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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

MANDARIN



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

MANADARIN CHINESE

JUNE, 2024

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
NATIONAL GOALS OF EDUCATION.....	ii
LEVEL LEARNING OUTCOMES	iv
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC).....	v
PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL	vi
LESSON DISTRIBUTION AT SENIOR SCHOOL	vii
ESSENCE STATEMENT	vii
SUMMARY OF STRANDS AND SUB STRANDS.....	viii
STRAND 1.0: LISTENING AND SPEAKING.....	1
STRAND 2.0: READING	18
STRAND 3.0: WRITING.....	33
STRAND 4.0: GRAMMAR	49
APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES.....	66

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Promote respect for and development of Kenya's rich and varied cultures.
5. Uphold national, moral and religious Values: and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

Mandarin Chinese is one of the most widely spoken languages in the world and is among the official languages of the United Nations. Proficiency in Mandarin Chinese is critical to strengthening Kenya-China relations in the areas of trade, tourism, education, and cultural interaction. This curriculum enhances learners' language skills and competencies as they transition from basic to intermediate level. The teaching of Mandarin at the Senior School level further develops the four basic language skills: listening and speaking, reading, and writing. This involves a significant increase in vocabulary and refined grammar skills with learners engaging in context specific content and activities. At the end of this level, learners are expected to attain the equivalent of HSK 4 (Hànyǔ Shuǐpíng Kǎoshì - Level 4 of the Chinese Proficiency Test) and HSKK (Hànyǔ Shuǐpíng Kǎoyǔ Kǎoshì - Intermediate Chinese speaking test), which are internationally recognized standards of Chinese language proficiency. Learning at this level forms the basis for proficiency in Mandarin at the tertiary level and enhances learner's career prospects in the world of work. Ultimately, learners will be able to respect, appreciate, and actively take advantage of opportunities within their own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of senior school, the learner should be able to:

- a) Listen and respond appropriately in a variety of authentic contexts.
- b) Communicate effectively in a variety of oral situations.
- c) Read and understand texts of moderate complexity from a variety of genres and contexts.
- d) Write texts legibly, coherently and creatively in Mandarin language.

- e) Recognize and use appropriate Mandarin Chinese grammar for communication.
- f) Use a variety of media to access and create information to promote lifelong learning.
- g) Apply the acquired knowledge, skills and attitudes to cope with challenges in daily life.
- h) Understand and appreciate one’s own and other cultures to promote international awareness and global citizenship.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Listening and Speaking	Phonological awareness <ul style="list-style-type: none"> ● Sound Discrimination ● Tone Discrimination ● Initials and Finals ● Syllable dividing mark ● Retroflex final ● Blending ● Rhyming 	16
	Oral presentations <ul style="list-style-type: none"> ● Clarity and articulation ● Pronunciation ● Fluency ● Non-verbal communication ● Active listening ● Logic and coherence 	16
	Listening for comprehension <ul style="list-style-type: none"> ● Active listening ● Summarizing 	8

Strands	Sub Strands	Suggested Number of Lessons
	Speaking Fluency <ul style="list-style-type: none"> ● Vocabulary usage ● Pace and speed ● Coherence and cohesion ● Pragmatic skills 	12
2.0 Reading	Reading fluency <ul style="list-style-type: none"> ● Pronunciation ● Pace and speed ● Coherence and cohesion ● Appropriate expression ● Articulation (intonation , stress, rhythm) 	28
	Reading comprehension <ul style="list-style-type: none"> ● Inferencing ● Summarizing ● Skimming ● Scanning 	10
3.0 Writing	Orthography <ul style="list-style-type: none"> ● Strokes ● Stroke order ● Characters ● Handwriting (legibility and clarity) 	20
	Writing Mechanics <ul style="list-style-type: none"> ● Pinyin spelling ● Punctuation marks , Chinese full stop, Chinese comma ● Word order 	20

Strands	Sub Strands	Suggested Number of Lessons
	Creative writing <ul style="list-style-type: none"> ● Paragraph writing ● Logic and coherence 	10
	Descriptive Writing <ul style="list-style-type: none"> ● Word choice ● Organization 	8
	Grammar Verbs, demonstrative pronouns, adverbs, prepositions, interrogative pronouns, adverbs of degree, adjectives, particles, conjunctions	32
Total Number of Lessons		180 lessons

Note: The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND 1.0: LISTENING AND SPEAKING

THEME 1 : SOCIAL LIFE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Phonological Awareness (7 lessons) <ul style="list-style-type: none"> ● <i>Sound Discrimination</i> ● <i>Tone Discrimination</i> ● <i>Blending</i> ● <i>Rhyming</i> ● <i>Initials & Finals</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discriminate syllables in key words and phrases, b) express ideas clearly in spoken language, c) appreciate the role of speaking clearly to convey different meanings. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio clip on titles of nuclear and extended family members and say the initials and finals (e.g. 妈妈、姐妹,, 奶奶、阿姨), ● categorise titles of nuclear and extended family members and accurately identify the tones in the words and phrases (e.g. 哥哥、弟弟、外婆), ● listen then combine flashcards of initials, finals and tones to form words and phrases related to professions and say them out loud (e.g. $yī+shēng=yīshēng$; $lǎo + shī=lǎoshī$), ● work collaboratively to sort words and phrases to form 	Why is speaking clearly important in communication?

			<p>compound words on places of work and read in turns (e.g. 图书+馆=图书馆；办公+室=办公室),</p> <ul style="list-style-type: none"> • compose and recite a poem about members of their nuclear and extended family, • take turns introducing their family members stating their title, age, nationality, residence, profession and place of work (e.g. 我叔叔叫__。他今年 40 岁。他是肯尼亚人，住在美国。他是医生，在医院工作。), • collectively search for penpals online and ask each other about families members, nationality and country of residence, 	
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			<ul style="list-style-type: none"> • take turns introducing family members in their local languages. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration : the learner listens keenly and actively to audio clips on family members and rephrases the information. • Learning to Learn : The learner exercises self-discipline as they work collaboratively with peers to sort words and phrases to form compound words on places of work 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner appreciates the diverse opinions of their peers on professionals when they share about different professions and workplaces of their different family members. • Unity: Unity is developed when the learner collaborates with others to sort words. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Cultural awareness is enhanced as learners take turns to introduce family members in their local language. • Healthy intra and inter personal skills are developed as the learner socialises and interacts with peers to undertake the various group activities. 				

THEME 2 : MY ENVIRONMENT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Phonological Awareness (8 lessons) <ul style="list-style-type: none"> ● <i>Discrimination of sounds</i> ● <i>Discrimination of tones</i> ● <i>Initials and finals</i> ● <i>Syllable dividing mark</i> 隔音符号 ● <i>Retroflex final</i> 儿化音 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) combine syllables to form disyllabic words in Chinese, b) distinguish sounds and tones accurately for meaning, c) appreciate sound and tone discrimination in enhancing speaking proficiency. 	The learner is guided to: <ul style="list-style-type: none"> ● match corresponding words on items and places at home to form disyllabic words and say them aloud , ● sort out word cards related to home items and places into groups of disyllabic words and repeat the vocabulary (e.g. 厨房、客厅、卧室、桌子、厕所、椅子、床、电视、冰箱 etc), ● listen to an audio clip and repeat the vocabulary while observing sound and tone discrimination , ● say words with the syllable dividing mark and retroflex final (e.g. 花儿、门儿 , etc) with the correct tones, 	Why is tone and sound discrimination important for effective communication?

