



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN
MANDARIN CHINESE
GRADE 11

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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 resolving 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.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket 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, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
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.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

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TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
*PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

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ESSENCE STATEMENT

The Senior School Mandarin Chinese curriculum builds on the foundational skills acquired in Junior School, where learners were introduced to the language through interactive, hands-on activities and cultural immersion. At this level, the learner further develops their linguistic and cultural competence through enriched content. The curriculum is organised thematically, drawing from learner's daily lives and experiences to ensure authentic and meaningful use of the language. These themes serve as a basis for integrating the four key language skills - listening, speaking, reading, and writing - with increasing complexity and depth.

Learning emphasises communicative competence and learner centred engagement. The learner actively applies language skills through dialogues, role-plays, interactive tasks, real-life simulations and cultural exploration in varied contexts. This approach not only builds confidence but also equips the learner with the ability to use Mandarin Chinese effectively in authentic, real world contexts. The curriculum also prepares the learner for further academic studies and practical application of the language in professional and multicultural settings.

Proficiency in Mandarin Chinese equips the learner with valuable linguistic and intercultural competencies that prepare them for a wide range of career opportunities. These include international relations, tourism, trade and commerce, translation and interpretation, teaching, diplomacy, cultural exchange, and other professions where Chinese language proficiency and cultural knowledge are highly valued. The learner is expected to exit this level with intermediate proficiency in Mandarin Chinese - HSK 4 (*Hànyǔ Shuǐpíng Kǎoshì* - Level 4 of the Chinese proficiency test) and HSKK (*Hànyǔ Shuǐpíng Kǒuyǔ Kǎoshì* - Intermediate Chinese speaking test), which are internationally recognized standards of Chinese language proficiency.

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SUBJECT GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

- a) Listen and respond effectively across a variety of authentic contexts.
- b) Communicate effectively in a variety of oral situations.
- c) Read and comprehend texts of moderate complexity across diverse genres and contexts.
- d) Compose legible, coherent and creative texts in Chinese.
- e) Apply appropriate Mandarin Chinese grammar to communicate effectively.
- f) Use diverse media to access and create information to foster lifelong learning.
- g) Apply the acquired knowledge, skills and attitudes to cope with challenges in daily life.
- h) Appreciate one's own and other cultures to foster international awareness and global citizenship.

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SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1.0 Listening and Speaking	Listening for information • Inferencing • Decoding • Active listening • Summarising • Paraphrasing
	Listening for details: Active listening and note taking
	Listening for comprehension • Vocabulary development • Active listening • Summarizing • Main ideas and details
	Active listening: Verbal and nonverbal cues, Summarising, Paraphrasing
2.0 Reading	Reading fluency • Pronunciation • Pace and speed • Coherence and cohesion • Appropriate expression

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Strands	Sub Strands
	• Articulation (intonation , stress, rhythm)
	Reading for information • Vocabulary development • Reading strategies (skimming and scanning) • Comprehension
	Extensive reading • Vocabulary development • Scanning and Skimming • Fluency • Comprehension
	Silent reading : Vocabulary development and comprehension
3.0 Writing	Writing Mechanics : Punctuation marks, spelling and word order
	Creative writing: Paragraph writing, logic and coherence
	Descriptive Writing Word choice, Vocabulary development and Organization of ideas
4.0 Grammar	Verbs, prepositions, particles, adverbs, classifiers, adjectives, sentence structures, conjunctions

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THEME 1: SOCIAL LIFE – FRIENDS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening for Information <i>Inferencing</i> <i>Decoding</i> <i>Active listening</i> <i>Summarising</i>	By the end of the sub strand, the learner should be able to: - deduce key information from audio texts, - summarize main ideas from listening texts, - acknowledge the role of attentive listening in facilitating communication.	The learner is guided to: - listen to an audio recording describing a friend and note down the specific details (name, age, date of birth, hobbies, likes and interests) , - collaborate with peers to give the meaning of the underlined words from the context, - listen to their peers talk about their friend's likes and dislikes then paraphrase the main ideas for feedback (e.g. 玛丽是我的朋友。她喜欢游泳和踢足球。她也很爱跑步。玛丽不会画画, 唱歌。), - talk about their friend and take turns rephrasing the information accurately to their peers, - discuss and take turns sharing why friends are important in their lives,	What strategies can you use to identify the main ideas from listening texts?

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			discuss the challenges they face when listening for main ideas and propose possible solutions to address them.	
Core Competencies to be developed: - Critical thinking and problem solving: Active listening and communication skills are developed as the learner listens to their peers paraphrase the main ideas about their friend's likes and dislikes, and then provides feedback on the accuracy of their paraphrasing. - Learning to learn: The learner reflects on their listening skills, identifies areas of difficulty and suggests ways to improve them through peer collaboration.				
Values: - Responsibility: This is developed when the learner proactively finds possible solutions to the challenges they face when listening to texts for main ideas. - Unity: The learner displays team spirit when they collaborate with peers to determine the meaning of the underlined words from the context.				
Pertinent and Contemporary Issues (PCIs): - Social cohesion: A sense of belonging and collective identity is fostered as the learner appreciates the importance of friendships in maintaining a healthy and balanced social life. - Healthy intra and inter personal skills are developed as the learner interacts and socializes with peers to undertake the various group activities.				

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Strand	Sub Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading Fluency • <i>Reading with expression</i> • <i>Accuracy of articulation</i> • <i>Pronunciation, intonation, stress, rhythm, pace</i>	By the end of the sub strand, the learner should be able to:	a) infer the meaning of unfamiliar words and expressions in texts, b) read texts with clear articulation and expression to enhance understanding, c) exhibit confidence in reading texts on diverse themes fluently.	The learner is guided to: • work together to identify and underline unfamiliar words in texts, • use context clues from surrounding words and phrases to determine the meaning of the highlighted vocabulary and share with peers, • take turns to match unfamiliar words on cards with their meanings , • listen to a recording and repeat reading sentences about likes, dislikes and hobbies focussing on clear articulation, expression, and pace, • use digital devices to record themselves reading an introductory text about their friends, • reflect on their strengths and limitations,	How can you improve your reading fluency?

