese poem or song;
- using a glossary;
- practising Chinese word processing and computer-assisted learning;
- putting their birthdays in chronological order. The students stand in a circle with a ball, one student names (in Chinese) the month in which she or he was born, then throws the ball at random to another student, who names their own birth month, and so on. The task of the group is then to recite these months in Chinese, in chronological order.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- listening to a Chinese conversation on tape, then filling in the gaps in a written version of the same conversation (listening, reading, writing);
- marking statements in Chinese "true" or "false" after looking at a picture or reading a passage (reading, writing);
- reading a passage which is mainly in Pinyin but includes some Chinese characters, then completing a multiple-choice exercise based on it (reading, writing);
- offering and accepting imaginary drinks (listening, speaking);
- giving a simple talk introducing themselves or someone else (speaking);
- working with a set of pictures, in pairs, with one student describing one of the pictures and the other identifying the correct picture (speaking, listening).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can state my age and nationality.

I can label parts of the body on a drawing.

I can say the days of the week.

I can say and write years, months, and dates.

I can say where things are.

I can write 35 Chinese characters.

I can tell a friend what year they were born into in the Chinese zodiac.

- keeping a file of their own language work.

Levels 3 and 4: Survival Skills

By the end of level 4

learners can cope with a variety of routine situations when visiting Chinese-speaking countries or when dealing with Chinese speakers in New Zealand. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and fill out most parts of simple forms. They can understand and make use of many of the customs and beliefs of the Chinese culture. Although their confidence is growing, they may still be hesitant about talking to native speakers in some situations.

Chinese in the New Zealand Curriculum Level 3: Survival Skills

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 3. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Students should be able to:

- describe themselves and other people;
- recognise descriptions of themselves and other people;
- describe places, animals, and things;
- understand, state, and ask about the location of people, places, and things;
- recognise, express, and ask about how they and others feel;
- recognise, express, and ask about likes and dislikes;
- understand and talk about when activities take place;
- offer, accept, and refuse things.

Examples

Wǒ bú pàng.
我不胖。

Tā de tóufa cháng ma?
他的头发长吗？

Wǒ de jiā hěn dà.
我的家很大。

Wǒ zhù zài Běijīng.
我住在北京。

Wǒ è le.
我饿了。

Nǐ xǐhuan shénme?
你喜欢什么？

Míngtiān wǒ yǒu shì.
明天我有事。

Nǐ chī chǎomiàn ma?
你吃炒面吗？
Bù chī.
不吃。

Language Level Indicators

In a range of personal and familiar contexts, students should be able to:

Listening

- understand and respond appropriately to dialogue and information in simple language;
- get the gist of longer dialogue and information;
- recognise and understand detail in longer dialogue and simple language.

Speaking

- speak a range of words, phrases, and sentences with increasingly accurate tones, pronunciation, and intonation;
- initiate and respond appropriately in brief conversations, using variations of learned words and phrases;
- use simple language to give brief presentations.

Reading

- get the gist of longer dialogue and information;
- recognise and understand detail in longer dialogue and simple language;
- recognise up to 135 Chinese characters.

Writing

- write a range of words, phrases, and simple sentences with increasingly accurate formation of characters, use of tone marks, and Pinyin spelling;
- apply knowledge about vocabulary and structures to vary phrases and sentences;
- write up to 85 Chinese characters.

Suggested Socio-cultural Aspects

Sports • Martial arts • Recreational activities • Costumes of minority cultural groups • Famous places and people in China • Regional differences in the use of language • Differences in how people in China and in New Zealand talk about weather

Suggested Structures and Vocabulary

Describing themselves and others

Tā gāo ma? / Tā hěn gāo. / Tā bù gāo.
他高吗? / 他很高。 / 他不高。

gāo / āi / pàng / shòu / lǎo / niánqīng / piàoliang / hǎokàn
高 / 矮 / 胖 / 瘦 / 老 / 年青 / 漂亮 / 好看

Tā de tóufa cháng ma? / Hěn cháng. / Bù cháng. / Hěn duǎn.
他的头发长吗? / 很长。 / 不长。 / 很短。

Nà ge duǎn tóufa de nǚháizi shì shuí (shéi)? / Nà shì Lánlán.
那个短头发的女孩子是谁? / 那是兰兰。

duǎn tóufa / zhí tóufa / juǎn tóufa
短头发 / 直头发 / 卷头发

Tā de máoyī shì shénme yánsè de? / Hóngsè de.
他的毛衣是什么颜色的? / 红色的。

nǐ de / tā de / wǒmen de / nǐmen de / tāmen de
你的 / 他的 / 我们的 / 你们的 / 他们的

shàngyī / qúnzi / duǎnkù / màozi / xié
上衣 / 裙子 / 短裤 / 帽子 / 鞋

Describing places and animals

Wǒ de jiā hěn dà. / xiǎo / piàoliang / shūfu
我的家很大。 / 小 / 漂亮 / 舒服

Wǒ jiā yǒu yí ge kètīng, liǎng ge wòshì.
我家有一个客厅，两个卧室。

shūfáng / chúfáng / cèsuǒ / yángtái
书房 / 厨房 / 厕所 / 阳台

Nǐ jiā yǒu shénme dòngwù? / Wǒ jiā yǒu liǎng zhī māo.
你家有什么动物? / 我家有两只猫。

gǒu / zhū / niú / yáng / jī / yā / niǎo
狗 / 猪 / 牛 / 羊 / 鸡 / 鸭 / 鸟

Wǒ yǒu yì zhī māo, wǒ de māo hěn kě ài.
我有一只猫，我的猫很可爱。

Tā yǒu yì zhī gǒu, tā de gǒu hěn xīōng.
他有一只狗，他的狗很凶。

Wǒ yǒu sān pī mǎ, wǒ de mǎ hěn dà.
我有三匹马，我的马很大。

Giving one's Chinese birth sign

Nǐ shǔ shénme? / Wǒ shǔ hóu, nǐ ne?
你属什么? / 我属猴, 你呢?

shǔ / niú / hǔ / tù / lóng / shé / mǎ / yáng / hóu / jī / gǒu / zhū
鼠 / 牛 / 虎 / 兔 / 龙 / 蛇 / 马 / 羊 / 猴 / 鸡 / 狗 / 猪

Asking about the location of people, places, and things

Nǐ zhù zài nǎr? / Wǒ zhù zài Běijīng.
你住在哪儿? / 我住在北京。

Tā zài nǎr shàngxué?
他在哪儿上学?

Tā zài Huìlíngdùn Zhōngxué shàngxué.
他在惠灵顿中学上学。

Nǐmen zài nǎr chīfàn? / Wǒmen zài jiā lǐ chīfàn.
你们在哪儿吃饭? / 我们在家吃饭。

Wǒ de shūbāo zài nǎr?
我的书包在哪儿?

Zài zhuōzi shàng. / xià (xiàmiàn) / qiánmiàn / hòumiàn
在桌子上。 / 下(下面) / 前面 / 后面

Zài mén hòumiàn.
在门后面。

Diànhuà zài nǎr?
电话在哪儿?

Zài zhèr. / Zài nàr.
在这儿。 / 在那儿。

Giving simple directions

Cèsuǒ zài nǎr?
厕所在哪儿?

Zài zuǒmiàn. / Zài yòumiàn. / Zài qiánmiàn. / Zài hòumiàn.
在左面。 / 在右面。 / 在前面。 / 在后面。

Zài lóushàng. / Zài lóuxià.
在楼上。 / 在楼下。

Zài kètīng duìmiàn.
在客厅对面。

Zài wòshì pángbian.

在卧室旁边。

yóujú / yínháng / shāngdiàn / diànyǐngyuàn / gōngyuán
邮局 / 银行 / 商店 / 电影院 / 公园

Recognising, expressing, and asking about feelings

Tā zěnmē le? / Tā è le.

他怎么了? / 他饿了。

kě le / lèi le / bìng le / shēngqì le / bù gāoxìng le
渴了 / 累了 / 病了 / 生气了 / 不高兴了

Wǒ hěn lěng. / hěn rè / hěn gāoxìng / hěn shēngqì / hěn hàipà
我很冷。 / 很热 / 很高兴 / 很生气 / 很害怕

Zhè běn shū zěnmeyàng? / Hěn yǒu yìsi. / Hěn hǎokàn. / Hěn nán dǒng.
这本书怎么样? / 很有意思。 / 很好看。 / 很难懂

Recognising, expressing, and asking about likes and dislikes

Nǐ xǐhuan shénme? / Wǒ xǐhuan kàn shū. Nǐ ne?

