Chinese Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Chinese Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/chinese).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  Introducing myself and my circle – 我和我的朋友圈 | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Understanding texts (ML4-UND-01)**  Listen[[1]](#footnote-2) to the conversation between a Chinese student, who is coming to stay in Australia, and their Australian ‘buddy’ student. They are introducing themselves to get to know each other better, prior to meeting.  Identify key information the students give about themselves, by answering questions in English. Based on the information in the conversation, determine if the Chinese student has been assigned an appropriate buddy.  **Skills**   * Understand the nature of greetings and introductions, including meeting someone for the first time. * Understand and exchange information about yourself and peers, including name, age, birthday, nationality, languages spoken, likes and dislikes. * Describe the personality of people in your circle. * Use pronouns 我, 你, 他, 她 and their plural forms using 们. * Use conjunctions 和, 也. * Recognise and use a range of relevant *Hanzi* in familiar contexts. | **Pronouns:**  你, 我, 他, 她, 它, 们  **Greetings and courtesy:**  早上好, 再见, 你好, 你好吗, 我很好, 谢谢, 呢  **Interrogative word:**  什么样  **Countries:**  澳大利亚, 中国, 日本, 英国, 美国, 法国  **Verbs to exchange information:**  住, 是, 喜欢, 不喜欢  **Nationalities and languages:**  人, 语, 文  **Conjunctions:**  和, 也  **Personality:**  有耐心, 安静, 聪明, 有趣, 善良, 爱好  **Sample sentences and phrases:**  你住在哪儿; 我住在悉尼; 他是哪国人？; 他是澳大利亚人; 你叫什么名字？; 我叫……; 你几岁了？; 她/他/你多大？; 我的生日是……月……日; 你家有几口人？; 我家有三口人，他们是……; 我喜欢……; 我不喜欢…… |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  My daily life – 我的日常生活 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Creating texts (ML4-CRT-01)  **Create a poster**[[2]](#footnote-3) **to share with a student in China about your weekly routine. On your poster include:**   * at least 5 sentences about activities you do on weekdays * 2 sentences about activities you do on weekends.   Part B: Interacting (ML4-INT-01)  **Use your poster from Part A as a stimulus to discuss daily routines with another student**[[3]](#footnote-4)**, in Chinese, to get to know each other better.**  **In your conversation, include:**   * days and times you do the different activities * who you do the activities with * preferences and how you feel about the activities and why * conjunctions and more complex sentence structures.   Skills   * **Exchange information about families.** * Identify and use verbs and nouns for daily activities. * Express daily activities, using time words and days of the week. * Discuss opinions, preferences, likes and dislikes about daily activities with reasons. * Explore the daily routines of teenagers in China and other cultures. * **Create more complex sentences, expressing frequency and duration.** * **Use conjunctions such as** 先……然后, 因为……所以, 都. * **Extend use of *Hanzi*.** | **Time-related words and phrases:**  早上, 中午, 下午, 晚上, 凌晨, 每天, 天天, 周, 期, 今天, 明天, 昨天, 现在  **Time units:**  点, 分, 半, 刻  **Family:**  妈妈, 爸爸, 姐姐, 妹妹, 哥哥, 弟弟, 家  **Activities:**  起床, 上学, 上课, 吃早/午/晚饭, 放学, 回家, 看书, 做作业, 健身  **Frequency adverbs:**  通常, 常常, 经常, 总是, 有时候, 次  **Conjunctions:**  先……然后, 因为……所以, 都  **Adverb:**  非常  **Verbs:**  讨厌, 爱  **Adjective:**  容易  **Sample sentences and phrases:**  你什么时候……?; 你每天几点; 你几点 *[*do activity*]*？; 我的朋友每天早上九点去上学; 我常常晚上七点做作业; 我先做中文作业，然后做数学作业; 我和朋友常常一起放学回家; 你家有几个人？; 我家有四个人 |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  Bargain buys – ****太实惠了！**** | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Part A: Understanding texts (ML4-UND-01)**  Read a flyer[[4]](#footnote-5) promoting a clothing sale at a Chinese market. Answer questions in English about the flyer, for example, the days and times the sale is on, the items for sale and their prices.  **Part B: Interacting (ML4-INT-01)**  Identify one item from the flyer in Part A you would like to purchase.  In pairs[[5]](#footnote-6), with one student taking the role of the Chinese salesperson and one student taking the role of the shopper, have a conversation in Chinese to negotiate the purchase of your desired item[[6]](#footnote-7).  In your conversation:   * express and justify your opinion about the item you wish to purchase * discuss why you like that item * bargain with the salesperson to negotiate a cheap price and complete the purchase.   **Skills**   * Identify and express where to buy different items in China. * Describe clothing, with reference to colour. * Express and justify opinions on clothing items using 我觉得……因为……. * Promote a place to shop in the local area in Australia, creating a text, for example, an infographic. * Identify the various types of currency in China. * Negotiate a purchase at a clothing market using bargaining. | **Greetings:**  欢迎光临  **Nouns:**  人名币, 元, 毛  **Places:**  百货商店, 市场, 商店  **Clothing:**  衬衫, 裙子, 裤子, 毛衣, 外套, 袜子, 鞋  **Measure words:**  件, 条, 个, 双  **Colours:**  红色 (red), 黄色, 绿色, 蓝色, 紫色, 白色, 黑色, 灰色  **Question and interrogative words:**  怎么样, 多少, 还是  **Adverbs:**  再, 太, 一点儿, 更  **Adjectives:**  贵, 便宜, 大, 小, 漂亮, 时髦, 舒服  **Verbs:**  买, 卖, 给, 看, 打折, 促销  **Expressing and justifying opinions:**  我觉得……因为……  **Sample sentences and phrases:**  这条裙子多少钱？; 这条裙子二十五块钱; 哦，太贵了！; 可以便宜点吗？; 市场在哪里？; 我们的商店现在有促销活动，欢迎光临; 百货商店在哪里？; 百货商店在银行的后面 |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  Regional dishes throughout China –****中国各地美食**** | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML4-CRT-01)  To help visitors choose what dishes to try on their trip to China, create a blog[[7]](#footnote-8) in Chinese about dishes from different regions that you have tried or researched.  Include pictures and comments on the dishes, what area they come from, how the food tastes, ingredients of the dishes and your recommendation.  Skills   * Access and exchange information about foods and drinks, such as taste and ingredients. * Use verbs for eating and drinking. * Identify and describe dishes that are famous in particular regions of China. * Express opinions about different dishes. * Extend the use of *Hanzi.* | **Nouns:**  菜单, 味道, 上海, 西安, 北京, 饺子, 小笼包, 米饭, 四川火锅, 北京烤鸭, 面条  **Verbs:**  来, 点菜, 喜欢, 不喜欢, 想, 觉得, 认为, 尝尝  **Adjectives:**  酸, 甜, 苦, 辣, 咸, 好吃, 好喝, 难吃  **Adverbs and conjunctions:**  应该, 因为……所以……, 还有, 而且, 另外  **Interrogative words:**  什么  **Measure word:**  道 (measure word commonly used for food or dishes, questions or problems in a test or exercise)  **Sample sentences and phrases:**  这是菜单，你想点什么菜？; 这道菜来自哪里？; 这道菜叫什么？; 你想吃/喝什么？; 这道菜的味道怎么样？; 这个菜非常好吃，但是有点咸; 我喜欢吃四川火锅，因为我喜欢辣; 我每天都喝水; 你常常出去吃中国菜吗？ |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  Hobbies and leisure – 兴趣爱好 | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You have been asked to be a ‘buddy’ to a Chinese student who is moving to Australia and joining your class, to help them settle in.  Write an email to them in Chinese, outlining your leisure activities. In your email, include:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia, for example a winter one and a summer one * at least one of your favourite activities and why you enjoy it/them * when you do this activity or these activities * a new activity that you want to try, with reason(s) why you want to try it * an invitation to your ‘buddy’ to do the new activity together * 3 questions about your buddy’s leisure activities.   