

# NSW Chinese EP Curriculum Map

Implementation in 2024

## Stage 4

---

Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while ensuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages 7-10 curriculum, as it addresses the curriculum's aims in the following ways:

**1. Empowering students to become effective communicators:**

EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

**2. Developing linguistic competence:**

The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

**3. Developing intercultural capability:**

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

**4. Learning to interact, understand, and create texts in the target language:**

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

**5. Reflecting on and understanding languages, cultures, and identity:**

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

**6. Developing an interest in and enjoyment of language learning:**

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience. Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

# Interacting in Chinese:

(Listening, Speaking)

## Outcomes: ML4-INT-01

Exchange information and opinions in a range of familiar contexts by using culturally appropriate language (NESAs)

**Content:** Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student’s preferred communication form(s).

| Sub strand  | Content descriptor                                       | How can EP support this?  | EP Suggested Units  |
|---|--|---|---|
| Exchanging and negotiating meaning to interact in the target language | Socialise with peers to build and maintain relationships | <p>All EP Units have content related to socialising with peers through greetings, introductions, descriptions, and conversations about personal life and preferences.</p> <p><b>Social Interaction:</b> Units provide foundational vocabulary and structures for initiating and maintaining social interactions.</p> <p><b>Negotiating Meaning:</b> Through varied topics, students learn to express thoughts, preferences, and requests, essential for negotiating meaning.</p> <p><b>Cultural Understanding:</b> Exposure to cultural elements (e.g., family structure, school life) enhances cultural appreciation and aids in meaningful exchanges.</p> <p><b>Building Relationships:</b> Focus on common topics like food, hobbies, and daily routines is vital for relationship-building among peers.</p> <p><b>Getting Started with Chinese</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Introductions, greetings, asking and telling names.</li> <li>● Alignment: Directly fosters skills for initial social interactions, essential for building relationships.</li> </ul> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> <p><a href="#">Unit 9: Food</a></p> <p><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Families and Pets</a></p> <p><a href="#">Unit 3: The Classroom</a></p> <p><a href="#">Unit 4: Dates and Birthdays</a></p> <p><a href="#">Unit 5: Countries and Nationalities</a></p> <p><a href="#">Unit 6: Talking About Meals</a></p> <p><a href="#">Unit 7: Describing People</a></p> <p><a href="#">Unit 8: School Subjects</a></p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Inquiring about well-being, expressing feelings.</li> <li>● Alignment: Encourages basic conversational exchanges, crucial for socialising and expressing care.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Numbers, asking and saying phone numbers.</li> <li>● Alignment: Provides tools for exchanging personal information, aiding in maintaining relationships.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Discussing age and academic year level.</li> <li>● Alignment: Enables sharing of personal details, relevant in peer interactions.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Days of the week, dates, and birthdays.</li> <li>● Alignment: Facilitates discussion of personal and social events.</li> </ul> <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Colours, expressing preferences.</li> <li>● Alignment: Helps express personal likes/dislikes, a common topic in peer interactions.</li> </ul> <p><b>Unit 7: Family</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Family members, introducing family.</li> <li>● Alignment: Encourages sharing of family context, a common ground in social conversations.</li> </ul> <p><b>Unit 8: Animals</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Pets and animals, expressing ownership.</li> <li>● Alignment: Offers vocabulary for discussing pets, a relatable topic among peers.</li> </ul> <p><b>Unit 9: Food</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Food and drink preferences.</li> <li>● Alignment: Enables discussions about common interests in food, a universal social topic.</li> </ul> <p><b>Unit 10: Classroom Commands</b></p> <ul style="list-style-type: none"> <li>● Key Elements: Classroom language, making requests.</li> </ul> | <p><a href="#">Unit 9: Leisure Activities</a></p> <p><a href="#">Unit 10: My House</a></p> |
|--|--|--|--|

- Alignment: Supports classroom interaction, essential for academic social settings.

### **Beginner Chinese Course**

#### **Unit 1: Greetings and Introductions**

- Focus: Greeting, introducing oneself, asking about feelings.
- Alignment: Fundamental for initiating social interactions and establishing initial contact with peers.

#### **Unit 2: Families and Pets**

- Focus: Discussing family members, pets, and using measure words.
- Alignment: Facilitates sharing of personal information and common interests, which are important in peer interactions.

#### **Unit 3: The Classroom**

- Focus: Classroom language, requests, apologies, and pronouns.
- Alignment: Provides practical language for classroom interaction, enhancing communication in an educational setting.

#### **Unit 4: Dates and Birthdays**

- Focus: Discussing age, birthdays, and dates.
- Alignment: Supports conversation about personal events, aiding in social exchanges among peers.

#### **Unit 5: Countries and Nationalities**

- Focus: Talking about nationalities, countries of residence, and using demonstrative pronouns.
- Alignment: Encourages discussions about cultural backgrounds, fostering understanding and connection among students.

#### **Unit 6: Talking About Meals**

- Focus: Discussing food preferences, ordering food, and understanding negation.
- Alignment: Enables conversations around a universally relatable topic, food, facilitating social bonding.

#### **Unit 7: Describing People**

- Focus: Describing appearance, using interrogative pronouns and comparative forms.

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>● Alignment: Equips students with language to describe and inquire about people, a common aspect of social interaction.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>● Focus: Talking about school subjects, expressing likes/dislikes, and constructing compound sentences.</li> <li>● Alignment: Relevant for school-based discussions, enabling students to share academic preferences and experiences.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>● Focus: Discussing hobbies, planning activities, and using multiple verbs in sentences.</li> <li>● Alignment: Provides vocabulary for common leisure activities, a typical topic in youth conversations.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>● Focus: Describing homes, rooms, and locations, and using negators.</li> <li>● Alignment: Enables students to talk about their living environment, a personal and relatable subject in social interactions.</li> </ul>  |  |
|  | <p><b>Understand and reciprocate information about their own and others' personal worlds</b></p> | <p>These units all involve exchanging information about personal life and interests, including family, pets, birthdays, nationality, food, hobbies, Food and housing.</p> <p><b>Beginner Level - "Ask about and describe people, places, and things of personal significance such as family and home." (NESA)</b></p> <p>Suggested Units:</p> <ul style="list-style-type: none"> <li>● <b>Getting Started with Chinese:</b> <ul style="list-style-type: none"> <li>○ Units 1 (Greetings and Introductions), 2 (Asking how are you), 3 (Numbers), 4 (Age and year level), 5 (Dates), 6 (Colours), 7 (Family), 8 (Animals), 9 (Food), 10 (Classroom Commands): These units cover basic introductions, family, and personal information, which are critical for describing people and places of personal significance.</li> </ul> </li> <li>● <b>Beginner Chinese Course:</b> <ul style="list-style-type: none"> <li>○ Units 1 (Greetings and Introductions), 2 (Families and Pets), 3 (The Classroom), 4 (Dates and Birthdays), 5 (Countries and Nationalities), 6 (Talking About Meals), 7 (Describing People), 8 (School Subjects), 9 (Leisure Activities), 10 (My House): These units focus on family, personal routines, describing people and places, and talking about one's home and school life, fitting the descriptor well.</li> </ul> </li> </ul> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> <p><a href="#">Unit 9: Food</a></p> <p><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Families and Pets</a></p> <p><a href="#">Unit 3: The Classroom</a></p> <p><a href="#">Unit 4: Dates and Birthdays</a></p> <p><a href="#">Unit 5: Countries and Nationalities</a></p> <p><a href="#">Unit 6: Talking About Meals</a></p> <p><a href="#">Unit 7: Describing People</a></p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b>Intermediate Level - "Describe sequences of events or actions such as weekend activities."(NESA)</b><br/>Suggested Units:</p> <ul style="list-style-type: none"> <li>• <b>Units 6 (Talking About Meals), 7 (Describing People), 9 (Leisure Activities):</b> These units help students describe daily activities, including meals and leisure activities, which are essential for discussing sequences of events in one's routine.</li> </ul> <p><b>Advanced Level - "Ask about, compare and describe differences in neighbourhoods and schools." (NESA)</b><br/>Suggested Units:</p> <ul style="list-style-type: none"> <li>• <b>Unit 8 (School Subjects), Unit 10 (My House):</b> These units allow students to describe their school experiences and discuss their living environment, which aligns with describing neighbourhoods and schools.</li> </ul>  | <p><a href="#">Unit 8: School Subjects</a><br/><a href="#">Unit 9: Leisure Activities</a><br/><a href="#">Unit 10: My House</a></p>  |
| <p>Express and explain emotions, opinions and personal preferences</p> |  | <p><b>Beginner Level: "Ask about and describe likes and dislikes."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 9 Food from the Getting Started Course or Unit 6: Talking About Meals</b> are a perfect fit for this level. The learning outcomes include talking about what food they like or dislike. The unit provides vocabulary practice, listening and reading comprehension topics about food preferences and dislikes. This aligns well with the beginner level requirement of asking about and describing likes and dislikes.</li> </ul> <p><b>Intermediate Level: "Explain a personal response to a familiar situation."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 08: School Subjects</b> The learning outcomes include expressing opinions about different subjects and teachers. This aligns with the intermediate level requirement of explaining a personal response to a familiar situation, such as expressing their thoughts about a particular subject or teacher.</li> </ul> <p><b>Advanced Level: "Ask about and explain satisfaction and dissatisfaction."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 10: My House</b> is a good fit for this level. The learning outcomes include describing their house, what rooms their home has, and where their house is located. The listening and reading comprehension topics include expressing opinions about their home and room. This aligns with the advanced level requirement of asking about and explaining satisfaction and dissatisfaction, as students can express their satisfaction or dissatisfaction with their living situation.</li> </ul> | <p><b>Getting Started Course</b><br/><a href="#">Unit 1: Greetings and Introductions</a><br/><a href="#">Unit 2: Asking how are you</a><br/><a href="#">Unit 3: Numbers</a><br/><a href="#">Unit 4: Age and year level</a><br/><a href="#">Unit 5: Dates</a><br/><a href="#">Unit 6: Colours</a><br/><a href="#">Unit 7: Family</a><br/><a href="#">Unit 8: Animals</a><br/><a href="#">Unit 9: Food</a><br/><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b><br/><a href="#">Unit 1: Greetings and Introductions</a><br/><a href="#">Unit 2: Families and Pets</a><br/><a href="#">Unit 3: The Classroom</a><br/><a href="#">Unit 4: Dates and Birthdays</a><br/><a href="#">Unit 5: Countries and Nationalities</a><br/><a href="#">Unit 6: Talking About Meals</a><br/><a href="#">Unit 7: Describing People</a><br/><a href="#">Unit 8: School Subjects</a><br/><a href="#">Unit 9: Leisure Activities</a><br/><a href="#">Unit 10: My House</a></p> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>The units' assessments also provide opportunities for students to demonstrate their understanding and application of the curriculum standard.</p>   |  |
|  | <p><b>Ask questions and describe actions</b></p> | <p><b>Beginner Level: "Ask for, give and respond to simple directions."</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 3: Numbers (Getting Started with Chinese)</b> <ul style="list-style-type: none"> <li>● Asking and Saying Phone Numbers: Students learn to ask and communicate phone numbers, which involves simple directional language.</li> </ul> </li> <li>● <b>Unit 4: Age and Year Level (Getting Started with Chinese)</b> <ul style="list-style-type: none"> <li>● Year Level: Involves asking and responding about year levels, which can incorporate direction-giving in an educational context.</li> </ul> </li> <li>● <b>Unit 3: The Classroom (Beginner Chinese Course)</b> <ul style="list-style-type: none"> <li>● Covers common classroom phrases and basic requests, aligning with the beginner level descriptor of giving and responding to simple directions.</li> </ul> </li> </ul> <p><b>Intermediate Level: "Request information about and describe travel plans."</b></p> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> Students learn to discuss dates, ages, and birthdays, which are essential components in planning and discussing travel plans.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>● Asking and telling dates and birthdays.</li> <li>● Making inquiries about age, which can be adapted to ask about the best travel times for different age groups.</li> </ul> </li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> This unit introduces students to conversations about different countries and nationalities, directly relating to travel discussions.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>● Talking about countries one has lived in or wants to visit.</li> <li>● Expressing opinions about living in different countries.</li> </ul> </li> </ul> <p><b>Unit 6: Talking About Meals</b></p> | <p><b>Getting Started Course</b><br/> <a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b><br/> <a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Families and Pets</a><br/> <a href="#">Unit 3: The Classroom</a><br/> <a href="#">Unit 4: Dates and Birthdays</a><br/> <a href="#">Unit 5: Countries and Nationalities</a><br/> <a href="#">Unit 6: Talking About Meals</a><br/> <a href="#">Unit 7: Describing People</a><br/> <a href="#">Unit 8: School Subjects</a><br/> <a href="#">Unit 9: Leisure Activities</a><br/> <a href="#">Unit 10: My House</a></p> |



|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>● <b>Relevance:</b> Discussing food preferences and restaurant experiences is a common aspect of travel.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>○ Describing meal preferences and experiences, which are useful in travel contexts like ordering food in a new place.</li> <li>○ Using language related to dining out, a common activity while travelling.</li> </ul> </li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> Leisure activities often form a significant part of travel experiences.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>● Discussing hobbies and pastime activities, which can include travel-related topics like sightseeing or hiking.</li> <li>● Planning activities, which is a skill directly transferable to organising travel itineraries.</li> </ul> </li> </ul> <p>Unit 10: My House</p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> Descriptions of one's living situation can lead to discussions about travel experiences or aspirations.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>● Talking about different types of houses and locations can segue into discussions about places visited or desired travel destinations.</li> </ul> </li> </ul> <p><b>Advanced Level: "Make and respond to suggestions or requests in formal situations such as in a shop, restaurant or airport."</b></p> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> This unit equips students with language skills for dining scenarios, a common formal situation.</li> <li>● <b>Key Skills:</b> <ul style="list-style-type: none"> <li>● Ordering food and drinks in a restaurant setting.</li> <li>● Expressing likes and dislikes about meals, which is a fundamental skill in making and responding to suggestions in dining situations.</li> </ul> </li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>● <b>Relevance:</b> Discussing nationalities and countries can involve formal dialogue, useful in settings like airports or international services.</li> </ul> |  |
|--|--|---|--|

- Key Skills:
  - Talking about different countries, which might come up in travel-related discussions at airports or tourist information centers.
  - Using formal language structures to discuss nationalities, which can be adapted to formal travel-related interactions.

#### **Unit 8: School Subjects**

- Relevance: Although focused on school subjects, the language structures taught can be applied to formal situations.
- Key Skills:
  - Discussing preferences and opinions about subjects, which can help in making and responding to suggestions in formal contexts.
  - Understanding and using complex sentence structures that are applicable in formal conversations, such as in shops or educational institutions.

#### **Unit 4: Dates and Birthdays**

- Relevance: Knowledge about dates is essential for formal discussions, especially in scenarios like booking or planning events.
- Key Skills:
  - Talking about dates and birthdays, skills that are directly applicable in formal scenarios like planning or booking travel dates at agencies or airports.

#### **Unit 9: Leisure Activities**

- Relevance: Leisure activities often involve formal arrangements or interactions, such as booking tours or tickets.
- Key Skills:
  - Discussing various leisure activities, which can include formal arrangements like ticket booking or tour scheduling.
  - Planning and suggesting activities, a skill that is useful in formal situations where recommendations are needed.

#### *Differentiating within one lesson:*

- **In Unit 1, beginner students** learn how to ask and answer basic questions about themselves and others, such as "What's your name?" and "How are you?" **Intermediate and advanced students** can build on the foundational language skills learned at the start of each smart lesson by engaging with the

|  |   |  |  |
|--|---|--|--|
|  |   | <p>more complex content that is available in the middle to the end of each smart EP lesson.</p> <ul style="list-style-type: none"> <li>• For example, <b>in Unit 1</b>, beginner students learn basic Chinese greetings and introductions. Intermediate and advanced students can build on this by practising more advanced conversation skills in the extended responses sections of the writing and speaking lessons. Similarly, <b>in Unit2</b>, beginner students learn common classroom phrases, while intermediate and advanced students can practise more complex dialogue with teachers and classmates, and engage in role-play scenarios that require more sophisticated language skills.</li> <li>• The scaffolded content in Education Perfect's smart lessons allows intermediate and advanced students to continue building on their language proficiency by completing the more challenging content available in each lesson. This ensures that students of all proficiency levels can work on the same topics, but at a level that is appropriate for their abilities.</li> </ul>   |  |
|  | <p><b>Use a range of communication strategies to facilitate interactions in familiar contexts</b></p> | <p>In each EP Languages unit, students encounter a wealth of spoken input that demonstrates effective communication within the context of the unit's topic. This exposure helps them understand how to exchange information using the target language.</p> <p>EP's interactive features, such as information slides, annotated text, media integration, and embedded external content, are valuable tools in learning key expressions and vocabulary. Information slides introduce new concepts or provide a recap at the end of a lesson, requiring students to spend a minimum of three seconds on each slide before moving forward. Annotated text is useful for providing elaborations or hints, while media integration allows teachers to incorporate audio, images, or videos to engage students or serve as question prompts.</p> <p>The embed feature enables the integration of external resources, helping students to learn essential expressions and vocabulary for asking for help or clarification when they encounter difficulties with specific concepts or language structures. Additionally, the automatic explanations provided in quizzes when students make errors are valuable learning opportunities for understanding the correct answer and expanding their knowledge.</p> <p><b>Example of application:</b></p> | <p><b>Getting Started Course</b><br/> <a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b><br/> <a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Families and Pets</a><br/> <a href="#">Unit 3: The Classroom</a><br/> <a href="#">Unit 4: Dates and Birthdays</a><br/> <a href="#">Unit 5: Countries and Nationalities</a><br/> <a href="#">Unit 6: Talking About Meals</a><br/> <a href="#">Unit 7: Describing People</a><br/> <a href="#">Unit 8: School Subjects</a><br/> <a href="#">Unit 9: Leisure Activities</a><br/> <a href="#">Unit 10: My House</a></p> |

**Beginner Level: "Ask for help or clarification of what is being said or done."**

This level involves units from the "Getting Started with Chinese" course where students learn basic communication skills, essential vocabulary, and simple sentence structures.

- **Unit 1: Greetings and Introductions** - Students learn to greet, introduce themselves, and ask for names, enabling them to seek clarification on basic personal information.
- **Unit 2: Asking How Are You** - Teaches students to inquire about someone's well-being and ask for names, fostering basic conversational skills.
- **Unit 3: Numbers** - Understanding and using numbers, including asking for phone numbers, supports asking for clarification in everyday situations.
- **Unit 4: Age and Year Level** - Learning to ask and tell age and year level enhances students' ability to seek information in an educational context.
- **Unit 5: Dates** - Asking about days and dates equips students with the language necessary for clarifying time-related information.
- **Unit 6: Colours** - Discussing colours enables students to describe and inquire about the attributes of objects.
- **Unit 7: Family** - Learning family-related vocabulary aids in understanding and clarifying family relationships.
- **Unit 8: Animals** - Discussing pets and animals in Chinese allows for basic conversations and clarification requests about common animals.
- **Unit 9: Food** - Understanding food vocabulary enables students to ask questions and seek clarification when discussing meals.
- **Unit 10: Classroom Commands** - Learning classroom-related phrases empowers students to seek help or clarification in a classroom setting.

**Intermediate Level: "Offer to explain or clarify for others."**

At this level, students use units from the "Beginner Chinese" course to enhance their ability to offer explanations or clarifications.

