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# **TABLE OF CONTENTS**

[**F–10 AUSTRALIAN CURRICULUM: CHINESE language SUPPORT resource** 3](#_Toc94249603)

[Introduction 3](#_Toc94249604)

[About language features and structures 3](#_Toc94249605)

[About thematic contexts for language use 3](#_Toc94249606)

[Part 1: Language features and structures 4](#_Toc94249607)

[Part 2: Thematic contexts for language use 14](#_Toc94249608)

F–10 AUSTRALIAN CURRICULUM: CHINESE language 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. 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 features and structures
* Part 2 – thematic contexts for language use.

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

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Chinese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

About language features and structures

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

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

*Table 1: Language features and structures*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language features and structures** | | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| Pinyin   * recognise that Pinyin is written with tone marks * understand that Pinyin with the same tones may still differ in meaning * understand that tones affect the pronunciation of Pinyin * awareness that Pinyin is different from English * Pinyin pronunciation * simple initials, for example, ‘b’, ‘p’, ‘m’ * initials and finals (single, double and nasal), for example, ‘j’, ‘q’, ‘x’, an, ang, in ing, uang * recognise that Pinyin is a tool for pronunciation | input of Pinyin   * type in Pinyin on a keyboard and choose familiar characters | input of Pinyin   * type in Pinyin and select from a wider range of characters on a keyboard |

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| --- | --- | --- | --- |
|  | understanding tones   * tonal nature of Chinese * tones and neutral tone * understand that tones can change meaning * write Pinyin with tone marks or use tone gestures * syllables with different tones, for example, *shì* 是 and *shí* 十 | applying tone knowledge   * use phonetic guide in Word * type in Pinyin to create characters, for example, type *‘shu’* and choose the right *shu* 鼠 * choose the right tone for *shu* 鼠？ | rules guiding tones   * tone change: rules for changing tones, for example, 你好 *níhǎo* instead of *nǐhǎo*, 一 年 *yìnián* instead of *yīnián*, *yìqǐ* 一 起 instead of *yīqǐ,* 一 个 *yígè* instead of *yīgè*, 不错 *búcuò* instead of *bùcuò* |
| Adjectives | common adjectives   * monosyllabic adjectives such as 大、 小、 长、 短、 高、 矮、 好 and negation with 不 * nouns using 的 such as 红色的鱼、 白色的马 | adjectives   * adjectives such as 漂亮、 冷、 热、 棒 * reduplication such as 高高的、 瘦瘦的 | 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 |
| Adverbials | adverbs of degree   * adverbs such as 很、 太, as well as negation forms | adverb combinations   * adverbs such as 特别、 真、 最 * adjective + 地 adverbs such as  高兴地、 小心地 * informal adverb expressions such as 十分、 极了、 死了、 半死 * adverbs such as 都 to indicate inclusion | complex 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 * use of modal adverbs such as更、 最、 非常、 挺... 的、 太... 了、 十 * 分 to indicate sequence |

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| --- | --- | --- | --- |
| Attribute | basic attribute   * demonstrative pronouns such as 这个人、 这只猫 | **common combinations**   * noun/pronoun + 的 such as 朋友的猫、 妈妈的猫 * disyllabic adjective such as 可爱的猫 * 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 |
| Complements | modelled use of complements   * complements; respond to formulaic expressions such as 真好! 真棒! 太棒了! 懂了吗? 好了吗? | complements of result and direction   * descriptive complements such as 她跑得很快 * 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 |

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| --- | --- | --- | --- |
| Conjunctions | basic conjunctions   * 和：我喜欢猫和狗。 * 有...还有：我家有一只猫, 还有两条鱼。 | 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。 |

