



United Nations Language Framework



Chinese Language Curriculum

Contents*

1. Introduction	
2. UN Levels of Language Competence	
3. Core curriculum	
3.1. Introduction	
3.2. UN Level I - Basic Language Competence	
3.3. UN Level II - Intermediate Language Competence	
3.4. UN Level III - Advanced Language Competence	
3.5. UN Level IV – Expert Language Competence	
4. Glossary	
5. Language-specific Curriculum	page 3
5.1. Application in learning and assessment	page 4
5.2. United Nations Language Model	page 5
5.3. Language-specific content	page 7
5.4. Arabic Language Curriculum	page 9
5.5. Chinese Language Curriculum	page 9
5.6. English Language Curriculum	
5.7. French Language Curriculum	
5.8. Russian Language Curriculum	
5.9. Spanish Language Curriculum	

*Content in bold, available in this document
Content greyed out, available in other documents



In 2018, the Secretary-General honoured the project "Harmonization of Language Learning and Assessment throughout the UN Secretariat" with a UN Secretary-General Award in the category of Multilingualism.

It was awarded to both the Language Training Programme (LTP) at the UN Office in Geneva and the Language and Communications Programme (LCP) at UNHQ, New York.

This project won the award principally for creating the United Nations Language Framework, a framework with wide-reaching implications for multilingualism.

The purpose of the UN Language Framework is to leverage and mainstream multilingualism, a core value of the United Nations. It is composed of the:

- UN Levels of Language Competence
- Core Curriculum: common learning objectives and related domains, suggested text types and communicative situations
- Language-specific Curriculum: pragmatic, linguistic and socio-cultural competences

The first two elements are common to all languages and can be consulted in the document entitled “United Nations Language Framework – UN Levels of Language Competence – Core curriculum”.

The third element, the “Language-specific Curriculum”, is specific to each of the six official languages. It is the most detailed layer of the UN Language Framework structure and is presented in six separate documents, one for each language. The present document is the Language-specific Curriculum for the Chinese Language.

The Language-specific Curriculum describes the minimum content required to achieve the common learning objectives, as indicated in the Core Curriculum.

Targeted users include:

- language teachers and trainers
- learning focal points and training officers, especially those in charge of language programmes
- instructional designers and developers of learning materials
- exam and assessments writers

The Language-specific Curriculum constitutes a guideline for all local language training programmes across the UN Secretariat to define their course programmes and align them with the UN Language Framework standards.



United Nations Language Framework - Components

Application in learning and assessment

Applying the UN Language Framework to local language training programmes implies:

- comparing it against existing course programmes and adapting them accordingly to align them to the Framework, and potentially expanding the content and range of courses offered.
- identifying any potential existing gaps between the local training offered and the described learning objectives, considering the three domains: personal, public and personal.
- creating any new course programmes according to the descriptors of the Framework, also taking identified local needs into account.
- identifying up to which UN level the local training programme can reach in each language, as in some duty stations, some languages will not be offered up to UN Level III owing to insufficient need or resources.
- deciding on the number of courses covering the UN levels locally offered, considering that each level will require between 150 and 300 hours of instruction, depending on contextual or language-intrinsic factors.
- deciding on course type (regular or specialized), length and format (face-to-face, online or blended), based on the UN levels they cover in each language.
- taking into account existing best practices and currently used in-house or mainstream learning materials, in light of the Language-specific Curriculum and the descriptors.

The UN Language Framework (UN Levels, Core Curriculum and language-specific content for the six official UN languages) is the result of ongoing work to harmonize language learning and assessment across the Organization.

During the coming years, as this advances, the Language-specific Curriculum will be updated accordingly.

In applying the Framework, future phases will focus on self-assessment, examinations for UN Level I and UN Level II, and the creation of learning materials.

United Nations Language Model

To define and describe language competence, it is first necessary to agree on a common understanding of how to operationalize language. This understanding is a representation of language called a language model. The model developed for the purpose of the UN Language Framework will be hereafter called the United Nations Language Model¹.

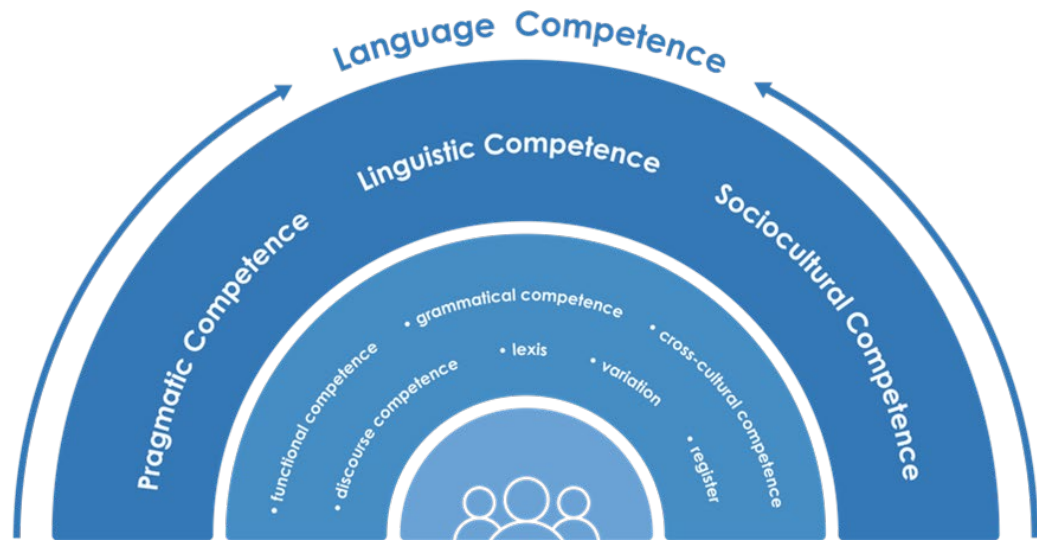
Its components are key in defining how language competence is demonstrated and evaluated, and how pedagogical content is created and delivered.

It underlies how the language-specific content is distributed and informs all other elements of the UN Language Framework by considering:

- the action-oriented nature of human communication
- the role of language users both as individuals and as social agents
- the several components comprised in communicative language competence

The United Nations Language Model considers language as a competence, in terms of knowledge in use, and underlines language as a means of communication. The model follows the principle of the action-oriented nature of human communication and establishes language users at the centre.

The model is presented as a semicircle indicating interdependent, overlapping components and categories. Language competence includes three main sub-competences: pragmatic, linguistic and sociocultural, which, in turn, include their respective categories.



¹ The UN Language Model draws on research and literature sources, such as Bachman and Palmer 1996 and 2010 and Celce-Murcia and Dornyei 1995, and on the work by the Canadian Benchmarks Centre (2015) and the Council of Europe (CEFR 2001, extended set of Descriptors 2017)

Language competence is integrated through **three main sub-competences**.

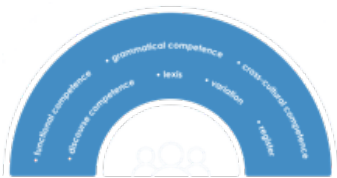


Pragmatic competence allows the user to comprehend and produce oral and written texts aligned with the communicative context and intention.

Linguistic competence allows the user to build and recognize well-formed, meaningful messages, according to language system rules at sentence and text level.

Sociocultural competence allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context.

Sub-competences include **overlapping categories**.



Functional competence allows the user to interpret and perform communicative functions within defined social and professional contexts.

Grammatical competence allows the user to recognize lexical, morphological, syntactic, phonological and orthographic features of a language and to use these features effectively to interpret, encode, and decode words and sentences.

Cross-cultural competence allows the user to become aware of cultural values, traditions and behaviours, including their own and to tailor communication accordingly.

Discourse competence allows the user to connect sentences into functional, cohesive and coherent texts which achieve their objectives, and are accurately and logically connected.

Lexis: the level of language consisting of vocabulary.

Variation: geographical or social varieties of a language including accents and language use.

Register: degree of formality and the adaption of style and tone to the communicative situation.

At the centre of the communicative language model: the users.



Language users, as individual and social agents triggering communication, are at the centre of the model.

Strategic Competence allows the language users to make effective use of resources that activate competences or compensate for any lack thereof.

The sub-competences and categories of the United Nations Language Model determine how the content -the language- will be presented in the next sections.

Language-specific content

The language-specific content, detailed in the following sections, is presented and categorized according to the language model using the categories below:

Pragmatic Competence

Functional competence

Discourse Competence*

Linguistic Competence

Grammatical competence

Morphology and Syntax

Phonology*

Orthography*

Lexis**

Sociocultural Competence

Variation (dialects, social and geographical varieties)*

Register (tone, style)*

Intercultural competence (social conventions, traditions, values, UN culture)*

Pragmatic Competence sections

Functional Competence presents functions or speech acts: what users do when using the language for a communicative purpose.

Linguistic Competence sections

Linguistic Competence is composed of morphology and syntax, and lexis: the linguistic tools enabling users to carry out the functions.

The content identified is representative of each level, hence, not exhaustive, and is expanded with examples where possible.

Sociocultural Competence sections

Sociocultural competence refers to cultural and sociolinguistic conventions: appropriacy regarding the social and cultural context(s). This is a general approach about how to address aspects of variation, register and intercultural competence.

The Language-specific Curriculum expands the Core Curriculum as it guides linguistic experts through language-specific content. Thus, it ensures that the harmonized, common learning objectives for each UN level are achieved in each target language.

Since the highly specialized learning objectives for UN Level IV have not been defined, the language-specific content for this level has been excluded from the present document.

Approach

In all categories, the content is organized randomly, and is understood as the minimum to achieve the learning objectives for each UN level.

Jargon or highly specialized terminology has been avoided as much as possible. The content has been compiled following a hybrid approach that combines acknowledged sources or publications in foreign language research and teaching experience within the UN context.

