

Chinese Years 5-7 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
Module 1: WOK ARE YOU EATING?	Module 2: LIFE BE IN IT!	Module 3: MY PASSPORT	Module 4: CULTURE SHOCK!
<p>KEY QUESTIONS: Do you believe you are what you eat? What does that mean?</p> <p>KEY CONCEPTS: Health, Lifestyle</p> <p>KEY PROCESSES: Writing, Responding, Analysing, Reflecting, Comparing</p>	<p>KEY QUESTION: What shall I do with my free time?</p> <p>KEY CONCEPTS: Leisure, Society</p> <p>KEY PROCESSES: Writing, Responding, Intercultural understanding, Analysing, Reflecting, Planning</p>	<p>KEY QUESTIONS: How do I plan a trip to China? Where should I go and why?</p> <p>KEY CONCEPTS: Place, Journey, Time</p> <p>KEY PROCESSES: Planning, Comparing, Analysing, Reflecting, Researching, Intercultural understanding</p>	<p>KEY QUESTION: Can cultural differences bring people together?</p> <p>KEY CONCEPTS: Cultural experience</p> <p>KEY PROCESSES: Writing, Responding, Intercultural understanding, Analysing texts, Reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p>SOCIALISING Initiate interactions with peers and known adults to plan and organise social activities</p> <p>INFORMING Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences</p> <p>REFLECTING Describe aspects of own identity and reflect on differences between Chinese and English language and</p>	<p>SOCIALISING Initiate interactions with peers and known adults to plan and organise social activities</p> <p>INFORMING Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences</p> <p>CREATING Create written imaginative texts, describing characters and sequencing events, using scaffolded</p>	<p>SOCIALISING Exchange correspondence and create simple written material to plan future activities and events and contribute ideas</p> <p>INFORMING Locate key points in written informative texts, summarising the points to report to known audiences</p> <p>CREATING Create written imaginative texts, describing characters and sequencing events, using scaffolded</p>	<p>SOCIALISING Initiate interactions with peers and known adults to plan and organise social activities</p> <p>INFORMING Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences</p> <p>REFLECTING Describe aspects of own identity and reflect on differences between</p>

<p>culture, identifying how this knowledge can help their intercultural exchanges</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices</p>	<p>models of texts, learnt characters or word lists for support</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p>	<p>models of texts, learnt characters or word lists for support</p> <p>Translating</p> <p>Create own bilingual texts such as signs, displays and posters</p> <p>Systems of language</p> <p>Form sentences to express details such as the time, place and manner of an action and to sequence ideas</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand that Chinese is characterised by diversity in spoken and written forms</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices</p>	<p>Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Examine how language is used to clarify roles and relationships between participants in interactions</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices</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 Years 5 and 6

- Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing
- Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning
- Form sentences to express details such as the time, place and manner of an action and to sequence ideas
- Notice how the features of text organisation vary according to audience and purpose

Systems of Language Years 7 and 8

- Examine differences in sounds and tones, and patterns of sound flow in speech
- Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating
- Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts
- Analyse how authors adjust features of different text types for different purposes and audiences

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家。 They use simple questions (for example, 请问...? 你是哪国人? 你会说汉语吗?) and seek clarification, for example, ... 对吗? They access information from a range of print and digital resources (for example, 课文, 菜单, 宣传单, 图样, 地图, 课程表, 日历, 行程表, 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗? They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚, 在墨尔本, 在家) and participants, for example, 我的朋友, 小明的哥哥. They use prepositions and possessive clauses, including 的. They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.

Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.

Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗? ; 我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且... ; 因为... 所以...), as well as time expressions (for example, 先...再...), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.

Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国, 城, 中国城. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.

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