



SAMPLE TEACHING AND LEARNING OUTLINE

CHINESE: SECOND LANGUAGE

YEAR 8 (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 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 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 8 (P – Year 10 sequence) Sample teaching and learning outline

Focus – 让我们庆祝! Ràng wǒmen qìng zhù! (Let's celebrate!)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example, 中国人春节喜欢穿红色的衣服和吃饺子; 澳大利亚人圣诞节喜欢...</p> <p>Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views, considering options, inviting, negotiating arrangements and solving problems</p> <p>Compare opinions on and attitudes towards different cultures, such as 我喜欢上学, 因为...; 我最喜欢数学</p> <p>Access, summarise and share key ideas, information and opinions from a range of spoken texts related to their personal and social worlds and present them in different formats for the intended audience</p> <p>Create and perform a range of written imaginative texts to describe experiences that involve imagined contexts and characters, such as raps, poems, picture books or cartoons, selecting</p>	<p>Examine differences in sounds and tones heard in oral discourse, such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and learning how to differentiate between 同音词 (homonyms) and 近音词 (near-syllable words) in different contexts, for example, 买东西/卖东西</p> <p>Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:</p> <ul style="list-style-type: none"> exploring the use of diverse time expressions and ways to sequence events in time and applying in their own language use, for example, 先... 然后; 一... 就...; ... 了, 就...; 才, 第一, 然后 comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给 exploring and applying the use of conjunctions to sequence and connect ideas when constructing 	<p>In this outline students explore popular festivals in both China and Australia, plan and organise a social event/celebration, and share ideas and views about special occasions in both Australia and China. They engage in transactions, where they invite and respond to invitations and provide opinions and experiences of social events and special occasions, using language that sequences and connects ideas as well as, using different ways of negating.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Chinese: Second Language Year 7 (Pre-primary – Year 10) syllabus.</p> <p>Teaching Teach and reinforce with students' vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> giving dates, time, food and drink, clothing and colours discussing favourite events, celebrations and activities related to them; for example, 圣诞节, 复活节, 生日, 情人节, 新年, 春节, 元宵节, 中秋节, 端午节, 七夕节 talking about days, dates and months of social events and special occasions; for example, 什么时候是元宵节? 元宵节是在每年的农历正月十五。你的生日是几月几号? 我的生日是五月八号。 researching and presenting the stories behind their favourite events and special occasions; for example, 春节, 情人节, 七夕节, 中秋节 discussing presents, gift giving and receiving; for example, 你想要什么礼物? 我想要一本书和衣服。你要送大伟什么生日礼物? 春节的时候大人会给孩子压岁钱。这是你的生日礼物。不行, 你不能送给钟或表。 discussing the types of food served at special occasions and why it is served; for example, 春节的时候, 中国人吃鱼, 因为鱼代表年年有余。过生日一定要吃生日蛋糕。 asking and telling others whether they have been to an event or eaten a type of food before; for example, 你参加过春节吗? 你看过珀斯的烟花吗? 你吃过月饼吗? giving information about what has/will happen at a social event or special occasion; for example, 我们先去餐馆吃晚饭然后去看电影。 discussing options about what someone is going to wear/want to wear; for example, 你打算穿什么衣服? 你为什么穿红色的体恤衫和红色的短裤? 因为今天很冷, 所以你应该穿毛衣。 discussing options about when to go to a social event; for example, 电影什么时候开始? 我们几点去吃晚饭? discussing plans for the social event or special occasion, where and when to meet, arrival and departure times, what to see, do and bring, opening times; for example, 我们在哪儿见面? 我们在火车站前见面, 好吗? asking and inviting someone to a social event or special occasion; for example, 你明天有空吗? 我请你吃饭。我要请你到我家包饺子, 庆祝春节。 responding to an invitation for an event in the affirmative or the negative; for example, 对不起, 我明天有事我不能参加。我当然来。 	<p>Audiovisual texts Ni Hao Chinese – Stories & Songs for Learners – Learn Chinese/(Festival Story) Chinese New Year https://www.youtube.com/watch?v=v2Ean7PoxaA</p> <p>12 Signs of the zodiac story https://www.youtube.com/watch?v=2adZ24xbBfc</p> <p>Sophie Mandarin – The story of Lantern Festival – English subtitles https://www.youtube.com/watch?v=Wig0T1iPuAU</p> <p>Christmas https://www.youtube.com/watch?v=1RT6AlfgETY</p> <p>Chinese Traditional Festival – Dragon Boat Festival https://www.youtube.com/watch?v=8JErHBrrRzk</p> <p>Chinese Traditional Festival – Mid-Autumn Festival https://www.youtube.com/watch?v=NjL9n4RRINQ</p> <p>Mid-Autumn questions? https://www.youtube.com/watch?v=9ncmCOixc6I</p> <p>Chinese Traditional Festival – Double Seventh Festival https://www.youtube.com/watch?v=sT-TnXavtIA</p> <p>Garden Time homemade cuisine – Chicken dumplings https://www.youtube.com/watch?v=MCW25r8HrVU</p> <p>Websites China Highlights – Chinese Calendar https://www.chinahighlights.com/travelguide/guidebook/chinese-calendar.htm</p> <p>China Highlights – Top 10 Traditional Chinese Festivals by Candice Song https://www.chinahighlights.com/festivals/traditional-festival/</p> <p>Chinese Reading World – Unit 2 Chinese Traditional Holidays https://chinesereadingworld.iowa.uiowa.edu/IntUnit02/lessons</p> <p>Days and months game https://www.digitaldialects.com/Chinese/Daysmonths.htm</p> <p>Wordwall – Year 4 open the box - Time https://wordwall.net/resource/9190119/mandarin/year-4-open-the-box-time</p> <p>Wordwall – Matching Festivals - Chinese https://wordwall.net/resource/26108114/matching-festivals-chinese</p> <p>Quizlet – Chinese Festivals: Spring Festival https://quizlet.com/au/377859136/chinese-festivals-flash-cards https://quizlet.com/gb/726748040/chinese-festival-flash-cards</p> <p>Quizlet – Chinese Clothes https://quizlet.com/18467919/chinese-clothes-flash-cards</p>