For ease of use, both English and the target language are used to present the categories.

The content for each UN level aligns with the Core Curriculum: learning objectives, text types and communicative situations. Each level builds from one to the next. Therefore, the content described in one UN level implies the acquisition of the previous level(s).

* Open to future development and application to local course programmes

** Although it is placed under linguistic competence, lexis is considered a cross-cutting category.

Although the Language-specific Curriculum is presented in a linear way within each UN level, the repetition and deepening required for effective language acquisition is necessary and must be reflected on and planned for in the local language training programmes.

The content defined for each UN level is the indispensable minimum that should be mastered to achieve this level. However, it may be extended to respond to locally-defined learning needs, to exemplify, when the target language is the local language or when a specific field of vocabulary is required locally.

Conventions

- The titles of main groups - macro functions, morphology and syntax, lexis topics - are coloured in orange and bolded.
- The titles of main groups are in English or French, or both in English or French, and the target language.
- All content is numerated for ease of consultation and discussion. The numeration does not imply any sequence or prioritization of any kind.
- Examples are representative, illustrative of the different elements or topics listed in each category. They are not a finite list.
- Examples can be presented as text fragments, sentences, chunks of words and single words.
- Examples are in cursive, except for non-Latin alphabets, and indented.
- In the "Pragmatic competence" section, the titles in orange represent macro-categories that are repeated across all the UN levels.
However, even if the titles are identical, the content listed under these categories varies depending on the UN level.

Chinese Language Curriculum Specificities

The Chinese language features a morpho-syllabic writing system that encodes meaning into each writing unit -the character. The language is also known for its highly productive creation of compound words, formed by piecing together characters.

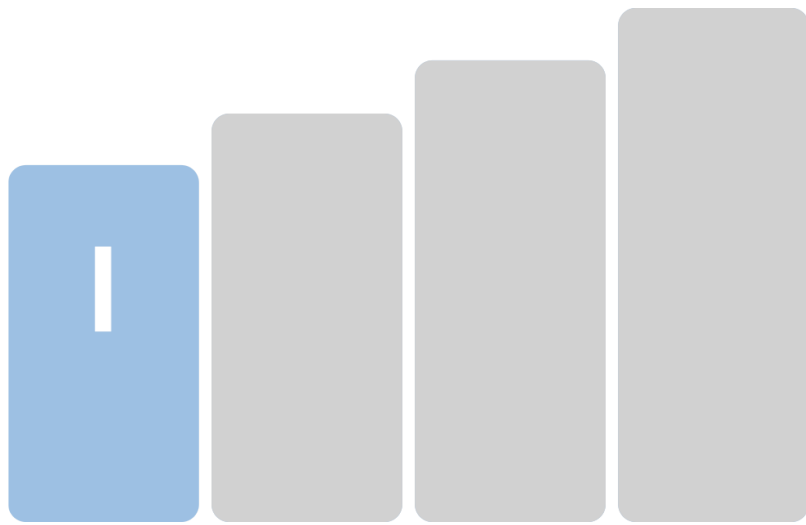
Considering this unique writing system, some recommendations are made regarding Chinese learners' orthographic control under Linguistic Competence.

At UN I, Chinese learners should be able to:

- Identify common radicals and basic components of characters.
- Understand the relationships between characters and words
- Use Pinyin input method to type characters

The suggested number of characters that Chinese learners should master at UN II and UN III is 1200 and 1500 respectively.

UN LEVEL I BASIC LEVEL OF LANGUAGE COMPETENCE





UN LEVEL I CHINESE PRAGMATIC COMPETENCE - Functional Competence

1. Interact socially and professionally

1.1 Greet and introduce oneself or other people

- 1) 你好！我叫……我是……的朋友。
- 2) 很高兴认识你！
- 3) 这是我的同事。

1.2. Make small talk

- 1) 最近怎么样？忙不忙？
- 2) 今天天气不错，不过明天可能会下雨。
- 3) 周末过得怎么样？
- 4) 吃饭了没有？

1.3 Extend, accept or decline a simple invitation

- 1) 我们中午一起吃个饭，怎么样？
- 2) 好的，我们去哪儿吃？
- 3) 不好意思，我中午有事儿，下次吧！

2. Exchange information, describe and narrate

2.1 Ask and give basic personal information (e.g., name, nationality, family, occupation)

- 1) 你姓什么？你叫什么名字？
- 2) 我在联合国工作。我是翻译。
- 3) 我有两个孩子。

2.2 Ask and tell one's habits and hobbies

- 1) 你有什么兴趣爱好？
- 2) 我喜欢游泳、打网球。
- 3) 休假的时候他喜欢去国外旅行。

2.3 Ask and give information about routine activities specifying days, time and location

- 1) 你星期几在家办公？
- 2) 他每天早上九点上班，下午五点下班。
- 3) 他有时候去楼下餐厅吃饭，有时候跟同事一起去外边吃。

2.4 Ask and give simple directions

- 1) 请问，最近的咖啡馆在哪儿？
- 2) 银行离这儿不远，一直走，在第二个路口左转。

2.5 Make a simple plan (e.g., for a week-end trip) specifying date, time, location and means of transportation

- 1) 这个周末我想跟朋友去看电影。
- 2) 下个月我要去纽约出差。
- 3) 今年夏天，我打算跟家人一起坐飞机去中国旅行。我们先想去北京，再去上海。

2.6 Ask and give a simple description of a person, object or place

- 1) 他长什么样？
- 2) 我的手机是黑色的。
- 3) 这间会议室不大，但是来这儿开会的人很多。

2.7 Give a simple narration of an experience

- 1) 我去过中国，是两年以前去的。
- 2) 上个星期，我去西班牙开会了。

3. Express feelings, attitudes and opinions

3.1 Ask and express likes and dislikes

- 1) 你喜欢吃什么？
- 2) 她很喜欢这份新工作。
- 3) 他不太喜欢住在这个地方，因为坐车、买东西都不方便。

3.2 Ask and respond to preferences when comparing people, objects or places

- 1) 跟以前的生活比，他更喜欢现在的生活。
- 2) 这两台电脑不一样。
- 3) 这个房间更亮。我们在这里开会吧。

3.3 Ask and express basic opinions

- 1) 她很热情，也很有礼貌。
- 2) 我觉得这封信太长了，你觉得呢？
- 3) 对我来说，写汉字是最难的。

4. Regulate actions with others

4.1 Make and cancel a simple appointment or reservation

- 1) 我们星期三上午十点开会，可以吗？
- 2) 那个大会议室我不需要了。

4.2 Make and respond to a simple request

- 1) 我可以用一下这台复印机吗？
- 2) 可以，用吧。
- 3) 这个问题你问张先生吧。这是他的电话。

4.3 Make a simple order (food, drink, clothes)

- 1) 我要一杯咖啡。
- 2) 这件衣服多少钱？
- 3) 太贵了，便宜一点儿吧。

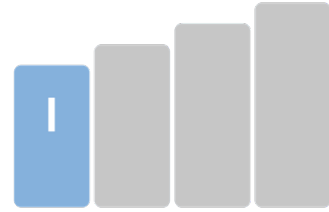
4.4 Ask and give simple suggestions/advice

- 1) 你觉得我们应该怎么办？
- 2) 今天太晚了，你们明天再来吧。
- 3) 明天九点开会，你们最好早一点儿来。

5. Organize the speech

5.1 Use linkers to structure discourse and speech (first, secondly, finally)

- 1) 今天我们先给大家介绍两位新同事，然后讨论一下下个月的工作，最后说一下新年晚会的事情。
- 2) 我很喜欢住在这个地方。为什么呢？第一，附近有商店，有超市，买东西很方便。第二，这里离我工作的地方不远，可以走路上班。第三，旁边有一个公园，周末可以去那儿跑步。



UN LEVEL I CHINESE

LINGUISTIC COMPETENCE - Morphology and Syntax

1. Basic word order

- 1) 我姓王。
- 2) 他每天早上7点起床。
- 3) 你在哪儿工作?
- 4) 你给谁打电话?
- 5) 他们现在在办公室喝茶。
- 6) 你坐车上班吗?
- 7) 我去书店买两本书。
- 8) 他用电脑打汉字。
- 9) 我晚上跟一个朋友一起吃饭。

2. Word order – topicalization

- 1) 那个文件我已经看了。
- 2) 昨天我跟你说的这件事你觉得怎么样?

3. Pronouns

- 1) Personal 你、我、他、她、您、你们、我们、他们、她们、大家、自己
- 2) Demonstrative 这、那、别的、每、各

4. Using 是 to identify a person or an object

- 1) 他是我的同事。
- 2) 这是我的手机。

5. Adverb 都, 也, 还

- 1) 我们都是老师。
- 2) 我也在这里上班。
- 3) 这是你要的苹果。你还想买点儿别的吗?

6. Using 有 to indicate possession

- 1) 你有电脑吗?
- 2) 我有这本书。

7. Yes-no question with 吗

- 1) 她是你的同事吗?

8. Negative sentences with 不 and 没有

- 1) 我不是张老师。
- 2) 我没有手机。

9. Elliptical use of 呢 in a question

- 1) 他不是学生, 你呢?
- 2) 他没有兄弟姐妹, 你呢?

10. Open-ended questions with interrogative pronouns

什么、谁、哪儿、哪、几、多少、什么时候、怎么、怎么样、多

11. Common measure words

个、本、支、条、张、家、口、件、把、辆、台、位、次、遍、页、些

12. Using particle 的 to indicate possession

- 1) 这是我的手机。

13. Affirmative-negative structure for yes-no questions

- 1) 你的办公室有没有电脑?
- 2) 他是不是张先生?
- 3) 这个字对不对?

