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F–10 AUSTRALIAN CURRICULUM: CHINESE BackGround-LANGUAGE and First-language LEARNERS’ support resource

Introduction

This Chinese Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese for Background Language and First Language Learners’ pathways. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner/intermediate, intermediate/advanced and advanced – and is independent of the year bands and sequences in the curriculum, the language-learner background and the time spent on task.

Teachers can use suggestions in the resource to assist their planning of programs based on the AC: Chinese for the Background and First Language pathway. The resource may assist teachers to meet the diverse language needs and learning backgrounds of students at different entry points into background-language or first-language learning.

For example:

* a Year 7 class has students with some background language in Chinese, and others who have had education in a Chinese-speaking country. The teacher can use the cognitive demand and content of the Years 7 and 8 curriculum, supported by the resource, to assist differentiation of language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

Table 1 begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order.

Table 1: Language structures and features

|  |
| --- |
| **Language structures and features** |
|  | **Background First Language** |
| Conventions of sound system | **Beginner/Intermediate** | **Intermediate/Advanced** | **Advanced** |
| input of Pinyin * Pinyin is different from English
* typed Pinyin on a keyboard and knowledge of familiar characters
 | input of Pinyin * typed Pinyin and selection of a wider range of characters on a keyboard
 | input of Pinyin* pronunciation for unfamiliar characters in dictionaries and in typed Pinyin on a keyboard
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | tone knowledge* typed Pinyin, for example, *‘shu’* and choosing the right *shu* 鼠
* right tone for *shu* 鼠

**for recognition only** * tone change, for example, 不要*bú* yào

rules guiding tones* tone change: rules for changing tones, for example,
* 你好 *ní hǎo* instead of *nǐ hǎo*
* 一 年 *yì nián* instead of *yī nián*
* 一 起*yì qǐ* instead of *yī qǐ*
* 一 个 *yí gè* instead of *yī gè*
* 不错 *bú cuò* instead of *bù cuò*
 | variation of tones* variations in spoken Chinese
* regional variation in pronunciation and/or tone across different Chinese-speaking environments
* familiar homonyms in Chinese
 | variation of tones* tone variations in dialects
* unfamiliar homonyms in Chinese
 |
| Adjectives | adjectives* adjectives such as 大, 小, 冷, 热, 棒, 漂亮
* reduplication such as 高高的, 瘦瘦, 长长的
 | adjectival structures* set adjectival phrases such as 多姿多彩的, 各种各样的

adjectives to describe abstract concepts such as * 忙, 累, 酷, 厉害
 | complex adjectival structures * set phrases with abstract expressions

