

NSW Chinese EP Curriculum Map

Implementation in 2024

Stage 5

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 K-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: ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

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 UNITS
<p>Exchanging and negotiating meaning to interact in the target language</p>	<p>Socialise with peers to build and maintain relationships</p>	<p>Beginner - “Exchange information about themselves”. (NESA) Unit 1: Ordering and Buying Food: This unit's outcomes, such as communicating food orders, asking about prices, and understanding a menu, align with the beginner's goal of exchanging personal information. Students learn to express preferences and make simple inquiries in social settings like restaurants, which are common places for social interaction.</p> <p>Intermediate - “Give and respond to compliments and congratulations”.(NESA)</p> <p>Unit 2: Fashion and Shopping for Clothes: Learning to describe clothing, ask for items, and give opinions on clothing aligns well with giving and responding to compliments. Fashion and shopping contexts often involve giving and receiving opinions and compliments, which are critical social skills.</p> <p>Unit 6: Party Time: Planning and discussing parties, inviting people, and describing past events are excellent contexts for</p>	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>

		<p>practising compliments and congratulations. This unit seems particularly relevant to socialising skills.</p> <p>Unit 7: Organising an Outing with Friends: This unit directly involves socialising skills, as it includes inviting people out, accepting or declining invitations, and planning outings.</p> <p>Advanced - “Express sympathy or regret, and make amends”. (NESA)</p> <p>Unit: "Unit 9: At the Doctors": This unit's focus on health-related conversations can be an effective platform for expressing sympathy and regret. Here's how this unit aligns with the advanced level goals and how teachers can complement it:</p> <p>Health Context: Conversations about health often naturally lead to expressions of sympathy. Discussing common health problems and advising on health issues can provide students with opportunities to practise showing concern and empathy.</p> <p>Grammar and Vocabulary: The unit covers grammatical structures like time complements and affirmative-negative questions, which can be adapted to express sympathy or regret. For example, understanding how to frame questions sensitively in a health context is crucial in expressing empathy.</p> <p>Cultural Understanding: An understanding of Traditional Chinese medicine, as included in the cultural focus of this unit, can deepen students' awareness of how health and wellbeing are approached in Chinese culture, which is vital when expressing sympathy or discussing sensitive topics.</p> <p><i>Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards.</i></p>	
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		<p><i>The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With Intermediate-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum.</i></p>	
	<p>Make arrangements with peers</p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practise essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u></p> <p>Beginner - "Request and grant permission for an event" (NESA)</p> <ul style="list-style-type: none"> • Unit 7: Organising an Outing with Friends: This unit is particularly relevant as it includes making plans and inviting people, which inherently involves requesting and granting permission. The grammatical structures taught, such as modal verbs indicating necessity or requirement (必须 bì xū, 得 děi), are crucial for expressing permission. <p>Intermediate - "Give and respond to invitations" (NESA)</p> <ul style="list-style-type: none"> • Unit 6: Party Time: This unit directly addresses the skill of giving and responding to invitations. Planning a party, inviting guests, and discussing past parties provide practical contexts for students to practise these skills. • Unit 7: Organising an Outing with Friends: As mentioned above, this unit's focus on planning outings with friends involves both extending and responding to invitations, aligning well with the intermediate descriptor. 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>

		<p>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</p> <ul style="list-style-type: none">● Unit 08: Daily Routine can be used to meet this content descriptor. This unit focuses on describing daily routines and asking about others' routines. Key grammar points like compliments, the use of time expressions, and structures to express sequences and timings are covered.● Application to Advanced Descriptor● Establishing Routines: Students can apply their learning to establish a routine for a specific task, such as completing homework. This involves using time expressions and sequential structures learned in the unit.● Negotiation Skills: The unit can be extended to include scenarios where students must negotiate changes to their routines. For instance, students can role-play situations where they discuss and negotiate their homework routine with parents or teachers. This will involve using persuasive language, conditional structures, and expressing preferences or constraints.● Cultural Context: Understanding daily routines in a Chinese cultural context can add depth to this exercise. Students can compare and negotiate routines in different cultural settings, enhancing their global awareness and understanding of cultural nuances in communication. <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	
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	<p>Understand and reciprocate detailed information about their own and others' personal worlds</p>	<p>The course's diverse units cover a wide range of topics that are integral to personal experiences, allowing students to both share and understand detailed aspects of their own and others' lives.</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> Although primarily focused on food and dining, this unit offers opportunities to discuss personal preferences and experiences related to food, which is a significant part of one's personal world. Understanding and discussing menus, food choices, and dining experiences helps in understanding and sharing detailed personal information. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> Fashion choices often reflect personal tastes and identity. By learning to describe clothing, ask for specific items, and express opinions about fashion, students are equipped to share and understand detailed aspects of their personal worlds, particularly in terms of style and preferences. <p>Unit 3: My City</p> <ul style="list-style-type: none"> Describing one's city and comparing different cities enables students to share detailed information about their living environment, a key aspect of their personal world. This unit's focus on cultural landmarks and city life broadens students' ability to articulate and understand varied lifestyles and backgrounds. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> While focused on the practical skill of giving directions, this unit can involve sharing information about favourite locations, daily commutes, or significant places in one's life, adding depth to the understanding of personal worlds. <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none"> Discussing holiday plans and experiences is a direct way of sharing detailed personal information. This unit's focus on travel, accommodations, and experiences allows for rich exchanges about personal interests and experiences. <p>Unit 6: Party Time</p>	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
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		<ul style="list-style-type: none"> • Planning and discussing parties or social events are highly relevant to understanding and sharing detailed information about social habits, preferences, and personal experiences. This unit encourages sharing about past events and future plans, which are integral to one's personal world. <p>Unit 7: Organising an Outing with Friends</p> <ul style="list-style-type: none"> • This unit is particularly relevant as organising outings involves discussing interests, availability, and preferences. The social interactions required here are central to understanding and sharing detailed personal information. <p>Unit 8: Daily Routine</p> <ul style="list-style-type: none"> • Describing daily routines is a fundamental way to share detailed information about one's lifestyle. This unit can encompass discussions about personal habits, schedules, and preferences. <p>Unit 9: At the Doctors</p> <ul style="list-style-type: none"> • While this unit might seem specific, health is a critical part of one's personal world. Discussing health issues, doctor visits, and advice can involve sharing and understanding very personal and detailed information. <p>Unit 10: Past Holidays</p> <ul style="list-style-type: none"> • Reflecting on past holidays allows students to share detailed narratives about their experiences, preferences, and perspectives. This unit is excellent for reciprocating detailed personal information. 	
	<p>Express and compare emotions and personal preferences</p>	<p>The course provides foundational language skills and cultural contexts that can be leveraged to express and compare emotions and preferences. Units like "Fashion and Shopping for Clothes" and "Party Time" are particularly relevant.</p> <p>Express and Compare Emotions:</p> <ul style="list-style-type: none"> • Unit 1: Ordering and Buying Food: While primarily focused on ordering food, this unit indirectly support expressing preferences (likes/dislikes) regarding food 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends</p>

		<p>choices, which is a basic form of expressing personal preferences.</p> <ul style="list-style-type: none"> ● Unit 2: Fashion and Shopping for Clothes: This unit likely offers more opportunities to express personal preferences, especially in the context of fashion. Students learn to describe clothing and give opinions, which can be an excellent way to express preferences. Emotional expression may be indirect, possibly inferred through discussing likes or dislikes of certain styles or trends. ● Unit 6: Party Time: Planning and discussing parties include expressing preferences for party arrangements and reflecting on past events, which can involve emotional expressions such as happiness, excitement, or disappointment. <p>Other Units: Units like "Going on a Holiday," "Daily Routine," and "Past Holidays" provide contexts where students can express preferences and emotions related to various activities and experiences.</p> <p>Compare Emotions and Personal Preferences:</p> <p>The comparison aspect would ideally be covered in units where students learn comparative structures in the Chinese language. For example, the unit "My City" involves comparative grammar structures, which might be used to compare different cities. Although not directly focused on emotions or personal preferences, the grammatical skills acquired here could be applied in contexts where students compare their feelings or preferences about different subjects.</p>	<p>Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
	<p>Ask questions, make requests and explain actions</p>	<p>Beginner Level - Basic Inquiry and Expression:</p> <ul style="list-style-type: none"> ● Unit 1: Ordering and Buying Food: This unit directly addresses the skill of making requests, as it involves learning to communicate food orders and ask about 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food</p>

		<p>prices. These are practical examples of making requests in a social context.</p> <ul style="list-style-type: none"> ● Unit 3: My City: Describing and comparing cities may indirectly contribute to explaining actions, especially in a cultural context. ● Unit 6: Party Time: Planning a party involves asking questions and making requests, aligning well with the descriptor. ● Unit 7: Organising an Outing with Friends: Directly aligns as it involves inviting, accepting, declining invitations, and planning – all of which require asking questions and making requests. ● Unit 8: Daily Routine: Inquiring about others' routines and describing one's own aligns with explaining actions. <p>Intermediate Level - More Complex Interactions:</p> <ul style="list-style-type: none"> ● Unit 2: Fashion and Shopping for Clothes: Students learn to ask for specific items and sizes, and how much something costs, which aligns with making requests. Giving opinions on clothing can be seen as a form of explaining actions or preferences. ● Unit 4: Giving Directions: This unit is particularly relevant for explaining actions. Describing how to get somewhere involves a series of actions and directions, which is a practical application of this skill. ● Unit 5: Going on a Holiday: Booking hotels and tickets, and making complaints or requests in a hotel setting, involve both asking questions and making specific requests. <p>Advanced Level - Sophisticated Language Use:</p> <ul style="list-style-type: none"> ● Use of Non-Immersion and Immersion Lessons: At this level, students can choose lessons without pinyin or immersion lessons with or without pinyin. The lessons linked are without pinyin, but teachers can select according to the students' needs. 	<p>Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
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	<p>Discuss and justify opinions, ideas and perspectives</p>	<p>Beginner - “Ask about and express a point of view” (NESA). At the beginner level, the focus is on developing the ability to ask about others' opinions and express one's own views in a simple manner. The EP Units contribute to this goal as follows:</p> <ul style="list-style-type: none"> ● Unit 1: Ordering and Buying Food: While primarily focused on ordering food, students can express preferences (a basic form of opinion) about food choices. ● Unit 2: Fashion and Shopping for Clothes: Discussing fashion choices allows students to express and inquire about preferences and opinions on clothing. ● Unit 6: Party Time: Planning a party involves expressing opinions about party elements like time, place, and activities. ● Unit 7: Organising an Outing with Friends: Students practise expressing preferences and asking for others' opinions when planning an outing. <p>Intermediate - “Share and justify satisfaction and dissatisfaction”. (NESA) At the intermediate level, students are expected to articulate more nuanced opinions, including satisfaction or dissatisfaction. Relevant EP Units include:</p> <ul style="list-style-type: none"> ● Unit 5: Going on a Holiday: Discussing holiday experiences allows students to express satisfaction or dissatisfaction about various aspects like hotels, transportation, etc. ● Unit 9: At the Doctors: Communicating health problems and advising on them can involve expressions of dissatisfaction and recommendations, thus aligning with this descriptor. ● Unit 10: Past Holidays: Sharing past holiday experiences provides ample opportunities for students to express and justify their satisfaction or dissatisfaction. <p>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESA)</p>	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
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		<p>At the advanced level, students are expected to articulate and justify their personal views on specific topics. The EP Units, while primarily focused on the intermediate level, can still contribute to this goal:</p> <ul style="list-style-type: none"> • Advanced students can use the language and structures learned in intermediate units to discuss more complex topics, such as cultural aspects of Chinese cities (Unit 3) or traditional Chinese medicine (Unit 9), thereby explaining and clarifying personal stances on these issues. • Authentic Tasks and Speaking Components: These sections in various units offer opportunities for advanced students to articulate and defend their opinions on various subjects, in line with the advanced level descriptor. <p>Use of Non-Immersion without pinyin and Immersion Lessons: At this level, teachers can assign lessons without pinyin or immersion lessons with or without pinyin. These lessons links are available in the curriculum map located at the end of this document.</p>	
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p>Communication Strategies Across Different Contexts:</p> <ul style="list-style-type: none"> • Unit 1: Ordering and Buying Food: This unit teaches students how to communicate in a restaurant setting, an essential social context. Skills like asking for the bill, understanding menus, and ordering food require adapting language to the specific needs of dining interactions. • Unit 2: Fashion and Shopping for Clothes: Shopping contexts demand different communication strategies, such as describing clothing, asking about sizes and prices, and expressing opinions. This unit helps students adapt their language use to a retail setting. • Unit 3: My City: Describing and comparing cities involves a more descriptive and comparative language use, 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>

		<p>allowing students to adapt their communication to share information about places.</p> <ul style="list-style-type: none">● Unit 4: Giving Directions: This unit focuses on spatial language and instructions, crucial for navigating and assisting others in wayfinding.● Unit 5: Going on a Holiday: Booking hotels, flights, and making complaints or giving reviews require students to use persuasive, descriptive, and sometimes assertive language, adapting to various travel-related contexts. <p>Sustaining Interactions:</p> <ul style="list-style-type: none">● Unit 6: Party Time: Organising and discussing parties involves sustained interactions, where students must use language to plan, invite, and socialise effectively.● Unit 7: Organising an Outing with Friends: Planning outings with friends is an interactive process that involves negotiation, suggestion, agreement, or refusal, thereby sustaining a conversation towards a specific goal.● Unit 8: Daily Routine: Discussing daily routines might seem straightforward, but it allows students to practice sustaining a conversation about personal experiences and habits. <p>Adapting Communication Strategies:</p> <ul style="list-style-type: none">● The use of different grammar structures and vocabulary across units, like expressing wishes, comparing, giving directions, or describing routines, equips students with a range of linguistic tools to adapt their communication to different contexts.● Cultural focuses in each unit, such as Chinese Dining Etiquette or Traditional Chinese Medicine, provide insights into the cultural nuances of communication, which is vital for adapting language use appropriately in diverse settings.	
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<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> ● Interactive Listening Tasks These tasks allow students to listen to native speakers and practise understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language. ● Pronunciation Practice Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent. ● Voice Recording Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills. ● Instant Feedback The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills. ● Vocabulary Building The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions. ● Grammar Lessons Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions. 	<p>All Intermediate Listening, speaking and grammar lessons</p> <p>Intermediate Chinese Course (Listening, Speaking and Grammar lessons):</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> ● 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food ● 2b. Grammar - The Particle 了: Ordering and Buying Food ● 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food ● 3. Listening Comprehension: Ordering and Buying Food ● 6. Speaking: Ordering and Buying Food <p>Unit 02: Fashion and Shopping for clothes</p> <ul style="list-style-type: none"> ● 2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes ● 2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes ● 2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes ● 3. Listening Comprehension: Fashion and Shopping for Clothes ● 6. Speaking: Fashion and Shopping for Clothes <p>Unit 3: My City</p> <ul style="list-style-type: none"> ● 3. Listening Comprehension: My City ● 6. Speaking: My City <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> ● 2a. Grammar - Continuous Tense: Giving Directions ● 2b. Grammar - Expressing Distance: Giving Directions ● 3. Listening Comprehension: Giving Directions <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none"> ● 2a. Grammar - Verbs Modifying Nouns: Going on a Holiday ● 2b. Grammar - Sentences Using 'Although': Going on a Holiday ● 3. Listening Comprehension: Going on a Holiday ● 6. Speaking: Going on a Holiday
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Unit 6: Party Time