14. Expressing date and time

- 1) 今天(是)2018年10月28日/号。
- 2) 明天(是)星期天。
- 3) 现在差十分九点。

15. Indicating time sequence with 以前, 以后

- 1) 我来这儿工作以前在公司工作。
- 2) 我下班以后去学校接孩子。

16. Conjunction

- 1) Addition and choice 和、或者、还是
- 2) Contrast 可是、但是、不过、虽然……但是……
- 3) Hypothesis 要是/如果……就……
- 4) Cause and effect 因为、所以
- 5) Sequence: 先……, 再……, 然后……, 最后……
- 6) Coordination: 又……又……、一边……一边……
- 7) Progression: 不但……而且……
- 8) Reference: 对……来说
- 9) Illustration: 比如说、比方说

17. Indicating age and price

- 1) 我父亲六十岁。
- 2) 这本书十块钱。

18. Use of adjectives and degree adverbs to describe a person or object

- 1) 她很漂亮。
- 2) 这本书非常有意思。

19. Exclamatory sentences

- 1) 这本书真好看!
- 2) 她太漂亮了!

20. Comparative structures

- 1) 他现在还跟以前一样。
- 2) 中文跟英语不一样。
- 3) 我学汉语的时间比他长, 可是水平没有他高。
- 4) 我喜欢喝咖啡, 更喜欢喝茶。
- 5) 在我们办公室, 他工作的时间最长。

21. Indicating quantitative and temporal limits with 最

- 1) 做这个工作, 最少要一个星期。
- 2) 请大家最晚下个星期一告诉我。

22. Using 就 to identify a person or object that has been mentioned

- 1) 他就是王老师。
- 2) 那就是我家。

23. Use 就 and 才 to indicate earliness and lateness

- 1) 我早上八点就到办公室了。
- 2) 我一到办公室就给你打电话。
- 3) 她晚上十二点才睡。

24. Using 在 and location particles to indicate location

- 1) 上海在中国的南方。
- 2) 红十字会在联合国对面。
- 3) 他家就在联合国附近。
- 4) 咖啡馆就在书店和超市中间。

25. Using particle 的 to indicate attributives

- 1) 他送给我一件漂亮的大衣。
- 2) 这是我给你买的茶。
- 3) 前边的那个人是我妹妹。

26. Using 是 or 有 to indicate the presence/existence of a person, object or place

- 1) 银行对面是超市。
- 2) 那儿有很多人。
- 3) 那条街上有两家饭馆。

27. Preposition

给、对、到、用、离、从……到……、向、往

28. Make a suggestion with particle 吧

- 1) 我们去看电影吧!

29. Make a speculation/assumption with the particle 吧

- 1) 您是王先生吧?
- 2) 这件衣服是你的吧?

30. Tag questions with 怎么样, 好吗, 可以吗, 行吗, 是吗/是不是

- 1) 我们下班以后去喝咖啡, 怎么样?
- 2) 我三点给你打电话, 好吗/可以吗/行吗?
- 3) 你喜欢穿白色的衣服, 是吗/是不是?

31. Verb reduplication and verb with 一下(儿)

- 1) 我想想。
- 2) 我给你们介绍一下儿。

32. Imperative sentences

- 1) 请进！请坐！
- 2) 别坐那儿！不要说话！

33. Modal verbs

- 1) 我想买一杯咖啡。
- 2) 我今天下午要开一个会。
- 3) 今年夏天我打算去中国旅游。
- 4) 你现在能给我打个电话吗？
- 5) 你不可以在这里吃东西。
- 6) 他不会说中文。
- 7) 这件事你应该问一下小王。
- 8) 我让他一起来，可是他不愿意。
- 9) 需要我帮你吗？不用，谢谢！

34. Pivotal sentences 请/让/要.....+ Verb Phrase

- 1) 我请他帮我一下。
- 2) 我让她给我打个电话
- 3) 我太太要我今天四点下班。

35. Indirect speech

- 1) 他说他也在联合国工作。
- 2) 我问他在哪儿工作。
- 3) 他问我有没有笔。

36. Using 是.....的 to specify a feature or to emphasize certain details about events in the past

- 1) 我的车是黑的。

- 2) 那张桌子是圆的。
- 3) 我们是去年在北京认识的。
- 4) 你是哪年来联合国工作的？

37. Durative/Progressive aspect

- 1) 孩子们正在睡觉呢。
- 2) 王先生(正)在开会，请您等一下儿。

38. Using sentence-final particle 了 to inform a new situation or change

- 1) 天黑了。
- 2) 他病了。
- 3) 他不在这儿工作了。
- 4) 七点了，该回家了。
- 5) 看，要下雨了。
- 6) 你可以走了。

39. Using 了 to quantify an action or event in the past

- 1) 周末我看了一个电影。
- 2) 他休息了两个小时。
- 3) 我去找了他三次。

40. Using 过 to indicate an experience

- 1) 我去过中国。

41. Using 会 to indicate possibility or likelihood

- 1) 你觉得领导会同意吗？
- 2) 他今天应该会来。

42. Using 着 to describe a place or describe someone's clothing or dressing

- 1) 门外边站着一个人。
- 2) 墙上挂着一幅画。
- 3) 他穿着一件黑色的大衣。

43. Using 得 to describe/evaluate an action

- 1) 他说汉语说得很快。
- 2) 你的汉字写得很漂亮。

44. Simple directional verb complement

- 1) 他什么时候回来？
- 2) 他出去买东西了。

45. Using the adverb 再 to express the duplication of an action in the future

- 1) 如果他再来找我，你就告诉他我出去吃午饭了。

46. Using the adverb 一直 to express continuity or indicate straight direction

- 1) 他从早上到现在一直在开会。
- 2) 一直往前走，走五分钟就到。



UN LEVEL I CHINESE LINGUISTIC COMPETENCE - Lexis

1. Relationship

- 1) Family: 爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、兄弟姐妹、先生/太太、家人
2) Colleagues and friends: 同学、同事、朋友、男朋友、女朋友

2. Professions and workplace

- 1) Profession: 老师、学生、职员、大夫/医生、秘书
2) Workplace: 联合国、部门、办公室、电脑、打印、复印、介绍、自我介绍、纸、开会、出差、准备、加班、请假

3. Cardinal number 0 to 100 and ordinal numeral

- 1) 零、一、十、二十五、四十、八十六、一百
2) 第一、第二、第三.....

4. Countries, cities and nationalities

E.g. 中国、北京、上海、中国人

5. Languages

中文/汉语、英语、法语、西班牙语、俄语、阿拉伯语

6. Learning

学习、上课、下课、语法、口语、汉字、生词、复习、难、容易、作业/功课、考试、练习、例子

7. Expression of time

年、月、日、天、星期、现在、点、分、半、刻、差、早上、上午、中午、下午、晚上、昨天、今天、明天、时候、小时、分钟

8. Food and drink

吃、喝、水、茶、咖啡、牛奶、酒、中国饭、菜、米饭、面条、好吃、好喝、香、饿、渴、水果、苹果、香蕉、橙子

9. Purchasing and money

买、东西、钱、块、元(块)、找、零钱、贵、便宜

10. Public places and buildings

饭馆、教室、食堂、书店、图书馆、学校、小学、中学、大学、公园、超市、银行、医院、车站、火车站、飞机场、公司、商店、酒吧、地铁站、餐厅

11. Home / House

地方、家、房子、楼、房间、厕所、门、窗子、墙、柜子、床、桌子、椅子、灯、电视、电话、手机、花园

12. Common adjective to describe a person or an object

大/小、高/低(矮)、长/短、漂亮、好看、难/容易、贵/便宜、多/少、方便、不错、认真、努力、可爱、有意思/没意思、安静/吵、热情、客气、高兴、忙、累、长(zhang3)、样子、胖/瘦、戴眼镜、眼睛、头发、性格

13. Common adverbs of degree

很、非常、极了、不太、太、真、有一点儿、比较

14. Hobbies

爱、喜欢、爱好、看书、电影、电视、喝茶、买东西、唱歌、滑雪、滑冰、聊天、旅行、周末、听音乐、跑步、游泳、打篮球、踢足球、跳舞、习惯

15. Daily routine

起床、早饭、午饭、晚饭、上班、下班、工作、学习、回家、吃饭、做饭、睡觉、买东西、打电话、穿衣服、休息、休假、接、送

16. Clothes

衣服、上衣、大衣、衬衣、裤子、裙子、鞋

17. Primary colours

颜色、黑、白、红、绿、蓝

18. Common adverbs of frequency

总是、常、常常、不常、很少、有时候、从来不

19. Appointments

约会、地方、时间、见面、告诉、说好、问题、事情

20. Simple online communication

您好、祝好、一会儿见、非常感谢、再见

21. Likes, dislikes, emotions, basic opinions

很、非常、不太、太、怎么样、好吗、行吗、可以、同意、没问题、对不起、觉得、意见、喜欢、讨厌、感谢、注意

22. Travel and transportation

走路、坐车、坐地铁、开车、骑自行车、公共汽车、出租车、打车、红绿灯、远、近、快、慢、火车、飞机、转/换乘、转机、座位、订票、旅行、酒店、房间、走、到、离开、回、路、街

23. Seasons and weather

夏天、秋天、冬天、天气、热、冷、度、晴、阴、多云、下雨、下雪

24. Health

舒服、不舒服、病、感冒、身体、生病

25. Animals and nature

动物、狗、猫、马、山、海、河



SOCIOCULTURAL COMPETENCE

At every level of language competence, UN staff members are expected to function as social agents in a variety of multilingual and multicultural contexts and, as such, use existing plurilingual and pluricultural competences to further develop their linguistic and cultural repertoire(s), and to facilitate and promote successful communication and cooperation throughout the Organization.

