

AC Chinese 9.0 Years 7-8

EP Curriculum Map

Years 7-8

Level Description – Years 07 and 08

In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Achievement Standard – Years 07 and 08

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.

Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

Content descriptions: Years 7 & 8

Communicating in Chinese:

Sub strand	Content descriptor	How can EP support this?
Interacting in Chinese	AC9LC8EC01 Interact with others using modelled language to exchange information in familiar contexts about self and personal world	<ul style="list-style-type: none"> • Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar contexts about self and personal world. • Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language. • Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts. • Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language. • The Getting Started and Beginner units focus on topics relating to self and personal world. • See the hyperlinked lessons in each unit in the content maps below.
	AC9LC8EC02 Develop language to interact in exchanges, routine, tasks and responsibilities related to classroom and interests	<ul style="list-style-type: none"> • EP Languages units are designed to introduce students to the necessary language to be able to interact in exchanges, routine, tasks and responsibilities related to the classroom. • Getting Started Unit 5 & 6 and Beginner Unit 3 introduce expressions to support students to interact in the classroom. See the hyperlinked lessons in each unit in the content maps below.

	<p>AC9LC8EC03</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>	<ul style="list-style-type: none"> • In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of information is modelled on the topic of organising activities relating to daily life and school environment. • In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information
<p>Mediating meaning in and between languages</p>	<p>AC9LC8EC04</p> <p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to culture, context, purpose and audience.</p> <p>AC9LC8EC05</p> <p>Develop and being to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts</p>	<ul style="list-style-type: none"> • In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways. • There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to locate and process information and ideas. • The Getting Started and Beginner units cover familiar topics. These tasks require students to develop strategies to interpret and translate. • See the listening and reading lessons hyperlinked in the content maps of each unit below.
<p>Creating text in Chinese</p>	<p>AC9LC8EC06</p> <p>Create spoken, written and multimodal informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions, and familiar characters and/or Pinyin</p>	<ul style="list-style-type: none"> • In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit. • See the hyperlinked lessons in the content map below.

Years 7-8: Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
Understanding systems of language	AC9LC8EU01 Recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation	<ul style="list-style-type: none"> • In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Chinese sound system including pitch, rhythm, stress and intonation. • There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation. • The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Chinese sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation. • See the listening and speaking lessons in the hyperlinked lessons in the content map below.
	AC9LC8EU02 develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts	<ul style="list-style-type: none"> • In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. • Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map. • In the speaking, writing and authentic tasks lessons within each unit, students use these grammar structures in context when creating spoken, written and multimodal texts.

	<p>AC9LC8EU03</p> <p>compare Chinese language structures and features with English, using familiar metalanguage</p>	<ul style="list-style-type: none"> • Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Chinese and English grammar.
<p>Understanding the interrelationship of language and culture</p>	<p>AC9LC8EU04</p> <p>Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p>	<ul style="list-style-type: none"> • Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture. • Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.

EP Lesson Recommendations:

For **Year 7-8 Chinese** we would recommend a combination of our **Getting Started and Beginner Chinese** courses which support the suggested **Thematic Contexts for Language use** in the [Languages Support Resource for the ACARA 9.0 Curriculum](#). Teachers can still assign from higher level content if appropriate.

Please see the course maps below:

Getting Started with Chinese: Self and Others

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 1: Greetings and Introductions	Unit 01.1: Introductions Unit 01.2: Greetings Unit 01.3: Practice Unit 01.4: Extension

	Unit 01.5 Speaking Unit 01.6: Authentic Task Unit 01: Greetings and Introductions Assessment Unit 01
Unit 2: Asking how are you	Unit 02.1: Asking how you are Unit 02.2: Saying how you are Unit 02.3: Practice Unit 02.4: Extension Unit 02.5 Speaking Unit 02.6: Authentic Task Unit 02: Asking how are you
Unit 3: Numbers	Unit 03.1: Numbers 0-99 Unit 03.2: Asking and Saying Phone Numbers Unit 03.3: Practice Unit 03.4: Extension Unit 03.5 Speaking Unit 03.6: Authentic Task Unit 03: Numbers Assessment Unit 03
Unit 4: Age and year level	Unit 04.1: Age Unit 04.2: Year level Unit 04.3: Practice Unit 04.4: Extension Unit 04.5 Speaking Unit 04.6: Authentic Task Unit 04: Age and year level Assessment Unit 04
Unit 5: Dates	Unit 05.1: Days of the week Unit 05.2: Dates Unit 05.3: Practice