			<ul style="list-style-type: none"> ● take turns to ask and respond to questions on location of items and places at home (e.g 电视在哪儿？电视在桌子上。), ● make descriptions of the location of different items and places at home using 上、下、里、旁边, etc as their peers evaluate their use of tones, ● safely and collaboratively research online for a tongue twister and practise reciting it to improve their sound and tone discrimination, ● collaboratively discuss the challenges they face when discriminating sounds and tones in an honest manner and suggest solutions. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Interacting with digital technology skills will be developed as the learner researches online for a tongue twister with peers. ● Self-efficacy: The learner develops effective communication skills as they collaboratively discuss how to address challenges they face when discriminating sounds and tone. 				

Values:

- Integrity: The learner displays honesty when they collaboratively discuss the challenges they face when discriminating sounds and tones.
- Responsibility: The learner engages in assigned class roles either individually or collaboratively.

Pertinent and Contemporary Issues (PCIs):

- Internet security: The learner safely uses the internet when they research online for a tongue twister..
- Peer education and mentorship: The learner collaboratively discusses the challenges they face when discriminating sounds and tones while suggesting solutions..

THEME 3 : TOURISM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Oral Presentation <i>(8 lessons)</i> <ul style="list-style-type: none"> ● <i>Clarity and articulation</i> ● <i>Fluency</i> ● <i>Non-verbal communication</i> ● <i>Logic and coherence</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) articulate ideas clearly and logically using acquired vocabulary, b) deliver engaging presentations for various audiences, c) acknowledge the importance of clarity of ideas for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to an audio clip and clearly repeat saying vocabulary related to unique features and tourist attractions e.g. 河,山、博物馆、动物保护区、动物园、沙漠,etc., ● look at pictures and describe the tourist attractions and destinations displayed collaboratively, ● take turns to pick cards with cues about various tourist attractions and make a coherent presentation, e.g 内罗毕国家公园 	How does speaking clearly enhance effective communication?

			<ol style="list-style-type: none"> 1. 有很多动物，比如狮子，长颈鹿，斑马 2. 在内罗毕市内， <ul style="list-style-type: none"> ● use pictures to tell a story about a tourist destination they visited for peers to give feedback on use of non-verbal cues and fluency, ● team up with peers to undertake an online or offline virtual tour of tourist destinations and unique features in Kenya and China, ● research on a local tourist attraction of their choice and make a logical oral presentation for peer feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: The learner connects using digital technology to undertake a virtual tour of tourist destinations and unique features in Kenya and China. ● Citizenship: National and cultural identity skills are enhanced as the learner makes a presentation on a local tourist attraction of their choice. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Team spirit is displayed as the learner works with peers to give feedback on story presentations on visited tourist destinations. 				

- Patriotism: Love for one's own country is developed as the learner makes a presentation on a local tourist attraction in their locality.

Pertinent and Contemporary Issues (PCIs):

- Healthy inter and intrapersonal skills: This is developed as the learner positively works with peers to make presentations from card cues.
- Intercultural awareness: This is enhanced in the learner as they get exposed to local and world tourist attractions through virtual tours.

THEME 4 : HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.1 Listening and Speaking</p>	<p>4.1.1 Listening Comprehension (7 lessons)</p> <ul style="list-style-type: none"> ● <i>Active listening</i> ● <i>Summarising</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) apply key vocabulary from oral texts in communication, b) summarise the main ideas from a listening text, c) recognize the importance of paying attention to details while listening for clarity. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to audio texts on promotion of good health and construct simple sentences using the vocabulary acquired, ● work together to play a picture game by picking a word on the different states of health and say what is depicted, (e.g. feeling tired, cold, hot, have fever, etc.), ● listen to a recording and paraphrase the information to their peers, ● use pictures related to health and take turns to talk about them, ● listen to a text between a doctor and a patient scenarios at the 	<ol style="list-style-type: none"> 1. Why is listening for details important? 2. What strategies can you apply when listening for comprehension?

			<p>hospital and answer the corresponding questions,</p> <ul style="list-style-type: none"> ● debate among peers on ways to take care of their bodies, ● work together to discuss and share how to positively cope with changes in their body, ● listen to audio texts and identify words and phrases on good health, ● participate in group activity where they share on prevention of communicable diseases mentioned on flashcards, ● discuss functions of various body parts using Chinese terms with their peers, ● role play a scene between a doctor and a patient at the hospital. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: Networking skills are developed when the learner works in groups to play the picture game on the different states of health. ● Communication and collaboration: The learner listens keenly and actively to audio texts on promotion of good health and construct sentences. 				

Values:

- Responsibility: Care for their own bodies is fostered as the learner debates with peers on the topic.
- Respect: The learner patiently waits for their turn to talk as they participate in group activity.

Pertinent and Contemporary Issues (PCIs):

Self-awareness: This is enhanced when the learner works with peers to discuss and share how to positively cope with changes in their body.

THEME 5 : SCHOOL AND WORLD OF WORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Oral Expression (8 lessons) <ul style="list-style-type: none"> ● <i>clarity and pronunciation</i> ● <i>fluency</i> ● <i>non-verbal cues</i> ● <i>active listening</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) distinguish appropriate non-verbal cues in interactions, b) convey information using appropriate language in a variety of contexts, c) exhibit confidence in delivering oral presentations. 	The learner is guided to: <ul style="list-style-type: none"> ● watch an audio-visual clip and identify the non-verbal cues displayed collaboratively, ● research online on the positive and negative non-verbal cues in Kenya and China and share their findings, ● look at photos displaying different times of the day and repeat after the teacher, ● use pictures to describe the activities undertaken during different times at school, ● take turns talk about their preferred subjects at school, ● play a picture game by guessing the correct names of subjects from pictures, 	<ol style="list-style-type: none"> 1. How do you ensure clear understanding during interactions? 2. How does the ability to effectively use non-verbal cues contribute to effective communication?

			<ul style="list-style-type: none"> ● compose a schedule to plan for their time at home and share with peers for feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner works with peers to accomplish diverse tasks such as compositing schedules and making presentations. ● Digital literacy: The learner utilises digital tools to research online for various non-verbal cues in China and Kenya and then presents the findings. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner displays team spirit by engaging in a variety of activities with peers. ● Respect is fostered as the learner listens and appreciates the diverse opinions of others in class presentations. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Intercultural awareness: Learners gain awareness of the cultural differences between their own culture and others by researching and making presentations on non-verbal cues in China and Kenya.</p>				

THEME 6 : WORLD OF BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Speaking Fluency (9 lessons) <ul style="list-style-type: none"> ● <i>Vocabulary usage</i> ● <i>Pace and speed</i> ● <i>Coherence and cohesion</i> ● <i>Pragmatic skills</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) utilise appropriate expressions and vocabulary in various contexts, b) speak fluently in various topical areas. to enhance communication, c) acknowledge the importance of fluency in speaking for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● describe various shopping places from the images provided(市场、超市、衣服店、药店、餐厅等), ● find the meaning of expressions (e.g. 多少钱, 便宜点儿、太贵了) related to shopping and use them to construct sentences in turns, ● work together to talk about their favourite shopping places with the correct pace and speed, ● watch an audio visual clip on a typical Chinese shopping place and say out the cultural perspectives highlighted, 	how can you improve fluency in speaking?

