
CHINA

‘LOOK INTO YOUR PERSONALITY’

Type of module	Project work
Level	A1+
Target group	10-13-year old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements charts. Learners evaluate their own and each other's work. Teacher and learners evaluate work carried out, based on previously agreed criteria.

SUGGESTIONS

Teacher's role during the lessons is that of organizer and facilitator. (S)he monitors group-work and individual work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationary needed.

BACK UP SYSTEMS

Suggested literature:

Horváth Andrea-Horváth Levente Attila: *Történelem, Az őskor és az ókor története*, Mozaik Kiadó, Szeged, 2004.

Martell, Hazel Mary: *The Ancient Chinese*, Heinemann Educational Books Ltd, Oxford, 1993.

Millard, Anne: *Az ókori világ atlasza* Gulliver Kiadó/Dorling Kindersley Ltd, London, 1994.

Phillips, Diane, Burwood, Sarah and Dunford, Helen: *Projects with Young Learners*, OUP, 1999. p. 11.

<http://member.newsguy.com/~twilight/ch.htm>

www.ancientchina.co.uk/menu.html

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Categorizing</p> <p>Map reading</p> <p>Pronouncing new words accurately</p> <p>Identifying written forms of learnt vocabulary</p> <p>Developing reading skills</p> <p>Cooperating effectively in group work</p> <p>Understanding language for a game</p>	<p>Brainstorming words about China</p> <p>Learning about the Chinese year</p> <p>Describing animals</p>	<p>Vocabulary: Wild and domestic animals (shellfish, buffalo, sun bear, yak, golden monkey, snow leopard, panda, red panda, tiger, vulture, stork, pig, chicken, rooster, sheep, duck, ox, horse, etc.)</p> <p>Structures: Describing animals</p> <p>It is ...</p> <p>It has got...</p> <p>It can...</p>	<p>1.2 Illustrated map</p> <p>1.2 Word search</p> <p>1.2 Picture cards for extra games</p> <p>coloured pencils</p> <p>1.3 Memory cards</p> <p>learners' exercise-books</p>
2	<p>Identifying written forms of learnt vocabulary</p> <p>Revising and extending language</p> <p>Information exchange: requesting and giving information</p> <p>Cooperating effectively in pair and group work</p>	<p>Solving puzzles</p> <p>Talking about personality</p> <p>Recording new words</p> <p>Practising new vocabulary</p>	<p>Vocabulary: 12 animals of the Chinese year</p> <p>Adjectives: <i>lively, brave, wise, popular, artistic, intelligent, cheerful, hardworking, powerful, etc.</i></p> <p>Structures: <i>Is the tiger brave?</i> <i>Yes, it is/No, it isn't.</i></p>	<p>crossword puzzles prepared by learners</p> <p>pictures from 1.3 Memory cards</p> <p>2.2 Adjective cards (two sets)</p> <p>2.2 Worksheet (a copy for each AB pair)</p> <p>Blu-Tack</p> <p>learners' vocabulary books</p>
3	<p>Revising, extending and consolidating language</p> <p>Cooperating effectively in pair work</p> <p>Information exchange: requesting and giving information</p> <p>Learning about Chinese culture</p>	<p>Playing a guessing game</p> <p>Talking about birthdays</p> <p>Talking about each other's personality</p> <p>Making a class poster</p>	<p>Functions: Talking about personality <i>I'm quiet and artistic.</i></p> <p>Finding similarities in each other <i>Tibi is a dragon. He is artistic.</i> <i>Éva is artistic too but she is a sheep.</i></p>	<p>pictures from 1.3 Memory cards and their photocopies</p> <p>2.2 Adjective cards</p> <p>3.2 Dates in the Chinese year</p> <p>background music cassette- or CD-player</p> <p>poster paper</p> <p>green and red felt tip pens</p>

