

Chinese language
Grades IX – X
2011
国家中文课程
九年—十年纪
2011（二〇一〇年）



GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD

Table of Contents

	Preamble	
Section 1:	Introduction	1
	1.1 Background.....	
	1.2 Reasons for Learning Foreign Language.....	2
	1.3 Why to Learn Chinese Language	3
Section 2:	Aims and Objectives	4
	General Objectives	4
	Specific Objectives.....	5
Section 3:	3.1 Details of Curriculum Contents	6
	1. Pinyin	9
	2. Chinese Characters	11
	3. Suggestive Vocabulary.....	15
	4. Functions and Grammar Items.....	18
	5. Daily Expressions in Communications	21
	3.2 Competencies, Standards, Benchmarks and Student Learning	26
	Outcomes	
Section 4:	Teaching of Chinese Language	39
Section 5:	Assessment and Examination	42
	5.1: Assessment Forms.....	42
	5.2: Purposes of Assessment.....	42
	5.3: Methods of Assessment.....	43
	5.4 Characteristics of a Good Test	44
	5.5 End-Term Exam Strategies for Oral and Written Exam	45
	5.6 Assessment Methodology	46
Section 6:	Textbook Preparation	49
Section 7:	Teacher Training	51
	Glossary	53
	Curriculum Development Team	55
	Annexure	

Introduction

1.1 Background

1. The National Scheme of Studies 2006 felt the need for study of modern languages by the secondary and higher secondary students to enable them to broaden their knowledge of languages and to understand customs, traditions and cultures of countries through study of their languages. The National Scheme of Studies, therefore, made a provision for study of modern languages besides study of English language which has been made compulsory from Grade I onwards. Amongst the modern languages, Arabic, Persian, Turkish, Chinese, French, German, Russian, Spanish, Japanese, Korean, etc have been considered as the most needed languages in Pakistani context. While the Curriculum for Arabic and Persian has already been prepared, the work on development of the Curriculum for Chinese language as an elective subject for secondary and higher secondary students of Humanities Group started, almost a year earlier, keeping in view the special nature of Pakistan's relationship with and the importance of Chinese language in the wake of rapidly growing economy of China and its increasing trade ties with Pakistan.

2. The Curriculum for Chinese language has been developed jointly by the Curriculum Development Experts working in the Curriculum Wing and almost all the faculty working in the Chinese Language Department of National University of Modern Languages and Sciences, Islamabad. In preparation of the Curriculum of Chinese language, following objectives were kept in view:-

1. Students to have a fundamental knowledge of Chinese language and its characters.
 2. Students to obtain basic skills i.e. Listening, Speaking, Reading and Writing in Chinese language.
 3. Students to develop interest in learning Chinese language and to do further research.
 4. To focus on the communicative ability in Chinese specifically mastery in daily expression.
3. The Curriculum Development team had extensive discussions to bring the Curriculum for Chinese language according to the proficiency and cognitive level of the students of secondary schools as beginners and to make the study of Chinese language as a joyful and rewarding experience in the class and its practical application outside. The draft was also sent to the Provincial Governments for their input and feedback specifically on the

following:-

1. Contents and skills included in the draft curriculum.
2. Implementation of Chinese language in the Provinces that includes provision of teachers as well.

The Curriculum for Chinese language was thereafter finalized on the basis of the feedback received from the provinces.

4. Since the Chinese language is being introduced for the first time in school system, its teaching will have to be started on a limited scale preferably in Islamabad, in the first instance, where necessary expertise is easily available especially at the National University of Modern Languages and Sciences.

1.2 Reasons for Learning Foreign Language

1. The ability to communicate in a language enables students to grow academically and personally. It enriches learning and creates a new foundation for intellectual growth that is unique to language studies. Learning a second language is to enter a new culture. Students will develop an objective view of their native language as well as their own culture during the learning process of a second language. They will become aware that there are different structural elements of language and even different perspective to view the world. They will realize that language and culture are inexplicably interdependent on each other. With these understandings come a more sophisticated appreciation of the structures and patterns of the new language as well as a comparative understanding of the students' own language.

2. Through the acquisition of a foreign language, the students sharpen their intellectual skills, broaden their cultural horizons and increase their competitive edge. The world's economic and geo-political engagements are undergoing rapid and alarming changes since the start of the new millennium. Today, the globe is more interconnected than in the past due to improved revolutionized transportation and communications. Consequently the students will have to compete in a more globalized economy. A comfortable adaptability within a specific country asks for acquaintance of the social and cultural realities of that area, language is the only medium to reveal it all at various levels. Thus it enhances understanding and strengthens mutual economic, social and cultural ties.

3. As Pakistan's importance in the global economy grows, so does the importance of the Pakistani students becoming proficient in a second language other than their first one. Recognizing importance of the foreign languages in global market economy a provision of teaching modern languages as optional subject for class IX-XII has been added in National Scheme of Studies 2007. Purpose is to provide an opportunity to young students to learn another foreign language of their choice in addition to English. Four years of learning will prepare ground for mastery in that language during the later years of language learning.

1.3 Why to Learn Chinese Language?

1. On May 21, 1951, Pakistan and China officially established diplomatic

relations. Since then, the two nations have witnessed smooth development of friendly and neighborly relations as well as mutually beneficial cooperation in all fields. China is a major trading partner of Pakistan, accounting for nearly 11 percent of imports in 2004 from China. Trade between the two countries increased 40% during 2005 and is continuously on rise. Also China is supporting a variety of large-scale infrastructure projects in Pakistan, including highways, gold and copper mines, major electricity complex, power plants, and numerous nuclear power projects.

2. Chinese investment in Pakistan is also on rise. Of 500 foreign firms working in Pakistan, 60 are Chinese, which employ over 3,000 Chinese nationals. Most of the Chinese companies are working on energy and infrastructural projects, such as hydroelectric power projects, nuclear power production, exploration of natural gas and oil resources, extraction of coal, construction of rail and road networks, telecommunications, water dams and a deep sea port.

3. The people of the two countries have positive and cordial feelings towards each other, they have a desire to know more about the culture, customs, history and national facts of the other side. The reason behind is the language barrier. They need to pass over the language barrier. Majority of young Pakistani students generally communicate more easily with citizens from English speaking countries. On the other hand with China, language is such a huge barrier that even “higher-than-Everest-Sino-Pakistan friendship” cannot surmount it. Geographical location of China itself is very important for Pakistan. Pakistan and China, therefore, need to create a common ground between Pakistani and Chinese people that would bridge cultural differences. Direct cultural and intellectual contact needs to be strengthened between the younger generations in Pakistan and China.

4. China is one of the major strategic partners of Pakistan. Time has come for Pakistan to take initiatives to introduce and promote Chinese language instruction amongst the youths. The strategic interdependence of the two countries is encouraging each to bond with the other. Both nations are taking the steps to employ economic and public diplomacy between them to broaden their strategic state-to-state partnership into people-to-people bonds. With increasing trade and investment, China is helping a turnaround in the Pakistani economy. Parallel to economic relations, it is also expanding cultural linkages through education, civic society, and media to strengthen the mutual friendship and cooperation. The cultural and historical linkages are built up on the knowledge of a country’s language that unveils its roots and growth. The Pakistani youth have an eagerness to know and learn Chinese language and thus to have a better understanding, sharing and participation in various respective fields. Pakistan needs to take effective measures to promote mutual understanding and strengthen the relationship between the two nations. This includes introducing modern Chinese language, sensitizing the Pakistani elite to modern China, its culture, history, and economy for better social relations and economic ties. This necessitates for teaching of Chinese language in Pakistani schools.

Aims and Objectives

This curriculum is designed for students in the IX and X grade of Secondary school, who have some background in English language.

This course is designed for two academic years (four terms, approximately 80 weeks). There are 6 periods in each week, 240 class periods in total during a year. Each class period is 35 minutes duration.

Aims/ Goals:

This Curriculum is aimed to:

- Help students to attain proficiency in listening, speaking, reading, and writing in Chinese language and develop a general understanding of Chinese culture
- Lay a solid foundation for their further study, inspire the students' interest in Chinese language and culture and make them confident in speaking Chinese
- Help students understand the different structural elements of language in Chinese and different ways to express ideas
- Inspire students' to learn Chinese language with interest, joy, wonder, and excitement
- Cultivate in them ability to discover, analyze and solve everyday life problems

General Objectives:

This curriculum is developed to enable the students to achieve the following objectives at the end of two years:-

1. Learn Pinyin, the sound patterns, or phonology, of Chinese language
 - Learn initials, finals, tones, neutral tone, the retroflex ending r, tone changes, word stress, sentence stress, intonation and assimilation and dissimilation
 - Relate the sounds that they produce and hear to convey meaning
2. Use Chinese characters, understand strokes, stroke orders, radicals, components and writing rules
 - Understand strokes, stroke orders, radicals, components and writing rules

3. Learn the semantics, or the meaning of words. Vocabulary and concept development
4. Able to read words, know their basic meaning and be able to make sentences with them
5. Learn how words are combined into larger units, such as sentences, to achieve intended level of understanding
6. Learn how to produce strings of words that conform to the syntactic rules of Chinese language, or grammatical sentences. Students will learn around basic 60 grammatical points.
7. Comprehend and produce formulaic expressions/language.

Specific Objectives

Four modes of expression/ language skills —listening, speaking, reading, and writing—constitute the paths by which information and concepts are transmitted from one person to another. Proficiency in each of these modes reinforces proficiency in the others. All four modes/skills of expression are important elements of any language instruction.

Students are expected to reach the following proficiency in each mode of expression:

1. Listening

- Be able to understand classroom expression in Chinese language and make corresponding responses
- Be able to understand the teacher while telling the main idea of the texts using the words and sentences they have learned
- Be able to understand language materials that are commonly used in the students' everyday lives but with very few new words when these materials are spoken at around 60 characters per minute.

2. Speaking

- Be able to use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in predictable environment of class and school
- Be able to make simple conversations on familiar topics with the knowledge they have gained
- Be able to ask and answer simple questions about the texts

3. Reading

- Be able to preview the text and understand the main idea of the text
- Be able to read learned language materials that contain no more 2% of new words at 40 to 50 words per minute

- Be able to read new materials at the same level of difficulty as the texts by using dictionaries, obtain information they need and enjoy the reading process

4. Writing

- Be able to write simple Chinese characters in right stroke order
- Know how to use Chinese punctuation marks
- Be able to dictate language materials that consist of the words and sentences they have learned at 6 to 8 words per minute in three times
- Be able to answer simple questions about the texts in written forms

Such knowledge and abilities can be achieved through direct instruction and guided practice orchestrated by a teacher. In presenting such activities, the teacher considers five essential components: function, context, text type, accuracy, and content

Function: Function refers to linguistic tasks that students perform, such as asking for and responding to information, narrating past activities, describing events, expressing preferences, persuading, giving advice, listening to a news report, and communicating ideas in writing. In other words what a student can do with the language at a given stage.

Students develop the ability to perform the following functions:

- To greet and respond to greetings
- Talk about some objects in the immediate surrounding
- Going to the market/Buying and selling
- Telephonic contact, etc
- To introduce and respond to introductions
- To engage in conversations
- To express likes and dislikes
- To make requests
- To obtain information
- To understand some ideas and familiar details;
- To begin to provide information

Context: the settings in which students are expected to perform the functions. Examples of contexts are formal or informal settings. Context provides a delivery system, answering the questions: ‘where?’ ‘when?’ and ‘with whom?’

Students can perform the afore-mentioned functions:

- When speaking, in face-to-face social interaction
- When listening, in social interaction and using audio or video texts;
- When reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives
- When writing postcards, greeting cards and short letters

Text type: the structure of written or spoken language. It is the kind of sentence structures students normally use at a given stage. While exceptions occur, typical students progress from single words and short phrases to sentences and paragraphs. Knowledge of text types constitutes another important element of acquiring a new language system.