累, 手忙脚乱 and 筋疲力竭 |
| Adverbials | adverb combinations* informal adverb expressions such as 十分, 极了, 死了, 半死
* adverbs such as 都to indicate inclusion
* modal adverbs such as更, 最, 非常, 挺 …的, 太 …了, 十分
* sequences such as 先 …再
 | adverb structures* reduplication such as 打扫得干干净净, 高高兴兴地出去, 做得马马虎虎
* adverbs such as 很, 特别, 真, 最
* adjective + 地 adverbs, such as 高兴地, 小心地
 | complex adverb structures * adverb phrases with embedded set expressions, for example,
* 毫不畏惧地向前走去
* 稳步而坚定地迈进未来
* 艰苦卓绝地奋斗
* 全神贯注地投入工作
 |
| Attribute | **common combinations*** noun/pronoun + 的, such as 朋友的狗，妈妈的猫
* disyllabic adjective such as 可爱的熊猫
* adjective construction + 的, such as 很大的桌子
 | **clause and sentence combinations*** subject-predicate construction such as 妈妈做的蛋糕
* verb + 的, such as 昨天来的老师
* verbal construction + 的, such as 跟你说话的同学
 | combinations with complex description* more disyllabic adjectives such as善意的批评, 周密的计划
* more complex verbal construction + 的, such as我在巴黎旅行时拍的照片, 一部由著名导演执导的电影, 由当代艺术家创作的画
* the impact of word choices in Chinese and English, and the use of stylistic devices such as排比, 拟人, 比喻, for example, the effectiveness of word choice in an advertising campaign
* complex verb combinations with descriptors, such as着, 起来 in我在巴黎旅行时拍着的照片, 由当代艺术家创作起来的画
 |
| Complements  | complements of result and direction* complements of result using verb + 完, such as 他吃完饭
* complements of directions using verb + 来/去, such as 出来, 回来, 出去, 回去
 | wider range of use of complements* complement showing tendency, for example, 回家去
* complement indicating possibility, for example, 做得完做不完, 听得见听不见, 借得到借不到
* complement indicating degree, for example, 好多了, 漂亮极了
* complement indicating state, for example, 雨下个不停
* complement showing quantity and frequency, for example, 吃了两个, 每周两次
 | complements in complex expressions* complement of verb phrases, for example, 钢琴弹得像一个专业的音乐家, 讲得连最差的学生都能听懂
* complement of adjective phrases, for example, 学习成绩优秀得令人羡慕
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Conjunctions | common conjunctions * 但是：我家有猫，但是没有狗。
* 有的 … 有的 …(还有的)：有的人住海边, 有的人住山上。
* 因为 …所以：因为我周末没有课，所以我会去打篮球。
* 由于：由于今天下雨, 运动场不开门。
* 不但 …而且：她不但会说中文，而且日语也很好。
* 不过, 可, 可是, 却, 却是：我常常去图书馆，可是今天我有事不能去。
 | complex conjunctions * 尽管 …还：尽管他已经很累了, 他还是做完了作业。
* 尽管 …可是…：尽管他已经很努力了，可是考试还是没考好。
* 然而 …：我今天本来想出去，然而天却下起了雨。
* 一…就 …：我一回家就做作业。
* 只要 …就 …：只要你愿意付出，就总会有收获的。
* 之所以 …是因为 …：他之所以昨天没来，是因为没收到你的邮件。
* 不是 …而是 …：生活中不是没有美，而是我们没有去发现美。
* 不是 …就是 …：他周末不是打篮球就是玩电脑。
* 与其 …不如 …：与其求别人帮你，不如自己想想办法。
* 除了... 以外... 也：除了开车以外，你也可以坐地铁去。
 | complex conjunction combinations* 尽管 ... 即便 ... 也 ...：尽管这项任务十分困难，即便他需要付出很大代价，他也一定会完成它。
* 不仅 ... 而且 ... 还有 ...：他不仅有着过人的智慧和出色的领导能力，而且具备了丰富的社交经验,还有众多人际关系。
* 但是 ... 只要 ... 就 ...：这个项目需要大量的人力、物力和财力，但是不用怕，只要我们齐心协力，就一定能够完成它。
* 虽然 ... 但是 ... 最终 ...：虽然我们经历了许多挫折，但是我们从未放弃过自己的梦想，最终取得了成功。
* 无论 ... 还是 ... 都 ...：无论是公司的前途还是员工的利益，我们都必须把这个问题解决好。
 |
| Day, date and time | structures to express sequence of events* 前天, 昨天, 今天, 明天, 后天
* 前年, 去年, 今年, 明年, 后年
* 上个月, 这个月, 下个月
* 上一周, 这周, 下周
 | expressions related to time and tense* 很久以前
* 从前
* 未来, 将来
* 19世纪 80年代
* 公元前, 公元
 | expressions of time relevant to frequency, timing of events and period in time* 明年的今天
* 在他离开公司之前
* 从我来移民澳洲以来
* 每隔三个月
 |
| expressing various times* use of 半, 一刻, 三刻
* … 以前, … 以后
 |
| Formulaic language and expressions | commonly used formulaic language and expressions* 明天见
* 请进
* 天哪！
* 多谢
* 哪里哪里
* 不会吧？
* 不可能！
* 便宜点吧！
* 你真棒！
* 好久不见
 | wider range of formulaic language and expressions* 那我先走了。
* 欢迎光临！
* 我的老天爷呀！
* 辛苦你了。
* 太客气了。
* 你开玩笑吧？
* 你不会是认真的吧？
* 能不能打折？
* 为你点赞！
 | idioms and allegory* 一马当先
* 如鱼得水
* 画蛇添足
* 三个和尚没水喝
* 耳听为虚，眼见为实
* 一个巴掌拍不响
* 孤掌难鸣
 |
| Interrogatives | question types* 是不是：你昨天是不是没去学校？
* 去不去：你明天去不去电影院？
* 好不好：我先走了，好不好？
* 如何：你觉得这样做如何？
* 怎么：你明天怎么去那儿？
* 怎么了：你的手怎么了？
* 怎么办：明天如果下雨怎么办？
* 怎么样：明天我们去爬山怎么样？
* 什么意思：这个字是什么意思？
* 为什么：他为什么迟到了？
 | wider range of question types* rhetorical questions, for example,
	+ 大家都喜欢中文, 不是吗？
	+ 难道不是三点放学吗？
* questions that require analysis and evaluation, for example,
	+ 你觉得澳大利亚的教育怎么样？
* differences in Chinese and English responses to negative tag questions to avoid misinterpretation, for example, in Chinese the response to the question你还没做功课, 是吗 ？(“You haven’t done your homework, have you?”) would be是的, 我还没有做。(“Yes, I haven’t”), while in English it would be, (“No, I haven’t”)
 | higher order thinking questions* questions requiring detailed analysis and further evaluation with evidence and personal reflection, for example,
	+ 如何正确使用社交媒体和人工智能提高自身学习和工作效率？
	+ 为什么保护环境要从娃娃抓起？
	+ 澳大利亚原住民文化和澳大利亚多元文化有什么内在联系？
 |
| Measure words | measure words to describe quantity * 个, 只, 位, 把 , 头 , 件, 条, 套, 块
* 包, 所, 座, 栋, 幢, 辆, 次
 | measure words with verbs to indicate frequency* 次, 趟, 回, 遍, for example, 我每天去五趟, 一星期看两回
 | purposeful use of alternative measure words to indicate humour or sarcasm * 一脸谎言
* 一屁股债
* 一身脏衣服
 |
| Numerical expressions | approximation* large numbers such as