你喜欢什么? / 我喜欢看书。 你呢?

Wǒ xǐhuan chī Màidāngláo.

我喜欢吃麦当劳。

Nǐ bù xǐhuan shénme? / Wǒ bù xǐhuan kàn diànshì.

你不喜欢什么? / 我不喜欢看电视。

Nǐ zuì xǐhuan shénme? / Wǒ zuì xǐhuan dǎ pīngpāng qiú.

你最喜欢什么? / 我最喜欢打乒乓球。

Nǐ zuì bù xǐhuan shénme? / Wǒ zuì bù xǐhuan xǐ wǎn.

你最不喜欢什么? / 我最不喜欢洗碗。

Talking about when activities take place

Wǒ yǒu míngtiān de diànyǐngpiào.

我有明天的电影票。

Míngtiān wǒ yǒu shì. Wǒ hòutiān qù.

明天我有事。 我后天去。

Jīntiān shì xīngqī yī. Zuótiān shì xīngqī tiān. Qiántiān shì xīngqī liù.

今天是星期一。 昨天是星期天。 前天是星期六。

Shàngxīngqī yī shì jǐ yuè jǐ hào? Xiàxīngqī yī shì jǐ yuè jǐ hào?

上星期一是几月几号? 下星期一是几月几号?

Accepting and refusing things

Nǐ chī chǎomiàn ma?
你吃炒面吗？

Bù chī. Yǒu Màidāngláo ma?
不吃。有麦当劳吗？

Méiyǒu. Yǒu Règǒu.
没有。有热狗。

Money

Règǒu duōshǎo qián? Yí gè liǎngkuài wǔ.
热狗多少钱？ 一个两块五。

yī fēn, èr fēn, liǎng fēn jiǔ fēn, yì máo, yì máo yī, yì máo èr,
一分，二分，两分 九分，一毛，一毛一，一毛二，

yì máo sān yì máo jiǔ, liǎng máo jiǔ máo, yí kuài, yí kuài yī,
一毛三 一毛九，两毛 九毛， 一块， 一块一，

yí kuài èr yí kuài jiǔ, liǎng kuài
一块二 一块九， 两块

Suggested Learning Activities

Students could be learning through:

- working in pairs to describe one another, or a picture, using words and phrases which they have learned;
- reading a description of a person, then drawing that person;
- listening to a description, then identifying the person described;
- acting out emotions so that others can guess, and say in Chinese, which emotion is being shown;
- listening to instructions in Chinese, then locating places on a map;
- working with partners or in groups to create a short dialogue, asking and giving directions in Chinese, then presenting their dialogue to the class;
- identifying (in Chinese) the emotions shown by people in pictures;
- writing simple captions, in Chinese characters, for pictures;
- making cartoons, and filling in the bubbles in Pinyin and Chinese characters;
- making a survey of the likes and dislikes of class members;
- miming sports activities so that others can guess, and say in Chinese, which sport it is;
- making a poster showing Chinese birth signs;
- role-playing a conversation in a shop;
- taking turns writing in a class diary (with details of numbers attending class, weather, language activities, and so on) and reading it to the class;
- talking about the weather;
- comparing and matching printed characters and brush characters;
- recognising radicals, and learning how to use a Chinese-English dictionary;
- making posters featuring useful phrases for the class;
- singing a traditional or pop Chinese song;
- memorising a simple Chinese poem;
- practising word processing and computer-assisted learning in Chinese;
- practising measure words, for example, 我有一本书。我有一个妹妹。

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- matching Chinese characters or Pinyin with places on a map and writing the Chinese names in the appropriate places (reading, writing);
- reading a passage in Chinese, and answering questions about it in English (reading);
- interviewing each other, in pairs, about their likes and dislikes (listening, speaking);
- listening to a spoken description of where things are and showing understanding by answering questions in English (listening);
- fitting appropriate Chinese adjectives to pictures of happy, sad, bored, or angry people (reading, writing).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by :

- using a checklist like this one;

I can describe a friend.
I can say "I like ..." and "I don't like ...".
I can talk about my feelings.
I can recognise and use position words.
I can ask about prices in Chinese.
I can identify radicals in characters I have learned.
I can write fifty characters.

- keeping a file of their own language work.

Chinese in the New Zealand Curriculum Level 4: Survival Skills

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 4. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

<i>Communication Functions</i>	<i>Examples</i>
<i>Students should be able to:</i>	
<ul style="list-style-type: none">• recognise, enquire about, and express ability or inability;	Wǒ huì xiàqí. 我会下棋。
<ul style="list-style-type: none">• understand, ask about, and express future plans;	Nǐ xiǎng shénme shíhòu qù Zhōngguó? 你想什么时候去中国？
<ul style="list-style-type: none">• ask for and respond to information about events in the present (routine activities);	Nǐ měitiān jǐ diǎn qǐchuáng? 你每天几点起床？
<ul style="list-style-type: none">• understand and talk about where, when, and how often activities take place;	Tā zài xuéxiào chī wǔfàn. 她在学校吃午饭。
<ul style="list-style-type: none">• ask for and respond to simple directions;	Bàngōngshì zài túshūguǎn pángbiān. 办公室在图书馆旁边。
<ul style="list-style-type: none">• ask for and give simple information on the telephone;	Wéi, nín zhǎo shuí (shéi)? 喂，您找谁？
<ul style="list-style-type: none">• understand and use measure words.	Bàba chuān yí jiàn bái chèn yī. 爸爸穿一件白衬衣。

Language Level Indicators

In a range of personal and familiar contexts, students should be able to:

Listening

- understand and respond appropriately to more complex dialogue and information in simple factual and expressive language;
- get the gist of more complex dialogue and information;
- recognise and understand detail in simple factual and expressive language.

Speaking

- speak confidently and with increasingly accurate tones, pronunciation, and intonation, using learned words, phrases, and sentences;
- initiate and maintain brief conversations using simple factual and expressive language;
- use simple descriptive language in brief presentations.

Reading

- get the gist of more complex dialogue and information;
- recognise and draw meaning from detail in longer dialogue, and understand detailed information in simple factual and expressive language;
- recognise up to 200 Chinese characters.

Writing

- write brief passages using simple sentences with increasingly accurate use of tone marks, Pinyin spelling, and formation of characters;
- apply knowledge about vocabulary and structures to create simple text;
- write up to 120 Chinese characters.

Suggested Socio-cultural Aspects

Differences between New Zealand and Chinese schools and education systems • Students' life in China • Shopping in China • Chinese food • Traditional Chinese games • Traditional Chinese clothes • Legends and myths • Differences in the word order of the cardinal points of the compass

Suggested Structures and Vocabulary

Expressing ability and inability

Wǒ huì xiàqí. / Wǒ bú huì tī zúqiú.
我会下棋。 / 我不会踢足球。

Nǐ huì chàngē ma? / Wǒ huì. / Wǒ bú huì.
你会唱歌吗？ / 我会。 / 我不会。

Nǐ huì bú huì qí mǎ? / Wǒ huì yì diǎnr.
你会不会骑马？ / 我会一点儿。

Nǐ qí de hěn hǎo! Nǎ lǐ, nǎ lǐ. / Wǒ qí de bù hǎo.
你骑得很好！ 哪里，哪里。 / 我骑得不好。

Using *de* to make an adverbial phrase

Wǒ ài tánqín, wǒ tán de hěn hǎo.
我爱弹琴，我弹得很好。

Tā ài dǎ páiqiú, tā dǎ de bú cuò.
他爱打排球，他打得不错。

Lánlán bú ài yóuyǒng, tā yóu de bù hǎo.
兰兰不爱游泳，她游得不好。

Expressing intentions and future plans

Nǐ xiǎng shénme shíhou qù Zhōngguó?
你想什么时候去中国？

Wǒ xiǎng míngnián qù.
我想明年去。

Nǐ xiǎng zuò (gàn) shénme?
你想做（干）什么？

Wǒ xiǎng kàn diànshì.
我想看电视。

Tā yào qù nǎr? / Tā yào qù túshūguǎn.
他要去哪儿？ / 他要去图书馆。

Talking about events in the present

Shénme shíhou? / měitiān / píngcháng
什么时候？ / 每天 / 平常

zǎoshàng / shàngwǔ / zhōngwǔ / xiàwǔ / wǎnshàng / yǐqián / yǐhòu
早上 / 上午 / 中午 / 下午 / 晚上 / 以前 / 以后