In terms of text type, students will be able to:

- Use short sentences, learned words and phrases, and simple questions and commands when speaking and writing
- Understand some ideas and familiar details presented in clear, uncomplicated speech when listening
- Understand short texts enhanced by visual clues when reading

Accuracy: the degree to which student performance is structurally and sociolinguistic ally correct. Accuracy pertains to the precision of the message in terms of fluency, grammar, vocabulary, pronunciation, and sociolinguistic competence.

After one year of study, students should be able to:

- Communicate effectively with some hesitation and errors, which do not hinder comprehension
- Demonstrate culturally acceptable behavior for stage i functions;
- Understand most important information

Content: the subjects about which a student at a given stage is able to communicate. A variety of content topics may be used as the focus of instruction. Examples include familiar topics such as school and family, as well as more advanced topics such as current events, history, art, and literature.

Stage I would include some combination of the following topics both from Pakistani and Chinese context:-

- The self: family and friends, home, school health, daily schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, fruits and vegetables, and pets and animals
- Beyond self: directions, buildings and monuments regarding culturally relevant to both the countries, weather and seasons, counting symbols, cultural and historical figures of both the countries, colours, numbers, days, dates, months, time, travel and transportation, and profession

Note: (i) While describing content cultural ties of Pakistan and China should be highlighted
(ii) Rhymes can not be added at this level as it would be difficult at the beginner level instead Tongue Twister will be added.

Contents

3.1 Details of curriculum contents

1. Pinyin

Pinyin, or more formally Hanyu pinyin, is the most commonly used Romanization system for Chinese language. Hanyu is the Han (Chinese) language, and pinyin means "phonetics", or more literally, "spelling sound" or "spelled sound". Developed by the Chinese Phonetics System committee, a branch of the Committee for the Reform of the Chinese Written Language, the system was initially approved by the Chinese government on February 11, 1958. The International Organization for Standardization adopted pinyin as the international standard in 1982, and since then it has been adopted by many other organizations. Due to the complexity of Chinese characters, Pinyin is used to teach Chinese schoolchildren and foreign learners the standard pronunciation of Mandarin Chinese, to spell Chinese names in foreign publications and to enter Chinese characters (hanzi) on computers.

The pronunciation and spelling of Chinese words are generally given in terms of initials and finals, which represent the segmental phonemic portion of the language, rather than letter by letter. Initials are initial consonants, while finals are all possible combinations of medials (semivowels coming before the vowel), the nucleus vowel, and coda (final vowel or consonant). Initials and finals—and not consonants and vowels—are the fundamental elements in pinyin. Nearly each Chinese syllable can be spelled with exactly one initial followed by one final, except in the special syllable *er* and when a trailing *-r* is considered part of a syllable.

Even though most initials contain a consonant, finals are not simple vowels, especially in compound finals, i.e., when one "final" is placed in front of another one. The concepts of consonants and vowels are not incorporated in pinyin, despite the fact that the Roman alphabets are used in pinyin. In the entire pinyin system, there is not a list of consonants, nor a list of vowels.

Chinese language is tonal. Different tones distinguish different meanings. There are four tones in Chinese, i.e. the first tone (the flat tone), the second tone (the rising tone), the third tone (the rising and falling tone), and the fourth tone (the falling tone). In some cases, some characters lose their original tones and become neutral. The pinyin system uses diacritics to mark the four tones. The diacritic is placed over the letter that represents the syllable nucleus, unless that letter is missing.

1.1 Table of Letters

A a	B b	C c	D d	E e	F f	G g
H h	I i	J j	K k	L l	M m	N n
O o	P p	Q q	R r	S s	T t	U u
V v	W w	X x	Y y	Z z		

* Note: V is only used to spell foreign languages, minority group languages and dialects.

1.2 Table of Initials

b	p	m	f	d	t	n	l
g	k	h			j	q	x
zh	ch	sh	r		z	c	s

1.3 Table of Finals

	a	o	e	i	u	ü		
a		ao		ai			an	ang
o					ou			ong
e				ei			en	eng er
i	ia		ie				in	ing
		iao					ian	iang
					iou			iong
u	ua	uo		uai			uan	uang
				uei			uen	ueng
ü			üe				ün	
							üan	

1.4 Table of Tones

Name	The 1 st tone	The 2 nd tone	The 3 rd tone	The 4 th tone
Form	-	ˊ	ˇ	ˋ
Example	mā 妈 (mom)	xíng 行 (OK)	hǎo 好 (good)	sì 四 (four)

Apart from the four tones, there is a neutral tone which has no tone mark and is pronounced short and weak. For example, de 的 (of).

Notes:

- A tone mark should be placed over the main vowel. When the vowel I is marked with a tone mark, the dot over it should be omitted
- When finals beginning with I or ü have no initials preceding them, the quasi-initial y should be added; or I or ü should be changed into y and the dots of ü should be omitted. For example, yīn 因 (because), yī 衣 (clothes), yūn 晕 (dizzy) and yú 鱼 (fish)
- When finals beginning with u have no initials preceding them, the quasi-initial w should be added or u should be changed into w. For example, wàn 万 (ten thousand) and wū 乌 (dark)
- When the initials j, q or x precede a final beginning with ü, the two dots of ü should be

omitted. For example, jù句(sentence), qù去(go) and xù叙(narrate)

1.5 Tone changes

- When a third tone is followed by another third tone, the first third tone should be pronounced as a second tone. For example, nǐ hǎo你好(hello) is pronounced as níhǎo
- When bù不(not) and yī一(one) are followed by other characters, their tones change accordingly. When preceding characters with a first, second or third tone, 一 should be pronounced as fourth tone; when preceding characters with a fourth tone, 不 and 一 should be pronounced as second tone. For example, bùkuài不快(upset) is pronounced as búkuài. Yībiān一边(at the same time) is pronounced as yìbiān. yīpáng一旁(one side) pronounced as yìpáng, yīdiǎnr一点儿(a few/a little) pronounced as yìdiǎnr, yīgòng一共(altogether pronounced as yígòng)

1.6 The retroflex ending r

As Beijing phonetics has been adopted as the standard pronunciation of Mandarin Chinese, there are many retroflex syllables. The spelling of a syllable with the retroflex ending requires adding r at the end of the original final. In terms of its function, the retroflex ending r may only indicate slight changes in pronunciation without changing meanings, for example, wánr玩儿(play) and wán玩(play). In other cases, it may be used to differentiate meanings, such as tóu头(head) and tóur头儿(boss).

Sound distinction symbol.

1.7 The sound distinction symbol

When syllables beginning with a, o, e go after syllables, pronunciation confusion might occur. In such cases, the sound distinction symbol (‘) is used to distinguish the syllables, such as tiān’ān Mén天安门(Tian’an Men).

2. Chinese characters

The writing system of Chinese language is Chinese characters. Chinese characters are the world's longest continuously used writing system. Chinese characters are different from alphabets. Characters convey meaning visually, while alphabets convey guidance to pronunciation, which in turn hints at meaning. Studies carried out in China have shown that full literacy in the Chinese language requires a knowledge of only between three and four thousand characters.

Chinese characters are morphosyllabic, each usually corresponding to a spoken syllable with a basic meaning. Note that Chinese characters should not be confused with Chinese words. Although Chinese words may be formed by characters with basic meanings, the majority of modern Chinese words are multi-morphemic and multi-syllabic compounds, that is, most Chinese words are written with two or more characters; each character representing one syllable. Knowing the meanings of the individual characters of a word will often allow the general meaning of the word to be inferred, but this is not invariably the case.

As studies show, Chinese characters may pose big hurdle to foreign students because of its complexity and distinction from alphabetic writing systems. Great importance should be attached to the instruction of Chinese characters because it's the foundation for reading and writing Chinese.

2.1 Table of stokes

Table of Strokes					
Stoke	Name	Example	Stoke	Name	Example
丶	点	广	冫	横 钩	写
一	横	王	𠃉	横 折 钩	月
丨	竖	巾	㇇	横 折 弯 钩	九
丿	撇	白	㇏	横 撇 弯 钩	那
㇇	捺	八	㇑	横 折 折 折 钩	奶
㇏	提	打	㇒	竖 折 折 钩	与
㇏	撇 点	巡	㇓	竖 弯	四
㇏	竖 提	衣	㇔	横 折 弯	沿
㇏	横 折 提	论	㇕	横 折	口
㇏	弯 钩	承	㇖	竖 折	山
㇏	竖 钩	小	㇗	撇 折	云
㇏	竖 弯 钩	屯	㇘	横 撇	水
㇏	斜 钩	浅	㇙	横 折 折 撇	建
㇏	卧 钩	心	㇚	竖 折 撇	专

2.2 Table of Characters

A

阿 爱

B

八	巴	爸	白	百	班
板	办	半	包	堡	北
背	本	比	笔	边	便
表	宾	饼	病	伯	不

C

餐	操	草	茶	察	差
常	场	车	衬	吃	出
船	床	春	词		

D

打	大	当	到	德	的
弟	典	点	电	店	东
冬	都	短	多		

E

儿 二

F 发分 G 感工国 H 还合候货 J 机夹角姐警 K 咖客 L 拉冷量 M 妈冒妹摩 N 哪能女 P 旁 Q 七千球

法风	饭服	飞	啡	肥
干公果	钢共过	哥瓜	个刮	给馆
行和护	好黑话	汉很欢	号红黄	喝后火
鸡假饺斤九	基间叫今酒	几见觉近局	季件教京桔	家蕉节经
开课	看口	可裤	克块	刻快
兰离六	蓝梨楼	篮里路	老理律	乐凉绿
码么们	吗没米	馒莓面	芒每名	毛美明
那你	奶年	男您	南牛	呢暖
跑	朋	啤	苹	葡
期铅区	骑前去	起钱裙	气请	汽秋

R					
然	热	人	日	肉	
S					
三	色	衫	商	上	烧
少	什	生	师	十	时
食	士	市	事	试	视
是	适	室	手	售	瘦
书	舒	谁	水	睡	说
司	斯	四	岁		
T					
他	她	太	坦	堂	桃
萄	套	疼	梯	踢	天
条	铁	厅	听	通	同
头	图	托			
W					
玩	晚	万	位	喂	文
我	乌	五	午	务	
X					
西	息	习	喜	下	夏
现	线	香	想	小	校
些	谢	心	新	星	休
恤	学				
Y					
牙	言	颜	羊	样	药
要	也	业	一	伊	衣
医	宜	以	银	英	影
用	邮	友	有	右	鱼
雨	语	元	园	员	圆
远	院	月			
Z					
仔	再	在	早	怎	扎
战	站	长	找	折	这
针	汁	职	中	珠	子
自	字	走	租	足	最
昨	左	作	坐	做	

3. Suggestive Vocabulary

A

阿拉伯文 阿拉伯语 爱（吃） 爱好

B

八 百 包子 笔 不	八五折 班 北 边 不客气	巴基斯坦 板球 北京 宾馆 不通	巴扎 板球场 背心 饼干 不用	爸爸 半 本子 病	白 办公室 比 病人
C 餐厅 衬衫	操场 吃	草莓 出租车	茶 船	差 春天	场 词典
D 打 德国 点 冬天	打折 德文 点儿 短	打针 德语 电话 短裤	大 的 电视 多少	当然 的（表过去 电影	到 弟弟 东
E 二					
F 发烧 飞机	法国 飞机场	法文 肥	法语 分	饭 服务员	饭店
G 感冒 公司	钢笔 公园	哥哥 工作	个 刮风	给 果汁	公共汽车 过
H 还是 好吃 合适 后天	韩国 好好 黑 护士	韩文 号 很 黄	韩语 号码 红 火车	汉语 喝 后 火车站	好 和 后年
J 鸡（肉） 夹克 教 今天 酒	几 件 教室 近 酒店	季节 角/毛 教学楼 经常 桔子	家 饺子 姐姐 经理	家（量词） 叫(call) 斤 警察	家人 叫(ask) 今年 九
K 咖啡 可以	开 刻	看 口	看病 裤子	可乐 块	可能
L 蓝 老是 六	篮球 冷 楼梯	篮球场 离 绿	蓝区 梨 律师	老板 凉快	老师 0
M 妈妈 每 面条儿	吗 美国 明年	馒头 妹妹 明天	芒果 们 名字	毛衣 米饭 摩托车	没（有） 面包
N 哪	哪儿	那	那儿	男	南

