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Other documents in this series:
- R–7 English teaching resource
- 8–10 English teaching resource (Draft Jan 04)
- R–7 Mathematics teaching resource
- 8–10 Mathematics teaching resource (Draft Jan 04)
- R–10 Science teaching resource (Draft Jan 04)
- R–10 Arts teaching resource (Draft Feb 04)
- R–10 Health and Physical Education teaching resource (Draft May 04)
- R–10 Society and Environment teaching resource (Draft May 04)
- R–10 Design and Technology teaching resource (Draft May 04)
- R–10 Languages (Alphabetic) teaching resource (Draft July 04)
- R–10 Languages (Australian Indigenous) teaching resource (Draft August 04).
INTRODUCTION

The South Australian Curriculum, Standards and Accountability (SACSA) Framework elaborates three broad groupings of languages:

- alphabetic (alpha) languages including French, German, Greek, Indonesian, Italian, Spanish and Vietnamese
- non-alphabetic (non-alpha) languages including Chinese and Japanese
- Australian Indigenous languages including Adnyamathanha, Antikirinya, Arabana, Kaurna, Narangga, Ngarrindjeri, Pitjantjatjara, Wirangu and Yankunytjatjara.

This teaching resource is one in a series of companion documents to the SACSA Framework and provides specific support for planning, teaching and learning for the non-alpha languages.

Support for using the SACSA Framework

The purpose of this document is to provide support for teachers in planning, programming and assessing using the SACSA Framework.

This teaching resource details a sample range of learning descriptors relating to the Key Ideas and Outcomes in languages (non-alphabetic) R–10.

These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- are written from the learner’s perspective
- help to make explicit the development of Essential Learnings identified within each Key Idea
- help to make explicit the teaching and learning processes of this Learning Area
- make visible the literacy and numeracy practices of the Learning Area
- provide examples for the use of a range of ICTs sequenced developmentally across the Bands.

Assessment to support learning is maintained as a focus throughout the resource and is accompanied by criteria to assist teachers in identifying the basis of the assessment examples.

The learning descriptors are not prescriptive. They describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Learning does not develop in a linear fashion and teachers will continue to use their professional knowledge, skills and judgment to provide the rich array of learning experiences that cater for the learners in their classrooms. This teaching resource is a tool to support this process.

Planning for teaching and learning

When using this resource for planning teaching and learning, teachers will also need to engage with the following core principles:

- Learning involves building on prior knowledge, with learners active in constructing their own learning as they progress through cycles of growth.
- Linked and integrated learning with other Learning Areas are vital components of program planning and learning development.
- Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are critical considerations.
In the Early Years, when planning for teaching, learning and assessing children’s progress, it is important that teachers refer to the Developmental Learning Outcomes. The Overview of Key Ideas and Developmental Learning Outcomes chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.

The languages Learning Area
Languages learning is structured around three main interrelated strands of learning:
- communication
- understanding language
- understanding culture.
Communication is further subdivided into the four sub-strands of listening, speaking, reading and writing.

Communication in this document shows a gradual progression to operating successfully in the target language. It involves knowing and using appropriate language to participate in meaningful interactions with increasingly diverse audiences.

Understanding language deals with the complexities of understanding language as a system and learning to manipulate various parts of that system to make meaning. Through learning a language, children and students are encouraged to articulate what they discover about the similarities between their first and second (or more) languages and to move flexibly between them. Through understanding language, learners also develop the basic ability to learn skills, which form a sound foundation for lifelong learning.

In understanding culture learners engage with diverse concepts and values. Through this learning they have the opportunity to identify and examine their own cultural values, to further develop an understanding and acceptance of similarities and differences and an awareness of the validity of diverse cultural systems.

Format of this resource
The format of this document has been developed:
- for practical use by teachers
- to ensure consistency across Curriculum Bands
- with consideration to the organisation of the SACSA Framework including the following pattern:

<table>
<thead>
<tr>
<th>Year Levels, Key Ideas and Outcomes, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
</tr>
<tr>
<td>Key Ideas and Outcomes</td>
</tr>
<tr>
<td>Standards</td>
</tr>
</tbody>
</table>

To meet these purposes the document:
- in Pathway 1A, for second language learners beginning at Reception, is organised in Standards:
  - Reception, Years 1 and 2, working towards and at Standard 1
  - Years 3 and 4 working towards and at Standard 2
  - Years 5 and 6 working towards and at Standard 3
  - Years 7 and 8 working towards and at Standard 4
  - Years 9 and 10 working towards and at Standard 5

in Pathway 1B, for second language learners beginning at Year 8, is organised in Standards:
- Years 8 and 9 working at Standard 4 and towards Standard 5
- Years 9 and 10 working towards and at Standard 5
- shows the interconnectedness of the three strands as well as connecting learning in this area to other Learning Areas
- provides a focus of achievement for each Essential Learning, which is summarised at the start of each Standard
demonstrates how language learning can be developed through a concept (eg relationships), which can be addressed at each year level through a particular related theme (eg Self and family in the Early Years and Family, friends and teams in the Middle Years)
cross-references linguistic items to the glossary contained in the SACSA Framework document and lists additional items
includes cross-referencing to allow navigation between Standards and strands
provides examples of content at particular levels, while not constraining the possibilities to these examples
provides some examples of resources including written, audio, video and electronic texts
contains a concept map to illustrate how the three strands are interwoven and how this document has been developed.

The blend of the three languages strands enables learners to build on their previous knowledge, skills and understandings and to make significant progress in the development of each of the five Essential Learnings.

Both formal and informal assessment strategies are important in languages education. It is essential that assessment is inclusive of all students and focuses on the process of learning rather than the product. A range of assessment practices to assess participation, skill development, behaviour, attitude and application in a range of contexts and situations should be used. Methods that could be used include: analysis, anecdotal record sheets, cooking, conferencing, observation checklists, peer assessments, problem solving, role-playing assertiveness and communication skills, rubrics, skills checklists, students’ logs, student self-assessments, and written tests.

To further assist in planning, programming and assessing:
- a copy of this document in Word format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit individual needs. Go to <http://www.sacsa.sa.edu.au/companion>.
- a professional development package, Planning for teaching and learning, which includes a PowerPoint presentation, has been developed to support use of this and the other SACSA Companion Documents and is available on the SACSA website. Go to <http://www.sacsa.sa.edu.au/companion>.

Feedback
You are encouraged to trial this draft resource during term 3, 2004. Please refer to the Feedback Form, inserted at the centre of this document. Your feedback will be most appreciated. Workshops involving teacher-writers are also planned for term 4, 2004 to refine this document in response to the feedback.

In the meantime, if you wish to provide feedback or obtain further information, please contact:

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Adelaide 5000
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E-mail: harding.rob@saugov.sa.gov.au
Understanding language is about:

- Reflecting on language in use and the uses of language.
- Generating awareness of the nature of the target language and of first language.
- Understanding how language works as a system.
- Recognising the power of language for people as individuals and as members of society.

Understanding culture is about:

- Developing an understanding of the interrelationship of language and culture, and of the influences that culture has on language.
- Engaging with, and accepting, the diverse concepts and values of another culture.
- Identifying and examining one’s own concepts and cultural values.

Communication is about listening, speaking, reading and writing

Applying knowledge of language concepts in the target language for a range of purposes and in a range of cultural contexts.

Developing and applying communication skills that enable the interpretation of and expression of thought, feeling and experience through a variety of spoken and written texts.

Having direct access to the world of knowledge, ideas and values in the target language.
LEARNING A NON-ALPHABETIC LANGUAGE

In learning to communicate in a language with a non-alphabetic writing system, children and students learn how sound and meaning are represented using symbolic representations very different from alphabetic systems.

Developing an understanding of the relationships between form, sound and meaning and committing the visual representations of the many characters and their components to memory requires concentrated effort over time to master the ‘code’. Consequently, to support learners, descriptions of content and outcomes in non-alphabetic languages like Chinese and Japanese require particular attention to the specific concepts and processes required for:

- knowing and learning a different writing system from an alphabetic system
- using characters and kana syllabaries* in communicative contexts
- understanding the cultural significance of symbols and groups of symbols.

Chinese characters and Japanese kanji are unique in their construction among modern languages. Acquiring an understanding of key concepts requires school-based second-language learners to commit this graphic, phonetic and semantic information to memory (ie the construction of characters—the set of strokes, the origin and nature of components, their arrangement and impact on the sound and meaning of each whole character).

The nature of the system and the process of analysis impacts upon the nature and rate of development of communication skills compared to learning other second languages, particularly those that use an alphabet system.

Developing understanding of character-based writing systems requires the development of a select vocabulary for communicative purposes, and a broad understanding of the systemic nature of the character system, in terms of:

- **writing skills**—understanding concepts of character form and rules of construction
- **skills in visual information processing including component identification and sensitivity to structure**—recognising and discriminating between both the range of graphs or components that make up the system, and their arrangement in sides, in compound character forms
- **functional awareness skills**—understanding the relationship between the form, sound and meaning of components and sides, and the contribution each makes to the sound and/or meaning of the whole character.

This knowledge leads to an understanding of the social and cultural meanings implicit in the written symbols.

The application of display charts or lists of strokes, structures, radicals*, components and character and word lists supports learners to develop communicative potential. This reinforces the purposeful use of the writing system from the earliest opportunity and reduces the need for routine character practice and isolated memorisation.

**In the Early Years**, learners view characters in context, explore their pictographic origins, and engage in tactile activities to copy characters and name objects.

**In the Primary Years**, learners read texts with romanised support and practise writing with attention to strokes and proportion.

**In the Middle Years**, learners begin to explore the ways characters convey sound and meaning and ways to assist recognition of character form, sound and meaning.

**In the Senior Years**, learners explore patterns and systems in writing by exploring the origins and relations between characters they encounter. They read widely and compose their own texts with dictionary support.

*(See linguistic items for each learning Band)*
Overview Of Key Ideas And Developmental Learning Outcomes: BIRTH To AGE 5

Please refer print copy available in schools or the PDF version on this website.
Learning Area: Languages (non-alpha) Pathway 1A

Band: Early Years (Years R–2)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners begin to:
- develop an understanding that their future is connected to a world containing diverse cultures
- develop an understanding that they can participate in other cultural contexts.
- understand that such connections occur in belonging to a family and to larger groups such as the school and community.

**Identity**
Learners begin to:
- extend their own identity to include the target language culture context
- heighten importance of their own identity.

**Interdependence**
Learners begin to:
- develop an understanding of the interrelated connections with different groups

**Thinking**
Learners begin to:
- realise meaning is represented in different forms
- make connections between characters and letters in the target language.

**Communication**
Learners begin to:
- learn about the power of communication
- listen, speak, read and write in the target language
- develop meaning of the target language through dance, song and role-play.
**Learning Area: Languages (non-alpha) Pathway 1A**

**Strand: Communication**

**Band: Early Years**

**Standard: 1**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>LISTENING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children listen and respond to the spoken language to share meaning. They learn about the language by identifying patterns in how meaning is conveyed in the context of everyday experience and routines.</td>
<td>- Begins to respond and identify verbal cues and language patterns in the target language, through a range of game playing and teacher questioning.</td>
<td>- Makes connections between words and phrases and their meanings in spoken texts.</td>
</tr>
</tbody>
</table>

**KEY TO SYMBOLS**

**Essential Learnings:**
- F Futures
- Id Identity
- In Interdependence
- T Thinking
- C Communication

**Key Competencies:**
- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

**Notes:**
- *See linguistic items Japanese p69, 72, Chinese p62, 66.
- *See cultural aspects Japanese p69, Chinese p62, 68.

**ASSESSMENT**

Interacts with others and engages in the learning process while the teacher observes and records.

**ASSESSMENT**

Responds accurately to single item verbal cues of family member vocabulary in the target language by circling the appropriate picture.

**Criteria**
- Recognises vocabulary items.
- Responds appropriately by selecting the correct word.

**ASSESSMENT**

Listens to the description of a friend’s family and reports the translation in English.

**Criteria**
- Identifies appropriate vocabulary and structures.
- Reports accurately.

**POSSIBLE CONCEPT:**

Relationships (family)
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand:** Communication  
**Band:** Early Years  
**Standard:** 1

#### KEY IDEAS
(Refer p11 for DLO overview)

- Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.  
  - KC1 KC2 relating to outcome 1.2

#### SPEAKING
(Refer p21 for Primary Years)

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Imitates intonation, rhythm and pronunciation modelled by the teacher in short items of the target language, using single words and phrases.</td>
<td>- Imitates model short sentences.</td>
<td>- Repeats groups of modelled sentences.</td>
</tr>
<tr>
<td>- Responds to verbal cues on a known range of family members in the target language.</td>
<td>- Responds to verbal cues in the target language by stating specific words (eg articulates a known range of names of family members).</td>
<td>- Responds to verbal cues in the target language by stating and recording specific words (eg articulates and records a known range of family members’ names).</td>
</tr>
<tr>
<td>- Consolidates the introduced vocabulary (eg singing greeting songs).</td>
<td>- Uses a short sentence to introduce a particular family member in the target language (eg ‘I have a brother’*).</td>
<td>- Uses the target language to ask questions to find out about family members of other classmates* (eg ‘Do you have a brother/sister?’).</td>
</tr>
<tr>
<td>- Demonstrates understanding of the vocabulary (eg holds up the appropriate puppet on cue when singing a song).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ASSESSMENT

- Interacts with others and engages with the learning process confidently while becoming more aware of the target language and being observed by the teacher who records the observations.

