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A CHINESE LANGUAGE FRAMEWORK FOR NEW ZEALAND SCHOOLS

This document is a collaborative effort by a group of experienced practising language specialist teachers of Chinese, facilitated and produced by Confucius Institute in Auckland, to support and assist primary schools and teachers to implement an effective Chinese language programme.

*For Primary
Schools Year 1-8*

A CHINESE LANGUAGE FRAMEWORK FOR PRIMARY SCHOOLS

FOUNDATION LEVEL 1-4

The *Chinese Language Framework for Primary Schools* provides a framework and guide for teachers to plan and implement a long term Chinese programme at the primary level, years 0-8. It is a coordinated effort between several Chinese specialist primary teachers in Auckland and is guided by the New Zealand Curriculum. It is intended to be a flexible working document where experienced and inexperienced teachers have the opportunity to comment, query and edit content. In 2016, teachers trialed this document in its draft form and made edits as required. There has been an annual reassessment of the document at the end of each year.

Implementation of languages in New Zealand schools is introduced to primary students as an instructed foreign language. The framework assumes that students will be exposed to at least one hour per week of Chinese language instruction. Up to two hours per week of instruction is recommended.

NB: This document does not provide unit plans/lesson plans or a teacher's outline of the course but a long range instructional plan which is standards based.

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FOUNDATION 1 - NZC LEVEL 1 & 2

Communication

- ◇ receive and produce information;
- ◇ produce and respond to questions and requests;
- ◇ show social awareness when interacting with others.

- ◆ Develop interest in listening to and communicating in Chinese.
- ◆ Listen and respond to simple words and phrases and formulaic chunks e.g. How are you? What's your name?
- ◆ Develop confidence in their pronunciation and intonation.
- ◆ Respond appropriately to classroom instructions and formulaic language.
- ◆ Use culturally appropriate gestures and body language when communicating in Chinese.

Language Knowledge

- ◇ recognise that Chinese is organised in particular ways;
- ◇ make connections with their own language(s).

- ◆ Recognise and read basic Chinese vowels a, o, e, i, u, ü.
- ◆ Recognise the differences in sounds between English alphabet and Chinese written pinyin.
- ◆ Recognise and use tone symbols and intonation.
- ◆ Recognise basic tone changes e.g. nǐ hǎo.
- ◆ Identify Chinese writing compared with other languages.
- ◆ Understand that some characters derive from pictures.
- ◆ Recognise basic strokes & stroke order.
- ◆ Recognise and write some basic pictographs and numbers.
- ◆ Understand family titles and structure.

Cultural Knowledge

- ◇ recognise that Chinese cultures are organised in particular ways;
- ◇ make connections with known culture(s).

- ◆ Develop an awareness that there are multiple home languages within the school community.
- ◆ Learn about some Chinese customs and important celebrations e.g. Spring Festival.
- ◆ Learn about Chinese myths or legends.
- ◆ Learn about some Chinese inventions.
- ◆ Know some basic facts about China e.g. where China is in relation to NZ, population, famous landmarks etc.
- ◆ Understand the significance of colours in Chinese society e.g. Beijing opera characters.
- ◆ Understand the significance of numbers e.g. lucky and unlucky numbers.

Students will be able to:

- ⇒ Use appropriate greetings for different people;
- ⇒ Understand and respond to basic classroom instructions;
- ⇒ use and respond to polite formulaic expressions;
- ⇒ begin to use some common formulaic expressions e.g. *lǎoshī hǎo*;
- ⇒ Introduce themselves and others;
- ⇒ Count from 1 - 20;
- ⇒ Recognise and write characters 1- 10;
- ⇒ Say how old they are;
- ⇒ Say how they are feeling;
- ⇒ Recognise and name some colours, family members, body parts, animals, actions;
- ⇒ Recognise months and days of the week.

