**Sample Course Outline**

Chinese: Second Language

ATAR Year 11

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# Sample course outline

# Chinese: Second Language – ATAR Year 11

## Unit 1 – 青少年 (Teenagers)

| **Week** | **Syllabus content** |
| --- | --- |
| **Learning context and topic** | **Text types and textual conventions** | **Linguistic resources** | **Intercultural understandings** | **Language learning and communication strategies** |
| 1–5 | **The individual: Having fun**Students reflect on their favourite activities: * sports
* going out
* socialising

**Assessment task 1: Written communication** (Week 4)**Assessment task 2: Oral communication** (Week 5) | Provide opportunities for students to respond to, and to produce, the following text types:* account
* conversation
* email
* interview
* message
* script (dialogue)
 | Provide opportunities for students to acquire and use the following resources:Vocabulary phrases and expressions related to **Having fun****Grammar**Adverbs 都, 就 Aspects durative – progressive 正在 experiential 过Constructions 虽然…但是/可是, 又…又Prepositions 跟,给**Sound and writing systems**Consolidation of sound and writing systems | 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**; for example: * similarities and differences in leisure activities Australian/home culture versus Chinese
 | Provide opportunities for students to practise the following strategies through the topic **Having fun**; for example: * discussing protocols for telephone conversations
* discussing protocols and strategies for using square paper when writing
* evaluating and redrafting written texts to enhance meaning
 |
| 6–11 | **The Chinese-speaking communities: Student’s daily life**Students explore the daily routines of young Chinese speakers:* school
* interests
* social activities

**Assessment task 3: Response: Listening** (Week 7) | Provide opportunities for students to respond to, and to produce, the following text types:* announcement
* article
* image
* interview
* film or TV program (excerpts)
* letter
 | Provide opportunities for students to acquire and use the following resources:Vocabulary phrases and expressions related to **Student’s daily life****Grammar**Adverbs 已经, 比较Comparison 跟, 最Constructions 因为…所以, 不但…而且Prepositions 比**Sound and writing systems**Consolidation of sound and writing systems | 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 **Student’s daily life**; for example: * socialising and everyday living, such as Chinese focus on family rather than individuals
* effects of population environment and cost on leisure activities
* attitude in different cultures towards teens having part-time work
* typical daily routine for teens living in different Chinese-speaking communities
* traditional expectations on the lives of teenagers in China/Chinese-speaking communities
* impact of outside influences on Chinese teenagers; for example, peer pressure, Western culture
 | Provide opportunities for students to practise the following strategies through the topic **Student’s daily life**; for example: * manipulating known language to create different meaning
* transcribing *Pinyin*
* using repair strategies to sustain verbal communication
* recognising speech melodies and varying tones

Dictionaries Using a bilingual dictionary to:* check character meaning
* translate *Pinyin* into characters
 |
| 12–15 | **The changing world: Technology and leisure**Students consider:* the impact of technology on the lives of young people around the world

**Assessment task 4: Response: Viewing and reading** (Week 12?) | Provide opportunities for students to respond to, and to produce, the following text types:* announcement
* blog post
* cartoon
* chart
* summary
 | Provide opportunities for students to acquire and use the following resources:Vocabulary phrases and expressions related to **Technology and leisure****Grammar**Consolidation of grammar from previous topics**Sound and writing systems**Consolidation of sound and writing systems | 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**; for example: * place of technology in the lives of young people
* advantages and disadvantages of technology
* access and attitude in China to technology
 | Provide opportunities for students to practise the following strategies through the topic **Technology and leisure**; for example:* reading for meaning
* identifying character radicals
* adapting structures for different contexts

Dictionaries Using a bilingual dictionary to: * check radicals
 |
| 16 | Examination week **Assessment task 5: Practical (oral) examination – Conversation only****Assessment task 6: Written examination** |

## Unit 2 – 我们去旅行吧!(Travel – let’s go)

| **Week** | **Syllabus content** |
| --- | --- |
| **Learning context and topic** | **Text types and** **textual conventions** | **Linguistic resources** | **Intercultural understandings** | **Language learning and communication strategies** |
| 1–5 | **The individual: Tales of travel**Students reflect on their own:* travel experiences
* travel plans

Students discuss what is essential when:* planning a trip
* travelling at home and/or abroad

**Assessment task 7: Response: Listening** (Week 4) | Provide opportunities for students to respond to, and to produce, the following text types:* account
* blog post
* description
* diary entry
* discussion
* journal entry
 | Provide opportunities for students to acquire and use the following resources:Vocabulary phrases and expressions related to **Tales of travel****Grammar**Adverbs 再Conjunctions 或者, 然后Measure words for verbs 次, 遍Nouns 以前, 以后Particles structural 的, 得, 地Prepositions 从, 离Sentence types passive 被Verbs/verb phrases verb and auxiliary 打算,应该, 得Words for approximation 多 | 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 **Tales of travel**; for example:* frequency of school holidays in Australia versus China
* popular holiday and travel experiences
 | Provide opportunities for students to practise the following strategies through the topic **Tales of travel***;* for example: * practising pronunciation and tone
* manipulating known language to create different meaning
* using *Pinyin* to transcribe unfamiliar words from spoken texts

DictionariesConsolidation of dictionary skills |
| 6–10 | **The Chinese-speaking communities: Western Australia as a travel destination** Students explore:* Western Australia as a destination for Chinese‑speaking travellers

Students discuss:* how they would prepare a Chinese speaker for a trip to Western Australia

**Assessment task 8: Written communication** (Week 8)**Assessment task 9: Oral communication** (Week 10) | Provide opportunities for students to respond to, and to produce, the following text types:* article
* interview
* note
* plan
* review
 | Provide opportunities for students to acquire and use the following resources:Vocabulary phrases and expressions related to **Western Australia as a travel destination****Grammar**Consolidation of grammar from previous topics andAdverbs 才, 还Nouns 以上, 以下Verbs/verb phrases – resultative 看见, 听清楚, 找到**Sound and writing systems**Consolidation of sound and writing systems | 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 **Western Australia as a travel destination**; for example:* socialising, communicating, visitor etiquette and coping with daily life situations for Chinese speakers travelling in Western Australia
* Western Australian tourist destinations popular with Chinese visitors
 | Provide opportunities for students to practise the following strategies through the topic **Western Australia as a travel destination**; for example:* evaluating and redrafting written texts to enhance meaning
* manipulating known language to create different meaning
* using repair strategies to sustain verbal communication
* recognising speech melodies and varying tones
 |
| 11–15 | **The changing world: China as a travel destination** Students consider:* China as a tourist destination

**Assessment task 10: Response: Reading and viewing** (Week 14) | Provide opportunities for students to respond to, and to produce, the following text types:* advertisement
* chart
* description
* form
* map
* sign
 | Vocabulary and structures related to **China as a travel destination****Grammar**Consolidation of grammar from previous topics andConjunctions 不过Constructions 要是…就…**Sound and writing systems**Consolidation of sound and writing systems | Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and of how culture influences communication, through the topic **China as a travel destination**; for example:* socialising, communicating, visitor etiquette and coping with daily life situations while travelling in China
* popular tourist destinations in China
 | Provide opportunities for students to practise the following strategies through the topic **China as a travel destination**; for example:* evaluating and redrafting written texts to enhance meaning
* manipulating known language to create different meaning
* using repair strategies to sustain verbal communication
* recognising speech melodies and varying tones

Dictionaries Consolidation of dictionary skills |
| 16 | Examination week **Assessment task 11: Practical (oral) examination****Assessment task 12: Written examination** |