#### OUTCOMES

- Uses words and phrases in social interaction and action-related talk and to identify or name objects.  
  - KC1 KC2

#### POSSIBLE CONCEPT:
Relationships (family)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Communication  Band: Early Years  Standard: 1

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>READING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children view, read and interact with texts to make meaning. They learn about language by identifying features of language systems including how sound and meaning are expressed in different writing systems. In T C KC1 KC5 relating to outcome 1.3</td>
<td><strong>Reception</strong> Towards Standard 1</td>
<td><strong>Year 1</strong> Towards Standard 1</td>
</tr>
</tbody>
</table>

- Experiences and explores pictographs.
- Practises single character recognition through the use of flash cards and other visual cues.
- Reads single characters in the target language with pinyin/romaji support.
- Identifies when in a class group, single characters in a text of several short sentences.
- Reads in the target language, as a member of a whole group, a class-made Big Book and discusses key words, phrases and characters.
- Experiences compound characters using pictographic elements.
- Reads pinyin/hiragana words aloud with the teacher and experiences the links between sounds and symbols.
- Practises character and simple word recognition through the use of visual cues (eg flash cards).
- Reads words in characters in the target language with pinyin/romaji support.
- Recognises family vocabulary in the target language (eg cuts and pastes pictures to match).
- Consolidates character and word recognition through the use of flash cards and other visual cues.
- Reads words and short phrases in characters in the target language with pinyin/romaji support.
- Discriminates between words in the target language (eg searches for the same family word in a grid filled with a variety of family words).

**ASSESSMENT**

- Experiences the connection between sounds and characters through a wide range of opportunities while the teacher monitors and records learner recognition of single characters.

- Reads a randomly selected flash card in the target language and responds by role-playing the particular family member.

  **Criterion**
  - Responds appropriately to the word prompt.

- Consolidates character and word recognition through the use of flash cards and other visual cues.

  **Criteria**
  - Identifies specific items of language.
  - Matches items correctly.

  **POSSIBLE CONCEPT:** Relationships (family)
Learning Area: Languages (non-alpha) Pathway 1A  
Strand: Communication  
Band: Early Years  
Standard: 1

### KEY IDEAS

(Refer p11 for DLO overview)

Children develop writing skills, using key words or phrases to share meaning.

**1.4**

**POSSIBLE CONCEPT:** 
Relationships (family)

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<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>Writing</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traces the strokes of written script in the <em>target language</em> with stroke order support.</td>
<td>Traces characters/hiragana with stroke order support.</td>
<td>Matches items on a list in pinyin/romaji and script and writes words in script in the <em>target language</em> with stroke order support.</td>
</tr>
<tr>
<td>Looks at a family word in the target language and uses play dough/plasticine to form the correct characters.</td>
<td>Identifies strokes in single characters and works in a group with the teacher to suggest the order of strokes.</td>
<td>Practises writing family words in characters by participating in games to consolidate learning.</td>
</tr>
<tr>
<td>Illustrates understanding that correct stroke order is important when writing characters (eg colouring a character that has numbers for guidance).</td>
<td>Traces labels in the target language and matches labels with the appropriate graphics (eg makes a mobile using cut-outs of family members and attaches traced labels).</td>
<td>Uses the correct stroke order in the target language (eg uses Kid Pix to practise writing family words).</td>
</tr>
<tr>
<td></td>
<td>Traces family words in the target language (eg uses a worksheet containing family words with numbers to guide writing in the correct stroke order).</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Interacts with others and engages with the learning process while the teacher observes and records.

**ASSESSMENT**

Creates a simple book in the target language by tracing family members’ names and illustrating them.

**Criteria**

- Demonstrates correct stroke order when tracing characters.
- Matches vocabulary to illustrations.

**ASSESSMENT**

Creates a family tree and writes family words using the target language with word list support.

**Criteria**

- Uses stroke order support to write script.
- Writes with correct stroke order.
- Identifies family member vocabulary relevant to their own family and places them correctly on the family tree.

**POSSIBLE CONCEPT:**
Relationships (family)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Understanding language   Band: Early Years       Standard: 1

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<tbody>
<tr>
<td><strong>Children learn to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships within and between languages.</strong> In T C KC1 KC5 KC6 relating to outcome 1.5</td>
<td><strong>1.5</strong> Recognises key features of the systems of speech and writing. In T C KC1</td>
</tr>
</tbody>
</table>

**ASSESSMENT**
Interacts with others and engages with the learning process while the teacher observes and records.

**ASSESSMENT**
Plays a whole class game where individual learners take a turn to use flash cards to match pinyin/romaji with characters in the target language to demonstrate understanding of the relationship between the two.

**Criterion**
- Matches pinyin/romaji with characters.

**ASSESSMENT**
Listens to and views a range of questions and statements in the target language and distinguishes one from the other (eg uses two colours).

**Criterion**
- Distinguishes between questions and statements in aural and written text.
Learning Area: Languages (non-alpha) Pathway 1A  
Strand: Understanding culture  
Band: Early Years  
Standard: 1  

<table>
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<tr>
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<th>Reception Towards Standard 1</th>
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<tr>
<td>Children experience specific cultural practices, and relate their learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong. &lt;br&gt;&lt;br&gt;Id In T KC1 relating to outcome 1.6</td>
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<td>Discusses the relationships within a family and compares this information with what is heard and seen about a family in the target language culture (eg from a story learners are reading).</td>
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<tr>
<td>Identifies family roles in the target language culture (eg watches a short video segment with people acting in family roles, identifies who has what role and explains how this is known).</td>
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<tr>
<td>Participates in the reading of a Big Book about family life in the target language culture.</td>
<td></td>
<td></td>
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<tr>
<td>Reflects on and talks about the diversity of cultural groups within own community.</td>
<td></td>
<td></td>
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<tr>
<td>Explores and experiences cultural symbols from own culture and target language culture by viewing, touching and performing.</td>
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<tr>
<td>Compares similar and different elements of family life that are seen in a series of photos of families from a range of other cultures.</td>
<td></td>
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<tr>
<td>Identifies different aspects of family life in the target language culture, including festivals and celebrations (eg shares information in small groups).</td>
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**ASSESSMENT**  
Shows an understanding of cultural practices in own family and the target language culture while the teacher observes and records.  

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**ASSESSMENT**  
Shows an understanding of the diversity of cultures in Australia (eg by selecting a range of pictures from magazines to form a collage).  

**Criterion**  
- Selects appropriate images.  

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</table>

**ASSESSMENT**  
Illustrates an aspect of family life in the target language culture and explains this to the group (eg a family celebration).  

**Criteria**  
- Demonstrates an awareness of life in the target language culture.  
- Expresses ideas clearly.  
- Refers to elements of the target language culture.
Learning Area: Languages (non-alpha) Pathway 1A

Band: Primary Years (Years 3 and 4)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners:
- compare themselves and their own language with others and their languages
- further develop awareness and sensitivity towards others and their language.

**Identity**
Learners:
- reflect on language use and on the power of language
- become increasingly aware of diverse ways of thinking and valuing
- begin to see how individuals’, families’ and communities’ use of language contributes to the national identity.

**Interdependence**
Learners:
- explore how they respect differences with other cultural groups
- recognise how they identify and interact with other cultural groups.

**Thinking**
Learners:
- recognise and use correct patterns in the **target language**
- reflect on language use both in the **target language** and English.

**Communication**
Learners:
- experience the effectiveness of communication in the **target language**
- develop the ability to choose appropriate words and structures in the **target language**
- begin to directly access knowledge, ideas and opinions expressed in the **target language**
- expand their source of information about the **target language**.
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand:** Communication  
**Band:** Primary Years  
**Standard:** 2

#### KEY IDEAS

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Standard 2</strong></td>
</tr>
</tbody>
</table>

- Names, in the **target language**, animals kept as pets, including those kept by the class (e.g. names and acts out the appropriate animal).
- Identifies by listening to songs and practises animal sounds in the **target language**.
- Consolidates pet associated vocabulary by listening to pet/animal songs in the **target language** (e.g., animal finger puppets are used to act out and imitate animal sounds in the **target language**).
- Identifies measure words and counters* in sentences read by the teacher.
- Shows comprehension of modelled sentences, stating the number of pets, and uses the correct measure words and counters (e.g., liàng/ér, itchi/ippiki) when they are presented by a partner (e.g., moves correct pets into a felt board picture).

#### OUTCOMES

- Shows understanding of adjective vocabulary in the **target language** by miming and illustrating, following listening to the teacher introduce animals by size/shape (e.g., a big cat), and by illustrating animals described in animal songs.
- Matches a series of descriptive sentences about pets in the **target language** with the correct picture (e.g., ‘It is a big dog’, ‘It is a tame dog’).
- Identifies the correct pet from a group of soft toys by responding to a small group of friends introducing their pets (e.g., ‘This is Rex. It is a dog. It is a brown dog. It is a cute dog’).

#### ASSESSMENT

**ASSESSMENT**

Responds to dialogue in the **target language** in a class survey of pets which asks: ‘Do you have any pets?’ and ‘How many pets do you have?’.

**Criteria**

- Identifies key words (e.g., pet vocabulary) and measure words/counters from a statement.
- Understands the given response and demonstrates this understanding through correct tallying.

**ASSESSMENT**

Allocates pets to appropriate ‘homes’ in a pet shop, based on descriptions of the pets (e.g., name, colour, size and temperament) given by the teacher in the **target language**.

**Criteria**

- Identifies pet and adjective vocabulary words.
- Demonstrates an understanding of pet and adjective vocabulary in the **target language** by allocating pets to appropriate ‘homes’ in a pet shop.

#### KEY TO SYMBOLS

**Essential Learnings:**
- F Futures
- Id Identity
- In Interdependence
- T Thinking
- C Communication

**Key Competencies:**
- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

* * See linguistic items Japanese p70, 72, Chinese p63, 66.
* See cultural aspects Japanese p70, Chinese p63, 68.

**POSSIBLE CONCEPT:** Relationships (pets)
# Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**  
**Band: Primary Years**  
**Standard: 2**

## KEY IDEAS

(Refer p14 for Early Years)

### SPEAKING

#### Year 3

**Towards Standard 2**

- Imitates, with increasing accuracy, the intonation, rhythm and pronunciation modelled by the teacher in words and short phrases.

- Reinforces animal names in the *target language* (eg by singing animal songs and playing relevant games).

- Practises asking and answering questions about themselves and pets, using simple sentences, by participating in teacher directed oral questioning/answering sessions.

- Works in pairs to introduce pets in the *target language* (eg ‘This is Rex. It is a dog. Woof! Woof!’).

#### Year 4

**Standard 2**

- Imitates, with increasing accuracy, the intonation, rhythm and pronunciation modelled by the teacher in more complex structures.

- Revises greeting vocabulary and simple social interactions in the *target language* (eg by performing short scripted plays).

- Reinforces *target language* vocabulary about animal size and temperament (eg through playing games).

- Practises a modelled format of 2–3 sentences to introduce two pets in the *target language*.

- Matches pictures depicting animal behaviour with oral descriptions.

### ASSESSMENT

Participates in a class pet show and gives a short oral presentation in the *target language* relating the name, type of animal and the sound it makes.

**Criteria**

- Gives oral presentation with correct pronunciation.
- Uses correct verbs for the type of pet and the sound it makes.
- Performs oral presentation using a logical order (eg name, type of animal and sound).

### ASSESSMENT

Performs a role-play involving a pet shop owner recommending various pets to a prospective customer, greeting each other, talking about pets and commenting on the animals’ size and behaviour.

**Criteria**

- Uses correct pronunciation in an oral presentation.
- Uses appropriate greetings.
- Uses correct descriptive sentences to talk about size and behaviour of pets.

#### OUTCOMES

- 2.2 Responds to interactions and experiments with language to make meaning with others.

  **Id C**

**POSSIBLE CONCEPT:**

Relationships (pets)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Communication     Band: Primary Years     Standard: 2

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>READING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students view, read and interact with texts to interpret meaning in familiar contexts.</td>
<td>Year 3 Towards Standard 2</td>
<td>Year 4 Standard 2</td>
</tr>
<tr>
<td><strong>KEY IDEAS</strong></td>
<td><strong>READING</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
</tbody>
</table>

### Year 3 Towards Standard 2

- Reinforces character recognition (eg plays card games).
- Reads and reinforces recognition of number characters and pet vocabulary (eg works in pairs to match pet pictures using the corresponding flash card).
- Constructs a sentence in the target language (eg works in groups to construct sentences using jumbled flash cards and word list support).
- Identifies a pet from reading a statement in the target language (eg matches pictures with corresponding statements).
- Reads, with pinyin and romaji support, short phrases and short sentences in the target language.

### Year 4 Standard 2

- Uses information from a text in the target language to illustrate pictures of animals.
- Reads, with pinyin and romaji support, short descriptive sentences about pets.
- Demonstrates understanding of paragraph format by sequencing sentences (eg in a description of a pet in the target language).
- Contributes to a class construction of a model description in the target language (eg describes events surrounding a lost pet).

#### ASSESSMENT
Rearranges jumbled words into characters and then creates meaningful sentences (eg sentences about animals: ‘I have two dogs’).

**Criteria**
- Selects appropriate words and sentence structure.
- Demonstrates grammatical understanding by using the correct sentence format when constructing sentences.
- Matches characters and words correctly.

#### ASSESSMENT
Reads an advertisement for a particular lost pet in the target language and a number of short texts describing pets that have been found (with pinyin/romaji support), and then matches one of these to the advertisement.