百, 千, 万, 十万, 百万, 千万, 亿,十亿 * 几个, 三十几, 四十多, 五十左右
* forms of address such as 三哥, 二弟

ordinal numbers* 第一, 第二
 | fractions, decimals and percentage* 四分之三, 百分之五十, 打七折
* expression for decimal numbers, for example, 1.57 一点五七

set expressions using numbers* 三心二意, 五光十色
 | numerical expressions to show large quantities * 千军万马
* 万事如意
* 五湖四海
* 十万八千里
* 九曲十八弯
 |
| Prepositions | prepositions with suffix* provide information, for example,

前面, 外面, 中间, 后面* other prepositions relating to position

隔壁, 旁边, 附近 | wider range of prepositions* position words as attributive with nouns, such as 前院, 后院, 前门, 后门
* position words with prepositions, such as 往回走, 向前, 向后
 | prepositions relating to purpose or reason* 由于…, 对于 …, 以上 …, 关于 …, 其中 …, 为了 …, 以及 …, 除了 …, 尽管 …
 |
| Pronouns | common pronouns* singular pronouns such as 你, 我,

他, 她，它* plural pronouns such as 你们, 我们,他们, 她们, 它们
* possessive pronouns such as 你的, 我们的
 | wider range of pronouns* singular pronouns used in different social contexts, such as 您
* demonstrative pronouns such as 这, 那, 每, 另 (外)
* interrogative pronouns such as 谁,

什么 ,怎么, 怎么样, 哪个, 谁的 | specialised pronouns * interrogative pronouns of general notation (indefinite use), such as 谁都可以去
* reflective pronouns and third person pronouns, such as自己, 别人, 它,其, 之
 |
| Script | character formation and structure* may use traditional (full-form) Chinese
* formation of characters 象形, 指事, 会意, 形声, 转注, 假借
* understand common radicals in characters such as 饣, 钅, ⺮, 辶, 忄, 宀, 口, 扌,氵
* structures of characters, including:
	+ single structure such as 日, 月, 火
	+ left right structure such as 明, 吃, 喝
	+ top bottom structure such as 草,家, 药
	+ inside outside structure such as

国, 囚, 圈* + half surrounding structure such as 边, 度, 闲
 | radicals* understand less common radicals such as 考, 包, 再, 岛
 |  |
| common characters **for recognition and/or application*** characters formed by frequently-used radicals such as 明, 林, 呆, 泪, 唱, 过
* the sound and/or meaning component from characters such as 妈 (mother) with the sound component of 马 (mǎ) and the meaning component of 女 (female)
* nouns and verbs used in daily school life, such as 老师, 学生, 学习,

