



SAMPLE COURSE OUTLINE

CHINESE: SECOND LANGUAGE
GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Chinese: Second Language – General Year 11

Unit 1 – 青少年 (Teenagers)

Semester 1

Week	Syllabus content		
1–6	<p>Learning contexts and topics</p> <p>The individual: My daily routine</p> <p>Students share information about:</p> <ul style="list-style-type: none"> • themselves • their daily routine at home • their daily routine at school <p>Assessment task 1: Response: Viewing and reading</p>	<p>Introduction</p> <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, chart, description, email, note</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary phrases and expressions related to My daily routine</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> • all sound units: aspirated and unaspirated • tone • pronunciation and intonation <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic My daily routine:</p> <ul style="list-style-type: none"> • protocols for introducing self and others • familiar and polite forms of address • comparing leisure activities – Australian/home culture and Chinese <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My daily routine:</p> <ul style="list-style-type: none"> • recognising variations in pronunciation and tone • recognising characters and their components • identifying features of common Chinese texts, such as layout, format, headings, features and protocols 	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Adverbs 很, 也, 都</p> <p>Conjunctions 和</p> <p>Intensifiers 很, 非常, 最</p> <p>Measure words nouns 个, 只, 本, 件, 条, 节, 门, 台</p> <p>Nouns proper nouns 北京 titles, forms of address 张老师</p> <p>Particles 的, 吧</p> <p>Pronouns personal demonstrative 这, 那</p> <p>Question words 谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢</p> <p>Verbs and verbal phrases verbs 是, 叫, 姓, 有/没有, 喜欢 verb + object 看书 auxiliary 会 words for negation 不, 没有</p> <p>Words for time and frequency time 昨天, 下午, 三点, 现在 frequency 常常, 经常, 每天, 天天</p>

Week	Syllabus content		
7–11	<p>Learning contexts and topics</p> <p>The Chinese-speaking communities: Daily life of young people in a Chinese-speaking community</p> <p>Students explore the daily life of young people in a Chinese speaking community:</p> <ul style="list-style-type: none"> • daily routines • school <p>Assessment task 2: Response: Listening</p> <p>Assessment task 3: Written communication</p>	<p>Text types and textual conventions</p> <p>Provide opportunities for students to respond to, and to produce, the following text types: conversation, diary entry, map, message, script – speech</p> <p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to Daily life of young people in a Chinese-speaking community</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> • all sound units: aspirated and unaspirated • tones • pronunciation and intonation <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic Daily life of young people in a Chinese-speaking community:</p> <ul style="list-style-type: none"> • typical daily routine for teens living in different Chinese-speaking communities • attitudes towards teens working part-time in different cultures • traditional expectations on the lives of teenagers in China/Chinese-speaking communities <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Daily life of young people in a Chinese-speaking community:</p> <ul style="list-style-type: none"> • practising pronunciation and tone • identifying parts of a sentence; for example, subject, verb and noun • evaluating and redrafting written texts to enhance meaning • practising listening for gist • using <i>Pinyin</i> to transcribe unfamiliar words from spoken texts 	<p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Adverbs 很, 也, 都</p> <p>Conjunctions 和</p> <p>Intensifiers 很, 非常, 最</p> <p>Measure words nouns 个, 只, 本, 件, 条, 节, 门, 台</p> <p>Nouns proper nouns 北京 titles, forms of address 张老师</p> <p>Particles 的, 吧</p> <p>Pronouns personal demonstrative 这, 那</p> <p>Question words 谁, 什么, 哪儿, 几, 多少, 多长时间, 吗, 呢</p> <p>Verbs and verbal phrases verbs 是, 叫, 姓, 有/没有, 喜欢 verb + object 看书 auxiliary 会 words for negation 不, 没有</p> <p>Words for time and frequency time 昨天, 下午, 三点, 现在 frequency 常常, 经常, 每天, 天天</p>

Week	Syllabus content		
		<ul style="list-style-type: none"> using a bilingual dictionary to check character and <i>Pinyin</i> meaning 	
12–16	<p>Learning contexts and topics</p> <p>The changing world: Technology in daily life Students describe the:</p> <ul style="list-style-type: none"> use of technologies in the daily lives of people around the world <p>Assessment task 4: Oral communication</p> <p>Assessment task 5: Response: Viewing and reading</p>	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: article, blog post, conversation, image, table</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary phrases and expressions related to Technology in daily life</p> <p>Sound and writing systems Consolidation of sound and writing systems</p> <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic Technology in daily life:</p> <ul style="list-style-type: none"> place of technology in the lives of young people advantages and disadvantages of technology access and attitude of Chinese to technology <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Technology in daily life:</p> <ul style="list-style-type: none"> identifying speech melodies and varying tones discussing methods for reducing anxiety; for example, controlling emotions and providing self-encouragement when participating in spoken interaction comparing and making connections with English using a bilingual dictionary 	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Adverbs 很, 也, 都</p> <p>Conjunctions 和</p> <p>Intensifiers 很, 非常, 最</p> <p>Measure words nouns 个, 只, 本, 件, 条, 节, 门, 台</p> <p>Nouns proper nouns 北京 titles, forms of address 张老师</p> <p>Particles 的, 吧</p> <p>Pronouns personal demonstrative 这, 那</p> <p>Question words 谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢</p> <p>Verbs and verbal phrases verbs 是, 叫, 姓, 有/没有, 喜欢 verb + object 看书 auxiliary 会 words for negation 不, 没有</p> <p>Words for time and frequency time 昨天, 下午, 三点, 现在 frequency 常常, 经常, 每天, 天天</p>