			• watch a video clip about hobbies then retell the key points of the text for constructive feedback from peers.	
Core Competencies to be developed: • Communication and Collaboration: Teamwork skills are exhibited as the learner works collaboratively with peers to identify and highlight unfamiliar words and phrases in texts. • Digital literacy: The learner interacts with digital technology when they use digital devices to record and assess their own reading abilities. • Learning to learn: The learner practices self-reflection by evaluating their reading skills and identifying their strengths and limitations.				
Values: • Social justice: This is enhanced as the learner accords others an equal opportunity when taking turns to match unfamiliar words on cards with their meanings. • Respect: The learner appreciates the diverse opinions and feedback by their peers as they rephrase key information from texts about hobbies.				
Pertinent and Contemporary Issues (PCIs): Self-awareness skills are developed as the learner reflects on their strengths and areas of improvement in reading to help them build their fluency skills.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Creative Writing - Coherence and logic of ideas - Paragraph writing	By the end of the sub strand, the learner should be able to: - list common adjectives used in descriptions, - compose logical and coherent texts for effective communication, - appreciate the importance of coherence of ideas in creating clear and meaningful texts.	The learner is guided to: - explore a sample text introducing a friend and highlight the adjectives, - create a word bank of adjectives commonly used in personal descriptions and categorize them (e.g. personality, interests and physical traits), - reorganize jumbled sentences to create logical and coherent paragraphs, - collaborate with peers to arrange the given paragraphs in a logical manner to form a meaningful story, - write a short story based on the sequence of images provided on likes, dislikes, interests and hobbies, - work in teams to use sentence strips to construct coherent texts then share with peers for feedback,	How do you organise ideas logically in written texts?

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			examine both a coherent and a disjointed text then discuss the importance of coherence for clarity in communication.	
Core Competencies to be developed: - Creativity and imagination: This is enhanced as the learners connects ideas to compose a short story based on the sequence of the images given. - Critical thinking and problem solving: The learner applies logical reasoning as they reorganize jumbled up sentences to form coherent paragraphs.				
Values: - Responsibility: This is promoted as the learner engages in assigned duties when they team up to write coherent texts using the sentence strips. - Peace: The learner collaborates with others to arrange the given paragraphs in a logical manner to form a meaningful story.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: This is fostered as the learner accommodates their peers' opinions and feedback as they examine and discuss the importance of coherence for clarity in communication.				

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.1 Verbs - The verbs 喜欢 and 不喜欢 - The modal verb 会 - The Verb 过 - Sentence structure Subj. + V + 给 + Recipient + Obj.	By the end of the sub strand, the learner should be able to: - identify the target verbs in a variety of texts, - make use of verbs appropriately in sentences, - appreciate the use of verbs correctly for effective communication.	The learner is guided to: - read sentences about introducing a friend and underline the verbs that indicate likes and dislikes e.g. 我喜欢骑自行车。我不喜欢爬山。 - match pictures with sentences that use affirmative and negative forms of the modal verb 会 to indicate the ability to perform a task e.g. 安娜会弹吉他。; 丽丽不会画画。, - take turns discussing their friends likes and dislikes using the verb 喜欢 and 不喜欢, - collaborate to construct sentences using the verb 过 and share with peers for constructive feedback e.g. 我朋友上个月过生日。, - construct sentences using the structure Subj. + V + 给 +	How can you effectively use verbs in communication?

			Recipient + Obj. and share with peers for feedback, use digital devices safely to type a short text incorporating the verbs 喜欢, 不喜欢, 会, 过 and share presentations for peer role modelling.	
Core Competencies to be developed: - Digital literacy: Digital citizenship is enhanced as the learner safely uses appropriate digital platforms to type short texts using the given verbs. - Learning to learn: The learner works collaboratively with peers to discuss likes and dislikes using the given verbs. - Communication and collaboration: The learner actively participates in the activity being carried out by collaborating with peers to construct sentences using the verbs.				
Values: - Unity: The learner takes turns in activities and conversations as they talk about their likes and dislikes. - Integrity: The learner demonstrates honesty and accountability by responsibly using digital devices to type short texts using the provided verbs.				
Pertinent and Contemporary Issues (PCIs): - Peer mentorship and modelling: This is promoted when the learner shares their sentences with peers for constructive feedback on use of the verbs. - Social cohesion: This is promoted as the learner engages respectfully and harmoniously with their peers in constructing sentences.				

THEME 2: MY ENVIRONMENT – MY SCHOOL				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	2.1 Listening for Details • <i>Active listening</i> • <i>Note-taking</i>	By the end of the Sub Strand, the learner should be able to: a) outline important information in various listening contexts, b) analyse spoken texts to extract specific details, c) appreciate the role of listening for details to obtain information.	The learner is guided to: • listen to an audio clip on directions of places and items in school and take notes for presentation (办公室、教室、餐厅、操场), • listen to a recording and create a map showing the different locations and directions of key places and items at school, • listen to detailed clues describing the location of different places or school items and work together to identify their correct location, • match short descriptions related to locations and directions with the correct places and items at school, • answer comprehension questions based on the recording,	How is listening for details important?

			• take turns giving and following directions, then reflect on how listening for details affected their success and understanding, • share tips for listening for carefully to directions and identifying key details.	
Core Competencies to be developed: • Creativity and imagination: The learner reflects on their own listening skills and shares tips with peers on how to identify key details. • Critical Thinking and Problem Solving: The learner demonstrates the ability to follow instructions when they listen to recordings of route descriptions and accurately mark the corresponding locations on a school map. • Communication and collaboration: Teamwork skills are developed as the learner collaborates with peers to identify the correct location of different places and school items based on clues.				
Values: • Unity: The learner takes turn during activities when role-playing how to give and follow directions. • Respect: The learner values their peers' diverse perspectives when discussing way strategies for identifying key details. • Responsibility: The learner carries out assigned roles and duties by listening to recordings that describe the locations of various classroom and school items and identifying their correct locations.				
Pertinent and Contemporary Issues (PCIs): Safety and Security Awareness: The learner interacts with texts about the locations and directions of places and items around the school, supporting emergency preparedness.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Reading for Information - Reading strategies - Vocabulary development - Text structure	By the end of the sub strand, the learner should be able to: - identify appropriate reading strategies to extract key information from texts, - apply inferencing to understand the meaning of new vocabulary, - value the role of reading for information as a means to acquire detailed insights from texts.	The learner is guided to: - read short descriptions and underline key words and phrases that indicate locations and directions of places and items at school using appropriate strategies, - read texts and then draw or point to the corresponding locations on a blank map, - read texts about locations and directions and summarize the key information verbally, - use contextual clues around the new vocabulary to figure out their meanings, - use a dictionary collaboratively to find meanings of the new vocabulary, - play a charades game by acting out new vocabulary words, as peers derive their meanings	- What strategies can you use to enhance comprehension of texts? - How can different reading strategies help you understand texts better?