**Criteria**
- Identifies adjectives.
- Demonstrates understanding of sentence and paragraph structures.

POSSIBLE CONCEPT: Relationships (pets)
Learning Area: Languages (non-alpha) Pathway 1A

Strand: Communication

Band: Primary Years

Standard: 2

### KEY IDEAS

(refer p16 for Early Years)

| Students begin to write their own texts with support to communicate ideas and explore different forms of communication. T C KC2 relating to outcome 2.4 |

<table>
<thead>
<tr>
<th>Year 3 Towards Standard 2</th>
<th>Year 4 Standard 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Traces/copies characters from a model.</td>
<td></td>
</tr>
<tr>
<td>• Conveys different meanings by substituting words into rehearsed sentences (eg ‘I have a dog’, ‘We have a dog’).</td>
<td></td>
</tr>
<tr>
<td>• Uses short modelled sentences to create captions (eg to present a pet to the class).</td>
<td></td>
</tr>
<tr>
<td>• Creates a dialogue using a model format of a question and answer (eg writes a dialogue between two friends discussing their pets: ‘Do you have any pets?’, ‘Yes, I have two dogs’).</td>
<td></td>
</tr>
<tr>
<td>• Recognises adjectives of colour (eg matches colour cards with the appropriate pinyin/romaji and characters).</td>
<td></td>
</tr>
<tr>
<td>• Writes a description, following a modelled text (eg type of animal, name, colour, size and behaviour).</td>
<td></td>
</tr>
<tr>
<td>• Constructs different sentences by rearranging scrambled words (eg about pets).</td>
<td></td>
</tr>
<tr>
<td>• Models and practises writing characters, using the correct stroke order (eg copies animal characters).</td>
<td></td>
</tr>
<tr>
<td>• Writes a caption in characters (eg illustrates a preferred pet).</td>
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</tbody>
</table>

### OUTCOMES

(refer p30 for Years 5–6)

<table>
<thead>
<tr>
<th>POSSIBLE CONCEPT: Relationships (pets)</th>
</tr>
</thead>
</table>

2.4 Communicates in different formats by writing words and phrases. T C KC2

### ASSESSMENT

Creates a dictionary by collecting pictures and labelling them using short sentences (eg an Animal Dictionary: This is a dog. Its name is Rex).

**Criteria**
- Demonstrates the ability to write well-formed and balanced characters.
- Uses correct word order in sentence construction.

### ASSESSMENT

Writes a short paragraph in the target language (eg describes a pet received as a birthday present detailing name, type of animal, colour, size and behaviour).

**Criteria**
- Demonstrates, independently, the ability to write well-formed and balanced characters.
- Uses correct word order in sentence construction.
- Sequences sentences in meaningful paragraphs.
### KEY IDEAS

Students learn to appreciate diversity in language systems, and to identify patterns and reflect on concepts in grammatical and writing systems. They learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop, and future possibilities are expressed.

**F T C**

**KC5** relating to outcome 2.5

### OUTCOMES

#### Year 3 Towards Standard 2
- Explores specific structures/features of a sentence (e.g., numbering, counting, and punctuation).
- Explores the meaning and use of measure words (e.g., zhi for animals) and language counters in Japanese (e.g., liang/er and ichi/ippiki) and compares with English.
- Uses correct punctuation including question particles such as Ma and Ka to ask questions, and full stops in Chinese and Japanese.
- Recognises and uses ways of expressing affirmation and negation and practises this in short question and answer drills, affirming or negating statements.

#### Year 4 Standard 2
- Explores specific features in the target language (e.g., plurals) by analysing the language of a Big Book story.
- Learns that the noun does not change when used in the plural form (e.g., through singing songs).
- Produces ‘possessive sentences’ (e.g., ‘I have two cute dogs’) and begins to understand that a language does not necessarily translate directly to another language (i.e., certain words can be omitted and yet the sentence conveys the same meaning).

### ASSESSMENT

**Year 3**

- **Uses correct question particle.**
- **Uses measure words/counters correctly.**
- **Distinguishes between positive and negative responses.**
- **Uses punctuation appropriately.**

**Year 4**

- **Uses the correct particles to complete the cloze activity.**
- **Distinguishes different ways of describing possessing animate* and inanimate* objects (Japanese).**

### POSSIBLE CONCEPT:

Relationships (pets)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Understanding culture    Band: Primary Years      Standard: 2

KEY IDEAS
Students identify connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings.

OUTCOMES

Year 3
Towards Standard 2

- Investigates the way houses are designed across cultures, in response to the needs of a family including needs of pets.
- Discusses similarities and differences between housing in different settings in Australia and the target language country (eg using pictures, the internet, books, DVDs).
- Reflects on and discusses the effects of cultural differences on family housing (eg the type of family pet) and explores how housing style impacts on the type and number of pets a family might have.

Year 4
Standard 2

- Discusses animals significant in the target language culture (eg pandas, cranes).
- Develops an understanding of the concept of endangered animals.
- Collects information about endangered animals in Australia and in the country of the target language, through print and electronic materials, to inform small group discussion.
- Records an expression in the target language, reflecting the result of the group discussion (eg creates a poster).
- Analyses, as a class group, the language used in both Australian and target language material, to identify the focus of conservation in each culture.

ASSESSMENT
Designs a house typical of the target language country illustrating the facilities available for pets and discusses why certain pets are kept here and in the target language country.

Criteria
- Demonstrates knowledge of the size and surroundings of houses in the target language country.
- Shows evidence of understanding the relationship between the size and surroundings of houses here and in the target language country and the kinds of pets kept.

ASSESSMENT
Collects information about endangered animals from newspapers, magazines and websites and designs an environmental poster with a simple message in the target language and displays this to share the findings with others.

Criteria
- Demonstrates the ability to access useful and relevant information on the internet.
- Selects information relevant to the activity.
- Uses suitable phrases/sentences in the target language to reflect the focus of saving endangered animals.

POSSIBLE CONCEPT: Relationships (pets)
Learning Area: Languages (non-alpha) Pathway 1A
Band: Primary Years (Year 5) and Middle Years (Year 6)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
- consider the role of language learning in their future beyond primary schooling.

Identity
Learners:
- recognise the multiple expressions of identity
- express ways in which identities connect in social interaction.

Interdependence
Learners:
- demonstrate a capacity to work in teams
- recognise the value of interdependence in developing excellence.

Thinking
Learners:
- develop skills that enhance autonomous learning.

Communication
Learners:
- communicate feelings and ideas in the target language.
### Learning Area: Languages (non-alpha) Pathway 1A

#### Strand: Communication  
#### Band: Primary–Middle Years  
#### Standard: 3

**KEY IDEAS**

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 3</td>
<td>Standard 3</td>
</tr>
</tbody>
</table>

- Identifies adjective vocabulary in the **target language** (e.g., identifies the relevant words for a range of body parts from a series of flash cards with illustrations).
- Listens to songs and responds with appropriate actions (e.g., songs related to body parts+).
- Listens to a range of descriptions and illustrates (e.g., illustrates body parts accurately: big nose, blue eyes …).
- Listens to short descriptions in the **target language** modelled by the teacher and matches meaning to English (e.g., descriptions of students).
- Listens to peers in the **target language** and documents responses in English (e.g., listens to peers’ identification data).
- Demonstrates understanding of vocabulary in the **target language** by participating in a game (e.g., sports bingo).
- Responds and records in the **target language** the results of a class survey (e.g., uses a graph such as a column or pie graph to show the popularity of different sports).
- Listens and responds to an oral description in the **target language** (e.g., matches pictures of sporting likes and dislikes of people).

**OUTCOMES**

3.1 Identifies key ideas in texts to collaborate in activities and share meaning with others.

#### KEY TO SYMBOLS

- Essential Learnings:
  - F Futures
  - Id Identity
  - In Interdependence
  - T Thinking
  - C Communication

- Key Competencies:
  - KC1 collecting, analysing and organising information
  - KC2 communicating ideas and information
  - KC3 planning and organising activities
  - KC4 working with others in teams
  - KC5 using mathematical ideas and techniques
  - KC6 solving problems
  - KC7 using technology

+ See linguistic items Japanese p70, 72, Chinese p63, 66.

+ See cultural aspects Japanese p70, Chinese p63, 68.

#### ASSESSMENT

**Criterion**

- Draws a picture accurately to show understanding of vocabulary.

**Criteria**

- Identifies specific items of information.
- Records the information accurately.

**ASSESSMENT**

Makes notes in English and draws a picture/makes a model in response to an oral description of a person in the **target language**.

Records on a proforma, in hiragana/pinyin, information and details (e.g., greetings, introductions, likes/dislikes) from a taped conversation in the **target language**.
## Key Ideas

Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others, in diverse cultural settings.

### Year 5

- Explores and rehearses model sentences in hiragana/pinyin that describe people.
- Rehearses **target language** use through playing games and singing songs accompanied by the appropriate actions.
- Introduces themselves to the class using **target language** vocabulary pertaining to appearance.
- Describes, in the **target language**, the physical features of a partner.

### Year 6

- Examines and compares a range of popular sports across cultures.
- Identifies examples of language items in the **target language** to indicate preferences (e.g., in sports, in short interview texts generated by the teacher or students).
- Engages in simple modelled dialogues in the **target language** about likes and dislikes in pairs and in groups (e.g., sporting likes and dislikes).
- Answers a partner’s questions in the **target language** about likes and dislikes (e.g., sporting likes and dislikes).
- Surveys class members in the **target language** to find out likes/dislikes and records the results by using column or pie graphs (e.g., different sports).

### Assessment

Describes, in 5–7 connected sentences, the appearance of a favourite personality, using a picture (e.g., from a magazine) and a grammar structure grid for support.

**Criteria**
- Uses adjectives accurately.
- Sustains the description over the required length.
- Speaks clearly (pronunciation, enunciation).
- Uses supports effectively.

## Outcomes

### Year 5

- Towards Standard 3

### Year 6

- Standard 3

### ASSESSMENT

- Performs a role-play in groups of three talking about sporting likes and dislikes in order to choose a game to play together.

**Criteria**
- Prepares an appropriate script.
- Uses correct pronunciation.
- Expresses ideas correctly.
- Contributes effectively to the group.

---

3.2 Builds relationships and presents information in social interactions.

**POSSIBLE CONCEPT:**
- Relationships (friends)
Learning Area: Languages (non-alpha) Pathway 1A  
Strand: Communication  
Band: Primary–Middle Years  
Standard: 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p22 for Year 4)</th>
<th>READING</th>
<th>(refer p36 for Year 7)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills and make connections between ideas as they analyse information and share findings with others. T KC1 KC2 KC6</td>
<td></td>
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</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>Towards Standard 3</td>
<td>Year 6</td>
<td>Standard 3</td>
<td></td>
</tr>
<tr>
<td>- Practises character recognition (eg plays games to consolidate learning).</td>
<td>- Contributes, in the <strong>target language</strong>, sports words, phrases and short sentences.</td>
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</tr>
<tr>
<td>- Matches adjective vocabulary with corresponding pictures (eg selects flash cards depicting body parts and matches with adjective vocabulary flash cards).</td>
<td>- Matches, with script support, the language items to English equivalents.</td>
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</tr>
<tr>
<td>- Creates sentences using flash cards (eg to identify particular students in the class).</td>
<td>- Forms meaningful sentences by ordering jumbled words in the <strong>target language</strong>, using script support (eg about sports).</td>
<td></td>
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</tr>
<tr>
<td>- Recognises words in a written text (eg fills gaps in a written text with words for body parts and adjectives to complete a description of a picture).</td>
<td>- Views and reads samples of letters in the <strong>target language</strong> and discusses letter writing format.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Reads, with pinyin and romaji support, a short paragraph in the <strong>target language</strong> (eg about a mystery creature) and demonstrates understanding by illustrating it.</td>
<td>- Recognises, with script support, correct grammar structures and appropriate letter writing conventions (eg by reconstructing a jumbled letter in the <strong>target language</strong>).</td>
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</tr>
</tbody>
</table>
| **ASSESSMENT**  
Reads a text of 6–8 sentences describing a person in the **target language** and processes information about the person’s appearance by answering questions in English. | **ASSESSMENT**  
Reads a letter (10–12 connected sentences) in the **target language** from a pen pal introducing themselves, and answers English questions in English about the content of the letter (with vocabulary list support). | |
| **Criteria**  
- Extracts specific information.  
- Responds accurately to questions. | **Criteria**  
- Extracts specific information.  
- Responds accurately to questions. | |

3.3 Searches for information to collaborate and share meaning with others. T KC1

**POSSIBLE CONCEPT:** Relationships (friends)
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**

**Band: Primary–Middle Years**

**Standard: 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p23 for Year 4)</th>
<th>WRITING</th>
<th>(refer p37 for Year 7)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 5</strong></td>
<td><strong>Towards Standard 3</strong></td>
<td><strong>Year 6</strong></td>
<td><strong>Standard 3</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td>Students write their own texts to share information, opinions and ideas about aspects of personal and group identity.</td>
<td></td>
<td></td>
<td></td>
<td><strong>3.4</strong> Writes messages to others to convey key points of information.</td>
</tr>
<tr>
<td><strong>Key Ideas</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>POSSIBLE CONCEPT:</strong> Relationships (friends)</td>
</tr>
<tr>
<td>- Reads a description in the target language of a person, and extracts and records vocabulary and sentence structures pertaining to physical appearance and features.</td>
<td></td>
<td>- Practises sentence building in the target language, in pairs/groups, taking into consideration word order, grammar and punctuation (eg ‘Shall we play a game of tennis?’).</td>
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</tr>
<tr>
<td>- Writes characters independently in the target language with reference to displayed classroom models.</td>
<td></td>
<td>- Recognises and writes characters/script selected from support materials (eg fills gaps in a telephone conversation between two friends).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Constructs sentences with support (eg about themselves: name, age, nationality, physical appearance) by filling gaps in a grid and referring to lists of commonly used words.</td>
<td></td>
<td>- Creates own version of a telephone conversation in the target language, using model dialogues, word lists/dictionaries and teacher support.</td>
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</tr>
<tr>
<td>- Practises writing grammatically correct sentences by re-arranging given words.</td>
<td></td>
<td>- Explores and discusses ways of using a word processor in the target language.</td>
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</tr>
<tr>
<td>- Practises writing familiar models of sentences in the target language (eg describes the physical features of a friend).</td>
<td></td>
<td>- Uses a word processor to write sentences in the target language, using models provided.</td>
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<td></td>
</tr>
<tr>
<td>- Uses appropriate target language vocabulary and word order (eg creates an identification card or personal profile including name, age, nationality, physical description).</td>
<td></td>
<td>- Discusses how to make, modify and apply accurate selections among word processing input choices in the target language.</td>
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</tr>
<tr>
<td>- Discusses the purpose and structure of paragraphs.</td>
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</tbody>
</table>

**ASSESSMENT**

Wrote a short paragraph of about 5 sentences in characters to describe the physical features of a friend, using word list and grammar structure support.

**Criteria**

- Uses correct strokes and well-formed characters.
- Uses adjectives correctly.
- Writes logically and uses connecting words.
- Applies knowledge of paragraphs.