- [2a. Grammar - Duplication of Verbs: Party Time](#)
- [2b. Grammar - Modal Verb: Party Time](#)
- [2c. Grammar - Sentences With Two Objects: Party Time](#)
- [2d. Grammar - Sentence Structure: "If _____, then _____": Party Time](#)
- [2e. Grammar - 一边 _____ 一边: Party Time](#)
- [3. Listening Comprehension: Party Time](#)
- [6. Speaking: Party Time](#)

Unit 7: Organising an Outing with Friends

- [2a. Grammar - Modal Verb 会: Organising an Outing with Friends](#)
- [2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends](#)
- [2c. Grammar - 还: Organising an Outing with Friends](#)
- [2d. Grammar - 还是: Organising an Outing with Friends](#)
- [2e. Grammar - Sentence Structure: "If _____, then _____" Part Two: Organising an Outing with Friends](#)
- [3. Listening Comprehension: Organising an Outing with Friends](#)
- [6. Speaking: Organising an Outing with Friends](#)

Unit 8: Daily Routine

- [2a. Grammar - Complements: Daily Routines](#)
- [2b. Grammar - 才 and 就: Daily Routines](#)
- [2c. Grammar - 之 and 以: Daily Routines](#)
- [3. Listening Comprehension: Daily Routines](#)
- [6. Speaking: Daily Routines](#)

Unit 9: At the Doctors

- [2a. Grammar - Time Complements: At the Doctor's](#)
- [2b. Grammar - Summary of 了: At the Doctor's](#)
- [2c. Grammar - Affirmative Negative Questions: At the Doctor's](#)
- [3. Listening Comprehension: At the Doctor's](#)
- [6. Speaking: At the Doctor's](#)

Unit 10: Past Holidays

- [2a. Degree Complement: Past Holidays](#)
- [2b. Summary of 'de': Past Holidays](#)
- [2c. The Location of 了: Past Holidays](#)
- [3. Listening Comprehension: Past Holidays](#)
- [6. Speaking: Past Holidays](#)

	<p>Adjust and adapt vocabulary from a wide range of themes to interact</p>	<p>Vocabulary Range Across Themes:</p> <p>The course covers a wide array of themes such as food, fashion, city life, travel, health, and social events. Each unit focuses on a specific theme, providing students with theme-specific vocabulary and phrases.</p> <p>For example:</p> <ul style="list-style-type: none"> ● Unit 1: Ordering and Buying Food: Students learn vocabulary related to food items, restaurant interactions, and prices. ● Unit 2: Fashion and Shopping for Clothes: The unit introduces vocabulary about clothing, shopping terms, and expressing opinions on fashion. ● Unit 9: At the Doctors: This unit covers vocabulary for discussing health problems and understanding medical advice. <p>Adapting Vocabulary for Interaction:</p> <p>Speaking and Writing Activities: These sections in each unit encourage students to use the vocabulary actively in context, adapting it to create meaningful interactions. For instance, discussing personal experiences with food or fashion, or describing a visit to the doctor.</p> <p>Authentic Tasks: Real-life scenarios in these tasks provide opportunities for students to apply and adapt the vocabulary they've learned in varied and practical contexts.</p> <p>Listening and Reading Comprehension:</p> <p>These sections expose students to the vocabulary used in different contexts, enhancing their understanding of how language can be adapted across various themes.</p>	<p>Vocabulary Glossary for each Unit</p> <p>Unit 01: Ordering and buying food - Core Vocabulary Unit 01: Ordering and buying food - Extra Vocabulary Unit 02: Fashion and shopping for clothes - Core Vocabulary Unit 02: Fashion and shopping for clothes - Extra Vocabulary Unit 03: My city - Core Vocabulary Unit 03: My city - Extra Vocabulary Unit 04: Giving directions - Core Vocabulary Unit 04: Giving directions - Extra Vocabulary Unit 05: Going on a holiday - Core Vocabulary Unit 05: Going on a holiday - Extra Vocabulary Unit 06: Party time - Core Vocabulary Unit 06: Party time - Extra Vocabulary Unit 07: Organising an Outing with Friends - Core Vocabulary Unit 07: Organising an Outing with Friends - Extra Vocabulary Unit 08: Daily Routine - Core Vocabulary Unit 08: Daily Routine - Extra Vocabulary Unit 09: At the doctor's - Core Vocabulary Unit 09: At the doctor's - Extra Vocabulary Unit 10: Past Holidays - Core Vocabulary Unit 10: Past Holidays - Extra Vocabulary</p> <p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
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		<p>For example, listening to dialogues about planning a holiday or reading about someone's experience in a city allows students to see how vocabulary can be adjusted based on context.</p> <p>Cultural Focus:</p> <p>Understanding cultural nuances is crucial for adapting language use. Each unit's focus on cultural aspects, like Chinese dining etiquette or traditional Chinese medicine, enriches students' vocabulary usage in culturally appropriate ways.</p> <p>Grammar Points:</p> <p>The course includes essential grammar that helps in modifying and correctly using vocabulary. For example, using particles like 了 for completed actions or expressing continuous actions with 着 helps students adapt their vocabulary to convey different meanings and aspects of time.</p> <p>Vocabulary Lists:</p> <p>The provision of core and extra vocabulary lists supports students in developing a comprehensive vocabulary base that they can draw upon and adapt in various interactions.</p>	
	<p>Control and manipulate a range of structures and features of the grammatical system to interact</p>	<p>The course's structured approach to introducing and applying grammar in diverse communicative contexts enables students to develop a strong understanding of Chinese grammar, which is crucial for effective interaction. Through a combination of focused grammar instruction, contextual application, and practical tasks, students are equipped to interact using a wide range of grammatical structures and features.</p> <p>Grammar Focus in Units: Unit 1: Ordering and Buying Food</p>	<p>Intermediate Chinese Course (Grammar lessons):</p> <p>Unit 1: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes</p>

		<ul style="list-style-type: none"> ● Grammar Points: Nominal predicate structure, the particle 了 (expressing completion and change of state), expressing wishes or desires with 要 (yào) and 想 (xiǎng). ● Alignment: These grammar points help students understand and use key sentence structures, especially for expressing desires and completed actions, which are fundamental in interactive communication. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● Grammar Points: Modal verbs ‘能’ and ‘可以’, continuous tense with ‘正’ and ‘在’, particle ‘着’ for continuous tense. ● Alignment: These elements enable students to discuss ongoing actions and possibilities, crucial for interactive and descriptive communication. <p>Unit 3: My City</p> <ul style="list-style-type: none"> ● Grammar Points: Comparative structures (比, 没有, 和...一样). ● Alignment: Comparative structures are vital for making comparisons and discussing preferences, enhancing interactive conversations about places. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> ● Grammar Points: Continuous tense, expressing distance (离), review of 有. ● Alignment: These structures are essential for giving directions and describing locations, facilitating interaction in navigational contexts. <p>Other Units: Each unit focuses on specific grammar points relevant to the unit’s theme, providing students with a range of structures for various interactive situations.</p> <p>Application of Grammar in Communication:</p> <ul style="list-style-type: none"> ● Listening and Reading Comprehension: Focused themes allow students to see grammar used in context, enhancing their ability to understand and manipulate grammatical structures. ● Speaking and Writing Exercises: These activities provide students with opportunities to actively use grammar in communication, applying structures in new contexts. 	<p>2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes</p> <p>2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes</p> <p>Unit 3: My City</p> <p>2. Grammar - Comparative Structures: My City</p> <p>Unit 4: Giving Directions</p> <p>2a. Grammar - Continuous Tense: Giving Directions</p> <p>2b. Grammar - Expressing Distance: Giving Directions</p> <p>Unit 5: Going on a Holiday</p> <p>2a. Grammar - Verbs Modifying Nouns: Going on a Holiday</p> <p>2b. Grammar - Sentences Using 'Although': Going on a Holiday</p> <p>Unit 6: Party Time</p> <p>2a. Grammar - Duplication of Verbs: Party Time</p> <p>2b. Grammar - Modal Verb: Party Time</p> <p>2c. Grammar - Sentences With Two Objects: Party Time</p> <p>2d. Grammar - Sentence Structure: "If ____, then ____": Party Time</p> <p>2e. Grammar - 一边 ____ 一边: Party Time</p> <p>Unit 7: Organising an Outing with Friends</p> <p>2a. Grammar - Modal Verb 会: Organising an Outing with Friends</p> <p>2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends</p> <p>2c. Grammar - 还: Organising an Outing with Friends</p> <p>2d. Grammar - 还是: Organising an Outing with Friends</p> <p>2e. Grammar - Sentence Structure: "If ____, then ____" Part Two: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine</p> <p>2a. Grammar - Complements: Daily Routines</p> <p>2b. Grammar - 才 and 就: Daily Routines</p> <p>2c. Grammar - 之 and 以: Daily Routines</p> <p>Unit 9: At the Doctors</p> <p>2a. Grammar - Time Complements: At the Doctor's</p> <p>2b. Grammar - Summary of 了: At the Doctor's</p> <p>2c. Grammar - Affirmative Negative Questions: At the Doctor's</p>
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		<p>Cultural and Authentic Tasks:</p> <ul style="list-style-type: none"> The cultural focus in each unit aids in understanding the practical application of grammar in real-life situations, which is key for effective interaction. Authentic tasks require students to manipulate grammatical structures to achieve specific communicative goals, further reinforcing their grammatical control. 	<p>Unit 10: Past Holidays 2a. Degree Complement: Past Holidays 2b. Summary of 'de': Past Holidays 2c. The Location of 了: Past Holidays</p>
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</p>	<p>Education Perfect provides detailed content on cultural aspects related to each unit. This content serves as a foundational tool, equipping students with the necessary knowledge about cultural practices, values, and perspectives in Chinese-speaking</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> Alignment: This unit covers key cultural aspects of Chinese dining etiquette. Students learn to communicate in context-specific scenarios like ordering food, asking for the bill, and discussing preferences, which aligns with the NSW syllabus focus on adapting language to cultural practices. Lesson Components: The unit includes grammar points essential for these interactions, such as using the particle 了 for completion and change of state, and expressing wishes or desires, which are crucial for culturally appropriate communication. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> Alignment: Students learn to describe clothing and interact in shopping situations. The cultural focus on traditional clothing and the significance of colours in Chinese fashion directly corresponds with the NSW descriptor. Lesson Components: Grammar points like the modal verbs ‘能’ and ‘可以’, and the use of the particle ‘着’ for continuous tense, are vital for constructing culturally relevant conversations in these contexts. <p>Unit 3: My City</p>	<p>In the introduction lesson of each unit:</p> <ol style="list-style-type: none"> 1. Introduction: Ordering and Buying Food 1. Introduction: Fashion and Shopping for Clothes 1. Introduction: My City 1. Introduction: Giving Directions 1. Introduction: Going on a Holiday 1. Introduction: Party Time 1. Introduction: Organising an Outing with Friends 1. Introduction: Daily Routines 1. Introduction: At the Doctor's 1. Introduction: Past Holidays

		<ul style="list-style-type: none"> • Alignment: Describing and comparing cities involves understanding and conveying cultural and geographical differences, aligning with the NSW descriptor's emphasis on cultural perspectives. • Lesson Components: Comparative structures in grammar facilitate these discussions, helping students adjust their language according to cultural contexts. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> • Alignment: This unit's focus on navigation and cultural landmarks, like the Terracotta Soldiers, helps students use language within a culturally significant framework. • Lesson Components: Grammar points related to continuous tense and expressing distance are practical for culturally relevant interactions in spatial contexts. <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none"> • Alignment: Discussing travel plans and hotel experiences involves understanding and adjusting to various cultural settings, which is a key aspect of the NSW descriptor. • Lesson Components: The unit's grammar and vocabulary address practical needs while exploring cultural elements like railways in China. <p>Unit 6: Party Time</p> <ul style="list-style-type: none"> • Alignment: Planning and describing parties, including understanding cultural specificities like birthday foods, aligns with adapting language to Chinese cultural practices. • Lesson Components: The grammar focuses on conditional sentences and modal verbs, essential for making culturally appropriate suggestions and plans. <p>Unit 7: Organising an Outing with Friends</p> <ul style="list-style-type: none"> • Alignment: The cultural focus on 'Journey to the West' enriches the language learning experience, aligning with the NSW syllabus's focus on cultural perspectives. • Lesson Components: Modal verbs and sentence structures used for making plans are crucial for culturally sensitive interactions among peers. <p>Unit 8: Daily Routine</p>	
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		<ul style="list-style-type: none"> • Alignment: Describing daily routines within the cultural context of biking in China allows students to adapt their language to reflect everyday Chinese practices. • Lesson Components: Grammar points on time expressions and complements are directly relevant to this context. <p>Unit 9: At the Doctors</p> <ul style="list-style-type: none"> • Alignment: Communicating health problems within the cultural context of Traditional Chinese Medicine aligns with understanding and adapting language to cultural values. • Lesson Components: The focus on time complements and affirmative-negative questions is relevant for interactions in healthcare settings. <p>Unit 10: Past Holidays</p> <ul style="list-style-type: none"> • Alignment: Discussing past holidays, including cultural landmarks like The Forbidden City, requires students to adapt language to reflect cultural experiences. • Lesson Components: Grammar points like the degree complement and the use of 'de' support descriptive language relevant to cultural and historical contexts. <p>In all these units, the availability of immersion and non-immersion versions, as well as the option to use lessons with or without Pinyin, provide flexibility in instruction and cater to different levels of language proficiency, which is beneficial for advanced students as they can choose the most suitable format for their learning.</p> <p>This aligns with the NSW syllabus's emphasis on differentiating learning experiences to suit diverse learner needs. The comprehensive nature of each unit, including listening, reading, writing, and speaking components, ensures a holistic approach to language learning, fostering a deeper understanding of Chinese culture and effective communication skills.</p>	
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Understanding Texts