男生 您 女生	呢 牛（肉）	能 牛奶	你 牛仔裤	你们 暖和	年 女
P 旁 葡萄	跑步	朋友	啤酒	便宜	苹果
Q 七 铅笔 秋天	骑 前去	起床 钱 裙子	汽车 前年	汽车站 前天	千 请假
R 热 肉	人	日	日本	日文	日语
S 三 生日 是 书 说	商店 十 市场 舒服 四	上课 时候 试衣间 谁 岁	上午 食堂 手机 水	上学 事 瘦 水果	什么 试 售货员 睡觉
T T 恤（衫） 踢 同学	他们 天 头疼	她们 条 图书馆	太 铁板牛肉	桃 听说	套 通
W 玩儿 ……文	晚饭 我	晚上	万	位	喂
X 西 夏天 小 星期日 休息	西班牙语 下午 谢谢 星期三 学（习）	西服 下雨 新 星期四 学生	西瓜 现在 星期 星期天 学校	喜欢 香蕉 星期二 星期五	下课 想 星期六 星期一
Y 颜色 衣服 一些 用 语言	羊（肉） 一共 医院 邮局 元	药 一起 银行 有 圆珠笔	要 医生 英国 有点儿 远	也 伊斯兰堡 英文 右 月	一 一下儿 英语 鱼（肉）
Z 再见 找 中餐馆 足球 做	早饭 这 中国 足球场 作业	早上 这儿 中文 最	怎么 这里 中午 昨天	怎么样 职员 自行车 左	长 中餐 走路 坐

Functions and Grammar Items

1. Greetings(问候)
2. Saying goodbye (告别)
3. Thanks (感谢)
4. Numbers (数字的读法)
5. Introduction (介绍与说明): sentence with “是”
6. wh-question of numbers (询问数量的特指疑问句): sentence with “几”
7. Expressing possession (所有关系的表达): sentence with “有”
8. Quantity (表达数量): measure words
9. Restriction and modification (Model particles)(限制与修饰): sentence with “的”
10. Dates (年、月、日的表达, 日期读法)
11. Week (星期的表达, 星期读法)
12. Time (时点的表达, 时间读法)
13. Sentence with noun as predicate (名词谓语句)
14. wh-question of things (询问事物的特指疑问句): sentence with “什么”
15. Tag questions (省略问句): sentence with “呢”
16. Coordination (并列的项目): sentence with “和”
17. Age (年龄的询问和回答):
18. The position of adverbials of time and verbs (Sentence structure)(时间词与动词的位置关系)
19. Verb + noun phrase (动宾短语)
20. Negative (否定词“不”)
21. Pronoun (指称, 代词)
22. Plural (“们”)
23. Likewise (“也”)
24. Collective (总括): sentence with “都”
25. wh-question of people (询问人的特指疑问句): sentence with “谁”
26. Verb + 一下儿(尝试、轻微或舒缓语气)
27. Question converter (陈述句+吗?) sentence with “吗”
28. Asking for permission (征得他人同意): sentence with “可以”
29. Location (方位的表达)

30. Location converter ……边
31. Direction (方向)
32. Sentence with “在” to express location (表处所的“在”字句)
33. Sentence with “是” to express location (表处所的“是”字句)
34. wh-question of location (询问处所的特指疑问句): sentence with “哪儿”
35. The position of adverbial of place and verb (处所词与动词的位置关系)
36. Here (这儿/这里表处所)
37. Gentle action (表示轻微): Verb + “点儿” (动词+点儿)
38. Extent “很”
39. wh-question of numbers more than 10 (询问十以上数量的特指疑问句): sentence with “多少”
40. Money (钱的读法)
41. Weight unit (重量单位)
42. wh-question of place (询问处所的特指疑问句): sentence with “哪儿”
43. Options (“还是”表示选择): sentence with “还是”
44. Comparison (比较的表达): sentence with “比”
45. Beneficiary of action (引进动作的受益者): sentence with “给”
46. Dual object (陈述、给予、与获取的表达): Subject + verb + Obj1 + Obj2
47. The perfect tense (动作的完成): sentence with “了”
48. Way, time or place of actions happened in the past (已发生动作进行的方式、时间、处所等): sentence with “的”
49. Pronoun “和” (介词“和”)
50. Distance (距离的表达): sentence with “离”
51. Negative (否定的表达): sentence with “不太……”
52. Adverb “一起” (副词“一起”)
53. Name of Place (处所名字与处所词的位置关系: 名字位于处所词之前)
54. wh-question of people (询问人的特指疑问句): sentence with “谁”
55. how-question (询问动作行为发生方式的特指疑问句): sentence with “怎么”
56. Repetition of action (动作的重复-将来): sentence with “还”
57. Dissatisfaction (指出不满意的方面): “有点儿” + adjective
58. Comparison/ wish 比较/愿望: adjective + “一点儿”
59. Past experience (对过去经历经验的叙述和说明): sentence with “过”
60. Asking for permission or other people’s opinion (征得他人的同意): sentence with “好不好/好吗?”
61. Ask/persuade people to do something (劝说他人多进行某动作): “多” + verb
62. Dynamic auxiliary “了” (动态助词“了”的用法)
63. Indicating contrast (转折的表达): sentence with “但是”
64. Comparison (比较: 最高级): sentence with “最”

4. Daily Expressions in Communication (日常交际用语简表)

5.1 Greetings (问候)

- Good morning // afternoon / evening. (早上/下午/晚上好!)
- Hello / Hi. (你好!)
- How are you? (你好吗?)
Fine, thank you. And you? (很好。谢谢。你呢?)
Very well, thank you. (我也很好, 谢谢。)

5.2 Introductions (介绍)

- This is Mr / Miss / Mrs. . . . (这位是.....先生/小姐/女士。)
- Nice / Glad to see / meet you. (认识你很高兴。)
- My name is. . . I'm a student / worker etc. (here). (我叫.....。我是这儿的的学生/工作人员。)

5.3 Farewells (告别)

- I think it's time for us to leave now. (我们该走了。)
- Goodbye! (Bye-bye! Bye!) (再见)
- See you later / tomorrow. (See you.) (明天见。)
- Good night. (晚安。)

5.4 Making telephone calls (打电话)

- Hello! May I speak to. . . ? (喂, 请问.....在吗?)
- Hold on, please. (请等一下儿。)
- He / She isn't here right now. (他/她现在不在。)
- Can I take a message for you? (有什么话要转告吗?)
- I'm calling to tell / ask you. . . . (我想请你.....)
- Goodbye. (再见。)

5.5 Thanks and responses (感谢及应答)

- Thank you (very much). (谢谢你。)
- Thanks a lot. Many thanks. (非常感谢。)
- Thanks for. . . . (谢谢你帮我.....)
- Not at all. (不客气。)
- That's all right./You're welcome. (没什么。)

5.6 Wishes, congratulations and responses (愿望、祝贺及应答)

- Good luck! (祝你好运!)
- Have a nice / good time. (玩得开心点儿。)
- Congratulations! (祝贺你!)
- Thank you. (谢谢!)
- Happy New Year! (新年快乐!)
- Happy birthday to you. (生日快乐。)
- The same to you. (你也一样。)

5.7 Intentions (意愿)

- I'm going to. . . /I will. . . /I'd like to. . . . (我要.....)
- I want / hope to. . . . (我想/希望.....)

5.8 Apologies and responses (道歉及应答)

- I'm sorry. (Sorry.) (对不起。)
- I'm sorry for / about. . . . (抱歉,)
- Excuse me. (打扰一下/劳驾。)
- That's all right./It doesn't matter./That's nothing. (没关系。)

5.9 Regrets and sympathy (遗憾和同情)

- What a pity! (太可惜了!)
- I'm sorry to hear. . . . (很遗憾,)

5.10 Invitations and responses (邀请和应答)

- Will you come to. . . ? (你想去.....吗?)

- Would you like to...? (要不要.....?)
 - Yes, I'd love to... (好的。)
 - Yes, it's very kind / nice of you. (您太客气了。)
 - I'd love to, but... (我很想....., 可是.....)
- 5.11 Offers and responses (提供帮助类及其应答)
- Can I help you? (您有事吗?)
 - What can I do for you? (要帮忙吗?)
 - Here, take this / my... (请帮我拿一下儿.....)
 - Let me... for you. (让我帮你.....)
 - Would you like some...? (要不要来点儿.....)
 - Thanks. That would be nice / fine. (谢谢。太好了。)
 - Thank you for your help. (谢谢你帮我。)
 - Yes, please. (好。)
 - No, thanks / thank you. (不了, 谢谢。)
 - That's very kind of you, but... (你真是太客气了, 不过.....)
- 5.12 Asking for permission and responses (请求允许和应答)
- May I...? (我可以.....)
 - Can / Could I...? (我能不能.....)
 - Yes / Certainly. (当然可以。)
 - Yes, do please. (请便。)
 - Of course (you may). (当然可以。)
 - That's OK / all right. (没问题。/没关系。)
 - I'm sorry, but... (对不起, 我可以.....)
 - You'd better not. (请不要。)
- 5.13 Expressing agreement and disagreement (表示同意和不同意)
- Certainly / Sure / Of course. (当然可以。)
 - Yes, please. (行。)
 - Yes, I think so. (行, 我觉得可以。)
 - That's true. (对。)
 - All right / OK. (好。)
 - That's a good idea. (好主意。)
 - I agree (with you). (我同意。)
 - No, I don't think so. (我不这么想。)
 - I'm afraid not. (恐怕不行。)
 - I really can't agree with you. (真的不行。)
- 5.14 Expressing certainty and uncertainty (表示肯定和不肯定)
- I'm sure. (我确定。)
 - I'm sure (that)... (我确定.....)
 - I'm not sure. (我不确定。)
 - I'm not sure whether / if... (我不知道.....)
 - Maybe / Perhaps. (也许吧。)
- 5.15 Likes and dislikes (喜好和厌恶)
- I like / love... (very much). (我喜欢.....)
 - I like / love to... (我想.....)
 - I don't like (to)... (我不喜欢.....)
 - I hate (to)... (我讨厌.....)
- 5.16 Talking about the weather (谈论天气)
- What's the weather like today? (今天天气怎么样?)
 - How's the weather in...? (.....的天气怎么样?)
 - It's fine / cloudy / windy / rainy, etc. (今天是晴天/阴天/有风/下雨。)
 - It's rather cold / hot / etc. today, isn't it? (今天有点儿冷/热。)

5.17 Shopping (购物)

- What can I do for you? (您要买点什么?)
- May / Can I help you? (您要什么?)
- I want / I'd like. . . (我想买.....)
- How much is it? (多少钱?)
- That's too much / expensive, I'm afraid. (太多/贵了。)
- That's fine. I'll take it. (好的。就要它吧。)
- How many / much do you want? (要多少?)
- What colour / size / kind / do you want? (您要什么颜色/什么样/多大号的?)
- Do you have any other kind / size / colour, ect. ? (还有别的样子/尺寸/颜色的吗?)