**ASSESSMENT**

Wrote the script for a simple telephone conversation between two friends discussing what sports they like/dislike and choosing a game to play together and uses a word processor to create the final product in the target language characters.

**Criteria**

- Uses appropriate telephone conversation format.
- Selects correct words/characters on the computer.
- Writes a coherent and logical text.
## Key Ideas

Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning.

### Year 5

- Discusses purpose and function of names.
- Listens and reads **target language** examples of names.
- Identifies and compares the way names are ordered in their first language and the **target language** (eg last name first, the significance of generation names, katakana and gender).
- Shows awareness of word use for describing people (eg appropriate adjectives for describing people: tall, short), and understand the use of repetitive adjectives in the **target language** in describing physical features of a person (eg zhongzhong de, xiao xiao de).
- Discusses word order and particle* use when describing people (eg works in pairs to develop a classroom display about describing people, for learning support).

### Year 6

- Identifies and compares text features in a range of text types (eg script of telephone conversation, dialogue, letter) in the **target language** and in English.
- Understands, by comparing English texts with **target language** texts, that there are rules pertaining to language use and that a language does not necessarily translate directly to another language.
- Deciphers unknown and new words by applying particular learning strategies (eg dictionary use, character analysis, contextual clues).
- Recognises word borrowings between languages (eg ping pong, karate, judo) through a variety of texts.

### Assessment

**Year 5**

Reads 6–8 descriptions of people (male/female, old/young) that include their names and matches the descriptions of the people to the pictures.

**Criteria**

- Identifies naming conventions.
- Applies adjectives.

**Year 6**

Reads a letter (100 characters) and answers questions in English about particular features of language use and text-type organization and explains similarities and differences in letter writing in English and the **target language**.

**Criteria**

- Identifies and compares letter conventions across English and the **target language**.
- Compares letter writing conventions, features and structures across English and the **target language**.

### Possible Concept:

**Relationships (friends)**
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand:** Understanding culture  
**Band:** Primary–Middle Years  
**Standard:** 3

#### KEY IDEAS

- Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.  
  - F Id In KC1 KC2 relating to outcome 3.6

#### OUTCOMES

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 3</td>
<td>Standard 3</td>
</tr>
</tbody>
</table>

**Year 5**

- Explores examples of etiquette in own culture.
- Observes and comments on social etiquette between people meeting in a variety of places in the target language culture (eg views a video about restaurants or schools).
- Discusses the social etiquette in the target language culture when meeting new people (eg bowing and exchanging business cards (Mingpian, Meishi)).
- Writes a caption for a scene illustrating use of language and cultural gestures (eg from a video about restaurants or schools).
- Demonstrates the place of social etiquette and practises it (eg by making their Mingpian or Meishi and practising the etiquette of exchanging these).

**ASSESSMENT**

**Criteria**
- Uses appropriate cultural gestures.
- Uses appropriate sentences.

<table>
<thead>
<tr>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Standard 3</td>
</tr>
</tbody>
</table>

- Develops a word list about friendship.
- Views a video in the target language that shows relationships between friends.
- Recognises friendship behaviour and associated language in the target language culture (eg views a video in the target language that shows relationships between friends).
- Develops further understanding about the meaning of friendships in the target language culture (eg explores and discusses in small groups the meaning of friendships and notes the responses to present to the class).
- Develops key questions to investigate, compare and contrast friendships and lifestyles here and in the target language culture (eg uses resources from the internet, magazines and books and shares in small groups and reports to the class).
- Explains friendship in the target language culture (eg writes/presents in English a profile of ‘My Chinese/Japanese Friend’ and explains the friendship).

**ASSESSMENT**

**Criteria**
- Uses appropriate examples.
- Refers to specific information.
- Applies target language accurately.
- Expresses ideas coherently.

**POSSIBLE CONCEPT:**  
Relationships (friends)
ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners:
- develop an awareness of language as a fundamental tool for transmitting culture and values over time.

**Identity**
Learners:
- reflect on their growth of personal identity through exploring the **target language** culture
- compare and contrast identity concepts in the **target language** culture.

**Interdependence**
Learners:
- understand the role of language in transmitting values and cultural identity.

**Thinking**
Learners:
- develop metacognitive skills in relation to the structure of the **target language**
- understand how to accomplish a particular task, activity and sequence of learning in the **target language**.

**Communication**
Learners:
- apply strategies to initiate interpersonal relationships using the **target language**
- apply strategies to sustain interpersonal relationships using the **target language**.
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**  
**Band: Middle Years**  
**Standard: 4**

#### KEY IDEAS

Students listen and respond to texts to interpret meaning and use the target language in new contexts. They collect and organise information, and share findings with others. In T KC2 KC6 relating to outcome 4.1

#### KEY TO SYMBOLS

- **Essential Learnings:** F Futures
- **Identity:** Id
- **Interdependence:** In
- **Thinking:** T
- **Communication:** C

#### Key Competencies:
- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

*L* See linguistic items Japanese p71, 72, Chinese p65, 66.

*C* See cultural aspects Japanese p71, Chinese p65, 68.

#### LISTENING

**Year 7**  
Towards Standard 4

- Explores and contributes in the **target language** using formats of self-introduction within a class group.
- Identifies key words and sentences used in spoken texts in the **target language**.
- Listens to two model texts in which speakers introduce details about themselves (eg name, age, address, occupation and general preferences, and creates a word list).
- Explores, in the class group, ways to use the **target language** items to introduce themselves.
- Listens to and rehearses self-introductions in the **target language** (eg listens to a self-introduction by a peer partner and reports in English what is said and how it was said—format, intonation, pronunciation, accompanying gestures.

**Year 8**  
Standard 4

- Explores **target language** used in personal interactions (eg particular words, phrases, tone, gestures).
- Listens to and observes **target language** native speaker(s) relate details about themselves and others (eg views video segments, listens to audio segments, listens to guest speakers).
- Listens and responds to **target language** native speaker(s) and answers true/false questions about information contained in the presentation(s).
- Discusses types of information provided by the speakers and identifies specific features such as particular use of words, phrases, tone and gesture.
- Reflects, in a group, on the way in which dialogue was articulated by the **target language** native speaker(s).

#### OUTCOMES

**Year 7**  
Towards Standard 4

- Identifies specific items of information.
- Organises the information coherently.

**Year 8**  
Standard 4

- Identifies specific items of information.
- Classifies the information by placing items in categories.

**POSSIBLE CONCEPT:**

Relationships (family/friends/teams)
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**  
**Band: Middle Years**  
**Standard: 4**

#### KEY IDEAS

(Refer p28 for Primary Years)

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
</tr>
</tbody>
</table>

- Shares knowledge and collates information about application of words and phrases in the target language to seek clarification/explanation.
- Contributes to a class discussion about the different settings in which a survey could be used.
- Practises asking questions using appropriate patterns and tone in the target language as suggested by model texts.
- Responds to questions in the target language reusing part of the question pattern.
- Identifies the types of questions in the target language that would be used in a survey and practises asking these.
- Designs a survey in the target language, using a small range of items of personal information (e.g., name, age, occupation, preferences), to be conducted using the spoken target language with a group of approximately five people from the class and presents survey results on a graph.

#### OUTCOMES

4.2 Expresses own experiences, ideas and opinions in social interactions.  
In C KC2

#### ASSESSMENT

Provides a spoken sentence in the target language about each respondent in Chinese/Japanese (total 2 minutes length) using the graph prepared as a result of a survey conducted in the target language.

**Criteria**
- Uses model patterns effectively.
- Expresses own ideas clearly.

#### POSSIBLE CONCEPT:

- Relationships (family/friends/teams)

---

4.2 Identifies the ways in which interview questions are asked and answered in the target language, with reference to models.

- Practises, in the target language, formulating and posing interview questions in groups, using appropriate patterns, interview techniques and intonation.
- Develops a series of questions in the target language that ask a respondent to answer in the target language about how a particular type of relationship is conducted (e.g., with parent, friend, classmate).
- Prepares follow-up and clarifying questions from information gained (e.g., from parent, friend, classmate).
- Conducts an interview in the target language about the ways and reasons that people conduct relationships (e.g., in a team, a family, a friendship group).

#### ASSESSMENT

Extracts information from an interview respondent and reports details to the class in the target language, explaining what is unique/interesting about the interviewee’s responses (2-3 minutes length).

**Criteria**
- Selects appropriate structures.
- Extracts relevant information.
- Expresses ideas clearly and logically.
- Explains the information.
### KEY IDEAS

Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills and make connections between ideas as they analyse information and share findings with others.  

### OUTCOMES

#### Year 7

**Towards Standard 4**

- Reads aloud in the target language, in groups, examples of texts describing family and/or friends.
- Follows directions and analyses the texts to find specific information about people and records examples in a table.
- Discusses the differences in information recorded (e.g. describing family and/or friends).
- Uses information collected from the texts to insert into a text template (e.g. captions on a poster).
- Summarises, in English, information collected in the target language.

#### Year 8

**Standard 4**

- Distinguishes the purpose of texts by discussing how they are organised and explains how the format of a text varies according to purpose (e.g. reads profiles of two or more target language families and presents in different styles such as a letter or a magazine article).
- Compares features of different texts in the target language by converting the information contained in each into the contrasted format (e.g. a letter is converted into a fact file, a fact file into a letter).

### ASSESSMENT

**Reads and reconstructs, in the target language**, a text about family/group of friends of approximately 20 sentences out of sequence, with pictorial and other support (e.g. dictionaries, character chart).

**Criteria**
- Identifies key points of information.
- Sequences information coherently.

### POSSIBLE CONCEPT:

Relationships  
(family/friends/teams)
# Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**  
Band: Middle Years  
Standard: 4

### KEY IDEAS

(Refer p30 for Primary Years)

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
</tr>
</tbody>
</table>

#### Writing

- **Year 7**
  - Students write their own texts to share information, opinions and ideas about aspects of personal and group identity.  
  - Explores, with the class, possible ways of describing Chinese/Japanese photos in the target language (e.g., studies a selection of Chinese/Japanese family photos).  
  - Follows instructions in pairs to create a narrative in the target language, with items from texts used earlier to describe an illustration (e.g., of a target language culture family or group of friends) and with access to dictionary/word list/text support.  
  - Reads aloud own narrative in the target language to the group.

- **Year 8**
  - Explores, with the class, possible ways of describing Chinese/Japanese photos in the target language (e.g., studies a selection of Chinese/Japanese family photos).  
  - Uses support materials to develop ideas for writing about people in the target language culture.  
  - Develops a storyboard from a photograph to outline an aspect of life in the target language culture.  
  - Writes, in the target language, part of a draft story composed of approximately 20 sentences (e.g., about a photograph) and seeks feedback from peers.  
  - Seeks feedback from the teacher about the use of the target language script and structures.  
  - Edits draft using peer and teacher feedback.

#### Assessment

- Constructs own text introducing self and own family/friends, using appropriate language structures from a previous reading task (10–15 sentences length).

  **Criteria**
  - Writes a series of connected sentences in the target language.
  - Sequences sentences coherently.
  - Writes words/characters using correct strokes and components.

- Uses the previous draft to write a text to complete a short story about the people in the chosen photograph and contributes responses to a class photo album (e.g., ‘Our families’—30 sentences).

  **Criteria**
  - Formats a text.
  - Uses linking devices to sequence the text fluently.
  - Writes words/characters accurately.
  - Expresses ideas logically.
  - Uses culturally specific language appropriately.

#### OUTCOMES

4.4 Conveys personal messages, and shares information and experiences with others.  

**POSSIBLE CONCEPT:**

Relationships (family/friends/teams)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Understanding language   Band: Middle Years      Standard: 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p31 for Primary Years)</th>
<th>OUTCOMES</th>
<th>(refer p45 for Middle–Senior Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore diverse forms of communication and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning.</td>
<td>Year 7 Towards Standard 4</td>
<td>4.5 Identifies and applies patterns in spoken and written language.</td>
<td>Year 8 Standard 4</td>
</tr>
</tbody>
</table>

**Year 7**
- Reads and views a range of texts in the target language script depicting language appropriate to a particular social situation and compiles a list of phrases and sentences containing context and purpose-specific language (eg phone call, personal note/text message).
- Works in pairs, with support from the list of phrases, to create a storyboard in the target language.
- Role-plays use of the language items and explains in English how and why they were chosen.

**ASSESSMENT**
Adds text to speech bubbles in the target language in a cartoon, using selections from a list to match with linguistic cue/prompts in the speech bubbles, explaining the reason for each choice in English when creating the dialogue.

**Criteria**
- Identifies the meaning of specific words/phrases.
- Compares language used to English.
- Expresses ideas clearly and logically.
- Relates explanation to features of language.

**Year 8**
- Uses language support resources to read a text and discusses character groups relating to kinship, examining features of these characters such as radicals (*see Structures and conventions of the writing system SACSA Framework Middle Years p 151) and the word order in the target language.
- Uses the dictionary to identify and explain other examples of characters containing the radicals used in kinship terms (see Essential terms, SACSA Framework Middle Years p 131).
- Works in a group to analyse a text (200 characters) in terms of the function of words, comparing with other groups (eg compares charts).

**ASSESSMENT**
Reads a text about a family, identifies and explains particular features (eg parts of speech, different writing scripts, Japanese—radicals, Chinese—particles), answers questions in English about how and why these are used and makes comparisons with English and provides own examples of correct usage in the target language using dictionary/word list support.

**Criteria**
- Applies knowledge of the target language.
- Identifies the function and meaning of words and characters.
- Explains identified language concepts and contrasts with English.
- Writes with relevance to the task.

**POSSIBLE CONCEPT:**
Relationships (family/friends/teams)
# Learning Area: Languages (non-alpha) Pathway 1A

## Strand: Understanding culture    Band: Middle Years    Standard: 4

### KEY IDEAS

Students demonstrate understanding of and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.

