

Chinese: Second Language Scope and sequence

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Chinese: Second Language—Scope and sequence of content

Course		pp. 11–12	pp. 13–14	pp. 15–16	pp. 17–18	pp. 19–20	pp. 21–22
Content organiser		Unit 1A 青少年 (teenagers)	Unit 1B 课余生活 (things to do)	Unit 2A 中国特色 (the Chinese way)	Unit 2B 我们去旅行吧! (travel—let’s go)	Unit 3A 目前情况 (here and now)	Unit 3B 有什么打算? (what next?)
Text types (external link)	In learning Chinese, students should experience and actively create a wide variety of texts, proceeding from simpler to more complex as they develop their knowledge of the language.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.	Over a pair of units within a stage, students have opportunities to engage with, and to produce a range of text types from the lists below. Teachers may also choose to introduce students to additional text types.
	A range of spoken, visual and written text types relevant to the school-determined learning contexts should be selected for use in these units.	Account (personal) Advertisement Announcement/notice Chart/table Description Diary/journal entry/weblog (blog) Email Form Interview Invitation Letter (informal) List Map/plan Menu Message/note Personal account Personal profile Postcard Poster Report Role-play Speech/talk/presentation Survey/questionnaire Timetable	Account (personal) Advertisement Announcement/notice Chart/tabl Description Diary/journal entry/weblog (blog) Email Form Interview Invitation Letter (informal) List Map/plan Menu Message/note Personal account Personal profile Postcard Poster Report Role-play Speech/talk/presentation Survey/questionnaire Timetable	Account (personal and narrative) Advertisement Announcement/notice Article Brochure Chart/table Commentary CV Description Dialogue Diary/journal entry/weblog (blog) Email Form Interview Invitation Letter (informal) List Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Recipe Report Role-play/skit Speech/talk/presentation (script) Story Survey/questionnaire Timetable	Account (personal and narrative) Advertisement Announcement/notice Article Brochure Chart/table Commentary CV Description Dialogue Diary/journal entry/weblog (blog) Email Form Interview Invitation Letter (informal) List Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Recipe Report Role-play/skit Speech/talk/presentation (script) Story Survey/questionnaire Timetable	Account (personal and narrative) Advertisement Announcement/notice Article Brochure Chart/table Commentary CV Description Dialogue Diary/journal entry/weblog (blog) Email Film/TV program (excerpts) Form Invitation Letter (informal) Interview Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Recipe Report Role-play/skit Song Speech/talk/presentation (script) Story Survey/questionnaire Timetable	Account (personal and narrative) Advertisement Announcement/notice Article Brochure Chart/table Commentary CV Description Dialogue Diary/journal entry/weblog (blog) Email Film/TV program (excerpts) Form Invitation Letter (informal) Interview Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Recipe Report Role-play/skit Song Speech/talk/presentation (script) Story Survey/questionnaire Timetable

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				For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed below.	For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed below.	For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed below.	For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed below.
				Stage 2 receptive text types	Stage 2 receptive text types	Stage 3 receptive text types	Stage 3 receptive text types
				Account (personal and narrative) Advertisement Diary/journal entry/weblog (blog) Dialogue Email Letter (informal) Map/plan Menu Message/note Notice/sign Personal profile Pictures Poster Timetable	Account (personal and narrative) Advertisement Diary/journal entry/weblog (blog) Dialogue Email Letter (informal) Map/plan Menu Message/note Notice/sign Personal profile Pictures Poster Timetable	Account (personal and narrative) Advertisement Article Brochure CV Dialogue Diary/journal entry/weblog (blog) Email Invitation Letter (informal) Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Report Story Timetable	Account (personal and narrative) Advertisement Article Brochure CV Dialogue Diary/journal entry/weblog (blog) Email Invitation Letter (informal) Map/plan Menu Message/note Notice/sign Personal profile Pictures Postcard Poster Report Story Timetable
				Stage 2 productive text types	Stage 2 productive text types	Stage 3 productive text types	Stage 3 productive text types
				Account (personal and narrative) Advertisement Dialogue Diary Email Journal entry Letter (informal) Poster Story Weblog (personal)	Account (personal and narrative) Advertisement Dialogue Diary Email Journal entry Letter (informal) Poster Story Weblog (personal)	Account (personal and narrative) Advertisement Article Brochure Dialogue Diary Email Journal entry Letter (informal) Poster Story	Account (personal and narrative) Advertisement Article Brochure Dialogue Diary Email Journal entry Letter (informal) Poster Story

