

Workplace Chinese Language Pilot Programme Curriculum Guide

Workplace Chinese Language Pilot Programme

Unit objectives and unit codes of four competency levels under four domains of learning (listening, speaking, reading and writing)

Level of Competency Domains of Learning	Level One	Level Two	Level Three	Level Four
listening	Capable of understanding brief conversations on familiar topics L11 Capable of understanding brief reports on familiar topics L12	Capable of understanding conversations on familiar topics L21	Capable of understanding conversations on different topics L31 Capable of understanding discussions on different topics L32 Capable of understanding reports on different topics L33 Capable of understanding speeches on different topics L34	Capable of understanding various kinds of complicated conversation L41 Capable of understanding various kinds of complicated discussion L42 Capable of understanding various kinds of report on special topics L43 Capable of understanding various kinds of speech on special topics L44
Speaking	Capable of engaging in short conversations on familiar topics S11 Capable of delivering brief reports on familiar topics S12	Capable of engaging in conversations on familiar topics S21 Capable of delivering reports on familiar topics S22	Capable of engaging in discussions on different topics S31 Capable of delivering reports on different topics S32	Capable of engaging in various kinds of complicated discussion S41 Capable of delivering various kinds of speech on special topics S42
Reading	Capable of reading brief information R11	Capable of reading information R21 Capable of reading different kinds of directions and instructions R22	Capable of reading different kinds of information R31 Capable of reading different kinds of promotional materials R32	Capable of reading different kinds of specialised information R41 Capable of reading different kinds of specialised directions and instructions R42 Capable of reading different kinds of specialised promotional materials R43
Writing	Capable of drafting brief record writing W11 Capable of drafting brief social writing W12	Capable of drafting record writing W21 Capable of drafting social writing W22 Capable of drafting instructive and explanatory writing W23	Capable of drafting various kinds of record writing W31 Capable of drafting various kinds of social writing W32 Capable of drafting various kinds of instructive and explanatory writing W33 Capable of drafting various kinds of publicity writing W34	Capable of drafting various kinds of specialised record writing W41 Capable of drafting various kinds of specialised social writing W42 Capable of drafting various kinds of specialised instructive and explanatory writing W43 Capable of drafting various kinds of specialised publicity writing W44

Workplace Chinese Language Pilot Programme Level One

Unit Objectives (Listening) Capable of understanding brief conversations on familiar topics (L11)
and Unit Code: (Listening) Capable of understanding brief reports on familiar topics (L12)

Elements of Competency	Performance Criteria
<p>Capable of understanding brief conversations and reports on familiar topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to certain workplaces, at home, in school, on street, etc. ◆ Topics: topics of brief conversation such as enquiries and providing information on the price and place of origin of common commodities, enquiries and explanations on simple transportation routes, questions and answers on the time and place of meeting, brief introduction on one's job (post title, office address, telephone number, etc.), brief report on work progress, etc. ◆ Characteristics of materials: short narrative or descriptive texts. ◆ Forms of conversation: face-to-face or telephone conversations. 	<p><u>Listening</u></p> <p>1 Get the superficial meaning and details</p> <ul style="list-style-type: none"> ◆ Superficial meaning: e.g. meaning of words and terms, and comprehension of sentences. ◆ Details: elements such as the time, place, people involved, the event, etc. <p>2 Listening strategies</p> <ul style="list-style-type: none"> ◆ Listen patiently and attentively. ◆ Memorise the important points while listening. ◆ While face-to-face, make use of facial expression, clapping, nodding, etc to respond.

Assessment guidelines:

1. Assessment should follow the basic evaluation principles of validity, reliability, operability, etc.
2. Assessment should be based on performance criteria to collect sufficient evidence that reflects the competency of the appraisee.
3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
3. Students should be encouraged to develop the habit of self-learning and employing information technology to meet the needs of work and social development.