			through actions and context clues, - reflect on how reading maps, signs and directions helps navigate the school environment safely and efficiently, - discuss and share why reading for information is valuable in everyday life.	
Core Competencies to be developed: - Creativity and imagination: Evaluation and decision-making skills are developed as the learner uses information from the reading text to draw or point to the corresponding locations on a blank map. - Creativity and imagination: The learner makes connections while playing a charades game to derive the meaning of new vocabulary. - Learning to learn: The learner works collaboratively to find the meanings of new vocabulary using a dictionary.				
Values: - Peace: The learner displays calmness when they work collaboratively with peers to find the meaning of new vocabulary using the dictionary. - Unity: The learner displays team spirit when they discuss how reading for information is valuable in everyday life.				
Pertinent and Contemporary Issues (PCIs): Environmental awareness: The learner appreciates the importance of clear navigation and maps for promoting orderliness and safety in the school environment.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Writing	3.2 Descriptive Writing • <i>Word choice</i> • <i>Vocabulary development</i> • <i>Organization of ideas</i>	By the end of the sub strand, the learner should be able to: a) apply descriptive vocabulary effectively across diverse writing contexts, b) create engaging descriptive texts on various topics, c) evaluate the role of descriptive writing in enhancing expression and communication.	The learner is guided to: • label photos related to the location and directions of places and items at school using rich descriptive vocabulary, • work together to label physical places and items in the classroom using descriptive words, • describe the direction and location of their favourite places and items at school using given descriptive words for constructive feedback, • rearrange paragraphs to form a coherent and logical text, • write descriptive directions collaboratively to locate items or places around the school, • reflect on how descriptive words help visualize and locate places clearly, • discuss how detailed descriptions improved understanding.	What role does descriptive writing play in communicating effectively?

Core Competencies to be developed: • Critical thinking and problem solving: Evaluation and decision making skill are developed as the learner rearranges paragraphs to form a coherent and logical text. • Communication and collaboration: The learner demonstrates clear and organised communication when they write descriptive directions to locate items or places around the school fluently and in an organised manner. • Learning to learn: The learner reflects on the role of descriptive words in visualising and locating places clearly.
Values: • Respect: The learner appreciates diverse opinions during discussions on the importance of using detailed descriptions to enhance understanding. • Unity: Team spirit is displayed when the learner collaboratively labels physical places and items in the classroom using descriptive words.
Pertinent and Contemporary Issues (PCIs): Environmental awareness: The learner develops an awareness of their surroundings and recognises the importance of clear labelling and directions in maintaining a well-organized and safe school environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.2 Word Classes <i>The preposition 在</i> 在+ location+ 左/右/前面/后面/对面 <i>The interrogative particle 呢</i> Subject+呢? Subject +在哪儿呢?	By the end of the sub strand, the learner should be able to: - analyse prepositions and interrogative particles used in varied contexts, - construct texts using prepositions and interrogative particles appropriately in oral and written communication, - appreciate the correct use of prepositions and interrogative particles in real life interactions.	The learner is guided to: - listen to an audio recording related to the location and directions of places and items at school and write down the sentences that include prepositions and interrogative pronouns, - create charts showing positions of the interrogative particle 呢 and preposition 在 in sentences, - receive peer feedback on use of grammar in their sentences, - construct sentences using 在 + 左/右/前面/后面/对面 to accurately describe positions (e.g. 孩子在妈妈前面。), - simulate an interview by giving locations and positions using 在+ location+ 左/右/前面/后面/对面 and subject+呢? , subject +在哪儿呢? appropriately,	How does using correct grammar enhance clarity in communication?

			- take turns asking and responding to location based questions using 呢 and 在哪儿呢 appropriately, - identify personal challenges in using the given sentence structures and discuss strategies for improvement.	
Core Competencies to be developed: - Self-efficacy: Personal skills are developed when the learner identifies their limitations in using prepositions and interrogative particles and formulates strategies for improving them. - Communication and collaboration: Teamwork skills are enhanced as the learner takes turns to ask and respond to location based questions.				
Values: - Respect: The learner demonstrates open mindedness as they receive peer feedback on their grammar usage in sentences. - Unity: The learner takes turns asking and responding to location based questions.				
Pertinent and Contemporary Issues (PCIs): Healthy intra and interpersonal relationships: This is nurtured as the learner engages with peers in group tasks related to giving directions and locations around the school and providing constructive feedback.				

THEME 3: TOURISM – MEANS OF TRANSPORT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Listening and Speaking	1.3 Listening for Information - Word recognition - Active listening - Comprehension	By the end of the Sub Strand, the learner should be able to: - explain the meaning of new words from a listening text, - extract specific details in spoken conversation, - appreciate the role of active listening in enhancing effective communication.	The learner is guided to: - discuss the meaning of terms related to bookings and reservation in context (e.g. 预订、取消、费用、押金、报销、售票、出发、目的地 etc.), - listen to a recording and use the given vocabulary in different booking and reservations scenarios collaboratively (入住/退房时间、预订、房间号、确认、取消、报销、出发/返回日期), - listen to short paragraphs and identify where the bookings or reservations are taking place (e.g. 机场、宾馆/酒店、车站), - answer comprehension questions from texts related to hotel bookings, flight reservations or ticket purchases in turns,	- Why should you be attentive when listening to information? - What strategies can you use to extract key details while listening?

