



SAMPLE COURSE OUTLINE

CHINESE: SECOND LANGUAGE

GENERAL YEAR 12

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.

Copyright

© School Curriculum and Standards Authority, 2018

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Chinese: Second Language – General Year 12

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

Week	Key teaching points
1–4	<p>Introduction Overview of the Chinese: Second Language course, unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic:</p> <ul style="list-style-type: none"> The changing world – Let’s celebrate! Students describe world events or celebrations that interest them. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: advertisement, cartoon, conversation, image, message.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts related to the topic Let’s celebrate! <p>Grammar</p> <ul style="list-style-type: none"> adverbs (都, 就, 已经, 比较) aspects (durative – progressive 正在, experiential 过) comparison (跟, 最) constructions (因为…所以, 不但…而且, 虽然…但是/可是, 又…又) prepositions (跟, 比, 给) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese:</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 enable them to reflect on how culture influences communication, through the topic Let’s celebrate!:</p> <ul style="list-style-type: none"> consider how culture is reflected in different celebrations around the world (e.g. New Year’s Eve) compare how major Australian and Chinese events/festivals reflect the relevant cultures. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Let’s celebrate!:</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; for example, asking for clarification or repetition.

Week	Key teaching points
5–8	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic:</p> <ul style="list-style-type: none"> The Chinese-speaking communities – Celebrations. Students discuss and describe community events (e.g. Mid-Autumn and Dragon Boat Festivals) and celebrations (e.g. birthdays, Youth Day) in a Chinese-speaking community. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, advertisement, diary entry, journal entry, script – speech.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions, and structures related to the topic Celebrations. <p>Grammar</p> <ul style="list-style-type: none"> adverbs (都, 就, 已经, 比较) aspects (durative – progressive 正在, experiential 过) comparison (跟, 最) constructions (因为…所以, 不但…而且, 虽然…但是/可是, 又…又) prepositions (跟, 比, 给) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese:</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 enable them to reflect on the ways in which culture influences communication, through the topic Celebrations:</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 practising, 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 Provide opportunities for students to practise the following strategies through the topic Celebrations:</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 or context. <p>Assessment task 1: Response: Listening</p> <p>Assessment task 2: Response: Viewing and reading</p>

Week	Key teaching points
9–15	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic:</p> <ul style="list-style-type: none"> The individual – My neighbourhood. Students discuss their local neighbourhood and describe places and events. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: announcement, blog post, conversation, description, letter, note.</p> <p>Linguistic resources</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions, and structures related to the topic My neighbourhood. <p>Grammar</p> <ul style="list-style-type: none"> adverbs (都, 就, 已经, 比较) aspects (durative – progressive 正在, experiential 过) comparison (跟, 最) constructions (因为…所以, 不但…而且, 虽然…但是/可是, 又…又) prepositions (跟, 比, 给) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese.</p> <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Chinese language and culture, and enable them to reflect on the ways in which culture influences communication, through the topic My neighbourhood:</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 Provide opportunities for students to practise the following strategies through the topic My neighbourhood:</p> <ul style="list-style-type: none"> manipulating known language to create different meaning listening for key words. <p>Assessment task 3: Written communication</p> <p>Assessment task 4: Externally set task</p> <p>Assessment task 5: Oral communication</p>

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

Week	Key teaching points
1–5	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic:</p> <ul style="list-style-type: none"> The Chinese-speaking communities – Welcome to Australia. Students discuss how they would prepare a Chinese-speaking student for travel, work and/or study in Australia. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: account, advertisement, conversation, email, interview, map, review, role play.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions associated related to the topic Welcome to Australia. <p>Grammar</p> <ul style="list-style-type: none"> adverbs (才, 再, 还) conjunctions (或者, 然后) constructions (要是...就...) measure words (verbs 次, 遍) nouns (以前, 以后, 以上, 以下) particles (structural 的, 得, 地) prepositions (从, 离) sentence types (passive 被) verbs and verb phrases (resultative 看见, 听清楚, 找到; verb 打算; auxiliary 应该, 得) word for approximation (多) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese:</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 Chinese language and culture, and how culture influences communication, through the topic Welcome to Australia:</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 the Chinese-speaking community. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Welcome to Australia:</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>Assessment task 6: Response: Viewing and reading</p> <p>Assessment task 7: Written communication</p>

Week	Key teaching points
6–10	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic:</p> <ul style="list-style-type: none"> The individual – Destination China. Students reflect on their own travel experiences and discuss and plan a trip to China. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types: conversation, description, itinerary, map, script – speech, sign.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions associated related to the topic Destination China. <p>Grammar</p> <ul style="list-style-type: none"> adverbs (才, 再, 还) conjunctions (或者, 然后) constructions (要是…就…) measure words (verbs 次, 遍) nouns (以前, 以后, 以上, 以下) particles (structural 的, 得, 地) prepositions (从, 离) sentence types (passive 被) verbs and verb phrases (resultative 看见, 听清楚, 找到; verb 打算; auxiliary 应该, 得) word for approximation (多) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese:</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 Destination China:</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 Provide opportunities for students to practise the following strategies through the topic Destination China:</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>Assessment task 8: Oral communication</p>
11–15	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following learning context and topic: The changing world – Travel in a modern world. Students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away.</p> <p>Text types and textual conventions</p>

Week	Key teaching points
	<p>Provide opportunities for students to respond to, and to produce, the following text types: article, blog post, chart, conversation, email, interview, message, table.</p> <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions related to the topic Travel in a modern world. <p>Grammar</p> <ul style="list-style-type: none"> adverbs (才, 再, 还) conjunctions (或者, 然后) constructions (要是...就...) measure words (verbs 次, 遍) nouns (以前, 以后, 以上, 以下) particles (structural 的, 得, 地) prepositions (从, 离) sentence types (passive 被) verbs and verb phrases (resultative 看见, 听清楚, 找到; verb 打算; auxiliary 应该, 得) word for approximation (多) <p>Sound and writing systems Development and consolidation of sound and writing systems of Chinese.</p> <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Chinese language and culture, and how culture influences communication, through the topic Travel in a modern world:</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 Provide opportunities for students to practise the following strategies through the topic Travel in a modern world:</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>Assessment task 9: Response: Viewing and reading</p> <p>Assessment task 10: Response: Listening</p>