

# Year 1 Syllabus

## Year Level Description

Year 1 Chinese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Chinese language and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Chinese language and culture is from their school learning environment.

Students communicate in Chinese, interacting orally with their teacher and peers to talk about themselves, the members of their family, their favourite things and their pets. They recognise and copy high-frequency characters through guided group activities. Students locate key words and factual information in simple oral texts related to their personal worlds. They also locate and convey information about their personal worlds in written texts using pictures, familiar words and simple statements. Students engage with simple Chinese songs, poems and rhymes and respond by creating and performing their own simple Chinese songs, poems and rhymes. Students participate in the shared reading and retelling of well-known Chinese stories.

Students become familiar with the systems of the Chinese language, recognising how the tones can change the meaning of words. They match Pinyin to known Chinese characters and recognise that Pinyin also has tones. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Chinese and that Chinese and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between

their own and others' languages and cultures.

Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

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## Communicating

### SOCIALISING

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Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你好/你好; 这是我的书; 这是我的狗;

这是我的书; 这是我的狗;

Express gratitude and apologies, for example,

谢谢/谢谢;  
对不起; 对不起

[\(ACLCHC001\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## Understanding

### SYSTEMS OF LANGUAGE

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Recognise that Pinyin has tones and reproduce the four tones, but not always with accuracy


Associate Pinyin with relevant characters taught

Recognise how the tones can change the meaning of words, for example, 妈 mā and 妈 mǎ

[\(ACLCHU010\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)

Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family, their favourite things and their pets, for example,

□□□□□□□□□□;□□□□□□

[\(ACLCHC002\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## INFORMING

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Locate key words and information in simple texts such as video clips, games and songs and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds

[\(ACLCHC003\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar

Copy or trace characters with attention to stroke order and direction

[\(ACLCHU011\)](#)

 Literacy

 Critical and creative thinking

Notice the formation □□□□□□□□□□□□ and spacing of characters such as □ and □

[\(ACLCHC002\)](#)

 Literacy

 Critical and creative thinking

Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:

- recognising nouns for pets and animals, for example, □□□□□□□□
- describing things using adjectives, for example, □□□□□□□□□□□□ □□□□ □□□□□□
- expressing likes and dislikes, for

words, characters and modelled language

[\(ACLCHC004\)](#)

 Literacy

 Critical and creative thinking

## CREATING

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Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems and rhymes to convey ideas related to their personal worlds

[\(ACLCHC005\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as Tadpoles Looking For Their Mama 蝌蚪找妈妈, or Pony Crossed the River 小马过河 and respond to the texts by captioning or labelling images and copying characters

[\(ACLCHC006\)](#)

example,

□ □ □ □ □ □...□□


□ □ □ □...□□

□□□□...;

□□□□□...

[\(ACLCHU012\)](#)

 Literacy

 Critical and creative thinking

Understand that language is organised as 'text' and that different types of texts have different features

[\(ACLCHU013\)](#)

 Literacy

 Critical and creative thinking

## LANGUAGE VARIATION AND CHANGE

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Recognise that Chinese speakers use language differently in different situations such as when socialising with peers and friends or at home with the family

[\(ACLCHU015\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

## TRANSLATING

Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages

[\(ACLCHC007\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

## REFLECTING

Notice ways of talking in Chinese that appear different to their own ways and aspects of Chinese culture that are different when speaking in Chinese such as behaviour, voice or body language

[\(ACLCHC009\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

## ROLE OF LANGUAGE AND CULTURE

Recognise that Australia is a multilingual society with speakers of many different world and community languages, including Chinese.

Recognise that Chinese and English borrow words and expressions from each other, for example, typhoon, tai chi, bok choy [\(ACLCHU014\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

## Achievement standard

At standard, students interact in Chinese with their teacher and each other through guided group activities, classroom instructions and routines to talk about themselves, their family, their favourite things and their pets. They use learnt sounds, formulaic phrases and verbal and non-verbal responses, with some guidance, to ask questions and make statements, such as 你是谁/谁, 你喜欢什么 and recognise most, and accurately copy some, high-frequency Chinese characters related to their personal worlds, such as 我, 你, 他, 她, 它, 我们, 你们, 他们, 他们, 他们. Students locate most key words and information in simple spoken and visual texts and convey some factual information, with guidance, using simple scaffolded models of spoken and visual texts. In written texts related to their personal worlds, they locate and convey some factual information, with some guidance, using pictures, labels, captions, familiar words, characters and modelled language. Students engage with familiar songs and rhymes, reproducing sound patterns and creating, with some guidance, their own simple songs, poems or rhymes about their personal worlds. They participate with some guidance, in the shared reading and retelling of short familiar written stories and respond by captioning pictures or copying characters. When translating, they match most familiar spoken words to their written Chinese character and explore, with some guidance, how meanings are similar or different. Students talk about how voice, behaviour and body language may change when speaking Chinese.

Students become familiar with the systems of the Chinese language, recognising and reproducing the four tones of Pinyin with a satisfactory level of accuracy, and showing some awareness that tone can change meaning. They match Pinyin to familiar Chinese characters with a

satisfactory level of accuracy, and show some awareness that each character has meaning. Students trace and/or copy characters with a satisfactory level of accuracy, paying attention to formation and spacing. They recognise and use vocabulary related to their personal worlds and use some first elements of grammar to generate simple spoken and written texts, with a satisfactory level of accuracy. Students begin to recognise nouns for pets and animals. They describe things using adjectives, such as 漂亮 (beautiful) and express likes and dislikes, such as 我喜欢 (I like) and 我不喜欢 (I don't like). Students make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that speakers of Chinese use language differently in different situations and usually act accordingly. Students recognise that Chinese is one of the many languages spoken in Australia, and identify some words and expressions that Chinese and English borrow from each other.

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