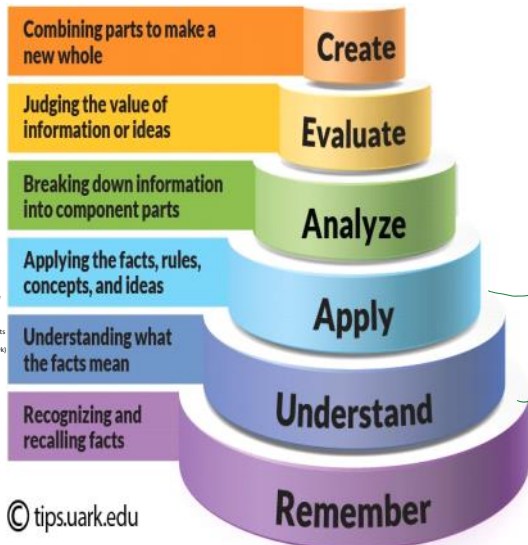
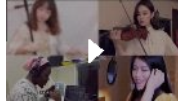


- A case study**
- Chinese speaking students
- Year 11 Chinese as Second Language Advanced/First Language students
 - 16 Chinese speaking background students (Boys)
 - Topic: Chinese traditional instruments and folk music
 - Duration: 3-4 weeks (160 minutes/wk)
 - Text: various resources
 - royal.gov.cn
 - ink
 - Learn Chinese
 - Chinese Made Easy 6+
 - 中国文化读本



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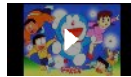
- How to inherit Chinese traditional music instrument? (challenges and innovations)
- How to China (中国) 如何继承与创新中国乐器 - (何人, 何事)



- Analyze the text: Draw students' attention to "Culture"
- Choose traditional music instrument and folk music show.
- Research PPT presentation



- Listen, identify and compare Group 1: Duxianmen (fox-brake) (instruments +AQ)



Group 1: 梅花鹿



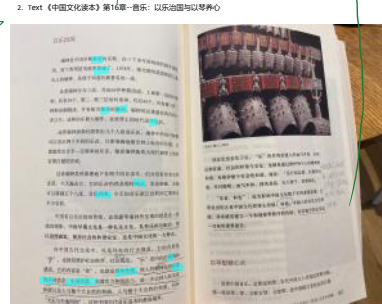
Group 2: 梅花鹿



- Oral and Writing:
 - 中西传统乐器对比 (current status of Chinese traditional instrument)
 - 中西乐器对比 (comparison between Chinese traditional instruments and western instrument)



- New words and phrases
- Sentence construction



2. Text 《中国文化读本》第1章——音乐：以乐器与以琴声

- Students understand the meaning of key and detailed information from spoken and written texts.
- Students can adopt the appropriate vocabulary and apply the grammar accurately in their sentences both in speaking and in writing when expressing ideas and opinions.
- Oral: students are able to conduct detailed research and have effective conversations on the topic of Chinese traditional music instrument. e.g.

○ Lower-order thinking --- 什么是古琴?

什么叫做“以乐治国?”
二胡的音色有什么特点?

○ Median-order thinking --- 中国古典/传统乐器在用料上与西方乐器有什么不同? 为什么有这些不同?

○ Higher-order thinking --- 现在学习中国传统乐器的年轻人多吗? 为什么是这样的现象?

我们应该怎么传承中国传统乐器?

● Writing:

- Personal essay (E.g. 观看中国古典/传统乐器的一次难忘的经历 (an unforgettable experiences of watching the Chinese traditional music instrument/folk music show))
- Informative essay (e.g. 介绍一种中国传统乐器以及它背后代表的文化 (introduce a Chinese traditional instrument and explain the culture reflected in it))
- Persuasive essay (e.g. 鼓励年轻人学习一门中国传统乐器 (encourage young generation to learn Chinese traditional music instrument))
- Evaluative essay (e.g. 评估将西洋流行元素融入中国传统音乐的利与弊 (Evaluate the pros and cons of incorporating western pop elements into traditional Chinese music).)

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