

BCCAT Transfer Innovations Funding Project

Core Competencies for Chinese

Beginner's Levels I & II

1. The SCOLA subcommittee on learning outcomes has followed these two main criteria when creating core competencies:
 - a. The document is centered around the basic Core Competencies for language learning, which are Listening, Speaking, Reading, Writing and Intercultural Competencies;
 - b. The "can-do" statements have been organized around the core competencies to accurately reflect what a successful Beginner's Level I student can do.

Overall Listening Comprehension category within the Reception Skills for **Beginner's I: Firstg semester level language course** (3 credits, 35 - 60 contact hours*) **and Beginner's II: Secondg semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

***Definition for Contact Hours:**

Face-to-face instructional classroom, lab and virtual lab hours or their equivalent required for students to achieve content mastery. Additional hours required of the student to achieve content mastery, such as time spent on homework, are not counted in contact hours.

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
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| R E C E P T I O N | 1. a) Overall Listening Comprehension | <i>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning concerning family and concrete surroundings.</i> | |
| | Listening to announcements and instructions | <i>Can understand simple instructions addressed carefully and slowly to him/her and follow short, simple directions.</i> | Can understand classroom and daily instructions. 上课了。下课了。 现在看书。 请给我打电话。 |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
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| R E C E P T I O N | 1. a) Overall Listening Comprehension | <i>Can follow speech that is slow and carefully articulated, with pauses for him/her to assimilate meaning concerning family and concrete surroundings.</i> | |
| | Listening to announcements and instructions | <i>Can understand the main points in short and clear messages.</i> <i>Can understand simple instructions that are addressed carefully and slowly to him/her and follow short, simple</i> | Can understand notices and announcements related to personal lives, such as a school's notice, etc. 一月四号是新学期的第一天。 |

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| R E C E P T I O N | | | 请介绍你的朋友。 |
| | Understanding a native speaker/interlocutor (one-on-one) | <p><i>Can recognize familiar and basic words concerning personal details and/or immediate surroundings.</i></p> <p><i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i></p> <p><i>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i></p> | <p>Can comprehend simple introductions given by an individual.</p> <p>这是...老师。...老师是中国人。她有一个妹妹。</p> <p>Can understand questions regarding personal information.</p> <p>你是哪国人？ 你有哥哥吗？ 你学习什么？ 你的大学在哪儿？</p> <p>Can understand everyday expressions and directions.</p> <p>你现在去哪儿？ 你看什么书？ 一起去图书馆吗？</p> |
| | Understanding interaction | Not applicable* | |

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| R E C E P T I O N | | <i>directions.</i> | 图书馆上午八点开门。 从这儿左转，往前一直走，五分钟后就到书店了。 |
| | Understanding a native speaker/interlocutor (one-on-one) | <p><i>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i></p> <p><i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i></p> | <p>Can understand briefly questions of a store assistant. For example,</p> <p>你想喝点什么？茶还是可乐？这几个蛋糕都是今天做的，很不错。要一个吗？</p> <p>Can understand simple directions such as to a subway station.</p> <p>在前面路口右拐，再一直走五分钟，就到地铁站了。</p> |
| | Understanding interaction between native speakers (authentic, unmodified) | <i>Can gain a general idea about the topic, the emotions of the speakers, and the basic information of the conversation concerning personal preferences, interests, food, etc.</i> | <p>Can have a brief idea about discussions on Chinese tea.</p> <p>For example:</p> <p>中国人喜欢喝茶，特别是绿茶。现在越来越多的年青人</p> |

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| between native speakers (authentic, unmodified) | |
| Listening to public radio, audio and recordings (authentic, unmodified) | <i>Not applicable*</i> |

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| | | 也喜欢和咖啡和奶茶了。 中国的大学生们也常常运动。除了跑步，打篮球和打羽毛球的人也不少。 |
| Listening to audio and visual materials (authentic, unmodified) | <i>Can identify high frequency words and phrases, and can get a basic understanding about the topic being mentioned. Understanding is limited and may have errors.</i> | May watch some TV shows, drama, and/or movies with support of English subtitles. |