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Intensive listening for information</p> <p>Answering questions</p> <p>Following instructions</p> <p>Planning and managing of a task (Using and practising ICT skills)</p> <p>Using learnt language to talk about classmates</p>	<p>Learning about Chinese writing</p> <p>Project work (Symbols Game)</p> <p>Organising a display</p>	<p>Structures: Phrases, useful during project work</p> <p><i>Can I have a pair of scissors?</i></p> <p><i>Can you help me, please?</i></p> <p><i>Look! I've finished.</i></p> <p>Functions: Identifying objects</p> <p><i>This is the character of the horse. It must be Lili's lucky charm because she is a 'horse'.</i></p>	<p>learners' exercise-books</p> <p>wrapping paper</p> <p>blank pieces of paper for each learner</p> <p>box</p> <p>4.3 Chinese characters</p> <p>pebbles</p> <p>(optional: card board circles and string)</p> <p>paint brushes and paints</p> <p>learners' posters from 3.4</p> <p>background music</p> <p>cassette- or CD-player (computers with Internet access)</p> <p>tray</p>
5	<p>Listening for information</p> <p>Cooperating effectively in groups</p> <p>Developing speaking skills</p> <p>Encouraging learners to use learnt language</p> <p>Evaluating self and peer performance</p>	<p>Solving a quiz about China</p> <p>Presenting each other with lucky charms</p> <p>Evaluation</p>	<p>Functions: Talking about personality</p> <p><i>My friend's sign is the DOG. He is faithful and very intelligent.</i></p>	<p>5.2 China quiz (a copy for each group)</p> <p>lucky charms prepared by learners</p> <p>5.4 Achievement record</p>

PROCEDURE

LESSON 1: Exploring the map of China: Animals

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to elicit and build on learners' previously acquired knowledge about China ■ to extend their vocabulary about animals ■ to practise simple structures of describing animals ■ to develop reading skills
MATERIALS AND RESOURCES	1.2 Illustrated map, 1.2 Word search, 1.2 Picture cards for extra games, coloured pencils, 1.3 Memory cards, learners' exercise-books
CLASSROOM ARRANGEMENT	Teacher should put some desks together to form a table big enough for the whole group to sit around.
STAGE 1	Warm-up – Eliciting learners' previously acquired knowledge
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Thinking Writing
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

- Teacher asks learners to think of China and collect words about the country on the board in a mind map structure under the following headings:
ANIMALS, PLANTS, OBJECTS
NOTE: See example of mind map structure in: Phillips, Diane, Burwood, Sarah and Dunford, Helen: *Projects with Young Learners*, OUP, 1999. p. 11.

LEARNERS' ACTIVITIES

- Learners go to the board one by one and write as many words about China as they can think of.

STAGE 2 Vocabulary building – Animal life in China**TIME** 5 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading
Spelling**ORGANISATION** Pairs**AIDS AND MATERIALS** 1.2 Illustrated map, 1.2 Word search, coloured pencils, 1.2 Picture cards for extra games**TEACHER'S ACTIVITIES**

1. Teacher shows an illustrated map of China to the learners and hands out photocopies of the word search. (S)he asks learners to find names of wild and domestic animals and mark them in two different colours.

LEARNERS' ACTIVITIES

1. Learners work in pairs to find and mark animal names in the word search.

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T		R	E	D	P	A	N	D	A				P	A	N	D	A

Suggestion: Use the 1.2 Picture cards for extra games with learners at any time during this module.

STAGE 3 Describing animals of the Chinese Year**TIME** 13 mins**SKILLS AND COMPETENCIES
IN FOCUS** Listening
Reading
Memorising**ORGANISATION** Whole class**AIDS AND MATERIALS** Pictures from 1.3 Memory cards**TEACHER'S ACTIVITIES**

1. Teacher tells students that the Chinese year consists of 12 animal signs. (S)he reads out these 12 animal names and asks learners to tick them in their word search:

rat, ox, tiger, rabbit, dragon, snake, horse,

sheep, monkey, rooster, dog, boar

As teacher mentions the names of the animals, (s)he puts the corresponding pictures (memory picture cards) in the middle of the table.

2. Teacher describes the animals shown in the pictures using simple structures:

e.g. *This animal has got soft fur. It has got long ears.*

NOTE: In the case of new items teacher helps learners with the meaning by using body language, animal sounds or songs.

e.g. *This is a woolly animal. It grazes in groups. (T sings 'Baa, baa, black sheep...)*

LEARNERS' ACTIVITIES

1. Learners listen and tick the words found in the word search.

2. Learners listen to the description and try to find the right picture. They name the animal and point to it.

STAGE 4	Describing animals – Memory game
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Memorising Cooperating
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Memory cards

TEACHER'S ACTIVITIES

1. Teacher asks learners to form groups of 3 or 4 and sit around the table with group members sitting next to each other.
Teacher collects the picture cards from the table and shuffles them with the description cards. Then (s)he places them face down spread on the table.
(S)he asks learners to play a memory game in which teams compete with teams.
(S)he monitors the activity and makes sure learners read out each description they turn up. (S)he helps with difficult words.

