



## SAMPLE TEACHING AND LEARNING OUTLINE

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**CHINESE: SECOND LANGUAGE**  
**YEAR 8 (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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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.

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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 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, 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 <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 8 (Years 7–10 sequence) Sample teaching and learning outline

Focus – 我的一天 (My typical day)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing (<i>Pinyin</i> and characters) to exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities, for example, 我有绿色的眼睛。;棕色的头发。;我早上七点起床。;我和家人晚上六点半吃饭。;你最喜欢什么运动? 我最喜欢游泳。我最不喜欢踢足球。;我爸爸喜欢吃古老肉。我妈妈不喜欢吃炒饭。;我想吃汉堡包。</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, 他是我弟弟, 他人很好。;我可以开始吗? ;我可以上厕所吗? ;我可以去喝水吗? 我不明白。; 请回答。</p> <p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p> <p>Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas</p> <p>Create own or shared imaginative texts by experimenting with different modes</p>	<p>Recognise and discriminate between homonyms in Chinese, for example, shì 是 and 室, relying on contextual cues to assist understanding and differentiating syllables with different tones, for example, shì 是 and shí 十, and use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>Interpret written texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating and writing</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Chinese grammatical system, including:</p> <ul style="list-style-type: none"> <li>beginning to recognise verb types found in Chinese, for example, adjectival verbs (高, 大) and modal verbs (会, 可以)</li> <li>beginning to use adverbs, for example, 都 to indicate inclusion and 就 to indicate sequence</li> <li>applying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information); 还是/或者 to offer or indicate choices; and the role of measure words, for example, 个, 只</li> <li>exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example,</li> </ul>	<p>Students maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home life, daily routine and school life.</p> <p><b>Assumed prior learning</b></p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Chinese: Second Language Year 7 (Years 7–10 sequence) syllabus.</p> <p><b>Teaching</b></p> <p>Teach, and reinforce with students, context-related vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>classroom instructions and routines; for example, 我可以开始吗? ;我可以上厕所吗? ;我可以去喝水吗? 我不明白。; 请回答。</li> <li>discussing aspects of home life and daily routine; for example, activities that take place at home and when they do certain activities, 我早上六点半起床。我早饭吃吐司。我每天和哥哥坐公共汽车上学。你上学前做什么? 我先穿衣服然后吃早饭。</li> <li>asking and giving information about, and describing, school life; for example, 我在。。。上学。我上八年级。我学数学, 英语, 汉语和科学。你最喜欢什么课? 我最喜欢体育课。</li> <li>providing information about favourite interests; for example, 我下午踢足球。我喜欢看书。你下午喜欢做什么?</li> <li>talking about and comparing before- and after-school activities, using 放学以后我喜欢和朋友打篮球。我下午三点二十分回家。我先做作业然后弹钢琴。我一般花两个小时做作业。你什么时候做作业?</li> <li>describing when and where; for example, 我星期一下午去图书馆学习汉语。周末我和朋友在公园打球。</li> <li>telling and using time 现在几点了? 早上七点一刻。下午两点半。晚上十一点四十分。</li> <li>expressing early 就 and late 才; for example, 我晚上十一点就睡觉了。</li> <li>describing a typical day using             <ul style="list-style-type: none"> <li>simple verbs; for example, 喜欢, 吃, 踢足球, 看电影, 上学, 睡觉, 玩</li> <li>conjunctions; for example, 和, 但是</li> <li>time phrases; for example, 每天, 早上九点</li> <li>prepositions; for example, 在澳大利亚很多学生喜欢去海边玩。</li> </ul> </li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>the differences between a typical day of a young Chinese speaker to that of an Australian speaker; for example, school start and finish times, differences in mealtimes and times for going to bed</li> <li>the different types of after school activities favoured by young Chinese speakers</li> <li>common English loan words in Chinese.</li> </ul>	<p><b>Audiovisual texts</b></p> <p>Medium – A day in the life of a Chinese student by Beverly Chan  <a href="https://medium.com/@bevchan/a-day-in-the-life-of-a-chinese-student-175556e70eaf">https://medium.com/@bevchan/a-day-in-the-life-of-a-chinese-student-175556e70eaf</a></p> <p>Rening Lu – CHINESE CLASS: 我的一天 MY DAILY ROUTINE  <a href="https://www.youtube.com/watch?v=xlBPLWREBIY">https://www.youtube.com/watch?v=xlBPLWREBIY</a></p> <p>ni Tang – 我的一天 <i>wo de yi tian</i> – my typical day – Learning Chinese – Daily routine  <a href="https://www.youtube.com/watch?v=bhyyTd5MMOo&amp;t=55s">https://www.youtube.com/watch?v=bhyyTd5MMOo&amp;t=55s</a></p> <p>Chinese Language Blog – A Day in the (Chinese) Life by sasha  <a href="https://blogs.transparent.com/chinese/a-day-in-the-chinese-life/">https://blogs.transparent.com/chinese/a-day-in-the-chinese-life/</a></p> <p>Learn Chinese – Daily routines in Chinese – 50 action verbs for beginners  <a href="https://www.learn-chinese.com/daily-routines-in-chinese/">https://www.learn-chinese.com/daily-routines-in-chinese/</a></p> <p>In Chinese – Learn Daily Routines in Chinese   A Chinese Teacher's Daily Routine   中文老师的一天   In Chinese  <a href="https://www.youtube.com/watch?v=7B6bH83t1iM">https://www.youtube.com/watch?v=7B6bH83t1iM</a></p> <p>In Chinese – Learn daily routines in Chinese   Chinese students' daily Routine   学生的一天   我的一天   In Chinese  <a href="https://www.youtube.com/watch?v=YOO95zgSFio">https://www.youtube.com/watch?v=YOO95zgSFio</a></p> <p>PlayWithHadrian – How to Describe You Day   日常生活 - Daily routine in Chinese   学汉语   学时间   中文教学   Learn with Hadrian  <a href="https://www.youtube.com/watch?v=uC2M_ii1aHw">https://www.youtube.com/watch?v=uC2M_ii1aHw</a></p> <p>Cool Panda Chinese Learning – Simple Chinese songs for kids: The Routine Song   简单中文儿歌: 作息歌  <a href="https://www.youtube.com/watch?v=Bwe270KKULY">https://www.youtube.com/watch?v=Bwe270KKULY</a></p> <p>Learn Chinese Now – Telling the time in Chinese   Learn Chinese Now  <a href="https://www.youtube.com/watch?v=QqGkTYDCdOU">https://www.youtube.com/watch?v=QqGkTYDCdOU</a></p>