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						Weblog (personal)	Weblog (personal)
Linguistic resources (external link)	Form and features of language Vocabulary associated with the learning contexts	Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • verbs (appropriate verbs including 是, 叫, 姓; 有/没有, verb—objects e.g. 看书 auxiliary 会, 想, 要, co-verb 在 • nouns (including proper nouns, titles and forms of address) • pronouns (personal; demonstrative) 这, 那 • adverbs (很, 也) time e.g. (昨天下午 现在) • negators 不, 没(有), intensifiers, 很, 非常 • adjectives (appropriate adjectives including use and non-use of 的) • numerical expressions (cardinal, ordinal, clock time, money) • measure words (个, 只, 本, 件, 条) • particles (的, 吗, 呢) • question words (谁, 么, 哪儿, 那, 几, 多少) • conjunctions (和).	This unit builds upon an initial understanding of vocabulary, grammar and characters. Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • verbs—auxiliary 可以, 能 • pronouns (interrogative 怎么) • adverbs (点儿 intensifiers, 挺, 太, 真) • localisers e.g. 前面, 外面 • particles (了, 吧) • question words (怎么样, 为什么, 还是, 好吗) • numerical expressions • indefinites (左右, 不到, 几) • conjunctions (可是, 因为).	This unit builds upon a sound understanding of vocabulary, grammar and characters. Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • verbs (co-verbs, 跟, 用) • aspects (experiential 过 durative 正在) • modifiers (comparison, 跟, 最) • adverbs (都, 就, 已经, 比较) • constructions (因为....所以; 不但....而且; 虽然....但是/可是; 又....又) • co-verbs (比, 给).	This unit builds upon a sound understanding of vocabulary, grammar and characters. Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • verbs (resultative e.g. 看见, 听清楚, 找到) • auxiliary (打算, 应该, 得, dei) • co-verbs (从, 离) • adverbs (才, 再, 还) • verbal measure words (次, 遍) • particles (structural, 的, 地) • passive (被) • construction (要是.....就; ...) • numerical expressions (indefinites 以上, 以下, 多) • conjunctions (以前, 以后, 或者, 然后, 不过).	This unit builds upon a sound understanding of vocabulary, grammar and characters. Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • verbs (co-verbs 让, 给, 对, 把) • directional complement e.g. 拿来, 进去, 打开, 下来 • constructions (有的....有的; 一.....就) • special construction (是.....的) • pronouns (自己, 其他).	This unit builds upon a sound understanding of vocabulary, grammar and characters. Vocabulary associated with the learning contexts (see pp. 5–6 'Characters and Vocabulary'). Grammar • modifiers (reduplications 高高兴兴) • constructions (越来越...; 越...越....., 连...都/也) • 除了.....以外, 一边.....一边).

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Linguistic resources (external link)	Textual conventions Textual conventions are dependent on the texts chosen by the school	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> format and layout of texts protocols and conventions e.g. forms of address and greetings features of language. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral conventions, associated with familiar questioning, enquiry, seeking assistance greeting conventions of phone conversations features of common Chinese texts. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> format and layout of texts e.g. using headings and paragraphs oral conventions, associated with questioning, seeking assistance and congratulating, speaking to elders. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> oral/written conventions associated with requesting information, offering and asking for help writing formal requests, letter writing oral conventions associated with formal conversations layout and content of timetables and tickets. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> conventions associated with giving opinions, presenting arguments format and layout of texts. 	Conventions suited to the focus of this unit may include: <ul style="list-style-type: none"> conventions associated with discussions and disagreements, giving opinions and reasons conventions for giving a speech/addressing an audience structuring an essay/argument.
	Sound and writing systems Development and consolidation of the sound and writing systems of Chinese	Sound and writing systems: <ul style="list-style-type: none"> all sound units: aspirated and unaspirated tones pronunciation and intonation of introduced vocabulary. 	Sound and writing systems: <ul style="list-style-type: none"> sound units: aspirated and unaspirated tones pronunciation and intonation of introduced vocabulary. 	Sound and writing systems: <ul style="list-style-type: none"> development and consolidation of sound and writing systems of Chinese. 	Sounds and writing systems: <ul style="list-style-type: none"> development and consolidation of sound and writing systems of Chinese. 	Sounds and writing systems: <ul style="list-style-type: none"> development and consolidation of sound and writing systems of Chinese. 	Sounds and writing systems: <ul style="list-style-type: none"> consolidation of sound and writing systems of Chinese.
Intercultural understandings (external link)	Through these units students have the opportunity to develop knowledge, awareness and understanding of the similarities and differences between their own culture and that of the Chinese world. These intercultural understandings should be	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> common practices and behaviours related to interpersonal relationships and social interactions in China/Chinese-speaking communities e.g. greeting conventions, terms of address, leave-taking rituals of daily life in Chinese-speaking communities e.g. eating practices/times the impact of social rituals, customs, beliefs 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> typical activities and common social rituals e.g. interactions with friends/families, gift giving being a visitor in a Chinese-speaking community e.g. turn-taking, politeness conventions, degrees of formality. 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> interpersonal relationships e.g. ways of showing affection/respect between family/friends/genders socialising and everyday living e.g. focus on family rather than individuals impact of outside influences on Chinese teenagers e.g. peer pressure traditional expectations on the lives of teenagers in China/Chinese-speaking communities. 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> socialising, communicating, visitor etiquette and coping with daily life situations while travelling in China/Chinese-speaking community employment, working hours, holiday periods differences in everyday life in China/Chinese-speaking communities that may impact on a Chinese-speaker’s expectations of life in Australia 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> differences between living in the city and the country and the influence this has on social practices growing up in a Chinese-speaking community e.g. parental and personal expectations. 	Intercultural understandings suited to this unit may include: <ul style="list-style-type: none"> cross-cultural relationships and friendships independence e.g. living, studying, working rites of passage e.g. school balls, graduation important current issues in China and Australia and the influence this has on everyday life contemporary social issues related to employment, relationships and independence

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	relevant to the school determined learning contexts.	and traditions on the lives of teenagers in Chinese-speaking communities <ul style="list-style-type: none"> • general geographical information e.g. size, location, population and general history, and the influence this has on social practices and language. 			<ul style="list-style-type: none"> • customs and traditions in different Chinese regions and Chinese-speaking communities. 		<ul style="list-style-type: none"> • place of China/Chinese-speaking communities in the world.
Language learning and communication strategies (external link)	Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> • supporting learning and the acquisition of language • making meaning from texts • producing texts • engaging in spoken interaction. 	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.	Language learning and communication strategies will depend upon the needs of the learners and the text types selected.