LEARNERS' ACTIVITIES

1. Learners play the game. Their aim is to find as many matching pairs as they can. A matching pair consists of an animal picture and its description.
Groups take it in turns to turn over two cards, letting the other players see them. If the cards match, they keep them and repeat their turn. If they do not, the cards are replaced in exactly the same position as before and it is the next group's turn.
The group with the most matched cards is the winner.

STAGE 5	End of lesson activity – What have you collected?
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking
ORGANISATION	Groups as in 1.4
AIDS AND MATERIALS	1.3 Memory cards

TEACHER'S ACTIVITIES

1. Teacher asks group members to name the animals they have collected.
2. Teacher asks group members to speak about each animal card they have collected.

LEARNERS' ACTIVITIES

1. Learners name the animals they have collected.
2. Learners describe each animal card they have collected. Others listen and try to identify the animals.
e.g. Learner 1: *This animal has got long ears and a small tail. It can run fast.*
Learner 2: *Is it a rabbit?*
Learner 1: *Yes!*

STAGE 6	Homework – Make up a crossword puzzle
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing
ORGANISATION	Individuals
AIDS AND MATERIALS	Exercise-books

TEACHER'S ACTIVITIES

1. Teacher asks learners to prepare a crossword puzzle for their classmates about the animals of the Chinese year.

LEARNERS' ACTIVITIES

1. Learners prepare a crossword puzzle in their exercise-books using the information they remember from the memory cards as clues for the crossword.

LESSON 2: CHINESE ANIMAL SIGNS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to solve puzzles prepared by learners ■ to extend vocabulary about personality
MATERIALS AND RESOURCES	crossword puzzles prepared by learners, pictures from 1.3 Memory cards, 2.2 Adjective cards (two sets), 2.2 Worksheet (a copy for each AB pair), Blu-Tack, learners' vocabulary books
BEFORE THE LESSON	Teacher should photocopy the 2.2 Adjective cards to prepare another set of cards.
CLASSROOM ARRANGEMENT	Some desks might be put together to form a larger surface for Stage 2.
STAGE 1	Warm-up – Vocabulary games about animals
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading Writing
ORGANISATION	Pairs, individuals
AIDS AND MATERIALS	Crossword puzzles prepared by learners

TEACHER'S ACTIVITIES

1. Teacher asks learners to work in pairs and solve each other's crossword puzzles on animals.

LEARNERS' ACTIVITIES

1. Learners work in pairs and try to solve each other's puzzles.

STAGE 2	Vocabulary building – Talking about personality
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening Writing
ORGANISATION	Whole class, pairs Learners who can use more of the adjectives and can use the question form with ease can work as Students A. Also, teacher can reduce or increase the amount of missing words, depending on learners' ability.
AIDS AND MATERIALS	Pictures from 1.3 Memory cards, 2.2 Adjective cards, 2.2 Worksheet (a copy for each AB pair)

TEACHER'S ACTIVITIES

1. Teacher explains that the 12 animals of the Chinese year symbolise 12 different types of personality.
(S)he shows the animal cards taken from the memory set one by one and describes the corresponding character with one typical word:
e.g. ox – hardworking; tiger – brave; rabbit – quiet, etc.
(Vocabulary: hardworking, brave, quiet, powerful, wise, artistic, lively, popular, good, faithful, cheerful, humorous)
2. Teacher explains to learners that they will work on an information gap-activity in pairs and hands out the worksheets.
(S)he gives an example of how to work:
e.g. Is the tiger faithful?
No, it isn't.
Is it brave?
Yes, it is.
(S)he monitors the activity.

LEARNERS' ACTIVITIES

1. Learners follow teacher's words and try to memorise new items by repeating them after their teacher.
2. Students work in pairs. Student A has got some information missing from his/her worksheet. Student B has got the complete information. Student A asks questions to fill in the missing words.
e.g. Is the tiger faithful?
No, it isn't.
Is it brave?
Yes, it is.

STAGE 3 Practice – Recording new words in vocabulary books**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing**ORGANISATION** Whole class**AIDS AND MATERIALS** Pictures from 1.3 Memory cards, 2.2 Adjective cards, Blu-Tack, learners' vocabulary books**TEACHER'S ACTIVITIES**

1. Teacher puts the animal pictures on the board one by one. (S)he asks learners to find the corresponding word cards on the desks and place them next to the appropriate pictures. Then (s)he asks learners to write the words in their vocabulary books. When learners finish copying, teacher points to the words on the board and asks learners to repeat them after him/her. As they do this activity, (s)he takes off the adjective cards one by one.