5.18 Asking the way and responses (问路和应答)

- Excuse me. Where's the men's / ladies' room? (请问, 洗手间在哪儿?)
- Excuse me, can you tell me the way to. . . ? (请问, 去.....怎么走?)
- How can I get to. . . ? I don't know the way. (去.....怎么走?)
- Go down this street. (沿这条街往前走。)
- Turn right / left at the first / second crossing. (在第一/二个路口往右/左拐。)
- It's about. . . metres from here. (离这儿大约.....米。)

5.19 Asking the time or date and responses (问时间或日期和应答)

- What day is (it) today? (今天星期几?)
- What's the date today? (今天几号?)
- What time is it? (几点了?)
- What's the time, please? (请问, 几点了?)
- It's Monday / Tuesday, etc. (今天星期一/二等。)
- It's January 10th. (今天1月10号。)
- It's five o'clock / half past five / a quarter to five / five thirty, etc. (五点/五点半/四点四十五/五点半等。)
- It's time for. . . (该.....了。)

5.20 Requests (请求)

- Can / Could you. . . for me? (你能帮我.....吗?)
- Will / Would you please. . . ? (请您.....)
- May I have. . . ? (我可以.....?)
- Please give / pass me. . . (请给/递给我.....)
- Please wait (here / a moment). (请等一会儿。)
- Please wait (for) your turn. (请等一下儿。)
- Please stand in line / line up. (请排队。)
- Please hurry. (请快点儿。)

5.21 Advice and suggestions (劝告和建议)

- You'd better. . . (你最好.....)
- You should. . . (你应该.....)
- You need (to). . . (你得.....)
- Shall we. . . ?/Let's. . . (咱们.....)
- What / How about. . . ? (....., 怎么样?)

5.22 Prohibition and warnings (禁止和警告)

- You can't / mustn't. . . (不准.....)
- Take care!/Be careful! (小心!)

5.23 Expressing certain emotions (表达感情)

- a. Pleasure, joy (喜悦)
- I'm glad / pleased / happy to. . . (很高兴.....)
 - That's nice. (很好。)

- That's wonderful / great. (太好了。)
 - b. Anxiety (焦虑)
 - What's wrong? (出什么事了?)
 - What's the matter (with you)? (你怎么了?)
 - I'm / He's / She's worried. Oh, what shall I / we do? (我/他/她很担心。我/我们该怎么办啊?)
 - c. Surprise (惊奇)
 - Really? (真的?)
 - Oh, dear! (天哪!)
 - Is that so? (是真的吗?)
- 5.24 Taking meals (就餐)
- What would you like to have? (您想来点什么?)
 - Would you like something to eat / drink? (您想吃/喝点什么?)
 - I'd like. . . (我想.....)
 - Would you like some more. . . ? (要不要来点.....)
 - Help yourself to some. . . (请随意。)
 - Thank you. I've had enough. / Just a little, please. (谢谢。我吃饱了。/再来一点。)
- 5.25 Making appointments (约会)
- Are you free this afternoon / evening? (你今天下午/晚上有空吗?)
 - How about tomorrow morning / afternoon / evening? (明天上午/下午/晚上怎么样?)
 - Shall we meet at 4:30 at. . . ? (四点半见面怎么样?)
 - Yes, that's all right. (可以。)
 - Yes, I'll be free then. (行, 那时候我有空。)
 - No, I won't be free then. But I'll be free. . . (不行, 那时候我没空。不过到.....就有空了。)
 - All right. See you then. (好的。回头见。)
- 5.26 Passing on a message (传递信息)
- Will you please give this note / message to. . . ? (请把这个.....转交.....)
 - . . . asked me to give you this note. (.....让我把这个交给你。)
 - Thanks for the message. (谢谢。)
- 5.27 Seeing the doctor (看病)
- There's something wrong with. . . (我.....有点不舒服。)
 - I've got a cough. (我咳嗽。)
 - I feel terrible (bad). (我觉得很不舒服。)
 - I don't feel well. (我感觉很不好。)
 - I've got a pain here. (我这儿疼。)
 - This place hurts. (这里疼。)
 - Take this medicine three times a day. (吃这种药, 每天三次。)
 - It's nothing serious. (不严重。)
 - You'll be all right / well soon. (很快就会好的。)
- 5.28 Calling for help (求助)
- Help! (救命!)
 - What's the matter? (怎么了?)
- 5.29 Language difficulties (处理交际中的障碍)
- Pardon. (对不起, 我没听清。)
 - Please say that again / more slowly. (请再说一遍/说慢点。)
 - What do you mean by. . . ? (.....是什么意思?)
 - I'm sorry I can't follow you. (对不起, 我没听明白。)
 - I'm sorry I know only a little Chinese. (对不起, 我只懂一点汉语。)

Section 3.2 Competencies, Standards, Benchmarks and Student Learning Outcomes

Competency: A key learning area.

Standards: These define the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area.

Benchmarks: The benchmarks further elaborate the standards, indicating what the students will accomplish at the end of each of the five developmental levels in order to meet the standard. These provide at a glance, the continuum of the Chinese language learning.

Student Learning Outcomes: These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes within a competency or across competencies overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another. Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable. Some of the student learning outcomes might not be testable in the Board examinations due to constraints, but considering their importance these have been incorporated and are to be tested during formative assessment in the classroom.

2.1 Competencies in Chinese Language

The curriculum identifies five competencies and a total of eight standards for key learning areas of the Chinese language.

Competencies and their Standards:

Competency 1: Reading skills	Standards 1, 2
Competency 2: Writing Skills	Standard 1
Competency 3: Oral Skills	Standard 1
Competency 4: Lexical and Formal Aspects of Language	Standard 1, 2, 3
Competency 5: Cultural Awareness	Standard 1

The order in which the standards are listed does not indicate the relative importance of the standard. All are equally important.

2.2 Standards, Benchmarks and Learning Outcomes

Competency 1: Reading skills – Standard 1, 2

Standard 1: All students will search for, discover and understand simple texts for comprehension, fluency and enjoyment.

Benchmark 1: Use reading readiness strategies; recognize and comprehend words and sentences as meaningful units of expression and paragraphs as graphical units of expression.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Hold, open and turn to pages of a book correctly ➤ Understand that text in Chinese runs from left to right, top to bottom ➤ Recognize the shape of Initials, Finals, tones and Chinese characters ➤ Articulate, identify, and recognize Initials, Finals, and Combinations of Initials and Finals with tone marks ➤ Read aloud words and simple sentences with reasonable level of accuracy in pronunciation ➤ Alternate reading aloud with silent reading for comprehension ➤ Identify paragraph as a graphical unit of expression ➤ Know that characters combine to make words, words combine to make sentences and words in a sentence join to make sense in relation to each other ➤ Apply punctuation rules to assist accuracy and fluency in reading 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize characters containing same component ➤ Recognize the relationship between the components and the characters contain them ➤ Read aloud for accurate reproduction of sounds of words and sentences ➤ Apply punctuation rules to assist accuracy and fluency in reading. ➤ Alternate reading aloud with silent reading for comprehension ➤ Recognize that sentences join to make sense in relation to each other through transitional devices ➤ Identify paragraph as larger meaningful unit of expression representing unity of thought ➤ Recognize each paragraph in a text as a separate meaningful unit of expression ➤ Identify and recognize the function of pronouns and transitional devices ➤ Show relationships between sentences in a paragraph

Benchmark 2: Identify and interpret factual information applying reading comprehension and thinking strategies.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> ● predict story by looking at picture(s) in texts ➤ Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> ● locate specific factual information to answer simple short questions with simple sentences based on the text ● use pictures or rebus in texts to increase understanding ● guess what follows in the story ● follow sequence in a simple procedure or a picture map ● follow instructions in maps or short public notices or signs 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> ● predict the content/vocabulary of a text from a picture and title etc. by using prior knowledge ● guess the meaning of unfamiliar words through context ➤ Scan a simple text for specific information. ➤ Apply critical thinking to interact with text using intensive reading strategies (while reading) to: <ul style="list-style-type: none"> ● locate specific information to answer short questions ● use common graphical features such as pictures, tables, diagrams, maps

<ul style="list-style-type: none"> ➤ Respond to the text (post-reading) to <ul style="list-style-type: none"> ● express likes/dislikes about the story ● express understanding of story through pantomime/simple role play ➤ Apply strategies to comprehend questions for appropriate response by marking key words and verbs in a variety of the following question types: <ul style="list-style-type: none"> ● Factual ● Personal response 	<ul style="list-style-type: none"> and graphs in texts to increase understanding <ul style="list-style-type: none"> ● predict what follows in the text using context and prior knowledge ● guess meaning of difficult words from context ● use context to infer missing words ● locate an opinion ● distinguish facts from opinion. ● follow instructions in maps or short public notices or signs ● generate questions to understand text ➤ Use summary skills to <ul style="list-style-type: none"> ● mark important points and develop a mind map to summarize a text ● provide the missing information in the gapped summary ➤ Use critical thinking to respond to the text (post-reading): <ul style="list-style-type: none"> ● Apply world knowledge and own opinion to text read ● Relate what is read to their own feelings and experiences ● Express understanding of story through role play ➤ Apply strategies to comprehend questions for appropriate response by marking key words, verbs in a variety of the following question types: <ul style="list-style-type: none"> ● Factual ● Personal response ● Open-ended
--	---

Benchmark 3: Locate and comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, and to show comparison and contrast.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Point out/name some common objects in a picture or a photograph ➤ Say one or more sentences about them ➤ Locate: <ul style="list-style-type: none"> ● Specific information in a clock by looking at the position of the hands of the clock ● Year, month and day in a calendar by reading across and down ➤ Read simple keys/legends on picture maps ➤ Read tables and charts in the classroom ➤ Read and use symbols in a picture map ➤ Read information in a picture graph and a 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Describe a series of events in a picture, photograph and diagram ➤ Explain position and direction on a picture, photograph or a map ➤ Read and use symbols and directions in a picture/story map ➤ Locate specific information in a clock ➤ Locate specific information in a calendar, a class timetable and a report card ➤ Recognize how information is presented in a pie chart and bar

pie chart ➤ Describe events in a picture and a photograph ➤ Explain simple position on a picture, photograph or a map	graph. Read to compare information given in a pie chart and a bar graph
---	---

Benchmark 4: Gather and locate simple information for specific purposes using various aids and study skills.

Student Learning Outcomes	
Grade IX	Grade X
The students will be able to: ➤ Brainstorm to gather ideas for various activities/tasks ➤ Identify title and table of contents of a book ➤ Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary ➤ Use textual aids such as table of contents to locate a particular text/lesson	The students will be able to: ➤ Identify and utilize effective study skills e.g., brainstorm for ideas, read a diagram, note-taking ➤ Use textual aids such as table of content and glossary for greater comprehension of texts ➤ Read simple keys/legends on maps ➤ Read tables and charts in textbooks ➤ Understand how to locate words in a dictionary e.g., by alphabets or by radicals

Benchmark 5: Students will search for and locate a Chinese character in a Chinese-English dictionary when the pinyin of the character is given.

Student Learning Outcomes	
Grade IX	Grade X
The students will be able to: ➤ Understand that Chinese characters and words are arranged in alphabetical order of the pinyin ➤ Understand that a word is listed below the entry of the first character that consists of it ➤ Understand that the pinyin index is listed on the top left/right corner of each page	The students will be able to: ➤ Search characters and words at enhanced speed ➤ Understand that radicals and stroke numbers could be used as indexes to locate a character/word when the pinyin is not known

Benchmark 6: Students will type, select, and input Chinese character into a computer by using pinyin input method.

Student Learning Outcomes	
Grade IX	Grade X
The students will be able to: ➤ Install Chinese language support in a non-Chinese computer operating system ➤ Download and install up-to-date pinyin input methods ➤ Switch between English input environment and Chinese input environment	The students will be able to: ➤ Input Chinese characters at enhanced speed

Standard 2: All students will read and analyze simple text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in the text.

Benchmark 1: Recall stories, express personal reactions to characters and events in them. Describe basic elements of stories and simple poems, express personal preferences giving reasons.