Language Learning Strategies

- ⇒ Dance to a greeting song (How are you?) – in groups, learn basic greetings through the song and create matching gestures or dance moves to go with the song. Students will be given Chinese greeting pictures as stimulus, e.g. bow, Kungfu greeting gesture.
- ⇒ Koosh ball – throw or roll a koosh ball using an appropriate greeting. Try to remember the order and repeat.
- ⇒ Play (Simon says) game – develop understanding of and respond to formulaic expressions.
- ⇒ Puppet role play – each student will be given a puppet to introduce to the class, and the audience can choose the best actor or actress in the class; use puppets for student role plays or when introducing language.
- ⇒ Guess who? – one student faces the board. The teacher picks a student to say a greeting or question in their own voice or a disguised voice. The student has to guess who it is.
- ⇒ Guess commands game – get student to sit in a chair. The student behind displays a command. Team acts it out for the person on the chair to guess.
- ⇒ Number rap song – practise how to say numbers in Chinese.
- ⇒ Form numbers 1-10 (characters) – Each group is given a number in character, group members lie on the floor to form a number for others to guess.
- ⇒ Line up from 1-10 – Each student each will be assigned a number. They will ask each other to find out what number they are, ‘what number are you ()? I am number 1 ()’.
- ⇒ Learn 10 different dance moves which represent the characters etc. In each group, pick 5 favourite numbers and perform to class, choose the best dance group.
- ⇒ Show me board & bingo games 1-20 – to practice recognising numbers and simple maths in Chinese.
- ⇒ Daily emotion sticker – Express how they feel as they enter the classroom using a Chinese sticker e.g. *hěn hǎo*, *gāoxìng*, *rè* etc.
- ⇒ Song – Mandarin animal song – *lǎoshī yǒu hénduō péngyou* – use masks to ask “who likes..?” numbers rap; little apple with actions; *yángwawa he xiǎoxiong*; *nǐ hǎo* chant.
- ⇒ Charades/guess – students act out gesture or word. Class guesses the word.

Descriptors

Listening

I can understand a few familiar spoken words and phrases.

Speaking

I can say/repeat a few words and short simple phrases.

Reading

I can recognise and read out a few familiar words and phrases.

Writing

I can write or copy simple words or symbols, differentiate words, write correct stroke order.

Assessment Evidence

Follow basic classroom and teacher instructions in a game of laǒshī shuō e.g. in a game of Simon Says.

Can do statements (template in resources folder)

- Can recite/chant a poem or song (assembly performance).
- Can count 1-1
- Can respond to simple instructions & requests.

Recognise some pictographs and numbers (matching activity).
Pinyin phrases (true/false).
Fill in conversation speech bubbles (greetings).

Write numbers 1-10. Know some basic components or radicals.

Possible Assessment Tasks

Listening

Speaking

Reading

Writing

FOUNDATION 2 - NZC LEVEL 1 & 2

Communication

- ◇ receive and produce information;
- ◇ produce and respond to questions and requests;
- ◇ show social awareness when interacting with others.

Language Knowledge

- ◇ recognise that Chinese is organised in particular ways;
- ◇ make connections with their own language(s).

Cultural Knowledge

- ◇ recognise that Chinese cultures are organised in particular ways;
- ◇ make connections with known culture(s).

- ◇ Respond appropriately to requests and questions in relation to classroom instructions.
- ◇ Use some formulaic language in everyday situations.
- ◇ Perform simple communicative tasks using single words, phrases and short sentences.
- ◇ Use increasing correct pronunciation and intonation.
- ◇ Ask and answer questions on familiar topics.

- ◇ Recognise more basic pictographs.
- ◇ Use and apply basic stroke order to simple characters.
- ◇ Recognise more basic tone changes e.g. yí gè rén.
- ◇ Recognise and understand that characters can be made up of basic components that can be pictographs and ideographs.
- ◇ Understand that Chinese language is organised in a different way to English e.g. one character represents one syllable.
- ◇ Produce increasingly accurate tones and intonation in speech.
- ◇ Understand question word ma?
- ◇ Negatives bù & méi.

- ◇ Learn about how Chinese characters and how writing evolved.
- ◇ Compare Chinese festivals/stories/myths with their own e.g. mythological creatures & animals – e.g. Dragon/Taniwha.
- ◇ Understand how different cultures identify themselves in society.
- ◇ Differentiate between formal and informal language use.
- ◇ Understand culturally appropriate language expressions.
- ◇ Learn about the Chinese education system and classroom routines.
- ◇ Locate China and where the Chinese language is spoken on a map.
- ◇ Learn about well-known Chinese figures/people.