## Focus – 我的一天 (My typical day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>and formats, and creating moods and effects suitable for different audiences</p>	<p>他叫王晓明, (他) 是我的朋友 (zero subject/pronoun)</p> <ul style="list-style-type: none"> <li>using familiar verbs for daily routine, such as 起床, 去睡觉, 吃, 去上学, 玩, 学习, 听音乐, 读书 / 看书, 看电视</li> <li>applying processes of discourse development by joining, contrasting and sequencing using 也, 和</li> <li>exploring the concept of ‘tense’ across languages</li> <li>using time phrases/expressions, such as 上午, 下午, 三点, 现在, 半, 刻, 分</li> <li>beginning to use 跟 as a preposition</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Understand the dynamic nature of Chinese, and how it influences and is influenced by other languages and cultures</p> <p>Explore the relationship between language and significant cultural values or practices in Chinese, English and other languages</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: description, discussion, graph, interview, poem, poll, song, survey, table, timeline, timetable.</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>identifying patterns and features in texts</li> <li>paraphrasing and simplifying linguistic elements to create new text.</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>watch the audiovisual ‘My typical day’ 我的一天 and focus only on activities that take place at home before and after school. Summarise information into a table using the headings ‘Activities that take place at home before going to school’ and ‘Activities that take place after school’, and highlight the activities that apply to them. Use the activities to practise commenting on, and exchanging information about, before- and after-school activities in Chinese.</li> <li>present a timeline of their typical morning and/or afternoon in Chinese</li> <li>engage with activities and games, in applications such as Quizlet and Panda Tree Mandarin games, to practise vocabulary and grammatical elements related to describing daily routines</li> <li>use online dictionaries to create a word list of daily routine activities for both Chinese and Australian students and display on the classroom wall</li> <li>plan and record a video about school life in Australia to send to a school in China, in which they describe their school day by discussing timetables, subjects, likes and dislikes</li> <li>view, listen to and/or read a range of songs and poems/rhymes in Chinese related to daily routines and school and discuss <ul style="list-style-type: none"> <li>the use of language and/or music in the texts; for example, do the words and/or music create a positive, upbeat feeling, or a relaxed, dreamy feeling?</li> <li>how different music styles may prompt different lyrics or the way the lyrics are presented; for example, a rap beat may lend itself to shorter, rhyming sentences, each with a similar number of syllables</li> <li>how conventions/techniques, such as rhyme, repetition, call and response (question/answer), may be used to add interest to either a poem or a song</li> </ul> </li> <li>view the audiovisual ‘Telling the time in Chinese’ and summarise the different ways of telling the time in Chinese. Complete teacher-developed activities to practise giving the time in Chinese</li> <li>view the audiovisual ‘Daily routines in Chinese – 50 action verbs for beginners’ introducing verbs that describe daily routine and make a list of verbs that relate to them. Participate in language practice activities to consolidate the verbs</li> <li>examine Chinese characters related to daily routine by breaking up their components and checking for meaning and similarities between the characters. Identify stroke order for daily routine verbs and time words. Complete online and teacher-developed worksheets for character writing</li> </ul>	<p><b>Websites</b></p> <p>PandaTree – Mandarin games for numbers <a href="https://www.pandatree.com/games/mandarin">https://www.pandatree.com/games/mandarin</a></p> <p>Quizlet – Daily Routine – Chinese by icecreampai <a href="https://quizlet.com/114060141/daily-routine-chinese-flash-cards/">https://quizlet.com/114060141/daily-routine-chinese-flash-cards/</a></p> <p>Quizlet – Daily routine in Chinese by lampardlaoshi <a href="https://quizlet.com/505859317/daily-routine-in-chinese-flash-cards/">https://quizlet.com/505859317/daily-routine-in-chinese-flash-cards/</a></p> <p>Raising creative children – 6 steps for kids to start creating rap music by etobias <a href="http://raisingcreativechildren.net/6-steps-for-kids-to-start-creating-rap-music-2/">http://raisingcreativechildren.net/6-steps-for-kids-to-start-creating-rap-music-2/</a></p> <p>TutorABC – 5 famous poems that every Chinese kid knows <a href="http://blog.tutorming.com/mandarin-kids/5-famous-poems-that-every-chinese-kid-knows">http://blog.tutorming.com/mandarin-kids/5-famous-poems-that-every-chinese-kid-knows</a></p> <p>Note: not related to school or daily routine but can be used to help students write their own poems</p> <p>WriteMandarin – Daily activities (set 1) <a href="https://writemandarin.com/collection/daily-activities-set-1/">https://writemandarin.com/collection/daily-activities-set-1/</a></p> <p>Note: worksheet collections for character writing-related daily activities</p> <p>ChineseClass101 – Most popular English words in Chinese <a href="https://www.chineseclass101.com/blog/2021/05/13/english-loanwords-in-chinese/">https://www.chineseclass101.com/blog/2021/05/13/english-loanwords-in-chinese/</a></p> <p><b>Teacher-developed resources</b></p> <p>Sentence cards for reordering activities</p> <p>Activities for giving the time</p> <p>Worksheets to practise character writing</p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>日常生活 (<i>richáng shēnghuó</i>) Daily routine</p>