Student Learning Outcomes	
Grade IX	Grade IX
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Listen to a simple story read aloud by the teacher ➤ Read aloud the same story and recite. ➤ Respond orally and in writing, in a sentence, their likes/dislikes about the story/character(s) ➤ Give brief comments about the characters ➤ Retell the story in a few simple sentences 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Describe briefly story elements: <ul style="list-style-type: none"> ● Tell when and where the story is set ● Describe the characters in a story ● Express preference about them ➤ Retell a story briefly but sequentially ➤ Summarize a short story through gapped summary exercise

Competency 2: Writing Skills

Standard 1: All students will produce, with developing fluency and accuracy, some simple writing which is focused, purposeful and shows an insight into the writing process.

Benchmark 1: Write characters, words and sentences using writing techniques.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand that Chinese is written from left to right, top to bottom ➤ Understand that strokes combine to make components, components combine to make characters ➤ Recognize all the basic strokes and the most important radicals and their meanings ➤ Understand the writing rules of Chinese characters and apply these rules to write new characters. ➤ Write Chinese characters in correct stroke order ➤ Write numbers from 1 to 100 ➤ Re-write sentences by replacing words in given sentences ➤ Use the texts they read as models for their own writing ➤ Write a few simple, meaningful sentences of their own on a given topic with reasonable accuracy ➤ Fill in the missing information to complete a simple paragraph 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Write more Chinese characters in correct stroke order ➤ Use the reading texts as models for their own writing ➤ Make sentences by replacing words and phrases in given sentences ➤ Write sentences of their own using correct characters and punctuation. ➤ Use some strategies to gather ideas for writing, such as brainstorming. ➤ Select and use some strategies to organize ideas for writing such as simple mind maps etc. ➤ Write a guided paragraph using ideas gathered and organized through various strategies ➤ Recognize that <ul style="list-style-type: none"> ● A simple paragraph comprises a group of sentences that develop a single main idea ● The main idea of a paragraph is given in the topic sentence ● Use the above organizing principles of paragraph writing to write an

	<p>effective and unified paragraph</p> <ul style="list-style-type: none"> ➤ Use appropriate conjunctions to join sentences within a paragraph
--	--

Benchmark 2: Write sentences, answers to simple questions and guided stories about familiar topics

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Write a few sentences to describe a picture and a series of pictures ➤ Fill in words to change/complete a given story ➤ Recognize the function of different question words to write short answers ➤ Write simple descriptive, narrative and expository paragraphs ➤ Identify the basic elements of a story: <ul style="list-style-type: none"> ● Beginning, middle and end ● Characters ● Place and time 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Classify items (e.g. vocabulary) required for a given task/topic ➤ Recognize the function of different questions words and key words to write appropriate short answers ➤ Complete a simple paragraph using the given words, phrases and sentences ➤ Write simple descriptive, narrative and expository paragraphs ➤ Use appropriate vocabulary and structures to write a simple paragraph by <ul style="list-style-type: none"> ● Giving description of a person/object/place ● Narrating an activity form immediate surroundings ● Explaining a process or procedure ➤ Identify the elements of a story: <ul style="list-style-type: none"> ● Beginning, middle and end of a conflict ● Human/animal, imaginary characters and their roles ● Setting ➤ Write a guided story using the elements of story writing ➤ Write a short passage, anecdote, fable, etc. for pleasure and creativity

Competency 3: Oral Skills

Standard 1: All students will conduct everyday conversations with acceptably accurate pronunciation and natural tones and intonations.

Benchmark 1: Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in predictable environment of class and school

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Articulate, recognize and use some formulaic expressions to <ul style="list-style-type: none"> ● Offer and respond to routine greetings ● Express and offer a few basic social courtesies 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greeting, routine social courtesies and some communicative functions according to the age, gender and status of addressee ➤ Use appropriate expressions in

<ul style="list-style-type: none"> ● Listen and respond to a few commands ● Express limited needs and feelings ● introduce self and talk about family ● Seek permission to do something ● Express and show gratitude ● Express regret ● Express likes and dislikes ● Respond to simple instructions and directions 	<p>conversation to</p> <ul style="list-style-type: none"> ● Express regret ● Express likes and dislikes ● Express needs and feelings ● Express opinions ● Seek permission to do something ● Show ability/inability to do something ● Give and respond to instruction and directions ● Offer and accept apology ● Request and respond to requests
--	---

Benchmark 2: Demonstrate through introductions, role plays, discussions, conversations, the social and academic conventions and dynamics to communicate information/ideas.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Demonstrate conventions and dynamics of group oral interaction to <ul style="list-style-type: none"> ● Exchange routine greetings and courtesies ● Introduce self and others ● Engage in conversation ● Take turns ● Use polite expressions to seek attention ● Agree/disagree politely ● Lead and follow ● Express likes and dislikes ● Express needs and feelings ● Express joy ➤ Identify and use appropriate tone and non-verbal cues for different communicative functions 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Demonstrate conventions and dynamics of group oral interaction to <ul style="list-style-type: none"> ● Introduce self and others ● Engage in conversation ● Take turns ● Use polite expressions to seek Attention ● Agree/disagree politely ● Lead and follow ● Express needs and feelings ● Express joy ➤ Identify and use appropriate tone and no-verbal cues for different communicative functions

Competency 4: Lexical and Formal Aspects of Language – Standard 1, ,2, 3

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, tone and intonation patterns of the Chinese language for improved communication.

Benchmark 1: Recognize and articulate sound patterns and tones in words; and basic intonation patterns in statements and questions as they occur in classroom texts.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Articulate the sounds of Initials and Finals of the Pinyin table in series and in random order ➤ Articulate the tones accurately ➤ Match pinyin with their corresponding 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Articulate Initials and Finals more accurately ➤ Articulate the tones more accurately. ➤ Pronounce correctly the easily confusing pairs of Initials, e.g. b/p, d/t, g/k,

<p>Chinese characters</p> <ul style="list-style-type: none"> ➤ Recognize changes in pronunciation and meaning when retroflex ‘r’ is added to a syllable ➤ Recognize changes in pronunciation when two third tones come together ➤ Recognize changes in pronunciation and meaning when a tone becomes neutral ➤ Recognize the tone changes of “一” “七” “八” “不” when they are used in front of different tones ➤ Recognize that when the tone of a combination of Initial and Final changes, so does the meaning ➤ Pronounce, in minimal pairs, common problems in Initials for Pakistani speakers of Chinese ➤ Pronounce Finals in different tones ➤ Identify and differentiate the tone of a character when it is read by the teacher ➤ Differentiate between intonation patterns used in statements, questions and exclamations ➤ Reproduce in speech, appropriate patterns of rhythm, stress and intonation of Chinese language introduced through listening to stories and dialogues read aloud in class 	<p>j,q,x/z,c,s/zh,ch,sh</p> <ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, two or three character words and phrases. ➤ Differentiate characters with same Initials and Finals but different tones ➤ Recognize that many characters become neutral when they are located at the end of words ➤ Listen to and identify rising and falling tones in sentence. ➤ Recognize and use the convention to mark these intonation patterns ➤ Produce in speech, appropriate patterns of rhythm, stress and intonation of Chinese language by listening to stories read aloud in class
--	--

Standard 2, Vocabulary:

Benchmark 1: Recognize and use naming, action and describing words, common phrases and formulaic expressions from immediate surroundings and from the subject texts. Build vocabulary through simple word formation techniques and identifying lexical sets.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize different categories of simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, foods, drinks, parts of body, objects in the classroom and at home, colors, shapes, directions and numbers, etc ➤ Reproduce and use appropriately common phrases and formulaic expressions in class and extended environment ➤ Trace, copy, and take dictation of familiar words learnt in class 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc, in their immediate and extended environment ➤ Recognize, find out, create and use rhyming words. ➤ Use more phrases and formulaic expressions learnt in class and from extended environment ➤ Identify in text, and change part of speech of a given word ➤ Locate, provide, connect and use word

<ul style="list-style-type: none"> ➤ Form words with given character ➤ Recognize and use words similar and opposite in meaning ➤ Organize vocabulary items learnt in class in a notebook according to selected organizing principles 	<ul style="list-style-type: none"> ➤ similar and opposite in meaning. ➤ Locate, identify, differentiate between, and use few simple pairs of words including homophones. ➤ Recognize meaning of common adjectives in relation to each other ➤ Use some common similes in speech and writing ➤ Organize vocabulary items learnt in class and from extended environment in a notebook, according to parts of speech ➤ Locate an entry for a word in a glossary or a dictionary ➤ Copy and take dictation of words studied in class
---	---

Standard 3, Grammar and Structure:

All students will understand grammatical functions and try to use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark 1: Recognize grammatical functions of some parts of speech and use them in speech and writing.

Student Learning Outcomes	
Grade IX	Grade X
<p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall and demonstrate use of some nouns from immediate and extended environment ➤ Match nouns with appropriate measure words ➤ Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.) ➤ Understand that there are not grammatical categories, like number and gender in Chinese Single and plural forms are usually the same ➤ Understand that “的” is a commonly used constructor of noun phrases <p>PRONOUNS</p>	<p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall and demonstrate use of more common nouns from immediate and extended environment ➤ Understand the special meaning of the measure words that match the nouns ➤ Understand the grammatical meaning of the repetition of nouns/measure words. ➤ Classify nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.) <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. Show possession by using the pronouns 我 (的), 你 (的), 他/

<ul style="list-style-type: none"> ➤ Use substitution words 我, 你, 他, 她, 它, 我们, 你们, 他们, 她们, 它们, 您. ➤ Use words that point to something: 这, 那, 这些, 那些, 这儿, 那儿, 这里, 那里. ➤ Use questioning words: 什么, 谁, 哪儿, 哪, 怎么, 怎么样, 几, 多少 ➤ Identify and use pronouns in sentences. ➤ Show possession by using the pronouns 我的, 你的, 他的, 她的, 它的, 我们的, 他们的 before nouns ➤ Construct short sentences beginning with words that point to something such as 这, 那, 这些, 那些, 这儿, 那儿 to describe pictures <p>VERBS</p> <ul style="list-style-type: none"> ➤ Physically respond to, and use some common action words ➤ Recognize and use action verbs from extended environment including other subjects in speech and writing ➤ Recognize that action takes place in time (present, past or future). There are various ways to indicate time of action in Chinese. However, there is no grammatical category like tense in Chinese ➤ Understand the grammatical meaning of the REPETITION of verbs ➤ Use 在 / 正在 /..... (呢) to describe activities and actions taking place at the time of speaking ➤ Use 了 for completed actions <p>AJECTIVES</p> <ul style="list-style-type: none"> ➤ Use adjectives of quantity, quality, size and color ➤ Identify and match some pairs of adjectives showing quality, size, and color e.g. 大/小, 多/少, 黑/白 	<p>她 (的), 我们 (的), 他们 (的) etc.</p> <ul style="list-style-type: none"> ➤ Illustrate use of words that point to something. ➤ Illustrate the use of question words learnt earlier. Identify and use question words 什么时候, 多少 etc ➤ understand 特指/任指/虚指 <p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize and use more action verbs from extended environment including other subjects in speech and writing ➤ Recognize 兼语句/连动句 ➤ Use 着 to describe activities and actions taking place at the time of speaking ➤ Use 过 to describe experiences ➤ Use (快/就) 要.....了 to describe activities and actions about to happen <p>AJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, color, and origin ➤ Articulate, identify and use the ways to indicate degrees of adjectives in Chinese <p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time
--	---

<p>PREPOSITIONS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of some words showing positions <p>CONJUNCTIONS</p> <ul style="list-style-type: none"> ➤ Recognize function of joining words ➤ Use joining words 和, 或, 可是, 因为 etc. to show addition, alternative, contrast and reason 	<p>PREPOSITIONS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of some words showing positions, time and movement <p>CONJUNCTIONS</p> <ul style="list-style-type: none"> ➤ Recognize function of more joining words.
---	--

Benchmark 2: Recognize and use punctuation such as, full stop, question mark, exclamation mark to read and write simple sentences.

