



## **SAMPLE TEACHING AND LEARNING OUTLINE**

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**CHINESE: SECOND LANGUAGE**  
**YEAR 9 (YEARS 7–10 SEQUENCE)**

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## **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**

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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 Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/chinese-7-10>.

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 (Years 7–10 sequence) Sample teaching and learning outline

Focus – 北京一日游 (A day in Beijing)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, 我要带一条连衣裙和两件衬衫。; 你去过中国吗? ; 你假期过得怎么样? ; 你的机票多少钱? ; 我买的飞机票花了一千多块钱。; 我坐火车去北京。; 去日本旅游挺贵的。; 你觉得怎么样? 我觉得挺好的。; 你假期打算去哪里? ; 你去过日本吗? ; 你假期过得怎么样?</p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, for a class celebration, when travelling or in a Chinese-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, 怎么说? ; 请帮我。; 怎么写? ; 对不起, 但是.....; 我觉得...因为.....; 当然我不同意。; 太棒了, 好主意。; 你可以说慢一些吗? ; 这是什么意思?</p> <p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their</p>	<p>Recognise and apply differences in sounds and tones heard in spoken language, including the range of vowel and consonant combinations, for example, <i>qin</i> versus <i>qing</i> and <i>chi</i> versus <i>qi</i></p> <p>Interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> <li>comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress</li> <li>exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先.....然后.....; 一.....就.....; 了.....就.....; 才; 第一; 然后</li> <li>applying processes of discourse development by joining, contrasting and sequencing 但是, 就 and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns</li> <li>using 过 to express experience</li> <li>beginning to use the question phrase 怎么样? to ask an opinion</li> </ul>	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare holiday and travel experiences.</p> <p><b>Assumed prior learning</b> Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Chinese: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p><b>Teaching</b> Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>consolidating linguistic elements related to interests and leisure activities covered in the Year 8 syllabus; for example, 我最喜欢游泳。; 在澳大利亚很多学生喜欢去海边玩。</li> <li>discussing favourite/popular leisure and holiday activities and places to visit; for example, 放假的时候, 我喜欢去海边游泳或野餐。; 我觉得动物园非常有意思。; 北京有什么好玩儿的地方? ; 你一定要去参观长城和故宫。</li> <li>talking about different means of transport when travelling; for example, 从珀斯坐飞机去新加坡要五个多小时。; 你可以坐船去罗特尼斯岛, 大概要半个小时。; 你怎么去上海? ; 我打算做火车。</li> <li>describing different weather phenomena; for example, 今天非常热; 北京的春天很凉快; 昨天下雨了。; 我觉得今年的冬天挺冷。; 珀斯的冬天不会下雪。</li> <li>describing experience of trying different foods when travelling; for example, 你吃过 Vegemite 吗? 我吃过, 可是我觉得 Vegemite 吃起来很奇怪。; 中国的饺子挺好吃, 所以我吃了很多。; 我非常喜欢北京烤鸭, 又香又好吃。</li> <li>asking questions for clarification when travelling in a Chinese-speaking place; for example, “Bus stop” 的中文怎么说/写? ; 你可以说慢一点吗? ; 对不起, 我不明白。; 这是什么意思?</li> <li>using tenses to indicate completion, achievement of a desired result, negative past, and to talk about past holiday and travelling experiences; for example, 我去了三个地方; 吃完早饭, 我打算去散步。; 我没有带游泳衣。; 我去过北京, 可是我没去过上海。</li> <li>using diverse time expressions and ways to sequence events in time; for example, 我们先去爬长城, 然后去参观故宫。; 我一到北京就马上打电话给我妈妈。</li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>how what Chinese people like to do on holiday has changed and how these changes are reflected in the language</li> <li>how tense is expressed differently across languages</li> <li>the similarities and differences between how Chinese and Australians travel</li> <li>the significance of Golden Week (黄金周) for Chinese people</li> <li>dining etiquette when travelling in China; for example, picking up your own bowl when eating; never sticking chopsticks vertically into your food when not using them; never using your own chopsticks to pick food from the dishes in the middle of the table. Use websites, such as China Highlights and Commisceo Global</li> <li>gift giving etiquette when travelling in China; for example, certain gifts are taboo in Chinese culture, such as shoes, fans, watches and clocks.</li> </ul>	<p><b>Audiovisual texts</b> Happy Chinese with Liling – how to talk about the weather in Chinese <a href="https://www.youtube.com/watch?v=Nfr3jy9RHQM&amp;ab_channel=HappyChineseWithLiling">https://www.youtube.com/watch?v=Nfr3jy9RHQM&amp;ab_channel=HappyChineseWithLiling</a></p> <p>Chinese with Mandarin HQ – Talking About a Travel Experience in Chinese   Learn Chinese   Intermediate Mandarin with Pinyin <a href="https://www.youtube.com/watch?v=hvptjdMvnvX">https://www.youtube.com/watch?v=hvptjdMvnvX</a></p> <p>安心读书 An’s Reading – 《北京欢迎你》   中文绘本   中国文化   对外汉语教学   汉语读物   Chinese book   audio book   Chinese culture   汉字学习 <a href="https://www.youtube.com/watch?v=oDDWqjO5ees&amp;ab_channel=%E5%AE%89%E5%BF%83%E8%AF%BB%E4%B9%A6A%E4%B9%A6A">https://www.youtube.com/watch?v=oDDWqjO5ees&amp;ab_channel=%E5%AE%89%E5%BF%83%E8%AF%BB%E4%B9%A6A%E4%B9%A6A</a></p> <p>henrysunshine – 群星-北京欢迎你[清晰完整版] <a href="https://www.youtube.com/watch?v=kTjtxQqoG2E">https://www.youtube.com/watch?v=kTjtxQqoG2E</a></p> <p>Note: a song sung by multiple singers to welcome people to Beijing</p> <p><b>Websites</b> 马蜂窝 – 北京旅游攻略 <a href="https://www.mafengwo.cn/travel-scenic-spot/mafengwo/10065.html">https://www.mafengwo.cn/travel-scenic-spot/mafengwo/10065.html</a> Note: a tourist website. Includes places to visit, accommodation, means of transport and recommended delicacies</p> <p>China Highlights – 20 Ultimate Things to Do in Beijing <a href="https://www.chinahighlights.com/beijing/top-things-to-do.htm">https://www.chinahighlights.com/beijing/top-things-to-do.htm</a></p>

