



SAMPLE COURSE OUTLINE

**CHINESE: BACKGROUND LANGUAGE
ATAR YEAR 11**

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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: Background Language – ATAR Year 11

Semester 1

Week	Key teaching points								
1–9	<p>Issue: <i>Young people and their relationships</i> Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</p>								
	<table border="1"> <thead> <tr> <th data-bbox="304 573 724 622">Perspectives</th> <th data-bbox="724 573 1441 622">Suggested sub-topics – related to issue and perspectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 622 724 763"> <p>Personal: individual identity</p> </td> <td data-bbox="724 622 1441 763"> <ul style="list-style-type: none"> • <i>Friendship</i> – 友谊 • <i>Peer influence</i> – 朋辈影响 • <i>Relationship with parents</i> – 和的关系 </td> </tr> <tr> <td data-bbox="304 763 724 880"> <p>Community: connections with Chinese-speaking communities locally, regionally and worldwide</p> </td> <td data-bbox="724 763 1441 880"> <ul style="list-style-type: none"> • <i>Friendship</i> – 友谊 • <i>Family expectations</i> – 来自家庭的期望 </td> </tr> <tr> <td data-bbox="304 880 724 1021"> <p>International: connections with the world as a global citizen</p> </td> <td data-bbox="724 880 1441 1021"> <ul style="list-style-type: none"> • <i>Online relationship</i> – 网上的各种关系 • <i>Impact of new technologies on young people</i> – 现代科技对青少年的影响 </td> </tr> </tbody> </table>	Perspectives	Suggested sub-topics – related to issue and perspectives	<p>Personal: individual identity</p>	<ul style="list-style-type: none"> • <i>Friendship</i> – 友谊 • <i>Peer influence</i> – 朋辈影响 • <i>Relationship with parents</i> – 和的关系 	<p>Community: connections with Chinese-speaking communities locally, regionally and worldwide</p>	<ul style="list-style-type: none"> • <i>Friendship</i> – 友谊 • <i>Family expectations</i> – 来自家庭的期望 	<p>International: connections with the world as a global citizen</p>	<ul style="list-style-type: none"> • <i>Online relationship</i> – 网上的各种关系 • <i>Impact of new technologies on young people</i> – 现代科技对青少年的影响
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	<p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> <p>interview http://www.youtube.com/watch?v=wUO4I2oP7Vg – ‘Tiger daughter’</p> <p>articles 两代人的思想与价值观 (from 教材) 中学生怎样看家长 (from 中国通 Stage 4) 青年人的烦恼, ‘Chinese Made Easy 5’ 电子科技与现代中国青少年 (from 教材)</p> <ul style="list-style-type: none"> • <i>Contemporary literature and the arts</i> <p>film 饮食男女 (Eat Drink Man Woman)</p> <p>song 听妈妈的话 (Listen to Mum)</p>								
<p>Linguistic resources</p> <p>Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.</p>									
<p>Intercultural understandings</p> <ul style="list-style-type: none"> • role of family and friends in Chinese-speaking communities and in the wider Australian community • individual identity within the family and friendship groups • family expectations • variation of language according to different cultural contexts • cultural and linguistic significance of idioms and colloquialisms 									

Week	Key teaching points						
	<p>Language learning and communication strategies</p> <p>Strategies to:</p> <ul style="list-style-type: none"> maintain conversation and organise spoken discourse manipulate Chinese to communicate ideas and information effectively use textual cues and understanding of text structure to interpret meaning summarise and synthesise information and ideas from texts. <p>Task 1: Responding to texts: Spoken</p> <p>Task 2: Oral Communication</p> <p>Task 3: Responding to texts: Written</p>						
10–15	<p>Issue: <i>Traditions and values in a contemporary society</i> Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</p> <table border="1" data-bbox="316 712 1444 954"> <thead> <tr> <th data-bbox="316 712 727 763">Perspectives</th> <th data-bbox="727 712 1444 763">Suggested sub-topics – related to issue and perspectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 763 727 815">Personal: individual identity</td> <td data-bbox="727 763 1444 815"> <ul style="list-style-type: none"> <i>The value of education</i> – 教育的价值 </td> </tr> <tr> <td data-bbox="316 815 727 954">Community: connections with Chinese-speaking communities locally, regionally and worldwide</td> <td data-bbox="727 815 1444 954"> <ul style="list-style-type: none"> <i>Family and social values</i> – 传统的家庭及社会价值 <i>Respect for elders</i> – 尊重长辈 <i>Festivals and celebrations</i> – 节日及其庆祝活动 </td> </tr> </tbody> </table> <p>Contexts and texts</p> <ul style="list-style-type: none"> <i>Social and community settings</i> article (二) 男人和女人的地位 (from 当代中文) interview 杨澜访谈: 中国虎妈挑战美国教育 (上、下) http://www.youtube.com/watch?v=agajUVhZD5g <i>Contemporary literature and the arts</i> song 中国话 (Zhongguo hua) 陈静, 陈静日记 - 澳洲新移民的故事, 第八集, 香蕉人 <i>Media</i> article 中国养儿防老观念悄改变 (traditional value) http://news.qq.com/a/20130905/004653.htm <p>Linguistic resources Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> attitude to education in Chinese and different western societies status of elderly in family and community family celebrations adoption of Chinese celebrations and festivals in western communities 	Perspectives	Suggested sub-topics – related to issue and perspectives	Personal: individual identity	<ul style="list-style-type: none"> <i>The value of education</i> – 教育的价值 	Community: connections with Chinese-speaking communities locally, regionally and worldwide	<ul style="list-style-type: none"> <i>Family and social values</i> – 传统的家庭及社会价值 <i>Respect for elders</i> – 尊重长辈 <i>Festivals and celebrations</i> – 节日及其庆祝活动
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Week	Key teaching points
	<p>Language learning and communication strategies</p> <p>Strategies to:</p> <ul style="list-style-type: none"> organise and structure text and develop ideas coherently and logically manipulate Chinese to communicate effectively in a range of contexts analyse the way culture and identity are expressed through language vary vocabulary and grammatical structures for emphasis and interest interpret social situations and apply knowledge of sociolinguistic conventions to select appropriate language. <p>Dictionaries: strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Task 4: Creating text in Chinese</p>
16	<p>Task 5: Semester 1 practical (oral) examination</p> <p>Task 6: Semester 1 written examination</p>

