



SAMPLE COURSE OUTLINE

CHINESE: SECOND LANGUAGE
GENERAL 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 – General Year 12

Semester 1 – Unit 3 – 我们的世界 (My world, your world)

Week	Context and topic	Key teaching points	
1–4	<p>The Changing world: <i>Let's Celebrate!</i> Students describe:</p> <ul style="list-style-type: none"> world celebrations – New Year's Eve world events – music festivals, carnivals. <p>Task 1: Response: Listening (Week 4)</p>	<p>Text types and textual conventions advertisement, conversation, message</p> <p>Linguistic resources Vocabulary and structures related to <i>Let's celebrate!</i></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> <ul style="list-style-type: none"> consider how culture is reflected in different celebrations (e.g. New Year's Eve) around the world compare how major Australian, Chinese events/festivals reflect the relevant cultures <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> comparing and making connections with English recognising speech melodies and varying tones developing strategies to complete spoken interaction activities, e.g. asking for clarification, repetition 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 都, 就, 已经, 比较</p> <p>Aspects durative – progressive 正在 experiential 过</p> <p>Comparison 跟, 最</p> <p>Constructions 因为...所以, 不但...而且, 虽然...但是/可是, 又...又</p> <p>Prepositions 跟, 比, 给</p>

Week	Context and topic	Key teaching points	
5–9	<p>The Chinese-speaking communities: Celebrations Students discuss and describe:</p> <ul style="list-style-type: none"> community events – mid-autumn and dragon boat festivals celebrations – birthdays, Youth Day <p>Task 2: Response: Viewing and reading (Week 7)</p> <p>Task 3: Oral communication (Week 9)</p>	<p>Text types and textual conventions account, advertisement, diary entry, speech</p> <p>Linguistic resources Vocabulary and structures related to <i>Celebrations</i></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</p> <ul style="list-style-type: none"> compare dragon boat festival celebrations in Northern and Southern provinces of China, and other Chinese-speaking communities around the world consider other celebrations of Chinese communities which live in Australia socialising, communicating, visitor etiquette and coping with special events in China/Chinese-speaking communities protocols and expected behaviours associated with particular events and festivals customs and traditions associated with particular celebrations <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> seeking opportunities to practise the language using a bilingual dictionary – checking character and Pinyin meaning inferring, guessing meaning from key words, character radicals, structures, visual cues, context 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 都, 就, 已经, 比较</p> <p>Aspects durative – progressive 正在 experiential 过</p> <p>Comparison 跟, 最</p> <p>Constructions 因为...所以, 不但...而且, 虽然...但是/可是, 又...又</p> <p>Prepositions 跟, 比, 给</p>

Week	Context and topic	Key teaching points	
10–16	<p>The individual: <i>My neighbourhood</i> Students discuss and describe:</p> <ul style="list-style-type: none"> • their local neighbourhood – people and places • events in their neighbourhood – social and sporting. <p>Task 4: Written communication (Week 10)</p> <p>Task 5: Externally set task (Week 13)</p> <p>Task 6: Oral communication (Week 16)</p> <p>Task 7: Response: Listening (Week 16)</p>	<p>Text types and textual conventions announcement, blog, conversation, description, letter, poster</p> <p>Linguistic resources Vocabulary and structures related to <i>My neighbourhood</i></p> <p>Sound and writing systems Consolidation of sound and writing systems.</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> • relation to one's neighbourhood (physical environment) • Australian concept of neighbourhood and community versus Chinese • family and what occurs in one's neighbourhood <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • manipulating known language to create different meaning • listening for key words 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 都, 就, 已经, 比较</p> <p>Aspects durative – progressive 正在 experiential 过</p> <p>Comparison 跟, 最</p> <p>Constructions 因为...所以, 不但...而且, 虽然...但是/可是, 又...又</p> <p>Prepositions 跟, 比, 给</p>

Semester 2 – Unit 4 – 我们去旅行吧！ (Travel – let's go!)