Focus – 北京一日游 (A day in Beijing)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Translate and interpret texts from Chinese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p>	<ul style="list-style-type: none"> <li>using words for approximation, 多, 左右, 不</li> <li>experimenting with intensifiers, such as 挺 and 太, to add meaning, for example, 去日本旅行太贵了。; 我觉得挺好的。</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>	<p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: article, conversation, description, discussion, email, itinerary, journal entry, message, poster, role play, song.</p> <p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>using key words, context, and visual clues to predict the meaning of a text</li> <li>using repair strategies to sustain verbal communication</li> <li>identifying patterns and features in texts</li> <li>reinforcing dictionary skills.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>practise and consolidate sentence and grammatical structures by completing a range of activities and games; for example:                             <ul style="list-style-type: none"> <li>matching activities using teacher-developed flashcards and/or applications, such as Wordwall and Purple Culture</li> <li>memory games, such as 地雷游戏 and Jeopardy!® and/or using applications, such as Blooket and Gimkit</li> <li>read-aloud activities, such as Sentence Stealers, Mind Reading and/or 大小声</li> <li>translating games, such as Snakes and Ladders, Verbal Dominoes, and/or Quiz, Quiz, Trade</li> <li>reading games using teacher-developed resources, such as word search puzzles, crossword puzzles and/or rearranging characters to create meaningful sentences</li> </ul> </li> <li>practise writing the characters following the correct stroke order using teacher-developed worksheets</li> <li>develop sentences about travelling using key grammatical structures and words and present them orally or in writing</li> <li>read and listen to Chinese texts, such as conversations and voicemail messages about holiday and travel experiences that include related key words and sentence structures from textbooks, such as <i>Chinese Made Easy</i> or websites, and                             <ul style="list-style-type: none"> <li>identify key words and sentence structures by highlighting or underlining them</li> <li>interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides</li> <li>respond to questions in English</li> <li>adapt the texts to include personal holiday and travel experiences</li> </ul> </li> <li>view the information about travelling to Beijing on the 马蜂窝 website, or similar websites, and identify vocabulary, expressions and specific information as part of a teacher-developed WebQuest</li> <li>view the audiovisual clips of a Chinese song or an audiobook about Beijing, such as ‘北京欢迎你’ and discuss the landmarks and tourist destinations in the clip. Listen to the song and complete a range of activities to reinforce language; for example, translation, ordering and matching activities. Ask students to discuss and compare the information provided in these two different modes and their effectiveness in promoting Beijing as a tourist destination</li> </ul>	<p>Commisceo Global – 你好! (Hello!) and Welcome to our Guide to Chinese Culture, Business Practices &amp; Etiquette  <a href="https://www.commisceo-global.com/resources/country-guides/china-guide">https://www.commisceo-global.com/resources/country-guides/china-guide</a></p> <p><b>Online resources</b></p> <p>Blooket  <a href="https://www.blooket.com/">https://www.blooket.com/</a>                      Note: This website includes interactive games for the revision of Chinese characters.</p> <p>Gimkit – 旅行 by Xinyuan Li  <a href="https://www.gimkit.com/view/63edd3eb03faca0032534342">https://www.gimkit.com/view/63edd3eb03faca0032534342</a></p> <p>Wordwall – 精彩的北京 by Yyang2  <a href="https://wordwall.net/resource/32686099/%E7%B2%BE%E5%BD%A9%E7%9A%84%E5%8C%97%E4%BA%AC">https://wordwall.net/resource/32686099/%E7%B2%BE%E5%BD%A9%E7%9A%84%E5%8C%97%E4%BA%AC</a></p> <p>Purple Culture  <a href="https://www.purpleculture.net/">https://www.purpleculture.net/</a>                      Note: this website can be used to create resources, such as word search puzzles, crossword puzzles, Snakes and Ladders games.</p> <p>The Teacher Toolkit – Quiz, Quiz, Trade  <a href="https://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade">https://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade</a>                      Note: activities and games for use in the classroom.</p> <p>An2 – 田字格字帖生成器(支持笔顺)   Chinese Characters Stroke Order Worksheet Creator  <a href="https://www.an2.net/zi/">https://www.an2.net/zi/</a></p> <p>Sohu – 21 个最受欢迎的对外汉语课堂游戏  <a href="https://www.sohu.com/a/212403366_231759">https://www.sohu.com/a/212403366_231759</a>                      Note: includes 21 popular games that</p>