教室, 运动* frequently-used verbal phrases such as 打篮球, 打乒乓球, 打电话, 打车
* common pronouns such as 我, 你, 他, 它, 她, 我们, 你们, 他们, 大家, 她们, 它们
* characters used as extra pronouns to address people, for example, 老师们,同学们, 女士们, 先生们
 | complex common characters**for recognition and/or application*** more complex characters such as 难, 容易, 睡觉, 懒惰
* characters used as structural particles, for example, 的, 得, 地
* characters used for complements of direction, for example, 上来, 下来, 进来, 进去, 回来, 回去
* characters used to indicate abstract meanings, for example, 想出来, 答不上来, 停下来, 写上去
* commonly-used set phrases, such as 三心二意, 人山人海, 一路顺风
 | specialised characters**for recognition and/or application*** people’s names such as鑫, 冯, 魏, 曹, 施
* characters used in specialised areas, such as 金融, 大数据, 微处理器
* popular characters from the internet, such as 囧, 萌, 尬
 |
| **Sentence structur**es | simple sentence structures* subject+time+verb+object structure such as 你明天上课吗？
* compound sentence with predicate verb taking 2 objects, such as 她教我们汉语。
* compound sentence with verbal expressions in series, such as 他去买东西。
* sentence without a subject, such as 下雨了。上课了。
* simple comparative sentence such as A 比 B adjective, for example, 我比他高。
* A没有B+adjective, for example, 我没有他高。
* use of 都 in a sentence, such as 我们都喜欢学习，我一个苹果都没有。
* ask for approval such as …, 可以吗？
 | compound sentence structures* sentence with 2 verbs with objects to indicate 2 consecutive actions, such as 他去商店买东西了。
* sentences to indicate results, for example, 他做完了作业。我们学完了第三课。
* 把 structure such as 他把作业都做完了。
* sentences with passive voice such as 让 and 被, for example, 我们的行李让她拿走了。他被老师批评了。
* comparative structures such as他中文讲得比我好。
 | complex sentence structures* sentence structures with conjunctions, for example, 既 *…*又*…*, 不仅 *…*而且 ... 只要 ... 就 ..., 一 ... 就 ..., 虽然 ... 但是 ... , 在 ... 的同时, 除了 ... 以外,还 ... , 不是 ... 而是 ...
 |
| Verbs | verbs that indicate state of action* reduplication of verbs, such as 说说, 看一看
* emphasis that action is currently happening, such as 我在看书。 我正在看书。
* recognise verbs that indicate tense, such as我去了学校。indicating action completed
 | verbs that indicate state* ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 过 to indicate the experience; present 在， 正在 to indicate action in progress, continuous 他穿着一件T恤衫。 and future 会，and future 会， 将要 such as 他买过一件衣服。 我在买衣服。 我会去买衣服。 想/要to indicate intention; verb negation 没有 to indicate incomplete past
* verbs to express modality using
* 应该, 需要, 必须
* 你应该努力学习。
* 我们需要呼吸空气。
* 学生必须穿校服。
 | verbs that indicate completion and their negative forms* verb1+verb2, such as 听懂, 看见, 学会, 做好, 吃掉, 没听懂, 听不懂, 没看见, 看不见
* verb1+verb2+object, such as 写信送出去, 没写信送出去, 写不了信送不出去
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
|  **Background First Language** |
| **Beginner/Intermediate** | **Intermediate/Advanced** | **Advanced** |
| Myself and others* describing physical appearance and personality, for example, 我有大大的手。我有蓝色的眼睛。我有长头发。 她有棕色的大眼睛。 他喜欢交朋友。
* describing family, friends and extended family members, for example, 叔叔, 阿姨, 兄弟姐妹, 爷爷, 奶奶, 外公, 外婆
* talking about self, friends, family and different types of families in Chinese-speaking countries and regions, and Australian contexts
* justifying likes and dislikes, for example, 我喜欢经济学, 因为我擅长数学,所以对我来说很容易。
* introducing famous Chinese families, for example, 陈家
* describing pets or a desired pet and their character, for example, 我有两只狗, 它们都很淘气。
* talking about things to do on the weekend in the local area, sport and leisure time activities, interests and hobbies, such as 我喜欢/不喜欢 ... (运动）
* talking about recent activities or events, for example, 我坐了去城里的火车，和朋友去了一家餐馆。
* describing a routine, such as a day at home or school, for example, 我早上 7:00 起床。吃完早餐后, 我准备上学。
* qualifying likes/dislikes and preferences in activities such as movies, videogames, music, reading, for example, 我最喜欢看电影。