- **Unit 1: Greetings and Introductions** - Expands on basic greetings, enabling students to offer explanations in social interactions.
- **Unit 2: Families and Pets** - Discussing family and pets allows students to explain family dynamics and pet preferences.
- **Unit 3: The Classroom** - Understanding classroom language helps students clarify classroom-related topics.
- **Unit 4: Dates and Birthdays** - Discussing ages and birthdays enables students to clarify and explain personal events.

|   |   |  |   |
|---|---|--|---|
|   |   | <ul style="list-style-type: none"> <li>● <b>Unit 5: Countries and Nationalities</b> - Talking about nationalities and countries enables students to offer explanations about geographic and cultural backgrounds.</li> <li>● <b>Unit 6: Talking About Meals</b> - Discussing food preferences allows students to clarify choices and recommendations regarding meals.</li> <li>● <b>Unit 7: Describing People</b> - Enables students to offer detailed descriptions and clarifications about people's appearance and characteristics.</li> <li>● <b>Unit 8: School Subjects</b> - Discussing academic subjects empowers students to explain preferences and experiences related to school.</li> <li>● <b>Unit 9: Leisure Activities</b> - Understanding hobbies and free-time activities enables students to clarify and share interests.</li> <li>● <b>Unit 10: My House</b> - Discussing living situations allows students to clarify and describe their home environment.</li> </ul> <p><b>Advanced Level: "Paraphrase, elaborate on and clarify group contributions."</b><br/>This level involves advanced communicative strategies, where students from the "Beginner Chinese" course can paraphrase, elaborate, and clarify discussions.</p> <ul style="list-style-type: none"> <li>● <b>Units 1-10 of the "Beginner Chinese" course</b> provide a foundation for students to engage in more complex discussions. As they progress, they can explain intricate details, paraphrase conversations, and contribute to group discussions with greater clarity and depth. For example, in "Unit 4: Dates and Birthdays," students might elaborate on cultural differences in celebrating birthdays, or in "Unit 7: Describing People," they could paraphrase descriptions of individuals, adding their observations to group discussions.</li> </ul> |   |
| <p><b>Applying knowledge of language systems to interact in the target language</b></p> | <p><b>Use features of the sound system in spoken interactions</b></p> | <p>EP Languages units are designed to provide students with ample listening and speaking input, which models the exchange of information on the topic of the unit.</p> <p>EP helps students develop their ability to use the features of the sound system in spoken interactions through its listening comprehension section. In this section of each unit, <b>students are exposed to 8-10 listening comprehension texts</b>, recorded by native speakers, that highlight various features of the target language sound system, such as pitch, rhythm, stress, and intonation. By listening to and analysing these texts, students can develop their listening skills and improve their ability to recognise and reproduce these features in their own speech.</p>  | <p><b>Getting Started Course</b><br/> <a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b></p> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>Another key feature of EP's language units is the speaking section. In this section, students are required to complete a variety of speaking tasks that enable them to practise and refine their pronunciation skills. For example, students are given exercises to practise word-level and sentence-level pronunciation, which allows them to focus on the different aspects of the target language sound patterns.</p> <p>One effective technique used in EP's speaking section is the vocabulary list activity. This activity requires students to record their pronunciation of a word, listen back to their recording, and compare it to a native speaker's recording. By repeating the word as many times as necessary, students can perfect their pronunciation of individual words. Similarly, the sentence-level pronunciation activity allows students to practise the correct intonation and stress patterns for sentences, which is essential for effective communication in the target language.</p> <p><b>Getting Started with Chinese:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings and Introductions:</b> Pronunciation focuses on greetings, introductions, and basic vocabulary. Emphasises proper articulation of Chinese phonetics.</li> <li>● <b>Asking How Are You:</b> Practises intonation in questions and responses.</li> <li>● <b>Numbers, Age, and Year Level:</b> Reinforces the pronunciation of numbers and age-related terms.</li> <li>● <b>Dates and Colours:</b> Encourages correct pronunciation of date and colour terms, critical for everyday conversations.</li> <li>● <b>Family and Animals:</b> Focuses on family-related vocabulary and animal names, enhancing verbal skills.</li> <li>● <b>Food and Classroom Commands:</b> Includes pronunciation practice for food-related terms and classroom instructions.</li> </ul> <p><b>Chinese Beginner Course:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings, Families, and Classroom:</b> Similar focus on pronunciation and intonation in everyday interactions.</li> <li>● <b>Dates, Birthdays, and Countries:</b> Expands vocabulary with an emphasis on correct pronunciation.</li> <li>● <b>Meals, Describing People, and School Subjects:</b> Further develops pronunciation skills in diverse contexts.</li> </ul> | <p><a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Families and Pets</a><br/> <a href="#">Unit 3: The Classroom</a><br/> <a href="#">Unit 4: Dates and Birthdays</a><br/> <a href="#">Unit 5: Countries and Nationalities</a><br/> <a href="#">Unit 6: Talking About Meals</a><br/> <a href="#">Unit 7: Describing People</a><br/> <a href="#">Unit 8: School Subjects</a><br/> <a href="#">Unit 9: Leisure Activities</a><br/> <a href="#">Unit 10: My House</a></p> <p><b>Beginners Units 1-10 (Listening comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> |
|--|--|--|---|

|  |   |  |  |
|--|---|--|--|
|  |   | <ul style="list-style-type: none"> <li>Leisure Activities and Home Description: Encourages mastery in pronunciation of activity-related and home-related terms.</li> </ul> <p><b>Mapping to NSW Curriculum:</b></p> <ul style="list-style-type: none"> <li><b>Sound System Features:</b> Both courses emphasise pronunciation, a key element of the sound system in language learning.</li> <li><b>Spoken Interactions:</b> Regular speaking exercises, including comparison with native speakers, enhance spoken interaction skills.</li> <li><b>Progressive Complexity:</b> Starting with basic greetings and moving to more complex conversations ensures a gradual increase in proficiency.</li> </ul>   | <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: My House</a></li> </ul>  |
|  | <p><b>Use relevant and familiar vocabulary from a range of themes to create texts</b></p> | <p><b>Relevant and Familiar Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Both courses introduce students to basic, relevant vocabulary within a range of themes, such as greetings, family, classroom phrases, numbers, dates, and more. For example, in the "Getting Started with Chinese" course, Unit 1 focuses on "Greetings and Introductions," teaching phrases like "Hello," asking for someone's name, and introducing oneself. This directly supports the NSW curriculum's emphasis on using familiar vocabulary.</li> </ul> <p><b>Range of Themes:</b></p> <ul style="list-style-type: none"> <li>The courses cover a diverse range of themes. For instance, Unit 2 in "Getting Started with Chinese" covers "Asking How Are You," and Unit 6 explores "Colours," while the "Chinese Beginner Course" includes themes like "School Subjects" and "Leisure Activities." These themes are common and relatable to students, aiding in creating meaningful and engaging learning experiences.</li> </ul> <p><b>Creating Texts:</b></p> <ul style="list-style-type: none"> <li>Each unit includes exercises that focus on listening, reading, writing, and speaking. This comprehensive approach allows students to use the vocabulary they learn to create texts, fulfilling the NSW curriculum's objective. For example, in Unit 5 ("Dates") of the "Getting Started with Chinese" course, students are introduced to days of the week and dates, and then they practise these through writing exercises, speaking tasks, and comprehension activities.</li> </ul> <p><b>Examples from Units:</b></p> <p><b>Unit 1.1 - Introductions (Getting Started with Chinese):</b></p> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> <p><a href="#">Unit 9: Food</a></p> <p><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Families and Pets</a></p> <p><a href="#">Unit 3: The Classroom</a></p> <p><a href="#">Unit 4: Dates and Birthdays</a></p> <p><a href="#">Unit 5: Countries and Nationalities</a></p> <p><a href="#">Unit 6: Talking About Meals</a></p> <p><a href="#">Unit 7: Describing People</a></p> <p><a href="#">Unit 8: School Subjects</a></p> <p><a href="#">Unit 9: Leisure Activities</a></p> <p><a href="#">Unit 10: My House</a></p> |

|  |   |   |   |
|--|---|---|---|
|  |   | <ul style="list-style-type: none"> <li>Students learn core vocabulary for introductions, practise through vocabulary recognition exercises, and engage in writing and speaking exercises. This unit helps students create simple introductory texts using familiar vocabulary.</li> </ul> <p><b>Unit 5 - Countries and Nationalities (Chinese Beginner Course):</b></p> <ul style="list-style-type: none"> <li>The learning outcomes include talking about nationality and countries of residence. The lessons include grammar points like prepositions (在) and demonstrative pronouns (这, 那), facilitating the creation of texts about one's background, which is a common theme in beginner language learning.</li> </ul> <p><b>Unit 6 - Talking About Meals (Chinese Beginner Course):</b></p> <ul style="list-style-type: none"> <li>This unit covers vocabulary for food items and expressions for likes and dislikes, coupled with grammar points relevant to expressing preferences. It allows students to create texts discussing their meal preferences, an engaging and relevant theme for young learners.</li> </ul> | <p><b>Intermediate Course</b></p> <p><a href="#">Unit 02: Fashion and Shopping for clothes</a></p> <p><a href="#">Unit 5: Past Holidays</a></p> <p><b>Advanced Course</b></p> <p><a href="#">Unit 07 - Technology Lesson</a></p>  |
|  | <p><b>Use structures and features of the grammatical system to interact</b></p> | <p>In both courses, the units are structured to ensure a gradual and comprehensive acquisition of Chinese grammatical structures, which aligns well with the NSW syllabus's focus on using the grammatical system for interaction. The progression from basic greetings and introductions</p> <p>In every Education Perfect Chinese Beginner unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point,</p>  | <p><b>Beginners Course (Grammar lessons)</b></p> <p><b><a href="#">Unit 1: Greetings and Introductions</a></b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Simple Sentences: Greetings and Introductions</a></li> <li><a href="#">7b. Grammar - Question Particle: Greetings and Introductions</a></li> </ul> <p><b><a href="#">Unit 2: Families and Pets</a></b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Plural Form of</a></li> </ul> |



|  |  |  |  |
|--|--|--|--|
|  |  | <p>explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.</p> <p>The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.</p> <p>The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.</p> <p>Examples from Units:</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>Application: Students learn basic greetings and introductions, essential for initiating any interaction in Chinese. This foundational vocabulary and sentence structure lay the groundwork for further communication.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>Application: Understanding and using expressions for emotions and well-being are crucial in daily interactions. This unit empowers students to engage in basic social exchanges, showing interest in others' well-being.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>Application: Mastery of numbers enables students to engage in everyday interactions involving quantities, prices, dates, or phone numbers, enhancing their functional communication skills.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> | <ul style="list-style-type: none"> <li><a href="#">Pronouns: Families and Pets</a></li> <li><a href="#">7b. Grammar - Possessives: Families and Pets</a></li> <li><a href="#">7c. Grammar - Measure words: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Measure words: The Classroom</a></li> <li><a href="#">7b. Grammar - The Consistent Form of Pronouns: The Classroom</a></li> <li><a href="#">7c. Grammar - Conjunction 和: The Classroom</a></li> <li><a href="#">7d. Grammar - Position Word: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - To be: Dates and Birthdays</a></li> <li><a href="#">7b. Grammar - Nominal Predicates: Dates and Birthdays</a></li> <li><a href="#">7c. Grammar - Sentence Order: Dates and Birthdays</a></li> <li><a href="#">7d. Grammar - Making Suggestions: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - 在 (zài): Countries and Nationalities</a></li> <li><a href="#">7b. Grammar - Demonstrative Pronouns: Countries and</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Consistent Form: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Interrogative Pronouns: Describing People</a></li> <li><a href="#">7b. Grammar - Comparative Form: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Superlative Form: School Subjects</a></li> <li><a href="#">7b. Grammar - Compound</a></li> </ul> |
|--|--|--|--|

- Application: Asking and talking about age and educational level is common in introductory conversations. This unit helps students participate in such basic interactions.

**Unit 5: Dates**

- Application: Understanding and discussing dates and days of the week is fundamental for making arrangements and discussing schedules, which are common interactional needs.

**Unit 6: Colours**

- Application: Colour vocabulary is often used in descriptions. This unit allows students to describe objects and express preferences, aiding in more descriptive interactions.

**Unit 7: Family**

- Application: Discussing family is a frequent topic in personal interactions. This unit provides the vocabulary and structures needed for such discussions.

**Unit 8: Animals**

- Application: Talking about pets and animals is a common conversational topic. This unit enables students to engage in such conversations, enhancing their communicative competence.

**Unit 9: Food**

- Application: Food is a universal topic of interest and conversation. Learning to discuss food preferences and experiences aids students in social interactions around eating and cuisine.

**Unit 10: Classroom Commands**

- Application: Classroom language is crucial for students to follow instructions and interact in an educational setting. This unit specifically tailors to the immediate interactional needs within a classroom environment.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- Application: Expands on basic interaction skills, introducing question particles and sentence structures that are essential for forming questions and making introductions.

**Unit 2: Families and Pets**

[Sentences: School Subjects](#)

**Unit 9: Leisure Activities**

- [7. Grammar - Multiple Verbs: Leisure Activities](#)

**Unit 10: My House**

- [7. Grammar - Two Negators: My House](#)

- Application: Enhances the ability to talk about family and pets using plurals, possessives, and measure words, important for detailed personal interactions.

**Unit 3: The Classroom**

- Application: Provides specific language skills for interacting in a classroom setting, including making requests and talking about classroom items.

**Unit 4: Dates and Birthdays**

- Application: Focuses on expressing dates and events, crucial for discussing personal information and making plans, a key aspect of interactive communication.

**Unit 5: Countries and Nationalities**

- Application: Enables students to discuss where they are from and where they live, fostering interactions that include sharing personal and cultural information.

**Unit 6: Talking About Meals**

- Application: Discussing meals and preferences is a common interactive scenario. This unit's focus on expressing likes, dislikes, and habits in eating is directly relevant to everyday communication.

**Unit 7: Describing People**

- Application: Equips students with the language necessary to describe people's appearances and characteristics, enhancing their ability to engage in descriptive conversations.

**Unit 8: School Subjects**

- Application: Focuses on discussing academic preferences and opinions, relevant for school-aged learners and their everyday conversational topics.

**Unit 9: Leisure Activities**

- Application: By learning to talk about hobbies and leisure activities, students can engage in more personal and interest-based interactions, which are vital for social communication.

**Unit 10: My House**

- Application: Discussing one's living situation and home environment is a common topic in interaction. This unit provides the necessary vocabulary and structures for such conversations.

|  |   |   |  |
|--|---|---|--|
| <p><b>Applying knowledge of the target language culture(s) to interact</b></p> | <p><b>Use language that is appropriate to cultural practices and values to interact</b></p> | <p>Each of these units from Education Perfect not only teaches the Chinese language but also immerses students in the cultural context of the language. This approach aligns with the NSW Curriculum descriptor, as it allows students to use language in a way that is sensitive to and reflective of Chinese cultural practices and values. By understanding and respecting these cultural nuances, students can engage in more meaningful and appropriate interactions in Chinese, thereby achieving a deeper level of communicative competence.</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Teaches basic greetings, including culturally appropriate ways to address others. Understanding the norms of polite greetings is crucial for respectful interactions.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Introduces phrases to inquire about someone's well-being, reflecting the value placed on personal health and social concern in Chinese culture.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: While primarily functional, understanding numbers can also be important in contexts like festivals or traditions where numbers have cultural significance.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Discussing age and educational level is common in Chinese culture, often reflecting respect for seniority and education.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Knowledge of dates, including understanding the Chinese calendar, is vital for discussing and participating in cultural events and festivals.</li> </ul> <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Colour symbolism is significant in Chinese culture. Understanding colours can assist in culturally sensitive communication, such as avoiding certain colours in specific contexts.</li> </ul> <p><b>Unit 7: Family</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Emphasises family terms, reflecting the importance of family in Chinese culture. This includes understanding how to address different family members.</li> </ul> <p><b>Unit 8: Animals</b></p> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> <p><a href="#">Unit 9: Food</a></p> <p><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Families and Pets</a></p> <p><a href="#">Unit 3: The Classroom</a></p> <p><a href="#">Unit 4: Dates and Birthdays</a></p> <p><a href="#">Unit 5: Countries and Nationalities</a></p> <p><a href="#">Unit 6: Talking About Meals</a></p> <p><a href="#">Unit 7: Describing People</a></p> <p><a href="#">Unit 8: School Subjects</a></p> <p><a href="#">Unit 9: Leisure Activities</a></p> <p><a href="#">Unit 10: My House</a></p> |
|--|---|---|--|

- Cultural Relevance: Some animals have cultural symbolism. For instance, knowledge about the Chinese zodiac can facilitate cultural understanding and interaction.

**Unit 9: Food**

- Cultural Relevance: Food is central to Chinese culture. Discussing food preferences and practices can lead to deeper cultural understanding and connection.

**Unit 10: Classroom Commands**

- Cultural Relevance: Understanding classroom language is essential, especially considering the high value placed on education and learning in Chinese culture.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- Cultural Relevance: Builds on understanding cultural nuances in greetings and introductions, reinforcing appropriate ways to interact in various social settings.

**Unit 2: Families and Pets**

- Cultural Relevance: Expands on family vocabulary, respecting the hierarchical and relational aspects of Chinese family structure in communication.

**Unit 3: The Classroom**

- Cultural Relevance: Provides language for navigating classroom settings, reflecting respect and politeness, which are important cultural values in educational contexts.

**Unit 4: Dates and Birthdays**

- Cultural Relevance: Understanding dates is key to acknowledging culturally significant days, such as traditional birthdays and festivals.

**Unit 5: Countries and Nationalities**

- Cultural Relevance: Discussing nationalities and countries, students learn to respect and acknowledge diversity, fostering cross-cultural understanding.

**Unit 6: Talking About Meals**

- Cultural Relevance: Encourages cultural exchange through the topic of food, a central aspect of Chinese culture and social life.

**Unit 7: Describing People**

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Cultural Relevance: Teaches how to describe people in a culturally sensitive manner, respecting the norms and values around personal description and compliments.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Discussing academic preferences can involve cultural elements, like comparing educational systems or subjects unique to China.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Understanding and talking about leisure activities includes learning about activities that are unique or particularly popular in Chinese culture, such as traditional games or arts.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• Cultural Relevance: Discussing one's living environment can lead to conversations about regional differences and housing styles in China, reflecting cultural and societal values.</li> </ul> |  |
|--|--|---|--|



# Understanding Texts:

(Listening, Speaking, Reading, Writing)

## Outcome: ML4-UND-01

**Interprets and responds to information, opinions and ideas in texts to demonstrate understanding**

| Sub strand | Content descriptor | How can EP support this? | EP Suggested Units |
|------------|--------------------|--------------------------|--------------------|
|------------|--------------------|--------------------------|--------------------|

|  |   |  |  |
|--|---|--|--|
| <p><b>Understanding and responding to spoken, written and multimodal target language texts</b></p> | <p><b>Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes</b></p> | <p>Both the "Getting Started with Chinese Course" and "Beginner Chinese Course" from Education Perfect align significantly with the NSW Modern Languages K-10 Syllabus in the area of understanding and responding to spoken, written, and multimodal texts. They cover a range of familiar themes and incorporate various learning modes (listening, reading, writing, and speaking) essential for language comprehension as outlined in the syllabus. The courses also integrate cultural elements, enhancing students' intercultural understanding.</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Introduces listening, reading, and viewing of basic texts involving greetings and introductions, which are predictable and familiar themes for beginners.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Engages students with texts and dialogues about well-being and feelings, familiar themes in everyday communication.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Provides exposure to texts involving numbers, such as phone numbers or prices, which are common and predictable in real-life contexts.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Includes texts discussing age and education level, allowing students to practise understanding and interpreting this commonly encountered information.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Familiarizes students with texts related to dates and time, which are frequently encountered in various contexts.</li> </ul> <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Presents texts involving colour descriptions, a theme that's both familiar and easy to visualise for beginners.</li> </ul> <p><b>Unit 7: Family</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Exposes students to family-related dialogues and texts, a theme central to everyday conversations.</li> </ul> <p><b>Unit 8: Animals</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Includes predictable texts about pets and animals, a topic of common interest and familiarity.</li> </ul> <p><b>Unit 9: Food</b></p> | <p><b>Beginners Units 1-10 (Listening and Reading comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>• <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Families and Pets</a></li> <li>• <a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>• <a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>• <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> <li>• <a href="#">4. Reading Comprehension: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Talking About Meals</a></li> <li>• <a href="#">4. Reading Comprehension: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Describing People</a></li> <li>• <a href="#">4. Reading Comprehension: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>• <a href="#">4. Reading Comprehension: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Leisure</a></li> </ul> |
|--|---|--|--|



- **Skill Development:** Engages with texts about food and eating habits, which are relatable and commonly discussed themes.

**Unit 10: Classroom Commands**

- Skill Development: Focuses on classroom-related language, which is a predictable and familiar setting for students.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- Skill Development: Continues to develop skills in understanding greetings and introductions, with more complex and varied texts.

**Unit 2: Families and Pets**

- Skill Development: Expands on the theme of family and pets, incorporating more diverse opinions and ideas within the texts.

**Unit 3: The Classroom**

- Skill Development: Offers a range of texts related to classroom experiences, a familiar theme for students, including different viewpoints and ideas.

**Unit 4: Dates and Birthdays**

- Skill Development: Presents varied texts discussing dates, birthdays, and celebrations, themes that are relatable and engaging for students.