Skills   * Exchange information about leisure activities that you and your peers participate in. * Discuss**preferences relating to** activities, with reasons. * Identify when you do activities, based on weather and seasons. * Make**suggestions and plans** to participate in a leisure activity with a friend. * Explore**and create different types of texts about**leisure activities. | **Nouns:**  公园, 健身房, 电影院, 篮球场, 春天, 夏天, 秋天, 冬天, 天气, 空气  **Sports and hobbies:**  打篮球, 画画, 看电影, 看书  **Verbs:**  看, 打, 听说, 练习, 适合  **Adjectives:**  舒服, 新鲜  **Adverbs and conjunctions:**  经常, 有时, 但是, 可是  **Time-related words:**  周末, 上个星期  **Sample sentences and phrases:**  你有什么兴趣爱好？; 你想做什么？; 我经常打篮球，但是我昨天去踢足球了; 你为什么喜欢夏天游泳？; 我喜欢在夏天游泳，因为天气很热; 我们这个周末去看电影，好吗？; 好/这个周末我没有空; 下雨天的时候你会做什么？ |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  Chinese culture in my world – 我世界里的中国文化 | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML5-INT-01)**  In pairs[[8]](#footnote-9), interact with each other in a podcast-style interview[[9]](#footnote-10). To broaden intercultural understanding and strengthen ties with Chinese-speaking communities, discuss one example each of Chinese culture evident in the local and/or Australian community.  In your podcast:   * ask each other to identify an example of Chinese culture in the community (and each identify a different example) * discuss where each example is located or takes place * describe what people do in relation to each example * ask each other why you like your example, and respond with reasoning.   **Skills**   * Identify and explore the influences of Chinese culture in the local and/or Australian community. * Express Chinese culture-related words and phrases. * Describe where and when Chinese culture-related activities occur. * Describe what happens during Chinese culture-related activities. * Recognise and explore how we engage with Chinese digital platforms for communication. * Understand the relevance of aspects of Chinese culture to Chinese-speaking communities. * Express which Chinese culture-related activities you prefer, with reasoning. * Interact with peers to discuss Chinese cultural examples they see, do or use in their life to increase cultural awareness. | **Nouns – festivals:**  新年, 春节, 端午节, 中秋节, 节日  **Nouns – foods:**  吃粽子, 汤圆, 吃月饼  **Nouns – other:**  文化, 地方, 活动, 时间, 庆祝, 参加, 重要性, 社区, 农历, 家庭团聚, 故宫, 艺术品, 中国书法, 绘画, 汉服, 微信, 抖音, 年轻人, 网红, 上网, 流行, 社交平台  **Verbs:**  庆祝, 参加, 感觉, 觉得, 认为, 上网  **Adjectives:**  有意思, 流行  **Adverbs:**  对……感兴趣  **Sample sentences and phrases:**  春节是什么时候？; 中国人为什么中秋节吃月饼？; 故宫为什么有名？; 故宫有名因为它的历史悠久; 年轻人现在上网做什么？; 中国人端午节的时候都做什么？; 现在年轻人都喜欢做什么？; 中国的网红和澳大利亚的网红有什么不一样？ |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  Let’s go out with friends – 一起和朋友出去吧 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  You and your Chinese friend are considering what events you will attend during the Chinese New Year (Spring Festival) celebrations, which are being held both online and in person. Look at a Chinese New Year flyer[[10]](#footnote-11), and answer questions in English about the festival activities, dates, times and locations.  Part B: Interacting (ML5-INT-01)  **In pairs, consider the information on the** flyer **and, in Chinese, have a conversation**[[11]](#footnote-12)with your friend to make plans to attend.  In your conversation:   * discuss at least one online and one in-person event or activity, indicating your preferences, with reasoning * negotiate plans to attend one in-person activity, based on preferences * discuss what the weather will be like and what you will both wear * negotiate a time to meet.   Skills   * Explore social events in a range of cultures, such as concerts and festivals. * Discuss when you and your peers participate or do not participate in social events, using **times and time phrases.