

The Australian Curriculum

Subjects	Chinese
Year levels	Year 4

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones

[Key concepts: friendship, play, relationships; Key processes: participating, noticing, recognising, listening]

(ACLCHC017 - Scootle [↗](#))



Elaborations

giving personal information, facts and opinions in response to questions about people and aspects of daily life such as pets (我的狗很可爱), interests, routines and activities

expressing opinions and commenting on personal experience using familiar expressions (for example, 很棒。太好了。我不喜欢...), and turn-taking (该你了) in class games

contributing to class activities by asking for (我可以...吗?) and giving permission (可以), apologising and excusing (对不起), raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities

initiating conversations in familiar social contexts by greeting participants and introducing themselves (for example, 你好, 我叫James, 我八岁, 我住在悉尼), displaying appropriate social manners to enhance communication

giving information in response to questions such as 你的弟弟几岁?, and responding to turn-taking signals such as 该你了 or pauses

following the teacher's instructions to participate in learning activities, for example, 我们听 Sam 说一说

reporting group activity results to each other and the teacher, for example, Michael 喜欢打篮球, Sophie 喜欢游泳

Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities

[Key concepts: family, friendship, exchange; Key processes: participating, noticing, recognising, responding, listening]

(ACLCHC018 - Scootle [↗](#))



Elaborations

exchanging simple correspondence such as notes, postcards and text messages

using ICT to adapt or create drawings to support written communication in cards, posters and visual displays

adapting teacher-modelled language and using word lists to correspond with others, for example, creating cards to express good wishes and season's greetings to friends and family members (生日快乐, 母亲节快乐)

Informing

Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words

[Key concepts: significance, self, family, neighbourhood, environment; Key processes: participating, noticing, recognising, responding, listening]

(ACLCHC019 - Scootle [↗](#))



Elaborations

identifying commonly used terms for daily activities such as 你几点睡觉? to contribute in an online discussion with sister-school friends

describing people, places and things using actions and gestures, for example, to create a video clip to describe the school

planning and presenting short reports about holidays, special events and places using photos, illustrations, captions, diagrams

listening to short spoken texts containing some unfamiliar language, identifying key information, for example, name and phone number of speaker in a voicemail message, or the names, year level and age of Chinese children in a short interview

Locate factual information from sources and report this information to a known audience using learnt characters

[Key concepts: information, topic; Key processes: obtaining, processing, interpreting]

(ACLCHC020 - Scootle [↗](#))



Elaborations

identifying key words in familiar text types (for example, a floor plan, map or calendar) by recognising textual features (for example, bigger font for the name of the capital city on a map) and using other visual clues

identifying and locating familiar characters or words in texts, and discussing the purpose and meaning of a text, for example, food packaging, a restaurant menu

creating posters using learnt characters to inform others, for example, about a special event or a favourite person

Creating

Respond to and **create** simple imaginative texts using voice, rhythm, and appropriate gesture and action

[Key concept: imagination; Key processes: feeling, participating, noticing, recognising, responding, listening]

([ACLCHC021 - Scootle](#))



Elaborations

performing plays in groups, using puppets and props, with allocated roles (such as 《十二生肖的故事》, 《饥饿的毛毛虫》), and using gestures and other movements to enhance the impact of performance, for example, using facial expressions to demonstrate emotions during a play

viewing performances such as a song and dance show for children and identifying features of language, for example, rhyming in 小燕子, 穿花衣, 年年春天来这里

creating own representations of familiar songs (小星星), poems and stories with a focus on varying voice, rhythm, gesture and action

reading excerpts of 童谣 and comparing Chinese-specific expression with English version, such as 小猫怎么叫, 喵喵喵。小狗怎么叫, 汪汪汪。小鸡怎么叫, 叽叽叽。小鸭怎么叫, 嘎嘎嘎。小羊怎么叫, 咩咩咩

singing familiar songs from both cultures, such as 《小星星》, 《说哈罗》, 《猜拳歌》 or 《狼与小孩》, to memorise words and sounds and for enjoyment

expressing own feelings, likes and dislikes in response to Chinese stories, songs and poems, and asking for classmates' feelings

Create short written imaginative texts using simple **characters** and short sentences