Given the changing nature of the social and cultural contexts of the language, geographical location, language contact, history, values, etc., deciding on one list of minimum content for the Language-specific Curriculum would be inappropriate. This section presents a general approach on how to get acquainted with sociocultural elements when acquiring the language.

Sociocultural competence encompasses:

- the ability to produce and understand utterances appropriately
- rules of politeness
- sensitivity to register, dialect or variety
- norms of stylistic appropriateness
- sensitivity to "naturalness"
- knowledge of idioms and figurative language
- knowledge of culture, customs and institutions
- knowledge of cultural references
- uses of language through interactional skills to establish and maintain social relationships

Sociocultural competence allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context. According to the UN Language Model, this competency is composed of three main categories:

- o **Variation:** awareness of dialects, social and geographical varieties and their connotations
- o **Register:** awareness of the tone, style (communicative conventions), expression of (in)formality
- o **Intercultural competence:** awareness of individual's and other's culture (traditions, values, social conventions, etc.) and the UN culture (core values, inclusive communication, etc.)

Sociocultural competence can be developed while acquiring new language skills, through immersion in another culture, by individual choice of reflecting with oneself and others.

Among other factors, sociocultural competence takes into account the conjunction of language, cultural expression, expected expressions of human relations, reactions and attitudes. Therefore, sociocultural competence develops in an organic fashion rather than in a linear one, having no predefined order of acquisition.

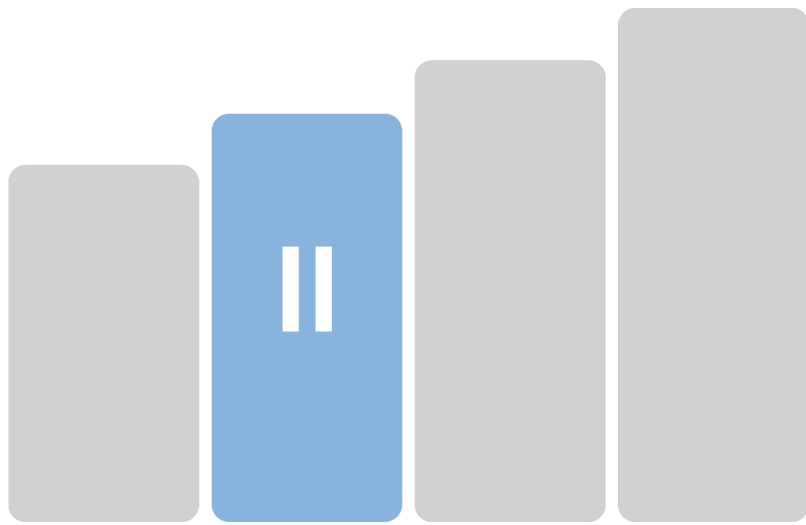
In addition to life experiences, individual factors -such as interest, curiosity and immersion or contact with the target culture(s)- play an essential role in developing sociocultural skills.

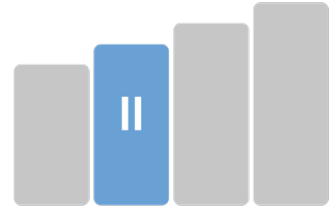
While developing sociocultural competence does not necessarily occur in parallel with the improvement of some linguistic aspects, for instance, memorizing vocabulary or mastering the target alphabet, acquiring a language necessarily requires developing sociocultural competence.

In the context of the United Nations, learning and assessing any language shall consistently emphasize sociocultural competence by, for example, selecting learning materials and topics that are socially and geographically representative of cultural realities.

The UN Language Framework principles not only underpin respect for diversity, but all dimensions of the inclusive use of language in multilingual communication.

UN LEVEL II INTERMEDIATE LEVEL OF LANGUAGE COMPETENCE





UN LEVEL II CHINESE PRAGMATIC COMPETENCE - Functional Competence

1. Interact socially and professionally

1.1 Ask and give news and update of someone

- 1) 你最近有没有跟她联系过？她工作的事情怎么样了？
- 2) 听说她又换工作了。
- 3) 你有他的消息吗？

1.2 Interact on the phone, or using chat, messaging and email

- 1) 您找哪位？……请稍等。
- 2) 您好，我是……麻烦您让小王接一下儿电话。
- 3) 不好意思，我听不清楚，您能不能大声一点儿？
- 4) 如果有需要的话，可以随时跟我联系。打电话、发邮件都行。
- 5) 我的联系方式是：手机号码……，地址……
- 6) 我们改天再聊！代我向你的家人问好。

1.3 Express gratitude, compliments and congratulations

- 1) 真是太感谢您了！
- 2) 你帮了我这么大的忙，我真不知道该怎么谢你！
- 3) 你终于拿到这份工作。恭喜恭喜！
- 4) 为我们两国的友谊干杯！
- 5) 这次的活动办得很成功，祝贺你们！

1.4 Express good wish

- 1) 祝你们幸福！祝你好运！祝你成功！
- 2) 一路平安！旅途愉快！

1.5 Express care and give encouragement

- 1) 考试你没通过吗？没关系，下次一定可以通过！
- 2) 我觉得你最近工作压力太大了。身体最重要，你休息一下吧。
- 3) 你一定会成功的。加油！

1.6 Offer or receive gift

- 1) 这是我的一点心意，请你们收下。
- 2) 这个礼物太贵重了，您太客气了！

2. Exchange information, describe and narrate

2.1 Ask and give specific everyday and work-related information

- 1) 你在联合国哪个部门工作？你具体负责什么业务？
- 2) 我现在这份工作假期很少，而且经常需要出差，没时间陪孩子。
- 3) 咱们下周出差具体的行程安排好了吗？哪天、几点要跟谁见面？讨论什么问题？
- 4) 我们周一先坐飞机去北京，周二倒一倒时差，周三早上跟王主任见面，跟他讨论一下这份计划，然后去看看会场布置得怎么样了，晚上再把计划的修改意见发给王主任。

2.2 Ask and give directions and instructions

- 1) 你要换两次地铁。出了地铁站以后，你按路边的指示牌一直走，就能看到来接你的人了。
- 2) 参加这个活动需要带证件吗？可以拍照吗？最早几点可以入场？
- 3) 这个文件，你先检查一遍，确定没问题了，让王主任签字，然后再发给这两个部门。
- 4) 先把这个盖打开，然后把电池放进去。
- 5) 这个药每天吃两次，每次吃三片，不要空腹服用。
- 6) 请戴上安全帽。

2.3 Ask and give description of a person, object or place

- 1) 除了长相以外，你能不能再说得具体一点儿，比如，她的性格怎么样？她对工作的态度如何？
- 2) 我的手机是防水的，而且屏幕上还贴着一张保护膜，所以用了五年都没有坏。
- 3) 这个会议室是联网的，有音响设备，也有可以升降的投影屏幕。租金每月一千五。
- 4) 日内瓦位于日内瓦湖西南角，是瑞士第二大城市，也是世界著名的联合国城市。

2.4 Ask and give information about an experience, situation or event

- 1) 这个培训我两年前参加过一次，是我们的领导让我参加的，不过当时没有这么多人，活动也没有这么丰富。
- 2) 据调查，北京近两年的空气污染跟前几年比有很大的改善。
- 3) 当时发生了什么事情？他跟你说了什么？是谁打电话叫警察过来的？你还看到其他人走进会场了吗？
- 4) 这个活动首先是领导讲话，然后是主要嘉宾发言，接下来有一些表演节目，最后是闭幕式和晚宴。一切进行得很顺利。
- 5) 她在这方面的经验很丰富，曾经多次参与组织过类似的大型国际会议。
- 6) 她连续三天发高烧，血压也一直很高，情况不太乐观。

2.5 Ask and give clarification and explanation

- 1) 我想知道您为什么没批准我的请假要求。
- 2) 是这样的：这个月小王请了病假，现在办公室只有两位同事了，所以您不能再请了，要不然我们的工作就完不成了。
- 3) 情况到底怎么样了？你能说得明白一点儿吗？
- 4) 好的，谢谢您的问题，我解释一下儿。
- 5) 我不知道我理解对不对。
- 6) 你为什么觉得你适合这份工作？

2.6 Understand and make announcement

- 1) 前往……的旅客请注意：您乘坐的……次航班现在开始登机。请带好您的随身物品，出示登机牌，由……号登机口登机。祝您旅途愉快。
- 2) 请各位注意，今天的办证时间从早上八点开始，到中午十二点结束，十二点以后停止办理所有证件手续。
- 3) 我宣布一个消息：……

2.7 Summarize short narratives, biographies, presentations, interviews

- 1) 这个故事主要讲的是一个年轻的伊朗人坎坷的移民经历。
- 2) 他出生于中国广州，祖籍苏州，是著名的美籍华人建筑师。
- 3) 在采访中，当记者问到他为什么选择这个职业的时候，他回答说……

3. Express feelings, attitudes and opinions

3.1 Express basic feelings and emotions (e.g. shock, stress, worry, anxiety, strangeness, sadness, regret, curiosity, etc.)

- 1) 真的吗？他们怎么可以这么做！
- 2) 很抱歉，我实在帮不了你的忙。
- 3) 遗憾的是……
- 4) 第一次接受电视采访，他当然十分紧张。
- 5) 她激动得说不出话来了。
- 6) 真是奇怪！这个文件我明明已经更新过了，怎么还是原来的版本呢？

3.2 Express agreement and disagreement

- 1) 我完全同意。我支持你的观点。
- 2) 我觉得这是个好主意。
- 3) 我不赞同这样的观点/看法。我反对。
- 4) 我不这么认为,我觉得.....

3.3 Express interest and indifference

- 1) 你说的很有意思,继续说。
- 2) 好啊,你下次再去,记得叫上我。
- 3) 别跟我谈这个。这种事情,我一向不太关心。
- 4) 我没什么意见。

3.4 Express intention and willingness

- 1) 谁愿意负责通知各部门?我来吧。
- 2) 我特别想去你们那儿工作一段时间。

3.5 Express hopes, expectations and ambitions

- 1) 希望我也能去驻华办事处工作!现在申请不会太晚吧?
- 2) 希望这次活动能够圆满结束。
- 3) 我的目标是两年之后能够.....