** * Share opinions about social events. * Invite a friend to a social event. * Negotiate plans with a friend, using times and dates. * **Discuss and justify** clothing preferences, based on weather. | **Nouns:**  兴趣, 观看, 庆祝, 日期, 时间, 周末, 天气, 性格, 计划, 观点, 分享, 活动, 音乐会, 音乐节, 派对, 社交活动, 阳光, 演唱会  **Verbs:**  参加, 一起, 玩, 举办, 约, 去, 庆祝, 喜欢, 观看, 分享  **Adjectives:**  晴天, 有趣  **Adverbs and other words:**  一起, 并, 如果……就  **Weather-related words:**  下雨, 晴天  **Sample sentences and phrases:**  这个周末有什么活动？; 如果下个星期五下雨，我们就去看电影; 我更喜欢去参加……; 你想和我一起去参加这个派对吗？; 你觉得这个音乐节怎么样？; 我们参加音乐会并观看了演唱会; 我们这个周六晚上去参加音乐会吧！; 我喜欢户外，因为我是一个喜欢阳光的人; 我觉得这个音乐节很有趣因为我喜欢摇滚音乐 |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  Pack your bags! – 一起去旅游吧！ | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You have just returned from one week in China. Create 3 posts for an online travel blog to share with Chinese speakers.  Include:   * one post about a full day of sightseeing in a city * one post about a full day of sightseeing in a rural setting * one post about the accommodation you stayed in.   Encourage the audience to consider these as options for a future trip in China, by giving recommendations with reasons.  In your blog:   * include a range of activities, transport options to each destination, prices and places to eat that you enjoyed relevant to each experience, and where they are located * include details about your opinion of the accommodation you stayed in and the location, price, inclusions and how to get there * describe what you recommend about each experience, including activities (where relevant), and explain why * when choosing the places, activities and accommodation to include, reflect on what was special about the experience from a cultural or historical perspective, for example, etiquette or significance to Chinese people * use correct blog formatting including a catchy title and date of each post, emojis and at least 3 engaging and relevant images with captions.   Skills   * Ask and respond to questions about past and future travel experiences. * Use adjectives to describe places and experiences. * **Discuss and justify** preferences in relation to travel destinations and/or experiences, using past tense particles 了 and 过, and reasoning 因为 and 所以. * Express interest. * **Plan a trip in China,** including accommodation and transport. * Discuss sightseeing locations and experiences. * Compareprices and experiences at various locations, using comparison 比, 比较, 更 and adverbs to qualify meaning. * **Create a travel review**, including the use of potential form. * Ask and give directions. | **Nouns:**  旅游, 计划, 地方, 照片, 行李, 相机, 机票, 飞机, 经历, 交通工具, 长城, 紫禁城, 天坛, 兵马俑, 博物馆, 火车站, 飞机场  **Adjectives:**  风景优美, 气候宜人, 令人难忘, 景色宜人, 璀璨夺目, 名胜古迹; 美丽  **Verbs:**  去, 担心, 玩儿, 打算, 往前走, 向右拐  **Modes of transport:**  坐汽车, 坐火车, 坐飞机, 坐公共汽车, 骑自行车, 坐出租车, 步行  **Verb structure to express past experience:**  verb + 过  **Adverbs and other words:**  已经, 过去, 将来, 比较, 当然, 比  **Expressions of interest and curiosity:**  对……有兴趣, 对……好奇  **Structures indicating range or direction:**  从……到……, 怎么走  **Conjunctions:**  不过, 因为……所以……  **Quantifier:**  些  **Aspect marker to indicate a past action:**  ……了  **Sample sentences and phrases:**  我怎么去北京？, 你要坐飞机去，从悉尼到北京坐飞机要十个小时, 坐火车比开车慢，但是坐火车更便宜; 你能告诉我去博物馆怎么走吗？; 你要往前走，然后再右拐; 留下了深刻的印象; 你去过哪里？; 你为什么喜欢去中国？, 你觉得澳大利亚怎么样？; 长城在中国哪里？ |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  My local area – 我的当地地区 | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts ML5-CRT-01  Create **a town**[[12]](#footnote-13) **for a video game design competition with the theme ‘A great town to live in’– 一个宜居的小镇. Create a pitch about your town, including:**   * **a minimum of 5 places and/or facilities** * **the location of the places and/or facilities** * **what community members can do at these places and/or facilities** * **your opinion on how these places and/or facilities make this a great town to live in.