Workplace Chinese Language Pilot Programme Level One

Unit Objectives (Speaking) Capable of engaging in short conversations on familiar topics(S11)
and Unit Codes: (Speaking) Capable of delivering brief reports on familiar topics (S12)

Elements of Competency	Performance Criteria
<p>Capable of engaging in short conversations and delivering brief reports on familiar topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to certain workplaces, at home, in school, on street, etc. ◆ Conversation topics: brief conversations topics such as mutual greetings, invitations and replies to invitations, questions and answers on the time and numbers, expressing affirmation or negation in a concise manner. ◆ Forms of conversation: face-to-face or telephone conversations. 	<p><u>Speaking</u> (each conversation should not less than one minute long)</p> <ol style="list-style-type: none"> 1 Goals of communication <ul style="list-style-type: none"> ◆ Should meet the prescribed goals of communication. 2 Language functions <ul style="list-style-type: none"> ◆ Should fulfil the prescribed language functions, e.g. brief introduction (informal), brief description or brief narration, etc. 3 Features of language <ol style="list-style-type: none"> 3.1 Text types <ul style="list-style-type: none"> ◆ Capable of engaging in conversations by using sentences. 3.2 Pronunciation <ul style="list-style-type: none"> ◆ Mistakes or flaws are obvious but do not affect communication basically. 3.3 Words and syntax <ul style="list-style-type: none"> ◆ Capable of using the most common words. 4 Speaking strategies <ul style="list-style-type: none"> ◆ Listen attentively. ◆ Make use of body language such as nodding, eye contact , etc.

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Remarks:

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Workplace Chinese Language Pilot Programme Level One

Unit Objectives (Reading) Capable of reading brief information (R11)
and Unit Code:

Elements of Competency	Performance Criteria
<p>Capable of reading brief information</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to certain workplaces, at home and in school, etc. ◆ Reading materials: short definitions in dictionaries, newspaper headlines and report synopses, etc. ◆ Characteristics of materials: brief descriptive or narrative texts. 	<p><u>Reading</u></p> <p>1 Recognition of words</p> <ul style="list-style-type: none"> ◆ Recognise commonly used words. ◆ Identify the form, pronunciation and meaning of words. <p>2 Comprehension</p> <ul style="list-style-type: none"> ◆ Understand the words and sentences. ◆ Understand the coherence between sentences. <p>3 Reading strategies</p> <ul style="list-style-type: none"> ◆ Examine the hints thoroughly. ◆ Memorise materials that have been read. ◆ Use tools such as dictionaries.

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5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
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Workplace Chinese Language Pilot Programme Level One

Unit Objectives (Writing) Capable of drafting brief record writing (W11)
and Unit Codes: (Writing) Capable of drafting brief social writing (W12)

Elements of Competency	Performance Criteria
<p>Capable of drafting brief record writing and social writing</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to certain workplaces, at home, in school, etc. ◆ Writing: short writing involving clerical duties e.g. completing simple forms, item checklists, work logs, patrol records and writing short messages and memos, etc. ◆ Writing: short social writing e.g. personal letters, ready-to-use goodwill cards, notes of request and short messages, etc. 	<p><u>Writing</u></p> <ol style="list-style-type: none"> 1 Write commonly used words 2 Organisation and structure <ul style="list-style-type: none"> ◆ Select suitable materials. ◆ Express ideas in paragraphs. 3 Use of written Chinese <ul style="list-style-type: none"> ◆ Use written Chinese acquired from reading and everyday life. ◆ Express ideas in a correct and smooth manner. 4 Writing strategies <ul style="list-style-type: none"> ◆ Use learning aids such as dictionaries, on-line materials, etc. to facilitate thorough examination of the hints and complete the documents with great care. ◆ Proofread the text to identify writing errors or misuse of punctuations. ◆ Keep the text tidy.