3. Overall Reading Comprehension category within the Reception Skills for

Beginner's I: First-semester level language course (3 credits, 35 - 60 contact hours*) **and Beginner's II: Second-semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
|---|---|--|---|
| R E C E P T I O N | 1. b) Overall Reading Comprehension | <i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Can understand cognates and highly contextualized words.</i> | For example: simple, short stories. |
| | Reading correspondence | <i>Can recognize some words and work out meanings of short, simple messages on post-its, or messaging/texting.</i> | For example, 你好。 我去大学了。 给我打电话。 你想去哪儿？ |
| | Reading for orientation | <i>Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday</i> | For example, Can read some words on signs 图书馆一楼 |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
|---|---|---|--|
| R E C E P T I O N | 1. b) Overall Reading Comprehension | <i>Can recognise high frequency words and everyday phrases in short, simple texts.</i> | For example: Words and phrases on posters, advertisements, notices, postcards, etc. |
| | Reading correspondence | <i>Can recognize some words and work out meanings of short, simple messages on postcards, post-its, or messaging/texting.</i> | For example: On a postcard: 你看这儿风景美吗？我现在在中国的长城。真希望你也能来看看。 |
| | Reading for orientation | <i>Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations in order to meet one's needs or complete</i> | For example, Can read street signs, maps, menus, calendars, timetables, menus, etc. 汉语课的时间表： 星期一上午八点半 |

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| R E C E P T I O N | | <i>situations in order to answer simple questions.</i> | To be able to identify and understand some simple words on forms: 姓名: 生日: 国籍: 专业: 电话: 工作: |
| | Reading for information and argument | <i>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support, such as signs for the washroom.</i> | For example: surveys, brochures, numbers, cognates and imagery. 男、女; “一月三十号—二月二十号大学放假，不上课。” |
| | Reading instructions | <i>Can follow short, simple written directions (e.g., to go from X to Y)</i> | Can read campus maps and identify locations and directions as 图书馆, 书店, 宿舍, 餐厅, 东门, 北门, etc. |

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| R E C E P T I O N | | <i>tasks.</i> | 到十点半。星期三下午两点到四点。星期二和四的中午有语法课。 |
| | Reading for views and argument | <i>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</i> | For example: Surveys, brochures, online pages, flyers, etc. |
| | Reading instructions | <i>Can identify familiar words and follow short, simple written directions and/or instructions to use some equipment if there is visual support.</i> | For example, Can understand at a very basic level the general information in user manual's guide for a washer machine, or a microwave, etc. |

5. **Overall Spoken Production category** for **Beginner's I: First semester level language course** (3 credits, 35 - 60 contact hours*) and **Beginner's II: Second-semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
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| P R O D U C T I O N | 2. a) Overall Spoken Production | <i>Can use simple, mainly isolated phrases about people and places, basic phrases concerning oneself, one's family and immediate concrete surroundings, when people speak slowly and clearly.</i> | For example: Can introduce one's classmates and family members. 我来介绍一下。这是我的好朋友。她姓..., 叫...。她是加拿大人, 今年二十岁。我们在大学认识。我们都学习电脑。 |
| | Sustained monologue: Describing experiences | <i>Can make a simple presentation on familiar topics to describe him/herself, what he/she does and where he/she lives.</i> | Can introduce oneself and/or a friend, sibling, etc. For example: 我姓..., 叫..., 是... 大学的学生。今年... 岁了。我是加拿大人。我的专业是汉语。我也有工作。 |
| | Addressing audiences | <i>Can read a very short, rehearsed statement - e.g. to introduce a</i> | Can introduce his/her teacher. For example: |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
|--|--|---|---|
| P R O D U C T I O N | 2. a) Overall Spoken Production | <i>Can use simple sentences about people and places, time, likes and dislikes, interests, living and working conditions, and immediate surroundings, with basic and limited cohesive devices.</i> | For example: Can introduce a person with detailed information. 我现在住在北京, 一边上学, 一边工作。周末的时候, 跟朋友见见面。想家的时候, 就给爸妈打打电话。我挺喜欢看电影, 所以有时候也会一个人去电影院。 |
| | Sustained monologue: Describing experiences | <i>Can make a simple presentation with some details on familiar topics such as about a person, about a place, about school/work, about a hobby, and daily life activities etc.</i> | For example: Can give a brief description of one's university. 我的大学在 ...市, 有...位老师和...学生。大学的学生宿舍在东边, 旁边是食堂。图书馆在大学南边。教学楼和书店都在西边。 |
| | Addressing audiences | <i>Can read a very short, rehearsed statements/present</i> | For example: Can give a brief introduction of the |