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| Day, date and time | dates   * read the year, for example,   二〇二一年   * days of the week using 星期 * date using 年 月 日 (号) | structures to express sequence of events   * 今年、 去年、 前年 * 这个月、 下个月、 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 |
| time   * use 点、 分 * 今天、 昨天、 明天 | expressing various times   * use 半、 一刻、 三刻 * 后天、 昨天 * …以前…以后 |
| Formulaic language and expressions | basic formulaic language and expressions   * 再见 * 请 * 哎呀！ * 谢谢 * 不谢 * 是吗？ * 真的吗？ * 太贵了！ * 太好了！ * 加油！ * 马马虎虎 * 对不起 * 没关系 | 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！ * 哎呦妈呀！ * 太谢谢您了！ * 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！ |
| Interrogatives | frequently used question types   * questions that require ‘yes’ or ‘no’ response using 吗 * questions that require specific information in responses, for example, 谁、什么、 什么时候、哪里 | 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？ * 做什么：考试结束后你们打算做什么？ | 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,   + 中国的传统教育观和澳大利亚现代的教育观有什么不同？   + 为什么很多澳大利亚的学生毕业后会选择打工度假？ |
| Measure words | measure words used for people or living things   * 个、 口、 只, for example, 一个人、 四口人、 一只狗 | measure words to describe quantity   * 位、把、 头、 件、 条、 套、 块、  包、 所、 座、 栋、 幢、 辆、 次, for example, 一头牛、 两件衣服 | 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 |
| Numerical expressions | cardinal and ordinal numbers   * 1–10 * 11–20 * 0–100 * 0–1000 * 两、 二 * 百、 千 * 第一、 第二、 第三... * use of 零 | approximation   * large numbers such as   万、 十万、 百万、 千万、 亿   * 几个人、 三十几、 四十多、   五十左右   * forms of address such as 三哥、 二弟 | 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, for example, 千千万万、成千上万 |
| Prepositions | basic prepositions   * directions, for example,   东、 南、 西、 北  上、 下  左、 右  东南、 东北、 西南、 西北 | prepositions with suffix   * provide information, for example, 前面、   外面、 中间、 后面 | wider range of prepositions   * position words as attributive with nouns such as 前院、 后门 * position words with prepositions such as 往回走、 向前、 向后 |
| Pronouns | subject pronouns   * singular pronouns such as 我、你、  她、 他、 它 * possessive pronouns such as 我的、 我们的 * demonstrative pronouns such as 这、 那 * plurals using 们 such as 我们、  他们、 你们 | 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 | impersonal pronouns   * interrogative pronouns of general notation (indefinite use) such as 谁都可以去 |
| Script | basic character awareness and stroke order   * awareness of difference between characters and alphabet languages * awareness of the stroke order when handwriting | character formation and structure   * formations 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 * identify the 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 |  |
| basic characters  recognise and/or modelled use   * understand basic radicals in characters such as 艹 in 花、 草; 木 in 林、 森; 氵in 河、 海、 洋; 犭in 猫、 猪、 狗; 女 in 奶、 妈、 姐、 妹、 她; 日 in 早、  明、 星; 亻in 他、 你、 休 * recognise pictographs such as 月、  日、 山、 水、 火、 木、 口、 目、  手、 人、 大、 小、 上、 下 * numbers such as 一、 二、 三、 四、 五、 六、 七、 八、 九、 十、 百、 千 * animals such as 马、 羊、 牛、 鱼、 鸟、 猫、 狗、 虫 * copy, model and identify the meaning of characters | common characters  recognise and/or write   * 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 | complex common characters  recognise and/or write   * more complex characters such as 难、 容易、 睡觉、 懒惰 * characters used as structural particles, for example, 的、 得、 地 * characters used as extra pronouns to address people, for example, 老师们、 同学们、 女士们、 先生们 * 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 |

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| --- | --- | --- | --- |
| **Sentence structur**es | simple sentence structures   * subject+verb+object structures such as   subject-是-object,  subject-有-object,  subject-要-object,  subject-喜欢-object,   * subject+verb+object negation structures such as   subject-不是-object,  subject-没有-object,  subject-不要-object,  subject-不喜欢-object   * subject+adverb+adjective structures such as subject-很-adjective, for example, 我很高兴 * use of simple questions such as adding the word 吗 to indicate a sentence, for example, 你好吗？ * use of simple questions such as 好不好？ * polite command with ‘please’ such as 请 + verb, for example, 请坐 * colour-的-object such as 蓝色的鱼 * use of 也 in a sentence, such as, 我也喝水, 我也喜欢猫 * noun phrase/sentence + 怎么样 such as 今天天气怎么样 | additional sentence structures   * subject+time+verb+object structure such as 你明天上课吗？ * compound sentence with predicate verb taking two 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 two verbs with objects to indicate two 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, 被 and 他被老师批评了 * comparative structures such as 他比我中文讲得好, A和B一样(adjective), for example, 他和我一样, 他的书和我的一样多 |
| Verbs | common, simple verbs   * action verbs such as 跳、 跑、 听、  看、 喝、 吃 * modelled sentence-making with common verbs such as 喜欢、 要、 想、 有、 是, as well as negation with 不 or 没 | 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 tenses such as action completed such as 我去了学校 | complex verb structures   * past 过、 了, present 在、 正在 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 * continue 他穿着一件T恤衫 |