Assessment guidelines:

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2. Assessment should be based on performance criteria to collect sufficient evidence that reflects the competency of the appraisee.
3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
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Workplace Chinese Language Pilot Programme Level Two

Unit Objectives (Listening) Capable of understanding conversations on familiar topics (L21)
and Unit Code:

Elements of Competency	Performance Criteria
<p>Capable of understanding conversations on familiar topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to a small number of designated workplaces, at home, in school, on street, etc. ◆ Topics: familiar topics of conversation such as enquiries and explanations on how to complete simple work assignments, enquiries and explanations on procedures of daily work, etc. ◆ Characteristics of materials: longer narrative, descriptive or illustrative texts with a certain degree of difficulty. 	<p><u>Listening</u></p> <p>1 Get the theme and details</p> <ul style="list-style-type: none"> ◆ Get the theme. ◆ Superficial meaning: e.g. meaning of words and terms, comprehension of sentences and grasp of the overall meaning of each paragraph. ◆ Details: elements such as the time, place, people involved and the event as well as the course of the event, causality, etc. <p>2 Listening strategies</p> <ul style="list-style-type: none"> ◆ Listen patiently and attentively. ◆ Memorise the key points, screen the information and retain the key points as well as relevant information while listening. ◆ While face-to-face, make use of facial expression, clapping, nodding, etc to respond.

Assessment guidelines:

1. Assessment should follow the basic evaluation principles of validity, reliability, operability, etc.
2. Assessment should be based on performance criteria to collect sufficient evidence that reflects the competency of the appraisee.
3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
3. Students should be encouraged to develop the habit of self-learning and employing information technology to meet the needs of work and social development.

Workplace Chinese Language Pilot Programme Level Two

Unit Objectives (Speaking) Capable of engaging in conversations on familiar topics (S21)
and Unit Codes: (Speaking) Capable of delivering reports on familiar topics (S22)

Elements of Competency	Performance Criteria
<p>Capable of engaging in conversations or delivering reports on familiar topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to a small number of designated workplaces, at home, social occasions, etc. ◆ Topics: familiar topics of conversation such as enquiries and explanations on routes, meal ordering and bill payment, handling general enquiries and replies to such enquiries, etc. ◆ Forms of conversation: face-to-face or telephone conversations. 	<p><u>Speaking</u> (each conversation should not less than two minutes long)</p> <ol style="list-style-type: none"> 1 Goals of communication <ul style="list-style-type: none"> ◆ Should meet the prescribed goals of communication. 2 Language functions <ul style="list-style-type: none"> ◆ Should fulfil the prescribed language functions, e.g. explanation, description or illustration, etc. 3 Features of language <ol style="list-style-type: none"> 3.1 Text types <ul style="list-style-type: none"> ◆ Capable of engaging in steady conversations by using sentences. 3.2 Pronunciation <ul style="list-style-type: none"> ◆ Recurrent mistakes or flaws but do not affect communication. 3.3 Organisation and structure <ul style="list-style-type: none"> ◆ Fluent sentences. 3.4 Words and syntax <ul style="list-style-type: none"> ◆ Appropriate use of different words and sentence structures. 4 Speaking strategies <ul style="list-style-type: none"> ◆ Listen attentively. ◆ Keep continual conversations by repetition of sentences and questions. ◆ Appropriate use of body language such as nodding, eye contact , etc.

Assessment guidelines:

1. Assessment should follow the basic evaluation principles of validity, reliability, operability, etc.
2. Assessment should be based on performance criteria to collect sufficient evidence that reflects the competency of the appraisee.
3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
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Workplace Chinese Language Pilot Programme Level Two

Unit Objectives (Reading) Capable of reading information (R21)
and Unit Code: (Reading) Capable of reading different kinds of directions and instructions (R22)

Elements of Competency	Performance Criteria
<p>Capable of reading information and different kinds of directions and instructions</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Reading materials: short definitions in dictionaries, newspaper headlines, report synopses, etc. ◆ Characteristics of materials: brief descriptive or narrative texts. 	<p><u>Reading</u></p> <p>1 Theme and details</p> <ul style="list-style-type: none"> ◆ Understand the specific theme and details of the text, such as the time, place, people involved, functions of objects and procedures of work. ◆ Understand various hints provided in the text or form. <p>2 Comprehension of words and diagrams</p> <ul style="list-style-type: none"> ◆ Due to limited vocabulary, more assistance is required to help understanding. ◆ Identify the form of words (especially those with similar forms). ◆ Understand the meaning of simple diagrams. <p>3 Reading strategies</p> <ul style="list-style-type: none"> ◆ Examine the hints thoroughly. ◆ Memorise materials that have been read. ◆ Use tools such as dictionaries.