LEARNERS' ACTIVITIES

1. Learners try to find the right adjective cards and stick them on the board. They write the words in their vocabulary books.

Learners repeat the words after their teacher.

STAGE 4 End of lesson activity – Who finds the word faster?

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Listening, reading

ORGANISATION Learners in 2 teams

AIDS AND MATERIALS Two sets of 2.2 Adjective cards, Blu-Tack

TEACHER'S ACTIVITIES

1. The animal pictures are still on the board.
Teacher asks learners to form two teams and allocates both teams an area in the classroom facing the board at the same distance from the board.
(S)he hands out an adjective set to both teams.
Then (s)he spells the words one by one. When players find the matching word card, one member of the team rushes to the board to be the first to stick it next to the right picture.

LEARNERS' ACTIVITIES

1. Team members listen to the teacher spelling out the words one by one. They try to be the first to find the matching word card and stick it on the board. The team that has fewer cards left at the end of the activity is the winner of the game.

LESSON 3: CHINESE ANIMAL SIGNS AND YOUR PERSONALITY

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to revise vocabulary ■ to extend vocabulary about personality ■ to develop speaking skills
MATERIALS AND RESOURCES	pictures from 1.3 Memory cards and their photocopies, 2.2 Adjective cards, 3.2 Dates in the Chinese year, background music, cassette- or CD-player, poster paper, green and red felt tip pens
BEFORE THE LESSON	Teacher should photocopy the pictures from 1.3 Memory cards to prepare another set.
STAGE 1	Warm-up – Guessing game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking Listening
ORGANISATION	Whole class
AIDS AND MATERIALS	Pictures from 1.3 Memory cards, 2.2 Adjective cards

TEACHER'S ACTIVITIES

1. Teacher asks Learner 1 to think of an animal sign and describe it. He/she gets the picture of an animal and the matching adjective card to help him/her in the activity.

LEARNERS' ACTIVITIES

1. Learner 1 introduces himself/herself. The others try to guess who he/she is.
I'm quiet. I like drawing.
Are you a rabbit?
Yes, I am.

STAGE 2 Matching animal signs to learners' birthdays

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Talking

ORGANISATION Whole class

AIDS AND MATERIALS 3.2 Dates in the Chinese year

TEACHER'S ACTIVITIES

1. Teacher asks learners to name all the twelve animals of the Chinese year. Then (s)he shows the chart about dates of the animal signs. Then they talk about students' birthdays and try to find the corresponding animal signs.

LEARNERS' ACTIVITIES

1. Learners take part in the interaction. They look at the chart identifying their signs.

STAGE 3. A Survey – What are you like? What about your friend?

TIME 20 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Talking
Listening

ORGANISATION Individuals

AIDS AND MATERIALS Exercise-books, background music, cassette- or CD-player

TEACHER'S ACTIVITIES

1. Teacher asks learners to walk round and introduce themselves to each other, telling their animal signs. Some background music is played.
2. Teacher stops music and asks learners what they have found out.
3. Teacher initiates a conversation about different personalities. First (s)he asks learners to guess her animal sign and then (s)he tells them about her personality. Learners are encouraged to talk about themselves.

NOTE: Learners might copy the following table in their exercise-books and complete it while talking to classmates:

Names (classmates)	Birthdays	Animal signs

LEARNERS' ACTIVITIES

1. Learners walk round the classroom. They introduce themselves to each other. They take notes in their exercise-books about the other learners' signs.
2. Learners look at their notes and summarize their findings for the others orally.
e.g. *Lili, Zsolti and Béla are DOGS. Timi is a tiger.*
3. Learners take part in the interaction.

STAGE 3. B**TARGET GROUP** Learners who are more confident in using new vocabulary**SKILLS AND COMPETENCIES
IN FOCUS** Talking
Listening**ORGANISATION** Individuals**AIDS AND MATERIALS** Exercise-books, background music, cassette- or CD-player**TEACHER'S ACTIVITIES**

1. Teacher asks learners to write down the most important words about their animal signs in their exercise-books.
2. Teacher asks learners to find common features in their characteristics. Some music is on.
3. Teacher stops music and asks learners what they have found out.

NOTE: Learners might copy the following table in their exercise-books and complete it while talking to classmates:

Names (classmates)	Birthdays	Animal signs	Personality

LEARNERS' ACTIVITIES

1. Learners take notes about their own animal sign.
2. Learners walk round the classroom. They introduce themselves to each other. They try to find similarities in their characters. They can take notes about each learner they talk to.
3. When the music stops, they sit down and share what they have found out about each other:
e.g. *Tibi is a dragon. He is artistic.*
Éva is artistic, too, but she is a sheep.

