

## Chinese Years 3-4 Course Overview – Year B 2021

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

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b> <b>WHAT'S FOR LUNCH?</b></p> <p><b>KEY QUESTIONS:</b> What does my lunchbox say about me? Am I healthy?</p> <p><b>KEY CONCEPTS:</b> Diet, Health, Wellbeing</p> <p><b>KEY PROCESSES:</b> Reading Chinese characters, Performing</p>	<p><b>Module 2:</b> <b>LET'S GET MOVING!</b></p> <p><b>KEY QUESTION:</b> How do I spend my leisure time?</p> <p><b>KEY CONCEPTS:</b> Leisure, Time</p> <p><b>KEY PROCESSES:</b> Reading Chinese characters, Listening, Responding, Speaking, Writing</p>	<p><b>Module 3:</b> <b>COME FOR A TOUR</b></p> <p><b>KEY QUESTION:</b> What kind of things are famous in China and why?</p> <p><b>KEY CONCEPTS:</b> Place, Journey, Imagination, Identity</p> <p><b>KEY PROCESSES:</b> Reading Chinese characters, Intercultural understanding, Reflecting</p>	<p><b>Module 4:</b> <b>MY PASSPORT!</b></p> <p><b>KEY QUESTION:</b> What should I pack?</p> <p><b>KEY CONCEPTS:</b> Travel, Technology, Climate, Clothing</p> <p><b>KEY PROCESSES:</b> Reading Chinese characters, Performing</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones</p> <p><b>INFORMING</b> Locate factual information from sources and report this information to a known audience using learnt characters</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities</p> <p><b>INFORMING</b> Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones</p> <p><b>INFORMING</b> Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities</p> <p><b>INFORMING</b> Locate factual information from sources and report this information to a known audience using learnt characters</p>

<p><b>TRANSLATING</b> Find English equivalents of common expressions in Chinese and vice versa</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own</p> <p><b>CREATING</b> <a href="#">Create</a> short written imaginative texts using simple <a href="#">characters</a> and short sentences</p>	<p><b>CREATING</b> Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action</p> <p><b>TRANSLATING</b> Translate the meanings of important everyday words using contextual cues</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own</p>	<p><b>TRANSLATING</b> Translate the meanings of important everyday words using contextual cues</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Recognise that Chinese is spoken by communities in many countries</p> <p><b>REFLECTING</b> Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts</p>	<p><b>CREATING</b> Create short written imaginative texts using simple characters and short sentences</p> <p><b>REFLECTING</b> Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Identify similarities and differences in the organisation of simple familiar texts</p>
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### Across the year

#### Reading program:

- age appropriate readers which support the language learning connected to each of the modules

#### Systems of Language:

- Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds
- Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement
- Use nouns, adjectives and simple sentences to record observations
- Identify similarities and differences in the organisation of simple familiar texts

### 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.***