CHINESE LANGUAGE AND CULTURE SIX-YEAR PROGRAM GRADES 7–8–9

This program of studies is intended for students who are beginning their study of Chinese language and culture in Grade 7. It constitutes the first three years of the Chinese Language and Culture Six-year (6Y) Program. The Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y Program of Studies constitutes the last three years of the six-year program.

PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of and sensitivity to cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese, as any other language, develops in individuals an awareness of and sensitivity to cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best means of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to developing and maintaining literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage, providing language and cultural skills that enable individuals to communicate and interact effectively in the global society.

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1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Chinese and develop literacy skills in the language. This is also true for students who have no knowledge of Chinese and are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Strategies help students learn and communicate more effectively and more efficiently.

Global Citizenship aims to develop intercultural competence, with a particular focus on Chinese culture.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no

opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

Lexical Fields

In grades 7, 8 and 9 of the six-year program, students will be able to use words and expressions in a range of lexical fields, including:

Grade 7 (Six-year Program	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
• self • school • family • friends • holidays • any other lexical fields that meet their needs and interests	• food • daily life • weather • clothing • hobbies • any other lexical fields that meet their needs and interests	• leisure activities • dwellings • shopping • sports and exercise • social life • any other lexical fields that meet their needs and interests

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.
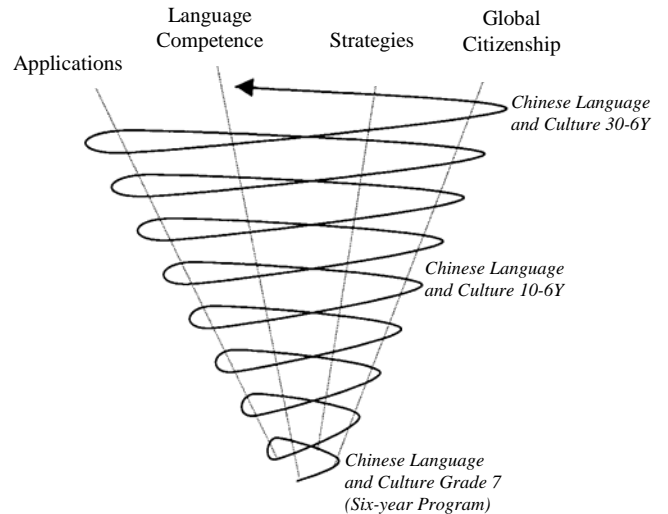
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined on the preceding pages.

Applications [A]
- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Chinese **effectively** and **competently**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the chart on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

General Outcomes

Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.
A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 to pursue imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.
LC–1 interpret and produce texts
LC–2 attend to form
LC–3 apply knowledge of the sociocultural/ sociolinguistic context
LC–4 apply knowledge of how discourse is organized, structured and sequenced

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
S–1 language learning
S–2 language use
S–3 general learning

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
GC–1 historical and contemporary elements of Chinese culture
GC–2 affirming and valuing diversity
GC–3 personal and career opportunities

Guide to Reading the Program of Studies

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

cluster heading
for specific
outcomes

A–5   to extend their knowledge of the world

		Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
		Students will be able to:		
A–5.1 discover and explore		a. ask simple questions; e.g., 谁是你的老师? 这是什么? 你家有几口人?	a. ask basic questions to gain knowledge b. seek information c. make and talk about personal observations	a. ask questions to gain knowledge and clarify understanding
A–5.2 gather and organize information		a. gather simple information b. organize items in different ways	a. gather information b. sequence items in different ways	a. compare and contrast items in simple ways b. compose simple questions to guide research c. record observations
A–5.3 solve problems		a. experience problem-solving situations in the classroom	a. recognize a problem	a. identify a problem b. choose between alternative solutions
A–5.4 explore opinions and values		a. respond to the preferences, opinions and values of others; e.g., likes and dislikes, sports, pets, foods	a. gather opinions	a. gather and compare personal views and opinions

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

6/ Chinese Language and Culture Six-year Program (7–8–9)
(2005)

Applications

to express emotions and
personal perspectives

to receive and
impart information

to get things done

**Students will use Chinese in a variety
of situations and for a variety of
purposes.**

to form, maintain and change
interpersonal relationships

to pursue imaginative
purposes and personal
enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

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A–1 to receive and impart information