			<ul style="list-style-type: none"> ● role play a dialogue between a seller and a buyer (highlighting the size, colour, quantities, availability etc) fluently., ● role-play a dialogue between buyer and seller about pricing and quantities of various items , ● practice reading the same text multiple times until they can read it fluently and with expression, ● listen in groups to materials about shopping and repeat to assess each other fluency. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: The learner develops analytical skills as they identify cultural aspects in a listening text ● Learning to learn: The learner work collaboratively as they work with peers to talk about their favourite shopping activities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner respects other people’s opinions as they describe images provided. ● Respect: The learner waits patiently for their turn to construct sentences using expressions related to shopping. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Consumer awareness: The learner becomes aware of the places to shop for goods and services from interacting with texts on the theme. 				

Assessment Rubric for the Listening and Speaking Strand

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to articulate ideas clearly.	The learner articulates their thoughts, opinions and ideas engagingly, effortlessly and effectively using non-verbal cues in conversations.	The learner articulates their thoughts, opinions and ideas engagingly, effectively using non-verbal cues in conversations.	The learner articulates their thoughts, opinions and ideas with partial clarity, using some non-verbal cues when speaking.	The learner articulates their thoughts, opinions and ideas with limited clarity, using few non-verbal cues when speaking.
Ability to use varied vocabulary and phrases in oral communication.	The learner uses a wide range of vocabulary and phrases effectively in oral communication.	The learner uses a variety of vocabulary and phrases effectively in oral communication.	The learner uses few vocabulary and phrases in oral communication.	The learner uses limited vocabulary and phrases in oral communication.
Ability to deliver presentations in oral contexts.	The learner delivers presentations with exceptional clarity, organisation, and audience engagement with a wide variety of non-verbal cues.	The learner delivers presentations with effective clarity, organisation, and audience engagement.	The learner delivers presentations with partial clarity, organisation, and limited audience engagement.	The learner delivers presentations with poor clarity, organisation, and no audience engagement.

STRAND 2.0: READING

THEME 1 : SOCIAL LIFE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading Aloud (7 lessons) <ul style="list-style-type: none"> ● <i>Fluency</i> ● <i>pronunciation</i> ● <i>Articulation</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) pronounce words and phrases with the correct tones, b) apply appropriate fluency in reading tasks, c) acknowledge the importance of pronouncing words clearly in reading aloud. 	The learner is guided to: <ul style="list-style-type: none"> ● repeat reading tongue twisters related to the family paying attention to the correct tones, ● listen a recording of pair words with different tones and articulate them clearly to show tonal differences (妈妈骑马, 马慢, 妈妈骂马), ● organise a readers theatre on introduction of members of their family with the title, age, nationality, residence, profession and place of work, ● record themselves reading texts and identify their strengths and ways of addressing their weaknesses, 	<ol style="list-style-type: none"> 1. Why is correct pronunciation important in effective communication? 2. How do you read aloud?

			<ul style="list-style-type: none"> ● assess their peers as they read aloud introductions of their family members noting their pronunciation of words and give feedback on their fluency, ● collaboratively organise an inter-class reading competition to encourage reading culture among peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Effective communication skills are fostered as the learner evaluates their strengths and weaknesses while reading and come up with possible solutions for their weaknesses. ● Communication and collaboration: Teamwork skills are developed when the learner participates actively in organising a reader's theatre on introduction of members of their family. ● Digital literacy: The learner interacts using digital technology as they select the most appropriate apps to record themselves reading the selected texts. 				
<p>Values: Values:</p> <ul style="list-style-type: none"> ● Unity: Team spirit is displayed as the learner works collaboratively with peers to organise an inter-class reading competition to encourage reading culture. ● Respect: The learner is open minded when they receive feedback from their peers on their pronunciation of words and their fluency. 				
<p>Pertinent and Contemporary Issues (PCIs): Pertinent and Contemporary Issues (PCIs): Peer mentorship: This is developed as the learner assesses their peers reading fluency and give feedback.</p>				

THEME 2 : MY ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Reading Fluency (7 lessons) <ul style="list-style-type: none"> ● <i>Appropriate expression</i> ● <i>Articulation (intonation, stress, rhythm)</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) understand the principles of intonation, stress, and rhythm in reading, b) demonstrate the ability to read passages with appropriate intonation, stress, and rhythm, c) appreciate the importance of expressive and articulate reading for effective communication and engagement. 	The learner is guided to: <ul style="list-style-type: none"> ● read a passage describing a home, including the location of items and places and mark the intonation and stress patterns in the passage, ● read the passage aloud together as a class, focusing on the marked patterns, ● discuss how the intonation and stress patterns affect the meaning and clarity of the passage, ● practise reading a description of the location of items and places in a house silently first, marking where they think the intonation, stress, and rhythm should be, ● take turns reading the description aloud to a partner or small group, paying attention to their marked 	How does expressive and articulate reading aid in effective communication and engagement?

			<p>patterns while their partners provide honest, constructive feedback on the use of intonation, stress, and rhythm,</p> <ul style="list-style-type: none">● read the passage again, incorporating the feedback received,● safely navigate and use online resources to research different types of homes around the world showing different items and places,● select one of the homes then write a description of the home focusing on the location of items and places then read their descriptions aloud to the class or to colleagues, focusing on expressive and articulate reading,● discuss with their peers why expressive and articulate reading is important with examples from everyday life (e.g., reading instructions, storytelling).	
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Core Competencies to be developed:

- Digital Literacy: Interacting with digital technology skills are developed as the learner uses online resources to carry out research.
- Communication and collaboration: Teamwork skills are nurtured as the learners take turns reading while their partners provide constructive feedback on the use of intonation, stress, and rhythm.

Values:

- Integrity: Honesty is displayed when the learners take turns reading aloud, while their partners provide honest, constructive feedback on the use of intonation, stress, and rhythm.
- Responsibility: Assigned class roles are undertaken by the learner either individually or with colleagues..

Pertinent and Contemporary Issues (PCIs):

- Internet security: The learner safely navigates and uses online resources to carry out research.
- Peer education and mentorship: The learners take turns reading aloud to a partner or small group, while their partners provide honest, constructive feedback on the use of intonation, stress, and rhythm.