			- summarise the key details in a booking conversation orally (date, time, price, location etc.) - simulate making a reservation or booking focusing on listening attentively and responding appropriately, - research safety precautions to observe when making online and offline bookings and present their findings to peers.	
Core Competencies to be developed: - Citizenship: The learner develops ethical digital citizenship skills as they share safety precautions and practices to observe when making online bookings. - Learning to learn: The learner collaborates with peers to apply given vocabulary in various booking and reservations scenarios.				
Values: - Responsibility is developed as the learner observes safety precautions when making online and offline bookings and reservations. - Unity is fostered as the learner takes turns to answer comprehension questions from texts. - Social justice: Fairness and justice is fostered among peers as the learner takes turns to answer comprehension questions from texts.				
Pertinent and Contemporary Issues (PCIs): Online Safety: The learner develops awareness on the importance of observing safe practices when making online bookings and reservations.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.3 Extensive Reading - Vocabulary building - Scanning and skimming - Comprehension	By the end of the Sub Strand, the learner should be able to: - infer the meaning of words from contextual cues, - scan a variety of texts for specific information, - appreciate the importance of extensive reading in language development.	The learner is guided to: - use context clues from different texts to predict word meanings and discuss their interpretations with peers, - collaborate in creating a classroom vocabulary journal with definitions and examples of new words, - apply appropriate scanning techniques to locate specific details in travel guides, newspapers and magazines, - share insights and best scanning strategies for extracting key information with peers, - summarize key details from self-selected reading materials related to bookings and reservations, - share book reviews and recommendations from personal	- What strategies can you use to infer the meaning of words? - How can extensive reading help in language development?

			readings on digital platforms or blogs, - organise a reading club within the school community to encourage a reading culture, - discuss and share how reading widely helps improve vocabulary, comprehension and general language proficiency.	
Core Competencies to be developed: - Digital literacy: The learner creates with technology as they share book reviews and recommendations on digital platforms or blogs. - Citizenship: Active community life skills are developed as the learner organises a reading club within the school community to promote a reading culture.				
Values: - Love: The learner portrays a caring attitude when they share insights and best scanning strategies for extracting key information with peers. - Unity: The learner collaborates with peers to create a classroom vocabulary journal of the new words.				
Pertinent and Contemporary Issues (PCIs): Social cohesion is promoted as the learner engages in peer discussions, group vocabulary activities and reading clubs enhancing their teamwork and communication skills.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.3 Functional Writing <i>Itinerary</i>	By the end of the sub strand, the learner should be able to: - identify the key elements in an itinerary, - compose an itinerary using accurate language and grammar, - appreciate the importance of using concise language when creating itineraries.	The learner is guided to: - analyse different itinerary samples and identify the key elements (e.g. time, date, venue, purpose, activity etc.), - complete an incomplete itinerary by filling in missing details, - re-arrange scrambled sections of an itinerary and collaboratively structure them into a logical sequence, - research Kenyan and Chinese tourist destinations and collaboratively create a well-structured travel itinerary using digital tools, - work with peers to critique the itineraries for accuracy, clarity and proper sequencing, - review a wordy itinerary, simplify the language and present the improved version for peer assessment, - compare two itineraries and evaluate their language use, organisation and clarity in communication.	How does clarity of writing affect communication?

Core Competencies to be developed: - Critical thinking and problem solving: Researching skills are fostered as the learner searches for Kenyan and Chinese tourist destinations using digital tools. - Digital literacy: This is reinforced as the learner interacts with and uses digital tools to create travel itineraries.
Values: - Unity: The learner displays team spirit as they work collaboratively to re-arrange an itinerary into a logical sequence. - Responsibility: The learner proactively solves problems as they review and improve wordy itineraries for peer assessment.
Pertinent and Contemporary Issues (PCIs): - Intercultural awareness: Cross-cultural understanding and appreciation of other cultures is fostered as the learner explores Kenyan and Chinese tourist destinations. - Entrepreneurial skills: The learner gains insights that inspire entrepreneurial thinking and career opportunities in travel planning as they research and create travel itineraries.

Strand	Sub Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.3 Word Classes - Classifiers 张、套、涛 - The adverb of time 已经 - The conjunctions 还是 and 或者 - Adverbs 先.....再.....然后.....	By the end of the sub strand, the learner should be able to: - differentiate classifiers, adverbs and conjunctions in various contexts, - employ adverbs, conjunctions and classifiers accurately for effective communication, - exhibit a positive attitude towards using correct grammar in everyday communication.		The learner is guided to: - analyse short texts about bookings and reservations and highlight the classifiers 张、套、涛 adverbs 已经、先.....再....., and conjunctions 还是 and 或者, - rewrite the jumbled sentences in the correct order using the target adverbs, classifiers and conjunctions, - translate sentences from English to Chinese using the classifiers, conjunctions and adverbs accurately, - work in teams to ask and respond to questions involving choices using 还是 and 或者, - use the target grammar to describe given pictures related to hotel bookings, flight reservations or ticket purchases in turns, - take part in storytelling sessions about their experiences making	What strategies can you use to apply grammar correctly in day-to-day communication?

			bookings and reservations using 先.....再.....然后..... for constructive feedback, - reflect on their strengths and challenges when using the target grammar and develop strategies for improvement, - collaboratively discuss the importance of using accurate grammar in language learning.	
Core Competencies to be developed: - Critical thinking and problem solving: The learner demonstrates evaluation and decision making skills by rearranging jumbled sentences into the correct order. - Self-efficacy: The learner develops personal skills by recognizing their strengths and challenges in using classifiers, adverbs and conjunctions and formulating strategies for improvement. - Creativity and imagination: The learner applies imaginative thinking to generate new ideas when they describe given pictures using the target grammar.				
Values: - Integrity: The learner displays honesty as they give reviews and feedback to their peers on the storytelling session. - Respect: The learner appreciates the diverse opinions of their peers during the discussion on importance of using accurate grammar in language learning.				
Pertinent and Contemporary Issues (PCIs): Social cohesion is fostered as the learner engages in teamwork promoting collaboration, appreciation of diverse ideas and working towards a shared goal.				