Nǐ jǐ diǎn shàngkè? / Zǎoshàng bā diǎn.
你几点上课? / 早上八点。

Nǐ shénme shíhou fàngxué? / Xiàwǔ sān diǎn bàn.
你什么时候放学? / 下午三点半。

Nǐ měitiān jǐ diǎn qǐchuáng? / Chà yíkè qī diǎn.
你每天几点起床? / 差一刻七点。

Nǐ píngcháng jǐ diǎn chī wǔfàn? / Shí èr diǎn bàn.
你平常几点吃午饭? / 十二点半。

Nǐ jǐ diǎn shuìjiào? / shí diǎn yǐqián. / Jiǔ diǎn yǐhòu.
你几点睡觉? / 十点以前。 / 九点以后。

shàngxué / fàngxué / shàngbān / xiàbān / huíjiā / chī wǎnfàn
上学 / 放学 / 上班 / 下班 / 回家 / 吃晚饭

zuò gōngkè / kàn diànshì / shuìjiào
做功课 / 看电视 / 睡觉

Nǐ zài gàn shénme? / Wǒ zài tīng yīnyuè.
你在干什么? / 我在听音乐。

hē chá / xiě zì / xiàqí / xiě xìn / kàn bào / shuāyá / xǐ yīfu
喝茶 / 写字 / 下棋 / 写信 / 看报 / 刷牙 / 洗衣服

Talking about where, when, and how often

Lánlán zài nǎr chī wǔfàn?
兰兰在哪儿吃午饭?

Tā zài xuéxiào chī wǔfàn.
她在学校吃午饭。

Māma shénme shíhou zuòfàn? / Xiàbān yǐhòu.
妈妈什么时候做饭? / 下班以后。

Nǐ měixīngqī liànxí jǐ cì gāngqín? / Sān cì.
你每星期练习几次钢琴? / 三次。

Asking for and responding to simple directions

Qǐngwèn, Lǐ lǎoshī zài nǎr? / Lǐ lǎoshī zài bàngōngshì.
请问, 李老师在哪儿? / 李老师在办公室。

wǎng qián zǒu / wǎng zuǒ guǎi / wǎng yòu guǎi
往前走 / 往左拐 / 往右拐

Bàngōngshì zài túshūguǎn pángbiān.
办公室在图书馆旁边。

Túshūguǎn zài bàngōngshì hé jiàoshì zhōngjiān.
图书馆在办公室和教室中间。

zài dōngbian / xībian / nánbian / běibian / qiánbian / hòubian
在东边 / 西边 / 南边 / 北边 / 前边 / 后边

Using a telephone

Wéi, nín zhǎo shuí (shéi)?
喂, 您找谁?

Qǐngwèn, Wáng lǎoshī zài jiā ma?
请问, 王老师在家吗?

Zài, děng yí xià. / Duì bù qǐ, tā bú zài jiā.
在, 等一下。 / 对不起, 他不在家。

Tā shénme shíhòu huí lái? / Tā bā diǎn yǐ qián huí lái.
他什么时候回来? / 他八点以前回来。

Shopping

Qǐngwèn, zhè jiàn máoyī duōshǎo qián?
请问, 这件毛衣多少钱?

Sān shí wǔ kuài jiǔ máo jiǔ. Nín mǎi jǐ jiàn?
三十五块九毛九。您买几件?

Some common words for clothing, including measure words

yí jiàn máoyī / xīzhuāng / chèn yī / shàng yī / qí páo
一件 毛衣 / 西装 / 衬衣 / 上衣 / 旗袍

yí tiáo kùzi / duǎn kù / qún zi / lǐng dài / wéi jīn
一条 裤子 / 短裤 / 裙子 / 领带 / 围巾

yí shuāng xié / shǒu tào / wà zi
一双 鞋 / 手套 / 袜子

Bà ba chuān yí jiàn bái chèn yī. / Mā ma chuān yí jiàn huā qí páo.
爸爸穿一件白衬衣。 / 妈妈穿一件花旗袍。

Gē ge chuān yí tiáo hēi duǎn kù. / Mèi mei chuān yí shuāng hóng xié.
哥哥穿一条黑短裤。 / 妹妹穿一双红鞋。

Suggested Learning Activities

Students could be learning through:

- surveying members of the class to find out what skills they have in sports, the arts, dance, and languages, then presenting the results to the class;
- listening to a taped conversation about times or directions and filling in a chart with details from the conversation;
- selecting a word from a “mystery bag of destinations”, then making a sentence, using that word, to state a future intention (this is a team game with time limits);
- listening to a taped conversation in which various people talk about their intentions, and filling in a worksheet to show their understanding of the conversation;
- writing short messages about their plans;
- reading a class schedule, timetable, map, or brochure and answering questions about it;
- reading a short passage about someone’s daily routine, then asking or answering questions about it;
- preparing and producing an interview on a particular topic, for example, on school life or on leisure pursuits or interests, the interviewer asking where, when, and how often specific activities take place;
- writing down instructions (dictated in Chinese) for finding a place, then following the directions with the help of a map;
- matching Chinese written characters and phrases to Pinyin and/or English;
- in pairs, practising making a telephone call and leaving or taking a message;
- making posters featuring the words for Chinese money and phrases used in shopping;
- role-playing a customer and shop assistant, based on a given model provided by the teacher;
- inviting a Chinese visitor to talk about some well known Chinese dishes, and memorising their names;
- role-playing the parts of customers ordering food in a restaurant;
- reading short stories (in English) about China;
- practising Chinese word processing and computer-assisted learning.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- listening to someone making plans for a trip, and plotting the itinerary on a map (listening);
- using a photograph to introduce their family to the class, and talking about their daily routines (speaking);
- writing a message about their plans for after school (writing);
- reading a schedule or plan and answering questions in English (reading);
- in pairs, giving and following directions, such as turn left, turn right, go straight ahead (speaking, listening).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can say "I can ..." and "I can't ..." in Chinese.

I can say "I am planning to ..." in Chinese.

I can talk about my daily activities.

I can ask for and give simple directions.

I can ask about prices and write them in Chinese characters.

I can ask for and give simple directions.

- keeping a file of their own language work.

Levels 5 and 6: Social Competence

By the end of level 6

learners are confident enough to seek out opportunities to use Chinese. They can initiate and sustain a conversation with a sympathetic native speaker, and speak at some length if required. They can interact flexibly in familiar social situations and cope with some less familiar ones. They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write extended passages and simple messages. Their behaviour is culturally appropriate in most social situations, and they are sensitive to the values held by Chinese people.

Chinese in the New Zealand Curriculum Level 5: Social Competence

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 5. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions	Examples
<i>Students should be able to:</i>	
<ul style="list-style-type: none">understand, ask about, and express events or facts in the past;	Zuótiān wǒ kàn le yì chǎng diànyǐng. 昨天我看了一场电影。
<ul style="list-style-type: none">recognise, ask for, and express opinions, giving reasons;	Nǐ wèishénme bú qù kàn diànyǐng? 你为什么不去看电影？
<ul style="list-style-type: none">understand, issue, accept, and decline invitations;	Zài chī yìdiǎnr ba! 再吃一点儿吧！
<ul style="list-style-type: none">recognise, enquire about, and express agreement and disagreement;	Hǎo zhúyì! Wǒ tóngyì! 好主意！我同意！
<ul style="list-style-type: none">compare and contrast people, places, and things;	Wǒ bǐ Lánlán gāo. 我比兰兰高。
<ul style="list-style-type: none">give and receive congratulations, thanks, apologies, and compliments.	Bú yòng kèqì. 不用客气。 Zhēn duì bù qǐ. 真对不起。 Méi guānxi. 没关系。 Nǐ de Zhōngwén zhēn hǎo! 你的中文真好！ Nǎ lǐ, nǎ lǐ. 哪里，哪里。

Language Level Indicators

In familiar contexts, and some that are less familiar, students should be able to:

Listening

- understand and respond appropriately to dialogue, narrative, and information expressed in more complex language;
- get the gist of more complex language;
- recognise and understand detail in more complex dialogue and information.

Speaking

- speak confidently, with increasingly accurate tones, pronunciation, and intonation, and with increasing fluency;
- use more complex language in simple conversations to seek information and respond appropriately;
- use more complex language to present information and ideas.

Reading

- get the gist of a range of texts containing some unfamiliar language;
- identify detail in a range of texts;
- recognise up to 280 Chinese characters.

Writing

- write simple passages using more complex language confidently and with increasing accuracy;
- write simple passages with some linking of sentences and structuring of ideas;
- write up to 170 characters.

