

Mandarin I Can Aspirations



Kindergarten

Understand basic classroom instructions
 Count 1-10
 Ask and answer simple questions about myself
 Recognize and understand a very simple description of members of the family and classroom objects
 Begin to explore Chinese culture through songs and dance

Grade 1

Recognize and say some familiar greetings
 Say what I like or don't like, with prompting
 Follow the printing strokes and trace familiar characters
 Ask simple questions for help and to initiate play with friends
 Say my name, age and gender
 State the date, including month and year, using numbers up to 30
 Follow instructions involving bodily movements in games or songs (Turn your head to the left)
 Explain at least two facts about Mid-Autumn Festival and Chinese New Year, in English

Grade 2

Create and present a small book about my family that:
 States how many people are in my family, and tells about each of them
 Describes my interests, hobbies and daily activities
 Select appropriate written phrases and related images

Grade 3

Create a written introduction to two or three favourite characters (real or fictional), or author and then present them to the class. This will be extrapolated from their book talk.
 The introduction will include:
 Character traits
 Role
 Appearance
 Other
 Express likes dislikes

Grade 4

Create and present an autobiographical accordion book that includes:
 Date of my birth
 My Chinese Zodiac
 Description of my family members
 Some of my preferences such as favourite activities, hobbies, foods, and places

Grade 5

Create a menu of traditional Chinese foods
 Read a simple menu and select some favourite dishes
 Role play ordering food and drink using key words, simple questions, expressions of politeness,
 Ask for and pay my bill
 Identify special dishes related to specific festivals

Grade 6

Present and introduce my country, province, city and community (places of personal interest) to a foreign student from China
 Describe the location and give a general orientation
 Explain key activities and events in my community
 Introduce some important people
 Talk about my role in my community

Grade 7

Plan and explain in Mandarin, a 7-day city tour in China :
 Specify name, location and date of the trip
 Describe factors about my destination that attract me. These factors can be food, events, people, community, etc.
 Arrange a tour schedule, including:
 Things I need to bring
 Best modes of transportation
 Inquiries about accommodations and services
 Travel phrases and directions
 My food options
 Working within a budget

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Stages of Additional Language Acquisition

Pre-Production

Pre-production Frequently referred to as the Silent Phase, learners may not speak at all. It is a receptive phase during which learners are absorbing the language and are not yet able to generate spontaneous language. Students might repeat or “parrot” what is said, using their receptive vocabulary. In addition to parroting, they can use non-verbal responses to questions and, occasionally, might respond using high-frequency words (e.g. Yes/No).

Early Production

Early Production Learners continue to add to their receptive language and are more regularly offering one- and two-word responses to questions. They are able to identify key words and ideas in Mandarin. During this stage, learners have the ability to produce a limited number of words. They use familiar phrases that may, or may not, have been memorized. Learners in the early production stage begin to develop an increasing passive vocabulary.

Speech Emergence

Speech Emergence Students begin to actively balance their receptive and expressive language skills. Students can now grasp general gist of texts, and can identify more details within those texts. Spontaneous oral language production is coming more readily, but students may still need teacher prompting. Generally, the students are able to produce short sentences and ask questions. They will expand both their expressive and receptive vocabulary. Students will make errors when communicating, but are able to be understood.

Please note: It is expected that students will progress through these phases at different paces and rates. Some students may demonstrate features from current and preceding stages or stay in one stage for longer than depicted on this graphic.