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3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
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5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
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Workplace Chinese Language Pilot Programme Level Two

Unit Objectives (Writing) Capable of drafting record writing (W21)
and Unit Codes: (Writing) Capable of drafting social writing (W22)
(Writing) Capable of drafting instructive and explanatory writing (W23)

Elements of Competency	Performance Criteria
<p>Capable of drafting record writing, social writing as well as instructive and explanatory writing.</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to a small number of designated workplaces, at home, in school, etc. ◆ Writings: record writing such as circular of activities/functions, notices, declarations and stock records, etc. ◆ Social writing such as acknowledgements, removal notices, congratulatory and invitation cards, etc. ◆ Instructive and explanatory writing such as simple recipes, manuals, simple procedural guides and safety guidelines, etc. 	<p><u>Writing</u></p> <p>1 Determine the aims and content</p> <ul style="list-style-type: none"> ◆ Select materials to highlight the key points. ◆ Express key points in separate paragraphs. ◆ Express ideas systematically. <p>2 Practical writing</p> <ul style="list-style-type: none"> ◆ Use appropriate format and wording according to the target recipients. ◆ Choice of words in line with a clear and definite theme. ◆ Systematic elaboration on the key points with generally correct syntax. ◆ Correct punctuations, clear and sensible headings as well as appropriate formats. <p>3 Writing strategies</p> <ul style="list-style-type: none"> ◆ Examine the topic of writing thoroughly and write conscientiously. ◆ Evaluate the draft proactively to make appropriate amendments. ◆ Edit the draft properly. ◆ Proofread the text to identify writing errors or misuse of punctuations and format.

Assessment guidelines:

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3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
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Workplace Chinese Language Pilot Programme Level Three

Unit Objectives (Listening) Capable of understanding conversations on different topics (L31)
 and Unit Code: (Listening) Capable of understanding discussions on different topics (L32)
 (Listening) Capable of understanding reports on different topics (L33)
 (Listening) Capable of understanding speeches on different topics (L34)

Elements of Competency	Performance Criteria
<p>Capable of understanding conversations, discussions, reports and speeches on different topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to common workplaces or social occasions, various kinds of informal or semi-formal product launch press conferences, work conclusion meetings, etc. ◆ Conversations: interview programmes on television or radio, commentaries on sports competitions, reports on work, etc. ◆ Discussions: talk shows on television or radio, discussions on common sports competitions, work meetings, etc. ◆ Reports: product or service recommendation reports, personal or corporate work conclusion reports. ◆ Speeches: welcome speeches or thank-you speeches at various kinds of informal or semi-formal welcome party, thank-you party or celebration party. ◆ Characteristics of materials: descriptive, narrative, illustrative or argumentative texts of a more complicated nature and a greater length. 	<p><u>Listening</u></p> <p>1 Get the theme and details</p> <ul style="list-style-type: none"> ◆ Get the major viewpoints of different speakers. ◆ Get the superficial meaning and details. ◆ Superficial meaning: e.g. meaning of words and terms, comprehension of sentences and grasp of the overall meaning of each paragraph. ◆ Details: elements such as the time, place, people involved and the event as well as the course of the event, causality, etc. <p>2 Differentiation</p> <ul style="list-style-type: none"> ◆ Differentiate between viewpoints and facts. ◆ Perceive the actual meaning. <p>3 Listening strategies</p> <ul style="list-style-type: none"> ◆ Listen patiently and attentively. ◆ Memorise the key points, screen the information and retain the key points as well as relevant information while listening.