(Listening, Speaking, Reading, Writing)

Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Units
<p>Understanding and responding to spoken, written and multimodal target language texts</p>	<p>Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes</p>	<p>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practise and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> • Listening and Reading Comprehension: Students engage with dialogues and texts about ordering food, interacting with waitstaff, and discussing food preferences. • Grammar and Vocabulary: Focuses on nominal predicate structures, the particle 了, and expressions of wishes or desires, which are crucial for understanding and forming opinions. • Cultural Aspect: Chinese dining etiquette, providing a contextual understanding of the language. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> • Listening and Reading Comprehension: Involves monologues and conversations about clothing, shopping experiences, and expressing opinions on fashion. 	<p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City 4. Reading Comprehension: 我的城市</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday</p>

		<ul style="list-style-type: none"> ● Grammar and Vocabulary: Introduces modal verbs, continuous tense, and the particle 着, essential for describing ongoing actions and preferences. ● Cultural Aspect: The significance of colours and patterns in traditional Chinese clothing. <p>Unit 3: My City</p> <ul style="list-style-type: none"> ● Listening and Reading Comprehension: Includes discussions about different cities, enabling students to compare and describe various urban environments. ● Grammar and Vocabulary: Focuses on comparative structures, expanding students' ability to compare and express opinions. ● Cultural Aspect: Major cities in China, enhancing students' geographical and cultural knowledge. <p>Other Units (4-10)</p> <ul style="list-style-type: none"> ● Diverse Topics: Covering daily routines, health, holidays, and social activities, these units provide a wide range of themes for students to engage with, ensuring that they can listen to, read, and view a variety of predictable texts on familiar themes, as per the NSW Curriculum descriptor. <p>Each unit in the course offers both immersion and non-immersion versions, catering to different levels of language proficiency. The immersion courses, available with or without Pinyin, are ideal for advanced learners, allowing them to fully engage in the Chinese language environment. Non-immersion courses, on the other hand, provide English support, making them suitable for students who are still developing their language skills.</p> <p>The availability of vocabulary glossaries, comprehensive grammar points, and diverse assessment tasks further supports the alignment of Education Perfect's Intermediate Chinese Course with the NSW Curriculum. By providing a structured and comprehensive learning pathway, this course effectively enables students in Year 9-10 to meet the NSW</p>	<p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends 4. Reading Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: 我的作息时间</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
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		<p>Curriculum goals for listening, reading, and viewing information in Chinese.</p>	
	<p>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p>	<p>Education Perfect's Intermediate Chinese Course, through its structured approach encompassing introduction to key vocabulary, focused comprehension sections, and cultural contexts, aligns effectively with the NSW Curriculum's comprehension strategy descriptors across beginner, intermediate, and advanced levels. The course's flexibility in offering immersion and non-immersion options caters to varying levels of language proficiency, supporting the development of comprehension strategies as outlined in the NSW syllabus.</p> <p>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA) EP Unit Example: Unit 1 - Ordering and Buying Food</p> <ul style="list-style-type: none"> Alignment: Students activate and use prior knowledge about food items and restaurant scenarios to understand and summarise conversations and texts in Chinese related to ordering food, asking for prices, and understanding a menu. The integration of cultural context about Chinese dining etiquette further aids in contextual understanding. <p>Intermediate - "Use contextual clues to translate and explain a text".(NESA) The units, while diverse in topics, all align with the overarching goal of using contextual clues for text translation and explanation. EP Unit Example: Unit 5 - Going on a Holiday</p> <ul style="list-style-type: none"> Alignment: This unit offers a rich context for students to use their understanding of holiday-related vocabulary and grammar (like booking hotels, flight tickets) to interpret and explain texts. Students employ contextual clues from dialogues 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p> <p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City 4. Reading Comprehension: 我的城市</p>

		<p>about booking rooms or making complaints to translate and understand the underlying ideas and opinions.</p> <p>Advanced - “Summarise and explain inferred meaning in a text for others.”(NESA)</p> <p>Though the units cover various topics, each one emphasises summarising and explaining inferred meaning, particularly</p> <p>EP Unit Example: Unit 9 - At the Doctors</p> <ul style="list-style-type: none"> ● Alignment: In this unit, students engage with more complex language scenarios, such as communicating health problems and understanding advice. They must infer meanings from dialogues with doctors, summarising and explaining these for others, which aligns well with the advanced level descriptor. <p>General Notes on Course Structure:</p> <ul style="list-style-type: none"> ● Introduction Sections: Each unit begins with key vocabulary and phrases, laying a foundation for comprehension. ● Comprehension Focus: Separate sections for listening and reading comprehension ensure targeted development of these skills. ● Immersion and Non-Immersion Options: The course offers both immersion (all content in the target language) and non-immersion versions, allowing for differentiated learning experiences. For advanced students, using the immersion option with or without Pinyin can enhance their comprehension skills. ● Vocabulary Glossaries: These resources support vocabulary revision, crucial for comprehension. ● Teacher’s Guides: Unit outlines and transcripts in the guides can help in planning and executing lessons that align with the NSW descriptors. 	<p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends 4. Reading Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: 我的作息時間</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
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	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</p>	<p>Beginner Level - “At this level, students can respond personally to an interview with a well-known person from a target language-speaking country.”(NESA)</p> <ul style="list-style-type: none"> EP Alignment: The units like "Ordering and Buying Food" and "Fashion and Shopping for Clothes" introduce students to basic conversational structures and vocabulary, enabling them to respond to simple interview questions related to these contexts. The cultural focus sections in each unit also provide relevant background knowledge. <p>Intermediate Level - “At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country.” (NESA)</p> <ul style="list-style-type: none"> EP Alignment: As students progress to units like "My City" or "Going on a Holiday," they are exposed to more complex structures, such as comparative forms. This level equips them to compare and contrast different aspects, which is essential for responding to interviews that require comparative analysis. <p>Advanced Level - “ At this level, students can provide an evaluative response to discuss perspectives in texts and explain their own conclusions based on the information.” NESA</p> <ul style="list-style-type: none"> EP Alignment: At this stage, units like "Past Holidays" involve more nuanced grammar points and idioms. Students learn to express detailed and subjective viewpoints, crucial for evaluative responses. The immersion courses, particularly those without Pinyin, challenge students to understand and 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p> <p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City 4. Reading Comprehension: 我的城市</p>
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		<p>articulate complex ideas in Chinese, aligning well with the NSW requirement of discussing perspectives and drawing conclusions.</p> <p>Specifics of EP Intermediate Chinese Course</p> <ul style="list-style-type: none"> • Listening and Reading Comprehension: These sections across all units like "Organising an Outing with Friends" or "Daily Routine" provide exposure to a variety of texts and dialogues. This exposure is integral to understanding main ideas and supporting details in texts. • Grammar Points: Specific grammar teachings, such as the use of modal verbs or sentence structures, directly contribute to students' ability to interpret and respond to information and opinions in a nuanced way. • Cultural Focus: Understanding cultural contexts, like "Chinese Dining Etiquette" or "Tradition and Clothing," aids in interpreting ideas and opinions within texts, ensuring a more informed and appropriate response. • Speaking and Writing Components: These activities require students to actively use the language, reinforcing their comprehension and interpretation skills, which are essential for responding to texts as per the NSW descriptor. <p>General Notes:</p> <ul style="list-style-type: none"> • Immersion vs. Non-Immersion Modes: Advanced students can benefit from immersion lessons (with or without Pinyin) for a deeper understanding, while beginner to intermediate students might start with non-immersion lessons. This flexibility allows for tailored learning aligning with individual proficiency levels. • Comprehensive Unit Structure: Each unit's structured approach, starting from an introduction to key vocab and phrases to distinct sections for testing various language skills, aligns well with the gradual 	<p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends 4. Reading Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: 我的作息时间</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
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		<p>progression required for students to meet the NSW curriculum descriptors effectively.</p>	
	<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>	<p>Beginner Level - “Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose.”(NESA)</p> <p>EP Alignment: The units in the EP Intermediate Chinese Course, such as "Ordering and Buying Food," "Fashion and Shopping for Clothes," and "Daily Routine," provide an introduction to key vocabulary and phrases. This foundational knowledge is crucial for beginners to identify and understand how language is used in specific contexts to achieve a communicative purpose.</p> <p>Intermediate Level - “Identify cultural references in texts and examine their effect on the audience.”(NESA)</p> <p>EP Alignment: Many units, such as "Fashion and Shopping for Clothes" and "Party Time," incorporate cultural references (e.g., traditional clothing, birthday food in China) that enable students to understand and analyse the influence of culture on language use and its impact on the audience. This aligns well with the NSW requirement to identify cultural references and their effects.</p> <p>Advanced Level - “Identify and analyse language techniques used in texts in order to achieve purpose.”(NESA)</p> <p>EP Unit: "At the Doctors"</p> <p>Contextual Understanding: The unit involves scenarios where students learn to communicate health problems and understand medical advice. This context requires an understanding of specific language techniques and</p>	<p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City 4. Reading Comprehension: 我的城市</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends 4. Reading Comprehension: Organising an Outing with Friends</p>

		<p>vocabulary related to health and medicine, aligning with the NSW focus on analysing language in context.</p> <ul style="list-style-type: none"> ● Language Techniques: <ul style="list-style-type: none"> ● Grammar Points: The unit covers time complements, a summary of uses of 了, and affirmative-negative questions. These grammatical structures are crucial for expressing duration, completion, and forming questions in a medical context. ● Listening and Reading Comprehension: Involves interactions with doctors and understanding medical advice, requiring students to identify and analyse specific language techniques relevant to healthcare communication. ● Cultural Understanding: The focus on Traditional Chinese Medicine offers insights into cultural aspects of healthcare in Chinese-speaking communities. This understanding enhances the ability to analyse language in its cultural context, meeting the NSW curriculum's advanced level requirements. <p>Course Features Supporting Advanced Learning</p> <ul style="list-style-type: none"> ● Immersion and Non-immersion Options: Allows advanced students to engage with the language in a more immersive environment, which is crucial for higher-level language analysis. ● Comprehensive Content: The inclusion of varied grammar points and context-specific vocabulary aids in developing a more sophisticated understanding of the Chinese language. <p>Each unit's structured approach, incorporating listening, reading, writing, and speaking activities, caters to the different proficiency levels within the same classroom. This structure ensures that all students, regardless of their level, engage with the content meaningfully and align with the NSW descriptors. The variety of texts, contexts, and grammar</p>	<p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: 我的作息时间</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
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		<p>points in each unit offers a comprehensive approach to understanding the nuances of the Chinese language and culture, directly contributing to students' ability to meet the NSW content descriptors.</p>	
<p>Applying knowledge of language systems to understand and respond to target language texts</p>	<p>Use knowledge of a wide range of features of the sound system to understand texts</p>	<p>EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.</p> <ul style="list-style-type: none"> ● Phonetics and Pronunciation: The EP Chinese course, particularly in its immersion format, emphasises the correct pronunciation of words, which is a fundamental part of understanding the Chinese sound system. The introduction of new vocabulary in each unit provides an opportunity for students to practise and familiarise themselves with the distinct sounds of Mandarin Chinese. ● Listening Comprehension Sections: These sections are crucial in helping students understand and recognize the nuances of the Chinese sound system. By listening to native speakers, students get exposed to the correct pronunciation, tone, and intonation, which are essential components of the Chinese language. For example, in Unit 1 (Ordering and Buying Food), listening to dialogues in a restaurant setting exposes students to how tone and pronunciation vary in different contexts. ● Grammar and Particle Use: Understanding the sound system in Chinese also involves a comprehension of how grammar influences pronunciation and meaning. The use of particles like 了 (le), 要 (yào), and 想 (xiǎng), as seen in the grammar 	<p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City 4. Reading Comprehension: 我的城市</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends</p>