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** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world   * describing oneself, such as an introduction, for example, 我是 [name] 。我今年十岁。我不高。我是澳大利亚人。 * identifying family members and relationships, for example, a simple introduction of core family members such as 爸爸、 妈妈、 弟弟、 妹妹、 姐姐 * describing friends and important people * discussing likes and dislikes such as colours, animals, food, games, sport, activities * describing activities and hobbies, for example, 我打篮球。 * talking about sports, for example, 我喜欢足球。 * describing pets with colour and size, for example, 我有一只狗。它是白色的。它很大。 * talking about health and wellbeing, for example, 你好吗？我头疼。 * identifying body parts such as 我有手。我有眼睛。 | 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 and friends, extended family members, for example, 叔叔、 阿姨、  兄弟姐妹、 爷爷、 外婆、 外公 * talking about self, friends, family and different types of families in Australian contexts and in Chinese-speaking countries and regions * introducing famous Chinese families * describing pets and their character我有两只狗, 它们很淘气。 * 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。我吃完早餐, 准备上学。 * qualifying likes/dislikes, preferences 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 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。 * 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 in formal situations 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 Australia and within Chinese-speaking countries and regions, for example, 过去, 中国实行一胎化政策。 * explaining relationships and why friendship is important * discussing personal choices such as 我不用社交媒体, 因为每天看别人炫耀会让我没有自信。 * discussing issues within community and/or world context such as 我们应该少用塑料袋, 因为海洋里有太多我们的垃圾了。 * analysing how social media can influence relationships, for example, 情侣约会时, 他们经常花太多时间看自己的手机。 |
| This is me   * sharing thoughts about ‘what makes me who I am?’ – my language, my culture, my country, for example, 我是澳大利亚人。我爸爸是斯里兰卡人, 我妈妈是韩国人。 * noticing or talking about diversity of languages and cultures in the classroom, for example, creating a class chart or teaching each other a common greeting phrase from all the languages present within the classroom * describing my identity, my family and friends, for example, 我是 [name]。我是澳大利亚人。我说中文和英文。我有中国朋友 ，我也有澳大利亚朋友。 (This could relate to Harmony Day in March) | My language, my culture   * talking about professions and identity, for example, 陈老师在上海中学工作。 * describing the influence of customs and traditions, for example, eating noodles on a birthday to symbolise long life 今天是我的生日。我和家人一起吃面。 * researching the many Chinese-speaking countries and regions and their associated cultures and customs * demonstrating expressions associated with cultural practices * assessing geography and its influence on language and culture, 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 | Living in the 21st century   * communicating opinions and experiences to do with own language and culture, for example, 几年前的春节我去了中国, 我发现... * 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, many Chinese speakers are now celebrating western customs such as Valentine’s Day and Christmas * 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、 潜伏、 冒泡 * finding evidence of Chinese-speaking countries and regions’ influence on Australia and people living in Australia and vice versa |
| My classroom   * using greetings, for example, 你好、 早上好、 谢谢、 老师好、 同学们好、 再见大家好、 你好吗？ * participating in class routines such as replying to roll call 到 * responding to, and using classroom instructions; 起立、 请坐、 安静、 停、 听、  看、上课、 下课、 请排队 * playing ‘teachers says’ games 老师说 * identifying classroom/school objects such as pen, pencil, ruler, paper, recycling bin 这是铅笔 这是铅笔吗？ * using set answers to respond to questions or instructions, for example, answering yes or no questions listing some school subjects such as 中文、 英文、 日文 * asking for permission, assistance, clarification, etc., for example, 打扰一下。我不明白。 * introducing teacher, class and school, with simple sentences such as 这是我的老师   这是我的学校  我的学校叫...  我的学校有一百个学生  我上六年级  我喜欢中文 | 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 * comparing schools in Chinese-speaking countries or regions, with schools in the local community, on topics such as school rules, school timetables, class and school routines and activities, academic year, uniforms, holiday breaks * 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... | School life in Chinese-speaking countries and regions and in Australian contexts   * summarising perceived advantages and 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。 * discussing characteristics of Chinese-speaking schools, 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 the features of ‘my ideal school’ such as uniform, lunches, rules, lessons, use of technology, etc. |