## Focus – 我的一天 (My typical day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>• practise and consolidate structures by completing a range of activities; for example, matching activities, verb bingo, using applications such as Quizlet and Blooket</li> <li>• complete activities and games related to telling the time, in applications such as Kahoot, Quizlet, Wordwall and Blooket</li> <li>• watch ‘A Chinese teacher’s daily routine’ 中文老师的一天 and ‘Chinese students’ daily routine’ 学生的一天 - 我的一天. In small groups, discuss positive, negative and interesting aspects of the teacher’s and the students’ daily routines, and compare with their own. Record their findings on a PMI chart to share with the class</li> <li>• conduct a poll of the class to find which is preferred, 呆在家里或者出去玩?</li> <li>• survey (in pairs) students in the class, other classes, teachers and family members about whether there is a difference between the time people wake up and the time they get out of bed. Present findings as a pie graph or a table, organised by using 1–10 minutes, 11–20 minutes, 21–30 minutes or more than 30 minutes difference (depending on the number of people interviewed, two graphs can be presented per group: one for adults and one for teenagers)</li> <li>• read the description in ‘Chinese language blog’ about the person’s day and reorder sentence cards (teacher developed) in the sequence described in the text</li> <li>• plan questions and conduct an interview with a friend based on daily routines; for example, 你几点起床? 你几点上课? 你午饭吃什么? 你放学以后做什么。 Present findings as a PicCollage, or similar, using the third person singular; for example, 小明七点起床。</li> <li>• read ‘A day in the life of a Chinese student’ and discuss, in small groups, what aspects they found interesting, positive and negative, paying particular attention to afterschool activities highlighted in the article. Record findings on adhesive note sheets and add notes to a PMI chart recording the findings of the class</li> <li>• interview native speakers of Chinese, such as assistant teachers and exchange students, to find out what afterschool and weekend activities are popular with young Chinese. Write short descriptions in Chinese to share their findings</li> <li>• create a two-minute iMovie or PowerPoint presentation, with audio, titled 我的一天 in 两分钟 using ‘A Chinese teacher’s daily routine’, ‘How to describe your day?’ or ‘Daily routine in Chinese’</li> <li>• complete assessment using the following activity/ies             <ul style="list-style-type: none"> <li>▪ 日常生活 (<i>richáng shēnghuó</i>) Daily routine                 <ul style="list-style-type: none"> <li>○ Part A – listen to a song and read short descriptions and identifying key information and supporting detail about daily routine and school life</li> <li>○ Part B – work in groups to develop song lyrics, or the stanzas of a poem, about an ideal school day in Australia and/or China.</li> </ul> </li> </ul> </li> </ul>	