

WA Curriculum: Chinese Year 1 to Year 10

EP Curriculum Map

Year 1

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLCHC001</p> <p>Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你家有几个/口人?;</p> <p>我家有四个/口人,我有爸爸、妈妈和哥哥;</p> <p>我喜欢蓝色;我有一只狗</p> <p>Express gratitude and apologies, for example,</p> <p>不用谢/不客气;</p> <p>谢谢;对不起;没关系</p> <p>ACLCHC002</p> <p>Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family, their favourite things and their pets, for example,</p> <p>妈妈、爸爸、哥哥、妹妹;我爱我的猫</p>	<p>Getting Started with Chinese</p> <p>Unit 1: Greetings and introductions:</p> <p>1.1: Introductions</p> <p>1.2: Greetings</p> <p>1.3: Practice</p> <p>1.4: Extension</p> <p>1.5: Speaking</p> <p>Unit 7: Family:</p> <p>7.1: Family members</p> <p>7.2: Introducing family members</p> <p>7.3: Practice</p> <p>7.4: Extension</p> <p>7.5: Speaking</p> <p>Unit 8: Animals:</p> <p>8.1: Pets and Animals</p> <p>8.2: Chinese Zodiac</p> <p>8.3: Practice</p> <p>8.4: Extension</p> <p>8.5: Speaking</p>



Year 2

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLCHC001</p> <p>Interact orally with the teacher and peers, using simple modelled language and gestures to exchange information about themselves, the members of their family, their classmates and friends, for example, 我有弟弟, 你呢?; 我爱我的妈妈; 她叫Anna; 我的朋友叫Simon; 她七岁; 他喜欢黑色和绿色;</p> <p>他有两只兔子</p> <p>Follow simple instructions including, 排队; 请坐; 合上书; 不要说话</p>	<p>Getting Started with Chinese</p> <p>Unit 1: Greetings and introductions:</p> <p>1.1: Introductions</p> <p>1.2: Greetings</p> <p>1.3: Practice</p> <p>1.4: Extension</p> <p>1.5: Speaking</p> <p>Unit 7: Family:</p> <p>7.1: Family members</p> <p>7.2: Introducing family members</p> <p>7.3: Practice</p> <p>7.4: Extension</p> <p>7.5: Speaking</p> <p>Unit 8: Animals:</p> <p>8.1: Pets and Animals</p> <p>8.2: Chinese Zodiac</p> <p>8.3: Practice</p> <p>8.4: Extension</p> <p>8.5: Speaking</p> <p>Unit 10: Classroom commands:</p> <p>10.1: Classroom commands</p> <p>10.2: More classroom commands</p> <p>10.3: Practice</p> <p>10.4: Extension</p> <p>10.5: Speaking</p>
<p>ACLCHC002</p> <p>Interact with simple written texts, including labelling images, copying characters from a provided list and sorting familiar and common Chinese characters according to their formation</p>	



Year 3

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLCHC017</p> <p>Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我八岁;</p> <p>我叫James ;我住在珀斯;我哥哥喜欢踢足球;</p> <p>你住在哪里 ?</p> <p>Follow the teacher’s instructions to participate in learning activities and in classroom routines, for example, 注意听, 请安静 , 听一听 , 说一说</p>	<p>Getting Started with Chinese:</p> <p>Unit 2: Asking how you are</p> <p>2.1: Asking how you are</p> <p>2.2: Saying how you are</p> <p>2.3: Practice</p> <p>2.4: Extension</p> <p>2.5: Speaking</p> <p>Unit 7: Family:</p> <p>7.1: Family members</p> <p>7.2: Introducing family members</p> <p>7.3: Practice</p> <p>7.4: Extension</p> <p>7.5: Speaking</p> <p>Unit 8: Animals:</p> <p>8.1: Pets and Animals</p> <p>8.2: Chinese Zodiac</p> <p>8.3: Practice</p> <p>8.4: Extension</p> <p>8.5: Speaking</p> <p>Unit 10: Classroom commands:</p> <p>10.1: Classroom commands</p> <p>10.2: More classroom commands</p> <p>10.3: Practice</p> <p>10.4: Extension</p> <p>10.5: Speaking</p> <p>Beginner:</p> <p>Unit 2: Family and Pets</p>