3.6 Express satisfaction or concerns

- 1) 各代表团对此次会议的日程安排表示相当满意。
- 2) 问题是.....
- 3) 令人担忧的是.....
- 4) 我担心如果今年的预算不够用,这项计划就没法按时完成。

3.7 Express certainty, probability and doubt

- 1) 有各位同事的共同努力,这项任务必定能完成。
- 2) 考虑到现有的人力和财力,要在这么短的时间里同时完成这几个目标是不现实的。
- 3) 这次恐怕没有时间了。
- 4) 我在想他会不会弄错时间了。
- 5) 我不太肯定他愿不愿意参加。

3.8 Expression obligation and necessity

- 1) 你提出的这个建议我得再考虑一下。
- 2) 申请必须在指定的日期内递交。
- 3) 我想下午开会的时候这个问题有必要再提出来讨论一下。

3.9 Give views and opinions

- 1) 这个问题该怎么解决?我的意见/看法是这样的.....
- 2) 我认为保护环境不仅是政府和国际组织的责任,也是我们每个人都应该做的事情。

3.10 Identify problems/issues and suggest solutions

- 1) 要是这个提议没有通过的话,我们该怎么办?
- 2) 现在的主要问题是.....
- 3) 在我们居住的这座城市里,道路交通是一个很大的问题,因为人口密度大,城市道路狭窄,所以经常堵车。
- 4) 解决这个问题的方案只有一个,那就是大力发展绿色公交,鼓励低碳交通。

4. Regulate actions with others

4.1 Make arrangement for an appointment, order or reservation

- 1) 我们星期三上午十点开个会,你有时间吗?我想跟你谈一下你这一年的工作表现。不会超过一个小时。
- 2) 不好意思,我们部门明天下午的那个活动取消了,所以那个大会议室我不需要了,但是我想把它改到周四上,而且要换一个更大的房间,可以吗?
- 3) 我不吃肉,有素食吗?
- 4) 我要订十份套餐,每份另加一瓶饮料,中午十点半之前能送到吗?

4.2 Ask and offer help or services

- 1) 这儿可以代订飞机票吗?
- 2) 从这里去飞机场有直达的公交车吗?
- 3) 您需要帮助吗?
- 4) 培训处提供联合国六种语言的学习课程。

4.3 Authorize or forbid an act

- 1) 联合国有关部门允许并支持员工在家办公。
- 2) 室内请不要吸烟。
- 3) 这儿禁止拍照。

4.4 Make and respond to a suggestion or advice

- 1) 你还有什么更好的办法/主意吗?
- 2) 尽量少喝含糖饮料,多吃蔬菜和水果。
- 3) 要不这样吧,你跟翻译处的同事联系一下,看他们能不能帮忙。
- 4) 我提议/我建议.....

4.5 Make and respond to a request

- 1) 周五前你能不能把那个报告发过来?
- 2) 请你尽快告诉我你的决定。
- 3) 这个文件,你先检查一遍,确定没问题了,让王主任签字,然后再发给这两个部门。十点前能完成吗?

5. Organize the speech

5.1 Initiate, maintain, and close conversations

- 1) 我们可以开始了吗?
- 2) 我们今天要谈的话题是.....
- 3) 我们刚才说到哪儿了?
- 4) 对不起,打断一下,我们先谈主要的议题。
- 5) 时间不多了,我们就先讨论到这儿吧!

5.2 Request to speak and ask somebody to speak

- 1) 我能说两句吗?
- 2) 小高对这个情况比较熟悉,我们让他给我们介绍一下儿吧!

5.3 Check understanding

- 1) 你明白我的意思吗?
- 2) 要是我的理解没有错误的话,您的意思是.....
- 3) 如果你们有什么问题,请随时提出来。

5.4 Use connecting words expressing cause and effect, contrast, etc.

- 1) 我同意,时间紧张是一个问题,不过,换一个角度看,.....
- 2) 因此,出现这样的情况也是必然的。

UN LEVEL II CHINESE LINGUISTIC COMPETENCE - Morphology and syntax

1. Pronouns:

它、咱们、其他

2. Measure words

套、幅、台、包、盒、种、部、盘、碗、瓶、层、封、双、对、米、公里、公斤、斤、篇、回、趟、场、行、排、棵、箱

3. Conjunctions and connectors

3.1 Coordination: 一方面.....一方面.....

3.2 Progression: 越.....越.....

3.3 Choice: 不是.....就是.....

3.4 Condition: 既然.....就.....; 即使.....也.....; 只.....就.....; 只有.....才.....; 不管.....都.....

3.5 Addition: 另外, 除了.....以外; 特别是, 尤其是; 并, 并且

3.6 Contrast: 尽管.....但是.....

3.7 Reference: 在.....看来; 一般来说

3.8 Illustration: 例如

3.9 Cause and effect: 因此

3.10 Highlight: 连.....也/都.....

3.11 Rephrase: 也就是说

4. Using 地 to describe the manner of an action

1) 他在纸上认真地写了几个字。

5. Reduplication of adjectives, adverbs and measure words

1) 漂漂亮亮的、舒舒服服地、一座座楼

6. Comparing actions

1) 我来得比他早得多。

2) 我法语没有他说得那么好。

3) 他开车开得比我好。

4) 你以后应该早点儿回家, 多陪陪孩子。

5) 我挣钱挣得跟你一样多。

7. Indicating quantitative limits with 至多、至少

1) 这次会议至少有十个人参加。

8. Indicating time sequence with 之前、之后

1) 开会之前/之后我们需要讨论一下。

9. Modal verb 得、必须、不得不

1) 不好意思, 我今天得早点儿回家, 不能跟大家一起去吃饭了。

2) 以后这种事情你必须先问我。

3) 虽然我知道他可能会很失望, 但是这个结果我不得不告诉他。

10. Using 着 to indicate continuation

1) 他喜欢开着灯睡觉。

2) 外面下着雨, 你别出去了。

11. Double 了 structure

1) 这个问题你都问了他两次了。

2) 他们已经聊了两个三个小时了。

12. Verb complements

12.1 Resultative complement

1) 这份报告她还没有写完。

2) 这件衣服你洗干净了吗?

12.2 Potential complement

1) 这份报告你写得完不完?

2) 这套房子我买不起。

12.3 Complex directional complement

1) 他从楼上走下来。

2) 我想起来了, 我们见过面。

3) 前面开过来一辆车。

4) 说下去, 你说得很有意思。

5) 他看起来有点儿累。

13. 把 structure

13.1 To indicate a movement

1) 请你把电脑拿过来。

13.2 To indicate effect applied

1) 我已经把碗洗干净了。

2) 你把这篇文章翻译成中文吧。

14. Use 被 structure to indicate adversity

1) 他的钱包被偷了。

2) 她被领导批评了。

15. Using 又 to express the duplication of a fact

1) 他昨天又来找你了, 还给你带来了一本书。

2) 明天又是周末了。

16. 怎么 expressing surprise or incomprehension

1) 你怎么在这儿?

2) 他怎么可能说这样的话?

17. Expressing "any" or "none" with question words and 都 or 也

1) 这件事我跟谁都没说过。

2) 你什么时候来都可以。

3) 他什么也没说。

18. 一点儿也/都不 expressing "not at all" and "一.....也/都不....." expressing "not even one"

1) 我一点儿也不喜欢这个地方。

2) 这份报告我还一页都没有看。

19. 还是 indicating an alternative as a personal preference or advice

1) 开车可能比较慢, 因为你那个地方经常堵车, 所以你还是坐地铁比较好。

2) 早上八点有点儿太早了, 我们还是九点开会吧。

20. 来 used to attract attention or engage in a conversation

1) 我们来讨论一下这个问题。

2) 你来看一下这份文件。

21. Particles 呢、啊 to soften the tone

1) 这到底是怎么回事呢?

2) 你不要着急啊!

22. Emphatic adverb 可

1) 你可别喝太多酒!

2) 这件事对他的影响可大了!

23. Preposition

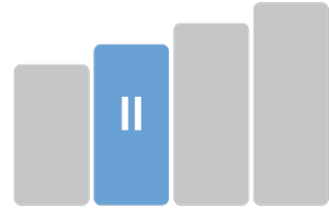
23.1 Use 由 to indicate by whom an action is to be carried out

1) 这次的活动由你们来组织吧。

23.2 Use 为(了) to indicate purpose

1) 他昨天为准备这次会议很晚才睡。





UN LEVEL II CHINESE LINGUISTIC COMPETENCE - Lexis

1. Big numbers

万、百万、亿、十亿

2. Approximate numbers

十几个、三四页、大约、左右

3. Signs, services in public spaces

邮局、堵车、安全、危险、广播、新闻、节目、入口、出口、桥、船、事故、十字路口、禁止、允许、加油站

4. Food and drink

菜单、凉菜、主食、汤、家常菜、饺子、烤鸭、肉丝、豆腐、吃素、蔬菜、西红柿、鸡蛋、黄瓜、白菜、茄子、鸡肉、鱼肉、猪肉、羊肉、薯条、薯片、油、黄油、酱油、熟/生、煮、蒸、烧、红烧、烤、切、饿、饱、渴、清淡、肥、盐、糖、胡椒、辣椒、酸、甜、苦、辣、咸、软、硬、服务员、菜单、套餐、结账、买单、打包、外卖、尝、中餐、西餐、沙拉、香肠、番茄酱、牛排、烤肉、盘子、叉子、刀子、筷子、勺、锅、碗、饮料、可乐、汽水、矿泉水、果汁、雪碧、啤酒、酸奶、奶酪、西瓜、梨、葡萄、草莓、桔子、桃子、蛋糕、饼干、巧克力