Students will be able to:

- ⇒ Use a variety of greetings specific to different people and times of day.
- ⇒ Introduce family/pets.
- ⇒ Count people and some animals.
- ⇒ Ask and answer questions about birthday and zodiac signs.
- ⇒ Use possessive adjectives e.g. mine/yours wǒ de.
- ⇒ Revise animals and talk about likes and dislikes.
- ⇒ Introduce where they are from (relevant to context).
- ⇒ Follow physical movement instructions in relation to classroom activities.
- ⇒ Begin to use some formulaic expressions when playing games/doing activities.
- ⇒ Count and recognise numbers 1 to 100.
- ⇒ Use basic adjectives to describe people/things/objects/animals e.g. dà, xiǎo, yǎnsè.
- ⇒ Say you have or haven't got something.
- ⇒ Say you want or don't want something.

Language Learning Strategies

- ⇒ Flash card game – in pairs, flip pictures of times of the day and respond with correct greetings.
- ⇒ Snap card game – In groups, spread out pictures of animals and family members on the table, one person calls how many animals others select the correct card to show. Revise numbers, family members and learn animals.
- ⇒ Survey – family members, favourite colours, fruit.
- ⇒ Animals and national flags matching game – learn iconic animals from different countries.
- ⇒ Make pictures of big and small animals. Stick up pictures around the room. Say the word and get students to point or move to the correct animal.
- ⇒ Play Chinese whispers in teams. Last person picks up the correct card or picture.
- ⇒ Survey on favourite animal in class – use 'Do you like...animal ...?' to interview classmates and find out the favourite and least favourite animals in class. Discuss at the end. e.g. How many students like dogs etc.?
- ⇒ Sing 'where are you from?' song – learn how to ask questions and answer about nationalities, e.g. <https://youtu.be/CLuDpdt5Ry8>
- ⇒ Play (Simon says) game – develop understanding of and respond to formulaic expressions.
- ⇒ Board games - expressions, animals – insist on using Chinese expressions, numbers, to express how students feel and facilitate the board game, e.g. I won! It's your turn!
- ⇒ Practice chanting numbers – buzz, skip counting, 21.
- ⇒ Information gap e.g. cockroach stomp. Teacher plays with whole class first.
- ⇒ Guess the picture - listen to the description and identify the correct picture.
- ⇒ Survey – find out people's favourite colour, what pets they have. Students answer yǒu/méiyǒu or shì búshì.
- ⇒ Every day write the date on the board and uses a Chinese calendar in class. Make a Chinese calendar.
- ⇒ Bomb word - Write 6 words on the board. Pick a bomb word. Students stand. The teacher points to the word for students to repeat. If they repeat the bomb word they must sit down.
- ⇒ Hatchi patchi - students sit in a circle. Brainstorm a question to ask. Choose a student to leave the room. Choose 1-2 students to be hatchi patchi. The student comes back into the room, stands in the middle of the circle and asks a question. If they are hatchi patchi all students must move seats. Or fruit salad game.
- ⇒ Guess what's in the box – put stationary and some classroom objects in a box, students ask questions to find out what are inside.

Descriptors

Listening

I can understand a range of familiar spoken phrases.

Speaking

I can answer simple questions and give basic information.

Reading

I can understand familiar written phrases.
I can read pinyin phrases and expressions.

Writing

I can write one or two short sentences to a model and fill in the words on a simple form.

Assessment Evidence

Match pictures to correct answer. Respond to statements spoken by the teacher in Chinese, marking them either 'true' or 'false'. Listen and tick the appropriate response to certain statements or questions .

Respond or talk about a picture. Read words/ phrases correctly in pinyin. Role-play dialogues in which people are introduced (speaking, listening).

Match pictographs to the correct word picture. Select the appropriate words or characters during a cloze test.

Write ten characters from memory. Fill out a personal description in pinyin.