	Unit 05.4: Extension Unit 05.5 Speaking Unit 05.6: Authentic Task Unit 05: Dates Assessment Unit 05
Unit 6: Colours	Unit 06.1: Colours Unit 06.2: Favourite Colour Unit 06.3: Practice Unit 06.4: Extension Unit 06.5: Speaking Unit 06: Colours Assessment Unit 06
Unit 7: Family	Unit 07.1: Family Members Unit 07.2: Introducing Family Members Unit 07.3: Practice Unit 07.4: Extension Unit 07.5: Speaking Unit 07: Family Assessment Unit 07
Unit 8: Animals	Unit 08.1: Pets and Animals Unit 08.2: Chinese Zodiac Unit 08.3: Practice Unit 08.4: Extension Unit 08.5: Speaking Unit 08: Animals Assessment Unit 08
Unit 9: Food	Unit 09.1: Food Unit 09.2: Drink Unit 09.3: Practice Unit 09.4: Extension Unit 09.5: Speaking

	Unit 09: Food Assessment Unit 09
Unit 10: Classroom Commands	Unit 10.1: Classroom Commands Unit 10.2: More Classroom Commands Unit 10.3: Practice Unit 10.4: Extension Unit 10.5: Speaking Unit 10: Classroom commands Assessment Unit 10

Beginner Chinese (A1): Self and Others

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 1: Greetings and Introductions	<p>Lessons:</p> <p>1. Introduction: Greetings and Introductions (Updated) 2. Vocabulary Practice: Greetings and Introductions 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 5. Writing: Greetings and Introductions 6. Speaking: Greetings and Introductions 7a. Grammar - Simple Sentences: Greetings and Introductions 7b. Grammar - Question Particle: Greetings and Introductions 8. Authentic Task: Greetings and Introductions</p> <p>Vocabulary lists:</p>

	<p>Unit 1: Greetings and Introductions - Core Vocabulary Unit 1: Greetings and Introductions - Extra Vocabulary</p> <p>Assessments: LIA/Beginners U01 Auto-marked LIA/Beginners U01 Speaking LIA/Beginners U01 Teacher-marked</p>
<p>Unit 2: Families and Pets</p>	<p>Lessons: 1. Introduction: Family and Pets (Updated) 2. Vocabulary Practice: Families and Pets 3. Listening Comprehension: Families and Pets 4. Reading Comprehension: Families and Pets 5. Writing: Family and Pets 6. Speaking: Families and Pets 7a. Grammar - Plural Form of Pronouns: Families and Pets 7b. Grammar - Possessives: Families and Pets 7c. Grammar - Measure words: Families and Pets 8. Authentic Task: Family and Pets</p> <p>Assessments: LIA/Beginners U02 Auto-marked LIA/Beginners U02 Speaking LIA/Beginners U02 Teacher-marked</p> <p>Vocabulary lists: Unit 2: Families and Pets - Core Vocabulary Unit 2: Families and Pets - Extra Vocabulary</p>
<p>Unit 3: The Classroom</p>	<p>Lessons: 1. Introduction: The Classroom (Updated) 2. Vocabulary Practice: The Classroom 3. Listening Comprehension: The Classroom</p>

	<p>4. Reading Comprehension: The Classroom 5. Writing: The Classroom 6. Speaking: The Classroom 7a. Grammar - Measure words: The Classroom 7b. Grammar - The Consistent Form of Pronouns: The Classroom 7c. Grammar - Conjunction 和: The Classroom 7d. Grammar - Position Word: The Classroom 8. Authentic Task: The Classroom</p> <p>Assessments: LIA/Beginners U03 Auto-marked LIA/Beginners U03 Speaking LIA/Beginners U03 Teacher-marked</p> <p>Vocabulary lists: Unit 3: The Classroom - Core Vocabulary Unit 3: The Classroom - Extra Vocabulary</p>
<p>Unit 4: Dates and Birthdays</p>	<p>Lessons: 1. Introduction: Dates and Birthdays (Updated) 2. Vocabulary Practice: Dates and Birthdays 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 5. Writing: Dates and Birthdays 6. Speaking: Dates and Birthdays 7a. Grammar - To be: Dates and Birthdays 7b. Grammar - Nominal Predicates: Dates and Birthdays 7c. Grammar - Sentence Order: Dates and Birthdays 7d. Grammar - Making Suggestions: Dates and Birthdays 8. Authentic Task: Dates and Birthdays</p> <hr/> <p>Assessments:</p>