[Introduction](#)

[Vocabulary practice](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

Unit 3: The classroom

[Introduction](#)

[Vocabulary practice](#)

[Listening](#)

[Reading](#)

[Writing](#)

[Speaking](#)

Unit 9: Leisure Activities:

[Introduction](#)

[Vocabulary practice](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

ACLHC018

Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐;

母亲节快乐

In all of the beginner level units listed above there are comprehensive writing lessons where students complete a variety of writing tasks based on the language from the unit.

Teachers can also create their own writing tasks using the EP studio tools. Here is a guide on how to do this.

Year 4

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLCHC017</p> <p>Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学;</p> <p>星期日我打网球</p> <p>Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以...吗?; 可以; 对不起; raising hand and using phrases such as 老师, 我不懂 to request assistance in learning activities</p>	<p>Beginner:</p> <p>Unit 3: The classroom</p> <p>Introduction</p> <p>Vocabulary practice</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Unit 8: School Subjects:</p> <p>Introduction</p> <p>Vocabulary practice</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p>
<p>ACLCHC018</p> <p>Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉?</p>	<p>Intermediate:</p> <p>Unit 8: Daily Routine</p> <p>Introduction</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Authentic tasks</p> <p>*Teachers can use EP Studio tools to create learning material to support the different kinds of transactions that students will be involved in e.g. Science experiments, cooking or craft activities. Here's how*</p>

Year 5

Communicating

Socialising

Content Descriptor	How EP Languages Supports this
<p>ACLCHC033</p> <p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大;</p> <p>我喜欢看书;我的花园很漂亮;我星期六去图书馆</p> <p>Seek permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去厕所吗?;我可以去喝水吗?</p>	<p>Beginner Chinese: Unit 10: My House</p> <p>Introduction</p> <p>Vocabulary practice</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Chinese: Unit 3: My City</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLCHC034</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example,</p> <p>我的卧室很小。卧室里有一张白色的书桌，一把黑色的椅子和一张蓝色的床。</p>	<p>Intermediate Chinese: Unit 4: Giving Directions</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>In addition to the task throughout each of the above units, teachers can create their own tasks using the EP Studio tools. Click here for a guide on how to do this.</p>

Year 6

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLCHC033</p> <p>Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school</p> <p>Respond to the teacher’s questions with actions or answers, for example, answering the question</p> <p>做完了吗？</p>	<p>Intermediate Unit 5: Going on holiday</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Unit 6: Party time</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLCHC034</p> <p>Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers, or photo-stories</p>	<p>Intermediate Unit 7: Organising an Outing with friends</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>In addition to the task throughout each of the above units, teachers can create their own tasks using the EP Studio tools. Click here for a guide on how to do this.</p>

Year 7

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLCHC049</p> <p>Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example,</p> <p>我今年上七年级; 你是哪国人? ; 我喜欢上学;</p> <p>你喜欢学习汉语吗?</p>	<p>Intermediate Unit 6: Party time</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Unit 10: Past Holidays:</p> <p>Introduction</p> <p>Vocabulary practice</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLCHC050</p> <p>Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion</p> <p>Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭 ,</p> <p>澳大利亚人喜欢吃面包 , 你呢?</p>	<p>Advanced Unit 2: My world:</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools. Click here for a guide on how to do this.</p>



Year 8

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLCHC049</p> <p>Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example, 中国人春节喜欢穿红色的衣服和吃饺子; 澳大利亚人圣诞节喜欢...</p>	<p>Intermediate Unit 6: Party time</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p>
<p>ACLCHC050</p> <p>Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views considering options, inviting, negotiation of arrangements and solving problems</p> <p>Compare opinions on and attitudes towards different cultures such as 我喜欢上学, 因为...;</p> <p>我最喜欢数学</p>	<p>Intermediate Chinese: Unit 3: My City</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Intermediate Chinese: Unit 4: Giving Directions</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>Authentic task</p> <p>Video library lessons:</p> <p>Making an arrangement</p> <p>At a visitor centre</p>