THEME 4: HEALTH – HEALTHY EATING HABITS				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.4 Listening Comprehension - Active listening - Summarising	By the end of the sub strand, the learner should be able to: - apply key vocabulary from oral texts in communication, - summarise the main ideas from a listening text, - recognise the importance of attention to detail while listening for clarity.	The learner is guided to: - listen to audio texts about healthy eating and construct simple sentences using the vocabulary acquired in turns, - work together to play a picture game by picking a picture related to healthy eating habits and describing what is depicted (e.g. 吃水果、吃蔬菜、吃不健康的零食、喝水 etc.), - listen to a recording and paraphrase the information to their peers, - watch an audio-visual clip about good and bad eating habits and summarise the key points, - listen to a text about healthy eating habits and fill in the blanks with the appropriate words,	- Why is listening for details important? - What strategies can you apply when listening for comprehension?

			- work together to discuss personal experiences, listen attentively, and share the benefits of healthy eating, - organise a school campaign promoting healthy eating habits by applying what they have learned in class.	
Core Competencies to be developed: - Citizenship: Active community life skills are developed when the learner organises a campaign to promote healthy eating habits in the school community. - Learning to Learn: The learner develops the skills of sharing learned knowledge when they discuss and learn from each other's experiences about the benefits of healthy eating.				
Values: - Peace: The learner displays calmness as they work together to play the picture game and discuss what is depicted. - Respect: The learner patiently waits for their turn to construct simple sentences using the vocabulary acquired.				
Pertinent and Contemporary Issues (PCIs): - Healthy eating habits: This is enhanced as the learner interacts with texts related to healthy eating and appreciates the importance of making informed food choices for maintaining good health. - Peer education and learning: The learner adopts a positive mind set towards healthy eating as they share personal experiences on the benefits of healthy eating with peers.				

Strand	Sub Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.4 Reading Fluency • <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) outline key vocabulary and phrases from a variety of reading texts, b) read texts on a variety of topics fluently, c) exhibit enthusiasm for reading diverse texts to improve reading proficiency.		The learner is guided to: • read short texts about healthy eating habits and underline or highlight key vocabulary and phrases, • work collaboratively to infer the meaning of the words using context clues and verify their meaning in a dictionary, • fill in the missing words of a passage and read the text aloud with proper rhythm, pace, and accuracy, • take turns providing feedback to peers on the fluency and accuracy of their reading, • create a healthy eating guide and read it to peers using proper articulation, stress, and rhythm, • select and read a text of their choice then share their experiences with peers for feedback.	How can fluency be enhanced when reading?

Core Competencies to be developed: • Critical thinking and Problem-solving: Interpretation and inferencing skills are developed as the learner uses context clues to infer the meaning of the words. • Learning to Learn: The learner reflects on their reading skills when they select and read a text of their choice then share their experiences with peers. • Creativity and Imagination: The learner uses their imagination to generate new ideas by creating a healthy eating guide and presenting it to their peers.
Values: Respect: The learner is open-minded as they give and receive feedback from peers on the fluency and accuracy of their reading.
Pertinent and Contemporary Issues (PCIs): • Healthy eating habits: This is developed as the learner reads and interacts with the texts in the activities on the theme. • Self-awareness is developed as the learner independently selects and reads a text to improve their reading skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.4 Writing Mechanics • <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) write words, phrases, and sentences with the correct spelling, b) compose logical and coherent texts on varied themes, c) appreciate the importance of correct word order in enhancing the meaning of written communication.	The learner is guided to: • participate in a spelling bee competition by writing words related to healthy eating habits with the correct spelling, • listen to the dictation and write the sentences with the correct spelling, • combine the words to form phrases and expressions related to healthy eating habits with the correct spelling, • create mind maps to organise their ideas on healthy eating habits to ensure coherence of ideas, • write logical, coherent, and organised texts on healthy eating habits, • rearrange the jumbled words in the correct order to form meaningful and	1. What strategies can you use to improve your spelling? 2. Why is word order important when writing texts?

			grammatically correct sentences, • reflect on their writing, identify their challenges, and suggest ways of addressing them collaboratively.	
Core Competencies to be developed: • Self-efficacy: Personal skills are exhibited as the learner identifies the challenges they face in their writing and suggests ways of addressing them. • Creativity and Imagination: This is fostered as the learner uses mind maps to connect and organise their ideas on good eating habits. • Communication and Collaboration: The learner writes logical, coherent, organised texts on good eating habits.				
Values: • Integrity: The learner exhibits fairness when giving their peers equal opportunities to participate in the spelling bee competition. • Responsibility is promoted as the learner engages in the assigned task of rearranging jumbled words in the correct order to form proper sentences.				
Pertinent and Contemporary Issues (PCIs): Resilience and adaptability are developed as the learner analyses their strengths and weaknesses in writing and develops strategies for continuous improvement.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.4 Word Classes • <i>Adjectives</i> Adj. + 死了 and Adj. + 极了 • <i>Conjunctions</i> 因为 A.....所以 B • <i>Adverbs</i> 又+verb+了	By the end of the sub strand, the learner should be able to: a) distinguish adjectives, conjunctions, and adverbs in Chinese texts, b) construct correct sentences using adjectives, conjunctions, and adverbs in Chinese, c) exhibit confidence in using adjectives, conjunctions, and adverbs in written texts.	The learner is guided to: • read the short texts on healthy eating habits and highlight the adjectives, conjunctions, and adverbs, • listen to a recording and list down the adjectives, conjunctions, and adverbs they will hear, • construct sentences using the sentence structures Adj. + 死了 and Adj. + 极了; 因为 A.....所以 B; and 又+verb+了, • fill in the gaps with the appropriate adjectives, conjunctions, and adverbs, • make recordings on a topic of choice using the selected sentence structures correctly on digital devices, • discuss strategies for appropriately using the selected adjectives, conjunctions, and	What strategies can you use to accurately apply adjectives, conjunctions and adverbs?

			adverbs for effective communication.	
Core Competencies to be developed: • Learning to learn: The learner reflects on their learning experiences and shares strategies for effectively using the selected adjectives, conjunctions, and adverbs. • Digital Literacy: This is developed as the learner uses digital technology to create recordings on a topic of their choice using the selected sentence structures.				
Values: Love: The learner portrays a caring attitude as they discuss and share possible ways of accurately using the selected adjectives, conjunctions, and adverbs with peers				
Pertinent and Contemporary Issues (PCIs): Peer Mentorship: The learner gains insights from the experiences shared by their peers on strategies for accurately using the selected grammar points.				