		<p>points of various units, is essential in understanding the subtleties of spoken Chinese.</p> <ul style="list-style-type: none"> • Cultural Context: The cultural focus in each unit helps in understanding the pragmatic aspects of the Chinese sound system. Language is often influenced by cultural norms, and understanding these norms can aid in comprehending why certain sounds or tones are used in specific contexts. • Speaking and Authentic Tasks: These sections of the course encourage students to actively use the language, providing them with practical experience in using the sound system of Chinese. Speaking exercises help in practising the tonal nature of Mandarin, a critical aspect of its sound system. • Pinyin and Character Recognition: For students using the course with Pinyin, it offers an additional layer of understanding the sound system. Pinyin, the Romanization of Chinese characters, helps students connect the sounds with the written language. This is crucial for beginners who are still familiarising themselves with the sounds associated with Chinese characters. • Supplementary Materials: Vocabulary lists and glossaries can reinforce the learning of sounds. They provide students with resources to practise and revise the pronunciation of new words and phrases. <p>By incorporating these elements, the EP Intermediate Chinese Course supports students in developing a comprehensive understanding of the Chinese sound system, aligning well with the NSW Curriculum's focus on using knowledge of sound systems to understand texts in a language learning context.</p>	<p>4. Reading Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: 我的作息时间</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
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	<p>Use knowledge of a wide range of sound–symbol correspondences to understand and respond to texts</p>	<p>Listening and Reading Comprehension:</p> <ul style="list-style-type: none"> Each unit includes listening and reading comprehension sections that expose students to a variety of texts and audio materials. These materials help students understand and respond to content through sound-symbol relationships. For instance, in Unit 1: "Ordering and Buying Food," students listen to and read dialogues in a restaurant setting, which helps them connect spoken sounds to written symbols in a practical context. <p>Grammar and Vocabulary Integration:</p> <ul style="list-style-type: none"> The course integrates grammar and vocabulary in a way that reinforces the relationship between sounds and symbols. For example, in Unit 4: "Giving Directions," students learn about the continuous tense and expressing distance in Chinese, which involves understanding how grammatical particles and verb forms correlate with their written symbols. <p>Speaking and Writing Exercises:</p> <ul style="list-style-type: none"> Speaking exercises require students to produce the language, reinforcing their understanding of how spoken sounds correspond to written symbols. Similarly, writing exercises, as seen in units like Unit 5: "Going on a Holiday," provide opportunities for students to practise writing what they have learned, further solidifying the sound-symbol connection. <p>Cultural Contexts:</p> <ul style="list-style-type: none"> The inclusion of cultural contexts in each unit, like Chinese Dining Etiquette in Unit 1, helps students understand language use in real-world scenarios, making the sound-symbol relationships more meaningful and easier to grasp. <p>EP Course Specifics</p>	<p>All the Listening and Video Lessons in the Units</p> <p>Intermediate Chinese Course: (Listening and Reading Lessons)</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays</p>
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		<ul style="list-style-type: none"> ● Introduction Sections: Key vocabulary and phrases in each unit introduce students to new symbols and their corresponding sounds. ● Immersion and Non-Immersion Modes: Offer flexibility in learning, allowing advanced students to challenge themselves further by opting for lessons without Pinyin (phonetic script) in the immersion mode. This approach can deepen their understanding of sound-symbol relationships. ● Vocabulary Glossaries: These resources support revision and reinforce the link between sounds and symbols. ● Teacher’s Guide: Provides unit outlines and transcripts to assist in planning and delivering lessons that align with the curriculum descriptor. 	Video Library
	<p>Use knowledge of vocabulary from a wide range of themes to understand and respond to texts</p>	<p>Each unit's structure, with separate sections for listening, reading, writing, and speaking, ensures a comprehensive approach to learning. The inclusion of cultural focuses also enhances contextual understanding. This holistic approach ensures that students develop a robust vocabulary across a wide range of themes, aligning with the NSW Curriculum's goal of understanding and responding to texts in the target language.</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> ● Theme & Vocabulary: Focuses on vocabulary related to food items, restaurant interactions, and dining experiences. ● Comprehension Skills: Students practise reading menus and dialogues in restaurant settings, enhancing their ability to understand and respond to texts about food and dining. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● Theme & Vocabulary: Covers terms for clothing, shopping phrases, and descriptions of apparel. 	<p>Every unit has a vocabulary folder related to the topic of the course</p> <p>Vocabulary Glossary for each Unit</p> <p>Unit 01: Ordering and buying food - Core Vocabulary Unit 01: Ordering and buying food - Extra Vocabulary Unit 02: Fashion and shopping for clothes - Core Vocabulary Unit 02: Fashion and shopping for clothes - Extra Vocabulary Unit 03: My city - Core Vocabulary Unit 03: My city - Extra Vocabulary Unit 04: Giving directions - Core Vocabulary Unit 04: Giving directions - Extra Vocabulary Unit 05: Going on a holiday - Core Vocabulary Unit 05: Going on a holiday - Extra Vocabulary Unit 06: Party time - Core Vocabulary Unit 06: Party time - Extra Vocabulary</p>

		<ul style="list-style-type: none"> • Comprehension Skills: Involves interpreting conversations and texts related to shopping for clothes, allowing students to apply their vocabulary knowledge in real-life shopping scenarios. <p>Unit 3: My City</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Includes vocabulary for describing cities, places, and urban features. • Comprehension Skills: Focuses on understanding and responding to descriptions of cities, comparing different urban areas, and discussing notable features. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Concentrates on directional and locational vocabulary, and phrases used in navigating and describing routes. • Comprehension Skills: Students engage in exercises where they interpret and provide directions, enhancing their ability to comprehend and convey spatial information. <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Encompasses vocabulary related to travel, accommodations, and holiday activities. • Comprehension Skills: Involves understanding dialogues and texts about travel arrangements, hotel bookings, and holiday experiences, thereby applying thematic vocabulary in practical contexts. <p>Unit 6: Party Time</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Focuses on vocabulary for social events, party planning, and celebrations. • Comprehension Skills: Students practise understanding and responding to texts and dialogues about organising and describing parties and social gatherings. <p>Unit 7: Organising an Outing with Friends</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Involves language for socialising, making plans, and discussing leisure activities. 	<p>Unit 07: Organising an Outing with Friends - Core Vocabulary</p> <p>Unit 07: Organising an Outing with Friends - Extra Vocabulary</p> <p>Unit 08: Daily Routine - Core Vocabulary</p> <p>Unit 08: Daily Routine - Extra Vocabulary</p> <p>Unit 09: At the doctor's - Core Vocabulary</p> <p>Unit 09: At the doctor's - Extra Vocabulary</p> <p>Unit 10: Past Holidays - Core Vocabulary</p> <p>Unit 10: Past Holidays - Extra Vocabulary</p>
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		<ul style="list-style-type: none"> • Comprehension Skills: Students interpret and construct dialogues about planning outings, enabling them to use relevant vocabulary in interactive scenarios. <p>Unit 8: Daily Routine</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Covers terms related to daily activities, time expressions, and routine tasks. • Comprehension Skills: Focuses on understanding descriptions of daily routines and comparing different lifestyles, using the thematic vocabulary in practical contexts. <p>Unit 9: At the Doctors</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Includes medical and health-related vocabulary. • Comprehension Skills: Students learn to understand and respond to texts about health concerns, doctor's visits, and medical advice. <p>Unit 10: Past Holidays</p> <ul style="list-style-type: none"> • Theme & Vocabulary: Concentrates on vocabulary for discussing past vacations and holiday experiences. • Comprehension Skills: Involves interpreting and creating narratives about past holidays, enabling students to apply vocabulary in recounting personal experiences. 	
	<p>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</p>	<p>Each EP unit integrates structures and features of the Chinese writing system into its curriculum, allowing students to develop a comprehensive understanding of how to read, comprehend, and respond to a variety of texts in Chinese. This approach ensures that students not only learn the language in isolation but also apply it in context, which is critical for effective language acquisition and aligns with the NSW Curriculum's emphasis on practical language use.</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> • Structures and Features: Focuses on nominal predicates, the use of the particle 了 for completion 	<p>(Listening, reading and grammar lessons of each unit below)</p> <p>Unit 1: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food</p>

		<p>and change of state, and expressions of desire with 要 and 想.</p> <ul style="list-style-type: none"> ● Application: Students engage with authentic texts like menus and conversations in restaurants, applying their understanding of these structures in practical contexts. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● Structures and Features: Teaches modal verbs ‘能’ and ‘可以’, continuous tense with –‘正’ and ‘在’, and the use of particle ‘着’ for continuous tense. ● Application: Students read and listen to dialogues about shopping, using these structures to understand descriptions and transactions. <p>Unit 3: My City</p> <ul style="list-style-type: none"> ● Structures and Features: Covers comparative structures using 比 (bǐ), 没有 (méi yǒu), 和...一样 (hé...yíyàng). ● Application: Involves reading and listening to descriptions of cities, where students use comparative structures to understand and discuss urban landscapes. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none"> ● Structures and Features: Focuses on continuous tense markers 正 and 在, and expressing distance using 离. ● Application: Students learn to comprehend and give directions, applying these grammatical structures in practical scenarios. <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none"> ● Structures and Features: Includes complex sentence structures using 虽然 (suī rán) and 但是 (dàn shì), and verbs modifying nouns with 的 (de). 	<p>3. Listening Comprehension: Ordering and Buying Food</p> <p>4. Reading Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes</p> <p>2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes</p> <p>2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes</p> <p>2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes</p> <p>3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>4. Reading Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City</p> <p>3. Listening Comprehension: My City</p> <p>4. Reading Comprehension: 我的城市y</p> <p>Unit 4: Giving Directions</p> <p>2a. Grammar - Continuous Tense: Giving Directions</p> <p>2b. Grammar - Expressing Distance: Giving Directions</p> <p>3. Listening Comprehension: Giving Directions</p> <p>4. Reading Comprehension: 问路和指路</p> <p>Unit 5: Going on a Holiday</p> <p>2a. Grammar - Verbs Modifying Nouns: Going on a Holiday</p> <p>2b. Grammar - Sentences Using 'Although': Going on a Holiday</p> <p>3. Listening Comprehension: Going on a Holiday</p> <p>4. Reading Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time</p>
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		<ul style="list-style-type: none"> ● Structures and Features: Teaches degree complements, a summary of 'de' (的, 地, 得), and sentence structure involving 了. ● Application: Students use these structures to describe past holidays, asking and answering questions about travel experiences. 	<p>4. Reading Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 2a. Degree Complement: Past Holidays 2b. Summary of 'de': Past Holidays 2c. The Location of 了: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays</p>
	<p>Use metalanguage to reflect on and evaluate target language structures and features in texts</p>	<p>In each unit, the EP course provides opportunities for students to use metalanguage to understand and evaluate key language structures. The course's immersive approach, with options for immersion and non-immersion lessons and the availability of pinyin, caters to varied learning needs and preferences. This flexibility allows students at the advanced level to choose lessons that best suit their learning style, whether it be non-immersion lessons without pinyin or immersion lessons with or without pinyin.</p> <p>The hyperlinked lessons provided are without pinyin, but teachers have the discretion to select lessons that align with their instructional goals and student needs. This approach ensures that students are not only learning language structures but also actively reflecting on and evaluating their use in authentic contexts, aligning well with the NSW Curriculum's focus on using metalanguage for deeper linguistic and cultural understanding.</p> <p>Examples of Units:</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> ● Metalanguage: Introduction of key grammar concepts like nominal predicates, the particle 了 (expressing completion and change of state), and 	<p>Intermediate Chinese Course (Grammar lessons):</p> <p>Unit 1: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes 2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes 2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 2. Grammar - Comparative Structures: My City</p> <p>Unit 4: Giving Directions 2a. Grammar - Continuous Tense: Giving Directions 2b. Grammar - Expressing Distance: Giving Directions</p>

		<p>modal verbs 要 (yào) and 想 (xiǎng) for expressing desires.</p> <ul style="list-style-type: none"> ● Evaluation: Students engage in activities to evaluate and use these structures in practical contexts, such as ordering food, asking for prices, and understanding a Chinese menu. ● Reflection: The unit encourages reflection on how these language features are used in real-life restaurant scenarios, promoting a deeper understanding of Chinese dining etiquette. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● Metalanguage: Focuses on modal verbs (能, 可以), continuous tense structures (using 正 and 在), and the particle 着 for continuous tense. ● Evaluation: Activities include listening and reading comprehension exercises where students identify and use these grammar points in fashion and shopping contexts. ● Reflection: There's a cultural exploration of traditional clothing and colours in fashion, encouraging students to reflect on language usage in cultural contexts. <p>Unit 3: My City</p> <ul style="list-style-type: none"> ● Metalanguage: Comparative structures (比, 没有, 和...一样) are central to this unit. ● Evaluation: Students analyse and apply these structures in describing cities, fostering an understanding of comparative sentences. ● Reflection: The cultural focus on major Chinese cities provides a basis for students to reflect on the practical application of these language features in describing different locations. <p>Unit 4: Giving Directions</p>	<p>Unit 5: Going on a Holiday 2a. Grammar - Verbs Modifying Nouns: Going on a Holiday 2b. Grammar - Sentences Using 'Although': Going on a Holiday</p> <p>Unit 6: Party Time 2a. Grammar - Duplication of Verbs: Party Time 2b. Grammar - Modal Verb: Party Time 2c. Grammar - Sentences With Two Objects: Party Time 2d. Grammar - Sentence Structure: "If _____, then _____": Party Time 2e. Grammar - 一边 _____ 一边: Party Time</p> <p>Unit 7: Organising an Outing with Friends 2a. Grammar - Modal Verb 会: Organising an Outing with Friends 2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends 2c. Grammar - 还: Organising an Outing with Friends 2d. Grammar - 还是: Organising an Outing with Friends 2e. Grammar - Sentence Structure: "If _____, then _____" Part Two: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 2a. Grammar - Complements: Daily Routines 2b. Grammar - 才 and 就: Daily Routines 2c. Grammar - 之 and 以: Daily Routines</p> <p>Unit 9: At the Doctors 2a. Grammar - Time Complements: At the Doctor's 2b. Grammar - Summary of 了: At the Doctor's 2c. Grammar - Affirmative Negative Questions: At the Doctor's</p>
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		<ul style="list-style-type: none"> • Metalinguage: This unit introduces the continuous tense (正, 在, 着), expressions of distance (离), and a review of 有. • Evaluation: Students are tasked with giving and understanding directions, utilising these grammatical structures. • Reflection: The cultural focus on Qinshihuang and the Terracotta Soldiers offers a context for students to reflect on the use of these language features in historical and cultural settings. 	<p>Unit 10: Past Holidays 2a. Degree Complement: Past Holidays 2b. Summary of 'de': Past Holidays 2c. The Location of 了: Past Holidays</p>
<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</p>	<p>In each unit, the combination of language skills (listening, reading, writing, speaking) and cultural content facilitates a deep understanding of how identity is shaped by the interplay of language, culture, practices, values, and perspectives. This alignment with the NSW Curriculum descriptor is achieved through practical language use in culturally rich contexts.</p> <p>Unit 1: Ordering and Buying Food</p> <ul style="list-style-type: none"> • Cultural Focus: Chinese Dining Etiquette. • Alignment: Understanding and engaging with Chinese dining etiquette allows students to explore how cultural practices and values, like respect and communal dining, shape identity. The use of language in ordering food, discussing prices, and interacting with waitstaff gives insight into the linguistic nuances that reflect cultural values. <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> • Cultural Focus: Tradition and clothing, including the significance of colours and historical influences. • Alignment: By learning how to describe clothing and engage in shopping interactions, students see how fashion can be a reflection of cultural identity. The emphasis on traditional colours and their influence on 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>

