SAMPLE COURSE OUTLINE

CHINESE: SECOND LANGUAGE
GENERAL YEAR 12
### Sample course outline

**Chinese: Second Language – General Year 12**

Semester 1 – Unit 3 – 我们的世界 (My world, your world)

<table>
<thead>
<tr>
<th>Week</th>
<th>Context and topic</th>
<th>Key teaching points</th>
<th>Linguistic resources</th>
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<tbody>
<tr>
<td>1–4</td>
<td>The Changing world: <em>Let’s Celebrate!</em>  Students describe:  - world celebrations – New Year’s Eve  - world events – music festivals, carnivals.  <strong>Task 1: Response:</strong>  Listening (Week 4)</td>
<td><strong>Text types and textual conventions</strong>  advertisement, conversation, message  <strong>Linguistic resources</strong>  Vocabulary and structures related to <em>Let’s celebrate!</em>  <strong>Sound and writing systems</strong>  - all sound units: aspirated and unaspirated  - tones  - pronunciation and intonation  <strong>Intercultural understandings</strong>  - consider how culture is reflected in different celebrations (e.g. New Year’s Eve) around the world  - compare how major Australian, Chinese events/festivals reflect the relevant cultures  <strong>Language learning and communication strategies</strong>  - comparing and making connections with English  - recognising speech melodies and varying tones  - developing strategies to complete spoken interaction activities, e.g. asking for clarification, repetition</td>
<td><strong>Grammar</strong>  Adverbs 都, 就, 已经, 比较  Aspects durative – progressive 正在 experiential 过  Comparison 跟, 最  Constructions 因为...所以, 不但...而且, 虽然...但是/可是, 又...又  Prepositions 跟, 比, 给</td>
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| 5–9  | The Chinese-speaking communities: *Celebrations* Students discuss and describe:  
- community events – mid-autumn and dragon boat festivals  
- celebrations – birthdays, Youth Day  
Task 2: Response: Viewing and reading (Week 7)  
Task 3: Oral communication (Week 9) | **Text types and textual conventions**  
account, advertisement, diary entry, speech  
**Linguistic resources**  
Vocabulary and structures related to *Celebrations*  
**Sound and writing systems**  
- all sound units: aspirated and unaspirated  
- tone  
- pronunciation and intonation  
**Intercultural understandings**  
- compare dragon boat festival celebrations in Northern and Southern provinces of China, and other Chinese-speaking communities around the world  
- consider other celebrations of Chinese communities which live in Australia  
- socialising, communicating, visitor etiquette and coping with special events in China/Chinese-speaking communities  
- protocols and expected behaviours associated with particular events and festivals  
- customs and traditions associated with particular celebrations  
**Language learning and communication strategies**  
- seeking opportunities to practise the language  
- using a bilingual dictionary – checking character and Pinyin meaning  
- inferring, guessing meaning from key words, character radicals, structures, visual cues, context | **Grammar**  
Adverbs  
- 都, 就,  
- 已经, 比较  
Aspects  
- durative –  
- progressive 正在  
- experiential 过  
Comparison  
- 跟, 最  
Constructions  
- 因为...所以,  
- 不但...而且,  
- 虽然...但是/可是,  
- 又...又  
Prepositions  
- 跟, 比, 给 |
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| 10–16 | **The individual: My neighbourhood**  
Students discuss and describe:  
- their local neighbourhood – people and places  
- events in their neighbourhood – social and sporting.  

**Task 4: Written communication (Week 10)**  
**Task 5: Externally set task (Week 13)**  
**Task 6: Oral communication (Week 16)**  
**Task 7: Response: Listening (Week 16)**  
**Text types and textual conventions** announcement, blog, conversation, description, letter, poster  
**Linguistic resources** Vocabulary and structures related to My neighbourhood  
**Sound and writing systems** Consolidation of sound and writing systems.  
**Intercultural understandings**  
- relation to one’s neighbourhood (physical environment)  
- Australian concept of neighbourhood and community versus Chinese  
- family and what occurs in one’s neighbourhood  
**Language learning and communication strategies**  
- manipulating known language to create different meaning  
- listening for key words  