STAGE 4	End of lesson activity – A class poster
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing Drawing
ORGANISATION	Individuals as a group
AIDS AND MATERIALS	Poster paper, red and green felt tip pens, photocopies of the animal cards

TEACHER'S ACTIVITIES

1. Teacher prepares a poster with the pictures of the 12 animals on. (S)he leaves enough space under each picture for the learners to write names under the relevant one. Teacher asks someone to describe a classmate he/she talked to in the previous activity and put his/her name under the appropriate symbol.

LEARNERS' ACTIVITIES

1. Learners look at the symbols of the 12 animals on the poster. One learner describes a classmate based on information he/she got in the previous activity and puts her/his name on the poster. If the person described thinks his/her personality really matches the characteristics of the corresponding animal sign, the learner uses a green felt tip. Otherwise, a red felt tip is used. Then he/she passes the felt tips on to another learner. They repeat the activity until everybody's name is on the poster.
e.g. *Zsuzsi's popular and humorous. She's a snake.*
Are you popular Zsuzsi?
(Zsuzsi answers)
I think you are, too!
And he/she writes Zsuzsi's name on the poster, using the relevant colour.

LESSON 4: MAKING LUCKY CHARMS FOR FRIENDS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to get to know more about Chinese writing ■ to prepare a lucky charm with the character matching your friend's animal sign
MATERIALS AND RESOURCES	learners' exercise-books, wrapping paper, blank pieces of paper for each learner, box, 4.3 Chinese characters, pebbles, (optional: card board circles and string), paint brushes and paints, learners' posters from 3.4, background music, cassette- or CD-player, (computers with Internet access), tray
BEFORE THE LESSON	Teacher should write some questions and possible answers (see Lesson 4 Stage 2) on the board and cover them with a piece of wrapping paper. (S)he also should prepare a poster with the pictures of the 12 animals on, using a copy of 1.3 Memory cards.
STAGE 1	Warm-up – Guessing game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing
ORGANISATION	Pairs
AIDS AND MATERIALS	Board, exercise-books

TEACHER'S ACTIVITIES

1. Teacher writes the following letters on the board and asks learners to write as many words using the letters as they can. They can use the letters as many times as they want to.

C W H I R N E N I S T E I G

2. At the end of the activity teacher tells learners the original words:

CHINESE WRITING

LEARNERS' ACTIVITIES

1. Learners work in groups and write as many words using the letters on the board as they can:

e.g. *write, nest, sit, here, I, when, ten, net, etc.*

When their teacher stops the activity, they read out their words.

The winner is the pair with the most correct words (and/or with the longest one.)

STAGE 2	Learning about Chinese writing
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, wrapping paper

TEACHER'S ACTIVITIES

1. Teacher uncovers the questions and answers on the board:

How old is Chinese writing?
1,000 years 5,000 years 8,000 years

How do Chinese people write?
as we do from top to bottom from bottom to top

How many characters are there in written Chinese today?
1,000 5,000 8,000

Teacher gives students information about Chinese writing and asks them to find the right answers to the questions.

Chinese writing is an art. Chinese writing is at least 5,000 years old.

The characters started as picture writing. Chinese is written down the page from top to bottom, starting on the right-hand side.

Chinese characters no longer look like pictures. But originally, the Chinese sign for a tree was a picture of a tree.

The word for bright is expressed by a combination of the characters for moon and sun.

Today, written Chinese uses about 8,000 characters, of which only about 1,000 are used in books, magazines and newspapers.

LEARNERS' ACTIVITIES

1. Learners listen and choose the right answers to the questions on the board:

Solution:

Chinese writing is 5,000 years old.

They write from the top to the bottom of the page.

There are about 8,000 characters in written Chinese today.

STAGE 3 Project work – Preparing lucky charms**TIME** 30 mins**SKILLS AND COMPETENCIES
IN FOCUS** Designing and drawing**ORGANISATION** Individuals**AIDS AND MATERIALS** Blank pieces of paper for each learner, box, 4.3 Chinese characters, pebbles, (optional: card board circles and string), paint brushes and paints, learners' posters from 3.4, background music, cassette- or CD-player**TEACHER'S ACTIVITIES**

1. Teacher explains that they are going to make lucky charms for each other. (S)he explains what lucky charms are: *a small object that brings people luck*.
Teacher asks learners to write their names on a piece of paper and put them in a box. Then, (s)he asks learners to pull a name from the box.
They need to keep it a secret.
Teacher shows learners the Chinese characters for each animal sign.
(S)he asks learners to identify on the poster they made in the previous lesson the Chinese horoscope sign of the learner whose name they have picked and find the character that goes with that sign in the chart.
(S)he provides necessary stationery for the work and plays some background music. (S)he monitors the activity.

