

# The Australian Curriculum

<b>Subjects</b>	Chinese
<b>Year levels</b>	Year 5

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Initiate interactions with peers and known adults to plan and organise social activities

[Key concepts: community, leisure, nature, recreation; Key processes: planning, organising, transacting]

(ACLCHC033 - Scootle [↗](#))



#### Elaborations

experimenting with language choices to convey emotions and attitudes such as excitement and interest when events or ideas are suggested, including making arrangements, welcoming, congratulating, complimenting and praising

exchanging information and opinions in class discussion, responding to questions such as 你喜欢运动吗？, and expressing agreement and disagreement with others' opinions (for example, 对, 我也很喜欢运动); making sure that other participants are included in interaction, for example, 我去过法国, 你呢？

participating in role-plays relating to shopping scenarios, and specifying quantity or type of item when selecting from options, for example, 三斤苹果, 一包糖

completing transactions by confirming prices (for example, 多少钱？五块八) and exchanging money, recognising Chinese currency

preparing performances celebrating important events in the Chinese calendar to present at school assemblies to raise community understanding of aspects of Chinese culture, such as a taiji performance, a lion dance, or a Spring Festival song such as 《恭喜恭喜》

assisting in organising and hosting visitors from a sister school or guest speakers to raise school community awareness of the importance of learning Chinese

seeking permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去喝水吗？

responding to the teacher's questions with actions or answers (for example, answering the question 懂了吗？), and requesting or borrowing items from others using appropriate language such as 我想看看你的书, 好吗？

Exchange correspondence and create simple written material to plan future activities and events and contribute ideas

[Key concepts: friendship, community, recreation; Key processes: collaborating, exchanging]

([ACLCHC034 - Scootle](#))



#### Elaborations

preparing and creating photo-stories with captions to present personal information and aspects of personal experience (such as friends and classmates, extracurricular activities, daily routine, and holiday experiences) for new classmates or for class blog

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 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 conveyed

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

#### Informing

Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences

[Key concepts: public, private; Key processes: comparing, collaborating, recording, identifying, describing]

([ACLCHC035 - Scootle](#))



#### Elaborations

identifying specific information related to places, for example, listening to a weather forecast, recognising the names of familiar cities (such as 北京, 上海), and recording the weather conditions and the temperature

using textual clues such as 听一听小明的一天 to predict possible content when listening to spoken texts, and preparing to hear key information such as time and activities

listening to and viewing a range of informative texts to identify key points, for example, answering questions from classmates about the procedure and main ingredients for cooking a Chinese dish from a cooking show

presenting a short talk using information gathered from multiple sources, for example, investigating

南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast

supporting presentations with pictures, charts or graphs as appropriate, for example, using bar charts to show data on 澳大利亚的语言

Locate key points in written informative texts, summarising the points to report to known audiences  
[Key concept: information; Key processes: reading, viewing, summarising, analysing]

(ACLCHC036 - Scootle [↗](#))



#### Elaborations

locating key information in texts such as timetables, calendars, brochures or advertisements, using clues such as organisation of content, for example, 星期一, 星期二 etc. listed on the top row of a timetable

reading familiar texts, such as shopping catalogues, understanding key phrases such as 八折, and working out the final price of an item

recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist with reading for overall meaning

creating a poster to convey information to Chinese peers (for example, about a local city or popular tourist site) with pictures, maps, data, words and sentences

selecting from word lists to create informative texts such as signs, slogans and notices, using electronic tools such as a digital dictionary to extend own expression

### Creating

Engage with [characters](#) and points of view in short imaginative texts, express personal opinions and [create](#) simple spoken imaginative texts

[Key concepts: character, viewpoint; Key processes: connecting, expressing, responding]

(ACLCHC037 - Scootle [↗](#))