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| P R O D U C T I O N | | <i>speaker, propose a toast. Can use a number of isolated words and memorized phrases on a few predictable topics necessary for survival, such as a limited number of activities, preferences and immediate needs. Can describe daily and weekly actions and favourite activities, express likes and dislikes.</i> | 你们好。这是我老师。她在...大学工作。 Can give birthday blessings: 祝你生日快乐。 图书馆/厕所/餐厅在哪儿? 我今天去大学, 明天去工作。 我常常和朋友去图书馆学习。 | P R O D U C T I O N | | <i>ations on familiar topics - e.g. to introduce a speaker, to propose a toast, to give blessings, etc.</i> | Chinese class schedule for the given term. 新同学们好。我来为大家介绍一下这个学期汉语课的安排。每星期一到四早上八点到十一点上课。中午十二点到一点休息。下午是文化活动。 |
| | Ability to pronounce Pinyin | <i>Can sound out 21 Pinyin initials, 37 Pinyin finals and four tones.</i> <i>Can sound out words and expressions written in Pinyin syllables with tones for practice purposes. May make minor errors sometimes.</i> | For example: Can pronounce initials like: zh, ch, sh, r, j, q, x, Can pronounce finals like: a o e i u ü Can pronounce words and phrases in Pinyin like: chūn xià qiū dōng | | Ability to pronounce Pinyin | <i>Can confidently pronouncing the new words and expressions by sounding out the Pinyin syllables with tones.</i> | For example: Can pronounce new words and phrases in Pinyin like: Xuéxiào shēnghuó |
| | Public announcements | <i>Not applicable*</i> | | | Public announcements | <i>Not applicable*</i> | |

7. **Overall Written Production category** for **Beginner's I: Firstg semester level**

language course (3 credits, 35 - 60 contact hours*) **and Beginner's II: Second-semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
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| P R O D U C T I O | 2. b) Overall Written Production | <i>Can write simple, isolated phrases and sentences linked with simple connectors such as “and”, “but” and “because”.</i> | For example: 我有一个哥哥和一个姐姐。 今年我学习了汉语，还学习了日语。 |
| | Use of graphemes | <i>Can identify and tell the basic structures of Chinese characters such as strokes, radicals and main types of characters.</i> <i>Can handwrite/type common words in characters that are related to personal information and daily life.</i> | For example: Can identify the meaning of commonly used character radicals. E.g., 亻, 女, 彳, 讠, 宀, 卜, 辶 Can tell the six ways of character formation and use that as a strategy for character recognition. E.g., pictographs (日, 月, 山, 人, 象) ; ideograms (一, 二, 三, 上, 下) . Can handwrite some common characters, such as 我, 你, 是, 人, 好, 学习, 中国, 去, 看. |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
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| P R O D U C T I O N | 2. b) Overall Written Production | <i>Can write simple, isolated phrases and sentences linked with simple connectors such as “and”, “but” and “because”.</i> <i>May contain errors but can deliver general ideas and messages.</i> | |
| | Use of graphemes | <i>Can identify and tell with ease the structures of Chinese characters including strokes and radicals of a character.</i> <i>Can handwrite/type more Chinese characters that are related to personal and daily activity topics.</i> | For example: Can identify more common radicals in Chinese. Can recognize, type and/or handwrite another 150-200 frequently used Chinese characters (300-400 in total) such as 朋友, 同学, 语法, 星期, 兴趣, 坐车, 买书, etc. |

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| N | Discursive writing | <i>Can write/type very briefly in connected sentences about everyday some aspects of his/her environment e.g. people, family and places.</i> | For example: 我的名字叫...。今年...岁了。我的家人都在..., 我一个人在这儿学习。我的大学在...市。我的专业是...。我住在宿舍。在宿舍, 我还认识了几个好朋友。我们一起学习, 一起看书, 还一起去旅行。 |
| | Discursive writing Essays and reports | <i>Can write/type very briefly in connected sentences about everyday some aspects of his/her environment e.g. people, family and places.</i> <i>Not applicable*</i> | For example: 我的名字叫...。今年...岁了。我的家人都在..., 我一个人在这儿学习。我的大学在...市。我的专业是...。我住在宿舍。在宿舍, 我还认识了几个好朋友。我们一起学习, 一起看书, 还一起去旅行。 |

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| R E C E P T I O N | Discursive writing | <i>Can write/type very briefly in connected sentences about oneself, one's life situations, about a place, about an event, etc.</i> | For example: 我是...大学大四的学生, 专业是...。我对您的公司很有兴趣, 很想为您工作。 |
| | Discursive writing Essays and reports | <i>Can write/type very briefly in connected sentences about oneself, one's life situations, about a place, about an event, etc.</i> <i>Not applicable*</i> | For example: 我是...大学大四的学生, 专业是...。我对您的公司很有兴趣, 很想为您工作。 |