THEME 3 : TOURISM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	<p>3.2.1 Reading Fluency</p> <p>(7 lessons)</p> <ul style="list-style-type: none"> ● <i>Appropriate expression (tone , pitch)</i> ● <i>Articulation (pronunciation, intonation , stress, rhythm, speed, pace)</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) articulate words and phrases clearly in reading tasks, b) employ appropriate expressions when reading out loud, c) acknowledge the role of reading fluently in enhancing comprehension. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● look at flash cards of tourist attractions and unique features with characters and corresponding <i>Pinyin</i> and read out loud e.g. 河、山、博物馆、动物保护区、动物园、沙漠, etc..., ● highlight key words and phrases of tourist attractions and unique features from texts and read out loud, ● arrange jumbled up story sequence cards on tourist attractions and unique features in the correct order and read out loud collaboratively, ● undertake group reading sessions to take turns to read out aloud texts on popular tourist attractions and 	<p>How can reading fluency be achieved?</p>

			unique features in Kenya and China, <ul style="list-style-type: none"> ● take turns to review peer's reading and give constructive feedback collaboratively. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Communication and Collaboration: The learner speaks clearly and effectively when reading texts on tourist attractions using appropriate articulation and expression. ● Citizenship: Information and communication skills are enhanced in the learner through peer engagement when giving constructive feedback in group reading activities . 				
Values: <ul style="list-style-type: none"> ● Unity: Cooperation in the learner is enhanced when they take turns in group reading sessions of tourist attractions and giving constructive feedback. ● Respect: Humility is cultivated as the learner accepts constructive feedback from peers in group reading tasks. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Healthy inter and intrapersonal skills: Effective communication is enhanced as the learner practices turn taking when arranging story cards and reading out loud with peers. ● Intercultural awareness: Awareness is increased as the learner interacts with local and world destinations through class reading activities. 				

THEME 4 : HEALTH				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Reading Fluency (7 lessons) <ul style="list-style-type: none"> ● <i>Articulation</i> ● <i>Pronunciation</i> ● <i>Intonation</i> ● <i>Stress</i> ● <i>Rhythm</i> 	By the end of the sub strand, the learner should be able to: a) articulate words and phrases in reading texts, b) paraphrase reading texts while paying attention to pronunciation, intonation, stress and rhythm, c) exhibits increased confidence in their reading abilities, demonstrating a willingness to tackle more challenging texts and tasks.	The learner is guided to: <ul style="list-style-type: none"> ● read paragraphs on health and correctly pronounce words and phrases, ● read paragraphs on health and paraphrase them paying attention to pronunciation, intonation, stress and rhythm, ● read aloud articles relating to mental health of the body, paying attention to intonation; stress, rhythm, ● read aloud Chinese texts relating to communicable diseases and pay attention to the articulation of the body parts, ● take turns reading passages relating to prevention of communicable diseases aloud in class, 	<ol style="list-style-type: none"> 1. How can one enhance their fluency in reading? 2. What strategies

			<ul style="list-style-type: none"> ● read words and texts relating to prevention of drug and substance abuse paying attention to tones, pronunciation, stress and rhythm, ● read texts promoting good health that they find engaging and discuss how to promote a positive attitude. 	
Core Competencies to be developed:				
Learning to learn: The learner works collaboratively with others as they practise intonation; stress, rhythm.				
Values:				
Respect: The learner develops respect for others as they take turns reading passages aloud.				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Healthy promotion: Awareness of communicable diseases is raised as the learner reads texts relating to communicable diseases. ● Self-esteem: The learner discusses with peers various ways of improving and maintaining self-esteem as they read and discuss short articles relating to body parts and promoting a positive attitude. 				

THEME 5 : SCHOOL AND WORLD OF WORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.2 Reading</p>	<p>5.2.1 Reading Comprehension</p> <p>(7 lessons)</p> <ul style="list-style-type: none"> ● <i>Inferencing</i> ● <i>Summarising</i> ● <i>skimming</i> ● <i>scanning</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) infer the meaning of vocabulary related to the context,</p> <p>b) summarise the main ideas from varied reading texts,</p> <p>c) acknowledge the importance of reading strategies in enhancing comprehension.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read simple sentences on activities undertaken at school and the times and pause at targeted vocabulary and discuss the possible meanings of these words as a group, e.g. 我们八点去图书馆看书, ● fill in the blanks with appropriate words based on context clues from the surrounding text and read the words aloud, ● read a text comprising of school activities, time undertaken as well as school subjects in groups and give a summary, ● summarise information from texts using the questions Who, What, When, Where, Why, and How and make presentations, 	<ol style="list-style-type: none"> 1. What strategies can you use to improve comprehension of texts? 2. How do you extract the key details from a text?

			<ul style="list-style-type: none"> ● maintain reading logs where they record the strategies they used while reading and reflect on their effectiveness with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Teamwork skills are displayed by the learner as they collaborate with peers to read and summarise texts and provide feedback of their findings. ● Critical thinking and problem solving: Evaluation and decision making skills are employed by the learner in guessing the possible meaning of words when reading simple sentences about school activities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner engages in assigned roles and duties as they read simple sentences on school activities and infer the meaning of targeted vocabulary in groups. ● Self-efficacy: The learner exhibits effective communication skills when they summarise information from texts using the five w's and make presentations. 				
<p>Pertinent and Contemporary Issues (PCIs): Peer education: The role of peer education in learning is realised when the learner offers feedback on peers' activities reading strategies through listening to their reading logs.</p>				

THEME 6 : WORLD OF BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.3 Reading Fluently (7 lessons) <ul style="list-style-type: none"> ● <i>Pace and speed</i> ● <i>Coherence and cohesion</i> ● <i>articulation</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) recognize relevant vocabulary in reading texts, b) recite a variety of texts loudly to enhance reading fluency, c) develop interest in reading a variety of genres for fluency. 	The learner is guided to: <ul style="list-style-type: none"> ● read and highlight the vocabulary about shopping from a variety of texts, ● take turns with peers to speed read aloud shopping related words as presented in flashcards ● read pronunciation drills and exercises in interactive software to assess your own fluency. ● watch videos of skilled advertisers to illustrate reading fluently e.g. pace, coherence, speed, rhythm. ● take turns reading dialogues related to shopping, ● read and respond to related questions in given texts about shopping, 	How do you enhance fluency in reading?

			<ul style="list-style-type: none"> ● read out short texts on shopping for their peers to give feedback on their fluency in groups or pairs, ● read a variety of texts and infer their meanings from the text, ● perform a ‘readers theatre’ by reading materials fluently in turns according to the character role chosen for them. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner uses interactive software evaluate their improvement on reading fluently ● Learning to learn: The learner seeks advice and support from peers as they read texts in groups or pairs to evaluate their fluency in reading. 				
<p>Values: Unity: The learner works together with peers to evaluate each other for fluency, as they read texts in groups or pairs.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Self-esteem: The learner enhances their self-esteem as they take turns reading dialogues to practise their fluency with their peers. ● Critical thinking: The learner develops critical thinking skills as they read a variety of texts and infer meaning. 				