**Grammar**  
Adverbs 都，就，已经，比较  
Aspects durative – progressive 正在 experiential 过  
Comparison 跟，最  
Constructions 因为...所以，不但...而且，虽然...但是/可是，又...又  
Prepositions 跟, 比, 给 |
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| 1–5  | The Chinese-speaking communities: *Welcome to Australia*  
Students discuss and describe how to prepare a Chinese-speaking student for:  
- travel – weather, famous places, leisure activities  
- work and/or study.  
Task 8: Response: Viewing and reading (Week 4)  
Task 9: Written communication (Week 5) | **Text types and textual conventions**  
account, conversation, email, interview  
**Linguistic resources**  
Vocabulary and structures related to *Welcome to Australia*  
**Sound and writing systems**  
- all sound units: aspirated and unaspirated  
- tones  
- pronunciation and intonation  
**Intercultural understandings**  
- explain communication etiquette for Chinese visitors to Australia  
- discuss employment, working hours, holiday periods  
- discuss coping with daily life situations/issues while travelling in Australia  
- discuss managing differences in the essentials of travel  
- explore tourist destinations in Australia and the influence they have on social practices  
- discuss shopping, bargaining and tipping customs in Australia  
- compare local food and drink with that of Chinese  
**Language learning and communication strategies**  
- practising pronunciation and tones  
- using repair strategies to sustain verbal communication  
- checking meaning of Chinese characters from dictionaries; finding translation for Pinyin | **Grammar**  
Adverbs  
Conjunctions  
Constructions  
Measure words  
Nouns  
Particles  
Prepositions  
Sentence types  
Verbs and verb phrases  
Word for approximation |  
才，再，还  
或者，然后  
要是…就…  
verbs 次，遍  
以前，以后，以上，以下  
structural 的，得，地  
从，离  
passive 被  
resultative 看见，听清楚，找到  
verb 打算  
auxiliary 应该，得  
多 |
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| 6–11 | **The individual:** *Destination China*  
Students reflect on and discuss:  
- their travel experiences – holiday destinations and experiences  
- planning a trip to China – visiting Chinese cities of Beijing and Hangzhou, famous places, food and customs.  
**Task 10: Response:** *Listening* (Week 9)  
**Task 11: Oral communication* (Week 11) | **Text types and textual conventions**  
- itinerary, conversation, description, speech  
**Linguistic resources**  
- Vocabulary and structures related to *Destination China*  
**Sound and writing systems**  
- all sound units: aspirated and unaspirated  
- tones  
- pronunciation and intonation  
**Intercultural understandings**  
- discuss China’s increasing popularity as a travel destination  
- compare study/work and holiday time allocation in China and Australia  
- explore communication, and social etiquette for visitors to China  
- discuss coping with daily life situations while travelling in China  
- explore shopping, bargaining and tipping customs in China  
**Language learning and communication strategies**  
- seeking opportunities to practise the language  
- using a bilingual dictionary to check characters and Pinyin  
- developing strategies for using dictionaries | **Linguistic resources**  
**Grammar**  
- Adverbs: 才, 再, 还  
- Conjunctions: 或者, 然后  
- Constructions: 要是...就...  
- Measure words: verbs 次, 遍  
- Nouns: 以前, 以后, 以上, 以下  
- Particles: structural 的, 得, 地  
- Prepositions: 从, 离  
- Sentence types: passive 被  
- Verbs and verb phrases: resultative 看见, 听清楚, 找到  
- auxiliary: 应该, 得  
- Word for approximation: 多 |
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| 12-16 | **The changing world: Travel in a modern world** Students consider how technology is:  
- changing world travel  
- influencing how people plan their holidays  
- influencing how people communicate whilst away.  
**Task 12: Response: Viewing and reading (Week 15)**  
**Task 13: Response: Listening (Week 16)** | **Text types and textual conventions** chart, conversation, email, interview, message, table  
**Linguistic resources** Vocabulary and structures related to *Travel in a modern world*  
**Sound and writing systems** Consolidation of sound and writing systems.  
**Intercultural understandings**  
- consider current issues of travelling in the world today  
- explore how technology and communication have made travel more accessible  
**Language learning and communication strategies**  
- grouping or sorting vocabulary, script to support internalisation of new language  
- practising sentence structure and paragraph writing  
- developing skills such as anticipation to overcome fear of making mistakes | **Grammar**  
Adverbs: 才, 再, 还  
Conjunctions: 或者, 然后  
Constructions: 要是…就…  
Measure words: verbs 次, 遍  
Nouns: 以前, 以后, 以上, 以下  
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