**Sample Course Outline**

Chinese: Second Language

General Year 12

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# 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 | **The Changing world:  *Let’s Celebrate!***  Students describe:   * world celebrations – New Year’s Eve * world events – music festivals, carnivals.   **Task 1: Response: Listening (Week 4)** | | **Text types and textual conventions a**dvertisement, conversation, message  **Linguistic resources**  Vocabulary and structures related to *Let’s celebrate!*  **Sound and writing systems**   * all sound units: aspirated and unaspirated * tones * pronunciation and intonation   **Intercultural understandings**   * 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   **Language learning and communication strategies**   * 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 | **Linguistic resources**  **Grammar**  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 |
| 5–9 | **The Chinese-speaking communities:**  ***Celebrations***  Students discuss and describe:   * community events – mid-autumn and dragon boat festivals * celebrations – birthdays, Youth Day   **Task 2: Response: Viewing and reading (Week 7)**  **Task 3: Oral communication (Week 9)** | | **Text types and textual conventions** account, advertisement, diary entry, speech  **Linguistic resources**  Vocabulary and structures related to *Celebrations*  **Sound and writing systems**   * all sound units: aspirated and unaspirated * tone * pronunciation and intonation   **Intercultural understandings**   * 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   **Language learning and communication strategies**   * 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 | **Linguistic resources**  **Grammar**  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 |
| 10–16 | **The individual: *My neighbourhood***  Students discuss and describe:   * their local neighbourhood – people and places * events in their neighbourhood – social and sporting.   **Task 4: Written communication (Week 10)**  **Task 5: Externally set task (Week 13)**  **Task 6: Oral communication (Week 16)**  **Task 7: Response: Listening (Week 16)** | | **Text types and textual conventions** announcement, blog, conversation, description, letter, poster  **Linguistic resources**  Vocabulary and structures related to *My neighbourhood*  **Sound and writing systems**  Consolidation of sound and writing systems.  **Intercultural understandings**   * relation to one’s neighbourhood (physical environment) * Australian concept of neighbourhood and community versus Chinese * family and what occurs in one’s neighbourhood   **Language learning and communication strategies**   * manipulating known language to create different meaning * listening for key words | **Linguistic resources**  **Grammar**  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 |

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

| **Week** | **Context and topic** | **Key teaching points** | |
| --- | --- | --- | --- |
| 1–5 | **The Chinese-speaking communities: *Welcome to Australia***  Students discuss and describe how to prepare a Chinese-speaking student for:   * travel – weather, famous places, leisure activities * work and/or * study.   **Task 8: Response: Viewing and reading (Week 4)**  **Task 9: Written communication (Week 5)** | **Text types and textual conventions** account, conversation, email, interview  **Linguistic resources**  Vocabulary and structures related to *Welcome to Australia*  **Sound and writing systems**   * all sound units: aspirated and unaspirated * tones * pronunciation and intonation   **Intercultural understandings**   * 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   **Language learning and communication strategies**   * practising pronunciation and tones * using repair strategies to sustain verbal communication * checking meaning of Chinese characters from dictionaries; finding translation for Pinyin | **Linguistic resources**  **Grammar**  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 |
| 6–11 | **The individual: *Destination China***  Students reflect on and discuss:   * their travel experiences – holiday destinations and experiences * planning a trip to China – visiting Chinese cities of Beijing and Hangzhou, famous places, food and customs.   **Task 10: Response: Listening (Week 9)**  **Task 11: Oral communication (Week 11)** | **Text types and textual conventions** itinerary, conversation, description, speech  **Linguistic resources**  Vocabulary and structures related to *Destination China*  **Sound and writing systems**   * all sound units: aspirated and unaspirated * tones * pronunciation and intonation   **Intercultural understandings**   * 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   **Language learning and communication strategies**   * seeking opportunities to practise the language * using a bilingual dictionary to check characters and Pinyin * developing strategies for using dictionaries | **Linguistic resources**  **Grammar**  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 |
| 12–16 | **The changing world:  *Travel in a modern world***  Students consider how technology is:   * changing world travel * influencing how people plan their holidays * influencing how people communicate whilst away.   **Task 12: Response: Viewing and reading (Week 15)**  **Task 13: Response: Listening (Week 16)** | **Text types and textual conventions** chart, conversation, email, interview, message, table  **Linguistic resources**  Vocabulary and structures related to *Travel in a modern world*  **Sound and writing systems**  Consolidation of sound and writing systems.  **Intercultural understandings**   * consider current issues of travelling in the world today * explore how technology and communication have made travel more accessible   **Language learning and communication strategies**   * 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 | **Linguistic resources**  **Grammar**  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 |