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3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
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Workplace Chinese Language Pilot Programme Level Three

Unit Objectives (Speaking) Capable of engaging in discussions on different topics (S31)
and Unit Codes: (Speaking) Capable of delivering reports on different topics (S32)

Elements of Competency	Performance Criteria
<p>Capable of engaging in discussions or delivering reports on different topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to common workplaces or social occasions. ◆ Topics of discussion: discussion on topics of common interest, discussion with colleagues (subordinates or supervisors), etc. on company rules or how to finish a routine task. ◆ Forms of discussion: before a large audience. ◆ Themes of report: product or service recommendation reports, personal or corporate work conclusion reports. ◆ Forms of report: before a large or one single audience. 	<p><u>Speaking</u> (each conversation should not less than three minutes long)</p> <ol style="list-style-type: none"> 1 Goals of communication <ul style="list-style-type: none"> ◆ Should meet the prescribed goals of communication. 2 Language functions <ul style="list-style-type: none"> ◆ Should fulfil the prescribed language functions, e.g. making comparisons, statements or recommendations, etc. 3 Features of language <ol style="list-style-type: none"> 3.1 Text types <ul style="list-style-type: none"> ◆ Capable of engaging in conversations by using a stretch of sentences. 3.2 Pronunciation <ul style="list-style-type: none"> ◆ Relatively few mistakes or flaws, and do not affect communication. ◆ Clear articulation on the whole and appropriate tones, intonation and speed. 3.3 Organisation and structure <ul style="list-style-type: none"> ◆ Sentences are well-constructed and coherent. 3.4 Words and syntax <ul style="list-style-type: none"> ◆ Accurate use of words and sentence structures. 4 Speaking strategies <ul style="list-style-type: none"> ◆ Listen attentively. ◆ Use appropriate tones and befitting words to convey ideas. ◆ Appropriate use of speaking strategies with adjustments according to the contexts and target recipients e.g. the use of pauses, compliments, affirmation and questions, etc. to enhance the expression effect. ◆ Befitting use of body language such as nodding, eye contact, etc.

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Workplace Chinese Language Pilot Programme Level Three

Unit Objectives (Reading) Capable of reading different kinds of information (R31)
and Unit Code: (Reading) Capable of reading different kinds of promotional materials (R32)

Elements of Competency	Performance Criteria
<p>Capable of reading different kinds of information and promotional materials.</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Reading materials: definitions in dictionaries, report summaries, general newspaper reports, etc. ◆ Characteristics of materials: longer descriptive or narrative texts with a certain degree of difficulty. 	<p><u>Reading</u></p> <p>1 Theme and details</p> <ul style="list-style-type: none"> ◆ Understand the specific details of the text. ◆ Understand the theme and main points of the text. ◆ Grasp of the relationship between the text and the situation. ◆ Grasp of the significance of the text to the reader or his/her situation. <p>2 Comprehension of words and diagrams</p> <ul style="list-style-type: none"> ◆ Know the vocabulary used in daily life and at work, but assistance is required if come across more specialised or rarely used words. ◆ Understand the meaning of relatively complicated diagrams in the text. <p>3 Reading strategies</p> <ul style="list-style-type: none"> ◆ Grasp of the purpose of reading, and associate with life and work to enhance the understanding of these materials. ◆ Capable of using learning aids such as dictionaries and online materials.

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Workplace Chinese Language Pilot Programme Level Three

Unit Objectives (Writing) Capable of drafting various kinds of record writing (W31)
 and Unit Codes: (Writing) Capable of drafting various kinds of social writing (W32)
 (Writing) Capable of drafting various kinds of instructive and explanatory writing (W33)
 (Writing) Capable of drafting various kinds of publicity writing (W34)

Elements of Competency	Performance Criteria
<p>Capable of drafting various kinds of record writing, social writing, instructive and explanatory writing as well as publicity writing.</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to common workplaces. ◆ Various kinds of record writing: letters for job application , curriculum vitae, applications for resignation and minutes of meeting, etc. ◆ Various kinds of social writing: thank-you letters, condolence letters, invitation letters and replies, etc. ◆ Various kinds of instructive and explanatory writing: recipes, manuals of common office equipment and brief guidelines on work, etc. ◆ Various kinds of publicity writing: brief press release, sales advertisements, publicity leaflets on products and services, etc. 	<p><u>Writing</u></p> <ol style="list-style-type: none"> 1 Examine various topics and determine the theme <ul style="list-style-type: none"> ◆ Determine the target readers and the main theme. ◆ Adopt an appropriate form of expression. 2 Details of the content <ul style="list-style-type: none"> ◆ Clearly convey the specific details such as the time, place, people involved, the event etc. ◆ Clearly convey the aim and origin of the incident as well as the outcome. ◆ Clearly record the key points such as personal views, arguments raised and decision made during meetings at the workplace. ◆ Clearly present the key points by using charts and diagrams when necessary. ◆ Respond to requests or elucidate issues. ◆ Make appropriate closing statements according to specific contexts. 3 Writing strategies <ul style="list-style-type: none"> ◆ Examine the topic thoroughly and write conscientiously, review one’s own draft or review by peers and write through observation and objective analysis. ◆ Edit the draft properly to suit the context. ◆ Proofread the text to identify writing errors, misuse of format and wording. ◆ Enhance the expression effect by using an appropriate layout (images and word processing software).

