



Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE COURSE OUTLINE

CHINESE: SECOND LANGUAGE
ATAR YEAR 12

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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 – ATAR Year 12

Semester 1 – Unit 3 – 目前情况 (Here and now)

Week	Context and topic	Key teaching points	
1–5	<p>The Chinese-speaking communities: Celebrations and traditions Students explore major:</p> <ul style="list-style-type: none"> festivals – Spring Festival, Dragon Boat Festival, Double Seventh traditions – folk art, cooking celebrations – birthday, anniversary <p>Task 1: Oral communication (Week 5)</p>	<p>Text types and textual conventions Advertisement, conversation, message</p> <p>Linguistic resources Vocabulary and structures related to <i>Celebrations and traditions</i></p> <p>Consolidation of the sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> customs and traditions in different Chinese regions and Chinese-speaking communities etiquette for special events in China/Chinese-speaking communities <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> seeking opportunities to practise the language developing a repertoire of synonyms for common adjectives to enhance speaking and writing listening to a range of Chinese speakers to assist development of listening skills using techniques to rote-learn vocabulary and structures using repair strategies to sustain verbal communication, e.g. recognising that someone doesn't understand and rephrasing by substituting other vocabulary to assist understanding 	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 有的…, 有的…, 一…就…, 是…的</p> <p>Pronouns 自己, 其他</p> <p>Verb + directional compliment 拿来, 进去, 打开, 下来</p> <p>Verb + prepositions 让, 给, 对, 把</p> <p>Sound and writing systems Consolidation of sounds and writing systems of Chinese</p>

Week	Context and topic	Key teaching points	
6–10	<p>The Individual: Relationships Students reflect on:</p> <ul style="list-style-type: none"> different relationships in their lives – friends, family <p>Task 2: Response: Listening (Week 8)</p> <p>Task 3: Response: Viewing and reading (Week 10)</p>	<p>Text types and textual conventions Account, description, diary entry, letter</p> <p>Linguistic resources Vocabulary and structures related to <i>Relationships</i></p> <p>Consolidation of the sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> growing up in a Chinese-speaking community, e.g. parental and personal expectations cross-cultural relationships and friendships <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> inferring, guessing meaning from key words, character radicals, structures, visual cues, context using known structures to help express new information monitoring comprehension, seeking clarification of texts evaluating and redrafting written texts to enhance meaning using a bilingual dictionary to check character meaning 	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 有的…，有的…， 一…就…， 是…的</p> <p>Pronouns 自己, 其他</p> <p>Verb + directional compliment 拿来, 进去, 打开, 下来</p> <p>Verb + prepositions 让, 给, 对, 把</p> <p>Sound and writing systems Consolidation of sounds and writing systems of Chinese</p>
11–15	<p>The Changing world: Communicating in a modern world Students reflect on:</p> <ul style="list-style-type: none"> building and maintaining relationships using technologies, e.g. internet, mobiles, social networking <p>Task 4: Response: Viewing and reading (Week 13)</p> <p>Task 5: Written communication (Week 14)</p>	<p>Text types and textual conventions Account, article, blog posting</p> <p>Linguistic resources Vocabulary and structures related to <i>Communicating in a modern world</i></p> <p>Consolidation of the sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> different social networking practices in Australia, Chinese-speaking communities and in the global community generally internet restrictions in Chinese-speaking communities gaming addiction and its effects on study and interpersonal relationships <p>Language learning and communication strategies Consolidation of Language learning and communication strategies</p>	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 有的…，有的…， 一…就…， 是…的</p> <p>Pronouns 自己, 其他</p> <p>Verb + directional compliment 拿来, 进去, 打开, 下来</p> <p>Verb + prepositions 让, 给, 对, 把</p> <p>Sound and writing systems Consolidation of sounds and writing systems of Chinese</p>
16	<p>Task 6: Semester 1 Practical (oral) examination</p> <p>Task 7: Semester 1 Written examination</p>		

Semester 2 – Unit 4 – 有什么打算? (What next?)

Week	Context and topic	Key teaching points	
1–5	<p>The Chinese-speaking communities: The environment Students explore:</p> <ul style="list-style-type: none"> current issues related to the environment in Chinese-speaking communities – pollution, endangered species <p>Task 8: Oral Communication (Week 5)</p>	<p>Text types and textual conventions Article, chart, discussion, interview, map, script (speech)</p> <p>Linguistic resources Vocabulary and structures related to <i>The environment</i></p> <p>Consolidation of sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> important current issues in China and Australia and the influence these have on everyday life <p>Language learning and communication strategies Consolidation of Language learning and communication strategies</p>	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边</p> <p>Reduplications 高高兴兴</p> <p>Consolidation of grammar</p>
6–10	<p>The Individual: Reflecting on my life and planning my future Students reflect on their:</p> <ul style="list-style-type: none"> final year at school plans for the future: further education, employment, travel <p>Task 9: Response: Listening (Week 9)</p> <p>Task 10: Oral Communication (Week 10)</p>	<p>Text types and textual conventions Account, discussion, message</p> <p>Linguistic resources Vocabulary and structures related to <i>Reflecting on my life and planning my future</i></p> <p>Consolidation of the sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> common future plans for Australian students and Chinese-speaking students different opportunities available to students in different communities <p>Language learning and communication strategies Consolidation of Language learning and communication strategies</p>	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边</p> <p>Reduplications 高高兴兴</p> <p>Consolidation of grammar</p>

Week	Context and topic	Key teaching points	
11–15	<p>The Changing world: Current Issues</p> <p>Students consider:</p> <ul style="list-style-type: none"> issues in the changing world relevant to them: drugs and alcohol, peer pressure <p>Task 11: Response: Viewing and reading (Week 12)</p> <p>Task 12: Written communication (Week 13)</p>	<p>Text types and textual conventions Account, advertisement, diary entry, speech</p> <p>Linguistic resources Vocabulary and structures related to <i>Current issues</i></p> <p>Consolidation of the sound and writing systems of Chinese</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> common issues in Australia and Chinese-speaking communities issues common in Chinese-speaking communities in relation to global community <p>Language learning and communication strategies Consolidation of Language learning and communication strategies</p>	<p>Linguistic resources</p> <p>Grammar</p> <p>Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边</p> <p>Reduplications 高高兴兴</p> <p>Consolidation of grammar</p>
16	<p>Task 13: Semester 2 Practical (oral) examination</p> <p>Task 14: Semester 2 Written examination</p>		