<table>
<thead>
<tr>
<th>F Id In</th>
<th>KC1 KC2</th>
<th>relating to outcome</th>
<th>4.6</th>
</tr>
</thead>
</table>

### OUTCOMES

#### Year 7 Towards Standard 4

- Contributes and records in a class group the behaviour evident in relationships among people in the **target language** culture, such as greetings, formulaic expressions, and courtesy.

- Discusses how an understanding of this behaviour can promote effective and enjoyable interaction for visitors in those cultures and across cultures.

- Focuses on the relationships between people (e.g., by watching a video).

- Role-plays culturally specific vocabulary (e.g., observed from a video).

- Explores the ideas of diversity and stereotypes in relationships and makes comparisons in English with own experiences and/or viewing texts in the English language.

- Discusses how an English language video/television program/film might be adapted and presented in Chinese/Japanese contexts.

#### Year 8 Standard 4

- Contributes to a class list of what constitutes appropriate behaviour in varying contexts of personal interactions (e.g., meeting people, introducing others, responding to invitations).

- Reads in English a description of appropriate behaviour in different contexts in the **target language** culture (e.g., in a travel guide such as *The lonely planet*).

- Reflects on how appropriate behaviour in personal interaction is affected by cultural parameters and peoples’ different interpretations.

- Completes a noting guide which records specific items of cultural significance from a visual resource (e.g., watches segments from a film set in China/Japan to view examples of personal interactions in the **target language** culture).

- Compares cultural information gained from the noting guide with other film portrayals.

#### ASSESSMENT

**Year 7**

- **Write a letter home in English giving one example of how Chinese/Japanese people relate to each other and compares that to own experiences, including examples of culturally specific language (150 words).**

  **Criteria**
  - Expresses ideas clearly and logically.
  - Writes with relevance to the task and audience.
  - Refers to specific material/sources.

**ASSESSMENT**

- **Write advice in English explaining how to interact effectively and appropriately in the target language culture and makes reference to comparisons with the Australian context(s) (minimum 250 words).**

  **Criteria**
  - Uses appropriate examples.
  - Expresses ideas clearly and logically.
  - Writes with relevance to the task and audience.
  - Refers to specific material/sources.

**POSSIBLE CONCEPT:**

- **Relationships (family/friends/teams)**
Learning Area: Languages (non-alpha) Pathway 1A

Band: Middle–Senior Years (Years 9 and 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners:
- reflect critically on, and discuss the role of, language and cultural skills in a global context.

**Identity**
Learners:
- compare and contrast the role of language in building individual and group identity.

**Interdependence**
Learners:
- recognise the implications of global relationships for local societies.

**Thinking**
Learners:
- use metacognitive strategies to analyse the purpose and meaning of language in relation to its cultural context.

**Communication**
Learners:
- use the **target language** to articulate opinions and values.
### KEY IDEAS

(Refer p34 for Year 8)

**Year 9**

- **Towards Standard 5**
  - Students listen and respond to texts to analyse and interpret meanings in diverse media. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. *In T C KC1 KC2 KC6 relating to outcome 5.1*

**Year 10**

- **Standard 5**
  - **Keeps and analyses key points of information to form an opinion.**

### KEY TO SYMBOLS

**Essential Learnings:**

- **F** Futures
- **Id** Identity
- **In** Interdependence
- **T** Thinking
- **C** Communication

### Key Competencies:

- **KC1** collecting, analysing and organising information
- **KC2** communicating ideas and information
- **KC3** planning and organising activities
- **KC4** working with others in teams
- **KC5** using mathematical ideas and techniques
- **KC6** solving problems
- **KC7** using technology

### ASSESSMENT

**Listen to and reads model texts in the target language** using a range of sources (eg native target language speakers, taped texts, videos, CD-ROM texts) relating details about individuals and groups.

**Listen to, discusses and practises vocabulary and structures in the target language** that explain the appearance and personality of people.

**Listen to phrases in the target language** and matches them with illustrations depicting particular features and qualities about people.

**Listen to and reads, in the target language, profiles of personalities, actual or mythical, and seeks to identify key words, terms and phrases that articulate qualities, features and characteristics.**

**Views images of and listens to significant personalities in the target language culture and investigates details about these people, explaining in English what Chinese/Japanese people find admirable in these people.**

**Identifies, through listening and discussing in the target language, the characteristics and skills required for leadership, and records and refines a list into relevant target language vocabulary and phrases.**

**Develops interview questions in the target language, using the vocabulary, and conducts interviews with peers about their understanding of leadership characteristics and skills, asking respondents to rate their leadership qualities and skills against the established list.**

**Records and tabulates this information and shares findings with the class.**

### ASSESSMENT

Listen to and reads model texts in the target language describing a person and responds to true/false questions in the target language, using responses to write a profile in the target language for a ‘missing person poster’.

**Criteria**

- Identifies specific items of information.
- Selects and orders the information.
- Uses connections between ideas.

### OUTCOMES

5.1 Identifies and analyses key points of information to form an opinion. *In T C KC1*

### POSSIBLE CONCEPT:

Relationships (people and groups outside the family)
Learning Area: Languages (non-alpha) Pathway 1A
Strand: Communication
Band: Middle–Senior Years
Standard: 5

### KEY IDEAS
Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals.

In C KC2 KC3 KC4 relating to outcome 5.2

### SPEAKING

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discusses, in the <strong>target language</strong>, appropriate language structures and cultural behaviour (eg relating to organising a social or study arrangement) and develops a word/phrase bank of useful items.</td>
<td>- Discusses and develops, in pairs, 8–10 focus questions that can be used to research teenage school life in the <strong>target language</strong> country.</td>
</tr>
<tr>
<td>- Discusses and designs, in small groups, a storyboard outlining a collaborative process to organise an event (eg a social or study arrangement).</td>
<td>- Discusses, using focus questions, a video segment depicting teenage life in the <strong>target language</strong> country.</td>
</tr>
<tr>
<td>- Creates and rehearses in a group, using the <strong>target language</strong>, a role–play (eg organising an event—2–3 minutes, with script as support) and practices posing and responding to questions to sustain the interaction.</td>
<td>- Explores, using focus questions, the idea of youth culture and its relationship to schooling both in Australia and the <strong>target language</strong> country.</td>
</tr>
<tr>
<td>- Records (eg using video) the role-play and discusses, in a group, suggestions for improvement based on a co-constructed evaluation proforma.</td>
<td>- Researches, using focus questions, internet and print texts to find responses to the questions about teenage life.</td>
</tr>
</tbody>
</table>

### ASSESSMENT
Performs the role-play about organising an event in the **target language** (2–3 minutes) with script as support.

**Criteria**
- Uses the **target language** to perform the role-play.
- Uses relevant vocabulary and structures in the **target language** to interact appropriately.
- Speaks clearly and accurately.
- Poses and responds to questions to sustain the interaction.

### POSSIBLE CONCEPT:
Relationships (people and groups outside the family)
### Learning Area: Languages (non-alpha) Pathway 1A

#### Strand: Communication  
**Band: Middle–Senior Years**  
**Standard: 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p36 for Year 8)</th>
<th>READING</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students analyse and interpret meanings in texts. They make connections between ideas and perspectives, and extend their knowledge of how meaning is expressed in culturally specific ways.</td>
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</table>

**Reading Outcomes**

#### Year 9

- **Towards Standard 5**
  - Identifies and contributes, within a class group, individual activities that make up a particular social interaction (e.g., purchasing an item in a shop).
  - Reads and organises cue cards in the **target language** describing a social interaction, each containing a part of the tableau supported by word lists, a dictionary and visual resources.
  - Reads aloud the cue cards in the **target language**.
  - Reads and answers written questions about the text from the cue cards, in the **target language**.
  - Explains, in English, the meaning of the text from the cue cards.

#### Year 10

- **Standard 5**
  - Reads in a group, in the **target language**, a short tale or extract from a story and identifies unfamiliar items.
  - Reads and analyses the text using linguistic support (e.g., dictionary, word list) and compares features in the **target language** with similar texts in English.
  - Discusses in English how the text is organised to convey meaning (e.g., titles, topic sentences, paragraphing, the use of complication and resolution).
  - Reads a jumbled series of extracts from a story in the **target language**, minus the start and finish (e.g., folk tale, recount, narrative).
  - Paraphrases the story in English.

#### Assessment

**Reconstructs the correct sequence of an event described using the **target language**, to answer a question about the main purpose of the text (e.g., discovers ‘who did it’, or who saw something, met someone, or likes something), and communicates their response in writing using the **target language**.

**Criteria**
- Identifies the main ideas in the text.
- Explains the purpose of the text.

**Indicates how the story could be constructed by ordering the sentences, and then writes a beginning and an ending in the **target language** to complete the piece.**

**Criteria**
- Deciphers unfamiliar items.
- Identifies the sequence of events.
- Synthesises information within the text to complete it.

**Possible Concept:**
Relationships (people and groups outside the family)
### Learning Area: Languages (non-alpha) Pathway 1A

**Strand: Communication**

**Band: Middle–Senior Years**

**Standard: 5**

#### KEY IDEAS

Students write their own texts to apply knowledge and understanding of the writing system and to present ideas and provide personal reflections in new contexts.

**KC1 KC2 KC6 relating to outcome 5.4**

#### WRITING

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listens to and reads examples of people making arrangements and reflects on the use of negotiation, persuasion, qualification and courtesy in making arrangements, and identifies examples of these.</td>
<td>- Explores language and cultural items relevant to visiting a sister-school in the target language country.</td>
</tr>
<tr>
<td>- Examines models of e-mails and note texts in the target language.</td>
<td>- Considers the features of a letter of application (eg in pairs, whole class).</td>
</tr>
<tr>
<td>- Practises writing e-mails and notes in the target language by selecting language items and inserting into blanks in a variety of models.</td>
<td>- Drafts a letter of application explaining why the writer is the most suitable applicant to represent the school.</td>
</tr>
<tr>
<td>- Writes an e-mail in the target language applying conventions.</td>
<td>- Reflects on and edits the draft letter and refines it using available resources.</td>
</tr>
<tr>
<td>- Writes in English a procedure of how to write notes and e-mails in the target language and asks a peer to read and follow the instructions and give feedback on the quality of the procedure.</td>
<td>- Reads the work of a peer and gives feedback.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT

**Outcomes**

- Writing an e-mail/note to make arrangements in the target language where a number of options are considered and prints and provides a hard copy of the e-mail/note.

**Criteria**

- Uses models of appropriate text and format conventions.
- Expresses ideas logically and clearly.
- Orders words correctly.
- Writes characters correctly.
- Corresponds appropriately and effectively.

### POSSIBLE CONCEPT:

Relationships (people and groups outside the family)
### KEY IDEAS

Students recognise the systemic nature of language by analysing connections within the grammatical and writing systems, and applying these in their own learning.

**In T C KC1 KC6 relating to outcome 5.5**

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reads and understands words in the <strong>target language</strong> that indicate tense (e.g., reads texts with selected items of vocabulary removed and chooses one of two words from a list of past time/present time words to complete the text so that it has consistent meaning).</td>
<td>- Recognises appropriate use of the <strong>target language</strong> in similar types of text and uses language support resources to analyse the texts.</td>
</tr>
<tr>
<td>- Uses dictionary and word list support in the <strong>target language</strong> to assist in making choices.</td>
<td>- Explores differences between the texts and suggests reasons for differences in vocabulary, structure, purpose and meaning.</td>
</tr>
<tr>
<td>- Explains the language choices in the <strong>target language</strong> in terms of the meaning of the text.</td>
<td>- Writes texts based on the structures of those analysed using selected topics, issues or events.</td>
</tr>
</tbody>
</table>

#### ASSESSMENT

Uses dictionary and word list support in the **target language** to assist in making choices.

**Criteria**
- Identifies the meaning of specific words/phrases.
- Uses knowledge of patterns to select correct items.
- Chooses the appropriate words to make meaning
- Compares language used to their own first language experience.
- Expresses ideas clearly and logically.
- Writes with relevance to the task.

#### ASSESSMENT

Reads a text in the **target language** written by a peer and provides constructive feedback in the **target language** reinforcing positive aspects of the text and providing suggestions for improvement; explains the reasons for any changes in English; and uses dictionary and text support.

**Criteria**
- Applies knowledge of language.
- Demonstrates an ability to apply structures.
- Expresses ideas clearly and logically.
- Writes with relevance to the task.

**POSSIBLE CONCEPT:**

Relationships (people and groups outside the family)
### KEY IDEAS

Students recognise connections between identity and cultural values, and how these are expressed in language. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places.

**F Id In T KC1 KC2 relating to outcome 5.6**

#### OUTCOMES

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 5</strong></td>
<td><strong>Standard 5</strong></td>
</tr>
</tbody>
</table>

- Explores the language of social interaction.
- Views five scenes depicting people from the **target language** culture relating in authentic contexts (e.g., a classroom, family occasion, work, shopping, leisure).
- Prepares questions about the scenes (e.g., uses a question matrix).
- Analyses the scenes for their cultural context and content and discusses the communication protocols for particular relationships (e.g., between friends, in particular age groups, between same and different gender).
- Writes appropriate captions in the **target language** that convey ideas about suitable language in each situation depicted in the scenes.

**ASSESSMENT**

Explains the social interaction in a selected scene from the **target language** culture through an oral presentation in English and refers to examples of appropriate language in the **target language** and makes comparisons with a similar social interaction in Australia.

**Criteria**

- Shows an understanding of the nature of the social interaction.
- Uses specific language correctly.
- Contrasts the behaviour and values revealed with own context.
- Gives reasons to account for behaviour and values.
- Expresses ideas clearly and logically.

- Discusses the qualities and skills needed for an extended stay in the **target language** country.
- Develops insights into visiting the **target language** country through a range of mediums (e.g., through guest speakers, film/video, books/magazines, the internet) and gains critical understanding about relating to others in another cultural context.
- Reads the applications to represent the school on exchange to the sister-school (see the learning descriptor for writing on p44).
- Chooses three applications in terms of their capacity to best meet the cultural and linguistic demands of a visit to the **target language** country.

