**My daily routine learning sequence**

**Language: Chinese**

**My daily routine**

Years 3 -4

Students learn how to explain their daily activities in Chinese and ask others about what time they do certain activities in their daily lives. Students explore the differences and similarities between the daily routines of students in China and those of students in Australia.

**Learning goals**

In this learning sequence, students will:

* recognise and express times of the day in Chinese for '\_\_\_\_ o'clock' ( \_\_ 点) and 'half past \_\_\_\_' ( \_\_ 点半)
* explore the differences and similarities between the typical daily routines of students in China and that of students in Australia
* explain their daily activities and the time they would typically do them (e.g. 我八点半去上学)
* ask other people what time they do certain activities in their daily routine (你什么时候去上学? 你几点去上学？)
* describe other people's daily routines (e.g. 小明四点半回家).

**Key questions**

* How can I ask and respond to questions about daily routines in Chinese?
* What are the similarities and differences between the daily routines of students in China and in Australia?

**Curriculum links**

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| Learning areas: | Languages (Chinese), Information and Communication Technology(ICT), Mathematics |
| General capabilities: | Intercultural understanding, ICT capability, Critical and creative thinking, Personal and social capability, Ethical behaviour |
| Cross-curriculum priorities: | Asia and Australia’s engagement with Asia |

**My daily routine**

| **Activity name** | **Teaching and learning goal** | **Dimension(s)** | **Resources** | **Teacher notes** |
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| KWL - Part 1 | To allow students to demonstrate what they already know about the topic and what they would like to learn during the learning sequence. | Writing | [KWL - Microsoft Word template](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/my_daily_routine-kwl-chinese-language-learning-sequencese37f45397f2b63908117ff000063c0b7.pdf?sfvrsn=2) | Students work on computers to complete the KWL template In Microsoft Word.  KWL stands for the following:   * K = What I **K**now * W = What I **W**ant to Learn * L = What I have **L**earnt   In the K column, ask students to write down what they already know about the daily routines of students in China. In the W column, ask students to identify in what they would like to learn about the daily lives of the students in their Chinese partner school. Students will complete the L column at the end of the sequence.  Ask students to share what they would like to learn in this sequence. This will support you to plan supplementary activities to cater to your students interests. |
| Numbers revision | To revise the Chinese vocabulary for numbers 1-20. | Reading and listening | [Numbers flashcards](http://www.asiaeducation.edu.au/curriculum/languages/details?id=my-daily-routine-flashcards-numbers-1-20)  [Learn Numbers](http://www.asiaeducation.edu.au/curriculum/languages/details?id=my-daily-routine-numbers-1-20)  [Number Scatter Game](http://www.asiaeducation.edu.au/curriculum/languages/details?id=my-daily-routine-scatter-numbers-1-20)  [Numbers speller game](http://preprod.asiaeducation.edu.au/curriculum/languages/details?id=my-daily-routine-speller-numbers-1-20) | Students independently explore the following Quizlet learning games to revise numbers 1-20 in Chinese. This will prepare them for the activities to follow which will use numbers 1-12 in telling the time.  **Numbers Flashcards** - Students review the Chinese numbers and their English meaning (with audio)  **Learn Numbers** - Students listen to the number in English and select the correct Chinese number  **Number Scatter Game** - Students drag the Chinese numbers onto their corresponding Arabic numbers to make them disappear.  **Numbers Speller Game** - Students listen to the Chinese number and then select the correct Arabic number |
| Telling the time | To learn how to tell the time in Chinese | Listening and speaking | Interactive whiteboard  [Interactive clock](http://www.teacherled.com/resources/clockspin/clockspinload.html) | Explain to students how to say the time of the day in Chinese. You may wish to write this up on the whiteboard for students to refer to.   * \_\_\_\_ o'clock = (number) + 点 (diǎn) * Half past \_\_\_ = (number) + 点半 (diǎn bàn)   Explain to students that the only exception to this rule is for 2 o'clock, i.e. You cannot say 二点 (èr diǎn); you can only say 两点 (liǎng diǎn).  Use the interactive clock face on the interactive whiteboard to select a number of different times and ask students to call out the times in Chinese. |