LEARNERS' ACTIVITIES

1. Learners put their names on small pieces of paper and put them in a box. Then, each learner draws a card and learns who they will make the lucky charm for.
They keep this secret.
They choose the symbol for their classmates' animal sign and start copying it on a pebble. When they have the right shape, they start painting it. When it is finished, they should leave it to dry.

NOTE: The pebbles can be varnished to make the paintings last longer.

Variation: they can draw the symbols on a piece of cardboard as well and make a necklace using a string.

VARIATION FOR THOSE WHO FINISH THE ACTIVITY EARLIER**AIDS AND MATERIALS** Computers with Internet access**DESCRIPTION** Teacher provides possibility for learners to play an Internet game on Chinese characters. Learners try to match the picture with the correct ancient Chinese characters.
www.ancientchina.co.uk/menu.html

STAGE 4	End of lesson activity – The lucky charm display
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Talking
ORGANISATION	Individuals
AIDS AND MATERIALS	Tray, lucky charms prepared by learners

TEACHER'S ACTIVITIES

1. Teacher asks learners to place all the finished lucky charms on a tray to dry. (S)he asks them to guess whose lucky charm it can be. e.g. *This is the character of the horse. It must be Lili's lucky charm because she is a 'horse'.*

LEARNERS' ACTIVITIES

1. When learners finish their work, they put their lucky charms on a tray. They gather around the tray and try to identify the characters. Then they guess whose lucky charm it can be.
e.g. *This is the character of the horse. It must be Lili's lucky charm because she is a 'horse'.*
They tidy up before leaving the classroom.

LESSON 5: PRESENTING LUCKY CHARMS

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to summarise information on China■ to talk about personality■ to evaluate project work
MATERIALS AND RESOURCES	5.2 China quiz (a copy for each group), lucky charms prepared by learners, 5.4 Achievement record
STAGE 1	Warm-up – Describing personality
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Teacher describes different personalities:
Sit down if your animal sign is artistic.
Sit down if you are quiet.
Sit down if you like adventures.
(For a second round one of the learners can take the teacher's part.)

LEARNERS' ACTIVITIES

1. Learners listen and sit down when they think their teacher is talking about their sign.

STAGE 2	Revision and practice – Quiz about China
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Reading Co-operation
ORGANISATION	Group work (mixed ability groups are welcome)
AIDS AND MATERIALS	5.2 China quiz (a copy for each group)

TEACHER'S ACTIVITIES

1. Teacher provides quiz questions about China.

LEARNERS' ACTIVITIES

1. Learners work in groups and answer questions.

Answer key:

1. In Asia
2. Beijing
3. lions
4. e.g. goats, ducks, oxen, horses, dogs, chickens
5. It's about 5,000 years old.
6. 1,000
7. 12 – rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, boar.
9. see 1.3 Memory cards for possible answers
10. see 2.2 Worksheet for possible answers

STAGE 3 Project work – Presenting each other with lucky charms

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking

ORGANISATION Individuals

AIDS AND MATERIALS Lucky charms prepared by learners

TEACHER'S ACTIVITIES

1. Teacher explains that they are going to give their lucky charms to their classmates whose names they have drawn. (S)he asks learners to talk about the animal signs and the main characteristic features.

LEARNERS' ACTIVITIES

1. Learners move round the classroom to find their classmates they want to give out the lucky charms:
e.g: *This is your lucky charm, Peti. Your sign is the DOG.
You are faithful and intelligent.
I wish you good luck.*

STAGE 4	End of lesson activity – Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Forming an opinion
ORGANISATION	Individuals
AIDS AND MATERIALS	5.4 Achievement record

TEACHER'S ACTIVITIES

1. Teacher encourages learners to fill in the self-evaluation form (5.4 Achievement record).

LEARNERS' ACTIVITIES

1. Learners think back to the task they carried out during the project and evaluate themselves:

INDIVIDUAL LANGUAGE RECORDS	☹	☺	😊
I can name 10 wild animals living in China.			
I can name 6 domestic animals living in China.			
I can understand other people talking about animals.			
I can talk about my animal sign.			
I can talk about myself.			
I can say a few words about my friend's personality.			