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4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
3. Students should be encouraged to develop the habit of self-learning and employing information technology to meet the needs of work and social development.

Workplace Chinese Language Pilot Programme Level Four

Unit Objectives and Unit Code: (Listening) Capable of understanding various kinds of complicated conversation (L41)
 (Listening) Capable of understanding various kinds of complicated discussion (L42)
 (Listening) Capable of understanding various kinds of report on special topics (L43)
 (Listening) Capable of understanding various kinds of speech on special topics (L44)

Elements of Competency	Performance Criteria
<p>Capable of understanding various kinds of complicated conversation, discussion, report and speech</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to specified workplaces. ◆ Various kinds of complicated conversation topics: questions and answers on international situation or situation in China, commercial negotiations, arguments at the workplace, etc. ◆ Various kinds of complicated discussion topics: group interviews, discussions with colleagues about solutions to problems, etc. ◆ Various kinds of report on special topics: business reports, investigation reports on special topics, product recommendation reports, etc. ◆ Various kinds of speech on special topics: speeches at various kinds of formal meetings, cocktail receptions, ceremonies, etc. ◆ Characteristics of materials: narrative, descriptive, illustrative, argumentative, persuasive or lyric speeches of a complicated nature and a great length. 	<p><u>Listening</u></p> <p>1 Get the theme and details</p> <ul style="list-style-type: none"> ◆ Get the key points. ◆ Get the theme and grasp the line of development. ◆ Get the major viewpoints and arguments of different speakers. ◆ Get the superficial meaning and details. ◆ Superficial meaning: e.g. understanding of concepts of words and terms, comprehension of sentences and grasp of the overall meaning of the whole text. ◆ Details: elements such as the time, place, people involved and the event as well as the course of the event, causality, etc. <p>2 Differentiation</p> <ul style="list-style-type: none"> ◆ Differentiate between viewpoints and facts. ◆ Perceive the actual meaning. ◆ Differentiate between the major viewpoints and arguments of different speakers. <p>3 Comments</p> <ul style="list-style-type: none"> ◆ Comment on different viewpoints. ◆ Comment on the appropriateness and logic of what the speaker has said. ◆ Comment on whether what has been said and the concepts are true or not. <p>4 Listening strategies</p> <ul style="list-style-type: none"> ◆ Listen patiently and attentively. ◆ Memorise the key points, screen the information and retain the key points as well as relevant information while listening. ◆ Thinking while listening. ◆ Associate the acquired knowledge and accumulated experience with thinking. ◆ While face-to-face, make use of facial expression, clapping, nodding etc. to respond and observe the speaker's body language to help determine the actual meaning.

Assessment guidelines:

1. Assessment should follow the basic evaluation principles of validity, reliability, operability, etc.
2. Assessment should be based on performance criteria to collect sufficient evidence that reflects the competency of the appraisee.
3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
3. Students should be encouraged to develop the habit of self-learning and employing information technology to meet the needs of work and social development.