Suggested Socio-cultural Aspects

- One or two major historical events
- How apologies are made within families and between friends
- Useful phrases for special occasions, such as weddings, birthdays, New Year
- One or two famous writers or artists in Chinese history
- Simple poems and songs
- Chinese ways of saying thank you or showing gratitude

Suggested Structures and Vocabulary

Asking about and expressing events in the past

Using time words for past tense

Qùnián nǐ qù nǎr le? / Qùnián wǒ qù le Zhōngguó.
去年你去哪儿了? / 去年我去了中国。

Shàng ge yuè tā mǎi le shénme? / Shàng ge yuè tā mǎi le yí liàng chē.
上个月他买了什么? / 上个月他买了一辆车。

Shàngxīnqī shuí (shéi) lái le? / Shàng xīnqī Xiǎomíng de jiějie lái le.
上星期谁来了? / 上星期小明的姐姐来了。

Zuótiān nǐ gàn shénme le? / Zuótiān wǒ kàn le yì chǎng diànyǐng.
昨天你干什么了? / 昨天我看了一场电影。

Gāngcái shuí (shéi) lái diànhuà le? / Gāngcái Lánlán lái diànhuà le.
刚才谁来电话了? / 刚才兰兰来电话了。

Using time words and grammatical particles

le / Gāngcái Lánlán lái diànhuà le. / Zuótiān wǒ kàn le diànshì.
了 / 刚才兰兰来电话了。 / 昨天我看了电视。

Tā zuò le gōngkè. / Nǐ chīfàn le ma? / Chī le.
他做了功课。 / 你吃饭了吗? / 吃了。

guò / Wǒ qù guo Zhōngguó. / Wǒ kàn guo zhè běn shū.
过 / 我去过中国。 / 我看过这本书。

Tā qù guo Chángchéng ma? / Méi qù guo.
他去过长城吗? / 没去过。

yǐqián / Wáng xiānsheng yǐqián shì lǎoshī, xiànzài shì lǜshī.
以前 / 王先生以前是老师, 现在是律师。

yǐhòu / Zuò wán gōngkè yǐhòu wǒ xiǎng kàn diànshì.
以后 / 做完功课以后我想看电视。

xiànzài / Wǒ xiànzài hěn máng, bù néng qù gōngyuán.
现在 / 我现在很忙, 不能去公园。

yǐjīng / Wǒ yǐjīng chī guò le.
已经 / 我已经吃过了。

zuìjìn / Zuìjìn māma de shēntǐ hěn hǎo.
最近 / 最近妈妈的身体很好。

Expressing opinions with reasons

Dàwēi dǎ lánqiú zěnmeyàng? / Tā dǎ de yìbān.
大伟打篮球怎么样？ / 他打的一般。

Wèishénme? / Yīnwéi tā pǎo de bú kuài.
为什么？ / 因为他跑得不快。

Nǐ wèishénme bú qù kàn diànyǐng? / Wǒ kàn guò le, méi yìsi.
你为什么不去看电影？ / 我看过了，没意思。

Accepting and declining invitations

Míngtiān wǒmen qù kàn diànyǐng hǎo ma? / Hǎo. / Xíng.
明天我们去看电影好吗？ / 好。 / 行。

Xīngqītiān qù gōngyuán zěnmeyàng?
星期天去公园怎么样？

Xīngqītiān bù xíng, yīnwéi wǒ yào qù liàn zúqiú.
星期天不行，因为我要去练足球。

Using a telephone

Qǐngwèn, Wáng xiānsheng zài ma?
请问，王先生在吗？

Wáng xiānsheng? Nín dǎ de shì duōshǎo hào?
王先生？您打的是多少号？

Shì bā líng yī (yāo) liù jiǔ sān èr ma?
是八零一六九三二吗？

Nín dǎ cuò le. Wǒ de diànhuà shì bā (yāo) yī líng liù jiǔ sān èr.
您打错了。我的电话是八一零六九三二。

Duì bù qǐ.
对不起。

Méi quānxi.
没关系。

Expressing agreement and disagreement

Wǒmen qù yěcān hǎo ma? / Hǎo zhúyì! Wǒ tóngyì!
我们去野餐好吗？ / 好主意！我同意！

Wǒmen qù yóuyǒng zěnmeyàng?
我们去游泳怎么样？

Wǒ bù tóngyì. Xiànzài tiānqì tài lěng.
我不同意。现在天气太冷。

Comparing and contrasting people, things, and places

Wǒ bǐ Lánlán gāo. / Wǒ méi yǒu Lánlán pàng.
我比兰兰高。 / 我没有兰兰胖。

Lánlán hé wǒ yíyàng dà. Wǒmen dōu shì shí èr suì.
兰兰和我一样大。我们都是十二岁。

Zhè tiáo kùzi bǐ qúnzi guì. / Kěshì méi yǒu qúnzi hǎokàn.
这条裤子比裙子贵。 / 可是没有裙子好看。

Zhè tiáo kùzi hé nà tiáo qúnzi yíyàng cháng.
这条裤子和那条裙子一样长。

Wǒ (de) jiā bǐ Lánlán jiā xiǎo.
我(的)家比兰兰家小。

Wǒ jiā méi yǒu Lánlán jiā dà, kěshì hěn shūfu.
我家没有兰兰家大，可是很舒服。

Wǒmen liǎng jiā de yángtái yíyàng dà.
我们两家的阳台一样大。

Nǐ xǐhuan kùzi háishì xǐhuan qúnzi?
你喜欢裤子还是喜欢裙子？

Nǐ xǐhuan cháng qúnzi háishì duǎn qúnzi?
你喜欢长裙子还是短裙子？

Nǐ xǐhuan féi kùzi háishì shòu kùzi?
你喜欢肥裤子还是瘦裤子？

Giving congratulations and best wishes

Gōngxǐ fācái! / Xīnnián kuàilè!
恭喜发财！ / 新年快乐！

Zhù nǐmen xìngfú! / Zhù nǐ shēngrì kuàilè!
祝你们幸福！ / 祝你生日快乐！

Giving and receiving thanks, apologies, and compliments

Duō xiè. / Tài gǎnxiè nín le.
多谢。 / 太感谢您了。

Bú yòng kèqi. / Bié kèqi.
不用客气。 / 别客气。

Zhēn duì bù qǐ. / Zhēn bàoqiàn.
真对不起。 / 真抱歉。

Méi shénme. / Méi guānxi.
没什么。 / 没关系。

Nǐ de Zhōngwén zhēn hǎo! / Nǎi lǐ, nǎ lǐ.
你的中文真好！ / 哪里，哪里。

Nǐ de lánqiú dǎ de hěn hǎo. / Bù xíng, bù xíng.
你的篮球打得很好。 / 不行，不行。

Suggested Learning Activities

Students could be learning through:

- inviting a friend to go out with them at the weekend, discussing where and when to go, and presenting the dialogue to the class;
- talking about a trip, an event, or what they did in the weekend;
- role-playing making plans for a trip or an outing, through dialogue in pairs, with partners agreeing and disagreeing about the plans;
- role-playing a telephone conversation in which an invitation is made and accepted or declined;
- booking a table, then ordering and eating a meal in a Chinese restaurant, with appropriate behaviour;
- acting out a dialogue in a Chinese restaurant, participating in a class video of the dialogue, and discussing how to improve it by using simple Chinese words or phrases of comparison;
- comparing ages, heights, and other facts about class members;
- writing, with the teacher's support, a card congratulating someone on a birthday or wedding, or sending good wishes for the New Year;
- writing a get-well card for someone who is sick;
- writing and presenting a dialogue using a response appropriate to a particular situation — congratulations, thanks, apologies (teachers may need to provide support during the writing);
- reading a passage in Chinese and summarising it in English;
- looking at a page from a Chinese magazine, picking out familiar radicals, and writing them on cards, with English translations;
- making posters of useful phrases;
- practising writing Chinese characters, with attention to stroke order and balance;
- writing Chinese characters quickly and legibly;
- practising Chinese word processing and computer-assisted learning;
- playing a team game where each team is given the same selection of cards. The teacher pulls out a card with one character on it. To earn a point, a team must be the first to find their own matching character card and give the English meaning and Chinese pronunciation.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- listening to a conversation on audio tape, then putting in the responses to questions to complete a written version of the same conversation (listening, reading, writing);
- completing a written conversation by inserting appropriate questions before given responses (reading, writing);
- listening to statements about pictures and marking them "true" or "false" (listening);
- reading a short passage in Chinese and answering multiple-choice questions about it in English (reading);
- matching Chinese characters with English expressions on cards, for example, Get well soon! or, Congratulations! and then writing the Chinese beside the English (reading, writing);
- fitting appropriate Chinese captions under pictures of people engaged in leisure, school, or sporting activities (reading, writing).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can talk and write about what I did yesterday.
I can accept and decline invitations, giving reasons.
I can say — is bigger than—. .
I can talk about a meal I ate and say how much it cost.
I recognise, and can write, some useful phrases of greeting and congratulations.
I can give and receive thanks, apologies, and compliments appropriately.