Semester 2

Week	Key teaching points								
	<p>Issue: <i>The changing nature of work</i></p> <p>Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>								
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1–10	<p>Contexts and texts</p> <ul style="list-style-type: none"> <i>Social and community settings</i> <p>video Changing Nature of Work http://www.workvideos.com/ (in English)</p> <p>articles 《我的母语》教师用书、P.229, 课本、第4章</p> <p>Linguistic resources</p> <p>Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> attitude to education in Chinese and different western societies access and attitude to technology in China and other Chinese-speaking communities status of different jobs and profession – Chinese versus western perspective (including changes in what Chinese consider the ‘ideal’ professions) 								

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	<p>Language learning and communication strategies</p> <p>Strategies to:</p> <ul style="list-style-type: none"> organise and structure text and develop ideas coherently and logically manipulate Chinese to communicate effectively in a range of contexts analyse the way culture and identity are expressed through language analyse ways in which language and texts reflect and influence values and behaviours vary vocabulary and grammatical structures for emphasis and interest vary the structure and format of texts appropriate to context, purpose and audience summarise and synthesise information from a variety of texts. <p>Dictionaries: strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Task 7: Responding to texts: Spoken</p> <p>Task 8: Creating texts in Chinese</p> <p>Task 9: Responding to texts: Written</p>				
11–15	<p>Issue: <i>The individual as a global citizen</i></p> <p>Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society. <i>This issue is continued in Year 12.</i></p> <table border="1" data-bbox="311 869 1439 999"> <thead> <tr> <th data-bbox="311 869 726 920">Perspectives</th> <th data-bbox="726 869 1439 920">Suggested sub-topics – related to issue and perspectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 920 726 999">Personal: individual identity</td> <td data-bbox="726 920 1439 999"> <ul style="list-style-type: none"> <i>Individual impact: how can I help?</i> – the environment, society – 如何凭个人力量改善环境、贡献社会 </td> </tr> </tbody> </table> <p>Contexts and texts</p> <ul style="list-style-type: none"> <i>Social and community settings</i> <p>article 污染, p.74, ‘Chinese Made Easy 5’</p> <p>dialogue p.220–221, 汉语教程、第三册上</p> <p>speech p.103, ‘Chinese Made Easy 5’</p> <ul style="list-style-type: none"> <i>Contemporary literature and the Arts</i> <p>poem <i>The Weeping Bird</i>, pp.115–116, ‘My Mother Tongue’</p> <ul style="list-style-type: none"> <i>Media</i> <p>interview Nicole Kidman http://www.youtube.com/watch?v=XP1qsjpjicc</p> <p>Linguistic resources</p> <p>Grammar: introduction, revision and consolidation of grammatical items relevant to the issues, perspectives, contexts and texts, and the linguistic resources for the course.</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> impact of globalisation on Chinese-speaking communities and their environment. <p>Language learning and communication strategies</p> <p>Strategies to:</p> <ul style="list-style-type: none"> organise and structure text and develop ideas coherently and logically manipulate Chinese to communicate effectively in a range of contexts vary vocabulary and grammatical structures for emphasis and interest use strategies to maintain communication i.e. ask for clarification, additional information. <p>Dictionaries: strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Task 10: Oral communication</p>	Perspectives	Suggested sub-topics – related to issue and perspectives	Personal: individual identity	<ul style="list-style-type: none"> <i>Individual impact: how can I help?</i> – the environment, society – 如何凭个人力量改善环境、贡献社会
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16	<p>Task 11: Semester 2 practical (oral) examination</p> <p>Task 12: Semester 2 written examination</p>				