**ASSESSMENT**

 Writes recommendations in English explaining the choices of applicants, making reference to the relevant cultural knowledge and understandings and intercultural communication skills (500 words).

**Criteria**

- Describes categories of interpersonal cultural behaviour.
- Explains the appropriate values and behaviour required.
- Explains how appropriate behaviour in the **target language** country are reflected in the applications.
- Expresses ideas clearly and logically.
- Writes with relevance to the task and audience.
- Refers to specific material/sources.

**POSSIBLE CONCEPT:**

Relationships (people and groups outside the family)
Learning Area: Languages (non-alpha) Pathway 1B

Band: Middle Years (Years 8 and 9)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
- develop an awareness of language learning as a valuable pathway for understanding and acting in a diverse world.

Identity
Learners:
- enhance the cultural and social parameters of personal identity.

Interdependence
Learners:
- understand the role of language and culture in maintaining relationships
- understand the role of language in working towards shared goals.

Thinking
Learners:
- develop metacognitive skills to access the structure of the target language
- understand how to accomplish a particular task and sequence of learning in the target language.

Communication
Learners:
- apply strategies to interact with others using the target language.
**KEY IDEAS**

Students listen to and interact with others to make meaning and learn about the target language. They collect and organise information, and share findings with others.

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>Outcome</th>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC1</td>
<td>In</td>
<td>Participates in use of the target language by listening and responding to questions eliciting details about themselves (eg name, age, general appearance, family members, school, address, nationality/ethnicity).</td>
<td>Discusses and records language used in describing people physically in the target language (eg height, size, build, hairstyle and colour, facial features, complexion, clothing).</td>
</tr>
<tr>
<td>KC2</td>
<td>T</td>
<td>Listens to spoken introductions in the target language (eg listens to audio materials provided with texts).</td>
<td>Prepares a detailed physical description in the target language of a peer in the class group.</td>
</tr>
<tr>
<td>KC6</td>
<td>In</td>
<td>Identifies words and sentences in the target language spoken texts (eg ticks the correct items in a list that corresponds to each speaker’s introduction).</td>
<td>Presents orally, in the target language, the physical description of a class member.</td>
</tr>
<tr>
<td>In T KC2 KC6 relating to outcome 4.1</td>
<td></td>
<td>Uses descriptive words in the target language about self introductions (eg develops a questionnaire about one of the speakers for a partner to complete).</td>
<td>Listens to descriptions in the target language and decides which person matches a description.</td>
</tr>
<tr>
<td>In T KC2 KC6 relating to outcome 5.1</td>
<td></td>
<td>Applies the language items, in the target language, to introduce themselves and develops suitable models (eg explores suitable models for introductions in a small group).</td>
<td></td>
</tr>
<tr>
<td>In T KC2 KC6 relating to outcome 5.1</td>
<td></td>
<td>Practises making introductions in the target language (eg in pairs uses the models developed in groups).</td>
<td></td>
</tr>
<tr>
<td>In T KC2 KC6 relating to outcome 5.1</td>
<td></td>
<td>Seeks feedback on accuracy and pronunciation for making introductions in the target language (eg in pairs).</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Listening

- Listens to four self-introduction texts in the target language and records personal details about each speaker on a chart.

**Criteria**

- Identifies, through listening, specific target language words and phrases.
- Recognises and uses specific target language words and phrases.

**ASSESSMENT**

Views an illustration containing 4 or 5 images of people, listens to text in the target language describing one of the people, and identifies which person is being described, explaining reasons for choice in English and referring to key items of the target language aural text.

**Criteria**

- Identifies key items of information in the target language describing people’s physical features.
- Uses key items in target language aural text to explain choice.
- Expresses knowledge of the target language clearly and logically.

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**KEY TO SYMBOLS**

**Essential Learnings:**

- Futures (F)
- Identity (Id)
- Interdependence (In)
- Thinking (T)
- Communication (C)

**Key Competencies:**

- KC1: collecting, analysing and organising information
- KC2: communicating ideas and information
- KC3: planning and organising activities
- KC4: working with others in teams
- KC5: using mathematical ideas and techniques
- KC6: solving problems
- KC7: using technology

**POSSIBLE CONCEPT:**

Identity
### Learning Area: Languages (non-alpha) Pathway 1B

**Strand: Communication**  
**Band: Middle Years**  
**Standards: 4 & 5**

#### KEY IDEAS

Students engage in interactions in familiar settings to share meaning and to explore the different purposes of communication.

1. Identifies (KC2) relating to outcome 4.2

Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others in diverse cultural settings.

In C KC2 KC4 relating to outcome 5.2

#### SPEAKING

**Year 8**  
**Standard 4**

- Views and listens to people who are using the target language to introduce themselves.
- Identifies and discusses the language and cultural items used in a self-introduction in the target language and the appropriate structures used (eg formulaic language).
- Identifies target language items that are used for self-introduction and practises speaking the items (eg with a partner).
- Uses support materials to develop a mind-map model and plans a self-introduction to the group in the target language, using cue cards containing key question words and vocabulary items.
- Practises presentation of a self-introduction in the target language with peers and seeks feedback, reflecting on the presentation using the feedback to improve it.

**Year 9**  
**Towards Standard 5**

- Constructs a group glossary in the target language (eg a clothing glossary), using a range of support materials.
- Views and discusses examples of national costumes from the target language country (eg costumes for sporting events).
- Designs collaboratively a suitable national costume to represent the target language country (eg at the Olympic Games) and develops labels in the target language.
- Models and/or exhibits the created national costume of the target language country and discusses it using English and the target language.
- Practises orally in the target language and further explores vocabulary and structures that can be used to describe the attire.
- Develops and uses agreed class criteria to select the most suitable creation, giving reasons for the choice.

#### ASSESSMENT

**Year 8**

- **Standard 4**

- Presents the self-introduction in the target language to the whole group, using cue cards containing key question words and vocabulary items (8 to 10 sentences).

**Criteria**
- Uses appropriate structures of self-introduction.
- Expresses ideas clearly.
- Uses correct pronunciation.
- Uses cue cards appropriately for support.

**Year 9**

- **Towards Standard 5**

- Prepares and orally presents, in the target language, a description of the selected creation and provides reasons, based on the agreed criteria, for the choice (2 to 3 minutes in length).

**Criteria**
- Uses target language model structures to express ideas.
- Expresses ideas clearly in the target language.
- Uses language items accurately.
- Demonstrates correct pronunciation in the target language.
- Engages audience’s interest.

#### ASSESSMENT

**POSSIBLE CONCEPT:** Identity

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4.2 Builds relationships and presents information in social interactions.

5.2 Works cooperatively to share ideas and opinions with others.

In C KC1 KC4
### KEY IDEAS

<table>
<thead>
<tr>
<th>Students view, read and interact with texts to interpret meaning in familiar contexts. T C KC1 KC2 relating to outcome 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop their capability to interpret meaning and use language in new contexts. They read and respond to texts to develop thinking skills, and make connections between ideas as they analyse information and share findings with others. T C KC1 KC2 KC6 relating to outcome 5.3</td>
</tr>
</tbody>
</table>

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong> (refer p57 for Year 10)</td>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>- Reads a series of vocabulary items in the <strong>target language</strong> about people and categorises these words (eg nationality, appearance, likes, age, telephone number).</td>
<td>- Explores language items in the <strong>target language</strong>, appropriate to descriptions (eg mind maps: adjectives/stative verbs–colour, size, appearance; modifiers–extent/degree; nouns–clothes, body parts).</td>
</tr>
<tr>
<td>- Uses the categories of information about people to write and then read a description of a person in the <strong>target language</strong>.</td>
<td>- Chooses language items in the <strong>target language</strong> to complete written descriptions.</td>
</tr>
<tr>
<td>- Reads two short texts in the <strong>target language</strong> that describe people (eg diary, journal, postcard, letter) and reflects on the ways in which information is conveyed.</td>
<td>- Reads captions in the <strong>target language</strong> describing illustrations of people and places and uses support materials to match captions to the illustrations.</td>
</tr>
</tbody>
</table>
| - Discusses, using **target language** support materials (eg textbook, dictionary, word list), to clarify the structure and function of the words in sentences. | **ASSESSMENT** 
Reads two profiles of people in the **target language** (approximately 12 to 15 sentences) and answers questions in the **target language** prepared by the teacher about their identity (eg age, status, appearance, likes, dislikes, nationality, name, telephone number) and uses the information to select which person matches all the criteria for an activity or role (eg on a proforma). 

**Criteria** 
- Reads and identifies key points of descriptive information about an individual. 
- Applies information correctly. 

**POSSIBLE CONCEPT:** 
Identity |...
### KEY IDEAS

**Students begin to write their own texts, with support, to communicate ideas and explore different forms of communication.**

**Students write their own texts to share information, opinions and ideas about aspects of personal and group identity.**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Uses the draft outlined above to write the letter of reply using the <strong>target language</strong> (100 characters) on a word processor or by handwriting on squared character paper.</td>
</tr>
</tbody>
</table>
| **Criteria** | - Uses **target language** letter format.  
- Selects characters correctly on the computer or by handwriting and writes characters/script accurately.  
- Expresses ideas coherently.  
- Applies sentence patterns correctly. |
| 5.4      | Writes a profile of the selected **target language** culture personality in 150 to 200 characters. |
| **Criteria** | - Uses appropriate text in the **target language** and format conventions (eg paragraphing).  
- Sequences sentences appropriately.  
- Writes script correctly in the **target language**.  
- Organises ideas logically.  
- Writes with relevance to the task and audience. |

**POSSIBLE CONCEPT:** Identity
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn to appreciate diversity in language systems, and to identify patterns and reflect on concepts in grammatical and writing systems. They learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop, and future possibilities are expressed. F T C KC3 relating to outcome 4.5</td>
<td>Year 8 Standard 4 (refer p59 for Year 10) Year 9 Towards Standard 5</td>
</tr>
<tr>
<td>Students explore diverse forms of communication, and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning. In T C KC1 KC2 KC6 KC7 relating to outcome 5.5</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>4.5 Identifies and describes patterns and features of the language and compares how meanings are expressed across languages. In T C KC1 KC2 KC5</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>5.5 Analyses and applies patterns in spoken and written language. In T C KC1 KC2 KC5</td>
</tr>
<tr>
<td><strong>POSSIBLE CONCEPT:</strong> Identity</td>
<td></td>
</tr>
</tbody>
</table>

### Year 8 Standard 4

- Collects, organises and records information about the structure and features of alphabetic and non-alphabetic writing systems, writing techniques, styles and the origin and development of these systems.
- Investigates the writing systems in the **target language**.
- Prepares advice about the features of the **target language** script with samples and explains how to identify sound and meaning by providing specific examples.
- Prepares, in the **target language**, examples of text script construction, use and development (eg a brochure, wallchart).
- Shares their understanding, in English, with the other students in the class of the **target language** writing system.

### Year 9 Towards Standard 5

- Reads a series of sentences in the **target language** that apply model patterns and key characters/vocabulary and explores details of sentence structure and key features of script (eg frequently used characters/words).
- Identifies features of these **target language** model sentence patterns, such as word order and word usage, significant character components, use of script types and parts of speech (eg answers questions in English about the way in which components of the script and the sentences are used).
- Makes comparisons with English about word order in the **target language** model sentence patterns.

### ASSESSMENT

**Writes a report in English (250 to 300 words) to explain how the non-alphabetic writing systems developed and how they are organised (eg characters, strokes, radicals, stroke order, word formation, hiragana/pinyin) and compares these systems with the formation and function of alphabetic script, referring to examples identified through research and analysis.**

**Criteria**

- Compares alphabetic with non-alphabetic scripts.
- Indicates principles of non-alphabetic script formation (eg stroke order, radicals).
- Explains the structures and features of the non-alphabetic writing system.

**ASSESSMENT**

**Reads a series of 15 to 20 sentences in the **target language** and identifies key parts of the sentence structures, making comparisons with English usage.**

**Criteria**

- Identifies the function of words and characters in the target language.
- Applies models of sentences and script correctly.
- Uses knowledge of language structure to move between the target language and English.
Learning Area: Languages (non-alpha) Pathway 1B  
Strand: Understanding culture  
Band: Middle Years  
Standards: 4 & 5

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>Standard 4</th>
<th>YEAR 9</th>
<th>Towards Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY IDEAS</strong></td>
<td></td>
<td><strong>OUTCOMES</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Students identify connections between cultural values and practices and language use. They explore relationships between individuals, families and communities and concepts of identity in diverse cultural settings. | - Examines the language of family in the target language culture (e.g. kinship terms, status, occupation) and indicates understanding of these (e.g. labels speech bubbles in the target language in an illustration). | Year 9 Towards Standard 5 | ASSESSMENT  
F Id In KC1 relating to outcome 4.6  
Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.  
F Id In KC1 KC2 relating to outcome 5.6 |

| | | | |
| | | | ASSESSMENT |
| | | | Writes an essay in English using the computer to explain the similarities and differences discovered about family life in the target language country, demonstrating understanding through reference to specific examples (250 to 300 words). |
| **Criteria** | | | |
| - Compares and contrasts family life in Australia with that in the target language country. | | | Criteria |
| - Develops appropriate questions to investigate family relationships. | | - Uses appropriately the target language specific to a topic. | - Organises and records ideas clearly and logically. |
| - Expresses understanding of family values and behaviour. | | - Explains concepts of change over time and context. | |

POSSIBLE CONCEPT: Identity
Learning Area: Languages (non-alpha) Pathway 1B

Band: Middle Years (Year 9) and Senior Years (Year 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners:
- recognise the connections between cultures and use these to transform their own world view in terms of future possibilities.

**Identity**
Learners:
- integrate knowledge of the target language culture to enrich and extend their own cultural identity.

**Interdependence**
Learners:
- understand the role of language and culture in building and maintaining global societies.