Workplace Chinese Language Pilot Programme Level Four

Unit Objectives (Speaking) Capable of engaging in various kinds of complicated discussion (S41)
and Unit Codes: (Speaking) Capable of delivering various kinds of speech on special topics (S42)

Elements of Competency	Performance Criteria
<p>Capable of engaging in various kinds of complicated discussion and delivering various kinds of speech on special topics</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to specified workplaces. ◆ Various kinds of complicated discussion topics: group interviews, discussions with colleagues about solutions to problems, etc. ◆ Various kinds of speech on special topics: speeches at various kinds of formal commemorative ceremonies, cocktail receptions, business meetings, etc. ◆ Forms of discussion: before a large audience. 	<p><u>Speaking</u> (each discussion should not less than four minutes long)</p> <ol style="list-style-type: none"> 1 Goals of communication <ul style="list-style-type: none"> ◆ Should meet the prescribed goals of communication. 2 Language functions <ul style="list-style-type: none"> ◆ Should fulfil the prescribed language functions, e.g. analysis, argument or complaint, etc. 3 Features of language <ol style="list-style-type: none"> 3.1 Text types <ul style="list-style-type: none"> ◆ Capable of engaging in steady discussions involving a stretch of sentences. 3.2 Pronunciation <ul style="list-style-type: none"> ◆ Occasional mistakes or flaws, and communication is not affected at all. ◆ Clear articulation and natural tones, intonation and speed. 3.3 Organisation and structure <ul style="list-style-type: none"> ◆ Sentences are well-constructed, structured and coherent. 3.4 Words and syntax <ul style="list-style-type: none"> ◆ Accurate use of words and complex sentence structures. 4 Speaking strategies <ul style="list-style-type: none"> ◆ Listen attentively to questions raised by others and give appropriate replies. ◆ Use appropriate tones and befitting words to convey ideas. ◆ Appropriate use of speaking strategies with adjustments according to the contexts and target recipients e.g. the use of pauses, compliments, affirmation and questions, etc. to enhance the expression effect. ◆ Befitting use of body language such as nodding, eye contact, etc. ◆ Observe speakers' body language to gain a better understanding of the speakers' ideas.

Assessment guidelines:

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4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
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Workplace Chinese Language Pilot Programme
Level Four

Unit Objectives (Reading) Capable of reading different kinds of specialised information (R41)
and Unit Code: (Reading) Capable of reading different kinds of specialised directions and instructions (R42)
(Reading) Capable of reading different kinds of specialised promotional materials (R43)

Elements of Competency	Performance Criteria
<p>Capable of reading different kinds of specialised information, directions and instructions, and promotional materials</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to specified workplaces. ◆ Specialism: refers to the specialised subjects such as Business Management, Logistics, Hotel, etc. as well as different industries, e.g. watch and clock, beauty, printing, etc. in the workplace context. ◆ Different kinds of specialised information: explanations in specialised reference tools, specialised periodicals, case reports of relevant industries. ◆ Different kinds of specialised directions and instructions: various complicated recipes, specifications of specialised products, specialised service manuals and codes of ethics. ◆ Different kinds of specialised promotional materials: promotional and publicity materials on specialised products or services, political commentaries. ◆ Characteristics of materials: descriptive or narrative texts of a complicated nature and a great length. 	<p><u>Reading</u></p> <p>1 Theme and details</p> <ul style="list-style-type: none"> ◆ Understand the specific details of the document, such as the relevant circumstances, situations or description of work procedures. ◆ Grasp of the precise definitions and examples of concepts and jargons in the text. ◆ Grasp of the process mainly described in the text and the subsequent steps, procedures or measures. ◆ Grasp of the main points and causality of the event. ◆ Grasp of the impacts or consequences that may be brought about by the directions and instructions in the text. <p>2 Grasp of the ways of reading</p> <ul style="list-style-type: none"> ◆ Draw on relevant language knowledge and experience to comprehend the reading materials. ◆ Use different reading methods to suit different purposes. ◆ Understand the words and sentences within a particular context. <p>3 Comprehension of words and diagrams</p> <ul style="list-style-type: none"> ◆ Grasp of more terms on current affairs and relevant jargons. ◆ Interpret the meaning of the diagrams in the text. <p>4 Comprehensive comments</p> <ul style="list-style-type: none"> ◆ Comment on whether the analyses and comparisons in the text are reasonable. ◆ Comment on whether the instructions in the text are correct or logical. ◆ Comment on whether the description on sequence of the event is reasonable or whether the facts are true. ◆ Comment on whether the directions or