| Where I call home   * thinking about what makes a home * describing my home/house with simple expressions such as 这是我们的房子, 这是我的家。 * using simple adjectives and/or descriptive words such as 大、 小、 漂亮 * making drawings or plans of the inside and outside of my house(s), apartment(s), etc., for example, sketching the rooms and furniture * describing my favourite places, such as frequently visited locations, for example, 公园、 超市、 家、 学校 * using simple expressions such as 我要去... or 我想去... * talking about ‘Where I like to go in my area’ or ‘Where I like to spend my time in my neighbourhood’ * describing garden and local park features such as 花、 树木、 森林、 草竹、 石using simple descriptions such as 绿色的草、 红色的花 * identifying places around my neighbourhood and suburb or city, for example, 海滩、 公园、 山、 河 | My home and neighbourhood   * describing different types of residential places such as 公寓、 连体别墅 and comparing types of residences found in the city or the country * discussing how geography impacts lifestyles, for example, lifestyles in mountain or sea areas compared to city living lifestyles * 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 * comparing cities within Australia, and Chinese-speaking countries and regions, and the types of residences found there * talking about my ideal home and place to live * describing rooms and activities, for example, 每天早上我在厨房做早饭。 * describing local environment on common topics 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 building architecture * comparing city living versus country living * comparing traditional Chinese values with modern Chinese-speaking countries and regions’ values, for example, ‘four generations under one roof’ * describing the ideal suburb/city * assessing responsibility for my environment – local, regional, national and global perspective * 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 |
| Let’s eat   * recognising familiar Chinese food in Australia and food introduced into the Australian diet from China and Chinese- speaking communities 澳大利亚的食品有… 中国的食品有… * recognising that Australian cuisine has been influenced by many different countries * discussing favourite foods and popular dishes from Chinese-speaking communities * using modelled structured expressions about likes and dislikes regarding food, for example, 我喜欢吃点心。我不喜欢吃馄饨。 * participating in simulated buying and ordering food with Chinese currency, for example, item请... 这个给你。谢谢你。 * using language to express gratitude for food, for example, 那太好吃了。 * talking about money with simple expressions such as 多少钱...元/ 块、 角/毛、 分、  要/ 不要、 给你、 谢谢 | Eating in/eating out   * participating in real or simulated shopping * using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists * ordering, buying and negotiating food choices, for example, 多少钱？太贵了, 便宜些吧。 * comparing Australian units of weight and Chinese units of weight, 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 considering time, place, budget, etc.; creating invitations * organising an outing to a Chinese restaurant or planning and cooking a Chinese meal * using dining etiquette * 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 Chinese-speaking countries and regions’ eating habits * investigating and discussing how supermarkets are changing traditional shopping habits * eating and describing tastes and health properties of seasonal fruits and vegetables * identifying regional cuisine and ingredients   澳大利亚的中国菜有这些特点   * describing regional, 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 Australia and Chinese-speaking countries or regions, for example, levels of obesity related to diet and lifestyles |
| Australia and Chinese-speaking countries and regions   * comparing the geography of Australia and Chinese-speaking countries and regions, for example, 中国在亚洲。澳大利亚在大洋洲。这是中国。这是澳大利亚 * identifying Chinese-speaking countries * discovering the icons and symbols of Chinese-speaking countries and regions * listening to national anthems and learning about emblems such as emblems displayed on the Chinese and Malaysian flags * comparing native animals such as 考拉、  袋鼠、 熊猫 * viewing Chinese gardens and/or natural places such as botanical gardens, and landscapes such as 山河、 海、 湖、 田 * identifying the most popular landmarks for Australian tourists to Chinese-speaking countries and for Chinese-speaking tourists to Australia | 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 or 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 and states, for example, 北京的人口比悉尼的人口多很多 | Australian/Chinese-speaking countries and regions’ connections   * describing trade, for example, 中国是澳大利亚最大的贸易伙伴之一 * exchanging stories of family members and migration, 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 * planning and talking about student exchange programs and school trips * learning about ceramics, arts and crafts, for example, 景德镇的瓷器很有名, silk and fashion, for example, 旗袍是最流行的中国传统服装之一 |
