Leaving Certificate Chinese Long-Term Planning for Learning Outcomes

Teangacha Iar-bhunscoile Éireann
Post-Primary Languages Ireland

	Learning Outcomes	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week
Reception	CLC1. Follow classroom interactions including pair and group work, very simple presentations on familiar topics and basic instructions.												
	CLC2. Explore a range of short, simple authentic oral, written and multi-modal texts in a variety of genres and formats for example advertisements, announcements, narratives written in the most commonly-used fonts.												
	CLC3. Identify and gather specific information from a range of short, simple oral, written and multi-modal texts expressed in everyday language for a particular purpose, especially if there is visual support.												
	CLC4. Understand a lexical range comprised of individual words and simple expressions.												
	CLC5. Identify simple information consisting of everyday language in a range of oral, written and multi-modal texts, especially if there is visual support.												
	CLC6. Understand short and simple descriptions of places, events, personal experiences, feelings and perspectives, expressed in very simple everyday language.												
Interaction	CLC7. Deal with simple transactions likely to arise while obtaining goods and services.												
	CLC8. Give short, very simple accounts of social and personal events, experiences and activities, and respond in face-to-face and online interactions.												
	CLC9. Use short, very simple expressions and phrases to initiate and close simple face-to-face conversations, asking for clarifications as appropriate.												
	CLC10. Ask and answer simple questions, exchange ideas, express emotions and information on familiar topics in everyday situations.												
Production	CLC11. Convey their message clearly enough to be understood with generally clear pronunciation (e.g. tones), intonation, stress and rhythm.												
	CLC12. Use characters to write short, coherent texts that are clear enough to be understood.												
	CLC13. Use basic linguistic patterns, structures and strategies to communicate in familiar contexts.												
	CLC14. Describe, in simple language, past, present or future events, activities or experiences.												
	CLC15. Express feelings in a simple way, in writing and orally, on subjects relating to everyday life.												
	CLC16. Develop a range of creative texts on subjects of personal interest in oral, written and multi-modal formats , for example songs, poems, drama, stories using very simple language.												
Mediation	CLC17. Convey, in writing or orally, using very simple language the main points involved in clear, simple texts on subjects that are familiar and of personal interest.												
	CLC18. Collaborate in simple practical tasks, asking what others think and understanding responses, in very simple language, asking for repetition or reformulation as necessary.												
	CLC19. Convey simple, predictable information in familiar contexts given in short, simple signs and notices, posters and programmes.												

	CLC20. Use simple words to ask someone to explain or clarify something.													
	CLC21. Recognise when speakers disagree or when someone has a problem and use simple words and phrases to indicate empathy and interest.													
	CLC22. Respond, in writing and orally, to short, simple creative oral, written and multi-modal texts about everyday topics, using very simple language to explain how it made them feel.													
Plurilingual competence	**PPC1**. Make sense of unfamiliar characters by considering the constituent parts, such as radicals, word roots and lexical elements.													
	PPC2. Recognise a range of linguistic patterns and structures (such as verbal system, syntax) and understand their meaning in context.													
	PPC3. Apply communication and compensation strategies when communication is impaired (such as by using synonyms, gestures, translanguaging etc.) and thereby avoid misunderstandings.													
	PPC4. Further develop learning strategies to recall, understand and use the target language for the purpose of basic oral and written communication.													
	PPC5. Creatively exploit their plurilingual repertoire in different languages in order to communicate with others in unexpected situations or to make sense of short, very simple texts.													
	PPC6. Recognise similarities and differences in the way concepts are expressed and understood across different languages.													
	PPC7. Compare and contrast the target languages they already know or have studied, taking account of features such as tonality or logographic writing system, to support their comprehension of oral, written and multi-modal texts.													
	PPC8. Reflect on the language-learning process, using feedback to improve.													
Pluricultural competence	**PPC9**. Explore and appreciate popular culture through a range of media.													
	PPC10. Research and discuss a range of aspects of the target language society/societies, such as some geographical features, significant historical events, facts, famous people and places.													
	PPC11. Research aspects of the diverse cultural heritage in areas such as cuisine, folklore, music, traditions, the arts, and religions.													
	PPC12. Interpret aspects of cultures and communities in everyday living, social conventions, interpersonal relations, evolving values and beliefs through engagement with a range of short, very simple oral, written and multi-modal texts.													
	PPC13. Develop and demonstrate awareness of customs, beliefs and attitudes of people in the target language cultures and communities.													
	PPC14. Explain features of the target language cultures and communities to people with different cultural backgrounds, using very simple language in a range of relevant formats and media.													
	PPC15. Demonstrate an awareness of and use appropriate verbal and non-verbal social conventions when interacting with others.													
	PPC16. Consider similarities and differences between the target language culture(s) and other culture(s), respectfully recognising the feelings and different world views of others.													
	PPC17. Support communication and interaction across cultures by showing interest, empathy, agreement and understanding.													
	PPC18. Explore their own cultural identity and consider common stereotypes of their own and other cultures.													