| Time games | To practise telling the time in Chinese | Listening, reading and writing | [Telling the time worksheet](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/telling-the-time-chinese-language-learning-sequences.pdf?sfvrsn=2)  [Solutions sheet](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/telling-the-time-solutions-chinese-language-learning-sequences.pdf?sfvrsn=2)  [Time memory game](http://www.asiaeducation.edu.au/curriculum/languages/details/time-memory-game)  [Time matching game](http://www.asiaeducation.edu.au/curriculum/details/chinese-time-matching-game) | Students complete the 'Telling the time' worksheet using Chinese characters. They may wish to refer back to the Quizlet activities to support them with writing the numbers.  Students then attempt the following interactive games independently on computers.  **Time memory game:** Students read the time in Chinese and match it to the pinyin.  **Time matching game:** Students listen to a time of the day in Chinese and match it to the English meaning. |
| Total physical response | To familiarise students with the vocabulary for daily activities in Chinese. | Listening and speaking | [Daily activities list](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/vocab-list-daily-activities-chinese-language-learning-sequences.pdf?sfvrsn=2) | Introduce the daily activities in the list provided by acting them out at the same time as saying them in Chinese. Ask students to mimic the actions and repeat the words in Chinese.  Then, say the word in Chinese without acting it out and ask students to act out what they think it is. Once all students have had a guess, act out the word to confirm their understanding. |
| 'Minus One' game | To practise vocabulary for daily activities in Chinese. | Listening and speaking | [Daily activities list](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/vocab-list-daily-activities-chinese-language-learning-sequences.pdf?sfvrsn=2)  A4 cardboard  Markers | Divide the class into seven groups. Cut up the daily activities list into strips and give each group one daily activity strip, a piece of A4 card and a packet of markers. Allow students about 10 minutes to create a drawing on the A4 card to represent that activity. Collect the drawings and hold each one up as a flashcard saying the Chinese word.  To play the 'Minus One' game, hold up one of the cards and say the word on the card as many times as you like (ideally, not more than 10 times). Students then repeat the word, paying attention to correct tones, the same amount of times minus one time. For example, if you say the word five times, students must repeat the word four times. If any student says the word too many times or not enough times, they must sit down. Any group that still has all members standing after going through all of the flashcards earn five points each. You can play a number of rounds of this game. |
| Daily Activities interactive games | To further practice vocabulary for daily activities in Chinese. | Listening and reading | [Activities matching game](http://www.asiaeducation.edu.au/curriculum/details/chinese-activities-matching-game)  [Activities Tetris game](http://www.asiaeducation.edu.au/curriculum/details/chinese-activities-tetris-game) | Student independently complete the Daily Activities interactive games:  **Activities matching game -** Students listen to the activity in Chinese and select the corresponding English word to match.  **Activities Tetris game** - Students position the shapes into the grid, as in the game of Tetris, aiming to fill a line so that a line of blocks is deleted. After position four shapes, a quiz question will appear. Students read the Chinese (with pinyin above) and type the English translation. A new quiz question will appear after every four shapes. There are eight questions in total. |
| Daily activities charades | To further reinforce vocabulary for daily activities in Chinese. | Speaking | Daily activities picture cards (created by students in previous activity) | Ask students to spread out around the classroom. Select one of the daily activity words and act out the activity without speaking, as in the game of charades. Students raise their hand to guess which daily activity is being acted out. Select the student who had their hand up first and if the selected student answers correctly, they may take two large steps in any direction and 'tag' any student(s) within their reach. Any student who is tagged must sit down in their spot.  Select a student from those sitting down to become the 'leader' in your place. Hold out all of the picture cards (face down) in a fan arrangement and ask the leader to select one card without showing anyone. The leader then acts out the activity for students to guess and the above process is repeated. Repeat until there is one student remaining who has not been tagged. This student is the winner. |