Assessment Rubric for the Reading Strand

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read with fluency.	The learner reads with exceptional fluency, demonstrating accurate pronunciation, consistent intonation, and smooth phrasing. Tones are consistently correct, and pauses are used effectively for emphasis and comprehension.	The learner reads with proficient fluency, maintaining a steady pace and rhythm. Pronunciation is accurate. Intonation is generally appropriate, aiding in conveying meaning effectively. Phrasing is generally smooth accompanied with effective use of pauses.	The learner reads most words with fluency; shows some inconsistencies in pronunciation, intonation and phrasing. Errors in pronunciation and intonation occasionally hinder comprehension. Phrasing is characterized by pauses that are occasionally misplaced.	The learner shows lack of fluency in reading with frequent errors in pronunciation, intonation, and phrasing. Pronunciation errors significantly impede comprehension, and intonation lacks variation. Phrasing is disjointed, with poorly timed pauses that disrupt comprehension.

<p>Ability to retain information in different reading contexts.</p>	<p>The learner comprehends information being read including the main ideas and details. Learner can locate key words or phrases without difficulty.</p>	<p>The learner comprehends the information being read .The comprehension of the main ideas and details is consistent.</p>	<p>The learner comprehends most of the information being read; comprehension of the main ideas and details is slightly inconsistent.</p>	<p>The learner comprehends some information being read; comprehension of the main ideas and details is largely inconsistent.</p>
<p>Ability to read and understand simple texts.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.</p>	<p>The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.</p>	<p>The learner interprets most of the questions in context and gives correct answers to most of them. Vocabulary used in giving responses to questions is limited but sufficient.</p>	<p>The learner interprets few questions in context and gives correct answers to a few of them. Vocabulary used in giving responses to questions is very limited but insufficient.</p>

STRAND 3.0: WRITING

THEME 1 : SOCIAL LIFE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Writing	1.3.1 Orthography (8 lessons) <ul style="list-style-type: none"> ● <i>Strokes,</i> ● <i>Stroke order</i> ● <i>Characters</i> ● <i>Handwriting (legibility and clarity)</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) write Chinese characters using the correct strokes order, b) construct Chinese characters correctly in writing tasks, c) acknowledge the importance of writing legibly for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● imitate the Basic Strokes of chinese characters(横(héng)、竖(shù)、点(diǎn)、撇(piě)、捺(nà)、提(tí)), ● watch a visual clip showing the rules of writing and practise writing the given words, ● write simple sentences using key words and phrases that show family members and their professionals (S+V+O) 他是我爸爸。这是我姐姐，他是老师)， ● collaboratively match countries flags and write down their names (美国、中国、法国、日本)， ● write characters of family members correctly on grid papers in groups or pairs, 	What role does correct and legible writing play in communication?

			<ul style="list-style-type: none"> ● organise a fun game on writing different family members names in their local language, ● write a simple introduction of the person you love the family. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner writes fluently and in an organised manner simple sentences using key words and phrases about family members and their professionals ● Citizenship: The learner enhances citizenship skills through organising a fun game on writing different family members names in their local language. 				
<p>Values: Unity is developed when the learner collaborates with others in engaging in games on nationality, profession and age.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Healthy intra and inter personal skills are developed as the learner works together and interacts with peers to collaboratively match countries flags and write down.</p>				

THEME 2 : MY ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Writing	2.3.1 Orthography 7 lessons) <ul style="list-style-type: none"> <i>Rules and conventions of writing (strokes, stroke order, characters)</i> 	By the end of the sub strand, the learner should be able to: a) evaluate the principles of Chinese orthography (stroke types, stroke order, and character structure) in written communication, b) construct Chinese characters correctly in writing tasks, c) advocate for following orthographic conventions in Chinese writing for cultural literacy and effective communication.	The learner is guided to: <ul style="list-style-type: none"> review basic principles of Chinese orthography (stroke types, stroke order, and character structure), with examples of characters representing common home items and places (e.g., 门、桌 , etc.), break down each character from the provided list of characters related to home items and places into their individual strokes and identify the stroke types, write a brief evaluation of how the stroke order and structure 	How can Chinese writing practices be improved?

			<p>contribute to the character's readability and meaning,</p> <ul style="list-style-type: none">● reflect on the importance of correct stroke order and structure in ensuring clear communication,● model how to write characters based on a worksheet with illustrations of different rooms in a house and lists of items found in each room (e.g., 沙发、电视 , etc)., emphasising the correct stroke order and structure,● write simple sentences describing the location of items in different rooms (e.g., “沙发在客厅里”), ensuring they follow the correct stroke order and character structure based on the provided checklist,● review, with peers, each other’s sentences for correct character	
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			<p>construction, then seek feedback on their adherence to orthographic rules from the teacher, making necessary corrections,</p> <ul style="list-style-type: none"> ● safely search online for examples of traditional Chinese texts and modern writing with highlighted consistency in character construction collaboratively under the teacher's guidance, ● discuss the importance of orthographic conventions in Chinese writing and how they contribute to cultural literacy and effective communication collaboratively, ● reflect on their own writing practices and how they can improve and honestly share with the class. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Skills of connecting using technology are developed as the learner carries out an online search collaboratively under the teacher's guidance. 				

- Self-efficacy: Effective communication skills are developed as the learner clearly states their limitations and strengths on what they find difficult to do and why when they reflect on their own writing practices and how they can improve and share with the class.

Values:

- Unity: The learner collaborates with peers, reviewing each other's sentences for correct character construction.
- Integrity: The learner displays honesty as they reflect on their own writing practices and how they can improve and honestly share with the class.

Pertinent and Contemporary Issues (PCIs):

- Internet security: The learner safely does an online search collaboratively under the teacher's guidance.
- Peer education and mentorship: The learner attempts to overcome academic challenges by reflecting on their own practices and how they can improve.

THEME 3 : TOURISM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Writing	3.3.1 Writing Mechanics (7 lessons) <ul style="list-style-type: none"> ● <i>Pinyin spelling</i> ● <i>Punctuation marks, Chinese full stop and Chinese comma.</i> 	By the end of the sub strand, the learner should be able to: a) write key words and phrases in the correct structure, b) employ appropriate punctuation in written texts, c) appreciate the role of punctuation in readability of texts.	The learner is guided to: <ul style="list-style-type: none"> ● listen to audios of key words and phrases on tourist attractions and match to their corresponding <i>Pinyin</i> on <i>Pinyin</i> charts, ● work with peers to spell key words and phrases in <i>Pinyin</i> on paper in a spelling bee activity e.g. 山, 印度海、长城, ● fill in the blanks in sentences of facts about specific tourist attractions in <i>Pinyin</i> with the correct words or phrases e.g. Dōngfēi Dàliègǔ zài Fēizhōu., ● look up tourist destinations outside Kenya with aid of digital technology and write key facts about the chosen tourist attraction collaboratively, ● team up with peers to insert missing punctuation on an extract about local tourist attractions on paper, e.g. 	What are similarities and differences in English and Chinese punctuation?

			<p>Question: 此外 肯尼亚还有许多著名的野生动物保护区比如 马赛马拉 国家公园 和 阿贝尔·尼古诺野生动物保护区</p> <p>Answer: 此外，肯尼亚还有许多著名的野生动物保护区，比如马赛马拉国家公园和阿贝尔·尼古诺野生动物保护区。 ，</p> <ul style="list-style-type: none"> ● read an extract of an introduction of a famous tourist attraction with punctuation errors then identify and correct the punctuation errors on paper as a team activity, ● write an itinerary of a trip to a favourite attraction they wish to visit in collaboration with peers, ● design a poster for a tourist attraction in Kenya and present it for peer feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: Awareness is enhanced as the learner writes key facts about local and world tourist attractions and unique features. 				