| Let’s celebrate!   * learning about festivals and celebratory events such as 春节、 中秋节 * associating decorations and traditional activities with festivals and celebratory events, for example, New Year customs and decorations * identifying special food * reading or listening to simple stories such as Nian, dragon, zodiac animals * talking about my birthday, for example, 我的生日是、 年、 月、 号/日 * identifying celebrations, national holidays and festivals that take place in Australia and in Chinese-speaking countries and regions | Celebrating my culture and traditions   * describing the ‘how’ and ‘why’ of celebrations and festivals * presenting information about festival food and customs 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 * learning legends that are associated with celebrations, for example, legends that are associated with the Dragon Boat Festival | The significance of celebrations and festivals   * discussing significant events or historical events such as 国庆、 澳大利亚日 * organising parties and inviting a friend, for example, 邀请信、 生日礼物 * examining the changing nature of festivals and celebration trends over time * comparing Chinese and Western festivals, for example, 清明节 vs 万圣节 * recognising changing values associated with traditional celebrations and festivals * analysing the impact of celebrations on local communities * researching histories, for example, 秦始皇 and legendary stories such as女娲、 伏羲 |
| Let’s explore where we live   * talking about favourite places and activities on offer * using public transport such as 汽车站、 火车站 * purchasing tickets or travel cards * understanding the value of currency * recognising transportation names such as  汽车、 火车、 飞机、 自行车、 有轨电车 * discussing transportation modes such as  走路、 坐公共汽车(公车)、 坐火车、  骑自行车(骑车)、 开车 * talking about how to reach a destination, for example,   去哪儿？怎么去? 去北京。坐飞机去。 | 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 such as ‘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、 晴天、 多云、 少云、 阴天、 雨天、 下大雪、 刮大风、 很冷、 很热 * packing luggage – considering clothes to suit a variety of activities and for different weather * getting around – reading maps, timetables, giving and receiving directions, locating places * getting travel information with questions such as 谁、 哪里、 怎么样 * talking about climate and seasons春、 夏、  秋、 冬 * choosing clothing for travelling北京的冬天很冷, 你要穿大衣。 * talking about utility and transportation costs * giving and receiving directions such as 请问...怎么走？往前走, 往右转。 * comparing attitudes to travel patterns in Australia and Chinese-speaking countries and communities * planning for a holiday * talking about my real or imaginary last holiday, including place, activities, etc. | A trip to a Chinese-speaking country or region   * organising a real or imagined trip to tourist spots, historical sites, 名胜古迹 旅游景点, recommended places, within a given budget * checking necessary items such as 护照、 签证、 照片、 机票、 行李 * asking for help when getting lost 迷路了 * reading maps 看地图 * describing landmarks in Chinese-speaking countries 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 * talking about impressions, for example, 给人的印象很好 * talking about a real or imagined exchange student (交换生) experience * demonstrating cultural awareness, customs, and courtesy expressions such as 一路平安、 保重 * calculating unit conversions such as 澳币 to 人民币 * evaluating a real or imagined recent holiday and what I would do differently, and why * experiencing customs and traditions |
| How I pass my time   * talking about activities, for example, what I like to do in my spare time, 我喜欢看书 * talking about sport, for example, 我会游泳 * listing sports or events, for example, sports in the Olympics or a school sports carnival * listing places I would like to visit in the holidays | Recreation, routines and responsibilities   * planning, discussing activities and chores, for example, 明天下午两点我们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 * 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, 我在我的房间听音乐。 * describing a day at home or at school such as 今天早上, 我七点起床, 八点半上课, 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。 | Reflecting on the past and planning for the future   * discussing memories – when I was little, I …, for example, 以前 小时候 * talking about important influences, for example, first memories of school and the influences of school * describing how social media can influence relationships/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 10年后 我会... * considering and discussing careers in the future, such as trades and professions, for example, 职业培训、 学徒、 蓝领、 白领, and asking what will/could you be when you grow up? 你长大后想做什么？ * considering employment opportunities – exploring Chinese-language related job possibilities in Australia and other countries |