Student Learning Outcomes	
Grade IX	Grade IX
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize and use a full stop at the end of a statement ➤ Recognize and use a question mark at the end of a question ➤ Recognize and use exclamation mark with words or statements showing emotions ➤ Recognize and use comma in the middle of sentences 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recall the rules of punctuation learnt earlier ➤ Recognize function of more punctuation marks

Benchmark 3: Use and respond to simple requests, commands and questions verbally and non-verbally. Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Use and respond to simple sentences showing requests and command, both physically and in their speech ➤ Identify and use simple sentences that show instructions and commands ➤ Identify sentences that show strong feelings. 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Make simple sentences by using SV and SVO pattern ➤ Recognize attributives before Subject and object, adverbial before main verb and compliment after main verb ➤ Identify and make simple sentences to show instructions, commands and

<ul style="list-style-type: none"> ➤ Comprehend, respond to, and ask simple wh-questions ➤ Make simple sentences by using SV and SVO pattern 	<p>strong feelings</p> <ul style="list-style-type: none"> ➤ Recognize function of more wh Forms used in questions ➤ Respond to, and ask more wh questions
--	---

Competency 5: Cultural Awareness – Standard 1

Standard 1:

1) Cultural awareness (across cultural awareness).

2) All students will demonstrate understanding of common Chinese practices, products and perspectives and compare it with their own.

Student Learning Outcomes	
Grade IX	Grade X
<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize common practices of Chinese speaking communities such as greetings, gestures, traditional holidays, naming conventions, Chinese lunar calendar, customs ➤ Recognize common tangible and intangible products of Chinese speaking communities such as cuisine, chopsticks, calligraphy, musical instruments, sports, Chinese characters, Confucianism, etc ➤ Identify perspectives reflected in common Chinese practices and products, such as value of family, education, ethnic groups, etc ➤ Explain the influence of Chinese practices, products and perspectives on Pakistan, such as Chinese cuisine, borrowed words, etc 	<p>The students will be able to:</p> <ul style="list-style-type: none"> ➤ Recognize common practices of Chinese speaking communities such as greetings, gestures, traditional holidays, naming conventions, Chinese lunar calendar, customs ➤ Recognize common tangible and intangible products of Chinese speaking communities such as cuisine, chopsticks, calligraphy, musical instruments, sports, Chinese characters, Confucianism, etc ➤ Identify perspectives reflected in common Chinese practices and products, such as value of family, education, ethnic groups, etc ➤ Explain the influence of Chinese practices, products and perspectives on Pakistan, such as Chinese cuisine, borrowed words, etc

Teaching of Chinese language

Instruction in Chinese as well as other language needs to be focused on the development of students' communicative competence. Teaching programmes, therefore, be carefully designed so that learning outcomes of students are maximized. In implementing the curriculum, teachers must consider the following aspects properly to facilitate the learning process.

1. **Teaching and Learning.** A teacher's role is to provide comprehensible input in the target language while using appropriate learning materials. The students' role is to listen, to comprehend, to memorize, to intake and to respond appropriately. The teacher should be aware that classroom instruction must be centered on guided practice, during which students actively participate in listening, speaking, reading, and writing activities. The teacher has to ensure that students comprehend the input. Language learning will be effective if teacher does less of the talking in class and puts the learners in a communicative situation.

Classroom instruction must be student-centered. The teacher must encourage students to participate actively in all learning activities. Activities should be devised and conducted in a way that students find it easy to work individually, in pair and in groups.

2. **Language competence and communicative competence.** Instruction of language knowledge, practice of language skills and development of communicative competence all go together. Instructions of language knowledge are more important at the beginning stage of language learning than the later stages. . During this process, the language skills of listening, speaking, reading and writing are practiced and improved. Based on the obtained knowledge and development of language skills, students will be able to cultivate their communicative competence. It is important for teachers to provide students with ample opportunities to practice communication. Through such practice students can make significant progress in dealing with everyday situations in the target language. The teacher must provide students with genuine language materials and set up meaningful situations so that students can acquire language knowledge and skills in real contexts. The contextual materials that students could relate to their own situations are helpful in the learning.

3. **Listening, speaking, reading and writing.** All four modes of expression are important elements of foreign language instruction. Proficiency in each of these modes reinforces proficiency in the others. Listening and speaking are the most fundamental skills in real communication. It is important to develop students' listening and speaking skills throughout the learning process. A suggested list of equipments to develop a

language is annexed at A* Meanwhile, teachers should gradually strengthen the instruction of reading and writing. Reading is another important source of language input. Writing is complex process that will help students to have deeper understanding of the target language. Listening and speaking will benefit from the improvement of reading and writing abilities.

4. **Language and culture.** In addition to gaining experience with language systems, studying other languages provides students with knowledge of the richness of the cultures of the languages being learned. Connections between language and culture can be understood only by those persons who possess knowledge of both. Students learning a foreign language need to develop an awareness of other people, the people's unique ways of life, and their contributions to the world. By learning a foreign language, students gain knowledge of social, political, and economic institutions, great figures of history, literature, and the fine arts. They also gain knowledge of everyday life in the country where the target language is spoken. The cultural conventions of a country united by the same language are manifested in two distinct ways: (1) the society's production of art, music, and literature; and (2) the social conventions of that society's members. This if reinforced through a variety of teaching aids and by creating various situations in the class can enhance students understanding of that culture and is thus supportive to students learning. However, at the beginning stage language learning, students should be directed to focus on the acquisition of language system and the development of communicative competence. Instruction of cultural elements should be combined with the drills of language skills and the development of communicative competence.


5. **Interaction with Native Speakers** Finally, the community is an important resource for Chinese language students. Many Chinese are working, studying and living in Pakistan. Students in cities can interact with these native speakers and learn about their cultures firsthand without ever leaving Pakistan. These native Chinese can be invited to schools/classes on some occasions to provide first hand knowledge of language and culture to the students.

6. **Extended Learning Opportunities.** The teacher should structure extended learning opportunities beyond the classroom. Examples of extended learning opportunities are engaging in service learning activities, completing homework, using the Internet, interacting with businesses and the community(where possible) and participating in exchanges. By engaging in service learning activities, older students who are proficient in the target language can serve as mentors to younger students. Teachers assign homework that allows students to practice and reinforce skills acquired in the class. Homework can consist of reading (if sufficient preparation has been given); writing letters; summarizing reading material; writing a television weather report; listening to extra dialogues, books on tapes, anecdotes, advertisements, telephone calls, and instructions. Opportunities of learning and practicing newly introduced vocabulary, orally and in writing; through performing recorded guided practice tasks; performing grammar, syntax, and sentence structure drills; practicing communication with peers or native speakers, in person or over the phone; and listening to Chinese songs and memorizing lyrics in informal settings can prove more beneficial. The teachers have to think what can be done in this regard keeping in view their own as well as students limitations. Where possible the students may be encouraged to arrange exchanges of

messages in the target language through the Internet or simple written messages/ letters in Chinese.

7. **Provision of Appropriate Resources**. The most important resource in the foreign language class is a competent teacher. Teachers competency is demonstrated more effectively when teachers possess content knowledge, a high level of proficiency in the language, information about the culture to be learned, and the skills necessary to deliver effective instruction. To hone these skills, teachers must have access to ongoing professional development.

8. **Use of Technologies** Technology enhances language learning and aids students in strengthening linguistic skills, establishing relations with peers, and learning about contemporary culture and everyday life in China. Use of technology includes diagrams on an overhead projector, playing audio recordings, producing a video, teleconferencing, and holding a multilingual videoconference by satellite. Teachers may identify the available technologies, determine the applications they may have, and then decide how best to incorporate them into the instructional program. Supplementary material for the beginners available on internet in the target language (Chinese) may also be selected appropriately and used to strengthen the instruction.

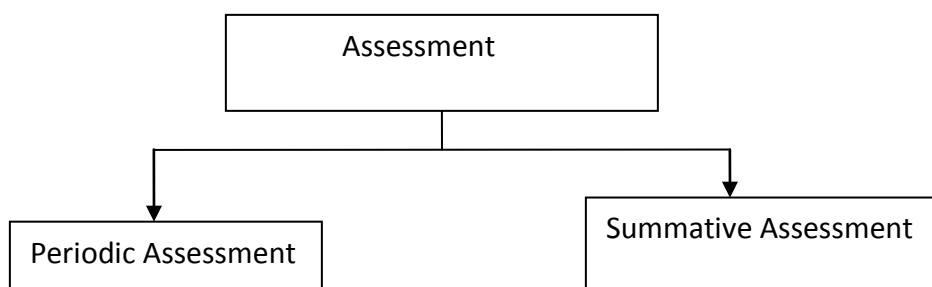


Assessment and Examination

The focus of the curriculum is to prepare students for an assessment of their acquisition and use of language skills rather than memorization of the text book contents. Discouraging rote learning will enable students to approach different texts independently. Skill-based assessment using unseen texts and materials is, therefore, recommended for testing student's ability to use language in spoken and written communication.

Assessment forms

The two forms of assessment recommended are:



Periodic/Formative Assessment: It is an ongoing process throughout the academic session, and is generally done through homework, quizzes, class tests and group discussions. Periodic assessment tests encourage most students to do more revision work. It helps the teacher to assess student's performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. The teacher must provide feedback to the students on a regular basis.

Summative Assessment: It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of the most suitable candidates to a higher class, course or university. Conducting only end-of-term assessments is of little benefit: it helps neither the students, who have not been trained to take examinations, nor the teachers who remains unaware about success/failure of their methodology and the course content. The same variety of assessment tools should be used for both types of assessments.

5.2 Purposes of Assessment

Primary purpose of all assessment, periodic (formative) or end-of-term (summative), is improving the teaching-learning and assessing by providing feedback to both teachers

and students.

- More specifically, assessment helps the teacher to:- Check the knowledge the students already have so that teachers know from where to start teaching
- Find out students strengths and weaknesses
- Explore the cause of students weaknesses and address them through improved teaching methodology and/or materials
- Find out if feedback to students is helpful and effective
- Compare the ability of students of one school with the ability of students of a similar grade in other schools

5.3 Methods of Assessment

Student’s abilities and acquired skills can be tested through a range of assessment methods, and the process of selecting the most appropriate one must consider the purpose of a particular assessment, time and resources available, and age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods and as well as through doing different activities in classroom.

This will be a part of teaching methodology & class room/formative assessment to provide feed back to the students.

Formative Assessment:

<p>Speaking and Listening Activity-1</p> <ul style="list-style-type: none"> ▪ Dialogue/Role Play ▪ Appropriate use of vocabulary and expressions ▪ Correct Pronunciations ▪ Correct Grammar Structures ▪ Body language, tone and facial expressions 	<p>Elements of Role Play Activity</p> <p>Clear speech with appropriate volume Convincing and consistent manner Maintain Audience interest Well organized Appropriate use of vocabulary Body language and level of confidence Correct use of pronunciation and grammar</p>
<p>Speaking and Listening Activity-2</p> <ul style="list-style-type: none"> ▪ Describing picture or pictures ▪ Using people and things in the classroom ▪ Watch and follow a model ▪ Story telling 	<p>Elements of Typical Encounter/Story telling Activities</p> <p>Basic story structure Voice pacing (appropriate volume) Grammar/words/innovation Images Economy/Timing (right amount of detail) Use of space (Comfortable, Relaxed, Confident) Face /Body/Gesture</p>
<p>Speaking and Listening Activity-3 Typical Internalize and Fluency Activities</p> <ul style="list-style-type: none"> ▪ Pair Conversations ▪ Games 	<p>Elements of Typical Internalize and Fluency Activities</p> <p>Preparation Knowledge</p>

<ul style="list-style-type: none"> ▪ Information gaps ▪ Interviews ▪ Discussions ▪ Dialogues (Internalize activity only) ▪ Role Play 	<p>Appearance Fluency Voice Poise (posture, eye contact etc) Fluency Rejoinders (i.e.Terrific, Wonderful etc.) Confirmation Questions (i.e. could you repeat) Clarification with question words Interrupting Probability (i.e. will, should, might) Getting a response Establishing rapport</p>
<p>Activity-4 Flash Cards/Board Games</p> <ul style="list-style-type: none"> ▪ Chinese Character Recognition ▪ To recognize Chinese Character Radicals ▪ Stroke Order 	<p>Elements of Flash cards/Board Games. Activities</p> <p>Knowledge gained Accuracy of contents Creativity Cooperative work Elegance Flexibility Face/Body/Gesture</p>

Characteristics of a good test:

A good test has the following characteristics:

Validity: It tests what it is supposed to test. The test items should be closely related to curriculum objectives to ensure validity.