#### Elaborations

singing popular songs, exploring the intended meaning of lyrics and the use of stylistic devices such as 比喻 (我爱你, 我爱你, 就像老鼠爱大米) or 重复 (我是女生, 漂亮的女生, 我是女生, 爱哭的女生)

retelling stories read by the teacher in Chinese and sequencing actions (using 然后), or explaining the cause of an action (using 因为)

expressing personal opinions on TV programs or music videos, for example, 我很喜欢中国的 rap

participating in performances such as 诗朗诵 and applying specific prosodic features such as ‘tone flow’ (抑扬顿挫) to enhance the effect

creating short plays or skits and taking on roles in imagined scenarios such as a shopping trip, fashion show, or visiting or hosting a Chinese friend

reading short stories in groups, and summarising the story and conveying the emotions and opinions of characters using, for example, 最、非常、太

reading aloud phrases such as 哎呀！天哪！ that are used to highlight the characters reactions to situations or the actions of others.

**Create** written imaginative texts, describing **characters** and sequencing events, using scaffolded models of texts, learnt **characters** or word lists for support

[Key concepts: character, narrative, sequence; Key processes: connecting, expressing, responding]

(ACLCHC038 - Scootle [↗](#))



#### Elaborations

experimenting with storytelling techniques by following provided models of narrative texts, for example rewriting 她有七色花，红色，蓝色，白色... and replacing 花 with 气球 and writing 她有七色气球，红色，蓝色，白色

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?

collaborating to create alternative endings to well-known stories using learnt sequences and word lists for support

### Translating

**Interpret** and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English

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

(ACLCHC039 - Scootle [↗](#))



#### Elaborations

identifying how best to interpret key words when translating English texts into Chinese, for example, the use of 是 after first-, second- and third-person pronouns; numbers with measure words;

possessives with 的; plurals

viewing spoken interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing and discussing culturally determined manners or behaviour displayed in the interaction

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'

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

recognising the role that gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and encouragement, 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

**Create** own bilingual texts such as signs, displays and posters

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

(ACLCHC040 - Scootle [↗](#))



Elaborations

producing bilingual posters to promote a healthy lifestyle, such as 健康食品

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

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

## Reflecting

Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges

[Key concepts: similarity, difference, culture; Key processes: comparing, contrasting]

(ACLCHC041 - Scootle [↗](#))



Elaborations

using appropriate forms of address in interactions, including nicknames for friends, greetings such as 嘿、哈罗、吃了吗、校长好, and courtesy phrases when agreeing, thanking, apologising, refusing, declining and leave-taking, for example, 谢谢, 不客气, 对不起, 没关系

presenting short spoken texts to peers and to Chinese-speaking people in other contexts via digital media, sharing culture-specific aspects of own identity (for example, 我是希腊人, 我周末学希腊语 or football club membership) and discussing their significance

defining own identity by describing relationships with others, for example, friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是德裔澳大利亚人)


engaging with Chinese speakers through organised school activities (such as through a video-conference with students at a Chinese school, or welcoming visitors to own school), observing moments when difficulties are experienced in communication and reflecting on the cause of the difficulty

sharing with peers personal experiences of interacting with Chinese speakers, for example, 'I was really nervous and forgot how to say...'

observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing the environment, seating arrangements, and how dishes are ordered and presented) and comparing to their own experience

## Understanding

### Systems of language

Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing ([ACLCHU042 - Scootle](#) )




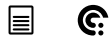
#### Elaborations

recognising familiar language spoken by different voices

recognising and discriminating between homonyms in Chinese (for example, shì — 是 and 室), relying on contextual cues to assist understanding, and differentiating syllables with different tones, for example, shì (是) and shí (十)

connecting the sound of spoken Chinese with the spelling and tone marks of Pinyin, for example, reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered

Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning ([ACLCHU043 - Scootle](#) )




## Elaborations

decoding characters by analysing their structure and the number of components, and recognising familiar components

applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)

identifying different meanings of key morphemes used in different contexts, for example, 天, 日, 二/两, 你好 versus 好玩

Form sentences to express details such as the time, place and manner of an action and to sequence ideas ([ACLCHU044 - Scootle](#) )



## Elaborations

developing knowledge of metalinguistic terminology, discussing, for example: What is the plural form? How do we know it's plural when reading in English? Can we tell when we read a Chinese word?