9. **Spoken Interaction category** for **Beginner's I: Firstg semester level language course** (3 credits, 35 - 60 contact hours*) **and Beginner's II: Secondg semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
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| I N T E R A C T I O N | 3. a) Spoken Interaction | <p><i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</i></p> <p><i>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i></p> | <p>Can share details such as name, origin, where one lives, contact info, age and profession.</p> <p>-你叫什么名字? -我姓..., 叫... - 你住在哪儿? -我住在大学学生宿舍。 -你的电话号是多少? -我的电话号是...</p> <p>-你想买什么? -我想买一本汉语书。</p> |
| | Conversati n | <p><i>Can make an introduction and use basic greeting and leave-taking expressions.</i></p> <p><i>Can say how they are, ask how people they are and react.</i></p> | <p>For example:</p> <p>-您好。您贵姓? -我姓..., 叫...。你呢? -我叫 -很高兴认识你。</p> <p>-你现在去哪儿? -我回家了。明天见。 -再见。</p> |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
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| I N T E R A C T I O N | 3. a) Spoken Interaction | <p><i>Can interact in a simple way, but may still need repetition at a slower rate of speech, rephrasing and repair.</i></p> <p><i>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i></p> <p><i>Can make a simple dialogue over the phone and/or take messages.</i></p> | <p>Can share more details about oneself such as class schedule, school life, work situations, hobbies and interests.</p> <p>For example: -你有什么兴趣爱好? -我喜欢...</p> <p>-你想喝什么饮料? -有可乐吗?</p> <p>- 喂, 你找哪位? -请问, XX 在吗? - 他出去了。你要留言吗? -好的。我是 xxx, 请他回来以后给我打电话。</p> |
| | Conversati on | <p><i>Can use a variety of expressions for making simple social exchanges such as greetings, leave-taking, showing gratitude, polite</i></p> | <p>For example:</p> <p>-最近怎么样? 学习忙吗? -还好。汉语课有点儿难。我常常学习写汉字。</p> |

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| I N T E R A C T I O N | | | |
| | Informal discussion (with friends) | <i>Not applicable*</i> | |
| | Formal discussion (meetings) | <i>Not applicable*</i> | |
| | Goal-oriented co-operation | <i>Can understand questions and instructions addressed carefully and slowly to</i> | For example: 请问你家人好。 请给我那本书。 图书馆在哪儿？ |

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| I N T E R A C T I O N | <i>(Spoken Competency continued)</i> | <i>expressions, etc.</i> <i>Can exchange simple information over familiar topics such as one's studies, work, schedule, hobbies, transportation, preferences, etc.</i> | ... -我还有点儿事儿，先走了。有空儿一起吃饭吧。 -好。 |
| | Informal discussion (with friends) | <i>Can discuss what to do, where to go and make arrangements to meet.</i> | Can discuss plans for the weekend with a friend. For example: -星期六下午你想做点儿什么？我们一起去打球，怎么样？ -周末打球的人太多了。我们去游泳吧。游泳的人不多。 -现在是冬天。游泳没意思。要不，去看电影吧。 -好啊。你想看哪部电影？ |
| | Formal discussion (meetings) | <i>Not applicable*</i> | |
| | Goal-oriented | <i>Can understand</i> | For example: |

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| | <p><i>him/her and follow short, simple directions.</i></p> <p><i>Can ask people for things, and give people things.</i></p> | |
| <p>Transactions to obtain goods and services</p> | <p><i>Can ask people for familiar things and give people things.</i></p> <p><i>Can handle numbers, quantities, cost and time.</i></p> | <p>Can express needs to buy books.</p> <p>For example:</p> <p>你们有汉语书吗？</p> <p>我想买一本汉语书。</p> |
| <p>Informative exchange</p> <p><i>(Spoken Competency continued)</i></p> | <p><i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i></p> <p><i>Can invite, accept or refuse an invitation</i></p> <p><i>Can ask and answer</i></p> | <p>For example:</p> <p>A: 对不起，你说什么？请再说一遍，好吗？</p> <p>B: 好的。</p> <p>A: 你现在有空儿吗？我们一起去书店吧？</p> <p>B: 对不起，我现在很忙，我不去了。</p> <p>A: 你的生日是几月几</p> |