THEME 5: SCHOOL AND WORLD OF WORK				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.5 Active Listening • <i>Verbal and non-verbal cues</i> • <i>Summarising</i> • <i>Paraphrasing</i> • <i>Clarification</i>	By the end of the sub strand, the learner should be able to: - identify verbal and non-verbal cues for effective communication, - paraphrase key points from varied listening texts for comprehension, - acknowledge the importance of active listening in enhancing communication.	The learner is guided to: • watch a video clip on school routines and identify the verbal and nonverbal cues, • talk about their favourite subjects as their peers identify the verbal and nonverbal cues used, • listen to a text about a typical school day (routines, subjects learnt etc.) and take turns summarising the information using the given words (课程表、课外活动、上课、下课、俱乐部、作业、学期、考试、家长会), • use the word and picture prompts to describe a school routine for paraphrasing by peers,	- What role does verbal and non-verbal cues play in communication? - What are the key considerations when paraphrasing a text?

			• research school subjects and routines in Kenya and China online, then present the summary of the findings to peers, • work with peers to describe a school routine or subject, by repeating and adding to the previous description, • discuss how active listening supports recall and expansion of ideas.	
Core Competencies to be developed: • Creativity and imagination: The learner undertakes tasks that show ability to use imagination to generate new ideas when they use the word and picture prompts to describe a school routine. • Digital literacy: The learner uses technology to research school subjects and routines in Kenya and China.				
Values: • Unity: The learner collaborates with others to discuss how active listening supports recall and expansion of ideas. • Respect: The learner appreciates diverse opinions when they use the word and picture prompts to describe a school routine for paraphrasing by peers				
Pertinent and Contemporary Issues (PCIs): Intercultural awareness and understanding are fostered as the learner explores similarities and differences on school subjects and routines between Kenya and China.				

Strand	Sub Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.5 Extensive Reading • <i>Vocabulary development</i> • <i>Fluency</i> • <i>Inferencing</i> • <i>Skimming and Scanning</i>	By the end of the sub strand, the learner should be able to: a) infer the meaning of unfamiliar words from the context, b) select appropriate reading materials across various genres, c) foster a positive attitude towards reading and language learning.		The learner is guided to: • read a short story about a typical day at school that contains unfamiliar words, • use surrounding words and phrases to guess the meaning of the unfamiliar words, • select a reading material related to school routines and subjects from a reading station, then justify their choice, • highlight the idioms, tongue twisters and poems in the different reading materials, • share what they enjoyed most about the selected reading material, • keep a reading journal to reflect on their reading strengths and areas of improvement, • safely create a digital story or multimedia presentation of the	Why is it important to explore reading materials from different genres?

			materials they loved reading and display for feedback by peers.	
Core Competencies to be developed: • Digital Literacy: The learner creates using technology as they design digital stories or multimedia presentations based on the materials they enjoyed reading. • Self-efficacy: Personal skills are developed as the learners keep a reading journal to reflect on their reading strengths and areas for improvement.				
Values: • Integrity: The learner displays honesty when providing peer feedback on digital stories and multimedia presentations. • Unity: The learner takes turns in conversations and activities when they share what they enjoyed most about the material they read.				
Pertinent and Contemporary Issues (PCIs): Digital citizenship is nurtured as the learner observe safety as they create digital stories or multimedia presentations using digital devices.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.5 Descriptive Writing • <i>Clarity</i> • <i>Coherence</i> • <i>Logic</i>	By the end of the sub strand, the learner should be able to: - evaluate clarity and coherence in descriptive written texts, - develop coherent and well organised descriptive texts on varied themes, - appreciate the importance of clarity, coherence, and logic for effective writing.	The learner is guided to: - rearrange jumbled up sentences about a typical school day with peers to form a coherent and grammatically correct paragraph, - analyse two descriptive texts and highlight areas that need improvement for clarity of communication (e.g. A: 我每天早上七点钟起床, 八点钟上学。我们有语文、数学和英语课。午餐时间是十二点。下午三点钟放学。 B: 我们有午餐时间。每天早上我起床六点钟。数学课是第一节。下午四点钟做作业。), - compose a text about their daily school routine for feedback on sequence, clarity and correct use of vocabulary and transitions, - develop a scrap book with pictures and clear, logically	- What strategies can you use to ensure clarity and logical flow in descriptive writing? - What are the features of an effective descriptive text?

			sequenced descriptions of subjects they enjoy at school , create a storyboard about a typical school day, and display it on the class noticeboard for peer feedback and mentorship, keep journals to reflect on their writing progress, strengths, limitations and strategies for improvement.	
Core Competencies to be developed: - Learning to learn: The learner reflects on their own work and make adjustments as they keep journals to monitor progress, strengths, limitations and strategies for improvement. - Communication and collaboration: The learner writes fluently and in an organised manner a text about their daily school routine. - Critical thinking and Problem solving: Evaluation and decision-making skills are developed as the learner analyses texts to identify areas that need improvement.				
Values: - Respect: The learner appreciates diverse opinions when receiving feedback on the storyboards they have created.. - Integrity: The learner exhibits self-discipline when they keep a journal to monitor their writing progress, strengths, limitations and strategies for improvement.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Mutual respect and understanding are enhanced as the learner engages in peer collaboration and shared tasks.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.5 Comparative Structures <i>Comparative Sentences</i> A 比 B+Adj; A 比 B + Adj + 多了 <i>Negative Comparatives</i> A+ 没有 B + Adj.	By the end of the sub strand, the learner should be able to: - distinguish the correct use of comparative structures in various contexts, - apply comparative sentence structures accurately for meaningful comparisons, - appreciate the importance of grammatical accuracy in expressing comparisons.	The learner is guided to: - sort sentence cards into correct and incorrect categories and collaboratively correct the errors, - identify and underline comparative structures A 比 B+Adj; A 比 B + Adj + 多了; A+ 没有 B + Adj. in short descriptive texts about school routines, - match images related to a typical school day with correctly structured comparative sentences, - role-play conversations about school subjects or routines using the target comparative structures (e.g. 汉语比历史容易。), - compose texts comparing different aspects of school routines and share them with	How is correct use of grammar useful in communication?