[Key concepts: **characters**, events, plot; Key processes: participating, noticing, recognising, responding, listening]

([ACLCHC022 - Scootle](#))



Elaborations

comparing the themes and content of nursery rhymes (童谣) (such as 小蜜蜂, 嗡嗡嗡, 飞到东, 飞

到西; 小白兔, 白又白, 两只耳朵竖起来; 小燕子, 穿花衣, 年年春天来这里), for example, noting the frequent appearance of particular animals in 童谣 and recognising how this relates to traditional agricultural life

creating a storyboard to describe characters and key events in planning a story

creating plot diagrams using characters provided by teacher to annotate diagram

using pictographs such as 马, 田, 山 to create cartoons to illustrate a story

designing play props and costumes appropriate to the context and setting of a story read or listened to in class, and identifying traditional Chinese clothes and accessories

Translating

Translate the meanings of important everyday words using contextual [cues](#)

[Key concepts: [context](#), celebration; Key processes: participating, recognising, responding, listening]

([ACLCHC023 - Scootle](#) )



Elaborations

explaining words and phrases to peers or the teacher, using gestures and actions to help convey meaning, such as facial expressions to express dislike or disappointment, agreement or enthusiasm

explaining meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and discussing how such wishes are expressed in English

choosing words to translate information into Chinese, recognising different meanings for the same word, for example 哥哥 can be used to refer to an older male friend as well as older brother

Find English equivalents of common expressions in Chinese and vice versa

[Key concept: equivalence; Key processes: translating, explaining]

([ACLCHC024 - Scootle](#) )



Elaborations

reading bilingual signs, comparing Chinese words to their English equivalent, and recognising how key characters in expressions contribute to the overall meaning, such as 上 in 好好学习, 天天向上

identifying meanings of Chinese words and phrases that do not translate directly (word for word), for example, 属、岁、马马虎虎

Reflecting

Reflect on how aspects of personal **identity** are expressed in Australian and Chinese contexts

[Key concepts: self, belonging; Key process: reflecting]

([ACLCHC025 - Scootle](#))



Elaborations

preparing a self-introduction and discussing the concept of 'self'/我, exploring questions such as 'What makes me special in my family? In my class? In my school?', for example, 我叫 Tina, 我是妹妹。我上三年级, 我的老师是王老师

prioritising information when talking about self, for example, 我叫Kate before 我八岁

sharing information about one's zodiac animal sign in Chinese and discussing in English the cultural significance of such information, for example, 我属龙

Understanding

Systems of language

Recognise the **tone**-syllable nature of spoken **language**, and compare Chinese and English sounds

([ACLCHU026 - Scootle](#))



Elaborations

explaining the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language, and recognising sounds associated with individual letters and syllables, differentiating, for example, qī, piě, rán and qù from English sounds for such letters and syllables

listening to and viewing simple conversational exchanges, recognising tone-syllables and experiencing the differences between Chinese and English intonation

recognising when and why some tones are not expressed in some contexts, for example, repetition of syllables in 'Mama', neutral tone on second syllable

listening to and reading out loud a nursery rhyme with strong Chinese prosodic features such as 《小老鼠, 上灯台》

engaging in activities to raise tonal awareness, such as competing with classmates to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones

Reproduce key Chinese **characters** from familiar contexts using stroke types and sequences, and component forms and their arrangement ([ACLCHU027 - Scootle](#))



Elaborations


engaging with a range of basic characters and components and exploring their individual meanings, for example, 大, 小, 足, 手

exploring the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke order

making connections between basic characters and related component forms (for example, radicals like 手 and 扌; 人 and 亻), and recognising the number and arrangement of components in a compound character, for example, that 众 has three components and 打 has two components, that 亻 (standing person) is on the left-hand side

exploring the concept of 'word' in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up 'words' such as 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)

making connections between key morphemes in familiar words, for example, fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子

Use nouns, adjectives and simple sentences to record observations ([ACLCHU028 - Scootle](#) )



Elaborations

exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning to analyse sentences in both Chinese and English, for example, 'What's the subject in the sentence "My mum drives a car"? How about in the Chinese sentence 我看书? Do sentences work the same way in Chinese and English?'