	<p>LIA/Beginners U04 Auto-marked LIA/Beginners U04 Speaking LIA/Beginners U04 Teacher-marked</p> <p>Vocabulary lists: Unit 4: Dates and Birthdays - Core Vocabulary Unit 4: Dates and Birthdays - Extra Vocabulary</p>
<p>Unit 5: Countries and Nationalities</p>	<p>Lessons: 1. Introduction: Countries and Nationalities (Updated) 2. Vocabulary Practice: Countries and Nationalities 3. Listening Comprehension: Countries and Nationalities 4. Reading Comprehension: Countries and Nationalities 5. Writing: Countries and Nationalities 6. Speaking: Countries and Nationalities 7a. Grammar - 在 (zài): Countries and Nationalities 7b. Grammar - Demonstrative Pronouns: Countries and Nationalities 8. Authentic Task: Countries and Nationalities</p> <p>Assessments: LIA/Beginners U05 Auto-marked LIA/Beginners U05 Speaking LIA/Beginners U05 Teacher-marked</p> <p>Vocabulary lists: Unit 5: Countries and Nationalities - Core Vocabulary Unit 5: Countries and Nationalities - Extra Vocabulary</p>
<p>Unit 6: Talking About Meals</p>	<p>Lessons: 1. Introduction: Talking About Meals (Updated) 2. Vocabulary Practice: Talking About Meals</p>

	<p> 3. Listening Comprehension: Talking About Meals 4. Reading Comprehension: Talking About Meals 5. Writing: Talking About Meals 6. Speaking: Talking About Meals 7a. Grammar - Consistent Form: Talking About Meals 7b. Negative Sentences 不: Talking About Meals 8. Authentic Tasks: Talking About Meals </p> <p>Assessments:</p> <p> LIA/Beginners U06 Auto-marked LIA/Beginners U06 Speaking LIA/Beginners U06 Teacher-marked </p> <p>Vocabulary lists:</p> <p> Unit 6: Liking/Disliking Meals and Food - Core Vocabulary Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary </p>
<p>Unit 7: Describing People</p>	<p>Lessons:</p> <p> 1. Introduction: Describing People (Updated) 2. Vocabulary Practice: Describing People 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 5. Writing: Describing People 6. Speaking: Describing People 7a. Grammar - Interrogative Pronouns: Describing People 7b. Grammar - Comparative Form: Describing People 8. Extra for Experts: Describing People </p> <p>Assessments:</p> <p> LIA/Beginners U07 Auto-marked LIA/Beginners U07 Speaking LIA/Beginners U07 Teacher-marked </p>

	<p>Vocabulary lists: Unit 7: Describing People - Core Vocabulary Unit 7: Describing People - Extra Vocabulary</p>
<p>Unit 8: School Subjects</p>	<p>Lessons: 1. Introduction: School Subjects (Updated) 2. Vocabulary Practice: School Subjects 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 5. Writing: School Subjects 6. Speaking: School Subjects 7a. Grammar - Superlative Form: School Subjects 7b. Grammar - Compound Sentences: School Subjects 8. Extra for Experts: School Subjects</p> <p>Assessments: LIA/Beginners U08 Auto-marked LIA/Beginners U08 Speaking LIA/Beginners U08 Teacher-marked</p> <p>Vocabulary lists: Unit 8: School Subjects - Core Vocabulary Unit 8: School Subjects - Extra Vocabulary</p>
<p>Unit 9: Leisure Activities</p>	<p>Lessons: 1. Introduction Leisure Activities (Updated) 2. Vocabulary Practice: Leisure Activities 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 5. Writing: Leisure Activities 6. Speaking: Leisure Activities 7. Grammar - Multiple Verbs: Leisure Activities</p>

	<p>8. Extra for Experts: Leisure Activities</p> <p>Assessments: LIA/Beginners U09 Auto-marked LIA/Beginners U09 Speaking LIA/Beginners U09 Teacher-marked</p> <p>Vocabulary lists: Unit 9: Leisure Activities - Core Vocabulary Unit 9: Leisure Activities - Extra Vocabulary</p>
<p>Unit 10: My House</p>	<p>Lessons: 1. Introduction: My House (Updated) 2. Vocabulary Practice: My House 3. Listening Comprehension: My House 4. Reading Comprehension: My House 5. Writing: My House 6. Speaking: My House 7. Grammar - Two Negators: My House 8. Extra for Experts: My House</p> <p>Assessments: LIA/Beginners U10 Auto-marked LIA/Beginners U10 Speaking LIA/Beginners U10 Teacher-marked</p> <p>Vocabulary lists: Unit 10: My House - Core Vocabulary Unit 10: My House - Extra Vocabulary</p>