

## Chinese Years 5-6 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:</b> <b>LET'S GO TO THE MARKETS!</b></p> <p><b>KEY QUESTION:</b> When can you bargain?</p> <p><b>KEY CONCEPTS:</b> Transaction, Currency</p> <p><b>KEY PROCESSES:</b> Role play, responding, questioning, interacting</p>	<p><b>Module 2:</b> <b>THE AMAZING RACE IN CHINA TOWN</b></p> <p><b>KEY QUESTION:</b> How do I find my way around Chinatown?</p> <p><b>KEY CONCEPTS:</b> Journey, Conquest, Competition</p> <p><b>KEY PROCESSES:</b> Translating, informing, sharing, searching</p>	<p><b>Module 3:</b> <b>GET AWAY!</b></p> <p><b>KEY QUESTION:</b> How do you plan a getaway?</p> <p><b>KEY CONCEPTS:</b> Environment, Weather, Seasons, Schedule</p> <p><b>KEY PROCESSES:</b> Informing, Socialising, reflecting, writing, describing, Translating</p>	<p><b>Module 4:</b> <b>BEING OUTDOORS</b></p> <p><b>KEY QUESTION:</b> What does nature have to offer?</p> <p><b>KEY CONCEPTS:</b> Leisure, Nature</p> <p><b>KEY PROCESSES:</b> Informing, questioning, comparing, describing</p>
<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>CREATING</b> Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts</p> <p><b>INFORMING</b> Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Exchange correspondence and create simple written material to plan future activities and events and contribute ideas</p> <p><b>TRANSLATING</b> Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Initiate interactions with peers and known adults to plan and organise social activities</p> <p><b>INFORMING</b> Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences</p> <p><b>CREATING</b> Create written imaginative texts, describing characters and</p>	<p><b>CONTENT DESCRIPTIONS</b></p> <p><b>REFLECTING</b> Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges</p> <p><b>SYSTEMS OF LANGUAGE</b> Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing</p>

<p><b>ROLE OF LANGUAGE AND CULTURE</b> 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><b>SYSTEMS OF LANGUAGE</b> Form sentences to express details such as the time, place, and manner of an action and to sequence ideas</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Chinese is characterised by diversity in spoken and written forms</p>	<p>sequencing events, using scaffolded models of texts, learnt characters or word lists for support</p> <p><b>TRANSLATING</b> Create own bilingual texts such as signs, displays and posters</p> <p><b>SYSTEMS OF LANGUAGE</b> Form sentences to express details such as the time, place and manner of an action and to sequence ideas</p>	<p>Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> 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 that support the language learning connected to each of the modules

### Chinese Years 5-6 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.

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