| Talking about your daily routine | To explain to students how to say what time they do a particular activity. | Listening and speaking | [Video tutorial: 'My daily routine'](https://www.youtube.com/watch?v=hd99FZuDO70) | Students watch the tutorial on how to say a particular activity at a particular time. Students can view the video at their own pace, pausing and replaying as required.  Following this, ask students to construct a sentence using this sentence pattern and share these with the class.  Invite students to construct one sentence each and say it aloud to the person sitting next to them. |
| Nonsense sentence scramble | To allow students to explore constructing sentences to describe daily activities. | Listening, reading, writing and speaking | [Daily Routine cards](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/daily-routine-cards-chinese-language-learning-sequences.pdf?sfvrsn=2) (cut into individual cards)  Envelope | Prior to the lesson, cut up the Daily Routine cards in the template provided. The cards include different times of the day, different daily activities and three cards with the word 我 (I).  Divide students into groups of three and give each group an envelope containing the Daily Routine cards. Say a sentence aloud, either in Chinese or English, such as 'I go to school at 9.00am'. Allow time for students in each group to work together to arrange the cards in the correct sequence to create the sentence you have given them.  Then, ask students to each take a 我 (I) card and use it to create at least 5 sentences using the time and activity cards. These can be nonsensical sentences, such as ‘I go to school at 6:00’ or ‘I eat dinner at 2:30’ Students write each sentence in their workbook and share each one with their group. They then select one sentence to share with the whole class. |
| Mini-book: My Daily Schedule | To practise using the sentence structure to describe the activities and times in their daily routine. | Writing | A3 paper  [Instructions: Make your own mini-book](http://web.archive.org/web/20131018183803/http:/library.thinkquest.org/J001156/makingbooks/minibook/index.htm)  [Video tutorial: Saying your daily activities](https://www.youtube.com/watch?v=hd99FZuDO70) | Distribute an A3 sheet of paper to each student. Ask students to refer to the instructions provided which demonstrate how to fold and cut the paper to turn it into a mini book. Using the sentence structure '我 + time + activity', students write one sentence on each page of the book about their own daily routine, such as 我八点吃早饭 (I eat breakfast at 8.00). Students should draw a picture to represent each sentence they write.  Students may wish to refer to the video tutorial again to revise the sentence structure. |
| Asking about someone's daily routine | To introduce students to the question structure: 你什么时候 + activity? 你几点 + activity? | Reading and listening | [Cartoon story - Daily routine](http://www.asiaeducation.edu.au/curriculum/details/chinese-cartoon-story-daily-routine) | Explain to students how to ask the question: 你什么时候 + activity? which means 'What time do you \_\_\_\_\_?' You may wish to demonstrate this structure on a whiteboard and give a few example sentences.  Students view and listen to a cartoon story about two characters: Gemma and Xiaoming. Gemma is asking Xiaoming about his daily routine and Xiaoming responds by stating the time that he does a variety of daily activities.  Explain to students that they can also use你几点 + activity? You may ask students to replace “什么时候” with “几点” in Gemma’s questions in the cartoon story. |
| Talking about someone else's daily routine | To introduce students to the sentence structure for describing someone else's daily activities. | Reading and writing | [Comprehension quiz](http://www.asiaeducation.edu.au/curriculum/details/chinese-daily-routine-comprehension-quiz)  [Daily Routine worksheet](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/daily-routine-worksheet-chinese-language-learning-sequences.pdf?sfvrsn=2)  [Solutions sheet](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/daily-routine-worksheet-solutions-chinese-language-learning-sequences.pdf?sfvrsn=2) | Explain to students that to describe someone else's daily routine (in the third person), they can simply replace the 我 in the sentence structure with the person's name. So the sentence structure becomes: Name + time + activity. For example: 小明四点半回家 means 'Xiaoming goes home at 4:30'.  Students then complete the online comprehension (true/false) quiz about the cartoon story.  Following this, students complete the Daily Routine worksheet in which they translate four sentences into Chinese, and then submit it for assessment. For the people's names, students may simply use the English name of the person. For the times of the day, students may refer to the Quizlet games. For the activities, students may refer to the daily activities list, picture cards of matching games. A solutions sheet is provided. |