- **Communication and Collaboration:** The learner writes characters and spells *Pinyin Correctly* while employing correct punctuation when writing travel itineraries and promotional posters.

Values:

- **Responsibility:** This is displayed as the learner engages in assigned spelling and punctuation tasks with peers.
- **Patriotism:** Love for learners' own country is nurtured through designing posters to promote local tourism.

Pertinent and Contemporary Issues (PCIs):

- **Healthy inter and intrapersonal skills:** This is cultivated through learner engagement in handling spelling and punctuation tasks with peers.
- **Intercultural awareness:** Exposure to local and world tourist attractions and unique features is enhanced as the learner listens to audios of local and travel guides for writing exercises.

THEME 4 : HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	4.3.1 Writing Mechanics (8 lessons) <ul style="list-style-type: none"> ● <i>Punctuation</i> ● <i>Punctuation marks</i> ● <i>Spelling</i> ● <i>Word order</i> 	By the end of the sub strand, the learner should be able to: a) identify correct punctuation, spelling and word order in texts, b) incorporate correct punctuation, spelling and word order in writing, c) demonstrate confidence in writing using the correct punctuation, spelling and word order in Chinese language.	The learner is guided to: <ul style="list-style-type: none"> ● list down characters relating to parts of the body in Chinese language, ● enumerate terms relating to mental health in Chinese language from select texts, ● listen to an audio recording and list down terms relating to health, punctuating correctly using the Chinese comma and full stop, ● compose sentences relating to health using the S+V+O structure, ● rearrange jumbled up sentences in the S+V+O, S+Time+S+O, and S+Place+Time+S+O structures, ● Punctuate everything correctly using the Chinese comma and full stop, ● view flashcards with images of body parts and write down their names, 	<ol style="list-style-type: none"> 1. Why is punctuation, spelling and stroke order important in writing Chinese? 2. How can one master the correct strokes and stroke order?

			<ul style="list-style-type: none"> ● use radicals relating to health to write down characters, ● demonstrate correct spelling and stroke order in Pinyin and Characters respectively when writing down terms relating to health; ● prepare a display chart or PowerPoint presentation with their peers on ways to promote mental health. 	
<p>Core Competencies to be developed: Digital literacy: The learner interacts with digital technology as they use new digital technology to prepare a display chart or PowerPoint presentation with their peers on ways to promote mental health.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner exercises resilience as they use radicals relating to health to write down characters. ● Unity: The learner develops unity as they collaborate with others to prepare display charts or PowerPoint presentations. 				
<p>Pertinent and Contemporary Issues (PCIs): Resolution skills are practised as the learner rearranges jumbled up sentences in the S+V+O, S+Time+S+O, and S+Place+Time+S+O structures.</p>				

THEME 5 : SCHOOL AND WORLD OF WORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Writing	5.3.1 Creative Writing (7 lessons) <ul style="list-style-type: none"> ● <i>Orthography</i> ● <i>Paragraph writing</i> ● <i>Mechanics of writing</i> 	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> ● compile words, sentences and phrases correctly in various contexts, ● apply correct writing mechanics in their written work, ● exhibit a positive attitude towards collaborative writing tasks. 	The learner is guided to: <ul style="list-style-type: none"> ● write down different times of the day using the pictures provided, ● rearrange jumbled up phrases and write correct sentences. e.g. 一刻八点排列成八点一刻, ● compose brief texts on school subjects for peer review, emphasising correct sequencing of ideas, structure and cohesion, ● use a timetable to write descriptive paragraphs of the activities they undertake in school collaboratively, ● engage in creative group projects such as writing a class story, creating a magazine and include correct punctuation marks, 	What role does punctuation play in conveying meaning and clarity in writing?

			<ul style="list-style-type: none"> ● use collaborative writing tools like Google Docs, where multiple students can work on a document simultaneously. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Innovation: The learner makes connections by using imagination to generate new ideas when participating in group projects to create class stories and magazines. ● Digital Literacy: The learner creates using technology by utilising writing tools such as Google Docs to collaboratively work on writing assignments in real-time. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner collaborates with peers towards shared objectives when they write short descriptive paragraphs of the activities they undertake at school collaboratively. ● Responsibility: The learner engages in assigned roles and duties by rearranging jumbled up words to make correct sentences. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <p>Teleconferencing: The learner utilises online collaborative tools, like Google Docs, to complete writing tasks with peers.</p>				

THEME 6 : WORLD OF BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Writing	6.3.1 Descriptive Writing (8 lessons) <ul style="list-style-type: none"> ● <i>word choice</i> ● <i>sensory details</i> ● <i>organisation</i> ● <i>figurative language</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) choose specific words to write detailed texts enhancing description, b) write a vivid description for variety subject, c) acknowledge the importance of order when writing for effective communication. 	The learner is guided to: <ul style="list-style-type: none"> ● categorise terms related to shopping from a glossary, ● choose the most descriptive words from a list for the images provided on shopping, ● identify shopping places from images presented, ● play game charades with peers in describing shopping items, ● write characters with the radicals that indicate money including (钱 , 贝) from a dictation, ● describe various shopping places, ● write a review about their favourite shopping places, ● write a short blog post to review quality and pricing of items, 	<ol style="list-style-type: none"> 1. Why is descriptive writing important? 2. How do you negotiate effectively?

			<ul style="list-style-type: none"> ● discuss the importance of bargaining when buying items, in groups or pairs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner writes fluent and well-organised descriptions of various shopping places. ● Digital literacy: The learner uses digital devices to create a blog post to review the quality and pricing of items. 				
<p>Values:</p> <p>Unity: The learner works in cooperation with peers to discuss the importance of bargaining when buying goods to save money.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Financial literacy: The learner examines ways of saving money as they write a review about their favourite shopping places. ● Consumer awareness: The learner creates consumer awareness as they discuss shopping items. 				

Assessment Rubric for the Writing Strand				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to employ Writing mechanics appropriately in texts.	The learner Compiles words, sentences, and phrases appropriately in various contexts, demonstrating confidence in writing mechanics.	The learner applies appropriate writing mechanics and structure in written work.	The learner exhibits some challenges in applying appropriate writing mechanics and structure in written tasks.	The learner demonstrates significant difficulties in applying appropriate writing mechanics and structure in written tasks.
Ability to compose texts in a logical and organised way.	The learner acknowledges the importance of order when writing for effective communication, composing organised and coherent texts.	The learner writes organised and coherent texts, demonstrating understanding of the importance of order in writing.	The learner shows some understanding of the importance of order in writing, but lacks consistency in composing organised and coherent texts.	The learner demonstrates little understanding of the importance of order in writing, resulting in disorganised and incoherent texts.
Ability to employ relevant vocabulary for specific writing contexts.	The learner chooses specific words to write detailed texts enhancing description, creating vivid descriptions for a variety of subjects.	The learner demonstrates proficiency in choosing specific words for detailed texts and crafting vivid descriptions.	The learner shows some proficiency in selecting words for detailed texts and creating descriptive passages.	The learner struggles to select appropriate words for detailed texts and lacks vividness in making descriptions.

