



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY – YEAR 10)

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 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 knowledge, understandings and skills students have learned during two hours per week of Chinese: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the Chinese: Second Language Pre-primary to Year 10 syllabuses at <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 7 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – 新学年			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings about people, social events and school experiences, for example, 我今年上七年级。; 你是哪国人? ; 我喜欢上学。; 你喜欢学习汉语吗?</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?</p> <p>Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds</p> <p>Locate, organise and present key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences</p> <p>Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Respond to performance-based imaginative texts, identifying how the use of posture, movement, voice, images and</p>	<p>Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, ‘<i>qin</i>’ versus ‘<i>qing</i>’ and ‘<i>chi</i>’ versus ‘<i>ci</i>’</p> <p>Interpret texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, when reading unfamiliar texts, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Extend knowledge of context-related vocabulary identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p> <p>Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text</p> <p>Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)</p>	<p>Students exchange information about their school subjects, timetables, classroom requests, rules and instructions, school location, buildings and people, activities before, during and after school. Students also use Chinese to engage with visiting Chinese-speaking visitors.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> school subjects, times and timetables, for example, 我今天有汉语课和英语课。我上午九点有汉语课, 下午两点有英语课。 classroom requests, rules and instructions, for example, 做完了吗? ; 不要…… schools, their locations and buildings, for example, 图书馆在大门的左边。; 二号楼。 teachers, students and other people at school, for example, 我的科学老师是……; 这学年有 200 名学生。 before, during and after school activities, including daily routine, for example, 上完汉语课, 我上英语课。; 放学以后, 我打篮球。 talk about participating in or completing an activity, for example, 打了篮球 compared to 打完篮球, 打过篮球 compared to 正在打篮球。 <p>Discuss with students:</p> <ul style="list-style-type: none"> vowel sounds (single vowels and double vowels) in <i>Pinyin</i> compared to English sounds Chinese structure of addresses, for example, 我的学校在北京市第二大道201号 compared to how addresses are structured in English Chinese school subjects and how the names of some are shortened, for example, ……语 Chinese stages of schooling, school year levels and age groups compared to those in Australia structure of Chinese school timetables and report cards Chinese school year and school holidays how tense is indicated in Chinese and comparing with English forms of address and language protocols when interacting with Chinese speakers. <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: description, diary entry, email, graph, map, poster, report card, script, speech, song, survey and timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using <i>Pinyin</i> to find characters and check meaning in a dictionary expressing lack of comprehension and asking, in a variety of ways, how to say something in Chinese self-correction, both in spoken and written forms. <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"> in pairs, ask and respond to questions to exchange information about the subjects they study 	<p>Online resources</p> <p>https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml Venn diagram templates.</p> <p>https://www.edrawsoft.com/share-flowchart.html Free downloadable flowchart templates.</p> <p>https://www.edrawsoft.com/share-language-learning-mindmap.html Free downloadable mind map templates.</p> <p>https://matchthememory.com/ Free matching game creator.</p> <p>https://quizlet.com/ Flashcard and learning materials creator.</p> <p>https://www.youtube.com/watch?v=mMQGJ1yaPJo Chinese Conversation Clips For Listening Practice: Primary School in China. An authentic conversation about primary school, including questions and responses related to the age children start school, when formal education starts, the kind of classes children take. May need to slow the the speed setting to assist comprehension.</p> <p>https://www.bing.com/videos/search?q=chinese+song+about+school&docid=607992963470197719&mid=F963EEB9EA7001A8EF08F963EEB9EA7001A8EF08&view=detail&FORM=VIRE Classroom rules – Super fun Chinese song. An audiovisual clip of a song about classroom rules, such as ‘don’t walk around’ and ‘please listen quietly’. Audio in Chinese with Chinese text and English subtitles.</p> <p>The links below are from Learn Chinese with Mike a series of videos focusing on the use of <i>Pinyin</i>.</p>