Focus – 让我们庆祝! Ràng wǒmen qìng zhù! (Let's celebrate!)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>appropriate language, rhythms and images to enrich the visual or listening experience</p>	<p>texts, for example, 不但...而且...; 虽然...但是...</p> <ul style="list-style-type: none"> using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我哪儿有...?; 我没有办法...; 我不能...; 不行; ...别, ...不可以 	<ul style="list-style-type: none"> giving information about what happened (at an event) and their thoughts and opinions; for example, 我们一来到城市市中心舞龙舞狮就开始了。大家都玩得非常愉快。虽然表演很有意思, 但是票非常贵。 <p>Discuss with students:</p> <ul style="list-style-type: none"> the Chinese calendar the significance of and customs associated with Australian and Chinese holidays the significance of particular foods in relation to Chinese festivals the types of gifts given on significant days or special occasions how cultural values are reflected in significant social events, special occasions and milestones. <p>Text types: For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, calendar, conversation, description, diary entry, discussion, email, invitation, message, recipe, role-play and table.</p> <p>Language learning and communication strategies Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> note-taking listening for key words and information responding to invitations and planning events paraphrasing and simplifying linguistic elements to create new text reinforcing dictionary skills. <p>Learning activities and assessments In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> review vocabulary associated with days, months and time using applications such as Digital dialects and Wordwall read <i>China Highlights</i> and discuss the Chinese calendar consider significant events in Chinese communities and reflect on the similarities and differences of equivalent Australian events. Choose one month of the year and use the online list of festivals in China and Australian celebrations with dates and links to record significant events prepare a lunar or solar calendar highlighting festivals and significant events in Chinese communities watch videos describing the different festivals of China and Australia. Identify new vocabulary used to describe the festival. Start by viewing, and discussing in groups, the YouTube videos about Christmas and Chinese New Year and/or Spring Festival complete a table in Chinese and English, summarising information about Australian and Chinese festivals, including the name of the event, date, where it takes place, what people generally do and eat to celebrate the occasion, and a summary of the story behind the festival practise saying aloud vocabulary related to food eaten at Chinese New Year, focusing on the sounds and tones in comparison to other vocabulary with similar sounds and meaning adapt and perform a festival story, retelling the story with either a twist or new character. Other students view the performance with the aim of identifying the differences between the original story and the adaptation 	<p>Wordwall – Clothing https://wordwall.net/resource/1822327/chinese/clothing</p> <p>Write Mandarin – Chinese writing worksheets: Chinese holidays https://writemandarin.com/collection/chinese-holidays</p> <p>That’s Mandarin – 6 Questions to Invite Someone For Dinner in Chinese https://www.thatsmandarin.com/chinese-language/6-questions-to-invite-someone-for-dinner-in-chinese</p> <p>Ling Ling Chinese – L3D2 Inviting Someone to Dinner: Vocabulary and Dialogue https://ling-lingchinese.com/2015/04/15/l3d2-inviting-someone-to-dinner-vocabulary-and-dialogue</p> <p>Practical Chinese – Initiating and Responding to Invitations https://communicateinchinese.com/2017/02/25/making-invitation-response-to-invitation</p> <p>Teacher developed resources</p> <p>Listening activities comprising of multiple choice questions, summary tables etc to help students show understanding</p> <p>Summative assessment - 跟我一起玩! Gēn wǒ yìqǐ wán! (Join me for some fun!)</p> <ul style="list-style-type: none"> print invitations with related questions in English for a response in English and/or Chinese instructions and related support for a writing activity related to the personal description of an event/celebration prompt cards for role-play <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>中西方节日 Zhōng xīfāng jié rì (Festivals) https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0018/505440/Assessment-Task_Chinese-Second-Language_Year-8_Festivals.PDF</p>