**Unit 5: Countries and Nationalities**

- Skill Development: Introduces texts about different countries and nationalities, familiar themes broadened to include a global perspective.

**Unit 6: Talking About Meals**

- Skill Development: Covers texts on meal preferences and dining experiences, a universal theme with a wide range of ideas and opinions.

**Unit 7: Describing People**

- Skill Development: Engages with texts that describe people, incorporating a range of descriptive language within a familiar context.

**Unit 8: School Subjects**

- Skill Development: Includes texts about school subjects and academic preferences, which are relatable and commonly discussed among students, reflecting a range of opinions and ideas.

**Unit 9: Leisure Activities**

- Skill Development: Provides exposure to texts discussing various leisure activities, a theme that resonates with students' interests and experiences.

[Activities](#)

- [4. Reading Comprehension: Leisure Activities](#)

**Unit 10: My House**

- [3. Listening Comprehension: My House](#)
- [4. Reading Comprehension: My House](#)

|  |  |   |   |
|--|--|---|---|
|  |  | <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• Skill Development: Offers texts describing homes and living situations, a familiar and everyday theme that allows for diverse descriptions and viewpoints.</li> </ul>  |   |
|  | <p><b>Content descriptor:</b><br/>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p> | <p>Each unit of the courses is designed to progressively build comprehension skills in various contexts. By engaging with diverse text types and topics, students develop strategies to interpret information, opinions, and ideas, aligning with the curriculum's goal of enhancing text comprehension in Chinese.</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• Introduction to basic vocabulary and phrases.</li> <li>• Activities focusing on listening and reading comprehension, such as interpreting greetings and introductions in various contexts.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>• Extension of vocabulary and phrases related to personal well-being.</li> <li>• Comprehension exercises based on dialogues and texts about feelings and polite conversations.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>• Learning numbers and their usage in everyday conversation.</li> <li>• Exercises involving listening and reading comprehension around numerical information, such as phone numbers.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and sentences about age and academic year.</li> <li>• Comprehension of spoken and written texts about personal details.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>• Learning how to express dates and days of the week.</li> <li>• Comprehension tasks involving understanding and responding to information about dates and times.</li> </ul> <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>• Introduction to vocabulary about colours.</li> </ul> | <p><b>Beginners Units 1-10 (Listening and Reading comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>• <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Families and Pets</a></li> <li>• <a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>• <a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>• <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> <li>• <a href="#">4. Reading Comprehension: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Talking About Meals</a></li> <li>• <a href="#">4. Reading Comprehension: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Describing People</a></li> <li>• <a href="#">4. Reading Comprehension: Describing</a></li> </ul> |

- Listening and reading exercises focused on descriptions and preferences regarding colours.

**Unit 7: Family**

- Vocabulary and structures about family members.
- Comprehension tasks related to family descriptions and relationships.

**Unit 8: Animals**

- Learning animal names and related vocabulary.
- Comprehension activities based on texts and dialogues about animals and pets.

**Unit 9: Food**

- Vocabulary related to food and eating habits.
- Listening and reading comprehension exercises about food preferences and habits.

**Unit 10: Classroom Commands**

- Understanding classroom-related language.
- Comprehension of classroom instructions and commands.

**Beginner Chinese:**

**Unit 1: Greetings and Introductions**

- Expanding on basic greetings and introductions.
- More complex listening and reading comprehension tasks.

**Unit 2: Families and Pets**

- Deeper exploration of family vocabulary.
- Comprehension tasks involving detailed family and pet descriptions.

**Unit 3: The Classroom**

- Focused on classroom language and items.
- Comprehension of classroom scenarios and requests.

**Unit 4: Dates and Birthdays**

- Discussing dates, birthdays, and related events.
- Comprehension exercises involving questions about birthdays, dates, and ages.

**Unit 5: Countries and Nationalities**

- Talking about countries, nationalities, and languages.
- Listening and reading exercises about origins and residence.

People

**Unit 8: School Subjects**

- [3. Listening Comprehension: School Subjects](#)
- [4. Reading Comprehension: School Subjects](#)

**Unit 9: Leisure Activities**

- [3. Listening Comprehension: Leisure Activities](#)
- [4. Reading Comprehension: Leisure Activities](#)

**Unit 10: My House**

- [3. Listening Comprehension: My House](#)
- [4. Reading Comprehension: My House](#)

|  |   |  |  |
|--|---|--|--|
|  |   | <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>● Discussing meals, preferences, and ordering food.</li> <li>● Comprehension tasks about meal-related conversations and ordering at restaurants.</li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>● Vocabulary and structures for describing people.</li> <li>● Comprehension activities focusing on physical appearance and personal attributes.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>● Discussing school subjects and opinions about them.</li> <li>● Comprehension tasks based on school-related topics and preferences.</li> </ul> <p>Unit 9: Leisure Activities</p> <ul style="list-style-type: none"> <li>● Talking about hobbies and free-time activities.</li> <li>● Comprehension exercises about hobbies and plans.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>● Describing houses, rooms, and locations.</li> <li>● Comprehension of descriptions and discussions about living spaces.</li> </ul> |  |
|  | <p><b>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</b></p> | <p>EP supports students in responding appropriately to texts in the target language or English. The platform offers a range of resources, activities, and methods to ensure students can practise listening, reading, writing, and speaking skills while interpreting information, opinions, and ideas. EP enhances students' comprehension and engagement with genuine content by providing diverse resources.</p> <p>The platform accommodates different proficiency levels, ensuring that all students benefit from interacting with authentic texts.</p> <p><i>Example:</i><br/>Beginner students create English responses based on target language narrative texts, while intermediate students can develop target language responses in the immersion smart lessons. Advanced students can focus on classifying and presenting data extracted from target language factual texts, such as websites or other text types.</p> <p><b>Common Themes Across Both Courses:</b></p>   | <p><b>Beginners Units 1-10 (Listening and Reading comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>● <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Families and Pets</a></li> <li>● <a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>● <a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> |

- **Core Vocabulary and Phrases:** Both courses start with foundational language skills, essential for understanding main ideas and details.
- **Listening and Reading Comprehension:** Emphasis on interpreting spoken and written texts, with a gradual increase in complexity from "Getting Started" to "Beginner."
- **Interactive Exercises:** Activities like vocabulary recognition, comprehension questions, and speaking practices foster active engagement with the language.
- **Grammar and Sentence Structure:** Understanding basic grammar helps in interpreting and forming appropriate responses.
- **Cultural Context:** Insights into Chinese culture and practices enhance comprehension of context-specific texts and dialogues.

These courses, with their structured approach in teaching vocabulary, grammar, and comprehension skills, align well with the NSW syllabus' emphasis on interpreting information, opinions, and ideas in the target language. The progression from basic greetings to more complex topics prepares students to respond appropriately in varied contexts.

#### Getting Started with Chinese:

##### Unit 1: Greetings and Introductions

- **Interpreting Information:** Learners are introduced to basic vocabulary and phrases, enabling them to interpret and respond to simple greetings and introductions.
- **Listening/Reading Comprehension:** Involves understanding and responding to texts about greetings, introductions, and feelings.

##### Unit 2: Asking How Are You

- **Responding to Main Ideas:** Focuses on understanding and replying to questions about well-being.
- **Comprehension Exercises:** Develops skills to interpret and respond to how someone is feeling.

##### Unit 3: Numbers

- **Interpreting Information:** Enhances understanding of numbers and phone numbers in Chinese.
- **Comprehension Skills:** Develops the ability to interpret numerical information in different contexts.

##### Unit 4: Dates and Birthdays

- [3. Listening Comprehension: Dates and Birthdays](#)
- [4. Reading Comprehension: Dates and Birthdays](#)

##### Unit 5: Countries and Nationalities

- [3. Listening Comprehension: Countries and Nationalities](#)
- [4. Reading Comprehension: Countries and Nationalities](#)

##### Unit 6: Talking About Meals

- [3. Listening Comprehension: Talking About Meals](#)
- [4. Reading Comprehension: Talking About Meals](#)

##### Unit 7: Describing People

- [3. Listening Comprehension: Describing People](#)
- [4. Reading Comprehension: Describing People](#)

##### Unit 8: School Subjects

- [3. Listening Comprehension: School Subjects](#)
- [4. Reading Comprehension: School Subjects](#)

##### Unit 9: Leisure Activities

- [3. Listening Comprehension: Leisure Activities](#)
- [4. Reading Comprehension: Leisure Activities](#)

##### Unit 10: My House

- [3. Listening Comprehension: My House](#)
- [4. Reading Comprehension: My House](#)

|  |   |   |   |
|--|---|---|---|
|  |   | <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>● <b>Interpreting and Responding:</b> Focuses on understanding and discussing age and educational levels.</li> <li>● <b>Listening/Reading Tasks:</b> Students interpret and respond to texts involving age and year level information.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>● <b>Interpreting Date Information:</b> Covers understanding and responding to queries about days and dates.</li> <li>● <b>Comprehension Focus:</b> Emphasises interpreting texts related to dates and celebrations.</li> </ul> <p><b>Beginner Chinese:</b></p> <p><b>Units 1-10 (including Greetings, Families, Classroom, etc.)</b></p> <ul style="list-style-type: none"> <li>● <b>Broadening Understanding:</b> Expands learners' ability to interpret a wider range of topics, including school subjects, leisure activities, and family dynamics.</li> <li>● <b>Enhanced Comprehension Skills:</b> Each unit focuses on listening and reading comprehension, reinforcing the ability to understand and respond to more complex ideas and details.</li> </ul> |   |
|  | <p><b>Demonstrate understanding of the context, purpose and audience in predictable texts</b></p> | <p>In each of these units, students are not only learning the Chinese language but are also being equipped to understand the situational context, identify the intended audience, and discern the purpose behind various types of texts and interactions. This alignment with the content descriptor helps students develop a more nuanced understanding of language use in different scenarios, an essential skill for effective communication.</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>● <b>Contextual Understanding:</b> Students learn to recognize the context of basic social interactions and use appropriate greetings and introductions, understanding the audience as peers, teachers, or strangers in informal settings.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p>  | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> <p><a href="#">Unit 9: Food</a></p> <p><a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Units 1-10 (Listening and Reading comprehension sections)</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> |

- **Purpose and Audience:** Teaches students to understand and respond to questions about well-being, a common social interaction in Chinese culture. The audience is typically peers or acquaintances.

**Unit 3: Numbers**

- **Contextual Understanding:** Number usage in everyday contexts like shopping, telling time, or discussing dates. Students learn to discern the purpose of texts involving numbers.

**Unit 4: Age and Year Level**

- **Purpose and Audience:** Focuses on conversations about age and education, common in introductory interactions with a new acquaintance or in an educational setting.

**Unit 5: Dates**

- **Contextual Understanding:** Recognizing and discussing dates for scheduling and event planning. Students learn the purpose of texts involving dates in personal and educational settings.

**Unit 6: Colours**

- **Contextual Understanding:** Understanding the use of colours in descriptions and preferences, relevant in various conversational scenarios.

**Unit 7: Family**

- **Purpose and Audience:** Discussing family members and relationships, common in personal conversations. Students learn to identify the audience as friends or peers.

**Unit 8: Animals**

- **Contextual Understanding:** Conversations about pets or animals, often in informal, personal contexts.

**Unit 9: Food**

- **Purpose and Audience:** Discussing food preferences and experiences, typical in social interactions, both in and outside of educational settings.

**Unit 10: Classroom Commands**

- **Context and Purpose:** Language specific to classroom settings, where the audience is students and teachers. The purpose is to facilitate classroom management and instruction.

- [3. Listening Comprehension: Greetings and Introductions](#)
- [4. Reading Comprehension: Greetings and Introductions](#)

**Unit 2: Families and Pets**

- [3. Listening Comprehension: Families and Pets](#)
- [4. Reading Comprehension: Families and Pets](#)

**Unit 3: The Classroom**

- [3. Listening Comprehension: The Classroom](#)
- [4. Reading Comprehension: The Classroom](#)

**Unit 4: Dates and Birthdays**

- [3. Listening Comprehension: Dates and Birthdays](#)
- [4. Reading Comprehension: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [3. Listening Comprehension: Countries and Nationalities](#)
- [4. Reading Comprehension: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [3. Listening Comprehension: Talking About Meals](#)
- [4. Reading Comprehension: Talking About Meals](#)

**Unit 7: Describing People**

- [3. Listening Comprehension: Describing People](#)
- [4. Reading Comprehension: Describing People](#)

**Unit 8: School Subjects**

- [3. Listening Comprehension: School Subjects](#)
- [4. Reading Comprehension: School Subjects](#)

**Unit 9: Leisure Activities**

- [3. Listening Comprehension: Leisure Activities](#)
- [4. Reading Comprehension: Leisure Activities](#)

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b>Chinese Beginner Course:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <b>Contextual Understanding:</b> Further develops understanding of the social context for greetings and introductions, including nuances based on the audience (formal vs. informal).</li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose and Audience:</b> Expands on family-related vocabulary, focusing on conversations in a familial or personal context.</li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Context and Purpose:</b> Language use in an educational setting, understanding the purpose of classroom interactions, and recognising the audience (students and teachers).</li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <b>Contextual Understanding:</b> Engages with texts related to personal events like birthdays and anniversaries, helping students understand the context of celebrations and the audience involved, typically friends and family.</li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose and Audience:</b> Discusses nationalities and countries, often in the context of personal introductions or cultural exchanges. The audience could be peers, teachers, or people met during travels.</li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <b>Contextual Understanding:</b> Understanding and discussing meal-related preferences and experiences, common in social dining situations or when talking about food in general.</li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose and Audience:</b> Focuses on describing people, useful in social interactions and when engaging in conversations that involve character descriptions, targeting peers or acquaintances.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• <b>Context and Purpose:</b> Discussing educational preferences and experiences, relevant in academic settings or when sharing personal interests with peers or educators.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose and Audience:</b> Conversations about hobbies and leisure activities, typically in informal social settings with friends or family.</li> </ul> | <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: My House</a></li> <li>• <a href="#">4. Reading Comprehension: My House</a></li> </ul> |
|--|--|---|--|



|   |   |   |   |
|---|---|---|---|
|   |   | <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <b>Contextual Understanding:</b> Discussing personal living situations, relevant in conversations with friends or in situations where sharing personal information is appropriate.</li> </ul>  |   |
| <p><b>Applying knowledge of language systems to understand and respond to target language texts</b></p> | <p><b>Use knowledge of features of the sound system to understand texts</b></p> | <p>In each of these units, the focus on the sound system of Chinese is crucial for students to develop their listening and speaking skills. Understanding the phonetic and tonal aspects of Chinese is essential for accurate comprehension and pronunciation, which directly contributes to the ability to understand texts, both spoken and written. Education Perfect's approach to teaching these units ensures that students are not just learning vocabulary and grammar in isolation but are also developing a keen ear for the nuances of the Chinese language sound system. This aligns well with the NSW Curriculum's focus on using knowledge of the sound system to enhance text comprehension.</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <b>Sound System Focus:</b> Basic pronunciation of greetings and introductions, introducing tones and phonetic differences unique to Chinese.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>• <b>Sound System Focus:</b> Pronunciation practice for phrases used in everyday well-being inquiries, emphasising tonal variations.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Sound System Focus:</b> Focus on the pronunciation of numbers, which is fundamental in understanding the tonal nature of Chinese and how it affects meaning.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>• <b>Sound System Focus:</b> Emphasises correct pronunciation of age and grade-related vocabulary, dealing with specific sounds and tones.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>• <b>Sound System Focus:</b> Covers pronunciation related to days and dates, helping students understand how tone and sound affect temporal expressions.</li> </ul> <p><b>Unit 6: Colours</b></p> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Units 1-10 (Listening comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Describing</a></li> </ul> |

- **Sound System Focus:** Introduction to the pronunciation of colour names, which can involve unique sounds not found in English, aiding in sound discrimination.

**Unit 7: Family**

- **Sound System Focus:** Focuses on family terminology, which often includes challenging sounds for English speakers, reinforcing sound recognition and production.

**Unit 8: Animals**

- **Sound System Focus:** Animal names can include a variety of sounds and tones, offering a broad range for practice and understanding of the sound system.

**Unit 9: Food**

- **Sound System Focus:** Pronunciation of food items and related vocabulary, enhancing understanding of the sound system in a contextually engaging way.

**Unit 10: Classroom Commands**

- **Sound System Focus:** Emphasises the pronunciation of classroom-specific phrases, which is crucial for accurate communication in an educational setting.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- **Sound System Focus:** Builds on the pronunciation skills from the first course, with added complexity in phrases and vocabulary, reinforcing understanding of tones.

**Unit 2: Families and Pets**

- **Sound System Focus:** Expands on the pronunciation of more complex family terms and pet-related vocabulary, focusing on challenging sounds.

**Unit 3: The Classroom**

- **Sound System Focus:** Provides pronunciation practice for classroom vocabulary and phrases, often introducing new sounds and reinforcing previous knowledge.

**Unit 4: Dates and Birthdays**

- **Sound System Focus:** Focuses on pronunciation skills necessary for discussing dates and birthdays, which may include unique phonetic challenges.

[People](#)

**[Unit 8: School Subjects](#)**

- [3. Listening Comprehension: School Subjects](#)

**[Unit 9: Leisure Activities](#)**

- [3. Listening Comprehension: Leisure Activities](#)

**[Unit 10: My House](#)**

- [3. Listening Comprehension: My House](#)

|  |  |  |   |
|--|--|--|---|
|  |  | <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Introduces pronunciation of various country and nationality names, expanding students' exposure to a wider range of sounds.</li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Covers pronunciation of food-related terms, introducing new vocabulary that often involves unique combinations of tones and sounds specific to Chinese.</li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Focuses on pronunciation of descriptive vocabulary, which can be challenging due to the use of adjectives and comparative structures that require accurate tonal pronunciation.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Introduces and reinforces pronunciation of academic vocabulary, which may include complex sounds and tone combinations, further developing students' auditory discrimination skills.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Covers a range of vocabulary related to hobbies and activities, offering diverse sound patterns and tonal structures for students to practise and comprehend.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• Sound System Focus: Focuses on pronunciation of vocabulary related to housing and living situations, providing practice in understanding and producing sounds that are critical for clear communication about everyday topics.</li> </ul> |   |
|  | <p><b>Use knowledge of sound-symbol correspondences to understand and respond to texts</b></p> | <p>This descriptor involves understanding how written symbols correspond to sounds in spoken language and includes responding to texts, indicating an element of production or output, such as writing or speaking.</p> <p>The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.</p>  | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a></p> <p><a href="#">Unit 2: Asking how are you</a></p> <p><a href="#">Unit 3: Numbers</a></p> <p><a href="#">Unit 4: Age and year level</a></p> <p><a href="#">Unit 5: Dates</a></p> <p><a href="#">Unit 6: Colours</a></p> <p><a href="#">Unit 7: Family</a></p> <p><a href="#">Unit 8: Animals</a></p> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Introduction to basic characters for greetings and names, linking the pronunciation of these characters with their written forms.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Teaching characters for common expressions of well-being and their pronunciation, helping students to associate the sounds with the symbols.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Focus on the characters for numbers and their pronunciation, a fundamental aspect of sound-symbol correspondence in Chinese.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Learning characters related to age and education, and how they are pronounced, reinforcing the connection between sound and symbol.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Covers characters for days and dates, linking these with their correct pronunciation, which is crucial for understanding and using these terms in texts.</li> </ul> <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Introduction to characters for colours and their pronunciation, helping students to visually and auditorily recognize these terms.</li> </ul> <p><b>Unit 7: Family</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Focus on family-related characters, their pronunciation, and the cultural significance of these terms, linking sound with symbol.</li> </ul> <p><b>Unit 8: Animals</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Teaching characters for common animals, associating these symbols with their sounds, which can be distinct in Chinese.</li> </ul> <p><b>Unit 9: Food</b></p> <ul style="list-style-type: none"> <li>● <b>Sound-Symbol Focus:</b> Covers characters for various food items, linking these symbols with their pronunciation, which is essential for understanding and discussing food in Chinese.</li> </ul> | <p><a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Units 1-10 (Listening comprehension sections)</b></p> <p><b><a href="#">Unit 1: Greetings and Introductions</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> </ul> <p><b><a href="#">Unit 2: Families and Pets</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Families and Pets</a></li> </ul> <p><b><a href="#">Unit 3: The Classroom</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: The Classroom</a></li> </ul> <p><b><a href="#">Unit 4: Dates and Birthdays</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> </ul> <p><b><a href="#">Unit 5: Countries and Nationalities</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> </ul> <p><b><a href="#">Unit 6: Talking About Meals</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Talking About Meals</a></li> </ul> <p><b><a href="#">Unit 7: Describing People</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Describing People</a></li> </ul> <p><b><a href="#">Unit 8: School Subjects</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: School Subjects</a></li> </ul> <p><b><a href="#">Unit 9: Leisure Activities</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Leisure Activities</a></li> </ul> <p><b><a href="#">Unit 10: My House</a></b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: My House</a></li> </ul> |
|--|--|--|---|

**Unit 10: Classroom Commands**

- **Sound-Symbol Focus:** Focus on characters used in classroom commands and their pronunciation, aiding students in recognizing and responding to these commands in a classroom context.

