



Government of **Western Australia**  
**School Curriculum and Standards Authority**



**PERTH MODERN SCHOOL**  
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## COURSE OUTLINE

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**CHINESE: SECOND LANGUAGE**  
**ATAR YEAR 12**  
**2022**

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## Course Outline

### Chinese: Second Language – ATAR Year 12 – 2022

Semester 1 – Unit 3 – 目前情况 (Here and now) & Unit 4 – 有什么打算? (What next?)

Week	Context and topic	Key teaching points	
2020 Semester 2 15-18	Unit 3 The Chinese-speaking communities: <b><i>Celebrations and traditions</i></b> Students explore major: <ul style="list-style-type: none"> <li>festivals – Spring Festival, Dragon Boat Festival, Double Seventh</li> <li>traditions – folk art, cooking</li> <li>celebrations – birthday, anniversary</li> </ul>	<b>Text types and textual conventions</b> Advertisement, conversation, message  <b>Linguistic resources</b> Vocabulary and structures related to <i>Celebrations and traditions</i>  Consolidation of the sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"> <li>customs and traditions in different Chinese regions and Chinese-speaking communities</li> <li>etiquette for special events in China/Chinese-speaking communities</li> </ul>	<b>Linguistic resources</b>  <b>Grammar</b>  Constructions 有的…, 有的…, 一…就…, 是…的  Pronouns 自己, 其他  Verb + directional compliment 拿来, 进去, 打开, 下来  Verb + prepositions 让, 给, 对, 把
	Unit 3 The Changing world: <b><i>Communicating in a modern world</i></b> Students reflect on: <ul style="list-style-type: none"> <li>building and maintaining relationships using technologies, e.g. internet, mobiles, social networking</li> </ul>	<b>Text types and textual conventions</b> Account, article, blog posting  <b>Linguistic resources</b> Vocabulary and structures related to <i>Communicating in a modern world</i>  Consolidation of the sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"> <li>different social networking practices in Australia, Chinese-speaking communities and in the global community generally</li> </ul>	<b>Linguistic resources</b>  <b>Grammar</b>  Constructions 有的…, 有的…, 一…就…, 是…的  Pronouns 自己, 其他  Verb + directional

Week	Context and topic	Key teaching points	
		<ul style="list-style-type: none"> <li>internet restrictions in Chinese-speaking communities</li> <li>gaming addiction and its effects on study and interpersonal relationships</li> </ul> <b>Language learning and communication strategies</b> Consolidation of Language learning and communication strategies	compliment 拿来, 进去, 打开, 下来  Verb + prepositions 让, 给, 对, 把  <b>Sound and writing systems</b> Consolidation of sounds and writing systems of Chinese
4/5-7	Unit 4 The Chinese-speaking communities: <b>The environment</b> Students explore: <ul style="list-style-type: none"> <li>current issues related to the environment in Chinese-speaking communities – pollution, endangered species</li> </ul> <b>Task 1&amp;2 (T1W6):</b> <b>Response: Listening</b> <b>Response: Viewing and reading</b>	<b>Text types and textual conventions</b> Article, chart, discussion, interview, map, script (speech)  <b>Linguistic resources</b> Vocabulary and structures related to <i>The environment</i>  Consolidation of sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"> <li>important current issues in China and Australia and the influence these have on everyday life</li> </ul> <b>Language learning and communication strategies</b> Consolidation of Language learning and communication strategies	<b>Linguistic resources</b>  <b>Grammar</b> Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边  Reduplications 高高兴兴  Consolidation of grammar
8-11	Unit 3 The Individual: <b>Relationships</b> Students reflect on: <ul style="list-style-type: none"> <li>different relationships in their lives – friends, family</li> </ul> <b>Task 3 (T1W8): Oral communication</b>  <b>Task 4(T1W10): Written communication</b>	<b>Text types and textual conventions</b> Account, description, diary entry, letter <b>Linguistic resources</b> Vocabulary and structures related to <i>Relationships</i>  Consolidation of the sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"> <li>growing up in a Chinese-speaking community, e.g. parental and personal expectations</li> <li>cross-cultural relationships and friendships</li> </ul> <b>Language learning and communication strategies</b> <ul style="list-style-type: none"> <li>inferring, guessing meaning from key words, character radicals, structures, visual cues, context</li> <li>using known structures to help express new information</li> <li>monitoring comprehension, seeking clarification of texts</li> <li>evaluating and redrafting written texts to enhance meaning</li> </ul> using a bilingual dictionary to check character meaning	<b>Linguistic resources</b>  <b>Grammar</b> Constructions 有的..., 有的..., 一...就..., 是...的  Pronouns 自己, 其他  Verb + directional compliment 拿来, 进去, 打开, 下来  Verb + prepositions 让, 给, 对, 把  <b>Sound and writing systems</b> Consolidation of sounds and writing systems of Chinese

Week	Context and topic	Key teaching points	
12-14	<b>Task 5 (T2W3): Semester 1 Practical (oral) examination</b> <b>Task 6 (T2W4/5): Semester 1 Written examination</b>		
15-18	Unit 4 The Changing world: <b>Current Issues</b> Students consider: <ul style="list-style-type: none"><li>issues in the changing world relevant to them: drugs and alcohol, peer pressure</li></ul>	<b>Text types and textual conventions</b> Account, advertisement, diary entry, speech  <b>Linguistic resources</b> Vocabulary and structures related to <i>Current issues</i>  Consolidation of the sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"><li>common issues in Australia and Chinese-speaking communities</li><li>issues common in Chinese-speaking communities in relation to global community</li></ul> <b>Language learning and communication strategies</b> Consolidation of Language learning and communication strategies	<b>Linguistic resources</b>  <b>Grammar</b> Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边  Reduplications 高高兴兴  Consolidation of grammar

Semester 2 – Unit 3 – 目前情况 (Here and now) & Unit 4 – 有什么打算? (What next?)

Week	Context and topic	Key teaching points	
Semester 1 19-20 & 1-4	Unit 4 The Individual: <b>Reflecting on my life and planning my future</b> Students reflect on their: <ul style="list-style-type: none"> <li>final year at school</li> <li>plans for the future: further education, employment, travel</li> </ul> <b>Task 7&amp;8 (T3W2): Response: Listening Response: Viewing and reading</b>  <b>Task 9(T3W4): Oral Communication</b>	<b>Text types and textual conventions</b> Account, discussion, message  <b>Linguistic resources</b> Vocabulary and structures related to <i>Reflecting on my life and planning my future</i>  Consolidation of the sound and writing systems of Chinese  <b>Intercultural understandings</b> <ul style="list-style-type: none"> <li>common future plans for Australian students and Chinese-speaking students</li> <li>different opportunities available to students in different communities</li> </ul> <b>Language learning and communication strategies</b> Consolidation of Language learning and communication strategies	<b>Linguistic resources</b>  <b>Grammar</b> Constructions 越来越..., 越...越..., 连...都/也, 除了...以外, 一边...一边  Reduplications 高高兴兴  Consolidation of grammar
5-7	<b>Revision: Unit 3 &amp; Unit 4</b> <b>Task 10(T3W6): Written communication</b>		
8-10	<b>Task 11 (T3W8): Semester 2 Practical (oral) examination</b> <b>Task 12 (T3W9/10): Semester 2 Written examination</b>		
11-12	<b>Revision: Unit 3 &amp; Unit 4</b>		