**Thinking**
Learners:
- develop metacognitive strategies to analyse the purpose and meaning of language.

**Communication**
Learners:
- use the target language to engage with the target language culture.
### KEY IDEAS

(Refer p48 for Year 8)  

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 5</td>
<td>Standard 5</td>
</tr>
</tbody>
</table>

- Discusses and records language used in describing people physically in the **target language** (e.g., height, size, build, hairstyle and colour, facial features, complexion, clothing).  
- Prepares a detailed physical description in the **target language** of a peer in the class group.  
- Presents orally, in the **target language**, the physical description of a class member.  
- Listens to descriptions in the **target language** and decides which person matches a description.

### ASSESSMENT

**ASSESSMENT**

Views an illustration containing 4 or 5 images of people, listens to text in the **target language** describing one of the people, and identifies which person is being described, explaining reasons for choice in English and referring to key items of the **target language** aural text.

**Criteria**

- Identifies key items of information in the **target language** describing people’s physical features.
- Uses key items in **target language** aural text to explain choice.
- Expresses knowledge of the **target language** clearly and logically.

### OUTCOMES

- Revises and discusses language items in the **target language** relevant to movement, location, direction and orientation.  
- Listens to short phrases in the **target language** describing position and location of objects and people and demonstrates understanding by indicating positions and locations on a chart.  
- Reads an account of a journey and answers oral questions in the **target language** about the locations and spatial relationships.  
- Practises giving directions, in the **target language**, to locations on a map (e.g., in pairs).

**POSSIBLE CONCEPT:**  

Identity
### KEY IDEAS

Students engage in conversations, demonstrating appropriate ways of establishing and maintaining relationships, and interacting with others in diverse cultural settings.

*In KC2 KC4 relating to outcome 5.2*

### SPEAKING

#### Year 9
- **Towards Standard 5**
  - Constructs a group glossary in the target language (eg a clothing glossary), using a range of support materials.
  - Views and discusses examples of national costumes from the target language country (eg costumes for sporting events).
  - Designs collaboratively a suitable national costume to represent the target language country (eg at the Olympic Games) and develops labels in the target language.
  - Practises orally in the target language and further explores vocabulary and structures that can be used to describe the attire.
  - Develops and uses agreed class criteria to select the most suitable creation, giving reasons for the choice.

**ASSESSMENT**
Prepares and orally presents, in the target language, a description of the selected creation and provides reasons, based on the agreed criteria, for the choice (2 to 3 minutes in length).

**Criteria**
- Uses **target language** model structures to express ideas.
- Expresses ideas clearly in the **target language**.
- Uses language items accurately.
- Demonstrates correct pronunciation in the **target language**.
- Engages audience’s interest.

#### Year 10
- **Standard 5**
  - Discusses in English the purpose and structure of speeches.
  - Listens to and views a sample speech in the target language and discusses structure and content in a group (eg a speech about an aspect of school life in the target language country).
  - Practises, in the target language, language appropriate to giving speeches, using a list of model patterns.
  - Selects language items in the target language and follows directions to prepare a speech using cue cards (eg describing school life in Australia).
  - Rehearses, using cue cards, a speech in the target language to give to an assembly at a host school in the target language country.
  - Considers feedback from peers following the speech rehearsal, in order to improve it.

**ASSESSMENT**
Delivers a class speech (3 to 4 minutes in length), in the target language, about school life in Australia, with cue card support.

**Criteria**
- Addresses audience appropriately.
- Uses appropriate **target language** format.
- Expresses ideas logically.
- Engages the audience.
- Applies models of the target language accurately.
- Demonstrates control of target language pronunciation.

### OUTCOMES

5.2 Works cooperatively to share ideas and opinions with others. *In KC2*
## KEY IDEAS

Students develop their capability to interpret meaning and use the language in new contexts. They read and respond to texts to develop thinking skills, and make connections between ideas as they analyse information and share findings with others.

### Year 9
- **Towards Standard 5**
  - Explores language items in the **target language**, appropriate to descriptions (e.g., mind maps: adjectives/stative verbs – colour, size, appearance; modifiers – extent/degree; nouns – clothes, body parts).
  - Chooses language items in the **target language** to complete written descriptions.
  - Reads captions in the **target language** describing illustrations of people and places and uses support materials to match captions to the illustrations.

### Year 10
- **Standard 5**
  - Reads an example of a school timetable from the **target language** country and compares it with own school timetable.
  - Completes own timetable proforma in the **target language**.
  - Uses own school timetable as a basis to interview a peer in the **target language**.
  - Researches, using a range of English and **target language** print and electronic materials, school physical environments, school life and school routines in the **target language** country; and records and reports relevant details.
  - Reads and practises, in the **target language** items relating to time and routine associated with school life in the **target language** country and Australia.

## ASSESSMENT

**ASSESSMENT**

Reads a text in the **target language** describing a missing or wanted person or alien life form, creates an identikit by sketching details of the person and labelling/listing relevant features as extracted from the text (*link to writing task), and views the product of a peer and completes a feedback sheet.

**Criteria**
- Identifies key points of descriptive information about an individual.
- Applies information correctly.

**ASSESSMENT**

Reads an account in the **target language**, of a school day in the **target language** country and completes a timetable of school routine: subjects, extra-curricular activities, rest periods, homework; answers 8 to 10 questions in the **target language** about aspects of the school day; and uses the information to prepare an oral presentation of 3 to 4 minutes in English comparing **target language** culture and Australian contexts.

**Criteria**
- Identifies key points of information about school routines in the **target language** country.
- Infers meaning from contextual clues and uses relevant information to answer questions in the **target language**.
- Makes comparisons between the **target language** country and Australian contexts, based on information read in the **target language**.
### KEY IDEAS

Students write their own texts to share information, opinions and ideas about aspects of personal and group identity.

### WRITING

#### Year 9
**Towards Standard 5**
- Reads, listens to and rehearses a model text (eg about a person).
- Makes notes about sentences and vocabulary in the target language in relation to format and structure, using the model text (eg about a person) as a reference.
- Compiles a list in the target language, detailing structures and vocabulary drawn from the notes.
- Selects an image from electronic print sources of a well-known person in the target language culture and drafts a description in the target language, using the reference notes and vocabulary list as support materials.
- Edits the description with peer and text support, ready for inclusion in a class book.

#### Year 10
**Standard 5**
- Clarifies the structure of letter writing, appropriate to the intended audience.
- Reads examples of letters in the target language and examines styles and formats, compares these with English formats, and discusses similarities and differences.
- Researches, using print and electronic resources, school life and routines in the target language country.
- Notes and articulates information about relevant language and cultural details associated with school life and routines and compares details of the target language culture and own cultural context.
- Drafts and edits a letter to a friend in the target language about student life in the target language country, using dictionary, text and support notes.

### ASSESSMENT

#### Year 9
- **Criteria**
  - Uses appropriate text in the target language and format conventions (eg paragraphing).
  - Sequences sentences appropriately.
  - Writes script correctly in the target language.
  - Organises ideas logically.
  - Writes with relevance to the task and audience.

#### Year 10
- **Criteria**
  - Applies letter writing conventions and format in the target language.
  - Uses linking to sequence the text smoothly.
  - Writes structures correctly.
  - Writes script accurately in the target language.
  - Expresses ideas logically.

### OUTCOMES

5.4 Conveys personal messages, and shares information and experiences with others.

**POSSIBLE CONCEPT:** Identity
**Learning Area: Languages (non-alpha) Pathway 1B**

**Strand: Understanding language**

**Band: Middle–Senior Years**

**Standard: 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore diverse forms of communication, and use models to represent and analyse features of the spoken and written language, and apply these in interpreting and constructing meaning.</td>
<td>5.5 Analyses and applies patterns in spoken and written language.</td>
</tr>
</tbody>
</table>

**IN TC KC1 KC2 KC5 KC7 relating to outcome 5.5**

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reads a series of sentences in the <strong>target language</strong> that apply model patterns and key characters/vocabulary and explores details of sentence structure and key features of script (eg frequently used characters/words).</td>
<td>- Discusses concepts about text features and structures in English and in the <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Identifies features of these <strong>target language</strong> model sentence patterns, such as word order and word usage, significant character components, use of script types and parts of speech (eg answers questions in English about the way in which components of the script and the sentences are used).</td>
<td>- Analyses two texts about a specific topic, issue or event in the <strong>target language</strong> for sentence patterns, text conventions and style (eg a dialogue or a letter).</td>
</tr>
<tr>
<td>- Makes comparisons with English about word order in the <strong>target language</strong> model sentence patterns.</td>
<td>- Compares the style of the two text types in the <strong>target language</strong> and considers how another text type could be employed.</td>
</tr>
<tr>
<td></td>
<td>- Uses linguistic information (eg from the dialogue and letter) to complete a diary/journal/account/narrative in the <strong>target language</strong>.</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Reads a series of 15 to 20 sentences in the **target language** and identifies key parts of the sentence structures, making comparisons with English usage.

**Criteria**

- Identifies the function of words and characters in the **target language**
- Applies models of sentences and script correctly.
- Uses knowledge of language structure to move between the **target language** and English.

---

**POSSIBLE CONCEPT:** Identity
Students demonstrate understanding and respect for the values and practices of diverse groups and recognise the importance of cultural understandings now and in the future.

**F Id In K C1 K C2 relating to outcome 5.6**

**KEY IDEAS**

**OUTCOMES**

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reads and views information in the <strong>target language</strong> about traditional and modern dress in the <strong>target language</strong> country (eg works in a small research team using print and electronic media).</td>
<td>- Discusses and clarifies the social function of festivals across cultures.</td>
</tr>
<tr>
<td>- Develops a word list about traditional and modern dress in the <strong>target language</strong> culture in order to label each item in the <strong>target language</strong>.</td>
<td>- Undertakes a guided inquiry into festivals celebrated in the <strong>target language</strong> culture and in Australia, identifying similarities and differences, and develops a main inquiry question and subsequent questions (eg to investigate New Year festivities in the <strong>target language</strong> country and Australia).</td>
</tr>
<tr>
<td>- Explores the structure—radicals/components/pictorial—and use of script when researching traditional and modern dress in the <strong>target language</strong> culture.</td>
<td>- Inquires and collects detailed information about a significant festival in the <strong>target language</strong> culture, and develops questions to guide inquiry using print and electronic resources.</td>
</tr>
<tr>
<td>- Explores how representations of costume can be used to create cultural stereotypes (eg in advertising, historical representations, fiction, film) and records examples.</td>
<td>- Develops a concept map of the festival, using identified culturally specific terms (eg significant date(s), purpose, practices, customs, food, dress); develops a draft in the <strong>target language</strong>; and seeks feedback from peers and the teacher in order to further improve and develop it.</td>
</tr>
</tbody>
</table>
| - Compares examples of traditional and contemporary **target language** cultural dress with dress in Australia, uses the **target language** to record comparisons, and explains to the class group the contrasts and similarities between the **target language** and English. | **ASSESSMENT**

Uses the concept map to write/give an oral presentation/make a PowerPoint presentation in the **target language**, explaining the reasons for the festival and the manner in which it is held; includes reference to relevant terms in the **target language** culture, using cue cards for support (written length—350 words, oral length—3 to 4 minutes). |

**Criteria**

- Uses appropriately the **target language** specific to a topic.
- Organises and records ideas clearly and logically.
- Explains concepts of change over time and context.

- Analyses and explains cultural practices, values and behaviour.
- Explains culturally specific terms.
- Expresses ideas clearly and logically.
- Writes with relevance to the task.
LINGUISTIC ITEMS AND CULTURAL ASPECTS

Chinese linguistic items and cultural aspects
Early Years Band (R–2) ......................................................... 62
Primary Years Band (Years 3–5) and Middle Years Band (Year 6) ......................................................... 63
Middle Years Band (Years 7–8) ......................................................... 65
Linguistic items: Early Years–Senior Years Bands (Years R–10) ......................................................... 66
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Japanese linguistic items and cultural aspects
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Middle Years Band (Years 7–8) ......................................................... 71
Linguistic items: Early Years–Senior Years Bands (Years R–10) ......................................................... 72
CHINESE LINGUISTIC ITEMS AND CULTURAL ASPECTS
EARLY YEARS BAND (Years R–2)

LINGUISTIC ITEMS

Sentence types
你好！我是妈妈。
我叫。。
我 有 妈妈，爸爸 姐姐。
我没有。
他的家里有。
我 有 哥哥。他叫。
你有 吗？

Vocabulary
你好！再见！
妈妈，爸爸。
我，你，他
有，没有
时，不是

CULTURAL ASPECTS TO CONSIDER
Explore the concept of families around the world, the one child policy in China and the diversity of cultural groups within and beyond Australia.
## CHINESE LINGUISTIC ITEMS AND CULTURAL ASPECTS
PRIMARY YEARS BAND (Years 3–5) and MIDDLE YEARS BAND (Year 6)