			peers on digital platforms for feedback, discuss challenges they face when using comparative sentence structures and develop strategies to address them.	
Core Competencies to be developed: - Digital literacy: The learner interacts with technology as they effectively share comparative texts with peers on digital platforms. - Self-Efficacy: Personal skills are developed as the learner discusses their challenges when using comparative sentence structures and formulates strategies to overcome them.				
Values: - Unity: The learner displays team spirit as they collaboratively sort and correct sentences with errors. - Responsibility: The learner proactively solves problems when they develop strategies to address challenges related to use of comparative sentence structures.				
Pertinent and Contemporary Issues (PCIs): - Peer mentorship: Peer learning is enhanced when the learner completes writing tasks and exchanges their work for constructive feedback. - Social cohesion: The learner fosters mutual respect and understanding through collaboration activities and shared experiences when they role-play conversations, give feedback and jointly correcting errors.				

THEME 6: WORLD OF BUSINESS – AT THE BANK				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.6 Listening for Comprehension - Vocabulary building - Main ideas and details	By the end of the sub strand, the learner should be able to: - explain the meaning of words and phrases in spoken language, - analyse key information from oral communication, - value the importance of attentive listening in understanding spoken texts.	The learner is guided to: - listen to an audio clip and identify new words and phrases related to online shopping, - use online or offline dictionaries to define the meaning of selected shopping related vocabulary, - create word maps that connect words with meanings and examples, - listen to an advertisement related to online shopping and summarise the key information verbally (e.g. 打折、便宜、减价、收货地址、快递、顾客、付钱、颜色、价格、质量、大小 etc.),	- What strategies can help you determine the meaning of unfamiliar vocabulary while listening? - Why is listening for details important in daily communication?

			- listen to a comparison of items then collaboratively complete a chart summarising key product details (e.g. 大小、颜色、价格、品牌、质量 etc.), - listen to step-by-step shopping instructions then retell the important details to peers, - rearrange sentence strips from a dialogue between a customer and an online store representative to reconstruct the message logically, - fill in missing details in a cloze text based on the instructions.	
Core Competencies to be developed: - Communication and collaboration: The learner listens keenly and actively to an advertisement and summarises the key details verbally. - Digital literacy: The learner uses online dictionaries to define the meaning of selected shopping related vocabulary. - Self-efficacy: Effective communication skills are developed as the learner retells the instructions for shopping online.				

Values: ● Responsibility: The learner engages in assigned roles and duties when they collaboratively complete a chart summarising key product details. ● Respect: Patience of the learner is demonstrated when they rearrange sentence strips to form logical dialogues.
Pertinent and Contemporary Issues (PCIs):
Consumer awareness skills: The learner identifies key details in advertisements and product comparisons to make informed purchasing decisions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.6 Silent Reading ● <i>Vocabulary development</i> ● <i>Comprehension</i>	By the end of the sub strand, the learner should be able to: a) extract key details from texts on varied themes, b) evaluate the main idea in a variety of reading texts, c) appreciate the role of silent reading in enhancing independent learning.	The learner is guided to: ● skim through a text and highlight key details of a given product, ● collaborate to fill in a table with key points from a reading text (e.g. price, colour, size, quality etc.), ● read reviews of a particular product, outline main points then discuss the findings with peers to make informed online shopping choices, ● read a text and choose the best summary from the options provided, ● summarize product details using digital tools of their choice, ● compare Kenyan and Chinese online shopping platforms and discuss online shopping safety measures.	1. How can you identify key details in texts? 2. What strategies can you use to extract information from a reading passage?

Core Competencies to be developed: ● Critical thinking and Problem solving: Evaluation and decision-making skills are developed as the learner selects the most appropriate summary for the reading text. ● Citizenship: The learner develops global awareness skills as they explore and make comparisons on global shopping trends.
Values: ● Respect: The learner appreciates diverse opinions as they compare summaries with peers. ● Peace: The learner displays calmness as they work collaboratively to fill in a table with key points from a reading text.
Pertinent and Contemporary Issues (PCIs): ● Online safety awareness skills are developed as the learner discusses safety measures to observe when using online shopping platforms ● Intercultural awareness is fostered as the learner compares online shopping platforms in Kenya and China. ● Financial Literacy: The learner acquires skills to analyse product details to make informed purchasing decisions.

Strand	Sub Strand	Specific Outcomes	Learning	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.6 Creative Writing ● <i>Coherence and logic</i> ● <i>Paragraph writing</i>	By the end of the sub strand, the learner should be able to: - apply a wide range of vocabulary appropriately in writing, - compose clear and coherent texts on a variety of themes, - acknowledge the importance of creative writing in self-expression..		The learner is guided to: ● compile key vocabulary on online shopping and use them to construct sentences, ● describe the given scenarios using relevant vocabulary (e.g. making an online order, negotiating for a product, making product inquiries, writing product reviews etc.), ● rearrange jumbled images illustrating the online shopping process and write a narrative explaining it, ● rearrange sentences to form a coherent paragraph, ● write a short paragraph describing a personal online shopping experience in a coherent and logical manner, ● use story starters or prompts to complete a narrative about online shopping in a systematic manner, ● create original texts describing a new product they can sell online, tailoring	How does imagination enhance your creative writing?