- keeping a file of their language work.

Chinese in the New Zealand Curriculum Level 6: Social Competence

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 6. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Students should be able to:

- recognise, ask about, and express likes and dislikes, giving reasons;
- express acceptance and refusal, giving reasons;
- describe and narrate activities, events, and facts in a sequence;
- understand and respond to descriptions of activities, events, and facts in a sequence;
- ask someone to do something;
- understand and respond to descriptions of how something is done;
- understand and respond to descriptions of the use of an object;
- understand other use of question words.

Examples

- Tā hěn xǐhuan dōngtiān,
他很喜欢冬天，
yīnwéi tā kěyǐ qù huáxuě.
因为他可以去滑雪。
- Wǒ bù xiǎng qù, wǒ jīntiān yǒu shì.
我不想去，我今天有事。
- Shàngwǔ wǒ zài jiā lǐ xiūxi
上午我在家里休息
- wǒ xiān bāng māma zuòfàn,
ránhòu wǒ xǐ wǎn.
我先帮妈妈做饭，然后我洗碗。
- Xiǎomíng, bāng wǒ bǎ yīfu xǐ yí xià.
小明，帮我把衣服洗一下。
- Xiān bǎ shuǐ fàng rù guō lǐ.
先把水放入锅里。
- Wǒmen yòng guō zhǔ miàn.
我们用锅煮面。
- Wǒ shénme dōu bù zhīdào.
我什么都不知道。

Language Level Indicators

In a range of contexts and selected genres, students should be able to:

Listening

- understand and respond appropriately to more complex dialogue, narrative, and information;
- get the gist of language from selected authentic sources such as Chinese visitors or Chinese television programmes, videos, or audio tapes;
- recognise detail and interpret meaning in more complex language.

Speaking

- speak confidently and fairly fluently with increasingly accurate tones, pronunciation, and intonation;
- use more complex language appropriately and with confidence in conversation;
- use a wide range of language to present information and ideas.

Reading

- get the gist of a wide range of texts containing some unfamiliar language;
- recognise detail and interpret meaning from a range of texts;
- recognise up to 370 Chinese characters.

Writing

- write simple passages of linked paragraphs using more complex language with confidence and increasing fluency and accuracy;
- write a sequence of descriptive statements in a logical progression, following a model;
- write up to 220 Chinese characters.

Suggested Socio-cultural Aspects

Attitudes towards tourists • Travel in China • Differences in initiating telephone conversations • Tai ji, Qi gong • Differences in eating customs and restaurant behaviour • History of the Chinese writing system

Suggested Structures and Vocabulary

Expressing likes and dislikes, giving reasons

Wǒ xǐhuān chī mǐfàn, yīnwéi wǒ zhǐ huì zuò mǐfàn.

我喜欢吃米饭，因为我只会做米饭。

Tā hěn xǐhuan dōngtiān, yīnwéi tā kěyǐ qù huáxuě.

他很喜欢冬天，因为他可以去滑雪。

Wǒ zuì xǐhuan zhōumò, yīnwéi wǒ kěyǐ shuì lǎnjiào.

我最喜欢周末，因为我可以睡懒觉。

Dàwéi bù xǐhuan jīngjù, yīnwéi tā tīng bù dǒng.

大伟不喜欢京剧，因为他听不懂。

Yīnwéi zhè jiàn shàngyī bù hǎokàn, suǒyǐ wǒ bù xǐhuan.

因为这件上衣不好看，所以我不喜欢。

Yīnwéi tā jiā tài yuǎn, suǒyǐ wǒ bù xiǎng qù.

因为他家太远，所以我不想去。

Accepting and refusing suggestions, giving reasons

Nǐ qù bú qù gōngyuán?

你去不去公园？

Wǒ bù xiǎng qù, wǒ jīntiān yǒu shì.

我不想去，我今天有事。

Qù. Wǒ méi qù guò zhè ge gōngyuán.

去。我没有去过这个公园。

Wǒmen kàn diànshì hǎo bù hǎo?

我们看电视好不好？

Xiànzài bù xiǎng kàn. Wǒ yào zuò gōngkè.

现在不想看。 我要做功课。

Describing events in a sequence: Xiaoming's diary

Xiǎomíng de rì jì

小明的日记

liù yuè yī rì qíng xīngqī wǔ

六月一日 晴 星期五

Jīntiān wǒ qǐchuáng yǐhòu juéde bù shūfu. Suǒyǐ zǎoshàng méi qù shàngxué.

今天我起床以后觉得不舒服。 所以早上没去上学。

Shàngwǔ wǒ zài jiā lǐ xiūxi. Xiàwǔ wǒ chī le yào yǐhòu shuì le yíhuǐr.
上午我在家里休息。下午我吃了药以后睡了一会儿。

Xiànzài gǎnjué hǎo duō le.
现在感觉好多了。

Understanding and responding to descriptions of activities

Lánlán, xīngqītiān qù nǎr le?
兰兰，星期天去哪儿了？

Wǒ qù le Xiǎomíng jiā.
我去了小明家。

Nǐmen gàn shénme le?
你们干什么了？

Shàngwǔ wǒ zài tā jiā chī le fàn. Xiàwǔ wǒ hé Xiǎomíng kàn diànshì.
上午我在他家吃了饭。下午我和小明看电视。

Nǐ zài Xiǎomíng jiā chī wǎnfàn le ma?
你在小明家吃晚饭了吗？

Méiyǒu. Xiàwǔ sì diǎn wǒ huíjiā le.
没有。下午四点我回家了。

Dào jiā yǐhòu nǐ zuò shénme le?
到家以后你做什么了？

Dào jiā yǐhòu, wǒ xiān bāng māma zuòfàn, ránhòu wǒ xǐ wǎn.
到家以后，我先帮妈妈做饭，然后我洗碗。

Nǐ zhēn nénggàn!
你真能干！

Asking someone to do something

Xiǎomíng, bāng wǒ bǎ yīfu xǐ yí xià.
小明，帮我把衣服洗一下。

Bāng wǒ bǎ fángjiān shōushi yí xià.
帮我把房间收拾一下。

Bāng wǒ bǎ cài ná huí jiā.
帮我把菜拿回家。

*Understanding and responding to descriptions
of how something is done or used*

Zhǔ Fāngbiànmiàn

煮方便面

- Xiān bǎ shuǐ fàng rù guō lǐ.
先把水放入锅里。
- Shuǐ kāi yǐhòu, bǎ Fāngbiànmiàn fàng rù guō lǐ.
水开以后，把方便面放入锅里。
- Ránhòu fàng rù tiáoliào, zhǔ sān fēn zhōng.
然后放入调料，煮三分钟。

Wǒ yòng bēizi hē shuǐ.

我用杯子喝水。

Wǒ yòng dāo qiē cài.

我用刀切菜。

Wǒ yòng máobǐ xiě dàzì.

我用毛笔写大字。

Other usage of question words

Xiǎo dìdì hěn cōngmíng, tā shénme dōu zhīdào.

小弟弟很聪明，他什么都知道。

Little brother is very clever, he knows everything.

Fángjiān lǐ hěn zāng, dào chù dōu shì huīchén.

房间里很脏，到处都是灰尘。

The room is very dirty, there is dust everywhere.

Wǒ nǎr dōu méi qù.

我哪儿都没去。

I didn't go anywhere.

Nǐ shénme shíhòu lái wǒ jiā dōu xíng.

你什么时候来我家都行。

You are welcome to my place at any time.

Tāmen zěnmē zhème màn!

他们怎么这么慢！

How can they be so slow!

Tāmen zěnmē nàme cūxīn!

他们怎么那么粗心！

How could they be so careless!