recognising grammatical features and how their use differs in Chinese and English, for example, the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb 'to be' (是)

following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, for example, replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色

Identify similarities and differences in the organisation of simple familiar texts

([ACLCHU029 - Scootle](#) )



Elaborations

reading familiar text types in both Chinese and English (for example, menus, calendars, songs and TV cartoons), and explaining how the content and features of the text suit its purpose, for example,

the menu has pictures of dishes to help the customer understand what kind of food it is

recognising Chinese texts (for example, Chinese film posters and newspapers), and discussing how the textual features are organised, including the headings, images and fonts, and the cultural significance of such texts

applying knowledge of text features to help locate key information, such as identifying details relating to name, age and nationality across diverse examples of social media profiles and print information forms

discussing a range of predictable texts with teachers and peers to perceive common components (radicals) in complex characters such as ‘woman’ (女) and ‘water’ (氵)

Language variation and change

Recognise that Chinese is spoken by communities in many countries ([ACLCHU030 - Scootle](#) )




Elaborations

investigating the use of Chinese in Australian communities and in countries and regions where diverse forms of Chinese are widely used, for example, China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA

interviewing people in their community who speak Chinese, such as 妈妈的朋友, and finding out how the person learnt and used Chinese in their home country and in Australia, for example, ‘How did you learn to speak and write Chinese? Do you speak Chinese every day in Australia?’

recognising characters used in specific cultural events (for example, 福 in various forms of New Year decoration, such as paper cut-outs, folk art, couplets), and identifying how the form might change, for example, asking why 福 is sometimes presented upside down

Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions ([ACLCHU031 - Scootle](#) )



Elaborations


comparing conversations between peers/friends with conversations between teachers/authorities, for example, 你/您 ; 坐吧 ! /请坐 !

viewing and listening to the opening of conversations in a range of situations, and finding key words participants use, noticing how these chunks of language can change depending on the situation

finding examples of the openings of informal and formal conversations in Chinese films, soap operas and children’s cartoons, and practising using these openings in conversation with teachers and

friends

The role of language and culture

Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own ([ACLCHU032 - Scootle](#) )



Elaborations

participating in exchanging good wishes in celebrations such as 龙年快乐, and comparing cultural practices of celebration from around the world

exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, for example, looking at the use of the colour red during Chinese New Year and in good wishes of 红红火火 and asking why red is so widely used during celebrations in China; What is the cultural connotation of 红?

discussing possible reasons why Chinese family names are placed before given names, and exploring the cultural meaning of various Chinese names, for example, 静, 明, 勇

exploring the more complicated Chinese kinship relationships, and learning to address family members with a title rather than by their given names, for example, drawing a family tree and labelling each member with their Chinese title

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events

[Key concepts: recreation, routine, place; Key processes: discussing, sharing, transacting]

([ACLCHC129 - Scootle](#))



Elaborations

participating in conversations about home and leisure activities, expressing opinions and comparing experiences relating to hobbies, interests and routines, for example, 你喜欢做什么？, 我喜欢游泳。 , 你几点放学？, 我三点放学, 比较早

discussing topics beyond the immediate home context, including subjects from other learning areas, for example, 乘法口诀, 名人 and 地理

asking questions to seek permission from the teacher, for example, 我可以上厕所吗？ / 老师, 我们明天有没有汉语课？ / 老师, 我可以用铅笔写字吗？

repeating the teacher's instructions to help clarify and maintain class activities, for example, 老师说我们先看这个DVD, 再做题

initiating and maintaining communication by taking turns (for example, making suggestions such as 我们要不要一起去 or 我们一起去吧) and responding to the suggestions of others in an appropriate manner, such as 好的, or through gesture

creating short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone

producing short texts such as descriptions of a place or feature or the rules of behaviour for different events, situations or activities

participating in shared blogs, exchanging information with students from sister school, for example, 你好, 我叫 Ann, 我是澳大利亚的学生

using emoticons such as >_<||| in digital communication to enhance meaning

Collaborate in and make decisions about group activities and learning experiences in familiar contexts [Key concept: collaboration, public life ; Key processes: interpreting, exchanging]

(ACLCHC130 - Scootle [↗](#))



