

## Chinese Years 3-4 Course Overview – Year C 2022

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: GOING SHOPPING!</b></p> <p><b>KEY QUESTION:</b> Where do you go shopping?</p> <p><b>KEY CONCEPTS:</b> Shopping, Number, Currency</p> <p><b>KEY PROCESSES:</b> Labelling, counting, interacting, reading, Interacting, socialising</p>	<p><b>Module 2: SHOPPING IN CHINATOWN</b></p> <p><b>KEY QUESTION:</b> What can you buy in Chinatown?</p> <p><b>KEY CONCEPTS:</b> Shopping</p> <p><b>KEY PROCESSES:</b> Socialising, responding, bargaining, reading, translating, transacting</p>	<p><b>Module 3: LET'S GO TO THE BEACH</b></p> <p><b>KEY QUESTIONS:</b> What do you do at the beach? What would you be doing if you were at the beach in China?</p> <p><b>KEY CONCEPTS:</b> Environment, Nature, Weather</p> <p><b>KEY PROCESSES:</b> Informing, presenting, recognizing, comparing</p>	<p><b>Module 4: SUMMER HOLIDAY? WINTER HOLIDAY?</b></p> <p><b>KEY QUESTIONS:</b> Which is better? Is the weather the same wherever you go in December?</p> <p><b>KEY CONCEPTS:</b> Season, Holiday, Celebration</p> <p><b>KEY PROCESSES:</b> Sharing, planning, discussing</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>TRANSLATING</b> Find English equivalents of common expressions in Chinese and vice versa</p>	<p><b>CONTENT DESCRIPTIONS</b></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>LANGUAGE VARIATION AND CHANGE</b> Identify the likely contexts and features of informal and formal conversations involving known</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Locate factual information from sources and report this information to a known audience using learnt characters</p> <p><b>CREATING</b> Create short written imaginative texts using simple characters and short sentences</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>TRANSLATING</b> Translate the meanings of important everyday words using contextual cues</p>

<b>LANGUAGE VARIATION AND CHANGE</b> Recognise that Chinese is spoken by communities in many countries	participants of different ages, genders and social positions  <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	<b>REFLECTING</b> Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts  <b>SYSTEMS OF LANGUAGE</b> Use nouns, adjectives, and simple sentences to record observations	<b>SYSTEMS OF LANGUAGE</b> Identify similarities and differences in the organisation of simple familiar texts
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Across the year 

**Reading program:** age-appropriate readers that support the language learning connected to each of the modules

### Chinese Years 3-4 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.*