Suggested Learning Activities

Students could be learning through:

- surveying class members on their preferences in food, music, clothing, and so on, with students giving reasons for their preferences;
- role-playing refusing invitations, giving valid reasons;
- writing a book that depicts their daily routines, and responding to questions about it;
- asking native speakers about their daily lives;
- talking about the emotional states of people in a picture, and inventing timelines for their lives;
- constructing a narrative which answers ten given questions;
- matching, in the correct sequence, pictures and instructions which show and tell how something is done;
- taking part in a group activity, where each student is given one written instruction and groups work to put their combined set of instructions into the right sequence, then report to the class orally;
- describing the use of an object, so that the class can guess what the object is;
- keeping a class diary covering topics such as the weather, who is not present and why, what vocabulary has been learned so far, and what happened yesterday;
- reading a passage of up to 150 characters and answering questions about it;
- carrying out a research project on the preparation and presentation of Chinese food and Chinese eating customs;
- practising Chinese word processing and computer-assisted learning;
- making a video of a group role-play of visiting someone in hospital or going to a restaurant. Afterwards, the class could discuss what they liked and disliked about the video, giving reasons.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- listening to a Chinese conversation and answering, in Chinese, questions written in English on details such as time, place, people involved, feelings of speakers (listening, writing);
- role-playing familiar situations (listening, speaking);
- listening to a passage on audio tape and filling in worksheets in Chinese in which some characters from the passage are missing (listening, writing);
- reading an unfamiliar passage containing known vocabulary, then constructing and answering questions about it (reading, listening, speaking);
- reading a passage in Chinese and giving a summary of its meaning in English (reading).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can express likes and dislikes, giving reasons.
I can accept or refuse suggestions, giving reasons.
I can write a postcard.
I can make a simple timeline about my life.
I can ask someone to do something.
I can read 250 characters and write 100 characters.

- keeping a file of their own language work.

Levels 7 and 8: Personal Independence

By the end of level 8

learners can take part in general conversation with native speakers, understanding most of what is said, and contributing relevant comments. They can express and discuss many of their own ideas and opinions. They can read some imaginative writing and a variety of authentic materials, and write expressively for a range of purposes. They are comfortable interacting with native speakers, especially those of their own age, in social situations.

Chinese in the New Zealand Curriculum Level 7: Personal Independence

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 7. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Examples

Students should be able to:

- | | |
|--|---|
| <ul style="list-style-type: none">• interpret selected and adapted media, (newspapers, television, magazines, videos, and so on); | Běijīng yīn. Zuì gāo qìwēn sān dù.
北京阴。最高气温三度。 |
| <ul style="list-style-type: none">• make predictions and respond to them; | Nǐ kàn míngtiān huì xià yǔ ma?
你看明天会下雨吗?
Wǒ kàn bú huì.
我看不会。 |
| <ul style="list-style-type: none">• understand, express, and enquire about actions or events which are conditional upon other actions or events; | Jiǎ rú wǒ yǒu yí wàn yuán,
假如我一万元,
wǒ jiù qù Yīngguó.
我就去英国。 |
| <ul style="list-style-type: none">• report what someone said or wrote; | Dà shān shuō tā gǎn mào le,
大山说他感冒了,
bù néng lái shàng xué.
不能来上学。 |
| <ul style="list-style-type: none">• recognise, express, and ask about opinions, attitudes, or emotions in relation to events, actions, and other people. | Tā bù yīng gāi zhè yàng!
他不应该这样!
Tài bú xiàng huà le!
太不像话了! |

Language Level Indicators

In a wide range of contexts and selected genres, students should be able to:

Listening

- understand and respond appropriately to abstract ideas expressed in more complex language;
- recognise opinions, attitudes, and emotions;
- comprehend detail and summarise meaning.

Speaking

- speak confidently and fairly fluently, using more complex language with increasingly accurate tones, pronunciation, and intonation;
- initiate, and confidently maintain, conversation which may have some unpredictable content;
- use various kinds of complex language appropriately to present points of view.

Reading

- get the gist of a range of texts, including opinions, attitudes, and emotions;
- comprehend detail and summarise meaning;
- recognise up to 470 Chinese characters.

Writing

- write longer passages, which have more complex sentences and paragraphs, with confidence and increasing fluency and accuracy;
- write factual and imaginative passages to present ideas, information, and points of view;
- write up to 270 Chinese characters.

Suggested Socio-cultural Aspects

A city in China, including its location, climate, economy, history, culture, and recreational and educational opportunities • Current developments in Chinese New Zealand communities • The history of Chinese settlement in New Zealand • The roles of women and men in China and New Zealand • Chinese poems, plays, short stories, and novels, in English translation

Suggested Structures and Vocabulary

Understanding selected media

Weather forecast

tiānqì yùbào

天气预报

Běijīng yīn. Zuì gāo qìwēn sān dù. Zuì dī qìwēn língxià wǔ dù.

北京阴。最高气温三度。最低气温零下五度。

Huīlíngdùn qíng. Yǒushí duō yún. Zuì gāo qì wēn èrshíèr dù. Zuì dī

惠灵顿晴。有时多云。最高气温二十二度。最低

qìwēn shíjiǔ dù.
气温十九度。

Jīntiān báitiān qíng zhuǎn yīn. Bàngwǎn yǒu yǔ. Zuì gāo qìwēn sānshí dù.

今天白天晴转阴。傍晚有雨。最高气温三十度。

Zuì dī qìwēn èrshíbā dù.

最低气温二十八度。

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The news

Gè wèi guānzhòng, wǎnshàng hǎo! Xiànzài xiàng nín bàogào xīnwén.

各位观众，晚上好！现在向您报告新闻。

Jīntiān língchén, Hǎishān shì fāshēng shuǐzāi. Dàyuē yǒu yìbǎi duō jiān

今天凌晨，海山市发生水灾。大约有一百多间

fángwū dǎotā, shí sān rén sàngshēng, hái yǒu sìshíwǔ rén shòushāng
房屋倒塌, 十三人丧生, 还有四十五人受伤

Xīnwén bàogào wán le. Shì yóu Mǎwén xiàng nín bàogào de.
新闻报告完了。是由马文向您报告的。

Making and responding to predictions

Nǐ kàn míngtiān huì xià yǔ ma? / Wǒ kàn bú huì.
你看明天会下雨吗? / 我看不会。

Wǒ kàn xià wǔ huì xià yǔ.
我看下午会下雨。

Nǐ shuō míngtiān huì bú huì guā fēng?
你说明天会不会刮风?

Wǒ shuō bú huì.
我说不会。

Ài ya! Shí diǎn le! Xiǎo míng huì bú huì bù lái le?
唉呀! 十点了! 小明会不会不来了?

Tā kěndìng huì lái de.
他肯定会来的。

Tā wèishénme bù hé wǒmen shuō huà? Shì bú shì shēng qì le?
他为什么不和我们说话? 是不是生气了?

Kěnéng shì.
可能是。

Tā zěnméi lái shàng xué? Tā bìng le ma?
他怎么没来上学? 他病了吗?

Tā kěnéng bìng le.
他可能病了。

Tā dàgài (yěxǔ) bìng le.
他大概(也许)病了。

Expressing and enquiring about actions or events which are conditional upon other actions or events

Rúguǒ nǐ bú duànliàn shēntǐ, jiù huì shēngbìng.
如果你不锻炼身体, 就会生病。

Rúguǒ nǐ bù shūfu jiù bú yào qù shàngbān.
如果你不舒服就不要去上班。

Jiǎrú wǒ yǒu yí wàn yuán, wǒ jiù qù Yīngguó.
假如我有一万元, 我就去英国。

Reporting what someone said or wrote

Māma,
妈妈,

Bàba shuō tā jīntiān wǎnshàng huí lái wǎn. Bú yào děng tā chī wǎnfàn.
爸爸说他今天晚上回来晚。不要等他吃晚饭。

Xiǎomíng
小明

Xiǎo dì,
小弟,

Wǎnfàn zuò hǎo le. Nǐ xiān chī. Wǒ shí diǎn yǐhòu huí lái.
晚饭做好了。你先吃。我十点以后回来。

jiějie
姐姐

Dàshān shuō tā gǎnmào le, bù néng lái shàngxué.
大山说他感冒了，不能来上学。

Dàifu yào wǒ zài jiā lǐ hǎo hǎo xiūxi.
大夫要我在家里好好休息。

Xiǎomíng lái xìn shuō tā qù le Gùgōng.
小明来信说他去了故宫。

Expressing opinions/attitudes/emotions in relation to events and other people

Expressing dissatisfaction or anger

Tā zhèyàng zuò bú duì! / Tā bù yīnggāi zhè yàng!
他这样做不对！ / 他不应该这样！

Expressing regret

Wǒ zhēn hòuhuǐ! / Āiya! Zhēn kěxī!
我真后悔。 / 哎呀！真可惜！

Expressing excitement or approval

Tài hǎo le! / Hǎo jí le!
太好了！ / 好极了！

Asking for help

Qǐng nǐ bāng wǒ yí xià hǎo ma? / Nǐ néng bāng wǒ yí xià ma?
请你帮我一下好吗？ / 你能帮我一下吗？

Tang poem

Jìng yè sī

静夜思

Chuáng qián míng yuè guāng,

床前月光，

yí shì dì shàng shuāng.