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| <p>I N T E R A C T I O N</p> | <p>co-operation</p> | <p><i>questions and instructions addressed carefully and slowly to him/her and can give short, simple directions.</i></p> | <p>明天是 XX 的生日。我们在我家给她过生日吧。你买一个生日蛋糕，再买些饮料。然后一起带来我家，行吗？</p> |
| | <p>Transactions to obtain goods and services</p> | <p><i>Can give and receive information about quantities, numbers, prices etc.</i></p> <p><i>Can make simple purchases by stating what is wanted and asking the price.</i></p> <p><i>Can order a meal.</i></p> | <p>Can complete a dialogue to buy some fruits.</p> <p>For example:</p> <p>A: 苹果多少钱一斤？</p> <p>B: 十块五。</p> <p>A: 那橙子呢？</p> <p>B: 八块。</p> <p>A: 给我一斤苹果，半斤橙子吧。</p> <p>B: 好的。给您。一共十四块五。</p> <p>A: 这是二十。找我五块五。</p> |
| | <p>Informative exchange</p> <p><i>(Spoken Competency continued)</i></p> | <p><i>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i></p> <p><i>Can ask about timetable, and make an appointment.</i></p> | <p>For example:</p> <p>Can set up a dinner date.</p> <p>A: 你这个星期哪天有空我们一起吃饭吧？</p> <p>B: 好啊，让我看看。我今天和明天都没空儿了。星期五晚上怎么样？</p> <p>A: 好的。</p> |

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| | | <p><i>simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i></p> <p><i>Can indicate time by such phrases as this year, right now, in November, etc.</i></p> | <p>号?</p> <p>B: 九月十二号。</p> <p>A: 你今年学习汉语了吗?</p> <p>B: 我学了。</p> |
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| | | <p><i>Can ask for, understand and give directions referring to a map or plan.</i></p> | <p>Can give simple directions.</p> <p>先从这儿往前走，一直走到 xx 路，再左转，就到地铁站了。</p> |
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11. **Overall Written Interaction category** for **Beginner's I: First semester level**

language course (3 credits, 35 - 60 contact hours*) **and Beginner's II: Second-semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| | Competency | Descriptor | Concrete examples |
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| I N T E R A C T I O N | 3. b) Overall Written Interaction | <i>Can ask for or pass on personal details in written form.</i> | |
| | Correspondence | <i>Can understand and respond to short, simple messages on postcards, chat groups, social media etc.</i> | For example: 中国太美了。 我也想去中国旅游。 |
| | Notes, messages and forms | <i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</i> | For example: 姓名: xxx; 二十岁; 加拿大人, 生日是九月十二号。 八月一号去中国。 十月一号回加拿大。 |

Beginner's II: Second-semester level language course

| | Competency | Descriptor | Concrete examples |
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| I N T E R A C T I O N | 3. b) Overall Written Interaction | <i>Can ask for or pass on information related to personal or daily routine topics in written form.</i> <i>May contain occasional mistakes and need to use some references like a dictionary.</i> | |
| | Correspondence | <i>Can write/type short, simple messages on post-it, for chat groups, and letters, etc.</i> | |
| | Notes, messages and forms | <i>Can write/type in basic and brief manner about personal details, or areas of familiar topics on chat groups or social media.</i> | Can write about one's outings briefly. For example: 这是和朋友昨天晚上吃的火锅。两个人吃了这么多。好吃! 周末去爬山了, 爬了三个小时, 真累啊。 |

13. **Cultural Awareness and Intercultural competency** for **Beginner's I: First semester level language course** (3 credits, 35 - 60 contact hours*) **and Beginner's II: Second semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Beginner's I: First-semester level language course

| Comp etency | Descriptor | Details | Concrete examples |
|--|--|---|---|
| 4. CULTURAL & INTERCULTURAL | Can identify components of other cultural perspectives | Can talk about a topic related to the culture(s) in related to the target language | Can talk about the history of the Mandarin language and its various labels (汉语, 中文, 国语, 华语, 普通话) used in different regions. |
| | Can identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences. | Can choose the appropriate way of greetings under various situations. Can explain notions of formality. To | Can talk briefly about the two written scripts: simplified and traditional characters, and where each is primarily used. Can understand the common ways of greeting others in Chinese may include questions which may seem |