**   Skills   * Identify places and facilities in the local area. * Describe the location of places/facilities. * Discuss activities you can do at the places and facilities in the local area. * Express and justify opinions on activities related to places. * Compare features of Chinese and Australian neighbourhoods and identify how the culture of each is reflected in them. * Create a text, for example an infographic, to promote a town, neighbourhood or location. | **Nouns:**  图书馆, 学校, 礼堂, 小卖部, 银行, 公共汽车站, 地点, 设施, 邻里, 运动, 活动, 游泳, 社区, 小镇, 意见, 原因  **Verbs:**  买东西, 看书  **Adjectives:**  人山人海, 安逸, 安静, 大, 小, 忙  **Adverbs:**  近, 远  **Direction words:**  东, 南, 西, 北  **Conjunction:**  比如  **Sample sentences and structures:**  图书馆在哪里？; 图书馆在我们小区的东边; 公园里我的家很近; 你在公园里可以做什么？; 你可以在公园散步或者骑自行车; 我的小镇有各种各样的设施，比如图书馆，公园和百货商店; 我们的小镇有什么设施？; 在小镇里哪里可以打篮球？; 你的小镇有什么公共设施？; 这为什么是一个适合居住的好地方？; 最好的是; 你一定要去尝尝小镇上的中国菜，因为…… |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  Live better, feel better – 健康生活 | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  **In pairs**[[13]](#footnote-14)**, discuss**[[14]](#footnote-15) **a health issue with a Chinese online friend via video chat**[[15]](#footnote-16)**. One** student**takes the role of the Chinese friend, and the other the role of the Australian student. The health issue will be provided to you by your teacher.**  In your conversation, include the following:   * the issue and the symptoms it is causing * a discussion about current lifestyle choices * advice on how to change lifestyle choices to address the health issue * encouragement to make change.   Skills   * Describe **symptoms.** * Identify health issues of young people. * Ask questions and exchange information relating to daily routine and lifestyle. * Give lifestyle advice relating to food choices, daily routine and frequency and duration of physical activities. * Access and compare information from a range of texts describing people’s health, lifestyle habits and choices. | **Nouns:**  疼, 痛, 感冒, 休息, 拉肚子, 喉咙, 头, 肚子, 流鼻涕, 生活习惯, 饮食, 睡眠, 压力管理, 运动, 冥想, 活力, 健康生活, 选择, 原因, 建议  **Verbs:**  帮, 请, 打喷嚏, 咳嗽, 发烧, 锻炼, 选择  **Modal verb:**  应该  **Adjective:**  可能  **Sample sentences and phrases:**  你好点儿了吗？; 你哪里不舒服？; 你怎么了？; 我的头痛得厉害; 一天三次, 如果你会很好，因为……; 每天你应该睡八个小时; 我每天运动一个小时对我的健康有很大帮助; 每晚冥想可以帮助我们更好的管理压力; 我选择每天早上运动，因为这可以让我一整天都充满活力; 你和谁一起运动; 你怎么样保持健康？; 我建议每天多吃蔬菜和水果，因为他们对你的健康有益; 不同的文化有不同的健康生活方式 |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Building my future – 打造我的未来 | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You have seen a job post on social media which interests you. The post mentions that speaking Chinese would be desirable.  In Chinese, respond with a direct message, outlining:   * your name and age * your level of Chinese * why you would be suitable for the job, based on your interests, skills and/or school subjects * your future plans.   Ask questions about:   * the pay rate * location * what days and how many hours you will work per week.   Skills   * Exchange information, opinions and preferences about school subjects. * Discuss study routines and times. * Identify and describe part-time and volunteer jobs, including location, frequency and pay rates. * **Describe** what you are good or not good at and what you enjoy or do not enjoy, in relation to school subjects, skills and future plans. * **Analyse information** to compare and match the abilities and interests of people. * Create a text, for example a direct message on social media, to apply for a job. | **Nouns:**  英语, 中文, 历史, 美术, 男女合校, 学科, 日程, 作业/功课, 考试, 能力, 兴趣, 申请, 工资, 兼职工作, 工作地点, 店员, 地点, 兴趣, 未来, 工作  **Verbs:**  上课, 下课, 擅长, 不擅长, 挣, 打工, 想, 当, 打算, 招, 申请  **Verb phrases:**  挣零花钱  **Adjectives:**  聪明; 有用  **Measure words:**  节; 小时, 块  **Sample sentences and phrases:**  你在学校学什么科目？; 你喜欢/不喜欢什么科目？为什么？; 我的学科有数学,科学和中文; 你有兼职工作吗？; 你有什么技能？; 你每晚学习多长时间？; 我每天晚上做两个小时的功课; 你将来想做什么？; 我未来打算去大学学医; 我有很好的沟通能力，所以我想申请这个工作; 你在学校还参加什么课外活动？ |

Table 12 – Year 10, Term 4

|  |  |
| --- | --- |