Elaborations

participating in group activities and role-plays involving scenarios such as buying food or goods or ordering a meal, and making requests in an appropriate way, for example, 请来...;我想买...;你有...吗?

negotiating details in a transaction, such as stating preferred size, quantity or price, and concluding the transaction with the exchange of currency

offering their opinions to help others in transactions, for example, 我喜欢红色的/我最喜欢那个

taking collective action to plan and present a cultural item, such as celebrating a festive occasion by performing a song or dance for members of school community

discussing cultural items to present for a school event, for example, performing a song, cooking Chinese food or making craft (剪纸, 做灯笼)

using digital media to produce a publicity flier for an upcoming cultural or sporting event such as 汉语比赛

responding to scaffolding questions about the scientific world in Chinese, for example, answering questions such as 你喜欢下雨吗?; 现在下大雨了, 我们怎么办?; 为什么有人害怕下雨呢? when learning about rain

Informing

Gather and organise factual information from familiar sources about countries and places

[Key concepts: information, fact; Key processes: obtaining, processing]

(ACLCHC131 - Scootle [↗](#))



Elaborations

interviewing familiar people, such as parents, teachers, peers and community members, and appreciating their significance as sources of information about Chinese language and culture, identifying possible sources of information beyond the classroom, for example, 我可以问我的妈妈, 因为她去过新加坡

gathering information by surveying family and friends about languages spoken, country of origin, or participation in cultural events and leisure activities, and displaying information on frequency charts

collating key information to share with others, such as summarising and sharing one aspect of a topic to contribute to a group response, for example, experiences of participating in organised activities involving aspects of Chinese culture (龙舟比赛; 剪窗花)

making connections between images and charts and the content of texts, and identifying key words to locate information, for example, in the chapter titles of a book

identifying key structural words to assist in understanding information, for example, in a procedural text

Convey key points of information to familiar audiences

[Key concepts: information, significance; Key process: obtaining]

(ACLCHC132 - Scootle [↗](#))



Elaborations

giving a short presentation to convey information gathered from multiple sources, such as investigating 南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast

supporting presentations using pictures, charts and graphs appropriate to the task, such as using bar charts to show data on 学校学生语言背景统计表 / 班上同学使用交通工具统计表

reporting information from texts to explain aspects of lifestyle or culture in different communities, for example, TV guide, brochures, advertisements or timetables containing text and images

making posters to celebrate a special event such as 端午节, explaining the origins and stories of the festival with others

outlining steps in a procedure, using sequential markers such as 第一, 第二, 第三, for example, sequencing pictures in the correct order to demonstrate how to make dumplings

presenting a visual display with supporting text on a topic of personal interest, for example, 我的家, 我的宠物, 姥姥的家乡, 过春节

Creating

Respond to simple fables and legends through discussion of characters and events

[Key concepts: morality; Key processes: creating, responding]

(ACLCHC133 - Scootle [↗](#))



Elaborations

engaging with entertainment designed for young children such as TV programs, songs, plays, and games in digital media, and evaluating such forms of entertainment, for example, 我喜欢这首歌, 因为它的歌词很美

discussing depiction and features of characters in various forms of entertainment, such as

differences between characters and how these differences are demonstrated, for example, in the cartoon 《喜羊羊和灰太狼》

reading aloud or reciting traditional texts such as poems and rhymes (for example 《咏鹅》、《静夜思》、《四和十》), paying attention to pronunciation, prosody and emotion and explaining key ideas in Chinese

participating in shared reading and identifying how familiar words are used to express meanings in new contexts, for example, 盘古的眼睛变成太阳, 头发变成星星, 血液变成江河湖海

presenting stories to peers, paying attention to storytelling techniques such as 停顿; 语气语调; 抑扬顿挫

Create short personal narratives and performances of poetry, song, dance or drama which reflect the **culture** and traditions of the Chinese community

[Key concepts: imagination, point of view; Key processes: responding, expressing]

(ACLCHC134 - Scootle [↗](#))



Elaborations

creating performances in response to legends and other forms of culturally significant literature such as 《盘古开天辟地》, or segments of 《西游记》

creating simple narratives of the day in the life of a person, animal or fictional character (for example, 《小狗汪汪的一天》), sequencing events and using supporting images

using digital media to create an imaginative story to share with peers and Chinese-speaking contacts, using both language and images to achieve particular effects, for example, using 重复 (很大很大的球; 走啊走啊走啊)

plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?