Focus – 新学年

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>sound are used to convey different emotions and attitudes, and apply this knowledge to their own oral performances and texts</p> <p>Create and perform simple, individual and shared imaginative texts that involve imagined characters and places and to describe experiences, to entertain peers and younger audiences</p> <p>Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p>	<p>Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures</p>	<ul style="list-style-type: none"> view several Chinese 课程表 and report cards; discuss subjects and length of lessons, and compare this to their own timetable. Discuss how cultural priorities are reflected in the Chinese and Australian education systems in pairs, compare two similar timetables to see when they have a class/classes in common. Take turns to ask and respond to questions about what they study and when they have a particular subject/activity develop and conduct a written survey in the class to find out the most popular subjects and activities. Present findings in Chinese as a poster or graph listen to a description in Chinese of a typical school day in a school in China and use the information in the description to answer short-answer questions and/or complete a timetable in English listen to a student talking about their school day and use the information to add the missing detail to complete a timetable in Chinese read information in a timetable and write an email or a diary entry describing a school day based on the information in the timetable listen to and discuss the features of the Classroom rules song. Use the sentence structures about dos and don'ts to write additional lines for the song. As a class, discuss plan on how to present/perform the song to a younger audience produce a plan of their school with facilities labelled in Chinese read a description about a school and use the information to label a map of the school and respond to questions in English write a description of a favourite school day including activities and sports completed before and after school produce a virtual tour of the school by using a video/photographs of the school and writing and recording the script in Chinese describing facilities, people, subjects and rules for the accompanying voice over to the video/photographs imagine that they are part of a welcome party for a group of visiting Chinese students. Prepare and present a speech introducing the students to their school, providing information, such as where facilities are located and/or people that are part of the school community, and rules for the school interview visiting Chinese speakers about their school experiences. 	<p>https://www.youtube.com/watch?v=kuhq6T7ss5E Lesson 2 <i>Pinyin</i> 1: The initials. Focuses on the initial sounds of the <i>Pinyin</i> system of romanization of Chinese sounds.</p> <p>https://www.youtube.com/watch?v=FHISI_EdsNA Lesson 3 <i>Pinyin</i> 2: The finals. Revises the initial sounds and introduces the final sounds (starts at 3:40) of the <i>Pinyin</i> system.</p> <p>https://www.youtube.com/watch?v=bKFjnUY7OpM Lesson 4 <i>Pinyin</i> 3: Review and finals (Part 2).</p> <p>https://www.youtube.com/watch?v=3ctIhtHH-ZQ Lesson 5 <i>Pinyin</i> 4: Review and finals (Parts 3–4).</p> <p>https://www.youtube.com/watch?v=iwGGEBidEDI Lesson 6 <i>Pinyin</i>: Finals and review.</p>

Focus – 学校生活

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings about people, social events and school experiences, for example, 我今年上七年级。; 你是哪国人? ; 我喜欢上学。; 你喜欢学习汉语吗?</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?</p> <p>Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds</p> <p>Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences</p> <p>Translate short phrases and texts for different audiences varying the language to explain key points for different audiences</p> <p>Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p>	<p>Examine 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>ci</i>’</p> <p>Interpret texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, when reading unfamiliar texts, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我不能...; 不行; ...别 <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p> <p>Identify the structures and key features of familiar texts in Chinese, for example, language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text</p>	<p>Students exchange information about, give opinions, and share thoughts and feelings on their school routines including recess and lunch, before and after school activities, and about their own and other peoples hobbies, and collections.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> describing lunchtime at school, using sentence structures that include time, locations and actions, for example, 我中午十二点在图书馆吃午饭/中午十二点, 我在图书馆吃午饭。 giving opinions about lunch time, such as where to eat lunch and preferred food, for example, 你喜欢在哪里吃午饭? 你喜欢吃什么? 我喜欢在图书馆吃午饭。我喜欢吃披萨。 discussing favourite subjects and impressions of teachers, for example, 我喜欢英语课和英语老师, 因为他人很好。 talking about musical instruments and sports they play, for example, 踢足球, 打篮球, 拉小提琴, 弹钢琴, 吹小号 hobbies and reasons for liking or disliking a particular hobby, for example, 我不喜欢室外活动, 喜欢室内运动。; 我不喜欢打篮球, 喜欢看书。; 我喜欢篮球, 因为我爸爸喜欢篮球。 where and when they participate in hobbies and sports, for example, 我上学以前在学校打篮球。 what they used to play, or collections that they had when they were younger, for example, 以前, 我爸爸喜欢户外运动, 所以他喜欢打篮球。我们喜欢室内运动, 比如上网玩游戏。 <p>Discuss with students:</p> <ul style="list-style-type: none"> vowel sounds (single vowels and double vowels) in <i>Pinyin</i> compared to English sounds (continued) hours spent at school, including lunchtime, in China and Australia, and compare with own family experiences of schools in different places/countries ways to negate ideas, for example, the difference between 不打篮球, 别打篮球, 没打篮球, 不要打篮球 activities popular with students during lunchtime in China features of diary entries and emails in Chinese differences in how information involving time, locations and activities is structured in Chinese and English popular sports and activities among Chinese young people. <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: blog posting, comic strip, description, (Venn) diagram, diary entry, discussion, email, form, interview, list, play, role play, script, speech, summary, survey and table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using <i>Pinyin</i> to find characters and check meaning in a dictionary identifying cognates 披萨, 三明治, 可口可乐, 咖啡 expressing lack of comprehension and asking how to say something in Chinese self-correction, both in spoken and written forms using key words, context, visual cues, including pictures and non-verbal signals, to predict meaning 	<p>Online resources</p> <p>https://www.chineseboost.com/grammar/yi3qian2-yi3hou4/ Grammar explanation and examples of basic sentences using 以前 and 以后.</p> <p>https://www.digmandarin.com/all-video-lessons/basic-sentence-structure-chinese Grammar explanation and examples of sentences including adverbs of times and locations.</p> <p>https://resources.allsetlearning.com/chinese/grammar/Chinese_word_order#Placement_of_place_words_in_a_sentence Grammar explanation and examples of sentences to reinforce word order in Chinese.</p> <p>https://www.bing.com/videos/search?q=chinese+song+about+school&docid=607992963470197719&mid=F963EEB9EA7001A8EF08F963EEB9EA7001A8EF08&view=detail&FORM=VIRE A Chinese song for classroom rules.</p> <p>https://matchthememory.com/chinese-hobbies Online card matching game. Cards show either the image of a hobby or the Chinese for the hobby. The objective of the game is to find the matching pair.</p> <p>https://www.hanbridgemandarin.com/article/daily-chinese-learning-tips/talk-about-hobbies-and-interests-in-chinese/ Includes sample sentences, questions and practice dialogues for talking about hobbies.</p> <p>https://www.youtube.com/watch?v=aAlmoOx_Blc How to Talk About Your Hobbies In Chinese – includes questions such as ‘What are you doing tomorrow/this weekend?’.</p>