recognising that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have'


comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese (我明天去北京, 下个星期去上海)

identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。我在墨尔本上学。我走路上学

examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, (他) 是我的朋友 (i.e. no subject/pronoun)

applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information

using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材

Notice how the features of **text** organisation vary according to **audience** and purpose ([ACLCHU045 - Scootle](#) )





## Elaborations

describing the major features of familiar text types in Chinese, and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative

identifying the purpose and intended audience and context (for example, digital, online or face to face) of a range of familiar texts

exploring features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters

understanding the use of Chinese-specific punctuation, such as double quotation marks to signal a quote

### Language variation and change

Understand that Chinese is characterised by diversity in spoken and written forms

(ACLCHU046 - Scootle [↗](#))



## Elaborations

knowing that Putonghua is the standard spoken language used in China and the main Chinese language taught in other areas of the world

understanding that there are simplified and traditional Chinese characters, and exploring examples of both forms to identify differences, for example, 门 and 門

exploring how the Chinese language has changed in response to modern life, such as the inclusion of English terms in everyday language; recognising 'borrowed words'//借词 in Chinese from English (for example, 咖啡、 澳大利亚), and in English from Chinese (for example, tofu), and discussing how and why these types of words are introduced

noticing the use of English words or phrases in Chinese interactions (for example, 拜拜, or a few words of English in a Chinese pop song), and discussing the reason for the 'code-switching'

examining the role of myths, legends and 成语 in contemporary language use (for example, reading texts containing 成语, such as 井底之蛙, 画龙点睛 within 成语故事) and discussing their intended meaning, and the cultural importance of employing classical language in contemporary contexts

Examine how language is used to clarify roles and relationships between participants in interactions

(ACLCHU047 - Scootle [↗](#))




## Elaborations

comparing values and beliefs across cultures and identifying how Australian cultural values such as mateship are expressed through language

exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨

### The role of language and culture

Explore the ways in which everyday **language** use reflects **culture**-specific ideas, such as the influence of age, gender and social position on **language** choices ([ACLCHU048 - Scootle](#) )



#### Elaborations

exploring cultural values conveyed in expressions relating to celebrations, for example, by asking: 'In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What's the relationship between the language use and the Chinese values in this phrase?'

applying appropriate choices of pronouns and labels when referring to others in interactions, for example 您/你 ; 小张/张晓琴

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities

[Key concepts: place, [identity](#), community; Key processes: negotiating, transacting, arranging]

([ACLCHC145 - Scootle](#))



#### Elaborations

engaging others in conversation and inviting responses on issues relevant to their lives, such as traditional and modern lifestyles and values, and language learning by asking questions such as 你知道澳大利亚的国宝是什么吗？你觉得什么最好玩？

participating in class and school debates, acknowledging others' opinions and presenting own with examples and personal experiences, for example, 虽然你说得很有道理，但是如果我们再想一想，如果你也经历过... 那么你也会同意...

using social media to maintain contact with classmates and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life or leisure activities (for example, 今天我的足球队又输了，真没劲!), or a holiday experience, for example, 袋鼠岛游记

describing and elaborating on details of experiences in correspondence, for example, 这次暑假过得很愉快，我们全家去了巴厘岛。在那儿，我们天天在海边，有时候冲浪，有时候散步

composing text messages, emails, letters using appropriate formats and employing appropriate terms to address recipient, for example, 敬爱的王老师 (for a formal letter), 嘿，小王，最近好吗 (for a casual letter or message)

responding appropriately to invitations, including by accepting and declining, for example, 谢谢你的邀请，祝你生日快乐。但是我星期日要...对不起，不能参加你的聚会。希望你玩得高兴

Take action, resolve issues, make shared decisions and organise shared experiences

[Key concepts: place, [identity](#); Key processes: interpreting, negotiating, selecting]

([ACLCHC146 - Scootle](#))