			the description to a target audience then present it to peers.	
Core Competencies to be developed: • Communication and collaboration: The learner writes a well-organised and fluent paragraph describing a personal online shopping experience. • Creativity and Imagination: The learner connects different ideas effectively as they compose texts describing a new product for online sale.				
Values: • Responsibility: The learner engages in assigned roles and tasks when they compile key vocabulary on online shopping and use them in sentences. • Integrity: The learner displays honesty as they write original texts for a new product they can sell online.				
Pertinent and Contemporary Issues (PCIs): Financial literacy: The learner develops the skills to generate income by creating and describing a new product to sell online.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Grammar	4.6 Word Classes • <i>The 把 sentence structure</i> S+ 把+O +V.....	By the end of the sub strand, the learner should be able to: a) construct sentences using the given sentence structures across varied themes, b) use the target sentence structures correctly in daily interactions, c) acknowledge the uniqueness of the given sentence structure in Mandarin Chinese.	The learner is guided to: • work in pairs to identify mistakes from the sentences given, then rewrite the sentences correctly using 把 structure, • construct SVO sentences, then rewrite them using ‘把’ (S +把 + O + V...), • translate the given sentences into Chinese 把 sentence structure collaboratively, and take turns to evaluate peer’s work, • watch a video on online shopping then use 把 sentence structure to describe what is happening, • read a dialogue on online shopping and summarise the content using the 把 structure, • simulate an online shopping conversation using 把 structure with	How does grammar affect communication?

			their peers (e.g. negotiating for the price of an item).	
Core Competencies to be developed: • Communication and Collaboration: Teamwork skills are enhanced as the learner collaboratively identifies errors in given sentences and rewrites them correctly. • Learning to learn is developed as the learner works collaboratively to evaluate and refine each other's translation of Chinese sentences.				
Values: • Unity: The learner takes turns as they work with peers to translate and evaluate sentences into the Chinese 把 sentence structure. • Respect: Patience is fostered as learners work in pairs to identify and correct sentence errors.				
Pertinent and Contemporary Issues (PCIs): Financial literacy: The learner engages in simulated price negotiations fostering awareness of sound financial decision-making skills.				

SUGGESTED ASSESSMENT RUBRIC

Assessment Rubric for the Listening and Speaking Strand

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use vocabulary and expressions in oral communication.	The learner uses a wide range of vocabulary and expressions effectively in oral communication.	The learner uses a variety of vocabulary and expressions effectively in oral communication.	The learner uses few vocabulary and expressions in oral communication.	The learner uses limited vocabulary and expressions in oral communication.
Ability to exhibit correct pronunciation, rhythm, pace and intonation in oral communication.	The learner exceptionally exhibits correct pronunciation, rhythm and pace at all times in oral communication and applies intonation in different contexts to convey meaning effectively.	The learner exhibits correct pronunciation, rhythm and pace in oral communication and applies intonation in different contexts to convey meaning accurately.	The learner exhibits correct pronunciation, rhythm and pace most of the time in oral communication, and applies intonation in different contexts with minor instances of misinterpretation.	The learner exhibits correct pronunciation, rhythm and pace some of the time in oral communication, and applies intonation with difficulty in different contexts, leading to occasional misunderstandings.
Ability to interpret and use non-verbal cues to	The learner interprets and uses adequate gestures and facial	The learner interprets and uses adequate gestures and facial	The learner interprets and uses some gestures and facial expressions	The learner interprets and uses some gestures and facial expressions

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
enhance oral expressions.	expressions in oral expressions whenever required, is sensitive to cultural diversity and adapts non-verbal cues to suit diverse cultural contexts.	expressions to complement oral expressions whenever required.	to complement oral expressions whenever required. Some gestures and facial expressions used do not rhyme with the intended communication.	to complement oral expressions whenever required. Many of the gestures and facial expressions used do not rhyme with the intended communication.
Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to all questions and prompts to show comprehension and engagement in oral interactions, and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to some questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to very few questions and prompts to show comprehension and engagement in oral interactions.

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.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to pronounce words in contexts for accuracy in reading.	The learner accurately pronounces words in simple texts on familiar topics to convey the intended meaning. Makes no errors of pronunciation even for texts on unfamiliar topics.	The learner accurately pronounces words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics. Errors may hamper the ability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics. Errors greatly hamper the ability to convey the intended meaning.
Ability to interpret questions in context.	The learner interprets all questions in context and gives correct answers to all the questions. Uses extensive vocabulary in giving responses to questions.	The learner interprets all questions in context and gives correct answers to all the questions. Uses adequate vocabulary in giving responses to questions.	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.	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.

Assessment Rubric for the Writing Strand

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use grammar and mechanics of writing appropriately in texts.	The learner exhibits excellent use of grammar, a variety of punctuation marks, spelling and capitalization; errors are so few and minor that they do not impede reading.	The learner exhibits good use of grammar, punctuation, spelling and capitalization; there are a few errors but they do not impede reading.	The learner exhibits few errors of grammar, punctuation, spelling and capitalization; some errors can impede reading and meaning.	The learner exhibits many errors throughout in the use of grammar, punctuation, spelling and capitalization and the reader can only guess meaning.
Ability to compose coherent texts on varied themes.	The learner composes texts exceptionally well, with a logical flow, clear organization of ideas, and effective transitions between paragraphs.	The learner composes texts with good organization, a clear structure, logical progression, and effective transitions, contributing to a well-structured piece.	The learner composes texts with basic organization, but the structure may lack clarity, and transitions between ideas may be somewhat abrupt.	The learner composes texts with challenging organization and lacks clear structure and coherence, making it difficult for the reader to follow.

Assessment Rubric for the Grammar Strand

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to determine correct use of grammatical structures in texts.	The learner always determines correct use of grammatical structures in texts.	The learner often determines correct use of grammatical structures in texts.	The learner sometimes determines correct use of grammatical structures in texts.	The learner rarely determines correct use of grammatical structures in texts.
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.

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

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
1.0 Listening and Speaking 2.0 Reading 3.0 Writing 4.0 Grammar	• Observation Checklists • Questions and answers • Project work • Portfolios • Oral presentations • Conversation and dialogues • Anecdote notes • Simulations and role plays • Learner profiles • Standardised tests • Journals • Questionnaires • Quizzes	• Realia • Charts • Flashcards • Resource persons • Pictures, drawings and photographs • Podcasts • Audiobooks • Audio recordings • Language learning Apps • Chinese newspapers • Books • Excerpts • Course and supplementary books • Interactive multimedia resources • Magazines and Newspapers • Radio • Digital devices	• Language exchange programs • Cultural workshops and events • Cultural days • Chinese movies • Chinese songs and music • Drama • Skits • Songs • Storytelling • Spelling competitions • Debates • Inter-class competitions • Inter-school competitions • Kenya Music Festival • Kenya Drama Festival • Pen pal programs • Book clubs