Possible Assessment Tasks

Listening

Speaking

Reading

Writing

FOUNDATION 3 - NZC LEVEL 1 & 2

Communication

- ◇ receive and produce information;
- ◇ produce and respond to questions and requests;
- ◇ show social awareness when interacting with others.

Language Knowledge

- ◇ recognise that Chinese is organised in particular ways;
- ◇ make connections with their own language(s).

Cultural Knowledge

- ◇ recognise that Chinese cultures are organised in particular ways;
- ◇ make connections with known culture(s).

- ◇ Listen and respond to familiar spoken language e.g. nǐ míngbǎi ma? or wǒ kényǐ shàng cèsuǒ ma?
- ◇ Use Chinese for social goals to negotiate meanings such as greetings, praise words, classroom exchanges e.g. lǎoshī, wǒ yǒu wèntí, bāngbāng wǒ, expressing simple opinions.
- ◇ Use correct pronunciation & intonation.
- ◇ Read and spell basic pinyin with increasing accuracy.
- ◇ Communicate in Chinese in full sentences to convey meanings.
- ◇ Develop an awareness of regional influences on Chinese.

- ◇ Introduce components and radicals of characters.
- ◇ Making more links between components/pictographs and meanings of words.
- ◇ Can differentiate challenging pinyin sounds e.g. zh, ch, sh, z, c, s, r, q, x, j.
- ◇ Know pinyin rules.
- ◇ Recognise character structure and their rules/conventions.
- ◇ Differentiate between questions and statements.

- ◇ Understand basic Chinese values such as respect for the elderly.
- ◇ Understand colloquial greetings - nǐ láile! chīle ma? zěnmeyàng?
- ◇ Investigate how traditional festivals are celebrated in modern China.
- ◇ Learn about some Chinese superstitions and the rationale behind them.
- ◇ Experience calligraphy and learn about the philosophy behind this art form.
- ◇ Learn about social nuance in the Chinese culture.
- ◇ Learn about popular sports in China and why.

Students will be able to:

- ⇒ Ask and say the time.
- ⇒ Read, copy and write the date in hanzi.
- ⇒ Talk about temporal adverbs e.g. míngtiān, zuǒtiān.
- ⇒ Say what sports and hobbies you like to do - introducing the appropriate verbs e.g. dǎ, tí.
- ⇒ Talk about daily routine.
- ⇒ Express preferences using superlatives e.g. like/dislike begin give reasons to justify their preferences.
- ⇒ Describe people.
- ⇒ Say classroom objects.
- ⇒ Talk about location using prepositions e.g. inside a backpack.
- ⇒ Asking about possession e.g. say it's mine.
- ⇒ Begin to talk about weather & seasons.
- ⇒ Write short sentences with support or using a model.

Language Learning Strategies

- ⇒ Make a clock in Chinese characters.
- ⇒ Time board game – read time and use board game instructions in Chinese.
- ⇒ Show-me board – listen to or read time on the board, write answers in Chinese on show-me board.
- ⇒ Festival dates and celebration – Research on the Internet and find out the dates, food and activities of major festivals in China and New Zealand.
- ⇒ Daily routine information gaps – In pairs, fill in the blanks by asking what time and activity the other person does.
- ⇒ Matching days of the week with an activity.
- ⇒ Survey classmates – ask classmates' likes and dislikes about hobbies, sports and animals.
- ⇒ Make a short presentation using a model e.g. put actions to a song or chant.
- ⇒ Calligraphy.
- ⇒ Viewing videos, DVDs, and presentations in Chinese and/or about Chinese.
- ⇒ Paper cutting.
- ⇒ Playing 'character' faces.
- ⇒ Making links with the local Chinese community by inviting Chinese people into the class to share their expertise and experiences.
- ⇒ Noticing and discussing Chinese influences in the community.
- ⇒ Making links with other schools with an interest in Chinese. Present information about an aspect from China e.g. inventors, a cultural task – create a travel brochure, phrasebook for travel.
- ⇒ Family tree video (the Great Wall) – understand extended family structure in Chinese and Maori culture.
- ⇒ Survey on birthdays – find out the oldest and youngest in class, same birthdays, the most birthdays in the month.
- ⇒ Draw on a 1-100 number chart – one student draws simple patterns by linking the numbers on the 1-100 chart and read the numbers to their partner, the partner listens and draws, then compare the two drawings.
- ⇒ Ask for permission in Chinese – When students want to do something in class, they have to say 'I want to ...' to the teacher to ask for permission, e.g. Miss/Sir, I want to go to the toilet e.g. lǎoshī, wǒ kényǐ Or wǒ yào ...