5. Housing

公寓、公寓楼、房租、餐厅、客厅、卧室、厨房、洗手间、洗澡间、客厅、窗户、阳台、走廊、院子、楼梯、电梯、家具、衣柜、沙发、洗衣机、洗碗机、冰箱、吸尘器、垃圾袋、垃圾箱、茶几、茶壶、暖气、空调、环境

6. Routine activities, personal care and chores

刷牙、牙膏、牙刷、洗脸、洗澡、洗发水、换衣服、洗衣服、做家务、脱、化妆、坏、修

7. Travel and tourism

亚洲、欧洲、美洲、非洲、太平洋、大西洋、签证、护照、身份证、办理、手续、大使馆、海关、人民币、美元、欧元、英镑、换钱、参观、地图、地址、方向、旅游、游客、名胜古迹、风景、景色、景点、著名、表演、旅行团/社、导游、订票、航空公司、航班、出发、到达、晚点、准时、正点、取消、单人房、双人房、房间号、前台、服务、安排、旅馆、打扫、行李、公里、箱子、城市、区、郊区、农村、乡下

8. Learning and working

实习、举手、比如、例如、比方说、作业、作文、填空、考试、通过、成绩、进步、提高、表扬/批评、流利、地道、普通话、毕业、初中、高中、研究生、博士、留学、第一名、录音、招聘、工资、申请、得到、打工、面试、经验、经历、学历、电子邮件、寄、简历、培训、组织、部门、计划、举办、举行、活动、会议、安排、准备、重要、主要、帮忙、扫描、签字、清楚、正确、寒假、暑假、放假、批准

9. Professions

公务员、警察、售货员、售票员、律师、医生、工程师、科学家、经理、司机、总统、总理、外交官、大使、国际职员、艺术家、作家、导演、导游、农民、民工、翻译、服务员、护士

10. Hobbies and specialties

兴趣、感兴趣、游泳、旅游、上网、徒步、骑自行车、爬山、散步、跑步、跳舞、练瑜伽、运动、打太极拳、购物、文学、书法、京剧、戏剧、导演、演出、展览、网球、乒乓球、羽毛球、足球、篮球、游戏、音乐会、逛街、照相、照相机、比赛、赢、输

11. Health and fitness

健康、生病、头疼、嗓子疼、咳嗽、肚子疼、拉肚子、发炎、洗手、牙医、手术、护士、正常、体温、发烧、血压、药、开药、药房、药方、锻炼、健身、健身房、中医、打针、干净、脏、吸烟

12. Physical appearance and character

年龄、年纪、鼻子、嘴巴、耳朵、腿、脚、帅、脾气、内向、外向、不爱说话、活泼、开朗、随和、好动、好客、聪明、勇敢、诚实、马虎、能干、和蔼、骄傲、懒、安静、急躁、有耐心、有礼貌、随便

13. Common human feelings and emotions

支持、反对、明白、理解、了解、认为、心情、开心、难过、伤心、兴奋、激动、失望、遗憾、抱歉、放心、担心、关心、紧张、放松、着急、幸福、无聊

14. Shopping and payment

角(毛)、分、公斤、斤、打折、免费、讨价还价、逛街、购物、收银台、现金、信用卡、卡号、密码、支票、取钱、零钱、真/假、好/坏、退、换

15. Clothing and accessories

牛仔裤、西服、厚薄、肥瘦、帽子、皮鞋、运动鞋、袜子、手套、大号、中号、小号、手表、眼镜、墨镜/太阳镜、钥匙、伞

16. Colours, shades and nuances

黄、蓝、橙、紫、粉、灰、棕、金、银、深、淡

17. Phone calls and online communication

消息、信息、联系、接电话、挂电话、留言、回复、喂、发短信、微信、语音、视频、链接、图片、微博、分享、群聊、朋友圈

18. Geography, arts, history and technology

世界、地球、地理、地区、湖、河、江、沙漠、首都、历史、艺术、艺术品、作品、科学、科技、东部西部、南方北方、东方西方、经济

19. Changes

变化、现代化、改变、气候变暖、提高、提前、推迟、取消、改期、本来、原来、后来、影响

20. Plans, intentions, suggestions, recommendations, hopes and wishes

计划、愿意、建议、推荐、希望、祝、祝贺、一路平安、一路顺风、健康平安、工作顺利、一切顺利、祝你成功、祝你早日康复、保重

21. Relatives and relationships

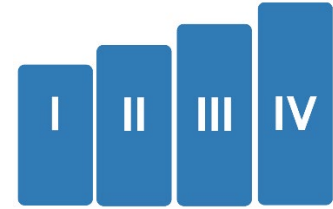
妻子、丈夫、孙子、孙女、外孙、外孙女、爷爷、奶奶、姥姥(外婆)、姥爷(外公)、祖父、祖母、外祖父、外祖母、亲戚、叔叔、阿姨、保姆、熟人、领导、老板、客户、邻居、出生、去世、结婚、离婚、单身

22. Living beings, landscape and climate

鸟、猴子、老虎、蛇、兔子、大象、熊猫、狮子、狼、火山、季节、暖和、凉快、寒冷、干、湿、温度、旱季、雨季、雾、霜、级、动物、植物、树、草、小麦、玫瑰、土豆、玉米、竹子、森林、岛

23. Customs and culture

传统、文化、节日、春节、中秋节、圣诞节、感恩节、复活节、民族、少数民族、宗教、信教、庆祝、社会



SOCIOCULTURAL COMPETENCE

At every level of language competence, UN staff members are expected to function as social agents in a variety of multilingual and multicultural contexts and, as such, use existing plurilingual and pluricultural competences to further develop their linguistic and cultural repertoire(s), and to facilitate and promote successful communication and cooperation throughout the Organization.

Given the changing nature of the social and cultural contexts of the language, geographical location, language contact, history, values, etc., deciding on one list of minimum content for the Language-specific Curriculum would be inappropriate. This section presents a general approach on how to get acquainted with sociocultural elements when acquiring the language.

Sociocultural competence encompasses:

- the ability to produce and understand utterances appropriately
- rules of politeness
- sensitivity to register, dialect or variety
- norms of stylistic appropriateness
- sensitivity to "naturalness"
- knowledge of idioms and figurative language
- knowledge of culture, customs and institutions
- knowledge of cultural references
- uses of language through interactional skills to establish and maintain social relationships

Sociocultural competence allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context. According to the UN Language Model, this competency is composed of three main categories:

- o **Variation:** awareness of dialects, social and geographical varieties and their connotations
- o **Register:** awareness of the tone, style (communicative conventions), expression of (in)formality
- o **Intercultural competence:** awareness of individual's and other's culture (traditions, values, social conventions, etc.) and the UN culture (core values, inclusive communication, etc.)

Sociocultural competence can be developed while acquiring new language skills, through immersion in another culture, by individual choice of reflecting with oneself and others.

Among other factors, sociocultural competence takes into account the conjunction of language, cultural expression, expected expressions of human relations, reactions and attitudes. Therefore, sociocultural competence develops in an organic fashion rather than in a linear one, having no predefined order of acquisition.

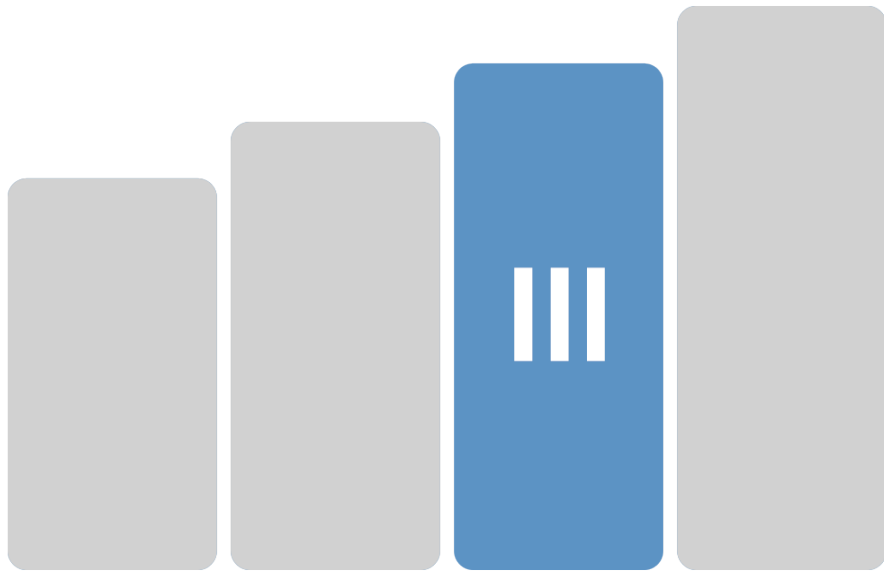
In addition to life experiences, individual factors -such as interest, curiosity and immersion or contact with the target culture(s)- play an essential role in developing sociocultural skills.

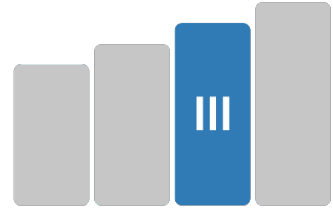
While developing sociocultural competence does not necessarily occur in parallel with the improvement of some linguistic aspects, for instance, memorizing vocabulary or mastering the target alphabet, acquiring a language necessarily requires developing sociocultural competence.

In the context of the United Nations, learning and assessing any language shall consistently emphasize sociocultural competence by, for example, selecting learning materials and topics that are socially and geographically representative of cultural realities.

The UN Language Framework principles not only underpin respect for diversity, but all dimensions of the inclusive use of language in multilingual communication.