疑是地上霜。

Jǔ tóu wàng míng yuè,

举头望明月，

dī tóu sī gù xiāng.

低头思故乡。

Suggested Learning Activities

Students could be learning through:

- looking at Chinese publications, choosing a subject, and making a publicity poster designed to persuade the class to do, buy, or see something;
- reading a selected paragraph in Chinese, and making up questions about it;
- planning a trip to a city in China for a school group, saying where students want to go and why, what will happen, and what students will do as a group;
- giving a talk to the class on future goals and plans, which the other students will reflect on, summarise, and ask questions about;
- saying what they would do in certain situations, for example, if they were given \$100 to spend, or if they got a job;
- watching a Chinese video, identifying vocabulary and phrases selected by the teacher, and summarising the main idea in Chinese;
- working in pairs, one student saying a sentence in Chinese and the other saying (in English) what they have heard;
- listening to a simple conversation and writing down the message;
- taking part in a class discussion about expressing dissatisfaction or anger in Chinese (with the help of the teacher), then constructing simple conversations to use the appropriate expressions;
- taking turns asking each other to do things;
- role-playing telephone conversations asking service people to do things, for example, arranging the time for them to come to repair the washing machine or fridge;
- reading a passage of up to 300 known characters, writing questions about it in simple Chinese, and asking members of the class to respond to them in Chinese;
- setting up a reading and reference library in class, including works “published” by students;
- correctly copying a short passage in Chinese, completing some sentences which have been left unfinished;
- putting a set of sentences in sequence, so that they make a coherent passage;
- using character cards they have made themselves and working in pairs to invent games which will help them recognise, write, and pronounce Chinese characters;
- practising word processing and computer-assisted learning in Chinese.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- reading an unfamiliar passage, making up five questions about it, and saying them aloud (reading, writing, speaking);
- completing a written passage by inserting the correct words from a given list (reading, writing);
- writing 150 characters from dictation (listening, writing);
- completing, then reading aloud, an open-ended dialogue about what they would do in a certain situation (reading, writing, speaking);
- matching characters with their English meanings (reading);
- making sentences using specified characters (writing);
- listening to a description of a situation which involves unfamiliar vocabulary, asking questions to clarify what the situation is, and giving an oral summary (listening, speaking);
- reading a passage in Chinese thoroughly (with five or six minutes to re-read it) then taking a partner and answering each other's questions about the passage (reading, listening, speaking).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by :

- using a checklist like this one;

I can understand a simple advertisement.

I can write an itinerary, in Chinese, for a trip to China.

I can ask questions about travel and respond appropriately to the answers.

I can give a short talk on my future goals and plans.

I can take or leave a message.

I can express emotions in simple Chinese.

I can recite a poem.

I can read passages of up to 300 characters.

- keeping a file of their own language work.

Chinese in the New Zealand Curriculum

Level 8: Personal Independence

Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 8. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

Communication Functions

Students should be able to:

- recognise, express, and enquire about the doubt, possibility, probability, and uncertainty of actions and events;
- understand, express, and respond to language about the consequences of actions and events;
- give, seek, and receive advice;
- ask, warn, and direct others to do something or not to do it;
- understand, express, and respond to a prediction or hypothesis and argue for or against it;
- understand and express advantages and disadvantages, giving reasons.

Examples

Tā wèishénme bù hé nǐ shuōhuà?
他为什么不和你说话？
Tā kěnéng bù gāoxìng le.
他可能不高兴了。

Rúguǒ wǔ fēn zhōng yǐhòu tā bù lái,
如果五分钟以后他不来，
wǒmen jiù bù děng tā le.
我们就不等他了。

Lǎoshi, wǒ kěyǐ zǒu ma?
老师，我可以走吗？

Nǐ bù yīnggāi shuō huǎnghuà.
你不应该说谎话。

Xiǎomíng huì bú huì zǒu diū le?
小明会不会走丢了？

Wǒ kàn dōngtiān qù hǎo,
我看冬天去好，
xuě jǐng hěn piàoliang.
雪景很漂亮。

Language Level Indicators

In a variety of contexts and selected genres, students can:

Listening

- understand and respond appropriately to complex dialogue, narrative, and information;
- interpret opinions, attitudes, and emotions;
- recognise fine detail and draw inferences and conclusions.

Speaking

- speak confidently and fluently, with fairly accurate tones, pronunciation, and intonation;
- initiate and confidently maintain conversation with a variety of speakers;
- use various kinds of complex language structures to present, argue, and support points of view.

Reading

- get the gist of a wide range of texts;
- recognise fine detail and draw inferences and conclusions;
- recognise up to 600 Chinese characters.

Writing

- adapt format, length, and style in writing to suit a particular purpose and audience;
- write longer factual and imaginative passages with confidence and fluency;
- write up to 350 Chinese characters.

Suggested Socio-cultural Aspects

Changing attitudes and values in Chinese society • How to agree or disagree politely • How to negotiate, request, and discuss • Appropriate levels of confidence, modesty, directness, and assertiveness • Current events in China • Appropriate dress, behaviour, and roles in groups such as parents and children, teachers and students, employers and employees, elders and juniors, men and women

Suggested Structures and Vocabulary

Expressing doubt/possibility

huì bú huì / kěnéng / dàgài / yěxǔ / kěndìng
会不会 / 可能 / 大概 / 也许 / 肯定

Zhème wǎn le, tā zěnmé hái méi lái?
这么晚了，他怎么还没来？

Tā huì bú huì shēngbìng le?
他会不会生病了？

Tā kěnéng shēngbìng le ba? / Tā dàgài wàng le.
他可能生病了吧？ / 他大概忘了。

Tā yěxǔ wàng le. / Tā kěndìng wàng le.
他也许忘了。 / 他肯定忘了。

Tā wèishénme bù hé nǐ shuōhuà? / Tā kěnéng bù gāoxìng le.
他为什么不和你说话？ / 他可能不高兴了。

Expressing and responding to consequences of actions or events

Rúguǒ wǔ fēn zhōng yǐhòu tā hái bù lái, wǒmen jiù bù děng tā le.
如果五分钟以后他还来，我们就不等他了。

Rúguǒ nǐ yǒu shì, jiù gěi wǒ dǎ diànhuà.
如果你有事，就给我打电话。

Jìrán nǐ māma bù xǐhuan wǒ, wǒ jiù bú qù nǐ jiā le.
既然你妈妈不喜欢我，我就不去你家了。

Jìrán nǐ zuò le zhème duō hǎo chī de, wǒ jiù bú kèqì le.
既然你做了这么多好吃的，我就不客气了。

Giving and seeking advice or permission

Wǎnshàng kěnéng yǒu yǔ, dài shàng yǔsǎn ba!
晚上可能有雨，带上雨伞吧！

Míngtiān yěcān, nǐ shuō wǒ chuān shénme hǎo?
明天野餐，你说我穿什么好？

Lǎoshī, wǒ kěyǐ zǒu ma?
老师，我可以走吗？

Māma, wǒ kěyǐ dài xiǎomāo chūqù ma?
妈妈，我可以带小猫出去吗？

Asking, warning, and directing others to do or not to do something

Nǐ yīnggāi xiān zuò gōngkè, ránhòu zài kàn diànshì.
你应该先做功课，然后再看电视。

Nǐ yīnggāi gěi bàba dǎ ge diànhuà.
你应该给爸爸打个电话。

Nǐ bù yīnggāi shuō huǎnghuà.
你不应该说谎话。

Wǎnshàng chūqù yào xiǎoxīn.
晚上出去要小心。

Guò mǎlù shí bú yào pǎo.
过马路时不要跑。

Yào ànshí chī yào. / Bú yào chōuyān, hē jiǔ.
要按时吃药。 / 不要抽烟、喝酒。

Bié wàng le dài zhōngwǔfàn! / Bié wàng le gěi wǒ dǎ diànhuà!
别忘了带中午饭！ / 别忘了给我打电话！