Descriptors

Listening

I can understand the main point(s) from a short spoken passage and/or dialogue.

Speaking

I can ask and answer simple questions and talk about my interests.

Reading

I can understand the main point(s) from a short written text in clear printed script.

Writing

I can write a few short sentences with support using expressions which I have already learned.

Assessment Evidence

Complete a description, a daily routine, a timetable.
Fill in a gap, match to a picture, draw a picture, true/false questions.
Differentiate questions and statements.

Role play using formulaic language - assess fluency, pronunciation.
Presentation: a spoken presentation giving personal information and details on a familiar topic.

Read a familiar passage (with pinyin) and fill in gaps or answer questions or true/false statements.

Produce a poster with support e.g. themselves, introducing family members/important people (using a model for support), famous person.

Possible Assessment Tasks

Listening

Speaking

Reading

Writing

FOUNDATION 4 - NZC LEVEL 2 & 3

Communication

- ◇ receive and produce information;
- ◇ produce and respond to questions and requests;
- ◇ show social awareness when interacting with others.

- ◆ Initiate and sustain conversations using conversational fillers and formulaic expressions.
- ◆ Use target language to negotiate meaning in dialogue e.g. clarification.
- ◆ Identify key information in simple dialogue and short passages.
- ◆ Reuse familiar vocabulary and practised structures in new contexts.
- ◆ Write a short text with support on a familiar topic, adapting language which has already been learned.

Language Knowledge

- ◇ recognise that Chinese is organised in particular ways;
- ◇ make connections with their own language(s).

- ◆ Introduce basic sentence/word terminology e.g. pronouns and know the simple sentence structure e.g. Subject + Verb + Object.
- ◆ Continue making more links between components/pictographs and meanings of words.
- ◆ Understand the verb to be is followed by a noun e.g. wǒ shì lǎoshī. tā shì wǒde péngyǒu.
- ◆ Understand how to use adverbs fēicháng, hěn, yǒudiǎn.
- ◆ Understand basic tone changes.
- ◆ Understand and recognise combination vowel sounds & finals sounds (diphthongs).
- ◆ Plurals.
- ◆ Some sentence connectors e.g. hé, yé.
- ◆ Write simple sentences using characters.

Cultural Knowledge

- ◇ recognise that Chinese cultures are organised in particular ways;
- ◇ make connections with known culture(s).

- ◆ Know about some Chinese cities and architecture.
- ◆ Research about tourist spots in China.
- ◆ Understand the intercultural and cross cultural communication strategies e.g. thanking someone and showing appreciation.
- ◆ Study some social issues that has impacted modern China e.g. the one child policy, aging population, transportation at Spring festival (chūn yùn), high speed train (gāotié), pollution.
- ◆ Understand that there are regional influences on the Chinese language e.g. use of er.

Students will be able to:

- ⇒ Use time, days of the week, months and years to communicate e.g. weather report, travel diary, a holiday.
- ⇒ Use time words (adverbial phrases) to talk about events in the present, past, future and in sequence.
- ⇒ Express intentions and future plans e.g. wǒ yào/huì/xiǎng/dǎsuàn.
- ⇒ Talk about school life; daily routine, hobbies.
- ⇒ Express ability and inability.
- ⇒ Talk about weather & temperature.
- ⇒ Recognise, ask for and express opinions, giving reasons e.g. fashion, shopping, pop culture.
- ⇒ Describe locations of people and places.
- ⇒ Ask and give simple directions.
- ⇒ Talk about where things are.
- ⇒ Describe modes of transport.
- ⇒ Use target language for bargaining.
- ⇒ Talk about food and drinks.
- ⇒ Name and talk about some school subjects.