		<p>modern fashion links language with cultural practices and perspectives.</p> <p>Unit 3: My City</p> <ul style="list-style-type: none">• Cultural Focus: Major cities of China.• Alignment: Describing and comparing cities involves understanding the cultural, historical, and modern aspects of these places. It helps students see how urban identity and language are interconnected, reflecting values and perspectives unique to different Chinese cities. <p>Unit 4: Giving Directions</p> <ul style="list-style-type: none">• Cultural Focus: Qinshihuang and the Terracotta Soldiers.• Alignment: While learning to give and understand directions, students are exposed to cultural landmarks like the Terracotta Soldiers. This exploration ties the language to cultural and historical contexts, shaping the learners' understanding of cultural identity. <p>Unit 5: Going on a Holiday</p> <ul style="list-style-type: none">• Cultural Focus: Railways in China.• Alignment: Planning and discussing holiday experiences, especially related to a unique aspect like China's railway system, integrates language skills with understanding China's advancements and cultural practices in travel. <p>Unit 6: Party Time</p> <ul style="list-style-type: none">• Cultural Focus: Birthday foods in China, specifically longevity noodles.• Alignment: Planning a party and discussing past events in Chinese introduces students to cultural concepts like special birthday traditions, linking the language to practices that shape social and cultural identity.	
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	<p>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p>Beginner - “Develop the capability to reflect on and engage with difference.” (NESA)</p> <p>In the "Intermediate Chinese Course," units like "Ordering and Buying Food" and "Fashion and Shopping for Clothes" introduce students to Chinese dining etiquette and clothing traditions, respectively. These units encourage beginners to engage with cultural differences through language use, such as understanding a Chinese menu or describing traditional clothing, thereby developing a foundational awareness of cultural diversity.</p> <p>Intermediate - “Question and discuss stereotypes found in texts.” NESA</p> <p>Units such as "My City" and "Party Time" provide a platform for intermediate students to explore and question cultural stereotypes. For instance, the unit "My City" includes topics on major cities in China, prompting students to compare their city with Chinese cities, which can lead to discussions about preconceived notions and stereotypes. Similarly, "Party Time" discusses birthday foods in China, offering opportunities to question and discuss cultural stereotypes related to Chinese celebrations.</p> <p>Advanced - “Develop a metalanguage for discussing the relationship between language and culture.” (NESA)</p> <p>For advanced students, units like "Organising an Outing with Friends" and "Past Holidays" delve deeper into cultural aspects. "Organising an Outing with Friends" touches on classical Chinese literature, while "Past Holidays" discusses the layout of Chinese cities, including the Forbidden City. These topics not only enhance language skills but also provide a rich context for students to develop a metalanguage – a language used to talk about language – particularly in the context of discussing the intricate relationship between the Chinese language and its culture.</p>	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>
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Creating Texts

(Speaking, Writing)

Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP 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 experiences and share information about their own and others' personal worlds</p>	<p>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</p> <p>Suggested Unit - "Unit 6: Party Time" Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</p> <p>Suggested Unit - "Unit 03: My City" Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p> <p>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or</p>	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p> <p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated) 5. Writing: Organising an Outing with Friends (Updated) 5. Writing: Daily Routines (Updated)</p>

		<p>celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</p> <p>Suggested Unit: "Unit 6: Party Time" Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>	<p>5. Writing: At the Doctor's (Updated) 5. Writing: Past Holidays (Updated)</p>
<p>Create imaginative texts</p>		<p>Beginner - "a picture book to recount a past holiday".(NESA)</p> <p>"Unit 10: Past Holidays"</p> <ul style="list-style-type: none"> Students can use the vocabulary and grammar lessons to learn how to describe their past holidays. They can then apply this knowledge to create a picture book. For example, they can use past tenses to describe what they did on their holiday. The vocabulary lists can help them find the right words to describe the places they visited, the food they ate, and the people they met. <p>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</p> <p>"Unit 04: Going on a Holiday"</p> <ul style="list-style-type: none"> The content learnt in this unit can be used to create a short film about the importance of sustainable tourism, a topic of global significance. Students can use the vocabulary and grammar lessons to script dialogues and narrations for their film. The future tense grammar lessons can be particularly useful for describing future plans for sustainable tourism. 	<p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p> <p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated)</p>

		<p>The cultural focus on Chinese hotels and holidays can provide a context for the film.</p> <p>Advanced - “a short story to describe a day in the life of a typical student.”(NESA)</p> <p>"Unit 08: Daily Routine"</p> <ul style="list-style-type: none"> This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The lessons on daily activity can be used to describe daily activities, and the vocabulary lists can help students describe the specifics of their routines. <p><i>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practise real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</i></p>	<p>5. Writing: Organising an Outing with Friends (Updated)</p> <p>5. Writing: Daily Routines (Updated)</p> <p>5. Writing: At the Doctor's (Updated)</p> <p>5. Writing: Past Holidays (Updated)</p>
<p>Create persuasive texts</p>		<p>Beginner - “a tourist brochure to attract travellers to Australia.”(NESA)</p> <ul style="list-style-type: none"> Suggested "Unit 3: My City" Example: Students can use the vocabulary and grammar learned in this unit to describe a town, its features, attractions, and activities it has to offer. They can then apply this knowledge to create a persuasive tourist brochure for a town in Australia, using descriptive language to highlight its attractions and activities. For instance, they could use directions and prepositions to give directions to popular tourist spots. <p>Intermediate - “an advertisement to encourage people to adopt a healthy lifestyle.”(NESA)</p>	<p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated)</p> <p>5. Writing: Fashion and Shopping for Clothes (Updated)</p> <p>5. Writing: My City</p> <p>5. Writing: Giving Directions (Updated)</p> <p>5. Writing: Going on a Holiday (Updated)</p> <p>5. Writing: Party Time (Updated)</p> <p>5. Writing: Organising an Outing with Friends (Updated)</p> <p>5. Writing: Daily Routines (Updated)</p> <p>5. Writing: At the Doctor's (Updated)</p> <p>5. Writing: Past Holidays (Updated)</p>

		<ul style="list-style-type: none"> • Suggested "Unit 2: Fashion and Shopping for Clothes" and "Unit 9: At the Doctors" Example: Students can use the vocabulary and grammar learned in these units to discuss shopping, common ailments, and suggestions for a healthy lifestyle. They can then apply this knowledge to create a persuasive advertisement encouraging people to adopt a healthy lifestyle, using compelling language to highlight the benefits of healthy eating and regular check-ups. <p>Advanced - "a speech or an article to bring attention to a topic of personal significance."(NESA)</p> <ul style="list-style-type: none"> • Suggested Unit: "Unit 07: Organising an Outing with Friends" Example: Students can use the vocabulary and grammar learned in this unit to discuss their favourite activities and plans. They can then apply this knowledge to create a persuasive speech or article about a topic of personal significance, using persuasive language to highlight the importance of the topic and encourage others to take action. 	
<p>Plan, construct and edit texts</p>		<p>Beginner - " Plan, construct and edit texts" (NESA)</p> <p>Units like "Ordering and Buying Food" and "Fashion and Shopping for Clothes" provide opportunities for students to engage in these activities. For example, students learn to communicate basic needs and desires, ask for prices, and express opinions on clothing, which involves constructing and editing simple texts.</p> <p>Intermediate - "Use appropriate language register, style and effective layout to achieve purpose." (NESA)</p>	<p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated) 5. Writing: Organising an Outing with Friends (Updated) 5. Writing: Daily Routines (Updated)</p>

		<p>In units like "My City" and "Giving Directions," students progress to describing cities, comparing different cities, and giving directions. This requires a more sophisticated use of language and understanding of cultural context. The inclusion of grammar points such as comparative structures and expressions of distance aligns with the NSW requirement of using appropriate language register and style. The diverse learning outcomes in these units, ranging from describing to comparing and giving directions, help students achieve specific communicative purposes effectively.</p> <p>Advanced - "Use factual evidence to support an argument." (NESA)</p> <p>For students at an advanced level, the NSW curriculum emphasises the use of factual evidence to support arguments. Units like "At the Doctors" and "Past Holidays" are more aligned with this objective. These units require students to communicate health problems and describe past holidays, necessitating the use of factual information and personal experiences to communicate effectively. The grammar points and vocabulary in these units support this by enabling students to express more complex ideas and details, thus aligning with the NSW descriptor.</p>	<p>5. Writing: At the Doctor's (Updated) 5. Writing: Past Holidays (Updated)</p>
<p>Applying knowledge of language systems to create spoken, written and multimodal texts</p>	<p>Use a wide range of features of the sound system to create spoken texts</p>	<p>This alignment can be seen across various units of the course, specifically in the focus on grammar, listening and speaking exercises, and cultural immersion.</p> <ul style="list-style-type: none"> • Grammar Focus: Each unit emphasises specific grammar points relevant to spoken Chinese, such as the use of the particle 了 to express completion and change of state (Unit 1), and the use of modal verbs (Unit 2). This focus on grammar aids students in understanding and using the sound system of the language effectively. 	<p>All the Listening and Video Lessons in the Units</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City</p>

		<ul style="list-style-type: none"> ● Listening and Speaking Exercises: All units contain listening and speaking components, which are essential for students to practise and apply the sound system of Chinese. For instance, in Unit 1, students listen to and engage in conversations about ordering food, while in Unit 2, they practise conversations related to fashion and shopping. This real-world application ensures that students are not only learning the sounds of the language but also using them in context. ● Cultural Immersion: The course offers immersion and non-immersion options, with immersion being particularly effective for sound system practice. In immersion, all questions and answers for listening, reading, writing, and speaking are in Chinese. This immersive experience forces students to rely on their understanding of the sound system in practical situations. ● Variety of Contexts and Vocabulary: Each unit covers different themes (e.g., ordering food, shopping for clothes, discussing cities), exposing students to a wide range of vocabulary and contexts. This variety ensures that students can apply the sound system across different topics, a key aspect of the NSW syllabus descriptor. ● Flexible Course Design: Teachers have the flexibility to choose between immersion and non-immersion lessons and to use lessons with or without Pinyin, according to the students' proficiency levels. This adaptability allows for tailored instruction that meets the NSW descriptor's requirement for using a wide range of the sound system's features. <p>Teachers can maximise the effectiveness of these units by:</p>	<p>3. Listening Comprehension: My City</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine 3. Listening Comprehension: Daily Routines</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays</p> <p>Video Library</p> <p>Intermediate Chinese Course - Speaking lessons:</p> <p>Speaking - Unit 1: Ordering and Buying Food Speaking - Unit 2: Fashion and Shopping for Clothes Speaking - Unit 3: My City Speaking - Unit 4: Giving Directions Speaking - Unit 5: Going on a Holiday Speaking - Unit 6: Party Time Speaking - Unit 7: Organising an Outing with Friends Speaking - Unit 8: Daily Routine Speaking - Unit 9: At the Doctors Speaking - Unit 10: Past Holidays</p>
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	<p>Use a wide range of sound-symbol correspondences to create written texts</p>	<p>Vocabulary and Grammar Integration: The units cover a range of themes and topics, such as fashion, shopping, towns, directions, booking holidays, and daily routines. This variety exposes students to a wide range of vocabulary, enhancing their ability to use different sound-symbol correspondences in written texts.</p> <p>Creating Texts: Many units include activities focused on creating texts, such as writing emails, narratives, and descriptions. These tasks require students to apply their understanding of sound-symbol correspondences in Chinese, translating their auditory knowledge of the language into accurate written forms.</p> <p>Listening and Reading Comprehension: Units include listening and reading exercises, such as listening to dialogues or reading descriptions and narratives. These activities reinforce the connection between sounds and their corresponding written symbols, aiding students in developing a more intuitive understanding of Chinese orthography.</p> <p>Grammar Points and Writing Exercises: Specific grammar points, such as verb conjugations, adjective agreement, and the use of pronouns, directly contribute to</p>	<p>All the Listening, writing and Video Lessons in the Units</p> <p>Unit 1: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes 3. Listening Comprehension: Fashion and Shopping for Clothes</p> <p>Unit 3: My City 3. Listening Comprehension: My City</p> <p>Unit 4: Giving Directions 3. Listening Comprehension: Giving Directions</p> <p>Unit 5: Going on a Holiday 3. Listening Comprehension: Going on a Holiday</p> <p>Unit 6: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time</p> <p>Unit 7: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine</p>

		<p>understanding how sounds are represented in written Chinese. Writing exercises that follow these grammar lessons allow students to practise and consolidate their learning.</p> <p>Feedback and Revision: Units often involve writing tasks followed by feedback, which provides students with opportunities to understand and correct their errors in sound-symbol correspondence, thereby reinforcing their learning.</p>	<p>3. Listening Comprehension: Daily Routines</p> <p>Unit 9: At the Doctors 3. Listening Comprehension: At the Doctor's</p> <p>Unit 10: Past Holidays 3. Listening Comprehension: Past Holidays</p> <p>Video Library</p> <p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated) 5. Writing: Organising an Outing with Friends (Updated) 5. Writing: Daily Routines (Updated) 5. Writing: At the Doctor's (Updated) 5. Writing: Past Holidays (Updated)</p>
<p>Adjust and adapt vocabulary from a wide range of themes to create texts</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"> Comprehensive Vocabulary Glossaries: EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the 	<p>Vocabulary Glossary in each unit of the Intermediate Chinese Course:</p> <p>Unit 01: Ordering and buying food - Core Vocabulary Unit 01: Ordering and buying food - Extra Vocabulary Unit 02: Fashion and shopping for clothes - Core Vocabulary Unit 02: Fashion and shopping for clothes - Extra Vocabulary Unit 03: My city - Core Vocabulary Unit 03: My city - Extra Vocabulary Unit 04: Giving directions - Core Vocabulary Unit 04: Giving directions - Extra Vocabulary Unit 05: Going on a holiday - Core Vocabulary Unit 05: Going on a holiday - Extra Vocabulary</p>

		<p>students' specific needs, giving them access to relevant vocabulary for their proficiency level.</p> <ol style="list-style-type: none"> 2. Thematic Vocabulary: EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. 3. Multimedia Resources: 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. 4. Interactive Activities: 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 	<p>Unit 06: Party time - Core Vocabulary Unit 06: Party time - Extra Vocabulary Unit 07: Organising an Outing with Friends - Core Vocabulary Unit 07: Organising an Outing with Friends - Extra Vocabulary Unit 08: Daily Routine - Core Vocabulary Unit 08: Daily Routine - Extra Vocabulary Unit 09: At the doctor's - Core Vocabulary Unit 09: At the doctor's - Extra Vocabulary Unit 10: Past Holidays - Core Vocabulary Unit 10: Past Holidays - Extra Vocabulary</p> <p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated) 5. Writing: Organising an Outing with Friends (Updated) 5. Writing: Daily Routines (Updated) 5. Writing: At the Doctor's (Updated) 5. Writing: Past Holidays (Updated)</p>
	<p>Control and manipulate a range of structures and features of the grammatical system to create texts</p>	<p>In all units, the EP course provides a structured approach, starting from an introduction to key vocabulary and phrases, followed by distinct sections for listening, reading, writing, and speaking. This structured approach, along with the availability of immersion and non-immersion versions of units, supports students in progressively developing their ability to control and manipulate grammatical structures effectively, aligning well with the NSW Curriculum descriptor.</p>	<p>GRAMMAR LESSONS:</p> <p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food</p>