	Grade 7 (Six-year Program)	**Grade 8** (Six-year Program)	**Grade 9** (Six-year Program)
	Students will be able to:		
A–1.1 share factual information	a. share basic information; e.g., their own name b. identify concrete people, places and things	a. ask for and provide information b. describe people, places and things c. understand and respond to simple questions	a. ask for and provide information on a range of familiar topics b. describe people, places, things and a series of events or actions

A–2 to express emotions and personal perspectives

	Grade 7	**Grade 8**	**Grade 9**
	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences	a. inquire about and express simple thoughts and preferences b. express a personal response to a variety of situations; e.g., 我喜欢/不喜欢	a. inquire about and express likes and dislikes; e.g., 我不喜欢跑步，我喜欢游泳。 b. give simple reasons for thoughts and preferences; e.g., 我不要这个包，它太贵了。 c. indicate degree of preference
A–2.2 share emotions, feelings	a. recognize expressions of basic emotions and feelings	a. express basic emotions and feelings	a. inquire about, express and respond to basic emotions and feelings; e.g., 怎么啦？

A–3   to get things done

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands c. ask for permission	a. make simple requests b. suggest a course of action and respond to a suggestion	a. give and follow short sequences of instructions; e.g., 请关上窗。请翻到第 50 页。
A–3.2 state personal actions	a. state simple personal actions	a. state and describe personal actions b. inquire about and express ability and inability to do something; e.g., 甲： 你会用筷子吗？ 乙： 对，我会用，不过用得不太好。	a. express a desire to do something
A–3.3 manage group actions	a. manage turn taking	a. ask for help or clarification	a. suggest, initiate or direct action in group activities

A–4   to form, maintain and change interpersonal relationships

	Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance c. introduce themselves d. exchange some basic personal information	a. initiate relationships; e.g., invite others to participate b. apologize c. refuse politely	a. talk about themselves b. respond to others c. make and break social engagements; e.g., 咱们去游泳吧。不行，我不能去，我有事。

A–5   to extend their knowledge of the world

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
A–5.1 discover and explore	a. ask simple questions; e.g., 谁是你的老师？ 这是什么？ 你家有几口人？	a. ask basic questions to gain knowledge b. seek information c. make and talk about personal observations	a. ask questions to gain knowledge and clarify understanding
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. gather information b. sequence items in different ways	a. compare and contrast items in simple ways b. compose simple questions to guide research c. record observations
A–5.3 solve problems	a. experience problem-solving situations in the classroom	a. recognize a problem	a. identify a problem b. choose between alternative solutions
A–5.4 explore opinions and values	a. respond to the preferences, opinions and values of others; e.g., likes and dislikes	a. gather opinions	a. gather and compare personal views and opinions

> **General Outcome for Applications**
> Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6   to pursue imaginative purposes and personal enjoyment

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
A–6.1 humour/fun	a. identify words or situations that are personally humorous; e.g., *mā* 妈, *má* 麻, *mǎ* 马, *mà* 骂	a. use the language for fun; e.g., practise tongue twisters	a. use the language for fun and humour; e.g., read simple rhymes
A–6.2 creative/aesthetic purposes	a. experience creative/aesthetic uses of language	a. participate in creative/aesthetic language activities	a. use the language for creative/aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and produce
texts

attend to form

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural/sociolinguistic
context

apply knowledge of how discourse
is organized, structured and
sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements.

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

LC–1 interpret and produce texts

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
LC–1.1 aural comprehension	a. understand the meaning of simple spoken sentences, in guided situations	a. understand the meaning of short, simple oral texts, in guided situations	a. understand the meaning of short, simple oral texts, in a variety of guided situations
LC–1.2 reading comprehension	a. recognize some basic characters★ b. understand the meaning of simple written sentences, in guided situations	a. recognize basic characters★ b. understand the meaning of short, simple written texts, in guided situations	a. recognize and interpret some characters★ b. understand the meaning of a variety of short, simple written texts, in guided situations
LC–1.3 visual interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication, in guided situations	a. derive meaning from the visual elements of a variety of media, in guided situations	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations
LC–1.4 oral production	a. produce, orally, simple words and phrases, and short, simple sentences, in guided situations	a. produce short, simple oral texts, using familiar structures, in guided situations	a. produce short, simple oral texts, using familiar structures, in a variety of guided situations
LC–1.5 interactive fluency	a. engage in simple interactions, using words and phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions
LC–1.6 written production	a. produce short, simple written phrases and sentences, in guided situations★	a. produce short, simple written texts, using familiar structures★	a. produce a variety of short, simple written texts, using familiar structures, in guided situations★
LC–1.7 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media, in guided and unguided situations