Reliability: If the test is reliable, the students will get similar grades if they take the test on another occasion without any additional language training.

The validity & reliability of test needs to be ensured.

The assessment system should include:

- The purpose of assessment is to find out the learning achievement of students.
- A wide variety of assessment tools and techniques that measure students’ ability to use language effectively for different purposes.
- Criteria to be used for determining performance levels for the SLOs for each grade level.
- Procedures for interpretation and use of assessment results to evaluate the learning outcomes. Whether to use percentile or percentages to interpret the assessment results.

5.5 End Term Exam Strategies for Oral & Written Exams Grade IX and X

It is recommended that Chinese Language test which should be taken during semester/year as mid-term exam and at the end of term there should be final /end term exam and both should consist following parts;

Parts	Weight age %
Listening	20
Grammar	40
Reading	20
Writing	20

Recommendations

First three levels of cognitive domain of Blooms taxonomy will be flowed and it is recommended that 60% marks should be allocated to knowledge and understanding: 40% marks should be allocated for application level.

End Term Exam for Grade IX	End-Term Exam for Grade X
<p>Oral Skills (Listening & Speaking) This part should have three types of questions i.e. Write correct initial/final sounds, mark proper tones, simple statements and simple conversation between male and female. In this part teacher only play audio cassette and students after listening cassette answer the questions. It can assess through by giving fill in the blanks and MCQs.</p> <p>Grammar Part This part should have multiple choices, correct sentences, match the items, rearrange the sentences and simple questions answers which are normally given in text books exercises.</p> <p>Reading Part This part should have short passage and at the end there should be true false and multiple choices questions.</p> <p>Writing Part This part should have change into Chinese Characters/Change the Chinese Characters into Pinyin, write characters with stroke orders, write Chinese Characters with help of given radicals. These types of questions are available in Chinese Characters Writing text books.</p>	<p>Oral Skills (Listening & Speaking) This part should have two types of questions i.e simple conversation between male and female and dialogues between two persons or short stories. Simple conversation and dialogues/stories can assess by multiple choice, true false questions and MCQs.</p> <p>Grammar Part It can assess by multiple choices/fill in the blanks, correct the sentences, change the statement into different types of question forms/change according to given model/example and rearranges the sentences which are given in text books exercises or similar to those exercise questions pattern.</p> <p>Reading Part This part should have passage and short passage with some words missing and at the end multiple choices, question answer, true false.</p> <p>Writing Part This part should have short essay which is related to their daily life and texts.</p>

5.6 Assessment Methodology

End Term Exam for Grade IX		End-Term Exam for Grade X	
Parts	Weight age %	Parts	Weight age %
Listening		Listening	
1. Initial/final sounds and tones	50%	1. Simple Conversations	70%
2. simple statements		2. Dialogue/story	30%
3. Simple Conversations	30%		
	20%		
Grammar		Grammar	
1. Fill in the blanks with multiple choices	15%	1. Fill in the blanks with multiple choices	20%
2. Correct the sentences	30%	2. Correct the sentences	30%
3. Match the items	10%	3. Rearrange the sentences	20%
4. Rearrange the sentences	15%	4. Change the statements into given question forms	30%
5. Answer the simple questions	30%		
Reading		Reading	
1. True false questions	50%	1. Multiple Choices	
2. Multiple Choice questions	50%	2. Answer questions	20%
		3. True False	30%
		4. Fill in the blanks	20%
			30%
Writing		Writing	
1. Change into Chinese Characters	25%	1. Make sentences	70%
2. Change the characters into Pinyin	25%	2. arrange the sentences into proper sequences	30%
3. Write with proper stroke orders	25%		
4. Write with help of given radicals	25%		

▪ **Sample rubric for marking Short Story/Paragraphs at grade X level**

Rubrics/Marking criteria	Marks Allocation
Content: Convincing, pertinent, specific, perceptive	5
Point of View: Clear, consistent, appropriate in approach	3
Organization: Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	5
Language use and style: <i>Sentence Structure:</i> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). <i>Style:</i> Interesting, original, expression suited to content, flow	5
Mechanics: Correctness in punctuation, spelling, and grammar	2
TOTAL	20

Textbook Preparation

Text books and other learning materials provide an opportunity to students to interact a variety of texts to understand and use concepts. Importance of textbooks in language learning is particularly/specifically vital. A textbook assures a measure of structure, consistency, and logical progression in a class. It minimizes preparation time for teachers and provides novice teachers with guidance in course and activity design. It allows students to review material or preview other lessons and meets a student's needs or expectations of having something concrete to work from and take home for further study. It may also provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

Generally, there are two categories of textbooks: Core textbooks and supplementary textbooks. The textbooks that integrate listening, speaking, reading and writing in each unit are called core textbooks. In these textbooks sequence is usually based on grammatical structures, vocabulary, and readability of narratives. Books that can be used alongside a core textbook are called supplementary texts. Supplementary textbooks could be in the following skill categories: listening, reading, grammar, speaking, writing, vocabulary, or pronunciation.

Many Chinese core textbook series are designed with similar components or sections. A typical Chinese language textbook may contain these major components.

- Introduction -- notes to the teacher and/or student
- Scope and sequence -- a table of contents listing the topics, vocabulary, skills, outcomes and Standards covered in each unit
- Units -- each unit may include a presentation of new language (vocabulary, content structures), practice activities, application activities, and an evaluation or end of unit performance assessment
- Tape scripts
- Answer keys
- Grammar appendices
- Index

A variety of prepared textbooks for teaching a foreign language are available for different languages. Same is the case with Chinese language and a variety of textbooks for teaching Chinese as foreign language are available in China. Since the students in Pakistan will hardly find any opportunity of exposure to Chinese culture during their classes hence the textbooks and other learning materials have to bridge this gap. *Three sample lessons have been **annexed at B***for the assistance of textbook developers.

For developing good textbooks for language teaching in this context needs to meet certain criteria. These criteria are as follows:

- Integrates four language skills: speaking, listening, reading, writing
- Receptive skills before productive (listen/read before speak/write)
- Integrates different learning styles: aural, oral, visual, kinesthetic
- Incorporates and varies different methodologies and techniques: Natural Approach, Communicative Competence, TPR, meaningful interchanges, conversations, drill, role play, information gap, problem solving, jazz chants, interview etc
- Grouping strategies: individual, pair, group and team work
- Sufficient student practice
- Grammar: taught in context; spiraling activities
- Interactive/communicative approaches
- Vocabulary: target vocabulary in lesson, recycled in lesson
- Reading: pre-read, read, post-read activities; theme recycled
- Writing activities integrated in text
- Assessments and self evaluations at end of unit; final tests
- Design and Format: illustrations, type size, color/black white, layout
- Pace appropriate to level
- Promotes cross-cultural awareness

Some additional criteria for a good textbook include:-

- Take into account the linguistic and cultural background of the student population
- Layout and formatting (including font size) is appropriate for the student population
- Affordable and can be used as a non-disposable resource if possible

Since this is the first effort to teach Chinese language in Pakistan to the students who have no background at all in Chinese language and culture before, therefore it is necessary to develop a set of text books for Pakistani students which meet the Standards given in this curriculum. These text books should:

- Be based on the investigation of student needs and effectively address the special needs of Pakistani middle school students
- Take into account Pakistani students' linguistic and cultural background
- Contain teacher-friendly instructions and reference materials
- Contain learner-centered materials and contents
- Use layout and formatting appropriate for middle school students
- Contain culturally sensitive visuals and graphics appropriate for middle school students
- Provide clear, authentic, and appropriate audio materials

Teacher Training

Chinese language is one of the most ancient language, is unique and to some extent difficult language in the world. Difficult in the sense that it is a non alphabetical language based on pictorial. It is a highly technical to teach Chinese language to those students who have alphabetical background. This position warrants highly professional and skilled teachers.

Teaching this unique language to Pakistani student will require teachers who are familiar with Chinese culture, have sound knowledge of the language and highly trained in pedagogy. These teachers have the task of changing the mind of the students from the alphabetical to the non alphabetical/pictographic language, therefore teachers for teaching Chinese language should be professionally trained, in teaching the language technically. If it does not happen so, the students will lose their interest in learning this language. Since in Pakistani teacher training colleges, Chinese Language is not offered at any level of professional training i.e. B.Ed, M.Ed, MA Education and others, therefore it will not be possible to find trained teachers to start teaching Chinese language during the next year or so. To find solution to this problem following may be considered:-

1. Arrangements for training of teachers at NUML may be made by the departments/governments/institutions desirous of introducing Chinese Language.
2. The graduates of NUML may be hired and further trained according to their needs.
3. Teachers from China may be recruited through bilateral agreement at the level of governments/departments/institutions.

Glossary

Benchmark	An indication of what the students will be able to accomplish at the end of each development level in order to meet the standard.
Brainstorm	A creativity technique of generating ideas to solve a problem. A pre-writing technique in which students, either alone or in groups, think of, or write down all words or phrases that come to mind, then chose to expand the range of available ideas, for a given topic.
Character	Refers to a logogram used in writing Chinese.
Cloze	An assessment or activity of reading or listening comprehension that involves having the students supply words which have been systematically deleted from a text.
Competency	A learning area.
Context	The setting in which speech or writing takes place.
Contextual clues	Sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.
Creative writing	A term used to distinguish certain imaginative or different types of writing.
Critical thinking	Critical thinking is the practice of thinking things through, in which one carefully describes something (an event, a boo a person, etc) and evaluates it according to some relevant criterion, considering significant alternatives.
Final	Refers to the vowel and final consonant of a syllable.
Fluency	To read or speak smoothly without hesitation and with comprehension.
Format	The way a document/piece of writing or presentation is arranged.
Formulaic expression	A type of word or phrase expressing greetings, farewells, and apologies, e.g. hello, goodbye, sorry.
Function	A function is the purpose for which language is used e.g. to gratitude, to invite, to ask.
Grammatical function	Purposes for which words and structures are used from grammar point of view.
Initial	Refers to the initial consonant of a syllable.
Layout	Visual presentation of text.
Left to right	Refers to how text in Chinese runs from left to right across the page.
Pinyin	Refers to the most commonly used Romanization system for spelling the sound of Chinese language.
Post-reading	A group of reading strategies employed after reading a text such as responding to the text, providing a title.
Pre-reading	A group of reading strategies employed before reading a text such as predicting the content, anticipating vocabulary.
Pre-writing	The thinking and planning the writer does before drafting, which includes considering topic, audience, and purpose; gathering information; choosing a form; determining the role of the writer; and making a plan.