Year 9

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>ACLCHC065</p> <p>Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 中国学生的作业比澳大利亚学生的多;</p> <p>他们喜欢在周末看电影;澳大利亚学生喜欢在周末运动;我喜欢上网交朋友,你呢?</p>	<p>Advanced Chinese: Unit 2: My World</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p>
<p>ACLCHC066</p> <p>Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details</p>	<p>Advanced Chinese: Unit 16: Chinese Family</p> <p>Introduction</p> <p>Listening comprehension</p> <p>Reading comprehension</p> <p>Writing</p> <p>Speaking</p> <p>In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools. Click here for a guide on how to do this.</p>

Year 10

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
--------------------	--------------------------------

**ACLCHC065**

Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example,

为什么学中文很重要？;我不太同意你的说法，
因为...你觉得呢？;虽然你说得对，但是...所以我觉得...

ACLCHC066

Engage in sustained written interaction and activities about contemporary culture and social issues, for example, the importance of China to Australia's economy, ways to promote a better understanding of China in Australian schools, protecting the environment or utilising technology, exchanging information, requesting clarification or confirmation, solving problems and managing diverse views such as 澳洲人对中国的印象是...

Advanced Chinese: Unit 7: Technology

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

Advanced Chinese Unit 8: Chinese language and studying in China

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

Advanced Chinese Unit 9: Chinese cuisine

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

Advanced Chinese Unit 10: The Environment

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

Advanced Chinese Unit 12: Chinese Culture and Values

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools.

	Click here for a guide on how to do this.
--	---

Suggestions if you find the content suggested above is not quite the right level for your students:

- You can choose to only assign parts of a lesson - for example you may choose to only assign the introduction lessons which introduce the vocabulary or you could just assign parts of the listening, reading or writing lessons. Click [here](#) for a guide on how to do this. The lower level activities tend to be in the first part of the lesson.
- You can edit the smart lessons to take out material that is not the appropriate level for your students or add in additional learning material. Here is a [guide](#) which shows how to do this.

How EP Languages supports other strands and substrands across different levels:

Strand	Sub-strand	How EP supports this across the levels:
Communicating	Informing	Each of the EP Languages units contains lessons with reading and listening comprehension activities where students are exposed to a wide range of texts - students are required to read or listen to these texts and complete activities based on these. As the levels get higher, the complexity of the accompanying texts and activities also increase.
	Creating	In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and



		<p>Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>In the “extra for experts” section, students are required to complete a more creative task in the target language that relates to the unit studied.</p>
	Translating	<p>Throughout the different EP Languages units students are required to translate in different ways. At the Getting Started level they are required to recognise and understand the vocabulary.</p> <p>From Beginner level, our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not.</p> <p>Our reading and listening comprehension activities in the EP Languages units do not require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>



	Reflecting	<p>Each of the EP Languages units has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>At beginner level, there is a cultural lesson which introduces some key cultural elements relating to the unit and requires the students to reflect on this</p>
Understanding	Systems of Language	<p>Each of the EP Languages units introduces elements of the grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, and then an extensive variety of scaffolded activities ranging from recognition to free production.</p> <p>Aspects of grammar are also reinforced and practised in the vocabulary lists.</p> <p>In each of our EP Languages units, we have used different registers of language where appropriate and have shown examples of both informal and formal language.</p>
	Language variation and change	<p>In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context. Teachers can use this to illustrate language variation.</p> <p>Throughout the EP Languages units, we have tried to include many references to different countries where a target language might be spoken to highlight the global nature of different languages and in some cases examples are given of how the</p>



ep Education Perfect

Languages

		<p>language can change accordingly.</p> <p>Within the EP Languages listening comprehension, we try to use speakers of different accents.</p>
	<p>Role of Language and Culture</p>	<p>Each EP Languages unit, has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that students become familiar with the culture as they learn the language.</p>