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LC–2 attend to form

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
LC–2.1 phonology	a. distinguish and produce the sounds and tones of Chinese, using the Pinyin system, in modelled situations★	a. distinguish and produce the sounds and tones of Chinese, using the Pinyin system, in guided situations b. use Pinyin to learn to pronounce new characters★	a. identify and reproduce critical sound distinctions that are important for meaning b. use Pinyin independently to pronounce new characters★
LC–2.2 orthography	a. recognize the elements of the Pinyin system b. recognize the rules of basic stroke order of Chinese characters★	a. apply the elements of the Pinyin system, with guidance b. use basic mechanical features c. apply general rules of stroke order to write new characters d. recognize the existence of radicals in Chinese characters★	a. produce learned characters with reasonable accuracy b. apply correct stroke order to writing characters c. apply correct mechanical features d. recognize some commonly used radicals★
LC–2.3 lexicon	a. use a repertoire of words and phrases in familiar contexts within a variety of lexical fields, including: • self • school • family • friends • holidays • any other lexical fields that meet their needs and interests	a. experiment with and use vocabulary and expressions in familiar contexts within a variety of lexical fields, including: • food • daily life • weather • clothing • hobbies • any other lexical fields that meet their needs and interests	a. use a range of vocabulary and expressions in familiar contexts within a variety of lexical fields, including: • leisure activities • dwellings • shopping • sports and exercise • social life • any other lexical fields that meet their needs and interests

(continued)

★ The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

(continued)

LC–2 attend to form

	Grade 7 **(Six-year Program)**	**Grade 8** **(Six-year Program)**	**Grade 9** **(Six-year Program)**

Students will be able to:

a. recognize and use, in modelled situations,[2] the following grammatical elements: ....

LC–2.4
grammatical elements

Grade 7	Grade 8	Grade 9
Sentence Pattern 句型 – Subject + Verb + Object – Subject + 很 + Adjective – Subject + 是 + Noun **Auxiliary, Interrogative Mood** 疑问语气助词 – 吗 **Interrogative Words** 疑问词语 – 谁 – 几 – 什么 – 哪 **Measure Words** 量词 – 个，只，条 **Auxiliary "的" Used as Possessive Indicator** 助词"的"用于表示 "领有"关系 **Negation** 否定 – 不 + Adjective – 不 + Verb – 沒 有 + Noun **The Conjunction** 连词 – 和	**Sentence Pattern** 句型 – Time + Subject + Verb + Object – Subject + Time + Verb + Object **Interrogative Forms** 提问的方式 – Question-word questions 怎么，什么时候， 哪年，多少 – Affirmative–negative, Adjective + 不 + Adjective – Verb + 不 + Verb **"的" Structures** "的"字结构 – Adjective + 的 **Adverbs** 副词 – 也 – 都 **Auxiliary "得" Used After Verb to Introduce Complement** 助词"得"作补语标记 – e.g., 他跑得很快。	**"在" in Various Situations** "在"字的用法 – e.g., 他在看书。 尺在桌子上面。 我在书房做功课。 **"了" in Various Situations** "了"字的用法 – e.g., 好了，好了！ 你长高了。 我 吃饭了。 **Transitional Words** 关连词 – 可是 – 但是 **"沒" in Other Situations** "沒"字的用法 – 沒 + Verb **Auxiliary Verb** 助动词 – 会（表示能力） e.g., 我会说中文。

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2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

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LC–2 attend to form

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: ....