Sample course outline

Chinese: Second Language – General Year 11

Unit 2 – 课余生活 (Things to do)

Semester 2

Week	Syllabus content		
1–7	<p>Learning contexts and topics</p> <p>The individual: Having fun</p> <p>Students discuss their favourite activities:</p> <ul style="list-style-type: none"> • sports • going out • socialising <p>Assessment task 6: Response: Listening</p> <p>Assessment task 7: Written communication</p> <p>Assessment task 8: Oral communication</p>	<p>Introduction</p> <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, conversation, interview, role play, sign</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary phrases and expressions related to Having fun</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> • all sound units: aspirated and unaspirated • tones • pronunciation and intonation <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic Having fun:</p> <ul style="list-style-type: none"> • comparing leisure activities – Australian/home culture versus Chinese • role of sport in Australian/home culture versus Chinese <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Having fun:</p> <ul style="list-style-type: none"> • recognising speech melodies and varying tones • grouping or sorting vocabulary, script to support internalisation of new language • manipulating known language to create different meaning • using a bilingual dictionary – strategies for efficient use 	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Conjunctions 可是, 因为, 跟</p> <p>Intensifiers 挺, 太, 真</p> <p>Measure words verbs 次</p> <p>Particles 了</p> <p>Pronouns interrogative 怎么</p> <p>Qualifiers 点儿</p> <p>Question words open 怎么样 closed 还是, 或者, 好吗</p> <p>Verbs and verbal phrases auxiliary 可以, 能, 想, 要</p> <p>Words for approximation 左右, 多, 几</p>

Week	Syllabus content		
8–12	<p>Learning contexts and topics</p> <p>The Chinese-speaking communities: Leisure in a Chinese-speaking community</p> <p>Students discuss, describe and compare:</p> <ul style="list-style-type: none"> leisure pursuits of young Chinese speakers <p>Assessment task 9: Response: Viewing and reading</p>	<p>Text types and textual conventions</p> <p>Provide opportunities for students to respond to, and to produce, the following text types: advertisement, conversation, itinerary, script (interview) review.</p> <p>Linguistic resources</p> <p>Provide opportunities for students to practise the following strategies through the topic Leisure in a Chinese-speaking community: Vocabulary phrases and expressions related to Leisure in a Chinese-speaking community</p> <p>Sound and writing systems</p> <ul style="list-style-type: none"> all sound units: aspirated and unaspirated tones pronunciation and intonation <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic Leisure in a Chinese-speaking community:</p> <ul style="list-style-type: none"> socialising – Chinese focus on family rather than individuals impact of outside influences on Chinese teenagers; for example, peer pressure, Western culture effects of population, environment and cost on leisure activities <p>Language learning and communication strategies</p> <p>Provide opportunities for students to practise the following strategies through the topic Leisure in a Chinese-speaking community:</p> <ul style="list-style-type: none"> discussing protocols for telephone conversation; for example, answering the phone, saying you can't hear using repair strategies to sustain verbal communication seeking opportunities to practise the language using paralinguistic clues; for example, expression, gesture, situation and intonation, to interpret meaning 	<p>Linguistic resources</p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Conjunctions 可是, 因为, 跟</p> <p>Intensifiers 挺, 太, 真</p> <p>Measure words verbs 次</p> <p>Particles 了</p> <p>Pronouns interrogative 怎么</p> <p>Qualifiers 点儿</p> <p>Question words open 怎么样 closed 还是, 或者, 好吗</p> <p>Verbs and verbal phrases auxiliary 可以, 能, 想, 要</p> <p>Words for approximation 左右, 多, 几</p>

Week	Syllabus content		
		<ul style="list-style-type: none"> grouping vocabulary to support internalisation of new language using a bilingual dictionary – strategies for effective use 	
13–16	<p>The changing world: Technology and leisure Students consider the:</p> <ul style="list-style-type: none"> use of technology as entertainment for young people around the world <p>Assessment task 10: Response: Listening</p>	<p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: announcement, cartoon, conversation, email, film or TV program (excerpts), interview, letter, message</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary phrases and expressions related to Technology and leisure</p> <p>Sound and writing systems Consolidation of sound and writing systems</p> <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic Technology and leisure:</p> <ul style="list-style-type: none"> comparing technology and leisure – Australian culture versus Chinese culture trends in use of technology restrictions in some societies regarding the use of technologies <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Technology and leisure:</p> <ul style="list-style-type: none"> practising sentence structure and paragraph writing modelling writing/joint construction evaluating and redrafting written texts to enhance meaning risk taking; for example, not being afraid to make mistakes or, when in doubt, guess 	<p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Grammar</p> <p>Conjunctions 可是, 因为, 跟</p> <p>Intensifiers 挺, 太, 真</p> <p>Measure words verbs 次</p> <p>Particles 了</p> <p>Pronouns interrogative 怎么</p> <p>Qualifiers 点儿</p> <p>Question words open 怎么样 closed 还是, 或者, 好吗</p> <p>Verbs and verbal phrases auxiliary 可以, 能, 想, 要</p> <p>Words for approximation 左右, 多, 几</p>