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Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • view and listen to audio texts related to special occasions and complete teacher-developed listening activities; for example, short answer responses, summary tables etc • follow recipes for traditional celebration foods; for example, the <i>Chicken dumpling recipe</i> • practise vocabulary and grammatical elements needed to describe clothing, festivals and/or events by engaging in activities on applications such as Quizlet and Wordwall • investigate Chinese characters associated with special occasions, and their components, using the activity worksheets from <i>WriteMandarin</i> • complete a formative assessment using 中西方节日 <i>Zhōng xīfāng jiérì</i> (Festivals) – listen to spoken texts in Chinese and convey information • practise inviting friends and family to special occasions using <i>6 questions to invite someone</i> and <i>Ling Ling Chinese</i> for sentence structures • view and complete <i>Practical Chinese</i> activities related to invitations • write an invitation/email to a friend to invite them to a social event or celebration • write and respond to spoken or written invitations or messages • perform a role-play inviting a friend to go to a social event and or celebration • role-play providing opinions of a special event just past • complete a formal summative assessment using the following task: <ul style="list-style-type: none"> ▪ 跟我一起玩! Gēn wǒ yìqǐ wán! (Join me for some fun!) <ul style="list-style-type: none"> ○ Part A – read teacher-developed invitations to special events and respond to questions such as question/answer, true/false, and complete the table ○ Part B – use a word list and grammar structures to write a blog post or diary entry about time spent at an event, describing such things as where they went, when they arrived and left, what they saw/did/ate/bought ○ Part C – in pairs, participate in a conversation using prompt cards, where one person invites another to an event and the other responds and provides reasons as to why not and/or asks for further information such as time and place. The roles are then reversed. 	