Focus – 学校生活

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Consider their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication</p>		<ul style="list-style-type: none"> • identifying key words in ‘yes’ and ‘no’ questions and using corresponding words to answer, for example, 你是学生吗? 是/不是。; 你喜欢打篮球吗? 喜欢/不喜欢。 <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"> • read several emails from Chinese-speaking students about school life, complete related activities and then select one email to respond to by describing own school life experiences • read texts in Chinese about the first day of Year 7 and/or school life and experiences, and respond to questions in English • listen to texts in Chinese related to school life in China and complete a table which summarises the activities mentioned • listen to or read Chinese texts about primary school and high school in China and record similarities and differences in a Venn diagram • in pairs, make a list of rules for their ideal school, including dos and don’ts • compare primary schools and high schools in China and Australia and record the similarities and differences in a Venn diagram • prepare and present a play in which participants exchange opinions about aspects of school • prepare and present a role play about a good/not so good day at school • after watching, without the sound, an audiovisual clip of students at school, write a voice-over or the script of what they imagine the speakers/students could be saying, and present to an audience • survey classmates regarding time spent on aspects of daily routine and after school activities and/or hobbies • read a Chinese text about a typical school day/week and respond to it in English • write an email to a Chinese speaker describing a typical school day • write a blog posting to exchange information about their first day at high school • individually translate a written text/texts describing a person’s school experience and compare their translation to someone else’s • prepare and present a role play interview/conversation between Australian and visiting Chinese students about school experiences • prepare an information sheet about lunchtime in their school for visiting Chinese students, including a translation and explanation of some popular school canteen menu items • imagine that they are to present a speech to a group of Year 6 students as part of a orientation for Year 7 about the school, facilities, subjects, teachers, differences; write the speech and present to the class. • participate in a discussion with Chinese speakers of hobbies, pastimes and sports popular in China, and reflect on why they are popular • listen to or read descriptions of people’s hobbies and orally explain who they would (not) like as a friend and why • listen to or read texts about people’s interests and experiences, and summarise them • play a game with the class by presenting a description (including age, family background and hobbies) of a classmate, either orally or in writing, revealing one piece of information at a time to allow the class to guess • participate in a discussion and share information in Chinese about what their parents used to play when they were younger. 	<p>Assessments</p> <p>Accessible from the School Curriculum and Standards Authority website</p> <p>新学校 Xīn xuéxiào (New school) and 中学生活 Zhōngxué shēnghuó (School life).</p>

Focus – 学校生活

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • formal assessment using the following activity/ies: <ul style="list-style-type: none"> ▪ 新学校 Xīn xuéxiào (New school) <ul style="list-style-type: none"> ○ Part A: Students read a text about a student’s first week at a new school and respond in English ○ Part B: Students write and present the script of a speech informing visiting Year 6 students about their daily life at high school. ▪ 中学生的生活 Zhōngxué shēnghuó (School life) <ul style="list-style-type: none"> ○ Part A: Students read a diary entry about a student’s experience of life in a high school for the first time and respond to questions in English. ○ Part B: Students write a blog posting conveying their first day experiences at high school. 	