LC–2.4
grammatical elements

Grade 8 (Six-year Program)

Sentence Pattern
句型
− Subject + Verb + Object
− Subject + 很 + Adjective
− Subject + 是 + Noun

Interrogative Words
疑问词语
− 谁
− 什么
− 哪

Measure Words
量词
− 条

Auxiliary "的" Used as Possessive Indicator
助词 "的" 用于表示 "领有" 关系

Negation
否定
− 不 + Adjective
− 不 + Verb
− 没有 + Noun

The Conjunction
连词
− 和

Grade 9 (Six-year Program)

Sentence Pattern
句型
− Time + Subject + Verb + Object
− Subject + Time + Verb + Object

Interrogative Forms
提问的方式
− Question-word questions
怎么，什么时候，哪年，多少
− Affirmative–negative, Adjective + 不 + Adjective
− Verb + 不 + Verb

"的" Structures
"的" 字结构
− Adjective + 的

Adverbs
副词
− 也
− 都

Auxiliary "得" Used After Verb to Introduce Complement
助词 "得" 作补语标记
− e.g., 他跑得很快。

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3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–2 attend to form

Grade 7 (Six-year Program)	**Grade 8** (Six-year Program)	**Grade 9** (Six-year Program)
Students will be able to:		

c. use, independently and consistently,[4] the following grammatical elements: ....

| | **Auxiliary, Interrogative Mood**
疑问语气助词
－ 吗
Interrogative Word
疑问词语
－ 几
Measure Words
量词
－ 个，只 | **Sentence Pattern**
句型
－ Subject + Verb + Object
－ Subject + 很 + Adjective
－ Subject + 是 + Noun
Interrogative Words
疑问词语
－ 谁
－ 什么
－ 哪
Measure Words
量词
－ 条
Auxiliary "的" Used as Possessive Indicator
助词"的"用于表示"领有"关系
Negation
否定
－ 不 + Adjective
－ 不 + Verb
－ 没有 + Noun
The Conjunction
连词
－ 和 |

LC–2.4
grammatical elements

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4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–3 apply knowledge of the sociocultural/sociolinguistic context

		Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
		Students will be able to:		
LC-3.1 register		a. recognize the difference between some formal and informal situations; e.g., 几岁, 贵姓	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts; e.g., 你, 您	a. experiment with and use formal and informal language, with guidance; e.g., address people in formal situations using 先生, 小姐
LC-3.2 idiomatic expressions		a. imitate some age-appropriate idiomatic expressions	a. understand and use simple idiomatic expressions as set phrases; e.g., 哪里, 哪里	a. use some idiomatic expressions as set phrases to enhance communication
LC-3.3 variations in language		a. experience variations in language; e.g., regional, age-related	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
LC-3.4 social conventions		a. use basic social expressions appropriate to the classroom	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize expressions that are appropriate in a specific situation
LC-3.5 nonverbal communication		a. imitate and understand the meaning of some common nonverbal behaviours; e.g., hand gestures for counting	a. experiment with using some simple nonverbal means of communication; e.g., hand gestures for counting, thumbs up b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. recognize and use some appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
LC–4.1 cohesion/coherence	a. follow and imitate speech that uses simple link words; e.g., 和	a. use simple link words, with guidance	a. use common conventions to link sentences in short texts; e.g., use connective words and expressions such as 可是 b. sequence elements of a simple story, process or series of events
LC–4.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and print text forms; e.g., lists, letters, stories, songs	a. recognize a variety of oral and print text forms; e.g., recipes, invitations, messages b. use some simple text forms in their own productions; e.g., maps, questionnaires
LC–4.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	a. initiate interactions and respond using simple social interaction patterns	a. initiate interactions and respond using some social interaction patterns, in guided situations