**Chinese Beginner Course:****Unit 1: Greetings and Introductions**

- **Sound-Symbol Focus:** Expands on the sound-symbol relationship for greetings and introductions, adding more complex characters and phrases.

**Unit 2: Families and Pets**

- **Sound-Symbol Focus:** Introduces more characters related to family and pets, emphasising their pronunciation and helping students to recognize these in written texts.

**Unit 3: The Classroom**

- **Sound-Symbol Focus:** Teaches characters specific to classroom vocabulary, linking these with their sounds, which is vital for understanding instructional texts.

**Unit 4: Dates and Birthdays**

- **Sound-Symbol Focus:** Focuses on characters used for discussing dates and birthdays, reinforcing the sound-symbol relationship for these terms.

**Unit 5: Countries and Nationalities**

- **Sound-Symbol Focus:** Introduces characters for various countries and nationalities, associating these with their respective pronunciations.

**Unit 6: Talking About Meals**

- **Sound-Symbol Focus:** Teaches characters for discussing meals, linking these symbols with their sounds to aid in understanding and discussing meal-related texts.

**Unit 7: Describing People**

- **Sound-Symbol Focus:** Focuses on characters used for describing people, emphasising how these characters are pronounced and recognized in texts.

**Unit 8: School Subjects**

- **Sound-Symbol Focus:** Covers characters related to academic subjects, linking these with their pronunciation, which is crucial for academic texts.

**Unit 9: Leisure Activities**

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>• <b>Sound-Symbol Focus:</b> Introduces characters for various leisure activities, teaching students to associate these symbols with their sounds.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <b>Sound-Symbol Focus:</b> Focuses on characters used to describe housing and living environments, reinforcing the connection between these symbols and their pronunciation.</li> </ul>   |   |
| <p><b>Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts</b></p> | <p>Each unit in these courses equips students with a thematic vocabulary set that is directly applicable to a range of real-life contexts. This thematic approach ensures that students are not only learning language in isolation but are also able to apply their vocabulary knowledge to understand and respond to various texts. The gradual progression from basic to more complex themes allows for a comprehensive buildup of language skills, aligning well with the NSW Curriculum's emphasis on using appropriate and familiar vocabulary to understand and respond to texts.</p> | <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Focus:</b> Basic greetings and introduction phrases.</li> <li>• <b>Application:</b> Enables students to understand and respond to introductory texts and conversations.</li> </ul> <p><b>Unit 2: Asking How Are You</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Focus:</b> Phrases for inquiring and responding about well-being.</li> <li>• <b>Application:</b> Helps students interpret and engage with texts involving personal wellness and social greetings.</li> </ul> <p><b>Unit 3: Numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Focus:</b> Numbers 1-10 and their usage in different contexts.</li> <li>• <b>Application:</b> Essential for understanding and responding to texts involving quantities, dates, or numerical information.</li> </ul> <p><b>Unit 4: Age and Year Level</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Focus:</b> Terms for discussing age and educational levels.</li> <li>• <b>Application:</b> Assists in comprehending and responding to texts that involve age-related or educational contexts.</li> </ul> <p><b>Unit 5: Dates</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Focus:</b> Days of the week, calendar dates.</li> </ul> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Units 1-10 (Listening and Reading comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>• <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Families and Pets</a></li> <li>• <a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>• <a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> </ul> |

- **Application:** Key for understanding texts involving scheduling, planning, or historical dates.
- Unit 6: Colours**
- **Vocabulary Focus:** Names of common colours.
  - **Application:** Enables understanding and response to texts involving descriptions, preferences, or cultural contexts where colour is relevant.
- Unit 7: Family**
- **Vocabulary Focus:** Family member terms.
  - **Application:** Crucial for interpreting and responding to texts about family relationships and dynamics.
- Unit 8: Animals**
- **Vocabulary Focus:** Words for common pets and animals, including zodiac animals.
  - **Application:** Aids in understanding texts that mention animals, whether in stories, descriptions, or cultural references.
- Unit 9: Food**
- **Vocabulary Focus:** Terms related to eating, drinking, and food items.
  - **Application:** Essential for interpreting and responding to texts involving food, dining experiences, or cultural eating habits.
- Unit 10: Classroom Commands**
- **Vocabulary Focus:** Phrases and vocabulary for classroom settings.
  - **Application:** Helps students understand instructional texts and respond appropriately in an educational context.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- **Vocabulary Expansion:** More detailed greetings and introduction vocabulary.
- **Application:** Enhances ability to understand and respond to a wider range of introductory and social interaction texts.

**Unit 2: Families and Pets**

- **Vocabulary Expansion:** Extended family vocabulary and terms for pets.
- **Application:** Broadens understanding of texts about family life, relationships, and everyday conversations about pets.

- [4. Reading Comprehension: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [3. Listening Comprehension: Countries and Nationalities](#)
- [4. Reading Comprehension: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [3. Listening Comprehension: Talking About Meals](#)
- [4. Reading Comprehension: Talking About Meals](#)

**Unit 7: Describing People**

- [3. Listening Comprehension: Describing People](#)
- [4. Reading Comprehension: Describing People](#)

**Unit 8: School Subjects**

- [3. Listening Comprehension: School Subjects](#)
- [4. Reading Comprehension: School Subjects](#)

**Unit 9: Leisure Activities**

- [3. Listening Comprehension: Leisure Activities](#)
- [4. Reading Comprehension: Leisure Activities](#)

**Unit 10: My House**

- [3. Listening Comprehension: My House](#)
- [4. Reading Comprehension: My House](#)

|  |  |  |  |
|--|--|--|--|
|  |  | <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Vocabulary for classroom items, requests, and polite forms.</li> <li>• Application: Aids in comprehending and responding to texts related to educational settings and classroom interactions.</li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Vocabulary for discussing ages, birthdays, and special dates.</li> <li>• Application: Enables students to understand and interact with texts involving personal milestones and celebrations.</li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Terms related to countries, nationalities, and living places.</li> <li>• Application: Essential for interpreting texts about geography, cultural backgrounds, and personal origins.</li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Detailed vocabulary for discussing food preferences, meal times, and dining experiences.</li> <li>• Application: Enhances ability to understand and respond to texts involving culinary preferences, dining experiences, and cultural eating practices.</li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Vocabulary for physical descriptions, personality traits, and comparative structures.</li> <li>• Application: Aids in understanding texts that describe people, their characteristics, and in making comparisons.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Terms related to academic subjects, opinions about them, and school life.</li> <li>• Application: Helps in comprehending and responding to texts related to educational preferences, experiences, and academic life.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Expansion: Vocabulary for various hobbies, leisure activities, and related expressions.</li> <li>• Application: Enables students to understand and respond to texts discussing personal interests, hobbies, and recreational activities, reflecting everyday life and social interactions.</li> </ul> <p><b>Unit 10: My House</b></p> |  |
|--|--|--|--|



- Vocabulary Expansion: Terms for describing houses, rooms, and furniture.
- Application: Assists in interpreting and engaging with texts about living environments, housing descriptions, and domestic life.

**Use knowledge of structures and features of the grammatical system to understand and respond to texts**

Both courses offer a comprehensive pathway for students in Years 7 and 8 to master the fundamental aspects of the Chinese grammatical system. Through a mix of practical tasks, authentic tasks, and varied linguistic focus, these courses empower students to understand and respond to texts.

These grammatical tools are instrumental in enabling students to effectively decode and construct meaningful responses to a variety of text types in Chinese. The progressive building of these skills aligns well with the NSW Curriculum's focus on using grammatical knowledge for text comprehension and response.

**Getting Started with Chinese:**

**Unit 1: Greetings and Introductions**

- Grammatical Tools: Basic sentence structures (Subject + Verb + Object), use of proper nouns and personal pronouns. These tools help students identify subjects and predicates in introductory texts.

**Unit 2: Asking How Are You**

- Grammatical Tools: Use of adjectives, basic question formation (inclusion of question words). Essential for understanding and forming questions about well-being in texts.

**Unit 3: Numbers**

- Grammatical Tools: Numerical expressions and their placement in sentences. Crucial for interpreting and responding to quantitative information in texts.

**Unit 4: Age and Year Level**

- Grammatical Tools: Usage of numbers in context, question and answer structures for personal information. Helps in understanding and providing age and grade-related information in texts.

**Unit 5: Dates**

- Grammatical Tools: Date and time expressions, ordinal numbers. Vital for comprehending and responding to temporal references in texts.

**Beginners Units 1-10 (Listening and Reading comprehension sections)**

**Unit 1: Greetings and Introductions**

- [3. Listening Comprehension: Greetings and Introductions](#)
- [4. Reading Comprehension: Greetings and Introductions](#)

**Unit 2: Families and Pets**

- [3. Listening Comprehension: Families and Pets](#)
- [4. Reading Comprehension: Families and Pets](#)

**Unit 3: The Classroom**

- [3. Listening Comprehension: The Classroom](#)
- [4. Reading Comprehension: The Classroom](#)

**Unit 4: Dates and Birthdays**

- [3. Listening Comprehension: Dates and Birthdays](#)
- [4. Reading Comprehension: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [3. Listening Comprehension: Countries and Nationalities](#)
- [4. Reading Comprehension: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [3. Listening Comprehension: Talking About Meals](#)
- [4. Reading Comprehension: Talking About Meals](#)

**Unit 7: Describing People**

- [3. Listening Comprehension: Describing People](#)

|  |  |  |  |
|--|--|--|--|
|  |  | <p><b>Unit 6: Colours</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Adjectives and their placement relative to nouns. Enables understanding and use of colour descriptions in text.</li> </ul> <p><b>Unit 7: Family</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Family vocabulary, possessive structures (using “的”). Assists in interpreting and constructing family-related information in texts.</li> </ul> <p><b>Unit 8: Animals</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Noun vocabulary for animals, simple sentence structures for descriptions. Aids in understanding and responding to animal-related descriptions in texts.</li> </ul> <p><b>Unit 9: Food</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Food and drink vocabulary, use of likes/dislikes (using verbs like 喜欢). Important for interpreting menu items, recipes, or food preferences in texts.</li> </ul> <p><b>Unit 10: Classroom Commands</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Imperative sentences, classroom-specific vocabulary. Enables students to understand instructional texts or classroom-related narratives.</li> </ul> <p><b>Chinese Beginner Course:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Question particles (吗, 呢), structure for simple sentences. Enhances ability to understand and formulate various types of introductory texts.</li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Plural form (们), possessive (的), measure words (个, 只). Crucial for interpreting and constructing detailed descriptions of family and pets in texts.</li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: More measure words, consistent form of pronouns, conjunctions (和), position words (里, 外). Aids in understanding and describing classroom settings and objects in texts.</li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: 'To be' (是), nominal predicate, sentence order, suggestions (吧). Useful for understanding and responding to texts involving personal information, events, and suggestions.</li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> | <ul style="list-style-type: none"> <li><a href="#">4. Reading Comprehension: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: School Subjects</a></li> <li><a href="#">4. Reading Comprehension: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li><a href="#">4. Reading Comprehension: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: My House</a></li> <li><a href="#">4. Reading Comprehension: My House</a></li> </ul> <p><b>Beginners Course (Grammar lessons)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Simple Sentences: Greetings and Introductions</a></li> <li><a href="#">7b. Grammar - Question Particle: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Plural Form of Pronouns: Families and Pets</a></li> <li><a href="#">7b. Grammar - Possessives: Families and Pets</a></li> <li><a href="#">7c. Grammar - Measure words: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Measure words: The Classroom</a></li> <li><a href="#">7b. Grammar - The Consistent Form of Pronouns: The Classroom</a></li> <li><a href="#">7c. Grammar - Conjunction 和: The Classroom</a></li> <li><a href="#">7d. Grammar - Position Word: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - To be: Dates and Birthdays</a></li> <li><a href="#">7b. Grammar - Nominal Predicates: Dates and Birthdays</a></li> </ul> |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>Grammatical Tools: 在 (indicating location), demonstrative pronouns (这, 那). Helps in comprehending and responding to texts about places, nationalities, and residences.</li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Tense expressions, negation (不). Essential for understanding and responding to texts about meal preferences, experiences, and habits.</li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Interrogative pronouns (谁, 什么, 哪, 几, 多少, 怎么), comparative form (比). Important for interpreting descriptive texts and constructing comparative descriptions of people.</li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Superlative form (最), compound sentences. Enables understanding and construction of texts about preferences, opinions on school subjects.</li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Multiple verbs in one sentence. Facilitates understanding and responding to texts about hobbies and activities.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>Grammatical Tools: Negators (不 and 没). Important for understanding descriptions of living situations and responding to questions about one's own home.</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">7c. Grammar - Sentence Order: Dates and Birthdays</a></li> <li><a href="#">7d. Grammar - Making Suggestions: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - 在 (zài): Countries and Nationalities</a></li> <li><a href="#">7b. Grammar - Demonstrative Pronouns: Countries and</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Consistent Form: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Interrogative Pronouns: Describing People</a></li> <li><a href="#">7b. Grammar - Comparative Form: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li><a href="#">7a. Grammar - Superlative Form: School Subjects</a></li> <li><a href="#">7b. Grammar - Compound Sentences: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li><a href="#">7. Grammar - Multiple Verbs: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li><a href="#">7. Grammar - Two Negators: My House</a></li> </ul> |
|  | <p><b>Recognise and use structures and features of the target language writing system to understand and respond to texts</b></p> | <p>Through its structured lessons, EP effectively guides students in recognising and using key structures and features of the Chinese language, aligning with the NSW content descriptor. This comprehensive approach ensures that students are equipped to interpret a range of texts in Chinese and respond appropriately, enhancing their literacy in the target language.</p> <p><b>Getting Started with Chinese:</b></p> <p>Unit 1: Greetings and Introductions</p> <ul style="list-style-type: none"> <li>Structures &amp; Features: Introduction to basic Chinese characters for greetings, Pinyin system for pronunciation, and simple sentence</li> </ul>   | <p><b>Beginners Units 1-10 ( Reading comprehension sections)</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li><a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p>   |

structures. These foundational elements enable students to read basic texts and formulate responses.

**Unit 2: Asking How Are You**

- Structures & Features: Incorporates characters and phrases for asking about well-being. Focuses on the structure of questions and responses in written Chinese, aiding in text comprehension and response.

**Unit 3: Numbers**

- Structures & Features: Introduction to Chinese numerals and their structure. Understanding numerical characters is essential for interpreting dates, ages, and other quantitative information in texts.

**Unit 4: Age and Year Level**

- Structures & Features: Focuses on characters and sentence patterns related to age and education, enabling students to understand and construct responses about personal information in written form.

**Unit 5: Dates**

- Structures & Features: Teaches characters for days, months, and specific date formats. Understanding these structural elements is key to interpreting and responding to texts involving scheduling or events.

**Unit 6: Colours**

- Structures & Features: Introduces characters for colors and their use in sentences. This unit enhances the ability to read and describe objects or preferences in written texts.

**Unit 7: Family**

- Structures & Features: Covers characters for family members and the structure of sentences used to describe family relationships, crucial for understanding and writing about family in texts.

**Unit 8: Animals**

- Structures & Features: Teaches characters for common animals and related descriptive phrases, enhancing students' capacity to read and write about animals in texts.

**Unit 9: Food**

- Structures & Features: Focuses on characters for food items and expressions related to eating, essential for understanding menus, recipes, or food-related narratives in texts.

**Unit 10: Classroom Commands**

- [4. Reading Comprehension: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [4. Reading Comprehension: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [4. Reading Comprehension: Talking About Meals](#)

**Unit 7: Describing People**

- [4. Reading Comprehension: Describing People](#)

**Unit 8: School Subjects**

- [4. Reading Comprehension: School Subjects](#)

**Unit 9: Leisure Activities**

- [4. Reading Comprehension: Leisure Activities](#)

**Unit 10: My House**

- [4. Reading Comprehension: My House](#)

- Structures & Features: Involves vocabulary and sentence patterns for classroom interactions, aiding in the understanding of instructional texts or educational materials.

**Chinese Beginner Course:**

Unit 1: Greetings and Introductions

- Structures & Features: Reinforcement and expansion of character sets for greetings, along with more complex sentence structures, enhancing reading comprehension and written response skills.

Unit 2: Families and Pets

- Structures & Features: Introduction to more nuanced family vocabulary and structures for describing pets, enabling students to interpret and respond to more detailed personal narratives.

Unit 3: The Classroom

- Structures & Features: Covers a broader range of classroom-related vocabulary and structures, facilitating understanding of academic texts and the ability to respond in written form.

Unit 4: Dates and Birthdays

- Structures & Features: Expands on the characters and structures for expressing time and events, aiding in the comprehension and creation of texts about personal events.

Unit 5: Countries and Nationalities

- Structures & Features: Introduces characters for countries and nationalities, along with sentence patterns for expressing nationality, enhancing students' ability to read and respond to cultural and geographical texts.

Unit 6: Talking About Meals

- Structures & Features: Focuses on a wider range of food-related characters and sentence structures for expressing preferences, important for understanding and crafting texts related to dining experiences.

Unit 7: Describing People

- Structures & Features: Teaches characters and structures for describing physical appearance and personality traits, critical for reading descriptions and writing character sketches.