Focus – 出去玩儿吧

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings about people, social events and school experiences, for example, 我今年上七年级。; 你是哪国人? ; 我喜欢上学。; 你喜欢学习汉语吗?</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?</p> <p>Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds</p> <p>Locate, organise and present key points of information from written texts related to aspects of their personal and social worlds</p>	<p>Interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> • how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information • using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材 • comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress • using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我不能...; 不行; ...别 <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p> <p>Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media</p> <p>Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications</p>	<p>Students exchange information about, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, sports match or a Chinese restaurant. They make arrangements about where and when to meet, and how to get there. They negotiate what to see and do and participate in transactions at a café or restaurant and on public transport.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • organising an outing, for example, 我们周末去看电影, 好吗? 好啊, 我们上午十点在学校门口见面。 • making arrangements to go to the cinema, for example, 我想/打算看十点的电影。 • making arrangements to go to a restaurant, for example, 我们去中餐馆吃午饭。 • talking about a sequence of activities, for example, 我们看完电影, 去中餐馆吃午饭。/看完电影以后, 我们去中餐馆吃午饭。 • giving opinions about a film, sports match or food, for example, 你喜欢这部电影吗? ; 我喜欢吃炒饭, 不喜欢吃汉堡包。 • talking about dietary requirements when ordering food, for example, 我不能吃鱼。 • using alternative language to clarify intended meaning, for example, use 不冷不热 to describe room temperature 室温 • talking about different public transport in China and using the verb-phrases relevant to transport, for example, take any transport 坐火车/坐公共汽车, operate vehicles 开车 • describing what Chinese people liked to do in the past and compare it with what young Chinese people like to do nowadays, for example, 爸爸以前喜欢和朋友见面聊天, 我和朋友在网上聊天。 • describing an outing in the past, such as 我妈妈和朋友小时候去电影院看电影, 我和朋友在网上看电影。 <p>Discuss with students:</p> <ul style="list-style-type: none"> • phonetic and pictographic/ideographic writing systems • elements/components and structure of Chinese characters • simplified characters vs traditional characters • evening meal times in China • eating habits at home and restaurants in China and in Australia; including regional specialities • activities that Chinese people like to do when spending time with friends • familiar and polite forms of asking questions and negating ideas • stereotypes associated with Chinese families/people • public transport in China and in Australia • regional variations in words/phrases used to describe the same food, for example, Southern China vs Northern China • how the Chinese used by Chinese speakers living in countries where other languages are spoken may evolve/vary due to the influence of those other languages or speakers of Chinese from other counties. <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: advertisement, blog posting, dialogue, discussion, diary entry, invitation, menu, message, plan, (scene) play, role play, script, story book and summary.</p>	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=s0h18Rdhb44 ABCs of Chinese. Part 1: Introduction to Chinese Characters. A comparison of phonetic and pictographic/ideographic writing systems.</p> <p>https://www.youtube.com/watch?v=udICJGQZkwM ABCs of Chinese. Part 2A – Traditional Chinese Teaching Methodology: A discussion of traditional character writing teaching methods.</p> <p>https://www.youtube.com/watch?v=T5FNvW19GbA ShaoLan's Chinese: Lesson 1. Explains the meaning and formation of common characters.</p> <p>https://www.youtube.com/watch?v=9RGTffQDZc Learn Chinese with Ms Ming. Learn Chinese Chinese for Ordering Food at a Restaurant. Includes a conversational dialogue to order food in Chinese, sentences and phrases needed to order food and eat at a restaurant, and vocabulary words for Chinese menu items.</p> <p>https://www.youtube.com/watch?v=rFLSUMI48Hw SMART Mandarin – Katrina Lee. 5 Common Restaurant Chinese Phrases Provides practice for five common phrases used at a Chinese restaurant.</p> <p>https://www.youtube.com/watch?v=EaFghrGcREE Chinese Listening Practice-Making Plans for the Day in Chinese. Includes language for making arrangements, such as I want to see a movie, I want to go shopping.</p> <p>https://www.rocketlanguages.com/chinese/lessons/ordering-in-a-chinese-restaurant Ordering in a Chinese</p>