STRAND 4.0: GRAMMAR

THEME 1 : SOCIAL LIFE				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Grammar	<p>1.4.1</p> <ul style="list-style-type: none"> • <i>Demonstrative pronouns 这 (zhe) and 那 (na) as attributives</i> • <i>Adverb 都</i> • <i>Sentence structures 是不是? and 是吗?</i> <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) demonstrate proficiency in understanding and use of grammatical sentence structures presented and vocabulary assigned, b) apply the selected demonstrative pronouns and adverbial phrases in sentences, c) value the role of sentence phrases in 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read a short passage and underline demonstrative pronouns and adverbial phrases, • write a conversation between two people using demonstrative nouns “那 and 这 , • research online or offline on the appropriate situations to use ‘都’, • place jumbled up words with adverb 都 in the correct position in sentences, 	<p>Why are sentence phrases important in grammar?</p>

		effective communication.	<ul style="list-style-type: none"> ● explore the usage of character 都' in a sentence collaboratively, ● jointly engage in a fun game of asking the question 是吗？ 是不是？ ● identify and correct structural errors in given sentences in groups or pairs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner clearly states and identifies the challenges they have with the selected adverbial phrases and propose ways of using them. ● Critical thinking and problem solving: The learner develops researching skills as they look for appropriate situations to use the different sentence phrases. 				
<p>Values: Unity: The learner works jointly to undertake various tasks together collaboratively.</p>				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Creative and critical thinking: The learner applies creative and critical thinking skills as they formulate sentences using the selected sentence phrases. ● Problem solving skills: The learner applies a problem-solving process as they identify and correct errors in sentences. 				

THEME 2 : MY ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.4 Grammar</p>	<p>2.4.1</p> <ul style="list-style-type: none"> ● <i>Preposition</i> 在 ● <i>Interrogative pronoun</i> 哪儿 <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) deduce the location of an item/place in communication, b) connect prepositions in a sentence to tell location, c) recognize the importance of prepositions and interrogative pronouns in telling locations. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● review the preposition “在”meaning “at/in/on” and the interrogative pronoun “哪儿”meaning “where”, ● match items with their location based on given sentences, ● review the answers as a class and discuss how “在”and “哪儿”help to deduce location, ● use the preposition “在” and the interrogative pronoun “哪儿”to inquire about the location of an item/place at home; Subject+ 在哪儿? (e.g 电视在哪儿? 电视在桌子上。) with peers, 	<p>How can prepositions and interrogative pronouns aid in telling location?</p>

			<ul style="list-style-type: none"> ● review the use of “在” with various locations and items using the pattern “[Item] 在 [Location]” (e.g., “猫在沙发上。”) and create some simple sentences collaboratively, ● connect the preposition “在” to other prepositions of place and use them to denote the location of items/places at home; 在 + Location+ 上 / 下 / 里 / 旁边 collaboratively, ● openly discuss with peers their take on the importance of prepositions like “在” and interrogative pronouns like “哪儿” when describing locations then report to the class, ● share with the class how they plan to use their understanding of “在” and “哪儿” in their everyday conversations. 	
<p>Core Competencies to be developed:</p>				

- Communication and collaboration: Teamwork skills are developed as the learner actively participates in class activities, reviews the use of “在” and creates some simple sentences collaboratively.
- Critical thinking and problem solving: Reflection skills are enhanced as the learner attempts to put strategic plans into action, and shares with the class how they plan to use their understanding of “在” and “哪儿” in their everyday conversations.

Values:

- Respect: The learner displays open-mindedness as they openly discuss with peers their take on the importance of prepositions like “在” and interrogative pronouns like “哪儿” when describing locations then report to the class.
- Unity: The learner collaborates with others in connecting the preposition “在” to other prepositions of place and using them to denote the location of items/places at home.

Pertinent and Contemporary Issues (PCIs):

- Self-management skills: The learners portrays self-awareness in how they plan to use their understanding of the preposition “在” and interrogative pronoun “哪儿” in their everyday conversations.
- Peer education and mentorship: The learner reviews the use of “在” and creates some simple sentences collaboratively.

THEME 3 : TOURISM				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Grammar	<p>3.4.1</p> <ul style="list-style-type: none"> • <i>Adverbs of degree</i> 非常、很、特别、极、太、超级、十分、特别;比 <i>sentence</i>; • <i>The verb</i> 离 • <i>The particle</i> 过 <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> express comparisons using key words and phrases, articulate past events using key words and phrases, acknowledge the importance of correct language structures in communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch a video documentary and mark ✓ or ✗ against statements describing the mentioned tourist attraction features using adverbs of degree 非常, 很, 真。。。 e.g. 肯尼亚海滩地区的海拔非常低。✓ 维多利亚湖的水非常咸。✗ • construct sentences to describe features of their favourite tourist attraction feature using adverbs of degree 非常, 很, 真。。。 and write them down e.g. 我最喜欢参观动物园, 因为那边的动物太可爱了。, • make comparisons between pictures of tourist attraction features paired with written 	<p>Why are correct grammar structures important in communication?</p>

			<p>descriptions using affirmative and negative forms of 比 sentence e.g 肯尼亚山比 Elgon 山高得多,</p> <ul style="list-style-type: none"> • work in teams to express comparisons of distances between two or more tourist attraction features with the verb 离 collaboratively as shown on maps of Kenya's tourist attraction features and e.g 维多利亚湖离 Turkana 湖有点远。 , • make notes on their past travel experiences and share with peers orally using the affirmative and negative forms of particle 过 to talk about past events e.g. 我参观过埃及金字塔。 我没去过北京。 , • work in teams to evaluate sentences with grammatical errors in the grammar points taught (Adverbs of degree: 非常, 	
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			<p>很, 特别, 极, 太, 超级, 十分, 特别; the 比 sentence; the verb 离 and Past tense using the particle 过) and rewrite in the correct form,</p> <ul style="list-style-type: none"> • simulate a mock tour activity and act out giving guided tours to peers, incorporating all the learnt grammar points (Adverbs of degree: 非常, 很, 特别, 极, 太, 超级, 十分, 特别; the 比 sentence; the verb 离 and Past tense using the particle 过) in their simulation . 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Networking skills are developed as the learner works with peers to identify, evaluate and correct grammatical errors in sentences. • Communication and Collaboration: Teamwork is fostered as the learner works with peers to simulate a mock tour activity. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Team spirit is encouraged in the learner through engaging with peers to talk about distances between tourist attractions as displayed on maps. • Respect: Open-mindedness is cultivated as the learner works with peers to act out a mock tour activity. 				

Pertinent and Contemporary Issues (PCIs):

- Healthy inter and intrapersonal skills: This is cultivated as the learner positively engages with peers to make a simulation of mock tour activity.
- Intercultural awareness: This is enhanced in the learner through exposure to local and world tourist attractions through documentaries.