Focus – 北京一日游 (A day in Beijing)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>• research in small groups the dos and don'ts when travelling in Beijing on holiday and choose one of each to report to the class. The class then compare the findings of each group and rank them from the most surprising to the least</li> <li>• participate in a group discussion, entitled 北京一日游, to make suggestions and come to an agreement on how to best spend the day. Develop an itinerary that illustrates the time, places, activities, means of transport and food eaten on the day. Students share their itineraries with other groups and compare their choices</li> <li>• write an email in Chinese to a fictional friend describing a place they have visited while on holiday</li> <li>• discuss significant events students have experienced while travelling on holiday. Ask them to write a journal entry in Chinese about one of their holidays describing what happened, where they went, who they went with, what they did and why it was special. Ask students to share the information in their journal entry with the class. Invite students to ask questions and share their opinions about their holiday experiences</li> <li>• design a poster about a favourite holiday destination and then present this information to the class. Students evaluate each other's posters using teacher-developed peer evaluation sheets</li> <li>• provide students with four holiday pictures that depict activities, places, tourist sites, food, weather and accommodation, and a list of questions for students to practise answering. Students can then present their information/description to the class and prepare for questions they may be asked</li> <li>• work in pairs to role play different scenarios related to holidays or travelling; for example, one is a tourist in Beijing and one is a visiting tourist. Exchange and compare information, such as recommendations for food to eat, places to visit and ways to get around</li> <li>• work in pairs to role play a problem they could have when travelling on holiday; for example, the room they have booked and paid for is not ready or the flight is cancelled due to extreme weather. In their conversation, students discuss how to resolve the problem</li> <li>• discuss, as a class, the similarities and differences between how Chinese and Australians travel on holiday. Students take notes in a T-chart then write an article summarising their findings</li> <li>• complete formal summative assessment using the following assessment task:             <ul style="list-style-type: none"> <li>▪ 我们来谈谈假期 (Let's talk about the holidays)                 <ul style="list-style-type: none"> <li>○ Part A – students demonstrate their skills in comprehending spoken and written texts by responding to a series of questions in English</li> <li>○ Part B – students demonstrate their skills in speaking in Chinese by participating in a conversation with the teacher about a past holiday</li> </ul> </li> </ul> </li> </ul>	<p>can be played in a Chinese: Second Language class, such as 地雷游戏 and 大小声.</p> <p>The Language Gym – My favourite read-aloud tasks and how I use them by Gianfranco Conti  <a href="https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/">https://gianfrancoconti.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/</a>            Note: includes activities such as Sentence Stealers and Mind Reading.</p> <p><b>Other resources</b>            Ma, Y and Li, X. (2007). <i>Chinese Made Easy Textbook 2</i>. Beijing Language and Culture University Press.            第二课 我秋天去北京</p> <p>Ma, Y and Li, X. (2007). <i>Chinese Made Easy Textbook 3</i>. Beijing Language and Culture University Press.            第十一课 度假 and 第十二课 我的暑假</p> <p>Ma, Y and Li, X. (2007). <i>Chinese Made Easy Textbook 4</i>. Beijing Language and Culture University Press.            第四课 旅游</p> <p><b>Teacher-developed resources</b>            Flashcards to practise character recognition            Worksheets to practise character writing            Holiday picture cards depicting activities, places, tourist sites, food, weather, accommodation</p> <p><b>Assessments</b>            Accessible on the School Curriculum and Standards Authority website            我们来谈谈假期 (Let's talk about the holidays)</p>