Focus – 出去玩儿吧

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>(为-為), part substitutions (汉-漢) and half simplifications (说-說)</p> <p>Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures</p>	<p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> explaining understanding of a grammatical concept to someone else listening for key words predicting meaning based on understanding of familiar radicals skimming and scanning to locate key words. <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"> choose, from a selection of invitations to and/or advertisements of events, one they would like to attend and orally explain why choose, from a selection of advertisements or blog posting of events, one they would like to attend and participate in a conversation to invite a friend to attend, explaining details and organising how to get there read menu choices and advise someone with special dietary requirements on what they should and should not choose record a phone message for booking a restaurant visit, stating the number of people, time and date, and special dietary considerations prepare and present a role play of a phone conversation in which participants discuss an outing and their availability/interest. Students discuss where to meet and directions for getting there compare menus from similar types of restaurants in China and Australia and write a summary of their observations in English and/or Chinese photograph examples of use of Chinese in their community that appear on signage, in artwork, as graffiti, in posters and advertisements. As a class, consider what the use of the language says about the place, the people who live or visit there, or about the wider world plan a class excursion to a cinema or restaurant/sports event, by discussing expectations, times, modes of transport, and meeting point prepare and present a role play for buying tickets on public transport or at a cinema, according to prompt cards or realia read a script for a dialogue in a restaurant or of an outing and write the story of the the experience read a blog posting or diary entry related to the texts and related restaurant menus and/or cinema posters and then answer some short-answer questions listen to a message left on an answering machine and summarise it in English in pairs, follow prompts on cue cards related to Who? What? When? Where? Why? to produce a script/story based on an outing for a play or a storybook for a younger audience prepare and present a role play based on ordering food in a Chinese restaurant. 	<p>restaurant. Listening and oral practice of phrases for transactions in a restaurant, such as What would you like to eat?; I'd like to order something to drink to start with; The bill, please.</p>

Focus – 大家一起庆祝!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about give opinions, share thoughts and feelings about people, social events and school experiences, for example, 我今年上七年级。; 你是哪国人? ; 我喜欢上学。; 你喜欢学习汉语吗?</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?</p> <p>Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds</p> <p>Locate, organise and present key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences</p> <p>Respond to a range of performance-based imaginative texts, identifying how features of performance, including the use of posture, movement, voice, images and sound are used to convey different emotions and attitudes, and apply this oral performances and texts</p> <p>Create and perform simple, individual and shared imaginative texts that involve imagined characters, places and experiences, to entertain peers and younger audiences</p>	<p>Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, ‘<i>qin</i>’ versus ‘<i>qing</i>’ and ‘<i>chi</i>’ versus ‘<i>ci</i>’</p> <p>Interpret texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, when reading unfamiliar texts, for example, 鸡, 鸭, 鹅, 莺, 但, 担, 旦, 胆</p> <p>Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information <p>Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text</p> <p>Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)</p> <p>Reflect on how language use varies between communities and how communication is shaped by a community’s geographical location, languages and cultures</p>	<p>Students exchange information about, give opinions, share thoughts and feelings on social events at home: celebrating a birthday or family gathering. They plan events and send invitations, negotiate the purchase of a gift for Spring Festival or birthdays.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> giving directions to a person’s house, for example, 在红绿灯左转, 然后直走 100 米。; 我的家在马路的左边。 talking about and event or party, such as using 派对 for any type of party or gathering, for example, 生日派对, 家庭派对 giving a gift, such as using 礼物 at the end of the phrases for the gifts for any type of special occasions, for example, 圣诞礼物, 生日礼物, 新婚礼物 ideas for suitable Spring Festival (Chinese New Year)/birthday gifts, for example, 我的生日礼物是红包。; 爸爸给我压岁钱。 elements and activities at social events, for example, 澳大利亚人装饰圣诞树。; 中国人贴春联。 describing elements and activities at social events, for example, 我们一起唱生日歌、吃生日蛋糕。; 我们互拜年、发红包。 discussing food and drink customs at social events, for example, 我们一起吃生日蛋糕和寿桃; 在春节, 中国人会吃饺子。 <p>Discuss with students:</p> <ul style="list-style-type: none"> elements/components and structure (left/right, top/bottom, surrounded, half-surrounded etc.) of Chinese characters. difference and similarity between simplified characters and traditional characters days and events of significance for Australian and Chinese people significance of and customs associated with Chinese traditional festivals, including performance-based activities, such as musical performances, poetry recitals, theatre performances stereotypes relating to eating habits, values and/or experiences during celebrations/commemorations in Australia, China and, where relevant, other cultural experiences students bring with them differences between Southern and Northern Chinese festival foods. <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: advertisement, description, diagram, email, instructions, invitation, list, mind map, poem, plan, poster, recipe, (oral) report, role play, song, story, summary, table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> recognising how words adopted from English, or other languages, may function in Chinese, such as anything relevant to Christmas cooperating and collaborating with others to solve a problem. 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=udICJGQZkwM ABCs of Chinese. Part 2A: Traditional Chinese Teaching Methodology.</p> <p>https://www.youtube.com/watch?v=29JDYfL9tOA Grace Mandarin Chinese. Innapropriate gifts in Chinese culture Explains five culturally inappropriate gifts to give Chinese people.</p> <p>https://www.youtube.com/watch?v=odpy9yvpL34 Off the Great Wall. Chinese Birthday Celebrations! Explains how Chinese people celebrate their birthdays traditionally and the significant years to celebration.</p> <p>https://www.youtube.com/watch?v=LiE4DSfJnk0 Liziqi channel. NYE dinner, wish you all happy and health Liziqi channel.Watch Liziqi prepare for a Spring festival celebration. No audio.</p> <p>https://www.youtube.com/watch?v=6SQ2cDgaQeU Liziqi channel. Happiness-filled family dinner, fortune-and-wellness-filled year ahead – New Year Dinner. Watch Liziqi prepare food for a New Year dinner. No audio.</p> <p>https://www.youtube.com/watch?v=sb4nqfwRA5Q Teacher Sherilyn. Moon Festival Wishes by Jillian Lin. Reading and showing of the children’s book Moon Festival Wishes by Jillian Lin. Reading is in English text of book is in English and Chinese.</p> <p>https://www.youtube.com/watch?v=SqLbraCEuFg Chinese Buddy. Learn Basic Mandarin Mid-Autumn Festival Song. A hip-hop style song including basic Moon Festival vocabulary.</p>