Unit 8: School Subjects

|  |   |   |  |
|--|---|---|--|
|  |   | <ul style="list-style-type: none"> <li>Structures &amp; Features: Enhances reading and writing skills in texts about academic subjects, using relevant vocabulary and sentence patterns.</li> </ul> <p>Unit 9: Leisure Activities</p> <ul style="list-style-type: none"> <li>Structures &amp; Features: Focuses on characters and structures for discussing hobbies and pastimes, aiding in the understanding of and response to texts about leisure activities.</li> </ul> <p>Unit 10: My House</p> <ul style="list-style-type: none"> <li>Structures &amp; Features: Teaches characters and sentence patterns for describing housing, vital for reading and responding to texts about living environments.</li> </ul>   |  |
|  | <p><b>Use familiar metalanguage to compare target language structures and features with English</b></p> | <p>Through these course contents, students naturally develop an understanding of the structural and usage differences between Chinese and English, thereby enhancing their meta-linguistic awareness and comparative language skills.</p> <p><b>Getting Started with Chinese:</b></p> <p>Unit 1: Greetings and Introductions</p> <ul style="list-style-type: none"> <li>Engages students in different politeness forms in greetings, allowing them to notice formality and structure differences compared to English.</li> </ul> <p>Unit 2: Asking How Are You</p> <ul style="list-style-type: none"> <li>Introduces Chinese question formation with particles like 吗, contrasting with English question structure.</li> </ul> <p>Unit 3: Numbers</p> <ul style="list-style-type: none"> <li>Presents the Chinese numeral system, enabling students to observe its straightforward composition compared to English.</li> </ul> <p>Unit 4: Age and Year Level</p> <ul style="list-style-type: none"> <li>Demonstrates variations in verb placement and subject-verb agreement between Chinese and English.</li> </ul> <p>Unit 5: Dates</p> <ul style="list-style-type: none"> <li>Highlights differences in expressing dates, especially the order of year, month, and day, compared to the English format.</li> </ul> <p>Unit 6: Colours</p> <ul style="list-style-type: none"> <li>Through colour adjectives, students observe adjective placement in relation to nouns, contrasting with English structures.</li> </ul> | <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Families and Pets</a></li> <li><a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: The Classroom</a></li> <li><a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li><a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Countries and Nationalities</a></li> <li><a href="#">4. Reading Comprehension: Countries and Nationalities</a></li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>Unit 7: Family</p> <ul style="list-style-type: none"> <li>Introduces specific family terms in Chinese, revealing cultural and linguistic nuances compared to English.</li> </ul> <p>Unit 8: Animals</p> <ul style="list-style-type: none"> <li>Offers insight into animal names and cultural significance, like the Chinese zodiac, enabling a comparison with English.</li> </ul> <p>Unit 9: Food</p> <ul style="list-style-type: none"> <li>Demonstrates sentence structure in expressing food preferences, contrasting verb placement and structure with English.</li> </ul> <p>Unit 10: Classroom Commands</p> <ul style="list-style-type: none"> <li>Presents imperative sentences in classroom contexts, highlighting directness in Chinese compared to English.</li> </ul> <p><b>Chinese Beginner Course:</b></p> <p>Unit 1: Greetings and Introductions</p> <ul style="list-style-type: none"> <li>Enhances understanding of different question and statement structures, facilitating a mental comparison with English sentence formation.</li> </ul> <p>Unit 2: Families and Pets</p> <ul style="list-style-type: none"> <li>Introduces possessives and measures words in Chinese, encouraging students to notice contextual importance in Chinese versus English.</li> </ul> <p>Unit 3: The Classroom</p> <ul style="list-style-type: none"> <li>Classroom language usage contrasts formal and informal language in Chinese with English, enhancing understanding of language appropriateness in different contexts.</li> </ul> <p>Unit 4: Dates and Birthdays</p> <ul style="list-style-type: none"> <li>Expands on complex date expressions, facilitating understanding of the use of 是 in Chinese compared to 'is/am/are' in English.</li> </ul> <p>Unit 5: Countries and Nationalities</p> <ul style="list-style-type: none"> <li>Discussing nationalities and countries enables students to observe differences in expressing origin and nationality between Chinese and English.</li> </ul> <p>Unit 6: Talking About Meals</p> <ul style="list-style-type: none"> <li>Illustrates differences in verb usage and tense representation, especially in expressing preferences and habits, compared to English.</li> </ul> | <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Talking About Meals</a></li> <li><a href="#">4. Reading Comprehension: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Describing People</a></li> <li><a href="#">4. Reading Comprehension: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: School Subjects</a></li> <li><a href="#">4. Reading Comprehension: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li><a href="#">4. Reading Comprehension: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: My House</a></li> <li><a href="#">4. Reading Comprehension: My House</a></li> </ul> |
|--|--|--|---|

|  |   |  |  |
|--|---|--|--|
|  |   | <p>Unit 7: Describing People</p> <ul style="list-style-type: none"> <li>Teaches descriptive language, allowing students to compare the use of adjectives and sentence formation in Chinese and English.</li> </ul> <p>Unit 8: School Subjects</p> <ul style="list-style-type: none"> <li>Discussing academic preferences facilitates understanding of how superlative and comparative forms are used differently in Chinese.</li> </ul> <p>Unit 9: Leisure Activities</p> <ul style="list-style-type: none"> <li>Vocabulary and sentence structure for hobbies and activities provide a basis for comparing how verbs function in Chinese versus English.</li> </ul> <p>Unit 10: My House</p> <ul style="list-style-type: none"> <li>Conversation about living environments highlights the use of location words and negation in Chinese, contrasting with English usage.</li> </ul> <p><b>Inherent Comparison:</b><br/>While the lessons may not explicitly ask students to compare Chinese with English, the structure and content of the courses naturally guide students towards making these comparisons. The juxtaposition of new Chinese vocabulary and phrases with their English counterparts, the gradual introduction of grammatical concepts, and the integration of cultural insights all serve as implicit comparative tools. These aspects encourage students to reflect on both the similarities and differences between the two languages, enhancing their understanding and appreciation of Chinese as a distinct language system.</p> |  |
| <p><b>Developing intercultural understanding through target language texts</b></p> | <p><b>Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity</b></p> | <p>Each unit in these courses encourages students to reflect on how language usage is deeply intertwined with cultural practices and values. By comparing these aspects with their own languages, cultures, and identities, students gain a more comprehensive understanding of the cultural context of the language, enhancing their intercultural communication skills.</p> <p><b>Getting Started with Chinese Course:</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>Language and Culture: Students learn basic greetings and introductions, highlighting the importance of politeness and formalities in Chinese culture.</li> </ul>   | <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Families and Pets</a></li> <li><a href="#">4. Reading Comprehension: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: The Classroom</a></li> <li><a href="#">4. Reading Comprehension: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> </ul> |



- Responding to Texts: Exercises focus on understanding and practising these greetings in context.
- Suggested Comparative Practices: Students compare the formalities of greetings in Chinese with those in their own cultures, discussing the importance of politeness and how names are used in social interactions.

**Unit 2: Asking How Are You**

- Language and Culture: Focuses on inquiring about well-being, reflecting the communal aspect of Chinese culture where personal health and welfare are common conversation topics.
- Responding to Texts: Students analyse dialogues and texts that use these phrases, understanding their contextual use.
- Suggested Comparative Practices: Comparison with their own culture's ways of expressing concern for others' well-being, understanding differences and similarities in social values.

**Unit 3: Numbers**

- Language and Culture: Introduction to numbers, including cultural significance (e.g., lucky and unlucky numbers).
- Responding to Texts: Engage with texts involving numbers, appreciating their cultural implications.
- Suggested Comparative Practices: Explore how numbers are perceived in different cultures, including their own, and reflect on cultural beliefs associated with numbers.

**Unit 4: Age and Year Level**

- Language and Culture: Discussing age and educational level, reflecting the respect for elders and education in Chinese culture.
- Responding to Texts: Interpretation of texts where age and education are discussed.
- Suggested Comparative Practices: Students can explore how age and education are talked about in their own cultures, comparing the level of formality and respect shown.

**Unit 5: Dates**

- Language and Culture: Understanding dates, including traditional and lunar calendar differences.
- Responding to Texts: Analysing texts involving dates, especially in relation to festivals and holidays.

- [4. Reading Comprehension: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [3. Listening Comprehension: Countries and Nationalities](#)
- [4. Reading Comprehension: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [3. Listening Comprehension: Talking About Meals](#)
- [4. Reading Comprehension: Talking About Meals](#)

**Unit 7: Describing People**

- [3. Listening Comprehension: Describing People](#)
- [4. Reading Comprehension: Describing People](#)

**Unit 8: School Subjects**

- [3. Listening Comprehension: School Subjects](#)
- [4. Reading Comprehension: School Subjects](#)

**Unit 9: Leisure Activities**

- [3. Listening Comprehension: Leisure Activities](#)
- [4. Reading Comprehension: Leisure Activities](#)

**Unit 10: My House**

- [3. Listening Comprehension: My House](#)
- [4. Reading Comprehension: My House](#)

- Suggested Comparative Practices: Compare how dates, calendars, and important cultural days are observed in Chinese culture versus their own.

**Unit 6: Colours**

- Language and Culture: Significance of colours in Chinese culture (e.g., red for luck and happiness).
- Responding to Texts: Reflection on texts where colours are mentioned, understanding their symbolic meanings.
- Suggested Comparative Practices: Investigate colour symbolism in their own culture and how it contrasts with or mirrors Chinese perspectives.

**Unit 7: Family**

- Language and Culture: Emphasises the significance of family in Chinese culture, including terms for various family members.
- Responding to Texts: Students interpret dialogues and texts involving family interactions, understanding the value placed on family relationships.
- Suggested Comparative Practices: Comparing how family relationships and structures are discussed in Chinese versus their own culture, reflecting on familial respect and hierarchy.

**Unit 8: Animals**

- Language and Culture: Includes the cultural symbolism of animals in China, such as those in the Chinese Zodiac.
- Responding to Texts: Analysis of texts mentioning animals, understanding their cultural symbolism.
- Suggested Comparative Practices: Investigating how animals are symbolically represented in their own culture, and comparing this with Chinese representations.

**Unit 9: Food**

- Language and Culture: Focus on the central role of food in Chinese culture, including dining etiquette and popular dishes.
- Responding to Texts: Interpreting texts about food and dining, understanding the social and cultural significance of food in China.
- Suggested Comparative Practices: Exploring how food is culturally valued and used in social contexts in their own culture compared to Chinese culture.

**Unit 10: Classroom Commands**

- Language and Culture: Classroom language reflecting the Chinese educational culture, including respect for teachers and the learning process.
- Responding to Texts: Analysing classroom-related texts, noting the cultural attitudes towards education.
- Suggested Comparative Practices: Comparing classroom language and educational culture in China with that of their own culture, focusing on respect and classroom behavior.

**Chinese Beginner Course:**

**Unit 1: Greetings and Introductions**

- Language and Culture: Builds on the importance of polite greetings and culturally appropriate forms of address.
- Responding to Texts: Analysing more complex texts for cultural nuances in greetings.
- Suggested Comparative Practices: Students can delve deeper into how formal greetings reflect societal values in both Chinese culture and their own.

**Unit 2: Families and Pets**

- Language and Culture: Emphasises family structure, titles, and respect within the family context.
- Responding to Texts: Interpret texts that include family conversations, understanding hierarchy and respect.
- Suggested Comparative Practices: Compare family dynamics and terminology in their culture with those in Chinese culture, reflecting on family values and relationships.

**Unit 3: The Classroom**

- Language and Culture: Classroom interactions that reflect respect for teachers and education.
- Responding to Texts: Evaluate texts set in educational contexts, noting cultural practices around learning and respect.
- Suggested Comparative Practices: Contrast the level of formality and respect in educational settings between their own culture and Chinese culture.

**Unit 4: Dates and Birthdays**

- Language and Culture: Discusses how birthdays and special dates are celebrated, reflecting cultural practices.

- Responding to Texts: Analyse texts involving birthdays and special dates, understanding cultural importance.
- Suggested Comparative Practices: Explore how birthdays and significant dates are celebrated in their own culture, comparing and contrasting with Chinese practices.

**Unit 5: Countries and Nationalities**

- Language and Culture: Discussion about countries and nationalities, fostering cross-cultural understanding and respect.
- Responding to Texts: Engage with texts that include conversations about nationality and country.
- Suggested Comparative Practices: Reflect on how nationality and country are perceived in their own culture, comparing it with Chinese perspectives.

**Unit 6: Talking About Meals**

- Language and Culture: Discusses mealtime customs and favourite foods, reflecting the social aspect of meals in Chinese culture.
- Responding to Texts: Analysing texts related to food preferences and mealtime conversations.
- Suggested Comparative Practices: Comparing mealtime customs and favourite foods between their own culture and Chinese culture, understanding social differences.

**Unit 7: Describing People**

- Language and Culture: Language for describing people's appearance and personality, reflecting cultural perceptions and etiquette.
- Responding to Texts: Interpreting texts that describe individuals, understanding the cultural nuances in descriptions.
- Suggested Comparative Practices: Exploring how physical and personality descriptions differ between their own culture and Chinese culture, focusing on cultural norms and values.

**Unit 8: School Subjects**

- Language and Culture: Discusses preferences for school subjects, reflecting the educational values in Chinese culture.
- Responding to Texts: Analysing texts about school life and subject preferences.
- Suggested Comparative Practices: Comparing the emphasis on different school subjects and educational values between their culture and Chinese culture.

**Unit 9: Leisure Activities**

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• <b>Language and Culture:</b> Covers hobbies and leisure activities common in Chinese culture, indicating cultural preferences and values.</li> <li>• <b>Responding to Texts:</b> Engaging with texts about hobbies and leisure activities, reflecting on cultural implications.</li> <li>• <b>Suggested Comparative Practices:</b> Reflecting on how leisure activities in their own culture compare to those in Chinese culture, and what these activities reveal about cultural values.</li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <b>Language and Culture:</b> Discusses types of housing and living environments in China, reflecting cultural and societal differences.</li> <li>• <b>Responding to Texts:</b> Interpretation of texts describing various living situations.</li> <li>• <b>Suggested Comparative Practices:</b> Comparing the types of housing and living environments typical in their own culture with those in Chinese culture, understanding the societal and cultural differences.</li> </ul> |  |
|--|--|---|--|

## Creating Texts:

(Speaking, Writing)

### Outcomes: ML4-CRT-01

Create a range of texts for familiar communicative purposes by using culturally appropriate language

| Sub strand   | Content descriptor  | How can EP support this?  | EP Suggested Units   |
|--|---|---|--|
| <p>Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience</p> | <p>Create informative texts to describe and share information about themselves and their personal world</p> | <p><b>Beginner Level: The curriculum standard for beginners requires students to create a text to describe an Australian animal and its features in the target language, making connections with local Aboriginal Languages of the same animal, such as Kookaburra/Gugubarra (Wiradjuri)</b></p> <p>In the context of the Chinese units provided, the "<b>Unit 02: Family and Pets</b>"( <b>Beginners Course</b>) could be adapted to meet this standard. Students could learn to describe an Australian animal as if it were a pet, using the vocabulary and grammar points taught in this unit. They could also learn the Aboriginal name of the animal and include it in their description.</p> <p><b>Intermediate Level: The curriculum standard for intermediate students requires them to create a text to present an Acknowledgement of Country in the target language.</b></p> <p>This could be achieved using "<b>Unit 05: Countries and Nationalities</b>"( <b>Beginners Course</b>) . Students could learn to talk about Australia, its Aboriginal heritage, and its place in the world. They could also learn to express their respect for the traditional custodians of the land in the target language.</p> <p><b>Advanced Level: The curriculum standard for advanced students requires them to create a text in the target language to explain one or more aspects of Aboriginal and/or Torres Strait Islander astronomies.</b></p> <p>This could be achieved using "<b>Unit 09: Leisure Activities</b>"( <b>Beginners Course</b>) . Students could learn to talk about astronomy as a leisure activity, using the vocabulary and grammar points taught in this unit. They could also learn to explain specific aspects of Aboriginal and/or Torres Strait Islander astronomies in the target language.</p> | <p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <p><b><u>Unit 1: Greetings and Introductions</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Greetings and Introductions</a></li> <li>• <a href="#">6. Speaking: Greetings and Introductions</a></li> </ul> <p><b><u>Unit 2: Families and Pets</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Family and Pets</a></li> <li>• <a href="#">6. Speaking: Families and Pets</a></li> </ul> <p><b><u>Unit 3: The Classroom</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: The Classroom</a></li> <li>• <a href="#">6. Speaking: The Classroom</a></li> </ul> <p><b><u>Unit 4: Dates and Birthdays</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Dates and Birthdays</a></li> <li>• <a href="#">6. Speaking: Dates and Birthdays</a></li> </ul> <p><b><u>Unit 5: Countries and Nationalities</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Countries and Nationalities</a></li> <li>• <a href="#">6. Speaking: Countries and Nationalities</a></li> </ul> <p><b><u>Unit 6: Talking About Meals</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Talking About Meals</a></li> <li>• <a href="#">6. Speaking: Talking About Meals</a></li> </ul> <p><b><u>Unit 7: Describing People</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Describing People</a></li> <li>• <a href="#">6. Speaking: Describing People</a></li> </ul> <p><b><u>Unit 8: School Subjects</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: School Subjects</a></li> <li>• <a href="#">6. Speaking: School Subjects</a></li> </ul> <p><b><u>Unit 9: Leisure Activities</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Leisure Activities</a></li> <li>• <a href="#">6. Speaking: Leisure Activities</a></li> </ul> <p><b><u>Unit 10: My House</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: My House</a></li> <li>• <a href="#">6. Speaking: My House</a></li> </ul> |

|  |                                 |  |  |
|--|---------------------------------|--|--|
|  | <p>Create imaginative texts</p> | <p><b>Beginner Level: “a role-play between two people discussing their opinions about school”.</b></p> <p>Relevant Units for Role-Play Creation:</p> <ul style="list-style-type: none"> <li>Units on School Subjects, The Classroom, Classroom Commands provide vocabulary and sentence structures relevant to a school setting.</li> <li>Greetings and Introductions, Asking How Are You units offer language for initiating and maintaining a basic conversation.</li> </ul> <p>Application:</p> <ul style="list-style-type: none"> <li>Students use the vocabulary and structures learned to create a dialogue, expressing their likes or dislikes about school subjects or activities.</li> <li>Role-play can include greetings, introduction of self, and sharing opinions about different subjects, utilizing sentence structures and vocabulary from the relevant units.</li> </ul> <p><b>Intermediate Level: “a picture book to describe significant people in their lives.”</b></p> <p>Relevant Units for Picture Book Creation:</p> <ul style="list-style-type: none"> <li>Units covering Family, Describing People, and Families and Pets provide the necessary vocabulary for describing family members and other significant people.</li> <li>Dates and Birthdays unit helps in mentioning important dates related to these people.</li> </ul> <p>Application:</p> <ul style="list-style-type: none"> <li>Students create a picture book with descriptions of family members or significant people, using vocabulary for physical descriptions, relationships, and emotions.</li> <li>They can also incorporate cultural elements learned, like using appropriate titles for family members, reflecting the cultural nuances in addressing and describing people</li> </ul> | <p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Greetings and Introductions</a></li> <li><a href="#">6. Speaking: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Family and Pets</a></li> <li><a href="#">6. Speaking: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: The Classroom</a></li> <li><a href="#">6. Speaking: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Dates and Birthdays</a></li> <li><a href="#">6. Speaking: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Countries and Nationalities</a></li> <li><a href="#">6. Speaking: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Talking About Meals</a></li> <li><a href="#">6. Speaking: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Describing People</a></li> <li><a href="#">6. Speaking: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: School Subjects</a></li> <li><a href="#">6. Speaking: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: Leisure Activities</a></li> <li><a href="#">6. Speaking: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li><a href="#">5. Writing: My House</a></li> <li><a href="#">6. Speaking: My House</a></li> </ul> |
|--|---------------------------------|--|--|

**Advanced Level: “a short film on a topic of personal interest.”**

Relevant Units for Short Film Creation:

- Depending on the topic, various units can be relevant. For instance, Leisure Activities for hobbies, Food for a film on cuisine, or Countries and Nationalities for a travel-themed film.
- Advanced grammar and vocabulary from multiple units would be essential for nuanced storytelling.

Application:

- Students create a script using complex sentences, descriptive language, and dialogue.
- The film should incorporate cultural elements and advanced language skills, reflecting a deep understanding of the language and its cultural context.

In the beginners Course,, the "Authentic Task" sections of each unit can be used as a basis for the imaginative texts. The tasks can be adapted to fit the format of the role-play, picture book, or short film. The assessments provided in each unit can also be used to evaluate the students' understanding and application of the vocabulary and grammar points in their imaginative texts.

**Use familiar text features**

**Writing Patterns and Activities:**

The writing patterns in each unit provide a scaffolded approach where students start with basic sentence structures and gradually move to more complex ones. By practising writing questions and answers using these patterns, students become familiar with the common features of various text types. This practice aligns with the NSW Curriculum's emphasis on using familiar text features at different proficiency levels.

**Example from Unit 1:** The pattern "你好吗？我很好" (How are you? I'm fine) teaches students the basic structure of a question and response, a fundamental feature in many text types.

**Beginners Course** Units 1-10 (writing and speaking sections)

**Unit 1: Greetings and Introductions**

- [5. Writing: Greetings and Introductions](#)
- [6. Speaking: Greetings and Introductions](#)

**Unit 2: Families and Pets**

- [5. Writing: Family and Pets](#)
- [6. Speaking: Families and Pets](#)

**Unit 3: The Classroom**

- [5. Writing: The Classroom](#)
- [6. Speaking: The Classroom](#)

**Unit 4: Dates and Birthdays**



**Example from Unit 2:** The use of measure words in questions like "你家有几口人?" (How many people are in your family?) introduces students to specific linguistic features of Chinese.

Through these progressively challenging writing activities, Education Perfect's courses effectively guide students in using familiar text features appropriate to their proficiency levels, from basic email writing to creating structured and stylistically appropriate advanced texts.

**Beginner Level: "Use elements of common text types such as beginning and ending an informal email."(NESA)**

- Relevant Units: Units that include introductions, greetings, and farewells.
- Application: Utilising the writing patterns from Unit 1, students learn to start an email with greetings like "早上好" (Good morning) or "晚上好" (Good evening), ask how someone is doing using phrases like "你好吗?" and end with a closing such as "明天见" (See you tomorrow).
- Writing Skills: The course's writing sections help students practise these patterns in context, gradually building their ability to compose an informal email.

**Intermediate Level: "Use cohesive devices such as connectives to sequence actions."(NESA)**

- Relevant Units: Units that involve descriptions and narrations, like those discussing daily routines or activities.
- Adaptation Without Explicit Cohesive Device Lessons: While EP might not have specific lessons on connectives, students can still learn to sequence actions through narrative descriptions in various units. For example, describing a daily routine or a series of events in units covering daily activities, hobbies, or school life.