 | Understanding myself and others* discussing emotions, feelings, beliefs, opinions, for example, 认为, 同意
* expressing wishes, dreams, desires, aspirations, for example, 我未来计划在大学学习经济学。
* justifying preferences: healthy lifestyle, training, studying, social, environmental issues, etc.
* acknowledging extended family members and heritage, such as 表兄弟姐妹, 堂兄弟姐妹
* addressing family members, such as 先生, 太太, 丈夫, 妻子, 父母
* describing what family means to me
* comparing the different family structures in varied cultural backgrounds within Chinese-speaking countries and regions, and within Australia, for example, 过去中国实行计划生育政策。
* explaining relationships and why friendship is important
* discussing personal choices such as 我选择每天在社交媒体上分享我的成就和快乐，以鼓励和激励他人。
 | My role models* identifying how the definition of role model has changed over time, for example, 以前我觉得偶像们都是明星，现在我觉得偶像可能就在我们身边。
* identifying role models around oneself or in the world, either contemporary or throughout history, for example, 我心中的英雄人物是 … or我的偶像是 …
* discussing qualities of role models, for example, 我的英雄总能在平凡的岗位上坚持把每一件事都做到最好。
* analysing how role models have achieved their goals, for example, 坚持不懈，用聪明的方法解决问题，从对方角度考虑问题，勇于冒险
* making future goals and personal plans, for example, 我决定从现在起，要…
* evaluating and reflecting on own progress or achievements, for example, 经过一段时间的努力，我终于…
 |
| My everyday language* talking about my personal world, for example, 陈老师在上海中学工作。
* describing the influence of customs and traditions, for example,今天是我的生日，我和家人一起吃面。(eating noodles on a birthday to symbolise long life)
* familiarising and differentiating kinship terms, for example, 舅舅, 叔叔, 姑姑, 婶婶, 外公,外婆, 爷爷, 奶奶
* comparing everyday language used in different parts of China, for example, ‘grandma’ (maternal side) is 姥姥 in North China and 外婆 in South China
* researching Chinese words that are borrowed from English and other languages, for example, 咖啡
* comparing textbook Chinese versus modern day colloquial Chinese, for example, 谢谢 could be responded to with 不客气, 不用谢 or 没事儿
 | My language, my culture* communicating opinions and experiences in own language and culture with other languages and cultures, for example, 几年前的春节我去了新加坡，我发现 ...
* researching the Chinese-speaking countries and regions and their associated cultures and customs, for example, 中秋节时，人们会赏月，吃月饼，还有舞狮子和灯笼游行。
* demonstrating expressions associated with cultural practices
* investigating variations of Chinese around the world, for example, the use of some dialects such as 靓 and internet language such as 他很牛。被雷到
* comparing textbook Chinese versus modern day language use online in social media, etc., for example, 打酱油, 潜水, 冒泡
 | **Language, culture and identity** * reflecting on how speaking more than one language affects identity and sharing different perspectives
* considering globalisation and its influence on language, culture and traditions, for example, Chinese speakers may celebrate Western customs such as Valentine’s Day and Christmas
* considering the impact of emerging technologies on 21st century lives, for example, 随着科技的发展，当代人的学习方式和就业领域也随之改变，每天还有很多新的词汇浮出水面。
* investigating 21st century issues, for example, 短视频的兴起与现代人注意力分散问题
* appreciating new trends in the modern world, for example, 新能源汽车, 可再生能源和物联网正在改变我们的生活
* finding evidence of Chinese-speaking countries and regions’ influence on Australia and people living in Australia, and vice versa
 |
| Class and school environment* using classroom expressions, for example, 对不起, 没关系, 您好/你好
* using variations of greetings, such as alternate ways of asking, “How are you?”, for example, 今天怎么样？最近好吗？ 吃过饭了吗？
* communicating about subjects and timetables such as 科目，学科，课，汉语，英语，数学，图书馆，游泳池，篮球场，我喜欢学汉语。
* communicating about extra-curricular activities, for example, 围棋俱乐部，机器人设计比赛，你参加什么课外活动？
* asking and answering questions about schools with authentic communication, such as

