**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** | | | | |
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| **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   Dictionaries  Consolidation 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 and  Adverbs 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 and  Conjunctions 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** | | | | |