Year 4 Syllabus

Year Level Description

Year 4 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 3 and focuses on extending the oral communication skills of students.

Students communicate in Chinese, interacting and socialising orally with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They contribute to class activities and request assistance in learning activities. Students exchange simple correspondence in writing to report on their daily routines at home and at school. They locate and convey factual information from familiar types of spoken and visual sources and they locate factual information in written texts to inform others using learnt words, phrases and characters. Students create and present their own representations of familiar songs, poems or stories. They also create short imaginative texts such as storyboards or cartoons using modelled language.

Students become familiar with the systems of the Chinese language, understanding the components of Pinyin. They recognise high frequency Chinese characters related to their personal world and they use context-related vocabulary and simple sentences to generate language for a range of purposes. Students begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are supported to identify vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that

students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students practise using Chinese, participating in action-related talk and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context and on teacher intonation, gestures and facial expressions. Students continue to be encouraged to use Chinese as much as possible for social interactions and in learning tasks.

Communicating

SOCIALISING

Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 􀀀􀀀􀀀􀀀; 􀀀􀀀􀀀􀀀􀀀

Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 􀀀􀀀􀀀…􀀀􀀀; 􀀀􀀀; 􀀀􀀀􀀀; raising hand and using phrases such as 􀀀 􀀀􀀀􀀀􀀀 to request assistance in learning activities
[(ACLCHC017)](ACLCHC017)

Understanding

SYSTEMS OF LANGUAGE

Understand the components of Pinyin such as the different combinations of consonant and vowel/vowels

Recognise and reproduce familiar or simple Pinyin but not always with correct tone marks
[(ACLCHU026)](ACLCHU026)

▤ Literacy

☢ Critical and creative thinking

👥 Personal and social capability

Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 🔲🔲🔲🔲🔲 (ACLCHC018)

- Literacy
- Critical and creative thinking
- Personal and social capability

INFORMING

Locate and convey factual information from familiar types of spoken and visual sources related to personal and social worlds (ACLCHC019)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability

(ACLCHU027)

- Literacy
- Critical and creative thinking

Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes

Recognise and use grammatical features and simple sentences to record observations, including:

- understanding that Chinese sentences have a particular word order
- exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 🔲🔲🔲🔲🔲
- recognising and using some familiar verbs for daily routine such as 🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲🔲

Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters
(ACLCHC020)

🔲 Literacy

⠐ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

CREATING

Create and present their own representations of familiar songs, poems or stories such as□□□□□□□□□□or□□□□□□, poems and stories□□□□, for different audiences, using voice, rhythm and appropriate gesture and action
(ACLCHC021)

🔲 Literacy

◉ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

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(ACLCHU012)

🔲 Literacy

◉ Critical and creative thinking

Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English
(ACLCHU028)

🔲 Literacy

◉ Critical and creative thinking

Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts
(ACLCHU029)

🔲 Literacy

◉ Critical and creative thinking

🔗 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Understand and demonstrate how language use varies according to the participants' age, gender, relationship and social position and

Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure (ACLCHC022)

🔲 Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Translate the meanings of important everyday words using contextual cues

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions (ACLCHC023)

🔲 Literacy

⋮🔾 Information and Communication Technology (ICT) capability

ⓒ Critical and creative thinking

🔗 Intercultural understanding

REFLECTING

the context of use (ACLCHU031)

🔲 Literacy

ⓒ Critical and creative thinking

🔗 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom (ACLCHU030)

🔲 Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Describe how aspects of their own
identity are reflected in their
various group and community
memberships
[(ACLCHC025)](ACLCHC025)

▤　Literacy

ⓒ　Critical and creative thinking

👥　Personal and social capability

🔗　Intercultural understanding

Achievement standard

At standard, students interact and socialise in Chinese with their teacher
and each other through class experiences, activities and transactions to
exchange information about aspects of their personal worlds, their daily
routines at home and school, such as 〇〇〇〇〇〇. They use with guidance,
familiar modelled questions and responses, to provide information, ask
for/give permission and request assistance, such as 〇〇〇〇〇They write
simple correspondence using formulaic language, Chinese characters and
Pinyin with some guidance. Students identify and convey some factual
information from spoken and visual texts related to their personal and
social worlds. They locate some key words, familiar characters and factual
information in written texts and convey information with guidance, using
learnt words, phrases and characters. Students create and present their
own representations of familiar imaginative texts. They create short written
imaginative texts using simple characters and modelled, short sentences
with guidance. Students translate some familiar, high-frequency words and
use dictionaries and word lists, with guidance, to translate simple familiar
texts. Students identify ways in which identity is reflected through cultural

practices and norms.

Students become familiar with the systems of the Chinese language, identifying some of the components and the consonant and vowel/vowels combination of familiar Pinyin, and writing Pinyin with a satisfactory level of accuracy. They identify the components and structures of some familiar Chinese characters. Students recognise and use, both orally and in writing, a range of vocabulary. They recognise and use elements of grammar in simple sentences to record observations, with a satisfactory level of accuracy. Students understand that Chinese sentences have a particular word order. They explore basic sentence structure in Chinese, consisting of subject-verb-object and compare similar sentences constructed in English and Chinese. Students recognise and use some familiar verbs for daily routine, such as 起床、吃饭、睡觉. They talk about how the Chinese language works using some Chinese terms, with guidance, and identify some language features and textual conventions in familiar Chinese texts. Students list ways that language use varies according to context and participants' age, gender and relationship, and usually act accordingly. They identify some Chinese vocabulary that reflect influences from other languages, and the languages and cultures represented in the classroom.

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