UN LEVEL III ADVANCED LEVEL OF LANGUAGE COMPETENCE





UN LEVEL III CHINESE PRAGMATIC COMPETENCE - Functional Competence

1. Interact socially and professionally

1.1 Address someone in a stylistically appropriate manner

- 1) 尊敬的大使
- 2) 亲爱的朋友们
- 3) 各位同事
- 4) 诸位嘉宾

1.2 Extend, accept or decline an invitation with courtesy

- 1) 为了庆祝这个节日，我们邀请您参加将于三月十六日在宴会厅举办的招待会。期待您的光临！
- 2) 非常感谢您的邀请。我感到非常荣幸。我一定会参加这次活动。
- 3) 非常感谢您的邀请，但是很抱歉，我那天有事，实在来不了。希望下次还有机会参加。

1.3 Understand and follow the general linguistic conventions in the target culture to convey formality, humility, politeness or respect

麻烦您；劳驾；请您谅解；让您费心了；您看这样行不行？您觉得呢？

1.4 Express empathy, sympathy, condolences

- 1) 这太突然了。我也感到非常难过。希望你和家人节哀。
- 2) 如果我们能帮上什么忙，请你一定要告诉我们。
- 3) 刚刚得知.....去世的消息，我们在此致以最真诚的哀悼和慰问。

2. Exchange information, describe and narrate

2.1 Make a public announcement (e.g., news update) in a stylistically appropriate manner

- 1) 我们非常高兴/遗憾/抱歉地通知大家.....
- 2) 我们非常荣幸地邀请到了.....
- 3) 由于突发情况，我们不得不.....
- 4) 对此变更可能带来的不便，我们表示深深的歉意！

2.2 Give detailed description of a person, object or place

- 1) 她身高一米七，留着短发。由于长期在战地工作，她经常穿着一身迷彩服。她平时喜欢聊天，一说起话来就停不下来，但是她执行任务的时候还是非常严肃的，很少看到她说笑。
- 2) 我们需要的那种桌子至少要两米长、一米宽。两张桌子拼在一起正好是正方形，可以用来展示书法和水墨画。桌子最好是可以折叠的，桌腿上有轱辘，方便移动和存放。
- 3) 这个房间大概有100平米，应该可以坐得下30个人。房顶挺高的，估计有两米五，所以即使人多也不会觉得很挤。墙壁的隔音效果很好。另外地板是木质的，比较保暖。

2.3 Give detailed narration

- 1) 她当时很激动，脸都红了，是哭着讲完那个故事的。她一发完言，大家就都站起来给她鼓掌，连大会主席都说她讲得非常感人。掌声持续了五分钟。然后有两个小朋友跑到她身边给她献了花。

2.4 Give detailed, technical instructions and advice (problem-solving)

- 1) 首先，申请表上的这张照片脸部尺寸不太对，你需要重新照一张。此外，这封邀请函的日期不能早于30日之前。第三，这张工作证明需要人事部门盖章，只签字不行。
- 2) 这件事情我建议你先跟当事人谈一谈，如果没有结果，您再找部门领导。如果您对部门领导的解决方案还是不太满意，您可以再跟调解事务办公室联系，听听他们的意见。

2.5 Synthesize and summarize information

- 1) 从工程地点来看，A小组的报告推荐.....，因为.....。从预算角度来看，B小组的报告提出了一个值得考虑的问题，那就是.....。从时间方面来看，C小组的调查指出.....。综合这三个方面考虑，第三个方案应该是一个很好的选择，因为.....。

2.6 Make a report, including comments

- 1) 这次活动是由.....发起的，由.....组织的，一共有179人参加，议题包括.....。最后大会通过决议.....。这是A组织在全国范围内第一次举办这类的活动，因此非常有意义。

2.7 Make analyses

- 1) 就A产品来说，百分之六十的用户表示满意。进一步分析的话，其中三分之一的用户年龄在30岁以下。就B产品来说，它的满意率比A产品低百分之五，但是表示满意的用户年龄全部都在60岁以上。比较两个产品，它们的区别主要体现在.....。

2.8 Give detailed explanation and justification

- 1) 对不起，我们没办法帮您预订会议室。一方面是因为预订会议室一定要有与工作相关的用途。您的这个活动主要是娱乐性质的。另一方面，您需要通过专门的电子预订系统来提交申请。我们不能直接通过电话来预订。

2.9 Negotiate

- 1) 如果您这边不能.....的话，我们可以考虑减少.....，这样可以节省大约.....的开支。既然.....已经降低，我们也希望您这边可以考虑增加.....，从而实现.....和.....的平衡。

2.10 Carry out an interview

- 1) 作为一名成功的女性企业家，您怎么看待男女同工同酬这个问题？

3. Express feelings, attitudes and opinions

3.1 Express a variety of feelings and emotions, such as

3.1.1 rejoice or sufferance

- 1) 能够被大家推选为青年员工代表，我感到非常庆幸。
- 2) 她的一生经历了无数苦难，但苦难从来没让她低头。

3.1.2 hopefulness or dismay

- 1) 团队的每一个成员都对项目的成功达标充满了希望。
- 2) 连续两次都没申请成功，他觉得十分沮丧。

3.1.3 satisfaction or disappointment

- 1) 如果您对本网站的服务有任何不满，欢迎发邮件至客服中心。
- 2) 尽管今年的业绩最终跟去年持平了，他还是免不了有些失望。

3.1.4 pride or self-abasement

- 1) 作为父亲，他为儿子的这一选择感到十分骄傲。
- 2) 因为家庭出身的关系，她从小很自卑。

3.1.5 burden or relief

- 1) 心头的这块大石压得他几乎透不过气来，现在终于卸下，感觉轻松多了。

3.1.6 worry and anxiety

- 1) 他整天忧心忡忡的。

3.1.7 puzzlement and helplessness

- 1) 令人疑惑不解的是，输入的信息明明都是核实过的，但系统就是显示无效。

3.1.8 envy and jealousy

- 1) 他的新职位待遇这么好，让无数人羡慕不已。

3.1.9 admiration and yearning

- 1) 我真佩服你，工作这么繁忙，还能坚持把汉语学得这么好！

3.1.10 care and sympathy

- 1) 他的遭遇我很同情，但不知道怎么才能帮到他。

- 3.1.11 regret and remorse
1) 那件事现在想起来，我还是觉得有点儿后悔。
- 3.1.12 scare and horror
1) 当时的那个场面十分恐怖，在场的人脸色都变了。
- 3.2 Express a variety of attitudes, such as
- 3.2.1 conviction or doubt
1) 我坚信，只要我们有诚意，肯努力，就一定能够得到对方的信任。
2) 对那件事，我并没有百分之百的把握。
- 3.2.2 compliment or flattery
1) 你刚才的演讲非常精彩。
2) 他那么优秀，要是他没获奖，我们倒要觉得奇怪了。
- 3.2.3 assurance or hesitation
1) 他毫不犹豫地站起来，说“我来！”
- 3.2.4 modesty or boast
1) 不敢不敢，比我有能力的人很多。
2) 我敢说，您找遍全城同类的公司，也找不到我们这样的服务。
- 3.2.5 blame and accusation
1) 这样的做法有损部门其他员工的利益。
2) 你指责他滥用职权，有什么证据吗？
- 3.2.6 recognition and acknowledgement
1) 我承认这件事我也要负一部分责任。
- 3.2.7 presumption and estimate
1) 依我推断，这件事，他事先是不知情的。
2) 我估计下一个季度的销售量还会有所增长。
- 3.3 Convey shades of opinions and argue about viewpoints
- 3.3.1 express tentative opinions, hedging
1) 目前来看……；暂时是这样的……；有可能……，也有可能……；不敢确定
- 3.3.2 speculate and hypothesize about causes, consequences, etc.
1) 我猜她最后很可能会……；我估计他这样做的原因是……；咱们来做一个假设……；如果当时的情况是这样的……
- 3.3.3 confirm common ground, acknowledge differences
1) 我知道大家在这件事情上有不同的意见，比如A认为……，但是B却觉得……，不过在一个问题上大家的观点是一致的，那就是……。
- 3.3.4 counterargue and defend viewpoints
1) 我不太同意你的观点……；我觉得你的建议不太合理是因为……；在这个问题上我还是坚持……；我这样说的原因是……；大家要注意的是……。
- 3.3.5 Keep reservations, make concessions
1) 在这一点上我保留我的意见；其实你说的也不是没有道理；如果你一定坚持，我们这样做好不好……

4. Regulate actions with others

- 4.1 Make arrangement for an appointment, order or reservation
1) 我们星期三上午十点开个会，你有时间吗？我想跟你谈一下你这一年的工作表现。不会超过一个小时。
- 4.1 Make an earnest request
1) 在这件事情上，我再次诚恳地请求您考虑……。
2) ……，恳请各部门在下一步的工作中给与更多的关心和支持。
- 4.2 Order and command someone to do something
1) 请你务必在周三中午之前把这份文件提交上来。
- 4.3 Remind, alert or warn someone
1) 我想提醒你一下……；你需要注意……；我得警告你……。
- 4.4 Assign tasks or delegate authority
1) 为了能尽快完成任务，我们需要分配一下工作：小李，请你整理一下这个星期的客户来信，把主要投诉意见总结一下，发给我，抄送小王和小张。小王，麻烦你给这五位客户打个电话，了解一下他们的问题是不是已经解决了。小张，待会儿请你来我的办公室一趟。我们讨论一下下周四的会议议程。小陈，协调这三位同事的任务就由你来负责吧。