我们学校有1200个学生。你在哪个学校上学? 我最喜欢的科目是 ... * recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement你今天来得真早。simply states that you came to school early today, while the exclamatory sentence你今天来得真早! may suggest surprise or irony
 | School life in Chinese-speaking countries and regions, and in Australian contexts * comparing schools in Chinese-speaking countries or regions with schools in the local community on topics such as school rules, school timetables, class/school routines and activities, academic year, uniforms, school holidays, and making a summary and expressing opinions about perceived advantages/disadvantages of different education systems, for example, 中国学校的午休时间通常比澳大利亚的学校长，但是放学更晚。我喜欢午休时间短，这样我可以早点回家。
* discussing characteristics of schools in Chinese-speaking countries and regions, for example, 公立学校，教会学校，私立学校, and choice of subjects, assessments and graduation, oral and written examinations, for example, 必修课，选修课，考试，毕业
* imagining and designing ‘My ideal school’, such as uniform, lunches, rules, lessons, use of technology
 | Studying in a global environment* discussing a range of school-related topics when writing to a real or imagined pen pal from a Chinese-speaking country or region, for example, 职业教育or毕业狂欢
* investigating remote learning and comparing the pros and cons with traditional forms of education, for example, 远程教育对全球化教育的贡献和挑战
* exploring cross-curricular global collaboration among Chinese-speaking schools, for example, 远程排练 with music students live jamming over the internet or project-based learning using Chinese as the main medium of communication
* sharing own school experiences in Chinese with global peers online, for example, writing blogs or making vlogs in Chinese
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| My home and neighbourhood* describing different types of residential places, such as 公寓 and 连体别墅, and comparing types of residences found in the city or the country
* describing accommodation features such as 我们家的房子有三个卫生间。我的卧室在楼上, and neighbourhood facilities
* describing rooms and spaces in my home(s) and activities I enjoy there, for example, 每天早上我在厨房做早饭。
* describing local environments such as 空气, 天空, 海洋, 海滩, with common descriptive expressions such as 干净, 美丽
* identifying environmentally-friendly approaches such as 可回收, 电动汽车
 | My home, my neighbourhood, my world* describing different types of architecture
* discussing how geography impacts lifestyles, for example, lifestyles in mountain or sea areas compared with city-living lifestyles
* comparing traditional Chinese values with modern Chinese-speaking countries and regions’ values, for example, ‘four generations under one roof’
* comparing cities within Chinese-speaking countries and regions and Australia, and the types of residences found in each location
* describing the ideal home and suburb/city
* assessing responsibility for my environment from local, regional, national and global perspectives
* caring for fauna and flora
* considering personal and social actions, for example, saving water, recycling, volunteering, global warming
* discussing 全球变暖和污染问题 (global warming and pollution issues)
* considering 环境保护措施 (environmental protection measures) such as 清洁能源, 节约用水, 垃圾分类, 废物回收
 | Local and wider community* identifying community needs or issues, for example, 垃圾回收, 贫富差距, 性别平等, 绿色能源, 社交媒体, 人工智能, 气候变化, 优质教育, 经济增长, 区域和平, 粮食供应, 公共健康
* gathering and presenting data regarding important youth issues, for example, 研究表明 ...，根据 ... 的数据
* analysing causes and impacts, such as 眼前利益与长远利益的矛盾，个人需要与集体利益的矛盾，需求与资金的平衡，海洋里已经有太多垃圾了, 人们在约会时仍花大量时间看手机。
* discussing solutions and possible actions, for example, 节约能源从我做起，参与环保活动，参与社区网络安全教育或反对歧视等活动，组织步行或骑自行车去学校的活动。
* gathering feedback and reflecting on own actions, for example, showing evidence of less screen-use time, more walking steps or changes to electricity bills
 |
| Eating in/eating out* participating in real or simulated shopping
* using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists
* negotiating food choices, ordering and buying, for example, 多少钱？太贵了，便宜些吧。
* comparing units of weight used in Australia with units of weight used in Chinese-speaking countries and regions, 公斤 vs 斤
* organising an activity/following a recipe/writing a recipe, considering sentence structure, using 先 …, 再 …, 然后 …, 最后 …, 第一 …, 第二 …, 第三 …
* planning for occasions and considering time, place, budget, etc.; creating invitations
* organising an outing to a Chinese restaurant or planning and cooking a Chinese meal
* learning about and practising dining etiquette associated with Chinese-speaking countries and regions
* planning a real or imagined outing to a Chinese restaurant, organising transport and providing/following directions
* comparing Chinese and Australian diets and approaches to food and food culture
* matching seasonal foods to seasons
 | International food habits and trends* describing global influences on the eating habits of people in Chinese-speaking communities and Australia
* investigating and discussing how supermarkets and online shopping are changing traditional shopping habits
* eating and describing tastes and health properties of seasonal fruits and vegetables

