## Sample course outline

### Chinese: Second Language – General Year 11

#### Semester 1 – Unit 1 – 青少年 (Teenagers)

<table>
<thead>
<tr>
<th>Week</th>
<th>Context and topic</th>
<th>Key teaching points</th>
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</table>
| 1–6  | **The individual:** *My daily routine*  
Students share information about:  
- themselves  
- daily routine at home  
- daily routine at school.  
**Assessment task 1:** Response: Viewing and reading (Week 6)  
**Assessment task 2:** Oral communication (Week 6) | **Introduction**  
**Text types and textual conventions:** description, email.  
**Linguistic resources**  
Vocabulary and structures related to: *My daily routine.*  
Sound and writing systems  
- all sound units: aspirated and unaspirated  
- tone  
- pronunciation and intonation.  
**Intercultural understandings**  
- protocols for introducing self and others  
- familiar and polite forms of address  
- comparing leisure activities – Australian/home culture versus Chinese.  
**Language learning and communication strategies**  
- practising pronunciation and tone  
- understanding characters and their components  
- discuss layout, format, headings, features and protocols, and features of common Chinese texts.  
**Linguistic resources**  
Grammar  
- adverbs: 很, 也, 都  
- conjunctions: 和  
- intensifiers: 非常, 最  
- measure words: nouns 个, 只, 本, 条, 节, 门, 台  
- nouns: proper nouns 北京  
- titles, forms of address 张老师  
- particles: 的, 吧  
- pronouns: personal 他, 她, 我, 它, 他们, 她们, 我们  
- demonstrative 这, 那  
- question words: 谁, 什么, 哪儿, 几, 多少, 多长, 吗, 呢  |
| 7–11 | **The Chinese-speaking communities:**  
*Daily life of young people in a Chinese-speaking community*  
Students explore lives of young Chinese speakers:  
- daily routines  
- school.  
**Assessment task 3:** Response: Listening (Week 10)  
**Assessment task 4:** Written communication (Week 11) | **Text types and textual conventions:** conversation, diary entry, message, speech.  
**Linguistic resources**  
Vocabulary and structures related to: *Daily life of young people in a Chinese-speaking community.*  
Sound and writing systems  
- all sound units: aspirated and unaspirated  
- tones  
- pronunciation and intonation.  
**Intercultural understandings**  
- typical daily routine for teens living in different Chinese-speaking communities  
**verbs and verbal phrases**  
verb + object: 看书  
verb + object: 会  
verbs: 是, 叫, 姓, 有/没有, 喜欢  
auxiliary: 会  
words for negation: 不, 没有  
words for time and frequency: time 昨天, 下午, 三点, 现在  
frequency: 常常, 经常, 每天, 天天 |
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| 12–16  | **The changing world:**  
*Technology in daily life*  
Students describe the:  
• types of technology in use  
• use of technologies in the daily lives of people around the world.  
**Assessment task 5:**  
Oral communication (Week 14)  
**Assessment task 6:**  
Response: Viewing and reading (Week 14) | • attitude towards teens working part-time in different cultures  
• traditional expectations on the lives of teenagers in China/Chinese-speaking communities.  
**Language learning and communication strategies**  
• practising pronunciation and tone  
• identifying parts of a sentence e.g. subject verb and noun  
• evaluating and redrafting written texts to enhance meaning  
• practising listening for gist  
• using Pinyin to transcribe unfamiliar words from spoken texts  
• using a bilingual dictionary – checking character and Pinyin meaning.  
**Text types and textual conventions:**  
article, blog posting, conversation.  
**Linguistic resources**  
Vocabulary and structures related to:  
*Technology in daily life.*  
Sound and writing systems  
**Consolidation of sound and writing systems.**  
**Intercultural understandings**  
• place of technology in the lives of young people  
• advantages and disadvantages of technology  
• access and attitude of Chinese to technology.  
**Language learning and communication strategies**  
• identifying speech melodies and varying tones  
• discussing methods for reducing anxiety e.g. controlling emotions and providing self-encouragement, when participating in spoken interaction  
• comparing and making connections with English  
• using a bilingual dictionary – checking character and Pinyin meaning. |
Sample course outline
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Semester 2 – Unit 2 – 课余生活 (Things to do)

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| 1–7 | The individual: Having fun | **Introduction**  
Text types and textual conventions: account, conversation, interview.  
Linguistic resources  
Vocabulary and structures related to: Having fun.  
Sound and writing systems  
- all sound units: aspirated and unaspirated  
- tones  
- pronunciation and intonation.  
Intercultural understandings  
- comparing leisure activities – Australian/home culture versus Chinese  
- role of sport in Australian/home culture versus Chinese.  
Language learning and communication strategies  
- recognising speech melodies and varying tones  
- grouping or sorting vocabulary, script to support internalisation of new language  
- manipulating known language to create different meaning  
- using a bilingual dictionary – strategies for efficient use.  
Linguistic resources  
Grammar  
conjunctions  
- 可是, 因为, 跟  
- 因为  
- 跟  
- 因为  
- 挺, 太, 真  
intensifiers  
- 挺, 太, 真  
measure words  
- verbs次  
- particles  
- 了  
- interrogative怎么  
- 点儿  
- qualifier  
- open怎么样  
- question words  
- closed还是, 或者, 好吗  
- verbs and verbal phrases  
- words for approximation  
- 可以, 能, 想, 要  
- 左右, 多, 几  |
| 8–12 | The Chinese-speaking communities: Leisure in a Chinese-speaking community |  
Text types and textual conventions: advertisement, conversation, review.  
Linguistic resources  
Vocabulary and structures related to: Leisure in a Chinese-speaking community.  
Sound and writing systems  
- all sound units: aspirated and unaspirated  
- tones  
- pronunciation and intonation.  
Intercultural understandings  
- socialising – Chinese focus on family rather than individuals  
- impact of outside influences on Chinese teenagers e.g. peer pressure, Western culture |
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| 13–16 | The changing world: Technology and leisure Students consider the: • use of technology as entertainment for young people around the world. | • effects of population, environment and cost on leisure activities.  
**Language learning and communication strategies**  
• discussing protocols for telephone conversation e.g. answering the phone, saying you can’t hear  
• using repair strategies to sustain verbal communication  
• seeking opportunities to practise the language  
• using paralinguistic clues e.g. expression, gesture, situation and intonation, to interpret meaning  
• grouping or sorting vocabulary, script to support internalisation of new language  
• using a bilingual dictionary – strategies for effective use.  

**Text types and textual conventions:** announcement, conversation, email, interview, message.  
**Linguistic resources**  
Vocabulary and structures related to: *Technology and leisure.*  
Sound and writing systems *Consolidation of sound and writing systems.*  
**Intercultural understandings**  
• comparing technology and leisure – Australian culture and usage versus Chinese culture and usage  
• trends in use of technology  
• restrictions in some societies regarding the use of technologies.  
**Language learning and communication strategies**  
• practise sentence structure and paragraph writing  
• model writing/joint construction  
• evaluate and redraft written texts to enhance meaning  
• risk-taking e.g. not being afraid to make mistakes when in doubt, guess.  

Assessment task 11: Response: Listening (Week 14)  
Assessment task 12: Oral communication (Week 15)