Beginner's II: Second-semester level language course

| Compe tency | Descriptor | Details | Concrete examples |
|--|--|---|--|
| 4. CULTURAL & INTERCULTURAL | <i>Can identify important components of other cultural perspectives on familiar topics</i> | Can talk about some common and popular food items in Chinese culture. Can understand that Chinese people also uses traditional Chinese calendars for traditional holidays. | Can name the following common Chinese foods, such as 炒饭, 面条, 饺子, 火锅等。 Can tell the differences between the Chinese lunar calendar and regular calendars; and that Chinese new year is the first day (Jan 1 st) on the Lunar Calendar, etc. |
| | <i>Can apply cultural knowledge and understandings in practices.</i> | Can follow simple social etiquettes and customs of Chinese culture in interactions. | Can understand and follow etiquette to make a phone call in Chinese such as people usually pickup the phone call by saying: 喂。 Can understand and follow some cultural practices in Chinese restaurants such as ordering tea without special instructions means hot tea without milk or sugar in it; dishes are |

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| L C O M P E T E N C Y | | whom should one be formal in the target language. | <p>personal in other cultures.</p> <p>你去哪儿? 你吃饭了吗?</p> <p>Explain the different ways of making greetings and exchanging personal information, etc.</p> <p>您贵姓? VS 你姓什么?</p> <p>您多大年纪了? VS 你几岁了?</p> |
| | <p>Can express openness to others who are culturally different.</p> <p>Can demonstrate respectful and inclusive behaviour.</p> | Interacts using the target language with others and is able to meet people and/or make friends using the target language. | Participates in club activities, or language exchanges, exchanges to countries in which the target language is spoken. |

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| L C O M P E T E N C Y | | | usually for sharing; and that people eat with chopsticks. |
| | <i>Can develop intercultural understandings</i> | Can identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences. | <p>Can understand that bargaining in places such as the local markets and stores are widely accepted practices, which is not considered rude or disrespectful. However, bargaining in big shopping malls might be less common.</p> <p>Can understand that hosts urge guests to eat more food is a cultural way to show hospitality in Chinese and one should feel free to decline such requests if he or she is full.</p> |
| | <i>Can develop awareness in global citizenship</i> | <p>Can express openness to others who are culturally different</p> <p>Can demonstrate respectful and inclusive behaviour</p> | |

15. **Overall Linguistic Competencies** for **Beginner's I: First semester level language course** (3 credits, 35 - 60 contact hours*) **and Beginner's II: Second-semester level language course** (3 credits, 35 – 60 additional contact hours above and beyond Beginner's Level I).

Overall Beginner's Level I & II Linguistic Competencies

The first six sections of the document on core competencies provide detailed descriptions of the social and communicative functions that Beginner's Level I learners can perform after successfully completing the Beginner's Level I (or Beginner's Level II for the second document). Following the description of communicative competencies, this document also provides specific descriptions of learners' language competencies, i.e. Phonological skills, Vocabulary control, Grammatical accuracy, Orthographic competence and Intercultural Awareness. This section was added in order to maintain transparency during the process of creating test banks. Therefore, in this section, we explicitly describe specific linguistic aspects of the target language that will be included in the test bank.

Please note that the vocabulary and grammar lists are by no means prescriptive or exhaustive ones. They are meant to be inclusive and serve to indicate the topics and structures that are commonly covered in the curriculum at this level. They may also inform instructors about different topics that are covered across institutions in BC. The test bank will be created with the flexibility for the instructor to add, delete and edit specific test items ensuring that the placement test be a pertinent and relevant tool for the institution.

Beginner's I: First-semester level language course

| 语音技巧 | Phonological skills |
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| 能够理解，分辨和运用汉语拼音里的 37 个音素和 4 个声调；发音虽有错误，语速缓慢，但 | Show knowledge and ability to understand, identify and produce the sounds and tones of Hanyu Pinyin; and |

Beginner's II: Second-semester level language course

| 语音技巧 | Phonological skills |
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| 遇到新词时，能够较熟练地理解和使用汉语拼音；发音虽有少量错误 能够在汉语母 | Can confidently use Hanyu Pinyin with some ease for noting new words or expressions; Can produce fairly accurate |