identifying regional cuisine and ingredients*, for example,* 澳大利亚的中国菜有这些特点…* describing regional and/or traditional food found at festivals, for example,

中国有那些节日食品？春节, 很多中国人喜欢吃饺子 因为 …元宵节, 很多中国人喜欢吃汤圆 因为 …* comparing health trends related to food habits in Chinese-speaking countries and regions and Australia, for example, levels of obesity related to diet and lifestyles
 | Comparing international food/cuisine and eating habits* comparing typical Chinese kitchenware with Western kitchenware, for example, 中国厨师只用一把刀, 西方厨师使用一套刀具 (Chinese chefs use only one knife, Western chefs use a set of knives)
* comparing common terms used in cooking, for example, 盐少许 in Chinese recipes versus 加10克盐in some Western recipes
* investigating healthy eating habits in Chinese-speaking countries and regions and Australia, such as the yin-yang philosophy associated with Chinese food, or Mediterranean diet
* identifying common ingredients of Chinese food and Western food, for example, 生抽, 老抽, 蚝油, 香菇, 四川花椒, 五香粉, 芝麻油, 醋, 豆瓣酱, 辣椒 used in Chinese cooking and蛋黄酱, 奶油, 芝士, 柠檬汁 used in Western food
* describing how to cook own favourite food in Chinese, and applying food and safety guidelines to make the food for a multicultural event at school
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| Australian/Chinese-speaking countries and regions’ influences* identifying Chinese and Australian city names, such as

墨尔本, 悉尼, 北京, 上海* describing landmarks or facts in Chinese-speaking countries and regions, for example,
* 中国的人口有 ...
* 土地面积
* 长江是中国最长的河。
* 新加坡人讲英语、马来语、普通话和泰米尔语。
* comparing regions, states and cities in Chinese-speaking countries and regions and Australia, for example, 北京的人口比悉尼的人口多很多。
 | Australian/Chinese-speaking countries and regions’ connections* exchanging migration stories of family members, for example, 我的爷爷是中国来的移民,他曾经...
* discussing immigration of Chinese-speaking people to Australia, including historical perspectives
* researching trade and economic ties, for example, researching how products that are ‘made in China’ have reached Australia
* describing trade, for example, 中国是澳大利亚最大的贸易伙伴之一。
* planning and talking about student-exchange programs, school trips and cultural events
* learning about ceramics, arts and crafts, for example, 景德镇的瓷器很有名, and silk and fashion, for example, 旗袍是最流行的中国传统服装之一。
 | Cultural ambassadors between Australia and Chinese-speaking countries and regions* organising cultural events that showcase Chinese-speaking countries and regions’ and Australian cultures, for example, working with peers to organise a cultural festival that includes language, music, dance, food and art from both cultures to promote cultural exchange and understanding
* participating in online or offline language-exchange programs
* creating social media content that promotes cross-cultural understanding and highlights the similarities and differences between Chinese and Australian culture, for example, 比较中西消费或娱乐文化的异同
* volunteering at local cultural organisations, for example, becoming a volunteer member of 舞龙舞狮班
* peer-tutoring Chinese language and promoting cultural understandings, for example, 象形文字与表情包在网络时代的运用
 |
| Celebrating my culture and traditions* describing the ‘how’ and ‘why’ of celebrations and festivals
* presenting information about festival food and customs, for example, 春节吃年糕, 中秋吃月饼
* learning expressions associated with special holidays and cultural practices, for example,