#### Elaborations

collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, for example, 大家都喜欢吃春卷，那么每个人一个春卷，我们需要二十五个

locating suppliers of Chinese learning materials through websites and other sources, for example, 你这本书是在哪儿买的？我们班要买一套图书，中国城的那家中文书店怎么样？ to select a class set of readers

listening to or viewing community media such as local Chinese radio or television, and participating in advertised activities, for example, a singing competition or locally organised events

researching and arranging a visit by an expert (such as a calligrapher or a taiji master) to visit class and share knowledge to promote Chinese learning in school community

captioning bilingual posters to promote community events (such as Chinese New Year celebrations, lion dance performances, visiting performers) and school activities, such as cultural days, assembly items or grandparents' day

creating posters and fliers to promote cultural events to the local Chinese community, such as 悉尼艺术节, XXX音乐剧

producing a paragraph in the school newsletter to promote an upcoming event

### Informing

Locate and compare factual information from different sources about different communities and lifestyles

[Key concept: lifestyle; Key processes: informing, selecting]

([ACLCHC147 - Scootle](#) )



#### Elaborations

viewing TV programs, documentaries or interviews with young people such as 《智慧树》, discussing the participants' experiences and comparing with own life experiences

investigating aspects of life of Chinese communities overseas, for example, web-chatting with relatives overseas to find out more about own family origins, history or circumstances

identifying and selecting visual sources (for example, 优酷, and comparing and contrasting different perspectives on issues, such as how children in different locations in China describe their school experience

following an instructional video in order to complete an action collaboratively, for example, watching 如何画中国画, or preparing for a cultural celebration by following video procedures on how to 包粽子 for 端午节

representing information in a new format, for example, watching a TV cooking show then converting each step into a written recipe with essential information including ingredients and quantities, and amount of time required

selecting appropriate resources to research a topic of interest such as a major place, person or event in Chinese history, and identifying key information to share with others

researching a topic by analysing what information is needed, employing Chinese search engines to access a range of sources of information online, and choosing the most suitable sources, for example, 这个网站看上去像正规网站吗？这个网站是官网吗？

Plan and present key points of information to familiar audiences

[Key concept: social action; Key processes: presenting, conveying]

(ACLCHC148 - Scootle [↗](#))



Elaborations

developing informed opinions to share with others, giving examples (for example, 澳大利亚人说很多语言, 比如英语, 汉语, 法语等等) and comparing information, for example, 中国人口比澳大利亚的多) (我觉得我们应该帮爸爸妈妈做家务)

working in teams to prepare and present an oral presentation, supported by digital media, related to own school or community or on topics of interest, for example, endangered animals, popular singers in Asia

preparing and creating a video clip to share with peers overseas introducing aspects of local culture, including interesting places, history, famous people, and lifestyle, for example, 墨尔本的电车

producing a digital display containing text and images to present a personal perspective on life in Australian schools to share with peers overseas

creating poster displays using graphics, photographs and illustrations to document and convey ideas related to topics of interest, for example, their country of origin, family tree or favourite sports team

collaborating with others to prepare a report for a school or community newsletter about Chinese language learning experiences or activities at day school and community school

## Creating

Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes

[Key concepts: significance, tradition; Key processes: comparing, responding, creating]

(ACLCHC149 - Scootle [↗](#))



Elaborations

exploring various forms of Chinese popular culture in audio or visual media, including 流行歌曲、电影、电视剧、娱乐新闻, appreciating stylistic devices used in popular song lyrics, such as 重复, and

comparing them to English songs

comparing popular performance across cultures and generations, evaluating performances with attention to the aesthetic values and the influence of Western and Asian popular culture, and comparing the content and language, for example, 我妈妈最喜欢的中文歌是...这首歌唱的是...我最喜欢的中文歌是... ..内容和我妈妈喜欢的歌不一样

recognising the influence of traditional culture on modern popular entertainment, for example, considering the use of traditional instruments in popular songs, the composition of modern songs from well-known traditional poems such as 《水调歌头·中秋》, and the representation of traditional symbolic meanings such as 孝顺 (filial piety), 礼让 (out of courtesy or thoughtfulness) in modern performances

reading children's literature, including fables and traditional stories; exploring values and morality tales such as the concept of 寓意 in 动画片, 小人书; and comparing values and morals conveyed through texts across cultures, such as 凿壁偷光, 塞翁失马 (你能找到英语中类似的说法吗? 你觉得澳大利亚人理解这个故事的寓意吗?)