Language Learning Strategies

- ⇒ Discuss traditional clothing in NZ culture and Chinese. Find some examples and present.
- ⇒ Dress a paper doll and describe to a small group. Choose the best to present to the class.
- ⇒ Food tasting – taste different Chinese food and drinks in a Chinese restaurant, and then comment on the tastes, likes and dislikes.
- ⇒ Interview – In pairs, make a short video to interview your best friend, his or her hobbies and school day.
- ⇒ Guide book – Create a guide book of places of interest in China, including weather, sightseeing spots, eating, activities and shopping guides.
- ⇒ Modes of transport – Teaching the characters and radicals relevant to modes of transport, e.g. show videos of transport in ancient and modern China.
- ⇒ Characters for directions – using white boards.
- ⇒ Amazing race/Treasure Hunt – Follow the directions and instructions to achieve objectives, e.g. (lollies are under the desk).
- ⇒ Jigsaw cultural activity.
- ⇒ Bus stop.
- ⇒ Blind fold – One student gives instructions to the partner who is blind folded. Two groups compete at the same time. The first group to reach the target wins. Map – Create a school map for the Chinese visitors to your school, including building names, directions, phone numbers.
- ⇒ Restaurant poster – Design a poster and explain why customers should visit your restaurant with drawings or pictures.
- ⇒ Weather forecast – Identify information from a weather forecast and fill in a table. Give your audience advice on activities to do for the upcoming week.
- ⇒ Fill in a timetable using characters.
- ⇒ Survey subjects – find out what subjects your classmates like and dislike and give reasons, e.g. Do you like maths? I like maths because the teacher is very clever.

Descriptors

Listening

I can understand the main point(s) and some of the detail from a short spoken passage.

Speaking

I can take part in a simple conversation and I can express my opinions.

Reading

I can understand the main point(s) and some of the detail from a short written text.

Writing

I can write a short text on a familiar topic, adapting language which I have already learned.

Assessment Evidence

Research on some stereotypes of the Chinese people and express your own views on these stereotypes.

Listen to descriptions of people, places or events and answer comprehension questions. Listen to and follow directions.

A simple interaction giving an opinion, e.g. shopping, buying train tickets, asking for directions. Create an imaginary voki profile.

Read some simple sentences and match them with the correct pictures (of places or people). Look at a text and fill in the table about a travel itinerary.

Create an itinerary for your dream holiday. Write with support and guidance a short passage about a familiar topic, using both pinyin and characters. Fill in gaps with the correct adverbs and adjectives to describe a range of physical appearances and emotions. Create an online profile of yourself. Write an email to a travel agent talking about your dream holiday.

Possible Assessment Tasks

Research

Listening

Speaking

Reading

Writing

APPENDICES - ASSESSMENT

Students reflect on the following questions:

- Why do they want to learn Chinese?
- What do they enjoy about learning Chinese?
- What do they find difficult about learning Chinese?
- What can they use Chinese for outside the classroom?
- How can they improve their Chinese?

**Diagnostic assessment/
Self-assessment**

Students are given a checklist for each assessment task to reflect on their performance, the progress made, the key competencies developed through the assessment task.

Self-assessment

Peer-assessment

Students are given a checklist/performance criteria/ marking template to help them form constructive comments about their friends' performance.

Teacher-assessment

The assessment schedule covers the content, skills and competencies developed and demonstrated, as well as performance and progress.

A wide range of assessment formats to allow students of different abilities and interests to demonstrate their linguistic and cultural knowledge.

Possible assessment formats include: poster, speech, dialogue, interview, reading a passage, cloze activity, write single characters, write complete sentences, write simple paragraphs, research project on cultural topics.

Skills that should be assessed include: vocabulary, grammar and sentence structure, character recognition, character writing, listening, speaking, interaction, presentation, reading, unassisted writing, assisted writing, cultural knowledge.

A CHINESE LANGUAGE FRAMEWORK FOR NEW ZEALAND SCHOOLS FOR PRIMARY SCHOOLS YEAR 1-8

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Te Whare Wananga o Tāmaki Makaurau
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