considering alternative endings to well-known stories, using learnt sequences and teacher guidance

Translating

Identify common spoken Chinese expressions and discuss examples of actions, words and phrases that do not readily translate into English

[Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing]

(ACLCHC135 - Scootle [↗](#))



Elaborations

differentiating between word-by-word meaning and intended meaning when translating from Chinese into English, for example, the word-by-word translation of 我喜欢一个人看书 is 'I like one person to read', but it means 'I like to read alone'

designing bilingual signs (characters/Pinyin/English) to post on key buildings and rooms around the school that convey short messages such as descriptions of the place or the rules in that place

recognising the role that gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and inclusivity, and taboos within Chinese communication, such as pointing directly at someone

identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to convey the culturally attached value when expressing the meaning of these symbols in English

comparing own translation of short texts (such as brand names, signs, slogans and billboard advertisements) to others', and evaluating the effectiveness of own translation

developing strategies for using bilingual (Chinese–English and English–Chinese) dictionaries in both print and digital forms to assist with translation

explaining in English features of gestures used in Chinese, for example, hand gestures for numbers

comparing versions of a common text across languages and identifying issues in conveying meaning, for example, how to render 小心轻放 into English

Translate simple English texts into Chinese and vice versa, using strategies for building vocabulary and interpreting intended meaning of words in English and Chinese

[Key concepts: [morphology](#), [bilingualism](#); Key processes: identifying, translating, interpreting]

[\(ACLCHC136 - Scootle !\[\]\(ab4e2b3fc7e7887b7a72f548aa6f5e60_img.jpg\)](#))



Elaborations

considering alternative ways of interpreting ideas, such as giving examples, looking for synonyms (近义词), and elaborating on details

creating bilingual texts to share with others, for example, adding English to a Chinese New Year poster or couplet, adding Chinese headings to an Australian tourism promotion brochure, adding Chinese to a class weekly timetable

Reflecting

Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts

[Key concepts: [identity](#), place; Key processes: responding, identifying]

(ACLCHC137 - Scootle [↗](#))



Elaborations

identifying levels of politeness, respect and formality in diverse contexts, for example, when seeking assistance, when engaging with people of different ages or authority

deciding how best to address and refer to others (for example, addressing an older stranger as 姐姐 or 阿姨 in Chinese) and considering how that person would be addressed in English

identifying ways in which their Chinese identity is reflected in their daily life and interests, for example, belonging to a sports or hobby group or attending community school

considering their linguistic and cultural skills as Chinese and as Australians and how these contribute to their overall sense of identity

comparing Chinese and Australian lifestyles such as festivals and celebrations, food staples, preferences and cooking styles, and discussing own engagement with these

noticing differences in cultural practices and the protocol for certain events, such as 我去表哥家要先叫人，大姨好，大姨夫好；如果他們要留我吃飯，我要先問媽媽可不可以；如果阿姨叫我多吃一點，我不能吃太多，最好得客氣客氣

participating in cultural events (for example, watching a China–Australia soccer match, performing a Chinese song to the school community, or celebrating Anzac Day) and reflecting on own reactions

Understanding

Systems of language

Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin


(ACLCHU138 - Scootle [↗](#))



Elaborations

differentiating between the four tones when speaking, and knowing how to pronounce the 'neutral tone'

understanding the aesthetic features of reading out loud 朗誦 and reciting 背誦, focusing on phrasing, stress and intonation of Chinese spoken language

Identify the form, composition and spacing within **characters**, relating components and their positions to their meaning and sound ([ACLCHU139 - Scootle](#) )