reading extracts from culturally significant children's literature, discussing their personal responses to the characters and storyline, and writing a journal to relate the story to personal experience or express empathy for characters involved

**Create** short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts

[Key concepts: character, emotion; Key processes: comparing, responding, creating]

([ACLCHC150 - Scootle](#))



#### Elaborations

recounting an imagined encounter with a famous person, or reproducing a scenario where cultural misunderstandings create a humorous outcome

collaborating to create dramatic performances to retell classic Chinese stories, such as 《负荆请罪》, or famous stories in other cultures, such as 《丑小鸭》

creating narratives to describe imagined experiences, for example, a trip to China, including a visit with a homestay family or an adventure on the Great Wall, or the experiences of a Chinese student visiting Australia

creating stories in various literary styles (for example, 记叙文、散文、诗歌), experimenting with descriptive language to convey the intensity of characters' emotions, and events, using written styles of language, for example 我看到好多漂亮的花, 有粉红的, 雪白的, 真是太美了

#### Translating

Identify and account for the potential loss of subtle meanings from **character components** and individual **characters** in compounds when translating into English

[Key concept: meaning; Key processes: translating, interpreting, negotiating meaning]

(ACLCHC151 - Scootle [↗](#))



#### Elaborations

reading Chinese texts such as advertisements and signs that include the translation of some words or phrases, and engaging in class discussion about the merits of translations and alternative ways of representing the meanings expressed in the texts

reading children's stories in bilingual form and reflecting on ideas expressed in Chinese and English which may not be readily translated and discussing possible reasons for this

observing interactions between speakers of Chinese and attempting to describe the interaction in English, discussing personal interpretations of the meanings conveyed and the cultural messages implicit in the interaction, for example, watching an interaction between a teacher and students in China and contrasting with their own experience in Australia

explaining culture-specific concepts such as humility (谦虚) to people from different cultural backgrounds, including examples of when and how 谦虚 should be shown and how it is understood by participants of the communication, for example, when accepting/rejecting appraisal

**Create** simple bilingual texts for different audiences, explaining features of the different versions and the impact of **context**

[Key concepts: **audience**, **context**; Key processes: identifying, translating, interpreting, negotiating meaning]

(ACLCHC152 - Scootle [↗](#))



#### Elaborations

acting as interpreter for visitors from diverse backgrounds and communicating their message to speakers of other languages, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts

using a range of resources to assist in creating a Chinese translation of a text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses

### Reflecting

Reflect on the benefits of learning Chinese and English in both Chinese and English interactions

[Key concepts: place, biculturalism, **identity**; Key processes: observing, explaining, reflecting]

(ACLCHC153 - Scootle [↗](#))



## Elaborations

noticing and reflecting on how interacting in Chinese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific

discussing language choices expected or required in diverse contexts across languages, for example, apologising, congratulating, expressing thanks, declining, rejecting, complaining

engaging with Chinese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs and exploring strategies to overcome these

recognising signals within an interaction that require adjustment of language choices

## Understanding

### Systems of language

Recognise the use of [tone](#), [intonation](#) and [stress](#) of words to express emotion, opinion and attitude (ACLCHU154 - Scootle [↗](#))



## Elaborations

reading aloud printed information with attention to pronunciation and tone

recognising syllable changes in speech, including change of tonal value and tone sandhi, such as 不要

Recognise the contextual meanings of individual syllables or [characters](#) to assist comprehension and vocabulary development, and explain the form and function of components in individual [characters](#), for example, 心,想,情,闷 (ACLCHU155 - Scootle [↗](#))