Strategies

language learning

language use

**Students will know and use strategies
to maximize the effectiveness
of learning and communication.**

general learning
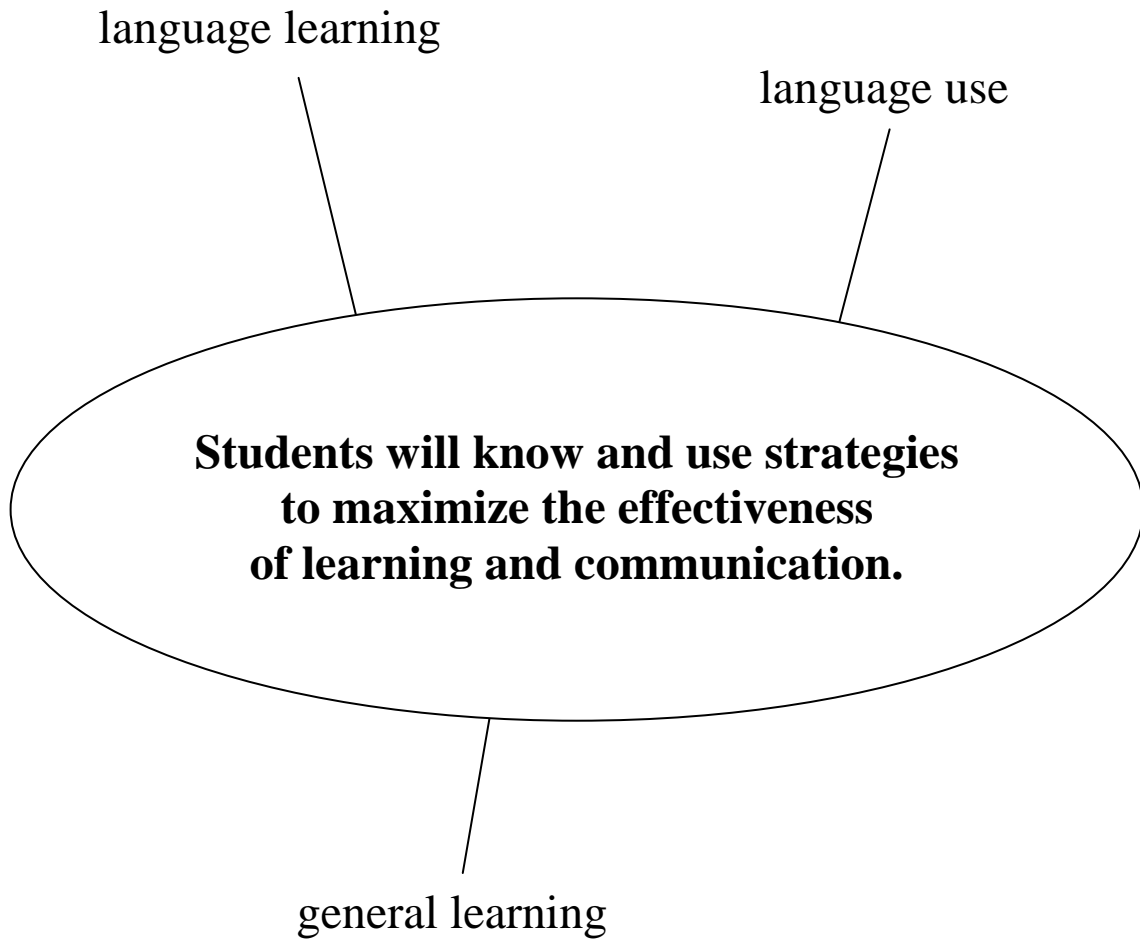
STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive
- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- write out or say words or phrases repeatedly in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things (word formations, sentence structures, vocabulary words and phrases) with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids or other learning aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe

- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or look for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment

- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from the first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when something is not understood
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct

- use a range of fillers, hesitation and slowing devices, and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive
- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is anticipated to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive
- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write

- use words that are visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

General Learning Strategies

Cognitive
- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time

- focus on and complete learning tasks
- record key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive
- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and individual learning style
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective
- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks

- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

S–1   language learning

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs to practise new vocabulary or sentence patterns or to learn Pinyin, memorize stroke order and direction of strokes through repetition	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries	a. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., listen or look for key words	a. identify and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	a. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, be willing to take risks and to try unfamiliar tasks and approaches

Further examples of language learning strategies are available on pages 24 and 25.

S–2   language use

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
	Students will be able to:		
S–2.1 interactive	a. use simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding verbally or nonverbally	a. use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition when something is not understood	a. identify and use a variety of interactive strategies to enhance language use; e.g., assess feedback from a conversation partner to recognize when a message has not been understood
S–2.2 interpretive	a. use simple interpretive strategies, with guidance, to enhance language use; e.g., make connections between texts on the one hand and prior knowledge and personal experience on the other, use illustrations to aid reading comprehension	a. use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., listen selectively based on purpose, make predictions about what is anticipated to be heard or read, attend to gestures, intonation and visual supports to aid comprehension	a. identify and use a variety of interpretive strategies to enhance language use; e.g., infer probable meanings of unknown words or expressions from contextual clues
S–2.3 productive	a. use simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write, use words that are visible in the immediate environment	a. use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide detail when producing their own texts	a. identify and use a variety of productive strategies to enhance language use; e.g., use knowledge of sentence patterns to form new sentences

Further examples of language use strategies are available on pages 25 and 26.