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| 是在对话者的努力下能够被听懂。 | Pronunciation can be understood with some effort by native speakers with occasional tonal and/or sound errors. |
| 词汇掌握 | Vocabulary control |
| 有效词汇量达到 150—200 个日常用语。 话题包括但不限于以下内容： 数目字：零，一 到九十九； 人称 / 指示代词等：我，你，们； 这，那， 国家和语言：中国，加拿大，汉语，英语等。 个人信息：姓，叫，是，不，人，岁，学生，大学，家人（爸妈兄弟姐妹），老师等。 疑问词：什么，谁， 谁的，哪，怎么，多少，几等。 形容词：好，忙，高兴，快乐等。 动词：有，认识，学习，知道，给，送，做，工作，请，说，等 时间：年，月，日等。 礼貌常用语：您好。谢谢。不客气。再见。请问。请再说一遍。 | Have a limited but effective command of around 150-200 words that are related to personal and everyday life use. Topics may include but are not limited to: Numbers: (0-99)□ Pronouns: I, You, We, this, that, etc. Countries and languages: China, Canada, Mandarin, English, etc. Words related to personal information: last name, first name, is, not, years old, student, university, family, teacher, etc. Interrogative pronouns: what, who, whose, which□how, how many, etc. Adjectives: good, busy, happy, etc. Verbs: to know, to learn, to meet, to give, to send, to do, to work, to invite, to have, to speak, etc. Time related phrases: year, months, day, etc. Polite expressions: Hello. Thank you. You are welcome. Good-bye. May I ask.... Please repeat. |
| 语法控制 | Grammatical accuracy/control |
| 能够用简单的词序组成几种常用陈述、疑问和否定句式。话题可能包括但不限于： 一般疑问句：吗，吧等。 你高兴吗？你是...吗？你不是 | Can construct in basic word order several types of common sentence patterns, general questions and negative statements. Yes or No question with Ma and Ba |

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| 语者的努力下听懂。 | pronunciation and intonation including tone changes in conversation; and Pronunciation can be understood with some effort by native speakers with occasional phonetic and/or structural errors. |
| 词汇掌握 | Vocabulary range/control |
| 有效词汇量达到 300—400 个。话题如下： 个人兴趣、爱好（下棋，运动，打球，跑步，游泳，打冰球，滑雪等）； 活动（看书，看电影，吃饭，听音乐，看朋友等）； 关于学习和语言学习（语法，汉字，拼音，专业，汉语，英语，说话，难，容易等）； 购物（买，衣服，钱，块 / 毛，贵，便宜等）； 点菜（饭，菜，包子，肉，咖啡，茶，水等）； 时间和日期（星期，号，上午，中午，下午，晚上，点，刻，分，半等）； 表达基本情感（高兴，快乐，累，忙，）； 交通工具（坐车，开车，公车，自行车，走路，换，站，骑车等）等日常用语。 | Have a limited but effective command of around 200-300 words that are related to the following speech topics: personal interests and sports, leisurely activities, general studies and language studies, work situations, shopping, ordering food and drinks, dates and time, feelings, transportation, and other everyday life use topics. |
| 语法控制 | Grammatical accuracy/control |
| 能够构筑及使用多种常用陈述、疑问和否定句式并加入定、状、补语等细化信息。 | Can construct and apply multiple types of common declarative, interrogative, and negative sentences with attributive, and adverbial details. |

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| <p>是...? 你有...吗? 你学习...吗? 等。</p> <p>带“是”的陈述 / 否定句: 我是中国人。他不是学生。这是电脑。</p> <p>带“有”的陈述 / 否定句: 我家有四口人。我没有姐姐。大学有很多老师。</p> <p>形容词谓语句: 我很忙。他很高兴。</p> <p>人称的复数表达: 你们, 我们, 他们等。</p> <p>数量的表达: 年纪, 数目 (两个哥哥等);</p> <p>时间的表达: 一年, 2018 年, 一月一号; 我今年学习汉语。</p> <p>我住在加拿大一年了。我们认识五个月了。</p> <p>特殊疑问句:</p> <p>你姓什么? 你做什么工作? 你在哪儿学习? 你的老师是谁? 这是谁的书? 你来加拿大多少年了? 几月几号? 你学习汉语几个月了?</p> <p>时态: 一般现在时, 现在完成式。</p> <p>我常常去看朋友。我学习汉语一年了。</p> | <p>(Are you happy? Are you...? Are you not...? Do you have ...? etc)</p> <p>Affirmative and negative statements with the link-verb Shi. For example: I am Chinese. He is not a student. This is a computer.</p> <p>Affirmative and negative statements with You (to have). For example: There are four people in the family. I do not have an elder sister. There are many teachers in the university.</p> <p>Statements with an adjective predicate: I am busy. He is very happy.</p> <p>The plural forms of pronouns: you all, we, they, etc.</p> <p>Expressions with numbers: age, number of things (like siblings, books, people, etc)</p> <p>Expressions to tell time. For examples: one year, five years, year of 2018, Jan 1st, this year, next year. I have lived in Canada for two years now. We have known each other for five months now.</p> <p>Questions with interrogative pronouns: What, where, who, whose, how many, what is the date, etc.</p> <p>Tense: simple present, and present perfect.</p> |
| 书写能力 | Orthographic competence |
| 能够识别并/或书写几种基本部首和汉字; 能够说出汉字的基 | Can identify and reproduce basic components of radicals and characters; |