| Roleplays: What time do you \_\_\_\_? | To provide students with further practise at asking and responding to the question: ' 你什么时候 + activity? 你几点 + activity? | Listening and speaking | Video conference application\* | Inform students that they will soon be participating in a video conference with students at their Chinese partner school to gain first hand information about Chinese students' daily routines.  Ask students to share with the class what they think the Chinese students might want to know about a typical day in their lives. Then ask students to share what they want to know about the daily routine of students in China. Students may refer back to the KWL template that they started at the beginning of the sequence and may choose to update their KWL.  Next, ask students to find a partner and practise asking and responding to the question: 你什么时候 + activity?’ or '你几点 + activity?' for a range of different daily activities.  For example:  Q: 你什么时候吃早饭？- What time do you eat breakfast?  A: 我八点吃早饭。- I eat breakfast at 8.00.  Q: 你几点去上学？- What time do you go to school?  A: 我八点半去上学。- I go to school at 8.30.  Schedule a video conference with your Chinese partner school and hold a practice session with the Chinese teacher beforehand to ensure you are able to clearly communicate with each other using your selected video conferencing application1. Before the video conference session, ask the teacher in China to give the Chinese students a quick revision of how to express their daily routines in English. |
| Video conference - Sharing daily routines | To allow students to practise the learnt sentence structures in an authentic conversation with native speakers, and gain first-hand insights into the difference between the daily routines of Australian and Chinese students. | Listening and speaking | List of Australian and Chinese students' names (cut up into individual cards)  Hat or bag | Ensure that all students have their completed mini-books handy during the video conference.  Create a list of your students names and a list of the students in your Chinese partner class and place them in a hat or bag.  Once connected to the video conference, select one student's name from your hat/bag. Ask the Chinese teacher to select a student from her class to begin by asking the selected student a question about his/her daily routine. For example, 你什么时候起床? or 你几点起床 ?(What time do you get up?)  The Australian student answers the question, referring to his/her mini-book if necessary. The student then selects a Chinese student's name from the hat and asks that student the same question, or a question of their choice. Alternate between students of the Australian class and the students of the Chinese class.  Meanwhile, all students should take notes of the daily routines of the Chinese students in their workbooks. They will use this information to create their digital cartoon story.  Following this, ask the Chinese students to explain in English what they believe are the main differences in the daily routines of the students in the two classes. Invite them to ask questions of your class (in English) about why these differences might exist. Then, invite your students to ask questions of the Chinese students about any similarities or differences that they found interesting (in English)2.  At the end of the video conference, put all the students' names back in the hats. Alternate selecting one Australian student and one Chinese student to pair up for the collaborative cartoon story activity to follow. Write down the pairs for your records. |
| Collaborative cartoon story | To allow students the opportunity to practise writing the learnt sentence structures and using correct pronunciation when saying them. | Speaking and writing | Online collaborative space  [Cartoon Story Maker](http://www.education.vic.gov.au/languagesonline/games/cartoon/)  [Instructions: Compress and uncompress zip files](http://windows.microsoft.com/en-AU/windows-vista/Compress-and-uncompress-files-zip-files)  [Comprehension Task Maker](http://www.education.vic.gov.au/languagesonline/games/comprehension/) (optional) | Prior to this activity, arrange for students in your class and your Chinese partner class to have access to an online collaborative space3.  Ask your students to download the [Languages Online Cartoon Story Maker](http://www.eduweb.vic.gov.au/languagesonline/games/cartoon/). They must create two fictional characters using the software: an Australian character and a Chinese character. They are to create speech bubbles for both characters.  