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3   general learning

	Grade 7 (Six-year Program)	**Grade 8** (Six-year Program)	**Grade 9** (Six-year Program)
	Students will be able to:		
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning; e.g., use models, classify objects and ideas according to their attributes	a. use simple cognitive strategies to enhance general learning; e.g., connect what is already known with what is being learned	a. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	a. use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task	a. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others	a. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks	a. identify and use a variety of social and affective strategies to enhance general learning; e.g., be encouraged to try, even though mistakes might be made

Global Citizenship

historical and contemporary
elements of Chinese culture

affirming and
valuing diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of Global Citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings are several strands, each of which deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with these new elements effectively and appropriately.

The "affirming and valuing diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Chinese culture

		Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
		Students will be able to:		
GC–1.1 accessing/analyzing knowledge of Chinese culture		a. ask questions, in English, about elements of Chinese culture experienced in class; e.g., maps, pictures, posters	a. make observations of Chinese culture; e.g., observe Chinese culture in the community	a. compare and make connections between some elements of Chinese culture and their own culture; e.g., clothing, music
GC–1.2 knowledge of Chinese culture		a. participate in activities and experiences that reflect elements of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture	a. identify some things they have in common with Chinese people their own age b. explore some elements of Chinese culture
GC–1.3 applying cultural knowledge		a. observe and imitate practices that are common among Chinese people	a. identify elements of Chinese culture in the school and community	a. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture
GC–1.4 diversity within Chinese culture		a. experience diverse elements of Chinese culture	a. identify some elements that reflect diversity within Chinese culture	a. identify commonalities and differences among diverse groups within Chinese culture
GC–1.5 valuing Chinese culture		a. participate in cultural activities and experiences	a. participate in cultural activities and experiences	a. express an interest in learning about Chinese people and Chinese culture b. identify similarities between themselves and Chinese people

GC–2 affirming and valuing diversity

Students will be able to:

	Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
GC–2.1 awareness of first language	a. distinguish between elements of their first language and Chinese; e.g., identify sounds that have no equivalent in English	a. recognize similarities and differences between their first language and Chinese; e.g., basic word order	a. recognize similarities and differences between their first language and Chinese; e.g., different social conventions
GC–2.2 general language knowledge	a. explore the variety of languages spoken by their classmates and members of their community b. identify similarities among different languages within their personal experience	a. identify differences and similarities among writing systems from different languages within their personal experience	a. recognize that within a linguistic group people from different regions may use differing pronunciation, vocabulary and structures b. recognize that in any language there are different words for the same thing
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	a. recognize similarities and differences between their own culture and Chinese culture; e.g., celebrations, foods, roles of family members	a. identify some essential similarities and differences between their own culture and Chinese culture
GC–2.4 general cultural knowledge	a. recognize that culture is expressed through a variety of forms; e.g., behaviours, stories, food, clothing	a. recognize that a variety of cultural practices are followed by their classmates and groups in their community b. recognize that speakers of the same language may come from different cultural backgrounds	a. recognize some of the factors that affect the culture of a particular region
GC–2.5 valuing diversity	a. work and interact with others who are different	a. engage in activities that reflect other ways of doing things or other perspectives	a. identify the limitations of adopting a single perspective
GC–2.6 intercultural skills	a. adapt to new situations; e.g., hearing the Chinese language, seeing Chinese characters, listening to Chinese songs	a. recognize factors that contribute to intercultural communication; e.g., language, gestures, body language, perspectives b. listen to the opinions of others	a. recognize that there are various ways of dealing with linguistically and culturally unfamiliar situations

GC–3 personal and career opportunities

		Grade 7 (Six-year Program)	Grade 8 (Six-year Program)	Grade 9 (Six-year Program)
		Students will be able to:		
GC–3.1 Chinese language and culture		a. suggest some reasons for learning Chinese	a. identify some personal uses they have made of their knowledge of the Chinese language and culture	a. identify some careers for which knowledge of Chinese is useful b. identify some places that they could visit where Chinese is spoken
GC–3.2 cultural and linguistic diversity		a. explore reasons for learning languages and learning about world cultures	a. identify reasons for learning languages and experiencing other cultures	a. identify contexts and situations where knowledge of languages and world cultures is an asset