



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE
YEAR 9 (PRE-PRIMARY – YEAR 10 SEQUENCE)

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.

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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 teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

This resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

This sample teaching and learning outline provides one possible approach through which the Chinese: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in Chinese, focusing on extending their oral and written communication skills and their understandings of Chinese language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Chinese: Second Language Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/chinese-p-10>

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Chinese: Second Language Year 9 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – 我的一天 (My day)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 中国学生的作业比澳大利亚学生的多; 他们喜欢在周末看电影; 澳大利亚学生喜欢在周末运动; 我喜欢上网交朋友, 你呢?</p> <p>Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated or requesting or providing further details</p> <p>Analyse ideas and information from a range of spoken texts related to aspects of their personal and social worlds, identifying the different ways in which emotions, intentions and ideas are expressed</p> <p>Collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience</p> <p>Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts</p>	<p>Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions</p> <p>Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters</p> <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p> <p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> comparing the use of words that rely on interpretation of context to convey the intended meaning such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way expressing conditions, for example, 如果...就; expressing cause and effect, for example, 为了... and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到 examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗? experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃 <p>Explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures such as the</p>	<p>Students maintain interactions orally and in writing to share and compare personal opinions about aspects of teenage life in Australia and China.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Chinese: Second Language Year 8 (Pre-primary – Year 10 sequence) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to social events and school experiences covered in the Year 7 and Year 8 syllabuses; for example, 我最喜欢数学, 因为我觉得数学很有意思。 describing their leisure activities; for example, 如果我有空, 我喜欢踢足球, 也喜欢去海边野餐。; 我每天都会上网和朋友聊天。; 周末的时候我喜欢和朋友一起去市区看电影。; 我对动画片儿非常有兴趣。; 如果我有空, 我会和我的朋友一起玩电脑游戏。 making comparisons between teenage life in China and Australia; for example, 中国学生的作业比澳大利亚的学生的多。; 澳大利亚的学生喜欢在周末运动, 但是中国的学生比较没空运动。 describing their daily routines, including extracurricular activities; for example, 我家离学校很近, 所以我每天走路上学。; 学校九点开始上课, 下午三点放学。; 每个星期六早上我要去网球俱乐部练习打网球。; 我每天做完功课以后会看电视和玩电脑游戏。 sharing information about school subjects and learning at school; for example, 你学几门科目? 我学很多科目, 有数学、英文、汉语等等。; 你今天第一节是什么课? 是体育课。 expressing opinions about different school subjects and learning at school using descriptive language; for example, 我觉得九年级的学习压力很大。; 九年级的学校生活很有意思, 有各种各样的课外活动。; 科学课是我最喜欢的科目, 因为做实验非常有趣。; 我很喜欢学汉语, 因为汉语很有用, 老师也教得非常认真。 describing homework and assessments and sharing their opinions about them; for example, 我的作业非常多, 常常得花三四个小时。; 你数学考试考得怎么样? ; 我考得非常好, 得了一百分。; 为了考上好的大学, 我每天都要做功课和准备考试。 <p>Discuss with students:</p> <ul style="list-style-type: none"> leisure activities popular among teenagers in China, using information on websites such as 中国网 and 17173 the importance of education in Chinese culture and how that contributes to fierce competition and enormous stress in the life of a Chinese student. Information on how students cope can be found on the Sinorbis blog the similarities and differences between Australian and Chinese teenagers, with a focus on daily life, school and extracurricular activities the role of Chinese set expressions (成语) related to leisure activities and learning in the Chinese language, using websites such as 名言网 and 乐乐课堂 how the Chinese language continues to adapt over time and is influenced by global contexts with examples related to leisure activities and school life such as 卡拉 OK, 卡通, 高尔夫球. Websites such as 中国日报网 and LTL Mandarin School provide many examples of Chinese and English borrowed/loaned words. 	<p>Audiovisual texts</p> <p>talk the talk Chinese – Learn Chinese A day in my school life – AM 学校的一天 – 上午 https://www.youtube.com/watch?v=jtWT02PUTsk</p> <p>talk the talk Chinese – Learn Chinese A day in my school life – PM 学校的一天 – 下午 https://www.youtube.com/watch?v=zNsSp38G0ig</p> <p>Learn Chinese Online – What are your Hobbies? Chinese Conversation Learn Chinese Online 在线学习中文 Talk about Hobbies: 你有什么爱好? https://www.youtube.com/watch?v=dZxQV5Dy26o</p> <p>DinoMomChinese – Easy Slow Mandarin Chinese Story (Beginners) My School Life 中文听力故事-我的学校生活 HSK2-3 Listening Story https://www.youtube.com/watch?v=GavsK7KHbh0</p> <p>Jingle Chinese – TPRS story AP Chinese: Extracurricular Activities story 课外活动 Slow Chinese story – Intermediate level https://www.youtube.com/watch?v=e3h0N4NgazM&ab_channel=JingleChinese</p> <p>Audio Lingua – 中国学生的一天 https://audio-lingua.ac-versailles.fr/spip.php?article2981&lang=fr</p> <p>Hafu Go – Studying 24 Hours With The World's Smartest Students https://www.youtube.com/watch?v=u35PM5xRdaA</p> <p>Note: a clip that gives insight into life as a high school student in China</p>

