

Chinese R-2 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>Module 1: MY LUNCH BOX</p> <p>KEY QUESTIONS: What does my lunch box look like? Is it healthy?</p> <p>KEY CONCEPTS: Healthy food, Cultural practice</p> <p>KEY PROCESSES: Reading, Story-telling, Listening</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms</p> <p>TRANSLATING Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English</p> <p>Role of language and culture Describe how people use different languages to communicate and participate in cultural experiences</p>	<p>Module 2: READY, SET, GO!</p> <p>KEY QUESTION: How active am I?</p> <p>KEY CONCEPTS: Action, Movement, Health</p> <p>KEY PROCESSES: Listening, Counting, Answering, Creating</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts</p> <p>CREATING Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings</p> <p>REFLECTING Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how</p>	<p>Module 3: OUTSIDE THE SQUARE</p> <p>KEY QUESTION: Where is China?</p> <p>KEY CONCEPTS: Imagination, Place, Identity, Journey</p> <p>KEY PROCESSES: Searching, Listening</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts</p> <p>TRANSLATING Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English</p> <p>REFLECTING Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity</p>	<p>Module 4: MY PASSPORT!</p> <p>KEY QUESTION: What can I say about myself in Chinese?</p> <p>KEY CONCEPTS: Identity, Awareness, Nationality</p> <p>KEY PROCESSES: Reading, Story-telling, Listening</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Interact with simple written texts in familiar contexts to contribute to class discussions</p> <p>CREATING Create short imaginative written texts using images and copied characters</p> <p>INFORMING Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts</p>

<p>SYSTEMS OF LANGUAGE Reproduce the four tones and recognise how they can change the meaning of words</p>	<p>relationships influence language use and own identity</p> <p>SYSTEMS OF LANGUAGE Engage with familiar text types to predict meaning</p>	<p>LANGUAGE VARIATION AND CHANGE Identify the features of formal language used in familiar contexts, such as at school</p> <p>ROLE OF LANGUAGE AND CULTURE Describe how people use different languages to communicate and participate in cultural experiences</p>	<p>TRANSLATING Identify common Chinese characters and words in Pinyin using contextual cues</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Chinese is a major community language in Australia</p> <p>ROLE OF LANGUAGE AND CULTURE Describe how people use different languages to communicate and participate in cultural experiences</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:

- Reproduce the four tones and recognise how they can change the meaning of words
- Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese
- Understand that Chinese sentences have a particular word order
- Engage with familiar text types to predict meaning

Reception to Year 2 Achievement Standard

By the end of Year 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢, 再见, 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队, 请坐, 不要说话.. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢). They can match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...) and family members (爸爸, 妈妈). Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.

Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.