		<p>Unit 1: Ordering and Buying Food:</p> <ul style="list-style-type: none"> • Grammar Focus: Nominal predicate structures, particle 了, and expressing wishes with 要 and 想. • Alignment: Students learn to manipulate structures like nominal predicates and use particles to create coherent texts about ordering food, reflecting control over grammatical features. <p>Unit 2: Fashion and Shopping for Clothes:</p> <ul style="list-style-type: none"> • Grammar Focus: Modal verbs ‘能’ and ‘可以’, continuous tense with ‘正’ and ‘在’, and the particle ‘着’. • Alignment: The course guides students in creating dialogues and descriptions about shopping, effectively applying these grammatical structures. <p>Unit 3: My City:</p> <ul style="list-style-type: none"> • Grammar Focus: Comparative structures like 比, 没有, and 和...一样. • Alignment: Enables students to compare cities, using comparative structures, showing control over grammatical systems in creating comparative texts. <p>Unit 4: Giving Directions:</p> <ul style="list-style-type: none"> • Grammar Focus: Continuous tense markers (正, 在, 着) and expressing distance (离). • Alignment: Students learn to give directions, integrating tense markers and distance expressions, demonstrating manipulation of grammatical features. <p>Unit 5: Going on a Holiday:</p> <ul style="list-style-type: none"> • Grammar Focus: Verbs modifying nouns with 的 and compound sentences using 虽然 and 但是. • Alignment: This unit helps students in constructing complex sentences, showing 	<p>2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food</p> <p>Unit 02: Fashion and Shopping for clothes</p> <p>2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes</p> <p>2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes</p> <p>2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes</p> <p>Unit 3: My City</p> <p>2. Grammar - Comparative Structures: My City</p> <p>Unit 4: Giving Directions</p> <p>2a. Grammar - Continuous Tense: Giving Directions</p> <p>2b. Grammar - Expressing Distance: Giving Directions</p> <p>Unit 5: Going on a Holiday</p> <p>2a. Grammar - Verbs Modifying Nouns: Going on a Holiday</p> <p>2b. Grammar - Sentences Using 'Although': Going on a Holiday</p> <p>Unit 6: Party Time</p> <p>2a. Grammar - Duplication of Verbs: Party Time</p> <p>2b. Grammar - Modal Verb: Party Time</p> <p>2c. Grammar - Sentences With Two Objects: Party Time</p> <p>2d. Grammar - Sentence Structure: "If ____, then ____": Party Time</p> <p>2e. Grammar - 一边 ____ 一边: Party Time</p> <p>Unit 7: Organising an Outing with Friends</p> <p>2a. Grammar - Modal Verb 会: Organising an Outing with Friends</p> <p>2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends</p>
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		<p>their ability to manipulate sentence structures.</p> <p>Unit 6: Party Time:</p> <ul style="list-style-type: none"> • Grammar Focus: Duplication of verbs, modal verb 应该, sentences with two objects, and conditional sentences. • Alignment: Students apply these grammatical points in planning a party, showing control over complex grammatical structures. <p>Unit 7: Organising an Outing with Friends:</p> <ul style="list-style-type: none"> • Grammar Focus: Modal verbs (会, 必须, 得), 还, 还是, and conditional structures. • Alignment: The unit helps students in creating texts for planning outings, demonstrating manipulation of modal verbs and conditional structures. <p>Unit 8: Daily Routine:</p> <ul style="list-style-type: none"> • Grammar Focus: Complements, 才 and 就 for time expressions, and 之后/以后. • Alignment: Students describe daily routines, showing control over time expressions and complements. <p>Unit 9: At the Doctors:</p> <ul style="list-style-type: none"> • Grammar Focus: Time complements, summary of uses of 了, and affirmative-negative questions. • Alignment: In describing health scenarios, students manipulate these grammatical features, reflecting control in creating context-specific texts. <p>Unit 10: Past Holidays:</p> <ul style="list-style-type: none"> • Grammar Focus: Degree complement, summary of 'de' (的, 地, 得), and placement of 了. • Alignment: Describing past holidays requires students to apply complex grammatical structures, demonstrating 	<p>2c. Grammar - 还: Organising an Outing with Friends</p> <p>2d. Grammar - 还是: Organising an Outing with Friends</p> <p>2e. Grammar - Sentence Structure: "If _____, then _____" Part Two: Organising an Outing with Friends</p> <p>Unit 8: Daily Routine</p> <p>2a. Grammar - Complements: Daily Routines</p> <p>2b. Grammar - 才 and 就: Daily Routines</p> <p>2c. Grammar - 之 and 以: Daily Routines</p> <p>Unit 9: At the Doctors</p> <p>2a. Grammar - Time Complements: At the Doctor's</p> <p>2b. Grammar - Summary of 了: At the Doctor's</p> <p>2c. Grammar - Affirmative Negative Questions: At the Doctor's</p> <p>Unit 10: Past Holidays</p> <p>2a. Degree Complement: Past Holidays</p> <p>2b. Summary of 'de': Past Holidays</p> <p>2c. The Location of 了: Past Holidays</p>
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		<p>their ability to manipulate the grammatical system.</p>	
	<p>Use a range of structures and features of the target language writing system to create written texts</p>	<p>Each unit's writing activities are designed to engage students in creating texts that require the use of a range of structures and features of the Chinese writing system. These activities directly support the development of students' ability to produce coherent, contextually relevant, and grammatically accurate written texts, aligning with the NSW Curriculum descriptor.</p> <ul style="list-style-type: none"> Starting with Unit 1: Ordering and Buying Food, students engage with grammar points like nominal predicate structure, the particle 了 for expressing completion and change of state, and expressing desires with 要 (yào) and 想 (xiǎng). The writing activities in this unit, labeled as "写作: 在饭店吃饭" in both immersion and non-immersion versions, directly involve students in utilizing these structures in writing, aligning with the NSW descriptor. Unit 2: Fashion and Shopping for Clothes advances this alignment by introducing modal verbs '能' and '可以', the use of 着 for continuous tense, and verb duplication. These grammar points are incorporated into the writing section, "写作: 买衣服和描述穿着", encouraging students to apply complex structures in their written Chinese. In Unit 3: My City, comparative structures using 比 (bǐ), 没有 (méi yǒu), and 和...一样 (hé...yíyàng) are covered. The writing tasks in this unit, "写作: 我的城市", require students to use these comparative structures, reinforcing the NSW descriptor's emphasis on using a range of structures in writing. 	<p>Intermediate Chinese Course - Writing lessons:</p> <p>5. Writing: Ordering and Buying Food (Updated) 5. Writing: Fashion and Shopping for Clothes (Updated) 5. Writing: My City 5. Writing: Giving Directions (Updated) 5. Writing: Going on a Holiday (Updated) 5. Writing: Party Time (Updated) 5. Writing: Organising an Outing with Friends (Updated) 5. Writing: Daily Routines (Updated) 5. Writing: At the Doctor's (Updated) 5. Writing: Past Holidays (Updated)</p>

		<ul style="list-style-type: none">• Unit 4: Giving Directions introduces continuous tense structures and expressions of distance, which are practised in the writing tasks "写作: 问路和指路". This unit's focus on spatial language in written form is a practical application of the NSW descriptor.• In Unit 5: Going on a Holiday, students encounter complex sentence structures using 虽然 (suī rán) and 但是 (dàn shì). The writing component, "写作: 去旅行", demands the application of these structures, aligning with the NSW curriculum's focus on a range of structures in writing.• Unit 6: Party Time's focus on sentence structures for obligations, conditions, and simultaneous actions, practised in "写作: 聚会", continues this trend.• Unit 7: Organising an Outing with Friends introduces modal verbs for skill and necessity, and conditional sentence structures. The writing tasks in this unit, "写作: 约朋友去玩", require students to apply these grammar points, aligning with the NSW descriptor's emphasis.• Unit 8: Daily Routine covers complements and expressions of time, integrated into the writing tasks "写作: 我的作息时间", aligning with the NSW curriculum by requiring students to use a variety of structures in their written Chinese.• Unit 9: At the Doctors focuses on time complements and affirmative-negative questions, applied in the writing tasks "写作: 生病了".• Unit 10: Past Holidays explores degree complements and the use of 了 in complex	
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		<p>sentences. The writing tasks "写作: 假期怎么样" provide students with opportunities to use these structures.</p>	
<p>Applying knowledge of the target language culture(s) to create texts</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</p>	<p>In each unit, the writing tasks are designed to enable students to adjust and adapt their language use, focusing on culturally relevant content and practices from Chinese-speaking countries. This approach ensures that students develop an understanding of how cultural practices, values, and perspectives influence language use in various contexts.</p> <ul style="list-style-type: none"> Unit 1: Ordering and Buying Food: This unit, with its focus on Chinese dining etiquette, provides an excellent opportunity for students to adjust and adapt language according to Chinese cultural practices. Learning to order food, ask for the bill, and understand a Chinese menu requires students to engage with the language in a manner that respects and acknowledges Chinese dining customs. Unit 2: Fashion and Shopping for Clothes: The cultural focus on traditional clothing and the influence of colors and porcelain on fashion in China aligns with the NSW descriptor. Students learn to describe clothing, ask for items in a store, and give opinions, all within the context of Chinese cultural values related to fashion. Unit 3: My City: The comparison of cities and the cultural focus on major Chinese cities require students to use language that reflects the cultural and historical significance of these places, aligning with the NSW descriptor's emphasis on cultural perspectives. 	<p>The last slide of each introduction lessons focuses on a cultural aspect:</p> <p>Last slide of each introduction lesson of each unit:</p> <ol style="list-style-type: none"> 1. Introduction: Ordering and Buying Food 1. Introduction: Fashion and Shopping for Clothes 1. Introduction: My City 1. Introduction: Giving Directions 1. Introduction: Going on a Holiday 1. Introduction: Party Time 1. Introduction: Organising an Outing with Friends 1. Introduction: Daily Routines 1. Introduction: At the Doctor's 1. Introduction: Past Holidays <p>Intermediate Chinese Course:</p> <p>Unit 1: Ordering and Buying Food Unit 2: Fashion and Shopping for Clothes Unit 3: My City Unit 4: Giving Directions Unit 5: Going on a Holiday Unit 6: Party Time Unit 7: Organising an Outing with Friends Unit 8: Daily Routine Unit 9: At the Doctors Unit 10: Past Holidays</p>

		<ul style="list-style-type: none">• Unit 4: Giving Directions: The cultural references to Qinshihuang and the Terracotta Soldiers in this unit provide a cultural context for the language skills of asking for and giving directions, thereby aligning with the NSW descriptor's requirement to adapt language to cultural contexts.• Unit 5: Going on a Holiday: Discussing railways in China and engaging in conversations about travel and accommodations in Chinese settings requires students to adapt their language use to these specific cultural contexts.• Unit 6: Party Time: The focus on birthday food in China, specifically the 'Chángshòu miàn' (Longevity noodle), shows how language learning is integrated with cultural practices, in line with the NSW descriptor.• Unit 7: Organising an Outing with Friends: This unit includes cultural references to 'Journey to the West', a classic Chinese novel, providing a cultural backdrop for language use in organising outings, thus aligning with the NSW descriptor.• Unit 8: Daily Routine: The cultural focus on biking in China offers a unique perspective for students to discuss their daily routines, aligning with the NSW descriptor's focus on cultural practices.• Unit 9: At the Doctors: The inclusion of Traditional Chinese Medicine provides a cultural context for discussing health problems and advice, in line with the NSW descriptor.• Unit 10: Past Holidays: The cultural focus on the layout of Chinese cities, particularly the Forbidden	
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		City, allows students to discuss holidays within a culturally significant context.	
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EP Lesson Recommendations:

Course Structure: For Year 9–10 students, a blended approach utilising both Beginner and Intermediate courses from EP is suggested. This approach allows for a scaffolded learning experience, where students build upon foundational skills from the Beginner course and progressively tackle more complex linguistic and cultural concepts in the Intermediate course.

Content Customisation: Teachers are encouraged to tailor the course content to meet individual student needs. This customisation might involve selecting units from either the Beginner or Intermediate levels, or even incorporating elements from more advanced levels, depending on the student's proficiency and learning objectives.

Unit Composition: Each unit within these courses begins with an introduction section that outlines key vocabulary and phrases. This structure ensures that students are equipped with the necessary linguistic tools before advancing to more complex tasks.

Comprehensive Skill Development: The courses are designed to develop holistic language skills. Each unit comprises separate sections focused on enhancing listening, reading, writing, and speaking abilities. This comprehensive approach aligns with the NSW Curriculum's emphasis on balanced language skill development.

Immersion and Non-Immersion Options: To accommodate different learning styles and proficiency levels, units are available in both immersion and non-immersion formats. Immersion units are entirely in the target language, providing an intensive language experience, suitable for more advanced learners or those seeking a deeper cultural immersion. Non-immersion units, with instructions in English, are ideal for beginners or for reinforcing fundamental concepts.

Vocabulary Support: Vocabulary glossaries are readily available, allowing students to revise and reinforce their language skills. This resource is particularly valuable for students who require additional practice or for those who wish to advance their vocabulary knowledge beyond the classroom.

Teacher's Guide: A comprehensive Teacher's Guide is provided, featuring unit outlines and comprehension transcripts. This guide serves as a valuable resource for educators, aiding in lesson planning and ensuring that teaching aligns with the learning outcomes specified in the NSW Curriculum.