Responding to a prediction and arguing for or against it

Xiǎomíng huì bú huì zǒu diū le? / Bú huì de. Tā yǒu dìtú.
小明会不会走丢了？ / 不会的。他有地图。

Lánlán dàgài bù gāoxìng le ba?
兰兰大概不高兴了吧？

Bú huì de. Tā cónglái bù shēngqì.
不会的。她从来都不生气。

Rúguǒ Wáng lǎoshī bù tóngyì zěnmebàn?
如果王老师不同意怎么办？

Tā bú huì bù tóngyì. / Tā kěndìng huì tóngyì.
他不会不同意。 / 他肯定会同意。

Understanding and expressing advantages and disadvantages, giving reasons

Xué Zhōngwén duì wǒmen yǒu shénme hǎochù?
学中文对我们有什么好处？

Wǒ juéde xué Zhōngwén hǎochù hěn duō. Bǐrú shuō, wǒmen kěyǐ gēn
我觉得学中文好处很多。 比如说，我们可以跟

Zhōngguó rén shuōhuà, kěyǐ kàn Zhōngwén shū, hái kěyǐ qù Zhōngguó lǚyóu.
中国人说话、 可以看中文书、 还可以去中国旅游。

Nǐ shuō wǒmen yīnggāi qù shénme dìfang mǎi dōngxi?
你说我们应该去什么地方买东西？

Yīnggāi qù chāojí shìchǎng. Nà lǐ de dōngxi duō, zhìliàng hǎo.
应该去超级市场。那里的东西多，质量好。

Wǒ bù tóngyi. Wǒ juéde wǒmen yīnggāi qù zìyóu shìchǎng. Zài nàr
我不同意。我觉得我们应该去自由市场。 在那儿

kěyǐ jiǎngjià, dōngxi yě piányi.
可以讲价，东西也便宜。

Nǐ kàn wǒmen dōngtiān qù hǎo bù hǎo?
你看我们冬天去好不好？

Wǒ kàn dōngtiān qù hǎo, xuějǐng hěn piàoliang.
我看冬天去好，雪景很漂亮。

Dōngtiān bù hǎo, tài lěng.
冬天不好，太冷。

Writing a letter

Yīngying,
英英，

Nǐ hǎo! Wǒ xiànzài zài Nándǎo gěi nǐ xiěxìn. Shàngxīngqī wǒ qù kàn yéye nǎinai.

你好！我现在在南岛给你写信。上星期我去看爷爷奶奶。

Tāmen zhù zài hǎibiān. Tāmen de fángzi hěn xiǎo, dànshi hěn shūfu.

他们住在海边。他们的房子很小，但是很舒服。

Tāmen yǒu sān ge wòshì, yí ge kètīng, hái yǒu yí ge dà guǒyuán.

他们有三个卧室，一个客厅，还有一个大果园。

Hòutiān bàba lái jiē wǒ huíjiā. Wǒ zhēn xiǎng zài zhèlǐ duō zhù jǐ tiān!

后天爸爸来接我回家。我真想在这里多住几天！

Kěshì bù xíng, xiàxīngqī kāixué. Dào jiā yǐhòu wǒ gěi nǐ dǎ diànhuà.

可是不行，下星期开学。到家以后我给你打电话。

Wǒ yǒu hěn duō gōngkè hái méi zuò wán. Nǐ néng bāng wǒ ma?

我有很多功课还没做完。你能帮我吗？

Xīngqītiān nǐ lái wǒ jiā hǎo ma?

星期天你来我家好吗？

Xīngqītiān jiàn!

星期天见！

Zhù nǐ kuàilè!

祝你快乐！

Lánlán

兰兰

9.10

Suggested Learning Activities

Students could be learning through:

- producing, in pairs or small groups, dialogues which include hypotheses and expressions of doubt and possibility according to different given situations, then role-playing their dialogues for the class and receiving constructive feedback;
- discussing how New Zealand could attract more tourists, then preparing a brochure which invites Chinese people to visit and shows tourist venues, activities, and other features of the country ;
- in pairs, writing down a few things they would like to receive advice about and practising saying what they have written, with their partners;
- preparing a simple questionnaire for Chinese-speaking tourists to find out what they like most about New Zealand, what they like least about it, and why they like or dislike those things, then doing the survey and reporting back to the class (this survey could be done in a duty free shop or at an airport);
- in pairs, planning a trip and giving reasons for their choice of destination;
- in pairs or groups, choosing a particular activity, using a dictionary to find the right Chinese words to issue instructions and warnings to people doing that activity, then presenting this vocabulary language on a poster (for example, "Don't swim here!" or "Beware of the dogs" in Chinese);
- debating particular issues in English, for example, Is it worth learning a foreign language? Is it a good idea to live with your parents? Should you have to earn your pocket money? and then summarising the argument in Chinese and producing a video talk show (in Chinese) on the topic;
- speaking in Chinese, for two minutes, on a topic drawn at random from a selection of previously learned topics (with preparation time allowed);
- writing a note to someone according to a given situation, and reading it to the class, who may suggest improvements;
- writing Chinese notices for the classroom about looking after the learning environment;
- in groups, writing a story on a given topic, using as many characters as possible, and reading it aloud to the class, who vote on the most ingenious story;
- writing letters according to a given model, and adapting the model to write to their own pen-friends in China;
- creating a Chinese poetry corner in the class by copying all the poems they know in correct Chinese characters, putting them up on the wall, and using a dictionary to produce a glossary of any unfamiliar words, in Chinese characters, Pinyin, and English;
- practising Chinese word processing and computer-assisted learning.

Suggested Assessment Activities

Teacher Assessment

Teachers could assess students' progress when students are:

- giving a short impromptu talk on their favourite recreational activity (speaking);
- working in groups to organise, research, and produce a multi-media presentation (speaking, reading, writing);
- listening to a taped interview and answering oral or written questions about it (listening, speaking, writing);
- writing and producing a radio advertisement (writing, speaking);
- reading a selected passage in Chinese characters and answering questions about it, orally or in writing (reading, speaking, writing);
- writing a note declining an invitation, giving their reasons (writing);
- using appropriate language to complete an unfinished letter (reading, writing).

Peer Assessment

Students could monitor one another's progress when they are:

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can express concerns, worries, doubt, and possibility in simple Chinese.

I can agree or disagree with someone politely.

I can ask for things to be done, politely, in a variety of social situations.

I can give instructions and warnings.

I can recite a poem in Chinese and explain it to my friends in English.

I can write a letter to my friend.

I can read 400 characters.

I can write 200 characters.

- keeping a file of their own language work.

Appendix

Areas of Experience and Topics

Possible areas of experience and related topics are listed here for teachers to consider. This is not an exhaustive list; teachers and students will have further ideas for organising language learning programmes. Students should be encouraged to explore their own interests within a particular focus, and to make creative links with other areas of the curriculum.

Many of the ideas in this list overlap. Most, however, can be used at any level and, over the learning period, can be organised to provide a spiral curriculum. Vocabulary and structures can be revised, reinforced, and extended by using more complex activities to match the language competence of students. Open-ended activities within individual topics enable students to work at their own ability level, and thus cater for multi-level teaching in the classroom.

Suggested areas of experience

Personal and social life (relations with other people, social attitudes, institutions)

Everyday activities

World around us

Suggested topics

personal history
health and fitness
family
family histories
friendships
growing up
peer groups
peer relationships
roles and duties
stereotyping
customs and behaviours
festivals and celebrations
religious beliefs
political events
institutions (school, clubs, church)

domestic routines
school routines
hobbies and interests
holiday activities
sports
pets
travel and transport
shopping
entertainment
food, drink, cooking
eating out

houses and housing
home/town/city
rural/city life
land/sea
industry
local projects
environmental issues
migration
plants/animals
geography
architecture
history
indigenous peoples

Suggested areas of experience

Suggested topics

World of work

family occupations
holiday work
finding jobs
writing letters
local jobs/trades
career plans/hopes
tourism
business projects
farming/fishing
unemployment
money/exchange
banking
goods and services

Communications
and technology

letters
telephoning
postal system
television and radio
print media
comics and cartoons
graffiti
advertising
computers
benefits/problems of technology

International world

overseas travel
exchanges
national customs
languages
groups/organisations (United Nations)
co-operation/conflict
contributions to arts, science, technology

Imagination and creativity

designing/making
music/dance
fashion/jewellery
film/theatre
circus/puppets
street performers
games/toys
folklore/stories
superstitions
fiction/poetry
drawing/painting/
sculpture/pottery
crafts

Cross-curricular content
(areas and topics related
to studies in other
subjects)

other languages
art
career studies
economics
English
environmental studies
geography
history
home economics
music
science
social studies
technology