新年快乐！端午节安康！* replicating a festival at school
* creating a visual representation, such as a poster or infographic about legends that are associated with celebrations, for example, legends that are associated with the Dragon Boat Festival
* organising parties and inviting a friend, for example, 邀请信, 生日礼物
 | The significance of celebrations and festivals in different countries* discussing significant and/or historic events such as 国庆节, 澳大利亚日
* examining the changing nature of celebration and festival trends over time
* comparing Chinese festivals with Western festivals, for example, 清明节 versus 万圣节
* recognising changing values associated with traditional celebrations and festivals
* researching histories, for example, 秦始皇 and legendary stories such as女娲, 伏羲
 | Reflection versus celebration* researching and reflecting on the origins and historical significance of symbols and/or special days in Chinese-speaking countries and regions and in Australia such as 端午节 and/or Harmony Day
* writing a reflective essay or creating a digital story that explores how they personally connect with the meanings behind special days such as 中秋节
* connecting the historical significance of a day such as 五四青年节 with contemporary issues or events, and discussing its relevance in today's world
* researching and promoting awareness of the message behind special days such as R U OK? Day
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| Holidays/travelling* identifying places and countries to visit
* using country names such as 中国, 澳大利亚, 英国, 美国, 日本, 新西兰, 加拿大, 法国, 德国
* planning itineraries, travel and preparations for a holiday, for example, ‘My trip to Beijing’
* using shopping language such as元/块, 角/毛,分, 还价, 打折, 打八折, 太贵了, 很便宜, 便宜点
* talking about weather using simple expressions such as 天气很好/很冷/ 很热, 晴天, 多云, 阴天, 雨天, 下大雪, 刮大风
* packing luggage – considering clothes to suit a variety of activities and weather conditions, for example, choosing clothing for Beijing in winter北京的冬天很冷，你要穿大衣。
* getting around – reading maps, timetables, giving and receiving directions, locating places, such as 请问 ... 怎么走？往前走, 往右转
* asking relevant questions related to travel such as 谁？哪里？ 怎么样？
* talking about climate and seasons, for example, 气候, 春, 夏, 秋, 冬
* talking about accommodation and transportation costs
* talking about my real or imagined last holiday, including place, activities, etc.
 | A trip to a Chinese-speaking country or region* organising a real or imagined trip to tourist spots, historic sites and/or other recommended places, such as 名胜古迹, 旅游景点, within a given 预算 (budget)
* checking necessary items such as 护照, 签证, 照片, 机票, 行李
* describing landmarks in Chinese-speaking countries and regions and Australia, for example, 长城, 故宫, 圆明园, 东方明珠电视塔, 浦东, 情人港, 悉尼歌剧院, 大堡礁, 大洋路
* comparing attitudes to travel patterns in Chinese-speaking countries/regions and communities and Australia
* talking about a real or imagined 交换生 (exchange student) experience
* demonstrating cultural awareness, customs, and expressions of courtesy such as 一路平安! 多保重!
* calculating unit conversions such as currency conversions, for example, 澳币 to 人民币
* evaluating a real or imagined past holiday and what they may do differently next time, such as accommodation, transport, destinations, food choices, and why
* experiencing the customs and traditions of a Chinese-speaking country or region, for example, Chinese, New Year, Chinese zodiac, traditional clothing
 | Safety tips and cultural protocols relating to travel* researching and creating a list of safety tips for travelling to a new country, for example, keeping important documents secure and being aware of your surroundings
* preparing for cultural protocols to follow when travelling in China such as a list of dos and don’ts
* researching common medical emergencies that could occur while travelling, and creating a list of what to do in emergency situations, including contact details for local emergency departments and hospitals
* role-playing scenarios to practise responding to medical emergencies, including how to seek medical attention, how to communicate with medical professionals in a foreign language, and how to navigate the healthcare system in a new country
* researching and documenting the visa-application process for a target country, including visa requirements, necessary documents and application fees
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| Daily life and responsibilities* planning and discussing activities and chores, for example, 我们放学后一起去公园吧！我们明天下午两点一起去图书馆，怎么样？
* listing and comparing leisure activities for different Chinese-speaking and English-speaking cultures, past and present, for example, 我的中国朋友喜欢打乒乓球，而我的澳大利亚朋友喜欢打网球。
* planning dates, times and activities, such as 今天, 明天, 昨天, 两点半, 三点一刻, 吃早饭, 上学, 做功课, 睡觉
* using more complex sentences such as 星期六， 我在我的房间里听音乐。
* describing a day at home or at school, such as 今天, 我早上七点起床，上午八点半上课，下午三点放学。
* learning occupation words and describing occupations of family or friends, such as 我妈妈是医生。爸爸不工作。
 | Exploring the past and shaping the future* discussing childhood memories, for example, 以前，我小时候, “When I was little, I …”
* talking about important influences, for example, first memories of school and the influences of school
* describing how social media can influence relationships and leisure time
* using frequency terms such as 每天, 总是, 常常, 经常, 有时候, 很少, 从不
* describing future plans and social responsibilities using sentences such as
* 因为 ... 所以 ...
* 我觉得 ... 我会 ...
* 澳大利亚的学习环境和中国比起来 ...
* 如果我是... 我一定会 ... ,因为 ...
* 比如 ...
* describing aspirations, for example, 10年后我会...
* considering and discussing future careers such as trades and professions, for example, 职业培训, 学徒, 蓝领, 白领, and asking, 你长大后想做什么？, “What will/could you be when you grow up?”
* considering employment opportunities – exploring Chinese-language-related job possibilities in Australia and other countries
 | Comparing education systems and career pathways* comparing and contrasting their own education experiences with their peers
* researching education options available to students in China, including 补习班 (tutoring classes), 课外活动 (extra-curricular activities), and网上学习平台 (online learning platforms)
* researching and debating the benefits and drawbacks of education options available to students in China, such as补习班, 课外活动and 网上课程, focusing on how they may impact a child's future career expectations
* role-playing scenarios taking the role of a parent or guardian and making decisions about their child's home-education options
* considering the education choices parents make and the long-term impact they may have on their child's future aspirations and opportunities
* reflecting on their own education experiences and how they have influenced their孩子未来工作/职业的期望 (future career expectations)
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