Reading readiness strategies	Skills that help prepare learners (non readers) for the task of reading such as, holding a book, phonemic awareness, discerning shapes, conventions of print, etc.
Role play	An instance or situation in which one deliberately acts out or assumes a particular character or role. Role play is used as a means to teach language for various communicative purposes.
Scanning	A type of reading used to locate a particular piece of information without necessarily attending to the other parts of text.
Thought group	A group of words/phrases that forms a brief unit of sense. A thought group is discretely spoken with a short pause to distinguish from other thought groups in the passage.
Setting	The time and place of the action of a story.
Standard	A description of a particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.
Stress	The relative emphasis given to certain syllable in a word. Stress can differentiate meaning.
Stroke	Refers to the basic writing unit of Chinese characters.
Stroke order	Refers to the sequence that should be followed in writing Chinese characters.
Student outcome	learninga Statement that describes what students will be able to do as a result of instruction at a particular grade.
SV/SVO pattern	SV pattern is Subject + Verb pattern in a sentence. SVO pattern is Subject + Verb + Object pattern in a sentence.
Syllable	A word or part of a word that can be pronounced with one impulse from the voice.
Syntax	The arrangement of words to show relationships of meaning within a sentence.
Textual aid	Clues in the text to aid comprehension.
Top to bottom	Refers to how text runs down the page after completion of each line.
Tone	Refers to the musical pitch or movement in pitch serving to distinguish two words otherwise composed of the same sounds. There are four tones in Chinese plus a neutral tone.
Usage	The usage of a language item is the grammatical rules for making it.
Visual cue	Information presented in a visual form e.g. pictures, photographs, etc.
Visuals/ audio-visual aids	Training or educational materials directed at both, the sense of hearing and the sense of sight. materials that provide pictures and/or sounds to assist learning or teaching.
While reading	Reading strategies to be applied during reading a text.
Writing process	A sequence of steps in writing, typically including: (1) planning, (2) drafting, (3) revising, (4) editing, and (5) publishing.
Writing readiness	Skills that help prepare learners for the task of writing.

Chinese language Curriculum Development Team

Mr. Li Jian Feng	Associate Professor/Head of the Chinese Language Department, NUML, Islamabad
Mrs. Misbah Rashid	Assistant Professor, Chinese Language Department, NUML, Islamabad r,
Mrs. Rukhsana mahmood ul hassan	Assistant Professor, Chinese Language Department, NUML, Islamabad
Mr. Munib Ahmad	Lecturer, Chinese Language Department, NUML, Islamabad
Mrs. Rashida Mustafa	Instructor, Chinese Language Department, NUML, Islamabad
Mr. Aziz-Ur-Rehman	Contract Lecturer, Chinese Language Department, NUML, Islamabad
Mr. Jia Zheng Hua	Contract Lecturer, Chinese Language Department, NUML, Islamabad
Mrs. Li Yi Ning	Contract Lecturer, Chinese Language Department, NUML, Islamabad
Mr. Zafar Naveed	Lecturer, Chinese Language Department, NUML, Islamabad
Mr. Mazhar ul Haq Khawaja	Assistant Educational Advisor, Curriculum Wing, Ministry of Education, Islamabad

National Curriculum Review Committee

Mr. Lijian Feng,	Member Curriculum Development Team./ Head of Chinese Language Department, NUML, Islamabad
Mrs. Tayyaba Ashraf	Deputy Director, Curriculum Wing, Punjab Textbook Board, Lahore/ Member of Provincial Curriculum Review Committee
Mr. Muhammad Arif,	Subject Specialist, Directorate of Curriculum and Teacher Education, NWFP Abbottabad /Member Provincial Review Committee, NWFP
Ms Rukhsana Mahmood ul Hasan,	Assistant Professor, Chinese Language Department, NUML, Islamabad /Member Curriculum Development Team.
Ms Shafqat Rehman,	Language Assessment Expert, National Education assessment System
Mr. Mazhar ul Haq Khawaja	Assistant Educational Advisor, Curriculum Wing, Ministry of Education, Islamabad
Dr. S. Tajammal Hussain Shah	Deputy Educational Advisor, Curriculum Wing, Ministry of Education, Islamabad

RECOMMENDED LIST OF LANGUAGE LAB EQUIPMENT

Sr	Equipment	Description	Qty
1	Master control console	*OLC-908W	1
2	Teacher recorder	OR-550M	2
3	Students recorder	OR-550R	40
4	Recorder cover	CA-403	42
5	Head set	OH-99	46
6	Power transformer unit	PTU-3048	1
7	Audio cable	MT-73P	40
8	Connecting cable	MT-4P	40
9	Computer for teacher	HP or Acer with monitor	1
10	Master table	9x3 (4 Pcs in total)	1
11	Desk for students	wooden with glass in front (for 2 students)	22
12	Master chair	HI-PAK/Swivel with arm	1
13	Student chair	HI-PAK/Swivel	44
14	Teacher platform	Wooden frame covered with chipboard with top 2mm vinyl floor	1
15	2 mm vinyl floor	LL room	900
16	Duct for cable	wooden	1
17	UPS for computer and LL Lab	STABAC 5 KVA built in AVR & dry batteryx4	1
18	Power distribution for LL Lab	complete with duct pvc, DB, etc.	1
19	Installation charges		1
20	Air-conditioners	Split type 2 Ton (reversible)	2
Freight/Insurance charges			1
* <u>OLC-908W AAC Mode for 40 Students</u>			

Sr	Equipment	Description	Qty
1	Projector	Sony	1
2	Projection screen	Topax	2
3	DVD player	Sony NS 518	1
4	Audio Amplifier	TOA	1
5	Speakers	TOA	4
6	Cable & connectors	Audio/video cables and connectors	1

Lesson 1**Lesson Objectives:**

1. Know there are 21 initials and 36 finals in Chinese.
2. Understand that Chinese pinyin are pronounced differently from English although the same Roman letters are adopted.
3. Understand that Chinese language is tonal and know there are 4 tones and a neutral tone.
4. Know how to greet people.

Part I: Phonetics**1 Initials (Consonants 21)**

b p m f	d t n l
g k h	j q x
zh ch sh r	z c s

2 Finals (Vowels 36)

a	ai ao	an ang
o	ou	ong
e	ei	en eng
i	ia ie	ian in iang
	iao iou	ing iong
u	ua uo	uan uang
	uei uai	uen ueng
ü	üe	üan ün
er		

3 Tones**4 Combinations****Part II: New Words**

1. 你 nǐ you (single)
2. 好 hǎo good, well, ok

Teacher's Instructions:

- Tell students articulation of initials and finals in Chinese

The teacher will explain the concept of PinyinStudents

- Chinese Pinyin have different pronunciation from English.
- Encourage them to practice the pronunciation of Chinese pinyin.
- Help them understand Chinese language is tonal
- Give them good practice of 4 tones and antenatal tone.

Part III: Text**Greetings**

A: 你好!
Nǐ hǎo

B: 你好!

Part IV: Exercises

1. Initials

- 1) Listen to the tape and imitate
- 2) Read (认读)

b p m f	d t n l
g k h	j q x
zh ch sh r	z c s

2. Finals

- 1) Listen to the tape and imitate
- 2) Read (认读)

a	ai ao	an ang
o	ou	ong
e	ei	en eng
i	ia ie	ian in iang
	iao iou	ing iong
u	ua uo	uan uang
	uei uai	uen ueng
ü	üe	üan ün
er		

3. Read the syllables aloud

4. New words

- 1) Listen and imitate
- 2) L2 to L1 mapping
- 3) L1 to L2 mapping

5. Text

- 1) Listen and imitate
- 2) Read (L2 to L1 mapping)
- 3) L1 to L2 mapping
- 4) Role play

Greetings:

- Tell Students various greetings e.g thanks, goodbye in Chinese and encourage them to practice/use these greetings in the classroom.

Lesson 2

Objectives:

1. Memorize the following Initials and pronounce them with acceptable precision:
b p m f d t n l
2. Memorize the following Initials and pronounce them with acceptable precision:
a o e i u ü
3. Improve pronunciation of the 4 tones.
4. Learn how to say numbers from 1 to 10.

5. Learn how to say Goodbye.
6. Learn four basic stokes: heng, shu, pie, na.
7. Learn the basic stroke orders:
 - 1) from left to right;
 - 2) from top to bottom;
 - 3) heng first and shu second when they cross;
8. Learn how to write 5 simple Chinese characters: 一, 二, 三, 八, 十

Part I: Phonetics

1 Initials (Consonants 21)

b p m f	d t n l
---------	---------

2 Finals (Vowels 36)

a o e i u ü

3 Pinyin

Part II: New Words

- | | | | |
|-----|---|------|-----------|
| 1. | 一 | yī | one |
| 2. | 二 | èr | two |
| 3. | 三 | sān | three |
| 4. | 四 | sì | four |
| 5. | 五 | w ŭ | five |
| 6. | 六 | liù | six |
| 7. | 七 | qī | seven |
| 8. | 八 | bā | eight |
| 9. | 九 | ji ŭ | nine |
| 10. | 十 | shí | ten |
| 11. | 再 | zài | again |
| 12. | 见 | jiàn | see, meet |

Teachers Instructions: Give Students enough practice in pronouncing initials and finds correctly and also ask them to memorize these initials and finals. Do more practice with students on pronunciation of 4 tones. Do practice with the students on saying member from 1 to 10 in Chinese. Explain to the students the concept of studies and also tell them basic stroke orders. Teach them 5 simple Chinese characters.

Part III: Text

Saying Goodbye

zài jiàn

A: 再 见 !

zài jiàn

B: 再 见 !

Part IV: Exercises

1. Initials

- 1) Listen to the tape and imitate
- 2) Read (认读)

2. Finals

- 1) Listen to the tape and imitate
- 2) Read (认读)

3. Read the syllables aloud

4. New words

- 1) Listen and imitate
- 2) L2 to L1 mapping
- 3) L1 to L2 mapping

5. Text

- 1) Listen and imitate
- 2) Read (L2 to L1 mapping)
- 3) L1 to L2 mapping
- 4) Role play

6. Chinese characters

一, 二, 三, 八, 十

Lesson 3

Objectives:

1. Memorize the following Initials and pronounce them with acceptable precision:
g k h
2. Memorize the following Initials and pronounce them with acceptable precision:
ai ei ao ou ua uo uai uei(-ui)
3. Improve pronunciation of the 4 tones.
4. Learn how to say some family members.
5. Learn how to give and respond to thanks.
6. Learn some variant stokes.
7. Refresh the basic stroke orders and learn one new:
1) let him in first and then close the door.
8. Learn how to write 8 simple Chinese characters: 四, 五, 六, 七, 九, 不, 大, 马

Part I: Phonetics

1. Initials
g k h
2. Finals
ai ei ao ou ua uo uai uei(-ui)
3. Pinyin

Part II: New Words

谢谢, 不客气, 大/dà, 他/tā, 我/wǒ 爸爸/bàba, 妈妈/māma, 哥哥/gēge, 妹妹/mèimei, 弟弟/dìdi, 奶奶/nǎinai, 姥姥/lǎolǎo, 爱/ài,

Part III Text

1. Thanks Giving

xiè xie

A: 谢 谢!

bú kè qì

B: 不 客 气。

Teacher's Instructions: Ask the students to do more practice with students on pronunciation of 4 tones and strokes. Explain the concept of family members. Give them practice of 8 simples of Chinese characters.

wǒ ài bà ba

2. 我 爱 爸 爸。

wǒ ài mā ma

我 爱 妈 妈。

Part IV: Exercises

1. Initials

1) Listen and imitate

2) Read

3) Dictation

2. Finals

1) Listen and imitate

2) Read

3) Dictation

3. Syllables

1) Read aloud

4. New Words

1) Listen and imitate

2) Read the pinyin aloud and tell the meaning

3) Read the Chinese characters and tell the meaning

4) L1 to L2

5. Text

1) Listen and imitate

2) Read

3) Role play

6. Chinese characters

四, 五, 六, 七, 九, 大, 不, 马