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| <p>具体的语法知识点可能包括(但不限于)如下:</p> <p>包含各疑问代词的问句及其答句 (谁, 谁的, 在哪儿, 什么时候, 哪年 / 天, 几点, 怎么, 哪个, 多久, 多少 / 几个, 为什么等等);</p> <p>几种主要时态 (一般现在时, 过去完成时, 现在进行时, 一般将来时等);</p> <p>表达相关位置 (在...的上边 / 下边 / 东边 / 西边 / 中间);</p> <p>较简单的方向和路线;</p> <p>能愿动词 (想要, 能, 会, 可以, 应该等);</p> <p>“的, 地, 得”结构形容动作的状态、程度和结果。</p> <p>助词“了”的主要用法;</p> <p>助词“才”的主要用法;</p> <p>助词“就”的主要用法;</p> <p>序数词的用法 (第...);</p> <p>动作同时进行的表达 (一边...一边...)</p> <p>关联词: 如果...就..., 因为...所以...; 除了...还..., 虽然...但是..., ...或者..., 还是..., 先...再...然后...最后...等)</p> | <p>Specific language structures may contain but are not limited to the following:</p> <p>Questions with interrogative pronouns and respective answers to the questions (who, whose, where, when, what, how, which, what time, how long, how much, why, etc);</p> <p>several major tenses: simple present, past/present perfect; present continuous, future present, etc);</p> <p>Statements to describe relevant positions of an item and to give directions to a destination;</p> <p>Statements to describe ability and competences (optative verbs): xiangyao, neng, hui, keyi, yinggai;</p> <p>“De” structures to describe the degree, extent, and result of an action;</p> <p>The use of particle Le;</p> <p>The use of Cai (not until);</p> <p>The adverb of Jiu (then);</p> <p>To tell the ordinal numbers;</p> <p>Describing simultaneity;</p> <p>Cohesive devices: If, then; because, so; In addition to, also...; although...yet...; ...or...; had better; sequence; etc)</p> |
| 书写能力 | Orthographic competence |
| 能够识别并 / 或书写常用基本部首和汉字; | Can identify and reproduce commonly used radicals and characters; and |
| 能够识别并 / 或写出 200-250 个与 | Can write 200-250 common and |

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| 本笔画和基本部首的含义；能够识别并 / 或写出 100-150 个与个人日常生活有关的汉字。 | Can draw the basic strokes and the meanings of commonly used radicals; Can write 100-150 common and basic characters that are related to personal information and everyday life. |
| 文化理解 | Intercultural Awareness |
| 对常见文化现象有基本的认识。能够在跨文化交流中进行合体的表达。可能包括但不限于如下内容：不同的问候方式；汉语语言的特色；中国人的姓名；数字的文化含义；中国的家庭观念亲属称谓等。 | Have some basic understanding and knowledge of common cultural facts; Can conduct interaction in Mandarin in culturally appropriate ways. |

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| 个人信息日常生活有关的汉字 | basic characters that are related to personal information and everyday life. |
| 文化理解 | Intercultural Understanding |
| 对多种常见文化现象有基本的认识。可能包括但不限于如下内容：知道中餐的常见食物及不同菜系（川菜的辣，粤菜的早茶等）；知道一些中国传统兴趣爱好活动如下棋，麻将等；知道中国茶文化；知道中国农历的存在（春节）等。能够在跨文化交流中进行合体的表达，可能包括但不限于如下内容：打电话的合体表达，买卖时合理的讨价还价，点菜 / 饮料的通常做法，及中式餐桌礼仪等。 | Have some understanding and knowledge of common cultural facts. May contain but are not limited to the following topics: Chinese food and cuisine styles, popular traditional Chinese games (Chinese chess and Mahjong), Chinese tea, Chinese currency, Chinese lunar calendar, etc. Can conduct interaction in Mandarin in culturally appropriate ways including making a phone call, proper bargaining, ordering food and drinks, table manners, etc. |

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