In the Chinese character's speech bubbles, they are to include questions and sentences to create a conversation in which the two characters describe their daily routines. Record audio to add the speech bubbles in Chinese, paying attention to the pronunciation they heard in the video conference and in the interactive games in this sequence.  Leave the speech bubbles for the Australian character empty as these will be completed by their Chinese partner in English. When finished, students save their cartoon stories, zip the files as a compressed zip folder and upload them to the online collaborative space.  Each Chinese student at your partner school should download and unzip their partner's zip folder from the collaborative space and download the Cartoon Story Maker application. They complete the cartoon by inserting English text into the speech bubbles to describe the Australian character's daily routine. Record and add audio to the speech bubbles in English. When finished, the Chinese students then re-zip and save the cartoon story folder back to the collaborative space.  **Extension activity (optional):** Some students may choose to create a comprehension quiz about their cartoon story, including true false questions which incorporate the third person sentence structure. For example, True or false: Jane 十点吃早饭 (Jane eats breakfast at 10.00). They can download the Languages Online Comprehension Task Maker to do this. |
| Venn diagram | To encourage students to reflect on the similarities and differences between the daily routines of students in Australia and China. | Reading and writing | [Venn diagram template](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/venn-diagram-chinese-language-learning-sequences.pdf?sfvrsn=2) | Prior to the lesson, print the Venn diagram template onto A3 paper for individual student use. Also print the template (or hand draw a large Venn diagram) onto A1 paper for whole class use.  Whilst you wait for your partner class to complete their part of the stories, students will create an individual Venn diagram showing the similarities and differences between the daily routines of students in Australian and China. This information will be based on their notes and understandings from the video conference.  Once students have completed their individual diagram and submitted it for assessment, they may contribute their understandings to a whole class Venn diagram. Each student contributes one word in turn to a large poster-sized diagram. |
| Cartoon story sharing and submission | To allow students to edit their cartoon story, share their work and submit it for assessment. | Reading, writing, listening and speaking | Online collaborative space  [Cartoon Story Maker](http://www.education.vic.gov.au/languagesonline/games/cartoon/) | Ask students to download and review their Chinese partners' finished cartoon story, and then send feedback to their partner via the online collaborative space.  Divide students into groups of 4-5. Students share their completed cartoon story with the other students in their group. Students will then share their cartoon stories with other classes across the school. Arrange for each group of students to visit one class and share their story with a small group of younger students. Students should invite the younger students to offer feedback on the story - what they learned, what they liked and what they didn't like.  Encourage students to make any final edits to their cartoon story and then submit it for assessment. Assess the finished products based on pronunciation, tones, fluency, accuracy (of grammar and vocabulary) and presentation. |
| KWL - Part 2 | To allow students to demonstrate what they have learnt during the learning sequence. | Writing | [KWL - Microsoft Word Template](http://www.asiaeducation.edu.au/docs/default-source/chinese-language-learning-sequences/venn-diagram-chinese-language-learning-sequences.pdf?sfvrsn=2) | Students complete the L column of their KWL sheet, reflecting on what they have learnt during the learning sequence. |

1 It is recommended that you test a number of different video conferencing applications to determine which will work best for your school and your partner school. Some free applications to try are: [QQ Conferencing](http://www.imqq.com/), [Skype](http://www.skype.com) and [BlackBoard Collaborate vRoom](http://try.bbcollaborate.com/trial/register.go).

2 The Chinese students will likely have greater proficiency in English than your students do in Chinese, allowing for this higher level discussion to occur in English. However, you should check with your partner school teacher whether this discussion would be appropriate for the students in the Chinese class.

3 Two online platforms you may wish to explore for collaboration with your partner school are [Wikispaces](http://www.wikispaces.com) and [Edmodo](http://www.edmodo.com/)