Focus – 大家一起庆祝!

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Translate short phrases and texts for different audiences varying the language to explain key points for these different audiences</p> <p>Consider their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on, identity and communication</p>		<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"> • research a Chinese traditional festival and use mind maps to summarise ideas about different family celebrations, such as Christmas and Spring Festival • compare Christmas and Spring Festival and record information in a table • prepare and present a role play phoning a friend and inviting them to a celebration/party at home • write an invitation/email to a friend and/or adult regarding a celebration at home, providing date and time, directions to get their house, what to bring and wear and requesting a reply • reply to an invitation for an event, stating whether or not they can attend, and providing additional details, such as a request for directions to a house or excuse or reason for non-attendance • reflect on how history and beliefs are embedded in a Chinese traditional festival, and religious holidays in Australia, and customs, and write a summary of observations in English • read or listen to texts related to food and drink customs in China and Australia and present the information in a visual format, such as a poster or a diagram • watch the clip of Liziqi preparing for a Spring Festival celebration and write descriptions, a list of steps or a summary in Chinese • view a variety of poetry, song and story recitations and discuss the performance, characters, use of movement. Write a review of the performance based on a model texts • create a shared poem/song in Chinese celebrating an event/festival and plan for and present as a group performance at a school assembly • design an advertisement/poster for a themed school event or a Chinese-style New Year market • prepare oral reports relating to Australian festivals and/or celebrations and present as segments of a travel program for Chinese visitors • write an email to a Chinese speaker, providing information about birthday celebrations, school holidays and favourite holidays in Australia • makes plans, in groups, for an end of term celebration/activity, and in pairs design a poster in Chinese promoting the celebration/activity • translate a Chinese recipe for a traditional food for Spring Festival into English and explain how to cook it to the class • view a number of possible gifts, the associated prices, and descriptions of people and their interests, and decide which present/s would be most appreciated. Students propose other suitable presents and the class determines a 'definitive' list. Students might also be given a limited amount to spend, from which they have to provide every person with a gift. 	<p>https://www.youtube.com/watch?v=Fr7dDhbCpIU experiencesprings. 2019 Chinese New Year Celebration: Poetry Reading (Part 4 of 5). Performance by students in Chinese and English.</p> <p>https://www.youtube.com/watch?v=T3MOXJhatyw Tenby Schools Penang. Tenby Penang School Chinese Poetry Recitation Competition. A group performance.</p>