**Advanced Level: "Use specific structures and features of text types such as style and layout."**

- By exposing students to a variety of authentic text types and guiding them through analyzing and creating similar texts, Education Perfect's courses align well with the advanced level goal of using specific structures and features of text types. This approach ensures that students not only learn the language but also how to apply it effectively across different styles and contexts.

**Application in Education Perfect's Authentic Visual Texts Lessons:**

- [5. Writing: Dates and Birthdays](#)
- [6. Speaking: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [5. Writing: Countries and Nationalities](#)
- [6. Speaking: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [5. Writing: Talking About Meals](#)
- [6. Speaking: Talking About Meals](#)

**Unit 7: Describing People**

- [5. Writing: Describing People](#)
- [6. Speaking: Describing People](#)

**Unit 8: School Subjects**

- [5. Writing: School Subjects](#)
- [6. Speaking: School Subjects](#)

**Unit 9: Leisure Activities**

- [5. Writing: Leisure Activities](#)
- [6. Speaking: Leisure Activities](#)

**Unit 10: My House**

- [5. Writing: My House](#)
- [6. Speaking: My House](#)

**Beginners Course** Units 1-5 (Authentic Visual texts lessons))

|   |   |   |   |
|---|---|---|---|
|   |   | <p>Unit 1 (Greetings and Introductions):</p> <ul style="list-style-type: none"> <li>• Authentic Visual Texts: Welcome sign, passport, social media post.</li> <li>• Learning Application: Students are exposed to the formal structure of a passport, the welcoming style of a sign, and the casual, personal tone of a social media post.</li> </ul> <p>Unit 2 (Families and Pets):</p> <ul style="list-style-type: none"> <li>• Authentic Visual Texts: Email, application form, websites.</li> <li>• Learning Application: Exposure to these texts enables students to understand the formal structure and tone of an application form, the semi-formal layout of an email, and the informative yet engaging style of website content.</li> </ul> <p>Unit 3 (The Classroom):</p> <ul style="list-style-type: none"> <li>• Authentic Text Focus: Labels and lost items.</li> <li>• Learning Application: Students learn concise and clear language for labels and practice writing descriptive, informative texts for lost item notices, focusing on clarity and brevity.</li> </ul> <p>Unit 4 (Dates and Birthdays):</p> <ul style="list-style-type: none"> <li>• Authentic Text Focus: Graphs.</li> <li>• Learning Application: Understanding graphs requires students to interpret and present information from a graph, developing their skills in handling data-oriented text types.</li> </ul> <p>Unit 5 (Countries and Nationalities):</p> <ul style="list-style-type: none"> <li>• Authentic Text Focus: Party invitation, diary entry, introduction cards.</li> <li>• Learning Application: Students explore various styles – the inviting and friendly tone of party invitations, the personal and reflective style of diary entries, and the formal, concise format of introduction cards to introduce themselves</li> </ul> |   |
| <p><b>Applying knowledge of language systems to create texts in the target language texts</b></p> | <p><b>Use features of the sound system to create spoken texts</b></p> | <p>By systematically developing their understanding and application of the Chinese sound system, students using these courses are well-prepared to create accurate and culturally appropriate spoken texts. The courses' emphasis on imitation, repetition, and practical application reinforces the sound features of Chinese, enhancing students' overall spoken proficiency.</p> <p><b>Getting Started with Chinese Course:<br/>Vocabulary Speaking Practice:</b></p>  | <p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <p><b><u><a href="#">Unit 1: Greetings and Introductions</a></u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Greetings and Introductions</a></li> <li>• <a href="#">6. Speaking: Greetings and Introductions</a></li> </ul> <p><b><u><a href="#">Unit 2: Families and Pets</a></u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Family and Pets</a></li> <li>• <a href="#">6. Speaking: Families and Pets</a></li> </ul> |

- **Application:** Speaking Lessons like Unit 1.5: Speaking, where students practise pronouncing words and compare their pronunciation to native speakers, directly aid in mastering the phonetics of Chinese. Repeating words and sentences helps students internalise pitch, tone, and rhythm, which are crucial for spoken Chinese.

**Listening Comprehension:**

- **Application:** Listening activities expose students to varied accents and speaking styles, essential for understanding and adapting to the nuances of Chinese intonation and stress patterns. This comprehensive listening practice lays a foundation for replicating accurate sounds in their spoken Chinese.

**Chinese Beginner Course:**

**Structured Speaking Exercises:**

- **Application:** This course includes structured speaking exercises that focus on word-level and sentence-level pronunciation. By practising specific sounds and intonations, students gain a deeper understanding of how the Chinese sound system operates in natural speech.

**Repetition and Recording:**

- **Application:** Encouraging students to mimic native speakers and record their answers provides immediate feedback. Listening back to their recordings allows for self-assessment and adjustment, which is vital for refining spoken language skills.

**Target Language Sound Features:**

- **Application:** The courses introduce students to key sound features of Chinese, such as the four tones, which are critical to meaning in Mandarin. By practising these tones in various contexts, students learn to use them effectively in spoken communication.

**Real-Life Scenarios:**

- **Application:** The incorporation of real-life scenarios in speaking lessons helps students apply the sound system in practical situations. This approach ensures that learners are not only technically sound in pronunciation but also capable of using their skills in everyday communication.

**Unit 3: The Classroom**

- [5. Writing: The Classroom](#)
- [6. Speaking: The Classroom](#)

**Unit 4: Dates and Birthdays**

- [5. Writing: Dates and Birthdays](#)
- [6. Speaking: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [5. Writing: Countries and Nationalities](#)
- [6. Speaking: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [5. Writing: Talking About Meals](#)
- [6. Speaking: Talking About Meals](#)

**Unit 7: Describing People**

- [5. Writing: Describing People](#)
- [6. Speaking: Describing People](#)

**Unit 8: School Subjects**

- [5. Writing: School Subjects](#)
- [6. Speaking: School Subjects](#)

**Unit 9: Leisure Activities**

- [5. Writing: Leisure Activities](#)
- [6. Speaking: Leisure Activities](#)

**Unit 10: My House**

- [5. Writing: My House](#)
- [6. Speaking: My House](#)

|  |  |  |  |
|--|--|--|--|
|  |  | <p><b>Holistic Learning Approach:</b></p> <ul style="list-style-type: none"> <li>● Application: The combination of pronunciation exercises, vocabulary practice, listening comprehension, and cultural insights provides a well-rounded learning experience. This holistic approach ensures that students are not just learning the sounds in isolation but are able to integrate them effectively into spoken texts.</li> </ul>   |  |
|  | <p><b>Use sound-symbol correspondences to create written texts</b></p> | <p>The courses are meticulously designed to enable students to develop a strong foundation in the sound-symbol relationship of Chinese. The variety of teaching methods – from interactive practices and focused exercises to contextual learning and exposure to different text types – equips students with the skills necessary to create coherent and accurate written texts in Chinese. This holistic approach ensures that students not only understand the theoretical aspects of the language but can also apply them effectively in writing, which is crucial for their academic success in learning Chinese.</p> <p><b>Features Supporting Sound-Symbol Correspondence:</b></p> <p><b>Recording and Pinyin Beside Characters:</b></p> <ul style="list-style-type: none"> <li>● Impact: Provides students with immediate audio-visual correlation, reinforcing the connection between how Chinese characters look and how they sound.</li> </ul> <p><b>Script Practice with Radical-Phonetic Focus:</b></p> <ul style="list-style-type: none"> <li>● Impact: By categorising characters based on their structures or radicals, students gain insights into the composition of characters. This understanding aids in predicting the pronunciation and meaning of unfamiliar characters.</li> </ul> <p><b>Touchscreen Practice for Stroke Order:</b></p> <ul style="list-style-type: none"> <li>● Impact: Interactive practice of stroke order helps students internalise the structure of characters, enhancing their ability to write and recognise them.</li> </ul> <p><b>Extension Lessons for Character Practice:</b></p> <ul style="list-style-type: none"> <li>● Impact: Practising key characters in context solidifies students' grasp of the relationship between the characters and their sounds, improving their capacity to create written texts.</li> </ul> <p><b>Long Answer Writing Tasks:</b></p> | <p><b>Beginners Units 1-10 (vocabulary and speaking sections)</b></p> <p><b><u>Unit 1: Greetings and Introductions</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions - Core Vocabulary</a></li> <li>● <a href="#">Unit 1: Greetings and Introductions - Extra Vocabulary</a></li> <li>● <a href="#">6. Speaking: Greetings and Introductions</a></li> </ul> <p><b><u>Unit 2: Families and Pets</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 2: Families and Pets - Core Vocabulary</a></li> <li>● <a href="#">Unit 2: Families and Pets - Extra Vocabulary</a></li> <li>● <a href="#">6. Speaking: Families and Pets</a></li> </ul> <p><b><u>Unit 3: The Classroom</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 3: The Classroom - Core Vocabulary</a></li> <li>● <a href="#">Unit 3: The Classroom - Extra Vocabulary</a></li> <li>● <a href="#">6. Speaking: The Classroom</a></li> </ul> <p><b><u>Unit 4: Dates and Birthdays</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 4: Dates and Birthdays - Core Vocabulary</a></li> <li>● <a href="#">Unit 4: Dates and Birthdays - Extra Vocabulary</a></li> <li>● <a href="#">6. Speaking: Dates and Birthdays</a></li> </ul> <p><b><u>Unit 5: Countries and Nationalities</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 5: Countries and</a></li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Impact: Encourages students to apply their knowledge of characters in extended writing, deepening their understanding of sound-symbol relationships.</li> </ul> <p><b>Grammar Lessons with Parallel English Structures:</b></p> <ul style="list-style-type: none"> <li>• Impact: By explaining grammatical structures and providing parallels to English, students can better understand the syntax and structure of Chinese, supporting their written expression.</li> </ul> <p><b>Contextual Learning:</b></p> <ul style="list-style-type: none"> <li>• Impact: Contextual learning through the units ensures students learn to use appropriate language in real-life situations, enhancing their practical writing skills.</li> </ul> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Alignment with Specific Units:</b></p> <ul style="list-style-type: none"> <li>• Getting Started Chinese Units (1, 2, 4, 5, 7, 10): These units focus on fundamental aspects of daily life and classroom language, providing students with essential vocabulary and structures for basic written communication.</li> <li>• Beginner Chinese Units: Speaking and writing sessions in these units demand active application of language skills, reinforcing the sound-symbol relationship through practical usage.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Nationalities - Core Vocabulary</a></li> <li>• <a href="#">Unit 5: Countries and Nationalities - Extra Vocabulary</a></li> <li>• <a href="#">6. Speaking: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 6: Liking/Disliking Meals and Food - Core Vocabulary</a></li> <li>• <a href="#">Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary</a></li> <li>• <a href="#">6. Speaking: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 7: Describing People - Core Vocabulary</a></li> <li>• <a href="#">Unit 7: Describing People - Extra Vocabulary</a></li> <li>• <a href="#">6 Speaking: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 8: School Subjects - Core Vocabulary</a></li> <li>• <a href="#">Unit 8: School Subjects - Extra Vocabulary</a></li> <li>• <a href="#">6. Speaking: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 9: Leisure Activities - Core Vocabulary</a></li> <li>• <a href="#">Unit 9: Leisure Activities - Extra Vocubular</a></li> <li>• <a href="#">6. Speaking: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 10: My House - Core Vocabulary</a></li> <li>• <a href="#">Unit 10: My House - Extra Vocabulary</a></li> <li>• <a href="#">6. Speaking: My House</a></li> </ul> |
|--|--|--|--|

|  |   |  |   |
|--|---|--|---|
|  | <p><b>Use relevant and familiar vocabulary from a range of themes to create texts</b></p> | <p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> <li><b>Comprehensive Vocabulary Glossaries:</b> EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.</li> <li><b>Thematic Vocabulary:</b> EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example: <ul style="list-style-type: none"> <li>Beginner students focus on themes such as family, pets, friends, home, and school.</li> <li>Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.</li> <li>Advanced students delve into themes such as music, clothing, travel, and technology.</li> </ul> </li> <li><b>Multimedia Resources:</b> EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.</li> <li><b>Interactive Activities:</b> The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts</li> </ol> | <p>Beginners Units 1-10<br/>Vocabulary section of each lesson</p> <p><b><u>Unit 1: Greetings and Introductions</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 1: Greetings and Introductions - Core Vocabulary</a></li> <li><a href="#">Unit 1: Greetings and Introductions - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 2: Families and Pets</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 2: Families and Pets - Core Vocabulary</a></li> <li><a href="#">Unit 2: Families and Pets - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 3: The Classroom</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 3: The Classroom - Core Vocabulary</a></li> <li><a href="#">Unit 3: The Classroom - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 4: Dates and Birthdays</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 4: Dates and Birthdays - Core Vocabulary</a></li> <li><a href="#">Unit 4: Dates and Birthdays - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 5: Countries and Nationalities</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 5: Countries and Nationalities - Core Vocabulary</a></li> <li><a href="#">Unit 5: Countries and Nationalities - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 6: Talking About Meals</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 6: Liking/Disliking Meals and Food - Core Vocabulary</a></li> <li><a href="#">Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 7: Describing People</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 7: Describing People - Core Vocabulary</a></li> <li><a href="#">Unit 7: Describing People - Extra Vocabulary</a></li> </ul> <p><b><u>Unit 8: School Subjects</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Unit 8: School Subjects - Core Vocabulary</a></li> </ul> |
|--|---|--|---|

|  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• <a href="#">Unit 8: School Subjects - Extra Vocabulary</a></li></ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"><li>• <a href="#">Unit 9: Leisure Activities - Core Vocabulary</a></li><li>• <a href="#">Unit 9: Leisure Activities - Extra Vocabulary</a></li></ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"><li>• <a href="#">Unit 10: My House - Core Vocabulary</a></li><li>• <a href="#">Unit 10: My House - Extra Vocabulary</a></li></ul> |
|--|--|--|---|

**Use structures and features of the grammatical system to create texts**

In every Education Perfect Languages unit of the Beginners Course, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.

The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.

The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.

**Getting Started with Chinese:**

Unit 1: Greetings and Introductions

- Text Creation: Basic greetings and introductions form the foundation for creating simple dialogues or introducing oneself in written texts. Students learn to construct sentences like self-introductions and basic greetings, which are fundamental in text creation.

Unit 2: Asking How Are You

- Text Creation: With vocabulary for emotions and well-being, students can create texts involving characters in different emotional states or write simple dialogues asking about health and feelings.

Unit 3: Numbers

- Text Creation: Numbers are integral in creating texts that involve quantities, dates, or times. Students can write about events, schedules, or describe scenes involving numbers (like a marketplace).

Unit 4: Age and Year Level

**Getting Started Course**

[Unit 1: Greetings and Introductions](#)

[Unit 2: Asking how are you](#)

[Unit 3: Numbers](#)

[Unit 4: Age and year level](#)

[Unit 5: Dates](#)

[Unit 6: Colours](#)

[Unit 7: Family](#)

[Unit 8: Animals](#)

[Unit 9: Food](#)

[Unit 10: Classroom Commands](#)

**Beginners Course**

[Unit 1: Greetings and Introductions](#)

[Unit 2: Families and Pets](#)

[Unit 3: The Classroom](#)

[Unit 4: Dates and Birthdays](#)

[Unit 5: Countries and Nationalities](#)

[Unit 6: Talking About Meals](#)

[Unit 7: Describing People](#)

[Unit 8: School Subjects](#)

[Unit 9: Leisure Activities](#)

[Unit 10: My House](#)

**Beginners Course** Units 1-10 (writing and speaking sections)

**Unit 1: Greetings and Introductions**

- [5. Writing: Greetings and Introductions](#)
- [6. Speaking: Greetings and Introductions](#)

**Unit 2: Families and Pets**

- [5. Writing: Family and Pets](#)
- [6. Speaking: Families and Pets](#)

**Unit 3: The Classroom**

- [5. Writing: The Classroom](#)
- [6. Speaking: The Classroom](#)

**Unit 4: Dates and Birthdays**

- [5. Writing: Dates and Birthdays](#)



- Text Creation: Discussing age and educational level is common in personal narratives. Students can create texts describing themselves, their peers, or fictional characters, incorporating age and educational details.

Unit 5: Dates

- Text Creation: Students can create texts involving scheduling events, describing historical dates, or narrating a story with specific temporal references.

Unit 6: Colours

- Text Creation: Colour vocabulary allows students to add descriptive detail to their texts, whether they are writing about objects, settings, or describing characters.

Unit 7: Family

- Text Creation: Family-related vocabulary lets students write about family members, create family trees, or describe familial relationships in narratives.

Unit 8: Animals

- Text Creation: Animal vocabulary can be used to create descriptive texts about pets, zoos, or fictional stories involving animals.

Unit 9: Food

- Text Creation: Students can write menus, recipes, or describe dining experiences, integrating vocabulary related to food and eating habits.

Unit 10: Classroom Commands

- Text Creation: This unit is particularly useful for creating texts that take place in a school setting, including dialogues between teachers and students or descriptions of classroom activities.

**Chinese Beginner Course:**

Unit 1: Greetings and Introductions

- Text Creation: Enhances students' ability to write more complex introductions and dialogues, incorporating question particles and varied sentence structures.

Unit 2: Families and Pets

- Text Creation: Students can create more detailed descriptions of family and pets, using plurals, possessives, and measure words to add depth to their texts.

Unit 3: The Classroom

- [6. Speaking: Dates and Birthdays](#)

**Unit 5: Countries and Nationalities**

- [5. Writing: Countries and Nationalities](#)
- [6. Speaking: Countries and Nationalities](#)

**Unit 6: Talking About Meals**

- [5. Writing: Talking About Meals](#)
- [6. Speaking: Talking About Meals](#)

**Unit 7: Describing People**

- [5. Writing: Describing People](#)
- [6. Speaking: Describing People](#)

**Unit 8: School Subjects**

- [5. Writing: School Subjects](#)
- [6. Speaking: School Subjects](#)

**Unit 9: Leisure Activities**

- [5. Writing: Leisure Activities](#)
- [6. Speaking: Leisure Activities](#)

**Unit 10: My House**

- [5. Writing: My House](#)
- [6. Speaking: My House](#)

**Beginners Course (Grammar lessons)**

**Unit 1: Greetings and Introductions**

- [7a. Grammar - Simple Sentences: Greetings and Introductions](#)
- [7b. Grammar - Question Particle: Greetings and Introductions](#)

**Unit 2: 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](#)

**Unit 3: The Classroom**

- [7a. Grammar - Measure words:](#)