### LINGUISTIC ITEMS

<table>
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<th>Examples</th>
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</thead>
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<td>common</td>
<td>人, 书</td>
</tr>
<tr>
<td>proper</td>
<td>妈妈, 王老师</td>
</tr>
<tr>
<td>Measure words</td>
<td></td>
</tr>
<tr>
<td>animals</td>
<td>只, 条, 匹</td>
</tr>
<tr>
<td>classroom objects</td>
<td>本, 支。</td>
</tr>
<tr>
<td>clothes</td>
<td>件, 条, 双</td>
</tr>
<tr>
<td>weight</td>
<td>斤, 公斤</td>
</tr>
<tr>
<td>monetary</td>
<td>块(元), 毛(角), 分</td>
</tr>
<tr>
<td>time</td>
<td>点(钟), 分钟</td>
</tr>
<tr>
<td>verbal</td>
<td>次, 下</td>
</tr>
<tr>
<td><strong>Pronouns</strong></td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td>我(们), 你/您(们), 他/她/它(们)</td>
</tr>
<tr>
<td>demonstrative</td>
<td>这, 那, 这儿/这里, 那儿/那里</td>
</tr>
<tr>
<td>interrogative</td>
<td>谁, 什么, 哪, 哪儿?, 儿, 多少</td>
</tr>
<tr>
<td><strong>Numerals</strong></td>
<td></td>
</tr>
<tr>
<td>counting</td>
<td>零, 一, 二, 三, 四, 十, 百, 千, 万</td>
</tr>
<tr>
<td>ordinals</td>
<td>第</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
</tr>
<tr>
<td>action</td>
<td>走, 看, 写</td>
</tr>
<tr>
<td>emotive</td>
<td>喜欢, 知道, 爱</td>
</tr>
<tr>
<td>auxiliary</td>
<td>能, 会, 要, 可以, 应该</td>
</tr>
<tr>
<td>direction</td>
<td>上/下, 来/去/回</td>
</tr>
<tr>
<td>special</td>
<td>是, 有</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td></td>
</tr>
<tr>
<td>frequency</td>
<td>常常, 常, 再</td>
</tr>
<tr>
<td>sequence</td>
<td>就, 才, 刚</td>
</tr>
<tr>
<td>linking</td>
<td>也, 还</td>
</tr>
<tr>
<td>quantity</td>
<td>都, 只</td>
</tr>
<tr>
<td>degree</td>
<td>很, 非常, 最</td>
</tr>
<tr>
<td>negation</td>
<td>不, 没 (有)</td>
</tr>
<tr>
<td><strong>Prepositions</strong></td>
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<td>distance</td>
<td>从, 离</td>
</tr>
<tr>
<td>position</td>
<td>在</td>
</tr>
<tr>
<td>direction</td>
<td>对, 给</td>
</tr>
<tr>
<td>comparative</td>
<td>比</td>
</tr>
<tr>
<td><strong>Conjunctions</strong></td>
<td></td>
</tr>
<tr>
<td>linking (pro)nouns</td>
<td>和, 跟</td>
</tr>
<tr>
<td>alternative</td>
<td>还是 (question)</td>
</tr>
<tr>
<td>or (statement)</td>
<td>也, 还</td>
</tr>
<tr>
<td><strong>Particles</strong></td>
<td></td>
</tr>
<tr>
<td>verbal</td>
<td>了</td>
</tr>
<tr>
<td>modal</td>
<td>吗, 呢, 吧; 了</td>
</tr>
<tr>
<td><strong>Complements</strong></td>
<td></td>
</tr>
<tr>
<td>degree</td>
<td>V 得快</td>
</tr>
<tr>
<td>result</td>
<td>V 完/到/在/给/好</td>
</tr>
<tr>
<td>direction</td>
<td>V 来/去; V 上来/下去/回来/回去</td>
</tr>
</tbody>
</table>
SENTENCE TYPES

Questions
- 吗 type
- affirmative/negative verb, 不/ 没 verb
- using a pronoun
- alternative type

Exclamations

Imperatives
- 吧 (suggestive), 不要 (command)

CULTURAL ASPECTS TO CONSIDER

Discuss the similarities and differences of keeping pets in Australia and other countries, including the target language culture. Explore how the environment, population and size of the country affects the type of pets kept by different families of the world. Enquire into endangered animals in Australia and the target language country.
CHINESE LINGUISTIC ITEMS AND CULTURAL ASPECTS
MIDDLE YEARS BAND (Years 7–8)

LINGUISTIC ITEMS

Sentence types

你 有 动物 吗？
你养 狗 吗？
你有几个？
我有一只狗。他叫。。。。
这是狗。
这是咖啡色的狗。
他很可爱。
他很 大/小/聪明.
这个狗很可爱。

Vocabulary

狗，猫，鱼，鸟
只，个
一只狗，两只猫
大，小
聪明，可爱，胖

CULTURAL ASPECTS TO CONSIDER

Explore family structures and roles including the extended family structure which is still prevalent in many Chinese speaking cultures and China’s One Child Policy.

Examine the similarities and differences between the cultural expectations of Chinese speaking cultures in relation to interactions based on gender, age group, degree of courtesy and civility, deference to seniority and authority.
CHINESE LINGUISTIC ITEMS
EARLY YEARS–SENIOR YEARS BANDS (Years R–10)

**Nouns**
common
白 红
proper

**Measure words**
animals
只, 条, 匹
classroom objects
本, 把, 张
clothes
件, 条, 双
length
米, 公里
weight
斤, 公斤
monetary
块(元), 毛(角), 分

**Pronouns**
personal
我(们), 你(们), 他(们)
demonstrative
这, 那, 这儿/这里, 那儿/那里
interrogative pronouns
谁, 什么, 哪, 哪儿?, 几, 多少

**Numerals**
counting
零, 一, 二, 三, 四, 十, 百, 千, 万
ordinals
第三, 第三, 第三
approximations
分数之一
fractions
之一
percentages
百分之十
decimals
五点一

**Verbs**
action
走, 看, 写
emotive
喜欢, 觉得, 知道, 爱
auxiliary
能, 会, 要, 可以, 应该
direction
上/下, 来/去/回
identification, existence location
是, 有, 在

**Adverbs**
frequency
常常, 不常, 总, 又, 再
sequence
就, 才, 才
emotive
也, 还
direction
都, 只
linking
很, 非常, 更, 最
quantity
不, 没(有)
degree
正, 正在

**Prepositions**
distance
从, 离
direction
对, 给
position
在
object focus
把
passive
被
comparative
让, 叫
causative
比, 一样
comparative
比, 一样
## CHINESE LINGUISTIC ITEMS
### EARLY YEARS–SENIOR YEARS BANDS (Years R–10) continued

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<th><strong>Conjunctions</strong></th>
<th><strong>EXAMPLE</strong></th>
<th><strong>SENTENCE TYPES</strong></th>
<th><strong>EXAMPLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>linking (pro)nouns</td>
<td>和， 跟</td>
<td>Questions</td>
<td>•••吗?</td>
</tr>
<tr>
<td>alternative</td>
<td>还是 (question)</td>
<td>interrogative particle</td>
<td>verb, 不/没 verb</td>
</tr>
<tr>
<td></td>
<td>或者 (statement)</td>
<td>affirmative-negative verb</td>
<td>什么, 谁, 哪, 怎么, 儿, 多少</td>
</tr>
<tr>
<td>linking phrases</td>
<td>因为…所以…</td>
<td>using a pronoun</td>
<td>还是</td>
</tr>
<tr>
<td></td>
<td>虽然…但是…</td>
<td>alternative type</td>
<td>啊, 了, 啦, 呀</td>
</tr>
<tr>
<td></td>
<td>不但…而且</td>
<td>exclamations</td>
<td>吧 (suggestive), 不要 (command)</td>
</tr>
<tr>
<td></td>
<td>以前, 的时候, 以后</td>
<td>imperatives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Particles</strong></th>
<th><strong>EXAMPLE</strong></th>
<th><strong>SENTENCE TYPES</strong></th>
<th><strong>EXAMPLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal</td>
<td>了, 着, 过</td>
<td>degree</td>
<td>V 得很快</td>
</tr>
<tr>
<td>structural</td>
<td>的 (possessive), 的 (attributive)</td>
<td>result</td>
<td>V 完/到/在/给/好</td>
</tr>
<tr>
<td></td>
<td>得 (complement), 地 (narrative)</td>
<td>direction</td>
<td>V 来/去: V 上来/下去/回来/回去</td>
</tr>
<tr>
<td>modal</td>
<td>了</td>
<td>potential</td>
<td>V 得 adjective/verb</td>
</tr>
</tbody>
</table>

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CHINESE CULTURAL ASPECTS
EARLY YEARS–SENIOR YEARS BANDS (Years R–10)

Cultural characteristics of school and local communities

The learner:
- recognises the diversity of cultures and languages in the community
- recognises representations of cultures (eg flags, maps, costumes)
- identifies features of cultures (eg food, music, dance, games, celebrations)
- identifies local representations of cultures (eg markets, restaurants, places of worship).

Diversity of cultural expression

The learner:
- identifies cultural activities (eg songs, traditional games, festivals)
- explores the diversity of cultural practices (eg stories, dance, songs and music, traditional dress, art and craft).

Diversity of cultural values and practices

The learner:
- recognises that there are culturally appropriate expressions and behaviour for particular contexts (eg greetings, language and gesture, modes of address, social etiquette)
- recognises how culturally appropriate language and behaviour are used in formal and informal contexts (eg peers, family, teachers).

Features of lifestyles and belief systems in diverse cultures

The learner:
- identifies features of culture specific lifestyle (eg family structure and roles, festivals and celebrations)
- identifies features of contemporary global lifestyle (eg the impact of technology, globalisation, music, video, film, sport, youth culture)
- compares aspects of own lifestyles and beliefs (eg food, faith, family) with those of other communities.

The importance of respect for the culture and lifestyle of others

The learner:
- contributes to class discussions about cultural practices across cultures
- demonstrates respect for diverse cultural practices (eg how people dress and speak, what they eat, believe and celebrate).

The contribution of diverse communities to Australian society

The learner:
- identifies ways in which other communities have contributed to the Australian way of life (eg food, the arts, festivals, manners and attitudes, achievements in science and industry).
LINGUISTIC ITEMS

Sentence types

おかあさん/おとうさん ですか。
おにいさん/おねえさんが いますか。

Vocabulary

Learns and understands family related words.

CULTURAL ASPECTS TO CONSIDER

Learn the use of the polite form of words when a speaker talks about people who are older or more senior.
LINGUISTIC ITEMS

Sentence types

いぬが いっぴき います。
名前は レックスです。
レックスは かわいいぬですね。

Vocabulary

Learns pet related words, counters for animate objects and adjectives.

CULTURAL ASPECTS TO CONSIDER

Learn about the high value of land in city areas, which is reflected in the size of house and gardens in the target language country. Consider the kind of pet kept and how this tends to be affected by the size of house and garden.
JAPANESE LINGUISTIC ITEMS AND CULTURAL ASPECTS
MIDDLE YEARS BAND (Years 7–8)

LINGUISTIC ITEMS

Sentence types

スーザンさんは 美が きれいです。
トムくんは サッカーが じょうずです。

どんな スポーツが 好きですか。
サッカーが 好きです。/サッカーです。

きょう テニスを しましょうか。
はい、しましょう。
 Anchor with もう一度か。
錨に もう一度ましょう。
そうしましょう。

Vocabulary

Learns words for parts of body, sports and hobbies, and adjectives.

CULTURAL ASPECTS TO CONSIDER

In contemporary Japan, many parents in city areas seek two incomes to support their families. This social aspect is reflected in the lifestyle of many children. A variety of leisure activities are enjoyed by children, including playing computer games and communicating by mobile phone.
**JAPANESE LINGUISTIC ITEMS**  
**EARLY YEARS–SENIOR YEARS BANDS (Years R–10)**

This is not an exhaustive collection of Japanese grammatical items, but contains the lexical/grammatical elements that are relevant to this resource document.

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<th>EXAMPLE</th>
<th>Nominaliser</th>
<th>EXAMPLE</th>
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<td><strong>verb/adjunctive</strong></td>
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</tr>
<tr>
<td>personal</td>
<td>私、あなた</td>
<td>こと/の、</td>
<td></td>
</tr>
<tr>
<td>demonstrative</td>
<td>これ、それ</td>
<td>あかい、かわいい</td>
<td></td>
</tr>
<tr>
<td>interrogative</td>
<td>だれ、何</td>
<td>へん、ゆうめい</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>みどり、むらさき</td>
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<td><strong>Numerals</strong></td>
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<tr>
<td>native Japanese</td>
<td>一つ、十（とお）</td>
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<tr>
<td>Sino-Japanese</td>
<td>一（いち）、十（じゅう）</td>
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<tr>
<td>counters</td>
<td>っぴびき、ごにん</td>
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<td>ordinals</td>
<td>一め</td>
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<tr>
<td><strong>Proper nouns</strong></td>
<td>山田花子、日本</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common nouns</strong></td>
<td>三時、日曜日、午後、春</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time/seasons</td>
<td>山、海</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nature</td>
<td>上、東</td>
<td></td>
<td></td>
</tr>
<tr>
<td>position/direction</td>
<td>父、母、友達</td>
<td></td>
<td></td>
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<tr>
<td>interpersonal relations</td>
<td>体、かぜ</td>
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<td>body/health</td>
<td>スポーツ</td>
<td></td>
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<tr>
<td>pastime</td>
<td>かもく、先生</td>
<td></td>
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</tr>
<tr>
<td>educational</td>
<td>町、学校</td>
<td></td>
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<tr>
<td>places</td>
<td>本、車</td>
<td></td>
<td></td>
</tr>
<tr>
<td>objects</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ADJECTIVES            | い adjective (true/group 1) | あかい、かわいい |
|                       | な adjective (quasi/group 2) | へん、ゆうめい |
|                       | noun-type adjective         | みどり、むらさき |

| VERBS                  | godan (strong/group 1) | 書く、読む |
|                       | ichidan (weak/group 2) | 食べる、見る |
|                       | irregular              | する、来る |

| ADVERBS                | frequency | いつも、ときどき |
|                       | sequence  | つぎに、さいごに |
|                       | degree    | とても、ほとんど |
|                       | progress  | なんだんだ |
|                       | interrogative | いつ、なぜ |

| PARTICLES              | case      | が、を、の |
|                       | modifying | も |
|                       | connecting | し、ながら |
|                       | modal/modality (sentence-final)* | か、よ、ね、の、わ |

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## SENTENCE TYPES

### Simple sentence

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>ぼくは高校生です。</td>
<td>ぼくは高校生です。</td>
</tr>
</tbody>
</table>

### Compound sentence

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>私は日本語を話しますが、いつも話しません。</td>
<td>私は日本語を話しますが、いつも話しません。</td>
</tr>
</tbody>
</table>

### Complex sentence

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>あした雨がふったら、ビキニックに行きません。</td>
<td>あした雨がふったら、ビキニックに行きません。</td>
</tr>
</tbody>
</table>

### Relative-clause sentence

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>きのう見たエイがとてもおもしろかったです。</td>
<td>きのう見たエイがとてもおもしろかったです。</td>
</tr>
</tbody>
</table>

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*In actual use, one or more interpersonal particle(s) (see Particles above) often follow(s) the above sentence forms adding the interpersonal negotiatory value such as conclusive, suppositive, and interrogative.*
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