Week	Context and topic	Key teaching points	
1–5	<p>The Chinese-speaking communities: <i>Welcome to Australia</i> Students discuss and describe how to prepare a Chinese-speaking student for:</p> <ul style="list-style-type: none"> travel – weather, famous places, leisure activities work and/or study. <p>Task 8: Response: Viewing and reading (Week 4)</p> <p>Task 9: Written communication (Week 5)</p>	<p>Text types and textual conventions account, conversation, email, interview</p> <p>Linguistic resources Vocabulary and structures related to <i>Welcome to Australia</i></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> <ul style="list-style-type: none"> explain communication etiquette for Chinese visitors to Australia discuss employment, working hours, holiday periods discuss coping with daily life situations/issues while travelling in Australia discuss managing differences in the essentials of travel explore tourist destinations in Australia and the influence they have on social practices discuss shopping, bargaining and tipping customs in Australia compare local food and drink with that of Chinese <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> practising pronunciation and tones using repair strategies to sustain verbal communication checking meaning of Chinese characters from dictionaries; finding translation for Pinyin 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 才, 再, 还</p> <p>Conjunctions 或者, 然后</p> <p>Constructions 要是…就…</p> <p>Measure words verbs 次, 遍</p> <p>Nouns 以前, 以后, 以上, 以下</p> <p>Particles structural 的, 得, 地</p> <p>Prepositions 从, 离</p> <p>Sentence types passive 被</p> <p>Verbs and verb phrases resultative 看见, 听清楚, 找到</p> <p>verb 打算</p> <p>auxiliary 应该, 得</p> <p>Word for approximation 多</p>

Week	Context and topic	Key teaching points	
6–11	<p>The individual: <i>Destination China</i> Students reflect on and discuss:</p> <ul style="list-style-type: none"> • their travel experiences – holiday destinations and experiences • planning a trip to China – visiting Chinese cities of Beijing and Hangzhou, famous places, food and customs. <p>Task 10: Response: Listening (Week 9)</p> <p>Task 11: Oral communication (Week 11)</p>	<p>Text types and textual conventions itinerary, conversation, description, speech</p> <p>Linguistic resources Vocabulary and structures related to <i>Destination China</i></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> <ul style="list-style-type: none"> • discuss China's increasing popularity as a travel destination • compare study/work and holiday time allocation in China and Australia • explore communication, and social etiquette for visitors to China • discuss coping with daily life situations while travelling in China • explore shopping, bargaining and tipping customs in China <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • seeking opportunities to practise the language • using a bilingual dictionary to check characters and Pinyin • developing strategies for using dictionaries 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 才, 再, 还</p> <p>Conjunctions 或者, 然后</p> <p>Constructions 要是…就…</p> <p>Measure words 次, 遍</p> <p>Nouns 以前, 以后, 以上, 以下</p> <p>Particles structural 的, 得, 地</p> <p>Prepositions 从, 离</p> <p>Sentence types passive 被</p> <p>Verbs and verb phrases resultative 看见, 听清楚, 找到 verb 打算 auxiliary 应该, 得</p> <p>Word for approximation 多</p>

Week	Context and topic	Key teaching points	
12–16	<p>The changing world: <i>Travel in a modern world</i> Students consider how technology is:</p> <ul style="list-style-type: none"> changing world travel influencing how people plan their holidays influencing how people communicate whilst away. <p>Task 12: Response: Viewing and reading (Week 15)</p> <p>Task 13: Response: Listening (Week 16)</p>	<p>Text types and textual conventions chart, conversation, email, interview, message, table</p> <p>Linguistic resources Vocabulary and structures related to <i>Travel in a modern world</i></p> <p>Sound and writing systems Consolidation of sound and writing systems.</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> consider current issues of travelling in the world today explore how technology and communication have made travel more accessible <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> grouping or sorting vocabulary, script to support internalisation of new language practising sentence structure and paragraph writing developing skills such as anticipation to overcome fear of making mistakes 	<p>Linguistic resources</p> <p>Grammar</p> <p>Adverbs 才, 再, 还</p> <p>Conjunctions 或者, 然后</p> <p>Constructions 要是…就…</p> <p>Measure words verbs 次, 遍</p> <p>Nouns 以前, 以后, 以上, 以下</p> <p>Particles structural 的, 得, 地</p> <p>Prepositions 从, 离</p> <p>Sentence types passive 被</p> <p>Verbs and verb phrases resultative 看见, 听清楚, 找到 verb 打算 auxiliary 应该, 得</p> <p>Word for approximation 多</p>