Please see the course maps below:

Education Perfect

Curriculum Map

Chinese

Intermediate Chinese:

Intermediate Low - Intermediate High

[Unit 1: Ordering and Buying Food](#)

[Unit 2: Fashion and Shopping for Clothes](#)

[Unit 3: My City](#)

[Unit 4: Giving Directions](#)

[Unit 5: Going on a Holiday](#)

[Unit 6: Party Time](#)

[Unit 7: Organising an Outing with Friends](#)

[Unit 8: Daily Routine](#)

[Unit 9: At the Doctors](#)

[Unit 10: Past Holidays](#)

EP Unit:		Lessons within each unit (linked with a hyperlink)
Unit 1: Ordering and Buying Food Learning outcomes for this unit: By the end of this unit, students will be able to:	Immersion course without Pinyin	1. Introduction: 在饭店吃饭 2a. Grammar - Sentences with Nominal Predicates: 在饭店吃饭 2b. Grammar - The Particle 了: 在饭店吃饭 2c. Grammar - Expressing Wishes or Desires: 在饭店吃饭 3. Listening Comprehension: 在饭店吃饭

<ul style="list-style-type: none"> Communicate what food they would like to order Ask the price of something Ask for the bill Understand a Chinese menu 		<p>4. Reading Comprehension: 在饭店吃饭 5. 写作: 在饭店吃饭 6. Speaking: 在饭店吃饭 7. Authentic Tasks: 在饭店吃饭</p>
<p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Ordering food and drink for one's self or one's friend in a restaurant. Talking with waiter/waitress: greetings, asking for the bill, comments on the food and price. Talking about what food, or which restaurant, you and your friend like. <p>Grammar points:</p> <ul style="list-style-type: none"> Applying the nominal predicate structure for money and dates. Using the particle 了 to express completion and change of state. Expressing wishes or desires with 要 (yào) and 想 (xiǎng). 	<p>Immersion course with Pinyin</p>	<p>1. Introduction: 在饭店吃饭 2a. Grammar - Sentences with Nominal Predicates: 在饭店吃饭 2b. Grammar - The Particle 了: 在饭店吃饭 2c. Grammar - Expressing Wishes or Desires: 在饭店吃饭 3. Listening Comprehension: 在饭店吃饭 4. Reading Comprehension: 在饭店吃饭 5. 写作: 在饭店吃饭 6. Speaking: 在饭店吃饭 7. Authentic Tasks: 在饭店吃饭</p> <p>1. Introduction: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food 5. Writing: Ordering and Buying Food (Updated) 6. Speaking: Ordering and Buying Food 7. Authentic Tasks: Ordering and Buying Food</p>
<p>Cultural focus in this unit: Chinese Dining Etiquette</p>	<p>Non Immersion course without Pinyin</p>	<p>1. Introduction: Ordering and Buying Food 2a. Grammar - Sentences with Nominal Predicates: Ordering and Buying Food 2b. Grammar - The Particle 了: Ordering and Buying Food 2c. Grammar - Expressing Wishes or Desires: Ordering and Buying Food 3. Listening Comprehension: Ordering and Buying Food 4. Reading Comprehension: Ordering and Buying Food 5. Writing: Ordering and Buying Food (Updated)</p>

		6. Speaking: Ordering and Buying Food 7. Authentic Tasks: Ordering and Buying Food
	Vocabulary lists	Unit 01: Ordering and buying food - Core Vocabulary Unit 01: Ordering and buying food - Extra Vocabulary
	Assessments	Intermediate Unit 01: Ordering and Buying Food Intermediate Unit 01: Ordering and Buying Food (Immersion)
<p>Unit 2: Fashion and Shopping for Clothes</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Describe what people are wearing Ask for an item of clothing at a store Ask how much something costs Ask for the size of a piece of clothing Give their opinion on a piece of clothing <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Monologues/texts that introduce what people are wearing Conversations/texts where people comment on clothes Buying clothes in a mall: talking to the sales assistant about size, color and price Giving your opinion on a piece of clothing after trying it on <p>Grammar points:</p>	<p>Immersion Course without Pinyin</p>	<p>1. Introduction: 买衣服和描述穿着</p> <p>2a. Grammar - Modal Verbs: 买衣服和描述穿着</p> <p>2b. Grammar - Particle 着: 买衣服和描述穿着</p> <p>2c. Grammar - Duplication of Verbs: 买衣服和描述穿着</p> <p>3. Listening Comprehension: 买衣服和描述穿着</p> <p>4. Reading Comprehension: 买衣服和描述穿着</p> <p>5. 写作: 买衣服和描述穿着</p> <p>6. Speaking: 买衣服和描述穿着</p> <p>7. Authentic Tasks: 买衣服和描述穿着</p> <p>8. Alternative Listening Comprehension Questions: 买衣服和描述穿着</p> <p>9. Alternative Reading Comprehension Questions: 买衣服和描述穿着</p>
	<p>Immersion Course with Pinyin</p>	<p>1. Introduction: 买衣服和描述穿着</p> <p>2a. Grammar - Modal Verbs: 买衣服和描述穿着</p> <p>2b. Grammar - Particle 着: 买衣服和描述穿着</p> <p>2c. Grammar - Duplication of Verbs: 买衣服和描述穿着</p> <p>3. Listening Comprehension: 买衣服和描述穿着</p> <p>4. Reading Comprehension: 买衣服和描述穿着</p> <p>5. 写作: 买衣服和描述穿着</p> <p>6. Speaking: 买衣服和描述穿着</p> <p>7. Authentic Tasks: 买衣服和描述穿着</p>
	<p>Non-Immersion course with Pinyin</p>	<p>1. Introduction: Fashion and Shopping for Clothes</p> <p>2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes</p>

<ul style="list-style-type: none"> • The modal verbs ‘能’ and ‘可以’. • Expressing an action in progress (continuous tense) with –‘正’ and ‘在’ • The particle‘着’ to express the continuous tense <p>Cultural focus in this unit: Tradition and clothing: the colour red, and the influence of blue and white porcelain on fashion.</p>		2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes 2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 5. Writing: Fashion and Shopping for Clothes (Updated) 6. Speaking: Fashion and Shopping for Clothes 7. Authentic Tasks: Fashion and Shopping for Clothes
	Non-immersion course without Pinyin	1. Introduction: Fashion and Shopping for Clothes 2a. Grammar - Modal Verbs: Fashion and Shopping for Clothes 2b. Grammar - Particle 着 (zhe): Fashion and Shopping for Clothes 2c. Grammar - Duplication of Verbs: Fashion and Shopping for Clothes 3. Listening Comprehension: Fashion and Shopping for Clothes 4. Reading Comprehension: Fashion and Shopping for Clothes 5. Writing (Updated): Fashion and Shopping for Clothes 6. Speaking: Fashion and Shopping for Clothes 7. Authentic Tasks: Fashion and Shopping for Clothes
	Vocabulary glossary	Unit 02: Fashion and shopping for clothes - Core Vocabulary Unit 02: Fashion and shopping for clothes - Extra Vocabulary
	Assessments	Intermediate Unit 02: Fashion and Shopping Intermediate Unit 02: Fashion and Shopping (Immersion)
<p>Unit 3: My City</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Describing a city, and what is in the city • Compare different cities 	Immersion Course without Pinyin	1. Introduction: 我的城市 2. Grammar - Comparative Structures: 我的城市 3. Listening Comprehension: 我的城市 4. Reading Comprehension: 我的城市 5. 写作: 我的城市 6. Speaking: 我的城市 7. Authentic Tasks: 我的城市 8. Alternative Listening Comprehension Questions: 我的城市

<ul style="list-style-type: none"> Use select expressions and idioms: 名胜古迹, 名胜, 古迹, 各有千秋 <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Monologues/texts introducing someone's city. Conversations/texts where two people talk and compare their cities. <p>Grammar points:</p> <ul style="list-style-type: none"> Comparative structures <ul style="list-style-type: none"> 比 (bǐ) - 'than' 没有 (méi yǒu) - 'not as' 和...一样 (hé...yíyàng) - 'as...as' (equal comparison) <p>Cultural focus in this unit: Major cities of China</p>		9. Alternative Reading Comprehension Questions: 我的城市
	<p>Immersion course with Pinyin</p>	1. Introduction: 我的城市 2. Grammar - Comparative Structures: 我的城市 3. Listening Comprehension: 我的城市 4. Reading Comprehension: 我的城市 5. 写作: 我的城市 6. Speaking: 我的城市 7. Authentic Tasks: 我的城市
	<p>Non Immersion course without Pinyin</p>	1. Introduction: My City 2. Grammar - Comparative Structures: My City 3. Listening Comprehension: My City 4. Reading Comprehension: My City 5. Writing: My City (Updated) 6. Speaking: My City 7. Authentic Tasks: My City
	<p>Vocabulary lists</p>	Unit 03: My city - Core Vocabulary Unit 03: My city - Extra Vocabulary
	<p>Assessments</p>	Intermediate Unit 03: My City Intermediate Unit 03: My City (Immersion)
<p>Unit 4: Giving Directions</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p>	<p>Immersion Course without Pinyin</p>	1. Introduction: 问路和指路 2a. Grammar - Continuous Tense: 问路和指路 2b. Grammar - Expressing Distance: 问路和指路 3. Listening Comprehension: 问路和指路

<ul style="list-style-type: none"> Describe an object's relative location Ask for directions Give directions <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Conversations/texts where one person asks the way, and the other gives directions Conversations/texts describing how someone might get somewhere Street signs <p>Grammar points:</p> <ul style="list-style-type: none"> Continuous Tense: <ul style="list-style-type: none"> 正 and 在 (process of an ongoing action) 着 (ongoing state) Expressing Distance: <ul style="list-style-type: none"> 离 A review of 有 <p>Cultural focus in this unit: Qinshihuang and the Terracotta Soldiers</p>		4. Reading Comprehension: 问路和指路 5. 写作: 问路和指路 6. Speaking: 问路和指路 7. Authentic Tasks: 问路和指路
	Immersion course with Pinyin	1. Introduction: 问路和指路 2a. Grammar - Continuous Tense: 问路和指路 2b. Grammar - Expressing Distance: 问路和指路 3. Listening Comprehension: 问路和指路 4. Reading Comprehension: 问路和指路 5. 写作: 问路和指路 6. Speaking: 问路和指路 7. Authentic Tasks: 问路和指路
	Non-immersion course with Pinyin	1. Introduction: Giving Directions 2a. Grammar - Continuous Tense: Giving Directions 2b. Grammar - Expressing Distance: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: Giving Directions 5. Writing: Giving Directions (Updated) 6. Speaking: Giving Directions 7. Authentic Tasks: Giving Directions
	Non-immersion without Pinyin	1. Introduction: Giving Directions 2a. Grammar - Continuous Tense: Giving Directions 2b. Grammar - Expressing Distance: Giving Directions 3. Listening Comprehension: Giving Directions 4. Reading Comprehension: Giving Directions 5. Writing: Giving Directions (Updated) 6. Speaking: Giving Directions 7. Authentic Tasks: Giving Directions
	Vocabulary lists	Unit 04: Giving directions - Core Vocabulary Unit 04: Giving directions - Extra Vocabulary
	Assessments	Intermediate Unit 04: Giving Directions

		Intermediate Unit 04: Giving Directions (Immersion)
<p>Unit 5: Going on a Holiday Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Book a hotel ● Book train or flight tickets ● Make a complaint about a problem with a hotel ● Understand hotel reviews <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Buying a flight/train ticket over the counter, or on the phone ● Booking a room over the counter or on the phone, and describing what kind of room(s) the person needs. ● Comments or complain about a hotel, and reviews ● Conversations/texts where two people talk about their plans. <p>Grammar points:</p> <ul style="list-style-type: none"> ● Verbs modifying nouns with 的 (de) ● Compound sentence - Adversative: <ul style="list-style-type: none"> ○ Using 虽然 (suī rán) and 但是 (dàn shì), or other substitutes, to create sentences reading: 'although,' 'but' 	<p>Immersion Course Without Pinyin</p>	<p>1. Introduction: 去旅行 2a. Grammar - Verbs Modifying Nouns: 去旅行 2b. Grammar - Sentences Using 'Although': 去旅行 3. Listening Comprehension: 去旅行 4. Reading Comprehension: 去旅行 5. 写作: 去旅行 6. Speaking: 去旅行 7. Authentic Tasks: 去旅行 8. Alternative Listening Comprehension Questions: 去旅行 9. Alternative Reading Comprehension Questions: 去旅行</p>
	<p>Immersion Course without Pinyin</p>	<p>1. Introduction: 去旅行 2a. Grammar - Verbs Modifying Nouns: 去旅行 2b. Grammar - Sentences Using 'Although': 去旅行 3. Listening Comprehension: 去旅行 4. Reading Comprehension: 去旅行 5. 写作: 去旅行 6. Speaking: 去旅行 7. Authentic Tasks: 去旅行</p>
	<p>Non- Immersion Course with Pinyin</p>	<p>1. Introduction: Going on a Holiday 2a. Grammar - Verbs Modifying Nouns: Going on a Holiday 2b. Grammar - Sentences Using 'Although': Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday 5. Writing: Going on a Holiday (Updated) 6. Speaking: Going on a Holiday 7. Authentic Tasks: Going on a Holiday 1. Introduction: Going on a Holiday 2a. Grammar - Verbs Modifying Nouns: Going on a Holiday</p>

<p>Cultural focus in this unit: Railways in China</p>	<p>Non-Immersion course without Pinyin</p>	<p>1. Introduction: Going on a Holiday 2b. Grammar - Sentences Using 'Although': Going on a Holiday 3. Listening Comprehension: Going on a Holiday 4. Reading Comprehension: Going on a Holiday 5. Writing: Going on a Holiday (Updated) 6. Speaking: Going on a Holiday 7. Authentic Tasks: Going on a Holiday</p>
	<p>Vocabulary lists</p>	<p>Unit 05: Going on a holiday - Core Vocabulary Unit 05: Going on a holiday - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Intermediate Unit 05: Going on a Holiday Intermediate Unit 05: Going on a Holiday (Immersion)</p>
<p>Unit 6: Party Time Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use language appropriately to plan a party in China • Describe a party they have been to in the past <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Conversations/texts where two people plan a party: time, place, people, and gifts • Conversations/texts where one person invites the other to a party • Conversations/texts where people describe a recent party <p>Grammar points:</p>	<p>Immersion Course without Pinyin</p>	<p>1. Introduction: 聚会 2a. Grammar - Duplication of Verbs: 聚会 2b. Grammar - Modal Verb: 聚会 2c. Grammar - Sentences With Two Objects: 聚会 2d. Grammar - Sentence Structure: "If ____, then ____": 聚会 2e. Grammar - 一边 ____ 一边: 聚会 3. Listening Comprehension: 聚会 4. Reading Comprehension: 聚会 5. 写作: 聚会 6. Speaking: 聚会 7. Authentic Tasks: 聚会</p>
	<p>Immersion Course with Pinyin</p>	<p>1. Introduction: 聚会 2a. Grammar - Duplication of Verbs: 聚会 2b. Grammar - Modal Verb: 聚会 2c. Grammar - Sentences With Two Objects: 聚会 2d. Grammar - Sentence Structure: "If ____, then ____": 聚会 2e. Grammar - 一边 ____ 一边: 聚会 3. Listening Comprehension: 聚会 4. Reading Comprehension: 聚会 5. 写作: 聚会</p>

