

Chinese Years 3 and 4 Course Overview – Year C 2019

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
PIGGY BANK	SHOPPING IN CHINATOWN	LET'S GO TO THE BEACH	SUMMER HOLIDAY? WINTER HOLIDAY?
<p>KEY QUESTIONS: How can we start saving? Do all children get pocket money?</p> <p>KEY CONCEPTS: Numbers, money, maths</p> <p>KEY PROCESSES: Counting interacting, informing, socialising</p>	<p>KEY QUESTION: What can you buy in Chinatown?</p> <p>KEY CONCEPTS: Numbers, maths, money</p> <p>KEY PROCESSES: Socialising, responding, bargaining, reading, translating, transacting</p>	<p>KEY QUESTIONS: What do you do at the beach? What would you be doing if you were at the beach in China?</p> <p>KEY CONCEPTS: Environment, nature, weather</p> <p>KEY PROCESSES: Informing, presenting, recognizing, comparing</p>	<p>KEY QUESTIONS: Which is better? Is the weather the same wherever you go in December?</p> <p>KEY CONCEPTS: Season, holiday, celebration</p> <p>KEY PROCESSES: Sharing, planning, drawing and discussing</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones</p> <p style="text-align: center;">INFORMING</p> <p>Obtain and process information about significant people, places and events from spoken and visual</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones</p> <p style="text-align: center;">INFORMING</p> <p>Obtain and process information about significant people, places and events from spoken and visual</p>	<p style="text-align: center;">INFORMING</p> <p>Locate and present information about familiar objects, people and personal interests using visual and contextual cues</p> <p style="text-align: center;">CREATING</p> <p>Create short imaginative written texts using images and copied characters</p>	<p style="text-align: center;">SOCIALISING</p> <p>Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities</p> <p style="text-align: center;">CREATING</p> <p>Create short written imaginative texts using simple characters and short sentences</p>

<p>sources, and convey this information using learnt phrases and key</p> <p>TRANSLATING Find English equivalents of common expressions in Chinese and vice versa</p> <p>SYSTEMS OF LANGUAGE Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement</p>	<p>sources, and convey this information using learnt phrases and key Chinese characters</p> <p>TRANSLATING Find English equivalents of common expressions in Chinese and vice versa</p> <p>SYSTEMS OF LANGUAGE Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement</p>	<p>REFLECTING Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts</p> <p>SYSTEMS OF LANGUAGE Use nouns, adjectives and simple sentences to record observations</p>	<p>REFLECTING Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts</p>
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Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Chinese Years 3 and 4 Achievement Standard

By the end of Year 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？你上几年级？你有狗吗？你喜欢什么运动？ They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁？· 他是谁？· 你住在哪里？， 这是什么？ They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩) by selecting learnt words and characters. Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example, 这是红色的苹果.. Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生， 两个姐姐， 三只狗.

Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component



knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how cultural differences may affect understanding between people.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Updated 6/12/2018