| Term 4  Looking after our world – 关爱我们的地球 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Creating texts (ML5-CRT-01)  You have been appointed as a school youth representative for a multicultural community event aimed at environmental preservation of an Aboriginal site in your region.  To promote the event and encourage participation from the Chinese speaking members of your school community, create a promotional flyer in Chinese.  Include:   * the location and facts about the Aboriginal site * the date, time, location and activities of the event.   Part B: Interacting (ML5-INT-01)  In pairs, record a radio call-in segment for a local Chinese radio station about your event. Questions from the announcer will be provided for you both to respond to.  In your responses include:   * event details and comments on each other’s events * a different reason each for protecting the site * at least one different tip and idea each for how people can be involved in the protection of the site and a comment on each other’s ideas * persuasive language to encourage people to attend your community events.   Skills   * Describe the local area and the abundance or lack of flora and fauna. * Exchange **information** about how to preserve or contribute to the local area. * Access information to analyse and compare advice for improving and preserving the local environment. * Create a flyer and interact with others to promote **a community event** including the time, date, place, activities and how it supports the local area. | **Nouns:**  垃圾桶, 空瓶子, 空罐子, 塑料袋, 地区, 自然环境, 植物, 动物, 多样性, 社区活动, 公园, 环保  **Verbs:**  收拾, 丢垃圾, 做回收, 保护, 贡献  **Adjectives:**  丰富, 繁荣, 空, 缺乏  **Adverb:**  重视  **Sample sentences and phrases:**  这个地区的动物和植物很丰富; 在澳大利亚/中国，有哪些受欢迎的自然地区？他们为什么受欢迎？; 你可以……; 你应该……现在澳大利亚的环境面临哪些威胁？; 我们怎么可以保护环境？; 你做了什么来保护我们的地区？; 请大家参加我们的社区活动，时间是8月10日下午2点，地点在公园 |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Chinese 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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# References

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1. Text included in unit. This could be completed as a reading task. [↑](#footnote-ref-2)
2. This could be a digital or handwritten poster. It could also be a spoken or digital presentation. [↑](#footnote-ref-3)
3. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-4)
4. Teacher to provide text. This may be an audio recording rather than a written text. [↑](#footnote-ref-5)
5. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-6)
6. Students participate in the conversation twice for equitable participation, swapping roles to demonstrate language use from both perspectives. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students may be provided word banks or scaffolds to support spontaneous interaction. [↑](#footnote-ref-7)
7. Other text formats may be used for students to demonstrate understanding, such as an oral presentation. [↑](#footnote-ref-8)
8. As this task assesses interaction, students are encouraged to work in pairs to complete the podcast. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-9)
9. Students may be given a word bank or scaffold to support spontaneous interaction. [↑](#footnote-ref-10)
10. Teacher to provide text(s) or [view samples](https://www.canva.com/design/DAFzEb2wDcE/IJ5KWanprGQEKDcmXBaqig/view?utm_content=DAFzEb2wDcE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview). [↑](#footnote-ref-11)
11. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-12)
12. Students can use a digital platform such as Minecraft, Canva or PowerPoint. Alternatively, students may hand draw a town design. [↑](#footnote-ref-13)
13. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-14)
14. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-15)
15. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-16)