Elaborations

developing fine motor skills appropriate to Chinese writing conventions (方块字), and learning about Chinese writing conventions, including direction of text and punctuation

applying rules of stroke direction and stroke order when writing characters, paying attention to details such as length of a stroke to discriminate similar forms, for example, 土 and 士

developing skills in identifying the structure and components of a compound character, for example, 学 has two components and they are of top-and-bottom structure


categorising characters with common components (such as 花、草、菜), and making connections between meanings and sounds of components and meanings and sounds of characters, for example, 目 (eye) in 看 (to look at)

recognising the use of traditional and simplified characters in the local community (for example, 《大洋时报》 uses traditional characters), exploring texts in both forms of characters and analysing differences in orthography, for example, 门 and 門

identifying personal connections with one or both forms of characters, for example, 我妈妈教我写简体字, 因为妈妈是从北京来的

inferring meaning of unfamiliar words from known morphemes, for example, 学生、学校、小学

understanding that a character might have multiple meanings, for example, that 冷 means 'cold' in 冷水 and 'quiet' in 冷清

Develop ways to structure sentences in Chinese to elaborate own ideas ([ACLCHU140 - Scootle](#) )




Elaborations

elaborating ideas in sentences, including details such as time, place and manner, for example, 星期一我从上海坐飞机到北京

learning meta-terms to describe grammar rules in Chinese, for example, the placement of 主语 (subject), 动词 (verb), 名词 (noun) in sentences

recognising that there are multiple ways to structure a sentence, such as 我吃了早饭后去学校 and 吃了早饭后我去学校

Recognise similarities and differences in the structure of spoken and written texts that have the same purpose ([ACLCHU141 - Scootle](#) )



Elaborations


recognising features of various genres, including narratives and explanatory texts, identifying which genres are most suitable for different purposes, for example, 记叙文记叙一个事情，比如说《我最喜欢的假期》

identifying differences and similarities in language choices and text structure across spoken and written texts, for example, comparing an announcement with a public notice

comparing and differentiating forms of texts based on purpose and audience, for example, asking: What's the difference between a letter and an email? What might be the reasons for such differences?

applying cohesive devices in producing imaginative texts, correspondence and informative texts, for example, beginning a story with 很久很久以前

Language variation and change

Recognise how the context of interactions influences language choices ([ACLCHU142 - Scootle](#) )




Elaborations

addressing others appropriately, for example, using 王老师 with teacher, 张叔叔 with young adult males, nicknames with close relatives (欢欢表妹)

differentiating language use based on different functions, for example, making commands (过来!) or making requests (你可以过来一下吗?)

discussing differences in language use at home and at school, for example, comparing how to ask for permission to use a computer (老师，我可以用电脑吗？ and 我就是要用电脑！)

Explore diversity in dialects and in contexts in which Chinese is used in Australian communities ([ACLCHU143 - Scootle](#) )



Elaborations

identifying locations of major dialect groups in China, discussing environmental and historical reasons for the existence of dialects, and appreciating the value of a common language

making personal connections with particular dialects of Chinese, asking peers which dialects are spoken in their families, and inviting others to say a few words in their own dialect, for example, 我爷


爷说广东话

investigating diversity in spoken Chinese and identifying differences in phonology across dialects, for example, exploring greetings in dialects such as Cantonese, Hakka and Shanghainese, and comparing the pronunciation of words

accessing local Chinese media such as radio stations, satellite TV stations, and newspapers, and viewing Chinese programs in mainstream media (such as Chinese news programs or websites) to enhance their appreciation of Chinese language use in local media and explore the extent of their comprehension of Chinese used in diverse contexts

discussing reasons why Chinese is used in communities within Australia, and making personal connections to these reasons, for example, 我父母是从香港来的，他们说广东话

Role of language and culture

Explore how the Chinese [language](#) represents cultural meanings in specific ways ([ACLCHU144 - Scootle](#) )



Elaborations

identifying culturally specific terms and phrases, for example, 'mate' in Australian English and 吃了吗 in Chinese, and sharing insights into why particular cultures value certain colloquial language

associating the literal and cultural meanings of words and expressions such as 红红火火

discussing the contextual and cultural meanings of words that cannot be directly translated into another language, for example, translating 手足 as 'brothers'

reading Chinese idioms (成语故事; for example, 《指鹿为马》、《狐假虎威》、《买椟还珠》、《拔苗助长》), and discussing their meanings; exploring the relevance and significance of these idioms to contemporary life and how these phrases are used in daily communication, such as 生日快乐 for birthdays, 大吉大利 for New Year and 团团圆圆 for Mid-Autumn Festival