THEME 4 : HEALTH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>4.4 Grammar</p>	<p>4.4.1</p> <ul style="list-style-type: none"> ● Adjectives <i>Adj. + 死了 and Adj. + 极了</i> ● Conjunctions 因为 <i>A</i>.....所以 <i>B</i> ● Adverbs 又+<i>verb</i>+了 <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) distinguish adjectives, conjunctions and adverbs in Chinese texts relating to the human body, b) construct correct sentences using adjectives, conjunctions and adverbs in Chinese, c) exhibit confidence in using adjectives, conjunctions and adverbs in writing Chinese texts relating to the human body. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● read Chinese texts and identify adjectives, conjunctions and adverbs in selected texts, ● watch Chinese clips and identify adjectives, conjunctions and adverbs in selected texts, ● listen to audio recordings and identify the <i>Adj. + 死了</i> and <i>Adj. + 极了</i> structures, ● construct correct sentences on mental health using appropriate adjectives, conjunctions and adverbs, 	<ol style="list-style-type: none"> 1. How are adjectives, conjunctions and adverbs important in conveying the correct message? 2. How do adjectives, conjunctions and adverbs affect communication?

			<ul style="list-style-type: none">● construct sentences on one's state of health using the adjectival structures Adj. + 死了 and Adj. + 极了,● fill in gaps with the appropriate adjectives, conjunctions and adverbs,● compose correct sentences using appropriate adjectives, conjunctions and adverbs in selected texts,● identify the 'Adj. + 死了' and 'Adj. + 极了' sentence structures in texts,● identify the '因为 A..... 所以 B.....' sentence structures in texts,● identify the '又+verb+了' sentence structures in texts,	
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			<ul style="list-style-type: none"> use the structure 因为 A... 所以 B... to discuss health matters with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the learner speaks clearly and effectively as they carefully and effectively discuss health matters with peers. Creativity and imagination: The learner experiments with ideas as they compose correct sentences using appropriate adjectives, conjunctions and adverbs. 				
<p>Values: Responsibility: the learner practises hard work as they construct sentences on one's state of health.</p>				
<p>Pertinent and Contemporary Issues (PCIs): Mental health is promoted as the learner constructs correct sentences on mental health using appropriate adjectives, conjunctions and adverbs.</p>				

THEME 5 : SCHOOL AND WORLD OF WORK

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>5.4 Grammar</p>	<p>5.4.1</p> <ul style="list-style-type: none"> ● <i>Adverbs of Time</i> 每天, 明天, 昨天 ● <i>Sentence structure</i> 先...再/又...然后 ● <i>The verb</i> 喜欢 ● <i>Sentence structure</i> <i>Subj.</i>+觉得+V+有意思/没有意思 <p>(8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) demonstrate understanding of grammatical concepts in specific contexts, b) apply correct grammar points in their writing for clarity, c) acknowledge the importance of correct usage of grammar for effective communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to audio-recordings featuring adverbs of time and give a summary of the adverbs, 即今天, 明天, 昨天, 每天常常等, ● look at a picture containing the activities engaged in at school and the time and use the adverbs of time to describe them, 比如, 我昨天有汉语课, 我明天有游泳课, ● create schedules or timetables using adverbs of time and take turns to describe when activities take place, ● use the schedules created to talk about the subjects and activities they like and don't like in school, 	<p>What's the role of adverbs of time in a sentence?</p>

			<ul style="list-style-type: none"> ● combine words and phrases collaboratively from a crossword puzzle to form correct sentences. ● role-play different scenarios where students act out daily routines or scheduled events, ● check peers' written work and provide feedback on grammar usage. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: Active listening and communication skills are developed when the learner listens to recordings on adverbs of time and makes a summary. ● Communication and Collaboration: The learner contributes to group decision making by working with peers to come up with correct sentences from the cross-word puzzle. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner offers leadership and guidance to others when they check peers' written work and provide feedback. ● Unity: The learner displays team spirit by collaborating with peers to role play different school activities. 				
<p>Pertinent and Contemporary Issues (PCIs): Peer education: The learner engages with peers in grammar activities, learning from each other thus reinforcing understanding through peer interaction.</p>				

THEME 6 : WORLD OF BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>6.4 Grammar</p>	<p>6.4.1</p> <ul style="list-style-type: none"> ● <i>Comparatives and Superlatives</i> ● <i>Classifiers</i> ● <i>Prepositions</i> <p>(6 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) utilise parts of speech correctly in sentences for various context, b) classify different type of nouns for various purpose to enhance understanding, c) justify the role of proper grammar during communication. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● make sentences on comparison using the vocabulary given, ● fill a cloze test with the appropriate measure words for various category of nouns, ● identify and correct classifiers errors in sentences about shopping, ● work jointly match nouns against their measure words in a glossary, ● identify prepositions in sentences and explain their function, ● work with peers to construct sentences in groups using the preposition in the flashcards. 	<p>How do you utilise proper grammar in negotiation?</p>

Core Competencies to be developed:

- Communication and collaboration is fostered as the learner works with others to construct sentences with correct classifiers.
- Critical thinking and problem solving is developed as the learner brainstorms with others to construct sentences for prepositions.

Values:

- Unity: Learner cooperates with peers to match nouns against their measure words in a glossary.

Pertinent and Contemporary Issues (PCIs):

- Creative thinking: This is developed as the learner writes sentences shopping experience.
- Problem solving skills: The learner applies a problem-solving process as they identify and correct errors in sentences.

Assessment Rubric for the Grammar Strand

Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to determine correct use of grammatical structures in text.	The learner always determines correct use of grammatical structures in text.	The learner often determines correct use of grammatical structures in text.	The learner sometimes determines correct use of grammatical structures in text.	The learner rarely determines correct use of grammatical structures in text.
Ability to use different grammatical structures.	The learner shows an excellent ability to use correct sentences using different grammatical structures.	The learner shows a good ability to use correct sentences using different grammatical structures.	The learner shows an adequate ability to use correct sentences using different grammatical structures with minimal errors.	The learner shows limited ability to use correct sentences using different grammatical structures.

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non- Formal Activities
<p>1.0 Listening and Speaking</p> <p>2.0 Reading</p> <p>3.0 Writing</p> <p>4.0 Grammar</p>	<ul style="list-style-type: none"> • Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Conversation and dialogues • Anecdote notes • Simulations and role plays • Learner profiles • Standardised tests • Filling crossword puzzles • Journals • Questionnaires 	<ul style="list-style-type: none"> • Realia • Charts • Flash cards • Resource persons • Pictures, drawings and photographs • Podcasts • Audio books • Audio recordings • Language learning Apps • Chinese newspapers • Books • Excerpts • Writing prompts • Course and supplementary books • Interactive multimedia resources • Word puzzles 	<ul style="list-style-type: none"> • Language exchange programs • Cultural workshops and events • Cultural days • Chinese movies • Chinese songs and music • Drama • Skits • Songs • Storytelling • Brainstorming sessions • Spelling competitions • Debates • Inter class competitions

		<ul style="list-style-type: none">• Magazines• Newspapers• Radio• Digital devices	<ul style="list-style-type: none">• Inter school competitions• Pen pal programs• Book clubs
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