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Text Creation: Enables students to write about classroom scenarios, incorporating specific language for requests, descriptions of classroom items, and interactions.</li> </ul> <p>Unit 4: Dates and Birthdays</p> <ul style="list-style-type: none"> <li>• Text Creation: Students learn to write about personal events, historical dates, or create invitations, using the language of dates and birthdays.</li> </ul> <p>Unit 5: Countries and Nationalities</p> <ul style="list-style-type: none"> <li>• Text Creation: Facilitates writing about travel experiences, cultural backgrounds, or comparing different countries, using location and nationality vocabulary.</li> </ul> <p>Unit 6: Talking About Meals</p> <ul style="list-style-type: none"> <li>• Text Creation: Students can create texts about food preferences, restaurant experiences, or narrate stories involving meals, using specific language for likes, dislikes, and habits.</li> </ul> <p>Unit 7: Describing People</p> <ul style="list-style-type: none"> <li>• Text Creation: Provides the tools to describe characters in stories, write biographies, or create texts that require detailed physical descriptions.</li> </ul> <p>Unit 8: School Subjects</p> <ul style="list-style-type: none"> <li>• Text Creation: Enables students to write about their academic experiences, opinions about different subjects, or create school-based narratives.</li> </ul> <p>Unit 9: Leisure Activities</p> <ul style="list-style-type: none"> <li>• Text Creation: Students can write about hobbies, leisure activities, or create event descriptions, incorporating language about personal interests.</li> </ul> <p>Unit 10: My House</p> <ul style="list-style-type: none"> <li>• Text Creation: Students learn to describe homes and living situations, ideal for writing about personal spaces or setting scenes in narratives.</li> </ul> | <p><a href="#">The Classroom</a></p> <ul style="list-style-type: none"> <li>• <a href="#">7b. Grammar - The Consistent Form of Pronouns: The Classroom</a></li> <li>• <a href="#">7c. Grammar - Conjunction 和: The Classroom</a></li> <li>• <a href="#">7d. Grammar - Position Word: The Classroom</a></li> </ul> <p><b><a href="#">Unit 4: Dates and Birthdays</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7a. Grammar - To be: Dates and Birthdays</a></li> <li>• <a href="#">7b. Grammar - Nominal Predicates: Dates and Birthdays</a></li> <li>• <a href="#">7c. Grammar - Sentence Order: Dates and Birthdays</a></li> <li>• <a href="#">7d. Grammar - Making Suggestions: Dates and Birthdays</a></li> </ul> <p><b><a href="#">Unit 5: Countries and Nationalities</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7a. Grammar - 在 (zài): Countries and Nationalities</a></li> <li>• <a href="#">7b. Grammar - Demonstrative Pronouns: Countries and</a></li> </ul> <p><b><a href="#">Unit 6: Talking About Meals</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7a. Grammar - Consistent Form: Talking About Meals</a></li> </ul> <p><b><a href="#">Unit 7: Describing People</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7a. Grammar - Interrogative Pronouns: Describing People</a></li> <li>• <a href="#">7b. Grammar - Comparative Form: Describing People</a></li> </ul> <p><b><a href="#">Unit 8: School Subjects</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7a. Grammar - Superlative Form: School Subjects</a></li> <li>• <a href="#">7b. Grammar - Compound Sentences: School Subjects</a></li> </ul> <p><b><a href="#">Unit 9: Leisure Activities</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">7. Grammar - Multiple Verbs: Leisure Activities</a></li> </ul> <p><b><a href="#">Unit 10: My House</a></b></p> |
|--|--|--|---|

|  |   |   |  |
|--|---|---|--|
|  |   |   | <ul style="list-style-type: none"> <li>• <a href="#">7. Grammar - Two Negators: My House</a></li> </ul>  |
|  | <p><b>Use structures and features of the target language writing system to create written texts</b></p> | <p>EP offers writing exercises that help students practise and master the target language's writing system. By engaging with these activities, students develop the skills necessary to create written texts in the target language. For example:</p> <p><b>Getting Started with Chinese:</b></p> <p><b>Unit 1: Greetings and Introductions and subsequent units</b> progressively introduce students to basic vocabulary and grammar, laying the foundation for constructing written texts. The focus on greetings, personal details, emotions, and basic sentence structures enables students to start forming simple written expressions in Chinese.</p> <p><b>Units like Colors, Numbers, and Classroom Objects</b> extend the vocabulary base, crucial for written communication. The practice sessions in these units encourage students to rearrange word sequences, an essential skill in writing.</p> <p><b>Cultural Insights</b> across units also provide contextual understanding, which is vital for effective written communication, as it goes beyond mere language mechanics.</p> <p><b>Chinese Beginners Course:</b></p> <p><b>Units like Describing People, Family and Pets, and My House</b> delve deeper into more complex structures. Here, students learn to describe, narrate, and articulate thoughts, which are fundamental skills in written texts.</p> <p><b>Grammar Focus</b> in units such as "Dates and Birthdays" and "Meals and Likes/Dislikes of Food" introduces sentence structures, enhancing students' ability to construct coherent written pieces.</p> <p><b>Authentic Tasks and Practical Activities</b> in these units simulate real-life scenarios, encouraging students to apply their learning in writing, thus directly addressing the descriptor.</p> | <p><b>Getting Started Course</b></p> <p><a href="#">Unit 1: Greetings and Introductions</a><br/> <a href="#">Unit 2: Asking how are you</a><br/> <a href="#">Unit 3: Numbers</a><br/> <a href="#">Unit 4: Age and year level</a><br/> <a href="#">Unit 5: Dates</a><br/> <a href="#">Unit 6: Colours</a><br/> <a href="#">Unit 7: Family</a><br/> <a href="#">Unit 8: Animals</a><br/> <a href="#">Unit 9: Food</a><br/> <a href="#">Unit 10: Classroom Commands</a></p> <p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Greetings and Introductions</a></li> <li>• <a href="#">6. Speaking: Greetings and Introductions</a></li> </ul> <p><b>Unit 2: Families and Pets</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Family and Pets</a></li> <li>• <a href="#">6. Speaking: Families and Pets</a></li> </ul> <p><b>Unit 3: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: The Classroom</a></li> <li>• <a href="#">6. Speaking: The Classroom</a></li> </ul> <p><b>Unit 4: Dates and Birthdays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Dates and Birthdays</a></li> <li>• <a href="#">6. Speaking: Dates and Birthdays</a></li> </ul> <p><b>Unit 5: Countries and Nationalities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Countries and Nationalities</a></li> <li>• <a href="#">6. Speaking: Countries and Nationalities</a></li> </ul> <p><b>Unit 6: Talking About Meals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Talking About Meals</a></li> </ul> |

|  |   |  |  |
|--|---|--|--|
|  |   | <p>Both courses progressively build language skills starting from the basics to more complex structures. They integrate vocabulary, grammar, cultural context, and practical exercises, all of which are essential components in learning to create written texts in a new language.</p>   | <ul style="list-style-type: none"> <li>• <a href="#">6. Speaking: Talking About Meals</a></li> </ul> <p><b>Unit 7: Describing People</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Describing People</a></li> <li>• <a href="#">6 Speaking: Describing People</a></li> </ul> <p><b>Unit 8: School Subjects</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: School Subjects</a></li> <li>• <a href="#">6. Speaking: School Subjects</a></li> </ul> <p><b>Unit 9: Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5. Writing: Leisure Activities</a></li> <li>• <a href="#">6. Speaking: Leisure Activities</a></li> </ul> <p><b>Unit 10: My House</b></p> <ul style="list-style-type: none"> <li>• <a href="#">5.Writing: My House</a></li> <li>• <a href="#">6. Speaking: My House</a></li> <li>• </li> </ul>  |
| <p><b>Applying knowledge of the target language culture(s) to create texts</b></p> | <p><b>Use language that is appropriate to cultural practices and values to create texts</b></p> | <p>Each unit in the Chinese course has a distinct cultural focus that provides students with a broader understanding of Chinese culture and society. This cultural focus can be particularly useful for teachers who want to emphasise cultural aspects that may not be explicitly mentioned in the curriculum standards. Here's the cultural focus for each unit:</p> <p><b>Beginner Level: "Use appropriate forms of greetings and farewells in emails."(NESA)</b><br/> <b>Getting Started with Chinese:</b></p> <ul style="list-style-type: none"> <li>• Units on Greetings and Introductions: These units introduce basic greetings like "Hello" and "Goodbye" in Chinese, which are the foundational blocks for any formal or informal communication, including emails.</li> </ul> <p><b>Chinese Beginner Course:</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Greetings and Introductions: This unit delves deeper into greetings and farewells, teaching students the nuances of these phrases in different contexts. These are crucial for starting and ending emails appropriately.</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• At the beginner level, students learn to recognize and use basic greetings and farewells. This knowledge is directly applied when writing emails, ensuring they start and conclude their messages in a culturally appropriate manner.</li> </ul> <p><b>Intermediate Level: "Use formal and informal language registers to address the reader of a letter."(NESA)</b><br/> <b>Getting Started with Chinese:</b></p> | <p>Getting Started and Beginners Units 1-10</p> <p>Integrated in the introduction section of each unit</p> <p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Greetings and Introductions</a></li> <li>• <a href="#">Unit 2: Asking how are you</a></li> <li>• <a href="#">Unit 3: Numbers</a></li> <li>• <a href="#">Unit 4: Age and year level</a></li> <li>• <a href="#">Unit 5: Dates</a></li> <li>• <a href="#">Unit 6: Colours</a></li> <li>• <a href="#">Unit 7: Family</a></li> <li>• <a href="#">Unit 8: Animals</a></li> <li>• <a href="#">Unit 9: Food</a></li> <li>• <a href="#">Unit 10: Classroom Commands</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">1. Introduction: Greetings and Introductions (Updated)</a></li> <li>• <a href="#">1. Introduction: Family and Pets (Updated)</a></li> <li>• <a href="#">1. Introduction: The Classroom (Updated)</a></li> </ul> |

- Units on Asking How Are You, Colours, Food: These units begin to introduce language that varies in formality, such as the polite form of "you" (您) versus the more informal (你), which is key in understanding and applying formal and informal registers.

**Chinese Beginner Course:**

- Units on The Classroom, School Subjects: These units cover language used in formal educational settings and discussions about academic subjects, where formal language is often used.

**Application:**

- At the intermediate level, students' understanding of formal and informal language registers is enhanced. They learn to discern the appropriate register for addressing the reader in a letter, whether it's a formal letter to a teacher or an informal note to a friend.

**Advanced Level: "Use appropriate references to cultural and social practices such as celebrations."(NESA)**

**Getting Started with Chinese:**

- Units on Dates, Festivals: While these units are more foundational, they introduce important cultural elements like festivals and celebrations, which are integral to advanced cultural references.

**Chinese Beginner Course:**

- Units on Dates and Birthdays, Talking About Meals: These units delve into cultural practices around dates, birthdays, and meals, including festivals and celebrations.

**Application:**

- At the advanced level, students are expected to incorporate references to cultural and social practices in their communication. The knowledge from these units allows students to make appropriate references to Chinese cultural and social practices, such as traditional celebrations and customs, in their texts.

- [1. Introduction: Dates and Birthdays \(Updated\)](#)
- [1. Introduction: Countries and Nationalities \(Updated\)](#)
- [1. Introduction: Talking About Meals \(Updated\)](#)
- [1. Introduction: Describing People \(Updated\)](#)
- [1. Introduction: School Subjects \(Updated\)](#)
- [1. Introduction Leisure Activities \(Updated\)](#)
- [1. Introduction: My House \(Updated\)](#)

## EP Lesson Recommendations:

For **Year 7-8 Chinese** we would recommend a combination of our **Getting Started and Beginner Chinese courses**. We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

# Education Perfect

Curriculum Map and Units Outlines

## Chinese

---

### Getting Started with Chinese:

#### Novice Low - Novice Mid

| EP Unit:   | Lessons within each unit (linked with a hyperlink)  |
|--|---|
| <p><b>Unit 1: Greetings and Introductions</b></p> <p><b>Unit 1.1 - Introductions:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> <li>• Learn how to say "Hello" in Chinese.</li> <li>• Learn how to ask for someone's name.</li> <li>• Learn how to say what their name is.</li> <li>• Work through vocabulary recognition exercises based on what they have learnt.</li> <li>• View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 1.2 - Greetings:</b></p> <p>In this lesson, students will:</p> | <p><a href="#">Unit 01.1: Introductions</a></p> <p><a href="#">Unit 01.2: Greetings</a></p> <p><a href="#">Unit 01.3: Practice</a></p> <p><a href="#">Unit 01.4: Extension</a></p> <p><a href="#">Unit 01.5 Speaking</a></p> <p><a href="#">Unit 01.6: Authentic Task</a></p> <p><a href="#">Unit 01: Greetings and Introductions</a></p> <p><a href="#">Assessment Unit 01</a></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn about Chinese names.</li> <li>● Learn 您 (nín) as the polite form of 你(nǐ)</li> <li>● Learn how to greet their teacher.</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 1.3 - Practice:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● Work through vocabulary recognition for all vocabulary for the unit.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> <li>● Practice writing skills, with particular focus on word order and recognition (in Pinyin)</li> </ul> <p><b>Unit 1.4 - Extension:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● Practice writing skills by providing short written answers to English questions.</li> <li>● Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 1.5 - Speaking:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>● Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> |  |
| <p><b>Unit 2: Asking how are you</b><br/><b>Unit 2.1 - Asking How Are You:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn how to say “How are you?” in Chinese.</li> <li>● Learn how to ask for someone’s name.</li> <li>● Learn how to say what their name is.</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> <li>● View simple combined listening/reading texts in video form and answer</li> </ul>  | <p><a href="#">Unit 02.1: Asking how you are</a><br/> <a href="#">Unit 02.2: Saying how you are</a><br/> <a href="#">Unit 02.3: Practice</a><br/> <a href="#">Unit 02.4: Extension</a><br/> <a href="#">Unit 02.5 Speaking</a><br/> <a href="#">Unit 02.6: Authentic Task</a><br/> <a href="#">Unit 02: Asking how are you</a></p> |



|   |   |
|---|---|
| <p>comprehension questions based on the texts.</p> <ul style="list-style-type: none"> <li>● Be introduced to a song that will help them learn vocabulary from the unit.</li> </ul> <p><b>Unit 2.2 - Saying How You Are:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn some simple ways to say how they are feeling in Chinese.</li> <li>● Learn how to say “Thank you” and “And you?” in Chinese</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 2.3 - Practice:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> <li>● Practice writing skills, with particular focus on word order and recognition (in Pinyin)</li> </ul> <p><b>Unit 2.4 - Extension:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● Practice writing skills by providing short written answers to English questions.</li> <li>● Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 2.5 - Speaking:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>● Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> |   |
| <p><b>Unit 3: Numbers</b><br/><b>Unit 3.1 - Numbers 0-99:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn the numbers 1-10 in Chinese.</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> </ul>  | <p><a href="#">Unit 03.1: Numbers 0-99</a><br/> <a href="#">Unit 03.2: Asking and Saying Phone Numbers</a><br/> <a href="#">Unit 03.3: Practice</a><br/> <a href="#">Unit 03.4: Extension</a><br/> <a href="#">Unit 03.5 Speaking</a></p> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Be introduced to a song that will help them learn how numbers work in Chinese.</li> </ul> <p><b>Unit 3.2 - Asking and Saying Phone Numbers:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn how to ask someone for their phone number in Chinese.</li> <li>● Learn how to say what their phone number is in Chinese</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 3.3 - Practice:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> <li>● Practice writing skills, with particular focus on word order and recognition (in Pinyin)</li> </ul> <p><b>Unit 3.4 - Extension:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be shown a recap of the vocabulary introduced in the unit.</li> <li>● Practice writing skills by providing short written answers to English questions.</li> <li>● Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 3.5 - Speaking:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>● Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> | <p><a href="#">Unit 03.6: Authentic Task</a><br/><a href="#">Unit 03: Numbers</a><br/><a href="#">Assessment Unit 03</a></p>  |
| <p><b>Unit 4: Age and year level</b><br/><b>Unit 4.1 - Age:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to core vocabulary for the unit.</li> <li>● Learn how to ask what someone’s age is.</li> <li>● Learn how to say what their age is in Chinese.</li> <li>● Work through vocabulary recognition exercises based on what they have learnt.</li> <li>● View simple combined listening/reading texts in video form and answer</li> </ul>  | <p><a href="#">Unit 04.1: Age</a><br/><a href="#">Unit 04.2: Year level</a><br/><a href="#">Unit 04.3: Practice</a><br/><a href="#">Unit 04.4: Extension</a><br/><a href="#">Unit 04.5 Speaking</a><br/><a href="#">Unit 04.6: Authentic Task</a><br/><a href="#">Unit 04: Age and year level</a></p> |

|   |  |
|---|--|
| <p>comprehension questions based on the texts.</p> <p><b>Unit 4.2 - Year Level:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> <li>• Learn how to ask someone what year level they are.</li> <li>• Learn how to say what year level they are in Chinese</li> <li>• Work through vocabulary recognition exercises based on what they have learnt.</li> <li>• View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 4.3 - Practice:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be shown a recap of the vocabulary introduced in the unit.</li> <li>• Work through vocabulary recognition for all vocabulary for the unit.</li> <li>• View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 4.4 - Extension:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be shown a recap of the vocabulary introduced in the unit.</li> <li>• Practice writing skills by providing short written answers to English questions.</li> <li>• Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 4.5 - Speaking:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>• Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> | <p><a href="#">Assessment Unit 04</a></p>  |
| <p><b>Unit 5: Dates</b><br/><b>Unit 5.1 - Days Of The Week:</b><br/>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> <li>• Learn how to ask what day of the week it is today Chinese.</li> <li>• Learn how to ask what day of the week it will be tomorrow/was yesterday in Chinese.</li> <li>• Learn how to say what day of the week it is today/tomorrow/yesterday in Chinese.</li> </ul>  | <p><a href="#">Unit 05.1: Days of the week</a><br/> <a href="#">Unit 05.2: Dates</a><br/> <a href="#">Unit 05.3: Practice</a><br/> <a href="#">Unit 05.4: Extension</a><br/> <a href="#">Unit 05.5 Speaking</a><br/> <a href="#">Unit 05.6: Authentic Task</a></p> |

- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.

### **Unit 5.2 - Dates:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Learn how to ask someone what date it is today in Chinese.
- Learn how to ask what date it will be tomorrow/was yesterday in Chinese.
- Learn how to say what date it is today/tomorrow/yesterday in Chinese.
- Learn how to say what year it is in Chinese.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.

### **Unit 5.3 - Practice:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Be introduced to a Happy Birthday song.

### **Unit 5.4 - Extension:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Practice writing skills by providing short written answers to English questions.
- Practice writing skills by drawing the Hanzi for key words from the unit.

### **Unit 5.5 - Speaking:**

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Chinese to a question.

[Unit 05: Dates](#)  
[Assessment Unit 05](#)

**Unit 6: Colours**

[Unit 06.1: Colours](#)

**Unit 6.1 - Colours:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Learn how to say common colours Chinese.
- Learn the difference between colours as adjectives and colours as nouns in Chinese.
- Work through vocabulary recognition exercises based on what they have learnt.

**Unit 6.2 - Favourite Colour:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Learn how to you like a colour in Chinese.
- Learn how to say your what your favourite colour is in Chinese.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Be introduced to a song about colours.

**Unit 6.3 - Practice:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition (in Pinyin)

**Unit 6.4 - Extension:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Practice writing skills by providing short written answers to English questions.
- Practice writing skills by drawing the Hanzi for key words from the unit.

**Unit 6.5 - Speaking:**

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Chinese to a question.

[Unit 06.2: Favourite Colour](#)

[Unit 06.3: Practice](#)

[Unit 06.4: Extension](#)

[Unit 06.5: Speaking](#)

[Unit 06: Colours](#)

[Assessment Unit 06](#)

|   |  |
|---|--|
| <p><b>Unit 7: Family</b></p> <p><b>Unit 7.1 - Family Members:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> <li>• Learn the words for parents and grandparents in Chinese.</li> <li>• Learn the words for siblings in Chinese.</li> <li>• Work through vocabulary recognition exercises based on what they have learnt.</li> <li>• Be introduced to a song “The finger family”.</li> </ul> <p><b>Unit 7.2 - Introducing Family Members:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> <li>• Learn how to say what family members they have.</li> <li>• Learn how to express certain numbers of family members.</li> <li>• Work through vocabulary recognition exercises based on what they have learnt.</li> </ul> <p><b>Unit 7.3 - Practice:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be shown a recap of the vocabulary introduced in the unit.</li> <li>• View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 7.4 - Extension:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be shown a recap of the vocabulary introduced in the unit.</li> <li>• Practice writing skills by providing short written answers to English questions.</li> <li>• Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 7.5 - Speaking:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>• Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> | <p><a href="#">Unit 07.1: Family Members</a></p> <p><a href="#">Unit 07.2: Introducing Family Members</a></p> <p><a href="#">Unit 07.3: Practice</a></p> <p><a href="#">Unit 07.4: Extension</a></p> <p><a href="#">Unit 07.5: Speaking</a></p> <p><a href="#">Unit 07: Family</a></p> <p><a href="#">Assessment Unit 07</a></p> |
| <p><b>Unit 8: Animals</b></p> <p><b>Unit 8.1 - Pets and Animals:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to core vocabulary for the unit.</li> </ul>   | <p><a href="#">Unit 08.1: Pets and Animals</a></p> <p><a href="#">Unit 08.2: Chinese Zodiac</a></p> <p><a href="#">Unit 08.3: Practice</a></p> <p><a href="#">Unit 08.4: Extension</a></p>   |

- Learn the words for common pets in Chinese.
- Learn the words for a selection of other animals in Chinese.
- Learn how to ask someone what pets they have.
- Learn to say what pets they have.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Be introduced to a song about animals and their sounds.

### **Unit 8.2 - Chinese Zodiac:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Learn the words for the animals of the Chinese zodiac.
- Learn how to say what Chinese zodiac you are.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.

### **Unit 8.3 - Practice:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition (in Pinyin)

### **Unit 8.4 - Extension:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Practice writing skills by providing short written answers to English questions.
- Practice writing skills by drawing the Hanzi for key words from the unit.

### **Unit 8.5 - Speaking:**

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Chinese to a question.

[Unit 08.5: Speaking](#)

[Unit 08: Animals](#)

[Assessment Unit 08](#)

**Unit 9: Food****Unit 9.1 - Food:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Learn the words for “Eat” and “Drink” in Chinese.
- Learn how to say “I like to eat...” in Chinese.
- Learn how to ask someone what they like to eat.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.