## Elaborations


inferring the meaning of unfamiliar characters by identifying familiar semantic and phonetic components of compound characters, and using contextual clues to map the form of characters to sound and meaning

using digital tools to write a specific character, and finding out its pronunciation by using online dictionaries

writing characters with correct structure and proportion when writing with and without 田字格, and discussing issues with remembering and reproducing individual components in characters, for example, discriminating between characters such as 冒、昌...



exploring a range of fonts in digital form and personal styles of writing, and appreciating the aesthetic value of calligraphy, including 硬笔书法

Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression ([ACLCHU156 - Scootle](#) )



#### Elaborations

recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, for example, recognising that 子, 者, 家 are noun suffixes (for example, 家在 书法家、数学家)

discriminating between the contextual meanings of characters with multiple meanings, such as 家在 家人 and in 画家

recognising words that reflect particular cultural understandings, for example, 天气 means 'weather' but literally translates as 'sky's energy'

explaining the function of words and structures in language encountered, for example, 了 in the sentence 我早上看见了两只猫 indicates the completion of an action in the past


exploring and beginning to build more complex messages, such as using forms of cohesion, and finding ways to generalise or nominalise ideas, for example, 因为... 所以 ..., 虽然... 可是..., 不但... 而且..., 总而言之/总的来说

recognising the different focus and purpose of alternative sentences, for example, 他把杯子狠狠地扔在地上 and 杯子被狠狠地扔在地上

understanding that there are different applications of grammatical rules in spoken and written language, for example, in ordering food (for example, comparing the structure of the following expressions: 来点儿什么菜? ; 您吃点儿什么? ; 你想吃/要吃什么? ; 你想吃海鲜炒饭吗? ; 海鲜炒饭要吃吗? )

differentiating use of grammar based on context, for example, using sentences with more formal structures in report writing

recognising terms and expressions used in formal written styles, for example, 首先, 其次, 最后 rather than 先...后来...后来...

Recognise and apply conventions of personal texts and compare textual features of different texts ([ACLCHU157 - Scootle](#) )




#### Elaborations

exploring metaphorical and literal meaning in texts, for example, 远远的街灯亮了，像是闪着无数的明星

analysing rhetorical devices in texts, including 比喻、夸张、排比; identifying culturally specific features such as 日月如梭，难于上青天; and experimenting with rhetorical devices in own speech and writing

### Language variation and change

Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts ([ACLCHU158 - Scootle](#) )



#### Elaborations

identifying variability in language used in a variety of contexts, for example, at the supermarket, at the doctor's surgery, or when visiting a friend or relative

recognising language reflecting different levels of formality, such as 爷爷 and 祖父, and using language to reflect formality appropriate to context, for example, I and 非常疲惫

using words and expressions reflecting their interlocutor's seniority and authority, for example, 您老敬请？

analysing language use to identify degree of intimacy or distance between participants, for example, 咱俩、我们、我和您

differentiating oral and written styles of language, for example, 我要吃好吃的。中国有很多美食

Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English ([ACLCHU159 - Scootle](#) )



#### Elaborations

exploring language 'borrowing', such as English words 'borrowed' from Chinese (for example, 'yum cha' and 'kung fu') and the impact of English on Chinese language use today, for example, 考拉、汉堡包

analysing the impact of languages on one another such as 他写着作业（他在写作业。） and 白了 which sounds like 'bye'

exploring the impact of English on Chinese language use, such as recognising transliteration in Chinese, for example, 可口可乐

## Role of language and culture

Explore particular cultural meanings conveyed in everyday interactions across languages

(ACLCHU160 - Scootle [↗](#))



### Elaborations

exploring origins of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼, and using fixed phrases to share or convey a cultural idea in own writing, for example, 塞翁失马, 笨鸟先飞

exploring how the languages that people know can impact on the way they communicate in other languages, for example, the use and frequency of 'thank you' and 谢谢 is a sign of westernisation, whereas in Chinese it is not used as often as overuse indicates distance between participants in interactions

exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language, for example, in the greeting 阿姨好! ('Hello, Aunty!'), where 'aunty' may be a colleague of their mother's and a total stranger to the child