<ul style="list-style-type: none"> • Duplication of verbs • Modal verb - 应该 (yīnggāi), or 该 (gāi) to indicate obligation • Sentences with two objects • Compound sentence - conditional: 如果 (rúguǒ)...., 就 (jiù)... (if..., then...), and substitutes • Compound sentence - at the same time: 一边 (yì biān) ..., 一边 (yì biān)... <p>Cultural focus in this unit: Birthday food in China: 长寿面 (Chángshòu miàn) - Longevity noodle</p>		6. Speaking: 聚会
	Non Immersion Tasks with Pinyin	7. Authentic Tasks: 聚会 1. Introduction: Party Time 2a. Grammar - Duplication of Verbs: Party Time 2b. Grammar - Modal Verb: Party Time 2c. Grammar - Sentences With Two Objects: Party Time 2d. Grammar - Sentence Structure: "If ____, then ____": Party Time 2e. Grammar - 一边 ____ 一边: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time 5. Writing: Party Time (Updated) 6. Speaking: Party Time 7. Authentic Tasks: Party Time
	Non-Immersion Tasks With Pinyin	1. Introduction: Party Time 2a. Grammar - Duplication of Verbs: Party Time 2b. Grammar - Modal Verb: Party Time 2c. Grammar - Sentences With Two Objects: Party Time 2d. Grammar - Sentence Structure: "If ____, then ____": Party Time 2e. Grammar - 一边 ____ 一边: Party Time 3. Listening Comprehension: Party Time 4. Reading Comprehension: Party Time 5. Writing (Updated): Party Time 6. Speaking: Party Time 7. Authentic Tasks: Party Time
	Vocabulary list	Unit 06: Party time - Core Vocabulary Unit 06: Party time - Extra Vocabulary
	Assessments	Intermediate Unit 06: Party Time Intermediate Unit 06: Party Time (Immersion)

<p>Unit 7: Organising an Outing with Friends</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Use language appropriately to plan an outing with friends: <ul style="list-style-type: none"> ○ Inviting people out ○ Accepting or declining <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Conversations/texts where one person invites the other one out, which is accepted or declined ● Conversations/texts one person declines an invitation and then offers an alternative ● Conversations/texts where two people organise an outing ● Planning an outing <p>Grammar points:</p> <ul style="list-style-type: none"> ● Modal verb - 会: to indicate skill, or future tense ● Modal verbs - 必须 (bì xū) and 得 (děi): to express necessity or requirement ● ‘Yet’ - 还 (hái) ● ‘Or’ - 还是 (hái shì) ● Compound sentence conditional ‘If..., then...’ pt. 2: 的话 (de huà) 	<p>Immersion course without Pinyin</p>	<p>1. Introduction: 约朋友去玩</p> <p>2a. Grammar - Modal Verb 会: 约朋友去玩</p> <p>2b. Grammar - Modal Verbs 得 and 必须: 约朋友去玩</p> <p>2c. Grammar - 还: 约朋友去玩</p> <p>2d. Grammar - 还是: 约朋友去玩</p> <p>2e. Grammar - Sentence Structure: "If ____, then ____" Part Two: 约朋友去玩</p> <p>3. Listening Comprehension: 约朋友去玩</p> <p>4. Reading Comprehension: 约朋友去玩</p> <p>5. 写作: 约朋友去玩</p> <p>6. Speaking: 约朋友去玩</p> <p>7. Authentic Tasks: 约朋友去玩</p>
	<p>Immersion course with Pinyin</p>	<p>1. Introduction: 约朋友去玩</p> <p>2a. Grammar - Modal Verb 会: 约朋友去玩</p> <p>2b. Grammar - Modal Verbs 得 and 必须: 约朋友去玩</p> <p>2c. Grammar - 还: 约朋友去玩</p> <p>2d. Grammar - 还是: 约朋友去玩</p> <p>2e. Grammar - Sentence Structure: "If ____, then ____" Part Two: 约朋友去玩</p> <p>3. Listening Comprehension: 约朋友去玩</p> <p>4. Reading Comprehension: 约朋友去玩</p> <p>5. 写作: 约朋友去玩</p> <p>6. Speaking: 约朋友去玩</p> <p>7. Authentic Tasks: 约朋友去玩</p>
	<p>Non-Immersion course with Pinyin</p>	<p>1. Introduction: Organising an Outing with Friends</p> <p>2a. Grammar - Modal Verb 会: Organising an Outing with Friends</p> <p>2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends</p> <p>2c. Grammar - 还: Organising an Outing with Friends</p> <p>2d. Grammar - 还是: Organising an Outing with Friends</p> <p>2e. Grammar - Sentence Structure: "If ____, then ____" Part Two: Organising an Outing with Friends</p> <p>3. Listening Comprehension: Organising an Outing with Friends</p>

<p>Cultural focus in this unit: ‘Journey to the West’ - one of the Four Great Classical Novels of Chinese literature</p>		4. Reading Comprehension: Organising an Outing with Friends 5. Writing: Organising an Outing with Friends (Updated) 6. Speaking: Organising an Outing with Friends 7. Authentic Tasks: Organising an Outing with Friends
	Non-immersion course without Pinyin	1. Introduction: Organising an Outing with Friends 2a. Grammar - Modal Verb 会: Organising an Outing with Friends 2b. Grammar - Modal Verbs 得 and 必须: Organising an Outing with Friends 2c. Grammar - 还: Organising an Outing with Friends 2d. Grammar - 还是: Organising an Outing with Friends 2e. Grammar - Sentence Structure: "If _____, then _____" Part Two: Organising an Outing with Friends 3. Listening Comprehension: Organising an Outing with Friends 4. Reading Comprehension: Organising an Outing with Friends 5. Writing (Updated): Organising an Outing with Friends 6. Speaking: Organising an Outing with Friends 7. Authentic Tasks: Organising an Outing with Friends
	Vocabulary lists	Unit 07: Organising an Outing with Friends - Core Vocabulary Unit 07: Organising an Outing with Friends - Extra Vocabulary
	Assessments	Intermediate Unit 07: Organising an Outing with Friends Intermediate Unit 07: Organising an Outing with Friends (Immersion)
<p>Unit 8: Daily Routine</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Use language appropriately to describe their daily routine ● Use time expressions ● Ask others about their daily routine 	Immersion Course without Pinyin	1. Introduction: 我的作息时间表 2a. Grammar - Complements: 我的作息时间表 2b. Grammar - 才 and 就: 我的作息时间表 2c. Grammar - 之 and 以: 我的作息时间表 3. Listening Comprehension: 我的作息时间表 4. Reading Comprehension: 我的作息时间表 5. 写作: 我的作息时间表 6. Speaking: 我的作息时间表 7. Authentic Tasks: 我的作息时间表

<ul style="list-style-type: none"> List their daily routine <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Conversations/texts where two people ask each other about their daily routine. Monologues/texts where someone shares their daily routine A person compare his/her current daily routine to a past daily routine <p>Grammar points:</p> <ul style="list-style-type: none"> Complements: giving additional information <ul style="list-style-type: none"> Result complements (result of an action the word modifies) 才 and 就: “as early as”; “as late as” 之后 以后 and 之前 以前: “after”; “before” <p>Cultural focus in this unit: Biking in China</p>	<p>Immersion course with Pinyin</p>	<p>1. Introduction: 我的作息时间 2a. Grammar - Complements: 我的作息时间 2b. Grammar - 才 and 就: 我的作息时间 2c. Grammar - 之 and 以: 我的作息时间 3. Listening Comprehension: 我的作息时间 4. Reading Comprehension: 我的作息时间 5. 写作: 我的作息时间 6. Speaking: 我的作息时间 7. Authentic Tasks: 我的作息时间</p>
	<p>Non-immersion course with Pinyin</p>	<p>1. Introduction: Daily Routines 2a. Grammar - Complements: Daily Routines 2b. Grammar - 才 and 就: Daily Routines 2c. Grammar - 之 and 以: Daily Routines 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: Daily Routines 5. Writing: Daily Routines (Updated) 6. Speaking: Daily Routines 7. Authentic Tasks: Daily Routines</p>
	<p>Non-immersion course without Pinyin</p>	<p>1. Introduction: Daily Routines 2a. Grammar - Complements: Daily Routines 2b. Grammar - 才 and 就: Daily Routines 2c. Grammar - 之 and 以: Daily Routines 3. Listening Comprehension: Daily Routines 4. Reading Comprehension: Daily Routines 5. Writing: Daily Routines (Updated) 6. Speaking: Daily Routines 7. Authentic Tasks: Daily Routines</p>
	<p>Vocabulary lists</p>	<p>Unit 08: Daily Routine - Core Vocabulary Unit 08: Daily Routine - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Intermediate Unit 08: Daily Routines Intermediate Unit 08: Daily Routines (Immersion)</p>

<p>Unit 9: At the Doctors Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Communicate health problems Advise others on health problems, and understand advice given <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Conversations with the doctor regarding various common health problems; the patient describes his/her illness and its cause, then the doctor offers some basic tests or advice. <p>Grammar points:</p> <ul style="list-style-type: none"> Time complements: stating how long an action or situation lasts Summary of uses of 了 Affirmative negative (yes-no) questions: verb+不+ver and adjective+不+adjective <p>Cultural focus in this unit: Traditional Chinese medicine</p>	<p>Immersion Course without Pinyin</p>	<p>1. Introduction: 生病了 2a. Grammar - Time Complements: 生病了 2b. Grammar - Summary of 了: 生病了 2c. Grammar - Affirmative Negative Questions: 生病了 3. Listening Comprehension: 生病了 4. Reading Comprehension: 生病了 5. 写作: 生病了 6. Speaking: 生病了 7. Authentic Tasks: 生病了</p>
	<p>Immersion Course with Pinyin</p>	<p>1. Introduction: 生病了 2a. Grammar - Time Complements: 生病了 2b. Grammar - Summary of 了: 生病了 2c. Grammar - Affirmative Negative Questions: 生病了 3. Listening Comprehension: 生病了 4. Reading Comprehension: 生病了 5. 写作: 生病了 6. Speaking: 生病了 7. Authentic Tasks: 生病了</p>
	<p>Non-immersion course with Pinyin</p>	<p>1. Introduction: At the Doctor's 2a. Grammar - Time Complements: At the Doctor's 2b. Grammar - Summary of 了: At the Doctor's 2c. Grammar - Affirmative Negative Questions: At the Doctor's 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's 5. Writing: At the Doctor's (Updated) 6. Speaking: At the Doctor's 7. Authentic Tasks: At the Doctor's</p>
	<p>Non-immersion course without Pinyin</p>	<p>1. Introduction: At the Doctor's 2a. Grammar - Time Complements: At the Doctor's 2b. Grammar - Summary of 了: At the Doctor's 2c. Grammar - Affirmative Negative Questions: At the Doctor's</p>

		3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's 5. Writing: At the Doctor's (Updated) 6. Speaking: At the Doctor's 7. Authentic Tasks: At the Doctor's
	Vocabulary lists	Unit 09: At the doctor's - Core Vocabulary Unit 09: At the doctor's - Extra Vocabulary
	Assessments	Intermediate Unit 09: At the Doctor's Intermediate Unit 09: At the Doctor's (Immersion)
<p>Unit 10: Past Holidays Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Use appropriate language to describe holidays they have been on. ● Ask about someone's holiday ● Use select expressions and idioms: 与众不同, 火上浇油 <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Monologues/texts where a person describes how his/her holiday was - a number of degree complements are included ● Conversations /texts where two people ask how each other's about recent holidays <p>Grammar points:</p> <ul style="list-style-type: none"> ● 得: degree complement ● A summary of 'de': 的, 地, 得 	Immersion Course without Pinyin	1. Introduction: 假期怎么样 2a. Degree Complement: 假期怎么样 2b. Summary of 'de': 假期怎么样 2c. The Location of 了: 假期怎么样 3. Listening Comprehension: 假期怎么样 4. Reading Comprehension: 假期怎么样 5. 写作: 假期怎么样 6. Speaking: 假期怎么样 7. Authentic Tasks: 假期怎么样
	Immersion Course with Pinyin	1. Introduction: 假期怎么样 2a. Degree Complement: 假期怎么样 2b. Summary of 'de': 假期怎么样 2c. The Location of 了: 假期怎么样 3. Listening Comprehension: 假期怎么样 4. Reading Comprehension: 假期怎么样 5. 写作: 假期怎么样 6. Speaking: 假期怎么样 7. Authentic Tasks: 假期怎么样
	Non-immersion course with Pinyin	1. Introduction: Past Holidays 2a. Degree Complement: Past Holidays 2b. Summary of 'de': Past Holidays 2c. The Location of 了: Past Holidays

<ul style="list-style-type: none"> The location of 了 in a sentence when there is more than one verb <p>Cultural focus in this unit: Layout of Chinese cities: The Forbidden City</p>		3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays 5. Writing: Past Holidays (Updated) 6. Speaking: Past Holidays 7. Authentic Tasks: Past Holidays
	Non-immersion course without Pinyin	1. Introduction: Past Holidays 2a. Degree Complement: Past Holidays 2b. Summary of 'de': Past Holidays 2c. The Location of 了: Past Holidays 3. Listening Comprehension: Past Holidays 4. Reading Comprehension: Past Holidays 5. Writing: Past Holidays (Updated) 6. Speaking: Past Holidays 7. Authentic Tasks: Past Holidays
	Vocabulary lists	Unit 10: Past Holidays - Core Vocabulary Unit 10: Past Holidays - Extra Vocabulary
	Assessment tasks	Intermediate Unit 10: Past Holidays Intermediate Unit 10: Past Holidays (Immersion)