	<p>instructions in the text are clear or appropriate.</p> <p>5 Reading strategies</p> <ul style="list-style-type: none"> ◆ Adjust reading speed properly according to the reading purpose and the difficulty of the text. ◆ Guess the underlying meaning of words according to the context or by means of other strategies. ◆ Get the overall meaning of the paragraph or text according to the purpose or time frame. ◆ Put marks or jot notes while reading to facilitate understanding. ◆ Make good use of titles, indexes and glossaries to get the necessary information. ◆ Make good use of learning aids (reference tools, online materials and library catalogues) to get the necessary information or help resolve the difficulties encountered in the reading process.
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Assessment guidelines:

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3. Assessment format should be diversified to include oral examination, written examination, observation, learning handbook, etc.
4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

Remarks:

1. Teaching should be competency-based, and should use real materials and simulate real life situations as far as possible to enhance teaching effectiveness.
2. It is suggested that diversified activities such as one-to-one, group discussion and role play should be organised to enhance students' interest in learning languages.
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**Workplace Chinese Language Pilot Programme
Level Four**

Unit Objectives and Unit Codes: (Writing) Capable of drafting various kinds of specialised record writing (W41)
 (Writing) Capable of drafting various kinds of specialised social writing (W42)
 (Writing) Capable of drafting various kinds of specialised instructive and explanatory writing (W43)
 (Writing) Capable of drafting various kinds of specialised publicity writing (W44)

Elements of Competency	Performance Criteria
<p>Capable of drafting various kinds of specialised record writing, social writing, instructive and explanatory writing as well as publicity writing.</p> <p>Range:</p> <ul style="list-style-type: none"> ◆ Contexts: may confine to specified workplaces. ◆ Specialism: refers to the specialised subjects such as Business Management, Logistics, Hotel, etc. as well as different industries e.g. watch and clock, beauty, printing, etc. in the workplace context. ◆ Various kinds of specialised record writing: business reports, internship reports, thematic investigation reports, reports on work, proposals and suggestion plans, etc. ◆ Various kinds of specialised social writing: welcome speech for formal occasions, toast speeches and statement of apology, etc. ◆ Various kinds of specialised instructive and explanatory writing: complicated recipes, specialised service manuals, procedural guides and operation manuals, etc. ◆ Various kinds of specialised publicity writing: publicity on corporate image, activity announcements and product or service promotional letters, etc. 	<p><u>Writing</u></p> <p>1 Details of the content</p> <ul style="list-style-type: none"> ◆ Clearly convey the specific details such as the time, place, people involved, the event, as well as the source of the information, etc. ◆ Clearly state the background or reasons of writing such as the situation and stance of the individual or the organisation, as well as the aims of investigation or internship, etc. ◆ Clearly state the primary and secondary relationships, the causality as well as the conditions of the event. ◆ Provide appropriate evidence, justifications, illustrations and explanations, etc. to support the arguments or proposals raised by the individual or the community. ◆ Elaborate or respond to a specific question or the aim of a report. ◆ Make appropriate conclusions or relevant proposals in accordance with the context. <p>2 Expression and use of language</p> <ul style="list-style-type: none"> ◆ Coherent, well-organised and well-connected text with clear and specific themes. ◆ Choice of words in line with the context, correct syntax, flexible use of common rhetoric forms such as simile, metaphor, citation and parallelism, etc. and tone style meets the goals of communication. ◆ Correct punctuations, the title in line with the central theme, clear and specific headings, appropriate numbering and proper format. <p>3 Writing strategies:</p> <ul style="list-style-type: none"> ◆ Examine the topic thoroughly and write conscientiously, repeatedly review one's own draft or review by peers and write through observation, contextual analysis

	<p>with association and creative ideas.</p> <ul style="list-style-type: none"> ◆ Edit the draft properly to suit the context. ◆ Proofread the text to identify writing errors, misuse of format, wording and rhetoric style. ◆ Enhance the image effect by using an appropriate layout (cover, diagrams and binding).
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Assessment guidelines:

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4. Content and format of assessment should be close to real-life contexts or work requirements as far as possible.
5. Performance criteria should be made public.

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