Focus – 我的一天 (My day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>use of acronyms and English words and how Chinese authorities are trying to limit the use of these terms in the media</p>	<p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: account, blog post, collage, conversation, discussion, email, infographic, journal entry, presentation, schedule, survey, timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • self-correcting in spoken and written forms • using known words or known Chinese radicals to predict the meaning of characters, phrases and sentences • reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • practise and consolidate sentence and grammatical structures by completing a range of activities and games using, for example, <ul style="list-style-type: none"> ▪ matching activities using teacher-developed flashcards and/or websites such as Wordwall and Purple Culture ▪ memory games such as Jeopardy! and Picture Reveal created with PowerPoint templates ▪ board games using teacher-developed resources or from websites such as TPT ▪ read-aloud activities such as Sentence Stealers, Mind Reading and Running Dictation ▪ translating games such as Snakes and Ladders, Verbal Dominoes, and/or Quiz, Quiz, Trade ▪ reading games such as teacher-developed word search puzzles, crossword puzzles and/or rearranging characters to create meaningful sentences • practise writing characters following the correct stroke order using teacher-developed worksheets • view audiovisual clips on grammatical structures such as 如果...就 and verb complements. Use grammatical structures to develop sentences about leisure activities and school life and present them orally or in writing • read and listen to Chinese texts about leisure activities and school life from textbooks such as <i>Ni hao, Chinese Made Easy</i>, and <i>Easy Steps to Chinese</i> or websites such as YouTube, Audio Lingua, Hanbridge and <ul style="list-style-type: none"> ▪ identify <ul style="list-style-type: none"> ○ key words and sentence structures by highlighting or underlining them ○ emphasis, stress and rhythm used to express subtle meanings in interactions in spoken texts ○ common character form and function to infer information about the sound and meaning of unfamiliar characters in written texts ▪ respond in English to a variety of questions such as <ul style="list-style-type: none"> ○ cloze ○ matching ○ true/false ○ short answers ▪ summarise the spoken or written texts in Chinese ▪ adapt the texts to include their leisure activities and school life in Chinese • complete their personal school timetable and use it to exchange information with a partner. One student asks questions in Chinese to extract detailed information about the other student’s timetable and document it in English or Chinese. They then switch roles 	<p>ChineseABC – Learn Chinese Conditional Clause 如果 – if ChineseABC https://www.youtube.com/watch?v=wyH2TVxdpJ8</p> <p>Twin Cities Chinese Tutor – 补语 Intro to Verb Complements (结果补语: 见, 完, 到, 错) - Chinese Grammar Simplified 305 https://youtu.be/ixo1xiC-VGs</p> <p>Websites</p> <p>Hanbridge Mandarin – Talking about School Life in Chinese by Lilian Li https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/talking-about-school-life-in-chinese</p> <p>Hanbridge Mandarin – How to Talk About Your Hobbies and Interests in Chinese by Lilian Li https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/talk-about-hobbies-and-interests-in-chinese/</p> <p>中国网 – Recreation and physical fitness http://www.china.org.cn/english/zhuanti/china2003/73515.htm</p> <p>17173 – 青少年休闲文化, 向左走, 向右走? http://news.17173.com/content/2006-09-06/20060906145613034.shtml</p> <p>Sinorbis – How Chinese students cope in the world’s most competitive education system by Micky Liu https://blog.sinorbis.com/chinese-students-competition</p> <p>名言网 – 跟学习有关的成语 https://www.mingyannet.com/juzi/120283895</p> <p>Note: Chinese set expressions about learning</p>