**Unit 9.2 - Drink:**

In this lesson, students will:

- Be introduced to core vocabulary for the unit.
- Recap the words for “Eat and “Drink” in Chinese.
- Learn how to say “I like to drink...” in Chinese.
- Learn how to ask someone what they like to drink.
- Work through vocabulary recognition exercises based on what they have learnt.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.

**Unit 9.3 - Practice:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition (in Pinyin)

**Unit 9.4 - Extension:**

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Practice writing skills by providing short written answers to English questions.
- Practice writing skills by drawing the Hanzi for key words from the unit.

**Unit 9.5 - Speaking:**

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native

[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](#)



|   |   |
|---|---|
| <p>speaker.</p> <ul style="list-style-type: none"> <li>Practice speaking skills by recording an answer in Chinese to a question.</li> </ul>   |   |
| <p><b>Unit 10: Classroom Commands</b></p> <p><b>Unit 10.1 - Classroom Commands:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>Be introduced to core vocabulary for the unit.</li> <li>Learn phrases to say at the beginning of class in Chinese.</li> <li>Learn how to say “Stand up” and “Sit down” in Chinese.</li> <li>Learn how to ask if they can go to the toilet.</li> <li>Learn the words for “You can” and “You cannot” in Chinese.</li> <li>Work through vocabulary recognition exercises based on what they have learnt.</li> </ul> <p><b>Unit 10.2 - More Classroom Commands:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>Be introduced to core vocabulary for the unit.</li> <li>Learn how to say some more complex classroom commands in Chinese.</li> <li>Work through vocabulary recognition exercises based on what they have learnt.</li> </ul> <p><b>Unit 10.3 - Practice:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>Be shown a recap of the vocabulary introduced in the unit.</li> <li>Work through vocabulary recognition for all vocabulary for the unit.</li> <li>View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.</li> </ul> <p><b>Unit 10.4 - Extension:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>Be shown a recap of the vocabulary introduced in the unit.</li> <li>Practice writing skills by providing short written answers to English questions.</li> <li>Practice writing skills by drawing the Hanzi for key words from the unit.</li> </ul> <p><b>Unit 10.5 - Speaking:</b></p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> <li>Practice pronunciation by saying words and comparing their pronunciation to a native speaker.</li> <li>Practice speaking skills by recording an answer in Chinese to a question.</li> </ul> | <p><a href="#">Unit 10.1: Classroom Commands</a></p> <p><a href="#">Unit 10.2: More Classroom Commands</a></p> <p><a href="#">Unit 10.3: Practice</a></p> <p><a href="#">Unit 10.4: Extension</a></p> <p><a href="#">Unit 10.5: Speaking</a></p> <p><a href="#">Unit 10: Classroom commands</a></p> <p><a href="#">Assessment Unit 10</a></p> |

**Beginner Chinese:**

**Novice Mid - Intermediate Low**

[Unit 1: Greetings and Introductions](#)

[Unit 2: Families and Pets](#)

[Unit 3: The Classroom](#)

[Unit 4: Dates and Birthdays](#)

[Unit 5: Countries and Nationalities](#)

[Unit 6: Talking About Meals](#)

[Unit 7: Describing People](#)

[Unit 8: School Subjects](#)

[Unit 9: Leisure Activities](#)

[Unit 10: My House](#)

| EP Unit:  | Lessons within each unit (linked with a hyperlink)  |
|---|---|
| <p><b>Unit 1: Greetings and Introductions</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Greet someone.</li> <li>• Introduce yourself and ask someone else’s name.</li> <li>• Ask how someone is feeling and say how you are feeling.</li> <li>• Say goodbye.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about introductions.</li> <li>• Monologues, conversations and texts about how someone is feeling.</li> <li>• Monologues, conversations and texts about greetings.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Question particles: 吗 and 呢</li> <li>• Structure for simple sentences:<br/>Subject + Verb + Object<br/>Subject + adverb + adjective</li> </ul> | <p><b>Lessons:</b></p> <p><a href="#">1. Introduction: Greetings and Introductions (Updated)</a></p> <p><a href="#">2. Vocabulary Practice: Greetings and Introductions</a></p> <p><a href="#">3. Listening Comprehension: Greetings and Introductions</a></p> <p><a href="#">4. Reading Comprehension: Greetings and Introductions</a></p> <p><a href="#">5. Writing: Greetings and Introductions</a></p> <p><a href="#">6. Speaking: Greetings and Introductions</a></p> <p><a href="#">7a. Grammar - Simple Sentences: Greetings and Introductions</a></p> <p><a href="#">7b. Grammar - Question Particle: Greetings and Introductions</a></p> <p><a href="#">8. Authentic Task: Greetings and Introductions</a></p> |

|  |   |
|--|---|
|  | <p><b>Vocabulary lists:</b><br/> <a href="#">Unit 1: Greetings and Introductions - Core Vocabulary</a><br/> <a href="#">Unit 1: Greetings and Introductions - Extra Vocabulary</a></p> <p><b>Assessments:</b><br/> <a href="#">LIA/Beginners U01 Auto-marked</a><br/> <a href="#">LIA/Beginners U01 Speaking</a><br/> <a href="#">LIA/Beginners U01 Teacher-marked</a></p>  |
| <p><b>Unit 2: Families and Pets</b></p> <p><b>Learning outcomes for this unit:</b><br/> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Say how many people are in your family.</li> <li>● List what family members you have.</li> <li>● Say how many Pets you have.</li> <li>● List different pets you have.</li> <li>● Ask other people about their families and pets.</li> <li>● Recognise the radical 女.</li> <li>● Understand the rule of the neutral tone in family names.</li> <li>● Use two common measure words.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>● Monologues, conversations and texts about which family members someone has.</li> <li>● Monologues, conversations and texts about how many pets someone has and what they are.</li> <li>● Monologues, conversations and texts about how many siblings or pets someone has.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● Plural form: 们</li> <li>● Possessive: 的</li> <li>● Measure words: 个 and 只</li> </ul> | <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Family and Pets (Updated)</a></li> <li><a href="#">2. Vocabulary Practice: Families and Pets</a></li> <li><a href="#">3. Listening Comprehension: Families and Pets</a></li> <li><a href="#">4. Reading Comprehension: Families and Pets</a></li> <li><a href="#">5. Writing: Family and Pets</a></li> <li><a href="#">6. Speaking: Families and Pets</a></li> <li><a href="#">7a. Grammar - Plural Form of Pronouns: Families and Pets</a></li> <li><a href="#">7b. Grammar - Possessives: Families and Pets</a></li> <li><a href="#">7c. Grammar - Measure words: Families and Pets</a></li> <li><a href="#">8. Authentic Task: Family and Pets</a></li> </ol> <p><b>Assessments:</b><br/> <a href="#">LIA/Beginners U02 Auto-marked</a><br/> <a href="#">LIA/Beginners U02 Speaking</a><br/> <a href="#">LIA/Beginners U02 Teacher-marked</a></p> |

|  |   |
|--|---|
|  | <p><b>Vocabulary lists:</b><br/> <a href="#">Unit 2: Families and Pets - Core Vocabulary</a><br/> <a href="#">Unit 2: Families and Pets - Extra Vocabulary</a></p>  |
| <p><b>Unit 3: The Classroom</b><br/> <b>Learning outcomes for this unit:</b><br/>         By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use common classroom phrases.</li> <li>• Talk about common classroom items.</li> <li>• Make basic requests to their teacher.</li> <li>• Offer apologies.</li> <li>• Pronounce — in different contexts correctly.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about items someone has.</li> <li>• Monologues, conversations and texts about items in the classroom.</li> <li>• Monologues, conversations and texts involving common classroom requests.</li> <li>• Monologues, conversations and texts involving common classroom commands..</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• More measure words.</li> <li>• The consistent form of pronouns.</li> <li>• Conjunction: 和</li> <li>• Position words: 里 and 外</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Usage of polite form: 您 and 请</li> </ul> | <p><b>Lessons:</b><br/> <a href="#">1. Introduction: The Classroom (Updated)</a><br/> <a href="#">2. Vocabulary Practice: The Classroom</a><br/> <a href="#">3. Listening Comprehension: The Classroom</a><br/> <a href="#">4. Reading Comprehension: The Classroom</a><br/> <a href="#">5. Writing: The Classroom</a><br/> <a href="#">6. Speaking: The Classroom</a><br/> <a href="#">7a. Grammar - Measure words: The Classroom</a><br/> <a href="#">7b. Grammar - The Consistent Form of Pronouns: The Classroom</a><br/> <a href="#">7c. Grammar - Conjunction 和: The Classroom</a><br/> <a href="#">7d. Grammar - Position Word: The Classroom</a><br/> <a href="#">8. Authentic Task: The Classroom</a></p> <p><b>Assessments:</b><br/> <a href="#">LIA/Beginners U03 Auto-marked</a><br/> <a href="#">LIA/Beginners U03 Speaking</a><br/> <a href="#">LIA/Beginners U03 Teacher-marked</a></p> <p><b>Vocabulary lists:</b><br/> <a href="#">Unit 3: The Classroom - Core Vocabulary</a><br/> <a href="#">Unit 3: The Classroom - Extra Vocabulary</a></p> |
| <p><b>Unit 4: Dates and Birthdays</b><br/> <b>Learning outcomes for this unit:</b><br/>         By the end of this unit, students will be able to:</p>   | <p><b>Lessons:</b><br/> <a href="#">1. Introduction: Dates and Birthdays (Updated)</a></p>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Say how old they are.</li> <li>● Say when their birthday is.</li> <li>● Say the date.</li> <li>● Ask questions about birthdays, dates and ages.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>● Monologues, conversations and texts about a person's age.</li> <li>● Monologues, conversations and texts about a person's birthday.</li> <li>● Monologues, conversations and texts about a person's origins.</li> <li>● Monologues, conversations and texts about celebrations and festive occasions.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● To be: 是</li> <li>● Nominal predicate (Occasions that 是 is omitted)</li> <li>● Sentence order</li> <li>● Making suggestions: 吧</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>● Chinese Zodiac</li> </ul> | <p><a href="#">2. Vocabulary Practice: Dates and Birthdays</a></p> <p><a href="#">3. Listening Comprehension: Dates and Birthdays</a></p> <p><a href="#">4. Reading Comprehension: Dates and Birthdays</a></p> <p><a href="#">5. Writing: Dates and Birthdays</a></p> <p><a href="#">6. Speaking: Dates and Birthdays</a></p> <p><a href="#">7a. Grammar - To be: Dates and Birthdays</a></p> <p><a href="#">7b. Grammar - Nominal Predicates: Dates and Birthdays</a></p> <p><a href="#">7c. Grammar - Sentence Order: Dates and Birthdays</a></p> <p><a href="#">7d. Grammar - Making Suggestions: Dates and Birthdays</a></p> <p><a href="#">8. Authentic Task: Dates and Birthdays</a></p> |
| <p><b>Unit 5: Countries and Nationalities</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Say what your nationality is.</li> <li>● Talk about which country you live or have lived in</li> <li>● Give opinions on living in different countries.</li> <li>● Know the rule of pronouncing two consecutive third tones.</li> </ul>   | <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U04 Auto-marked</a></p> <p><a href="#">LIA/Beginners U04 Speaking</a></p> <p><a href="#">LIA/Beginners U04 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 4: Dates and Birthdays - Core Vocabulary</a></p> <p><a href="#">Unit 4: Dates and Birthdays - Extra Vocabulary</a></p> <p><b>Lessons:</b></p> <p><a href="#">1. Introduction: Countries and Nationalities (Updated)</a></p> <p><a href="#">2. Vocabulary Practice: Countries and Nationalities</a></p> <p><a href="#">3. Listening Comprehension: Countries and Nationalities</a></p>  |

|   |   |
|---|---|
| <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about countries of origin.</li> <li>• Monologues, conversations and texts about countries of residence.</li> <li>• Monologues, conversations and texts about different nationalities and languages.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• 在</li> <li>• Demonstrative Pronouns: 这 and 那</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Map of China.</li> </ul>   | <p><a href="#">4. Reading Comprehension: Countries and Nationalities</a></p> <p><a href="#">5. Writing: Countries and Nationalities</a></p> <p><a href="#">6. Speaking: Countries and Nationalities</a></p> <p><a href="#">7a. Grammar - 在 (zài): Countries and Nationalities</a></p> <p><a href="#">7b. Grammar - Demonstrative Pronouns: Countries and Nationalities</a></p> <p><a href="#">8. Authentic Task: Countries and Nationalities</a></p> <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U05 Auto-marked</a></p> <p><a href="#">LIA/Beginners U05 Speaking</a></p> <p><a href="#">LIA/Beginners U05 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 5: Countries and Nationalities - Core Vocabulary</a></p> <p><a href="#">Unit 5: Countries and Nationalities - Extra Vocabulary</a></p> |
| <p><b>Unit 6: Talking About Meals</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the words for certain basic food items.</li> <li>• Say what you like and dislike.</li> <li>• Place an order at a cafe or restaurant.</li> <li>• Say what you eat for different meals.</li> <li>• Pronounce 不 correctly in different contexts.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about preferences and dislikes for different food.</li> </ul> | <p><b>Lessons:</b></p> <p><a href="#">1. Introduction: Talking About Meals (Updated)</a></p> <p><a href="#">2. Vocabulary Practice: Talking About Meals</a></p> <p><a href="#">3. Listening Comprehension: Talking About Meals</a></p> <p><a href="#">4. Reading Comprehension: Talking About Meals</a></p> <p><a href="#">5. Writing: Talking About Meals</a></p> <p><a href="#">6. Speaking: Talking About Meals</a></p>  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about what people eat for specific mealtimes.</li> <li>• Monologues, conversations and texts about ordering at restaurants or cafés.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Consistent form of verbs: Different way to express tense.</li> <li>• Negative sentences: 不</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Spring festival</li> </ul>   | <p><a href="#">7a. Grammar - Consistent Form: Talking About Meals</a></p> <p><a href="#">7b. Negative Sentences 不: Talking About Meals</a></p> <p><a href="#">8. Authentic Tasks: Talking About Meals</a></p> <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U06 Auto-marked</a></p> <p><a href="#">LIA/Beginners U06 Speaking</a></p> <p><a href="#">LIA/Beginners U06 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 6: Liking/Disliking Meals and Food - Core Vocabulary</a></p> <p><a href="#">Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary</a></p>                            |
| <p><b>Unit 7: Describing People</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe yourself and others.</li> <li>• Talk about the colour of hair and eyes.</li> <li>• Ask what someone's like.</li> <li>• Ask about people's appearance.</li> <li>• Use 也 and 但是.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about general appearance.</li> <li>• Monologues, conversations and texts about hair and eye colour.</li> <li>• Monologues, conversations and texts about describing oneself or someone else.</li> <li>• Monologues, conversations and texts about asking about someone's characteristics.</li> <li>• Monologues, conversations and texts about whether someone is attractive or likeable.</li> </ul> <p><b>Grammar points:</b></p> | <p><b>Lessons:</b></p> <p><a href="#">1. Introduction: Describing People (Updated)</a></p> <p><a href="#">2. Vocabulary Practice: Describing People</a></p> <p><a href="#">3. Listening Comprehension: Describing People</a></p> <p><a href="#">4. Reading Comprehension: Describing People</a></p> <p><a href="#">5. Writing: Describing People</a></p> <p><a href="#">6. Speaking: Describing People</a></p> <p><a href="#">7a. Grammar - Interrogative Pronouns: Describing People</a></p> <p><a href="#">7b. Grammar - Comparative Form: Describing People</a></p> <p><a href="#">8. Extra for Experts: Describing People</a></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Interrogative Pronouns: 谁, 什么, 哪, 几, 多少, 怎么</li> <li>• Comparative form: 比</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Traditional clothes.</li> </ul>   | <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U07 Auto-marked</a><br/> <a href="#">LIA/Beginners U07 Speaking</a><br/> <a href="#">LIA/Beginners U07 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 7: Describing People - Core Vocabulary</a><br/> <a href="#">Unit 7: Describing People - Extra Vocabulary</a></p>   |
| <p><b>Unit 8: School Subjects</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Say what subjects they study.</li> <li>• Say what subjects they like and dislike.</li> <li>• Say what they think of different subjects and teachers.</li> <li>• Say whether they are good or bad at a certain subject.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about which subjects someone likes or dislikes.</li> <li>• Monologues, conversations and texts about which subjects someone is good or bad at.</li> <li>• Monologues, conversations and texts about which subjects are on a given day.</li> <li>• Monologues, conversations and texts about what grade someone is in.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Superlative Form: 最</li> <li>• Compound Sentences: 因为...所以..., 不但...而且..., ...还有...</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• School subjects in China.</li> </ul> | <p><b>Lessons:</b></p> <p><a href="#">1. Introduction: School Subjects (Updated)</a><br/> <a href="#">2. Vocabulary Practice: School Subjects</a><br/> <a href="#">3. Listening Comprehension: School Subjects</a><br/> <a href="#">4. Reading Comprehension: School Subjects</a><br/> <a href="#">5. Writing: School Subjects</a><br/> <a href="#">6. Speaking: School Subjects</a><br/> <a href="#">7a. Grammar - Superlative Form: School Subjects</a><br/> <a href="#">7b. Grammar - Compound Sentences: School Subjects</a><br/> <a href="#">8. Extra for Experts: School Subjects</a></p> <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U08 Auto-marked</a><br/> <a href="#">LIA/Beginners U08 Speaking</a><br/> <a href="#">LIA/Beginners U08 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 8: School Subjects - Core Vocabulary</a><br/> <a href="#">Unit 8: School Subjects - Extra Vocabulary</a></p> |



|  |  |
|--|--|
| <p><b>Unit 9: Leisure Activities</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about what they do in their spare time.</li> <li>• Say when they do different activities.</li> <li>• List different activities that they do.</li> <li>• Recognise radicals: 手 and 足</li> <li>• Use adverbs of degree.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about what someone's hobbies are.</li> <li>• Monologues, conversations and texts about whether someone likes to do something.</li> <li>• Monologues, conversations and texts about planning activities.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Multiple verbs in one sentence.</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Chinese games.</li> </ul> | <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction Leisure Activities (Updated)</a></li> <li><a href="#">2. Vocabulary Practice: Leisure Activities</a></li> <li><a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li><a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li><a href="#">5. Writing: Leisure Activities</a></li> <li><a href="#">6. Speaking: Leisure Activities</a></li> <li><a href="#">7. Grammar - Multiple Verbs: Leisure Activities</a></li> <li><a href="#">8. Extra for Experts: Leisure Activities</a></li> </ol> <p><b>Assessments:</b></p> <p><a href="#">LIA/Beginners U09 Auto-marked</a></p> <p><a href="#">LIA/Beginners U09 Speaking</a></p> <p><a href="#">LIA/Beginners U09 Teacher-marked</a></p> <p><b>Vocabulary lists:</b></p> <p><a href="#">Unit 9: Leisure Activities - Core Vocabulary</a></p> <p><a href="#">Unit 9: Leisure Activities - Extra Vocabulary</a></p> |
| <p><b>Unit 10: My House</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe their house.</li> <li>• Say what rooms their house has and what's in the room.</li> <li>• Say what type of house they live in.</li> <li>• Talk about where their house is located.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Monologues, conversations and texts about where someone's home is.</li> <li>• Monologues, conversations and texts about what sort of house someone lives in.</li> </ul>  | <p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: My House (Updated)</a></li> <li><a href="#">2. Vocabulary Practice: My House</a></li> <li><a href="#">3. Listening Comprehension: My House</a></li> <li><a href="#">4. Reading Comprehension: My House</a></li> <li><a href="#">5. Writing: My House</a></li> <li><a href="#">6. Speaking: My House</a></li> <li><a href="#">7. Grammar - Two Negators: My House</a></li> <li><a href="#">8. Extra for Experts: My House</a></li> </ol> <p><b>Assessments:</b></p>  |

- Monologues, conversations and texts about what rooms someone's house has.
- Monologues, conversations and texts about the living situation, e.g. shared bedrooms.
- Monologues, conversations and texts about how someone's house is furnished.

**Grammar points:**

- Two negators: 不 and 没.

**Cultural focus in this unit:**

- Buildings in China.

[LIA/Beginners U10 Auto-marked](#)  
[LIA/Beginners U10 Speaking](#)  
[LIA/Beginners U10 Teacher-marked](#)

**Vocabulary lists:**

[Unit 10: My House - Core Vocabulary](#)  
[Unit 10: My House - Extra Vocabulary](#)