Focus – 我的一天 (My day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • survey students in Chinese about their favourite leisure activity or school subject and make a group/class profile, ranking them from most to least popular • view audiovisual clips 上午 and 下午学校的一天 and <ul style="list-style-type: none"> ▪ work in small groups to complete a schedule of the speaker’s typical school day in Chinese ▪ discuss in small groups the similarities and differences between their typical school day and the speaker’s ▪ write independently an account of their typical school day outlining their routines and learning activities as well as extracurricular and/or leisure activities after school in Chinese ▪ present their work orally in Chinese • view the audiovisual clip Studying 24 Hours with the World’s Smartest Students and <ul style="list-style-type: none"> ▪ discuss as a class their observations of the life of the Chinese students depicted in the clip ▪ in small groups discuss and compare their own life with the life of the Chinese students from the clip ▪ assume the role of a high school student in China and write a journal entry in Chinese about a typical day at school • work in pairs to research and discuss the similarities and differences regarding leisure activities and school life between Chinese and Australian teenagers and then complete a Venn diagram and <ul style="list-style-type: none"> ▪ share their findings with the class ▪ compile as a class a list of similarities and differences ▪ translate these similarities and differences into Chinese ▪ write a blog post individually in Chinese to compare leisure activities and school life of Chinese and Australian students • discuss the function and history of the Chinese set expressions (成语) and ask students to <ul style="list-style-type: none"> ▪ guess the meanings of some 成语 pre-selected by the teacher based on their knowledge of Chinese characters such as 九牛一毛, 左右为难, 如鱼得水. More examples can be found on websites such as Chengyu stories, Chinese idioms ▪ find online one 成语 story of their choice and exchange information related to the story with a partner ▪ compare as a class the similarities and differences between the Chinese set expressions and English idiomatic expressions • write an email to a fictional friend in China sharing information about their leisure activities and school life in Australia and requesting information from the friend about a student’s life in China • converse in small groups in Chinese to share personal opinions about aspects of teenage life using teacher-developed questions and/or prompts such as <ul style="list-style-type: none"> ▪ Do they like going to school? Why or why not? ▪ What is their favourite subject? Why? ▪ What extracurricular activities do they participate in? Why? ▪ Share information about their best friend. ▪ Why are they good friends? • conduct research online in small groups to compare aspects of teenage life of Chinese students and Australian students, then use an application such as Canva to make a collage and/or an infographic with both text (in Chinese) and images. Students then print their works for display in the classroom and/or present them to the class • complete a formal summative assessment using one of the following tasks: <ul style="list-style-type: none"> ▪ 九年级的生活 (Year 9 school life) 	<p>乐乐课堂 – 休闲的成语 https://www.leleketang.com/chengyu/list/165-1.shtml Note: Chinese set expressions about leisure</p> <p>中国日报网 – 英语外来词的文化分析及翻译方式 https://language.chinadaily.com.cn/2006-09/05/content_681629.htm Note: examples of loan words from English</p> <p>LTL Mandarin School – 16 Chinese Loanwords // Borrowed Words in English and Chinese https://ltl-taiwan.com/chinese-loanwords/</p> <p>China Educational Tours – Differences in Education between China and Western countries by Ruth Wickham https://www.chinaeducationaltours.com/guide/article-differences-in-education-between-china-and-western-countries.htm</p> <p>Online resources</p> <p>Purple Culture https://www.purpleculture.net/ Note: this website can be used to create resources such as word search puzzles, crossword puzzles and Snakes and Ladders games</p> <p>Wordwall – School subjects by Carollaoshi https://wordwall.net/resource/3406155/%E5%AD%A6%E6%A0%A1%E7%A7%91%E7%9B%AE</p> <p>The Teacher Toolkit – Quiz, Quiz, Trade https://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade Note: this website includes activities and games for use in the classroom</p>

Focus – 我的一天 (My day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending a Chinese written text, collating and presenting information in different formats. ○ Part B – students demonstrate their skills in writing in Chinese by writing a blog post in response to the information in Dashan’s blog post in Part A. ▪ 比较中澳学校生活 (School life in China and Australia) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending a Chinese written text by collating and presenting their responses to questions in written form. ○ Part B – students demonstrate their skills in writing in Chinese by responding to the information in Da Wei’s email in Part A, sharing and comparing personal opinions on teenage life in school. 	<p>ArchChinese – Game Gallery https://www.archchinese.com/game_gallery.html Note: this website offers a wide range of resources, activities and games for teaching Chinese</p> <p>Games4esl – Free PowerPoint games https://games4esl.com/powerpointgames/</p> <p>TPT – Bilingual Game Board (Chinese & English) https://www.teacherspayteachers.com/Product/Bilingual-Game-Board-Chinese-English-5687913?st=d1a9d34c3997128531eac24060254305</p> <p>AN2 – 田字格字帖生成器(支持笔顺) Chinese Characters Stroke Order Worksheet Creator https://www.an2.net/zi/</p> <p>The Language Gym – My favourite read-aloud tasks and how I use them by Gianfranco Conti https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/ Note: includes activities such as sentence stealers and mind reading</p> <p>Chinese-Tools.com – Chengyu stories, Chinese idioms https://www.chinese-tools.com/chinese/chengyu</p> <p>Canva – Free Photo Collage maker https://www.canva.com/create/photo-collages/</p>

Focus – 我的一天 (My day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
			<p>Other resources</p> <p>Fredlein, S and Fredlein, P. (2009). <i>Ni hao 3</i>. Chinasoft. 第一课 我的课业, 第二课 学校生活, 第四课 休闲生活</p> <p>Fredlein, S and Fredlein, P. (2009). <i>Ni hao 4</i>. Chinasoft. 第一课 又开学了</p> <p>Ma, Y and Li, X. (2006). <i>Easy Steps to Chinese Textbook 1</i>. Beijing Language and Culture University Press. 第十五课 我的课外活动</p> <p>Ma, Y and Li, X. (2007). <i>Chinese Made Easy Textbook 2</i>. Beijing Language and Culture University Press. 第十课 我的新学校, 第十二课 我的爱好</p> <p>Ma, Y and Li, X. (2007). <i>Chinese Made Easy Textbook 3</i>. Beijing Language and Culture University Press. 第一课 我的学校</p> <p>Teacher-developed resources</p> <p>Flashcards to practise character recognition</p> <p>Worksheets to practise character writing</p> <p>Cue cards as conversation stimulus</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>九年级的生活 (Year 9 school life)</p> <p>比较中澳学校生活 (School life in China and Australia)</p>