5. Organize the speech

- 5.1 Avoid, decline or shift a topic
1) 如果您不介意的话，我暂时不想谈这个问题
2) 现在我们换一个话题。
- 5.2 Make a correction
1) 不好意思，我刚才理解错了。我以为您的意思是说……
2) 你刚才说……？你不是这个意思吧？你是不是想说……？
- 5.3 Make a highlight
1) 刚才说了这么多，其实我最想表达的意思是……
2) 我想说的重点是……
3) 请大家一定要注意这一点……
- 5.4 Make a reference
1) 我记得……曾经说过……
2) 就像……说的那样……
- 5.5 Outline a speech
1) 我接下来要给大家介绍三个方面的工作。然后，在每个方面里面，我会先给大家汇报工作成果，然后给大家讲一讲我们遇到的挑战，以及我们是如何克服这些困难的。
- 5.6 Summarize a speech
1) 刚才我给大家展示了这三个月的工作成果，也给大家列出了一系列需要解决的问题。综合刚才讲到的这四个问题，我想告诉大家的是……
- 5.7 Use markers to structure and signpost formal and informal speech and writing
1) 鉴于……；举个最简单的例子……；总而言之……；综上所述……



UN LEVEL III CHINESE LINGUISTIC COMPETENCE - Morphology and Syntax

1. Measure words

册、副、颗、片、粒、滴、匹、头、阵、段、吨、根、群、支、枝、门、顿、道、束、首、项

2. Additional Pronouns

某、彼此、一切、其、本、该、任何

3. Conjunctions and connectors

3.1 Hypothesis: 万一; 一旦; 恐怕

3.2 Choice: 与其.....不如/宁可.....; 宁可.....也不/也要.....

3.3 Condition: 除非; 即便.....也; 无论

3.4 Addition: 此外

3.5 Contrast: 是.....而不是.....; 然而; 不但不/没.....反而.....; 并不/没(有); 倒是

3.6 Reference: 至于; 据说

3.7 Illustration: 比如, 譬如

3.8 Cause and effect: 因而; 从而; 免得/ 以免; (要)不然/否则; 以致

3.9 Concession: 何况/况且

3.10 Inclusion/exclusion: 凡是.....都.....; 非.....不可

3.11 Summary or conclusion: 总之; 总而言之; 看来

4. Adverbs

4.1 Use 却、反而、偏偏 to indicate contrast

4.2 Use 居然 to indicate surprise

4.3 Use 果然、难怪/怪不得 to indicate congruence with expectation

4.4 Use 到底、根本、完全、简直、明明、毕竟 for emphatic purpose

4.5 Use 就 to limit (e.g., 这次出差我就去两天。)

4.6 Use 便 in written language to replace 就 for some usages

4.7 Use 上下、左右、多半、多少、大致、迟早、几乎、差一点儿 to indicate approximation in degree, quantity or state

4.8 Use 向来、一向、往往 to indicate routine or common practice or state

4.9 Use 曾(经) to indicate past experience or state of affairs

4.10 Use 甚至 to introduce an example of an extreme nature to show that some state has reached a very high degree

4.11 Use 全、各 to refer to the entirety of different types and their constituents

4.12 Use 尽量、尽早、尽快、再三 to remind or urge

4.13 Use 挺、稍、相当 to introduce degree variations

4.14 Use 其实 to reveal facts

4.15 Use 总算、终于 to introduce long-awaited results

5. Preposition

5.1 Use 朝、来自、自从 to indicate spatial orientation or temporal reference

5.2 Use 根据、按(照)、靠、凭、鉴于 to indicate logical reference

5.3 Use 在于、对于、关于、针对、就 to indicate an aspect of a matter

5.4 Use 趁(着)、借(着)、通过、经(过) to indicate means or instruments

5.5 Use 替 to introduce the recipient of a service or the target of concern

6. Modal verbs

6.1 只好、只得 to indicate reluctance or concession

6.2 务必、不必 to indicate obligation

7. Using directional verbal complement to indicate lexical or grammatical aspect

进行下去; 流行起来; 认不出来; 鼓起掌来

8. Use 使、让、叫 as a causative

8.1 他的话使我感到非常惭愧。

8.2 这件事让她很没有面子。

8.3 你这么说真的叫我很为难。

9. Ask rhetorical questions

9.1 我说的难道不是事实吗?

9.2 他没有参与这项工作, 哪里知道这些信息呢?

9.3 这东西早过期了, 你怎么还吃?

9.4 你这是在帮我还是在给我找麻烦呀?

9.5 这不是十分清楚的道理吗?

10. Use 是 to request or give a confirmation or affirmation

10.1 我们是下个星期五开会, 对吧?

10.2 他是不同意我们的看法, 但是我们可以再跟他谈一谈。

11. Additional usages of modal particles 吧, 呢, 啊, 啦

11.1 想去你就去吧。

11.2 这事儿, 怎么说呢? 这么跟你说吧,

11.3 哦, 我说呢, 他今天怎么这么大方, 原来是这么回事儿啊!

11.4 你怎么啦? 发什么愁呢?



UN LEVEL III CHINESE LINGUISTIC COMPETENCE - Lexis

1. Job titles

秘书长、副秘书长、主任、总干事、首席执行官、财务总监、代表、大使、参赞、总统、总理、主席

2. Professional organizations

基金会、开发署、组织、协会、理事会、慈善机构

3. Events and activities

发起、组织、主办、协办、出席、主持、协调、合作、赞助、捐赠、志愿者

4. Work experiences and work processes

平衡、歧视、平等、权利、雇主、雇员、信任、福利、就业、失业、辞职、从事、行业、奖金、升职、职业发展前景、发展空间、人事关系、成果、处理、调查、方案、方式、分配、分析、改革、改善、改进、改正、沟通、规则、合理、建立、完善、现实、协调、因素、意义、原则、制定、政策、执行

5. Formal social idiomatic expressions

劳驾、拜托、指教、包涵、光临、告辞、拜访、留步、打扰、请教、失陪、奉陪、见谅、谢绝、推脱、馈赠、挽留、哀悼、慰问

6. Formal expressions for relationships

手足、配偶、伴侣、丈人、丈母娘、岳父岳母、恩师、同窗、阁下

7. Nuanced or intense feelings, emotions

盼望、灰心、沮丧、自卑、愧疚、庆幸、疑惑不解、醒悟、无奈、恭维、指责、谴责、质问、赞叹、哀叹、叹息、偏袒、自责、夸口、开导、怜悯、谅解、惋惜、中立、发誓、打赌、歉疚、迁就、恐惧、愤怒、威胁、吓唬、催促、劝告、委托、警告、告诫、嘱咐、吩咐、命令、恳求

8. Cultural traditions

孝顺、尊老爱幼、传承、注重

9. Signpost expressions

请勿打扰、闲人免进、禁止入内

10. Well-known idiomatic expressions

自相矛盾、成千上万、塞翁失马焉知非福、千方百计、乱七八糟、节哀顺变、日新月异

11. Economy and finance

个人储蓄、账户、付款、电子支付、汇款、股票、投资、资金、预算、经费、房产、通货膨胀、电子商务、营业、销售

12. Scientific, medical and legal vocabulary

肺结核、疫苗、疟疾、审判、法庭、判决、辩护

13. Environment and ecology

自然灾害、地震、海啸、火山喷发、洪水、飓风、冰雹、垃圾分类和处理、污染、雾霾、资源

14. Education system, learning and training

教育部门、高考招生、升学率、就业率、学术研究、访问学者、外来语、专业术语、远程培训、人才、指导、训练

15. Literature, film, music and arts

诗歌、散文、雕塑、绘画、戏剧、中国主要古典文学作品、当代艺术

16. Historical figures and historical events

公元、中世纪、各历史朝代、孔子、秦始皇、成吉思汗、毛泽东、丝绸之路、行政区划

17. Politics and religions

政党、民主、专制、议会、选举、宗教、佛教、基督教、天主教、伊斯兰教、印度教、牧师、神父、礼拜、祷告、斋戒、朝圣、烧香、寺庙、清真寺、皈依、吃斋、念佛、移民、自由

18. Media and news

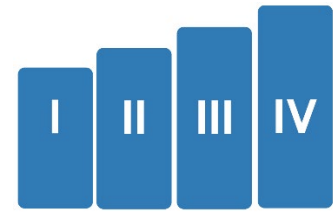
社交媒体、新闻界、新兴媒体、沟通模式、研究表明、危机、关注、聚焦、焦点、落户、独家、神话、宣传、炒作

19. Lifestyle and society

时尚、公益、冷场、吐槽、抹黑、推动、扩展、围观、短视、隐私权、监视、维权

20. Information and communication technologies

信息技术、编程、更新、版权、数据



SOCIOCULTURAL COMPETENCE

At every level of language competence, UN staff members are expected to function as social agents in a variety of multilingual and multicultural contexts and, as such, use existing plurilingual and pluricultural competences to further develop their linguistic and cultural repertoire(s), and to facilitate and promote successful communication and cooperation throughout the Organization.

Given the changing nature of the social and cultural contexts of the language, geographical location, language contact, history, values, etc., deciding on one list of minimum content for the Language-specific Curriculum would be inappropriate. This section presents a general approach on how to get acquainted with sociocultural elements when acquiring the language.

Sociocultural competence encompasses:

- the ability to produce and understand utterances appropriately
- rules of politeness
- sensitivity to register, dialect or variety
- norms of stylistic appropriateness
- sensitivity to "naturalness"
- knowledge of idioms and figurative language
- knowledge of culture, customs and institutions
- knowledge of cultural references
- uses of language through interactional skills to establish and maintain social relationships

Sociocultural competence allows the user to recognize and use social and cultural norms and conventions to communicate appropriately in a given context. According to the UN Language Model, this competency is composed of three main categories:

- o **Variation:** awareness of dialects, social and geographical varieties and their connotations
- o **Register:** awareness of the tone, style (communicative conventions), expression of (in)formality
- o **Intercultural competence:** awareness of individual's and other's culture (traditions, values, social conventions, etc.) and the UN culture (core values, inclusive communication, etc.)

Sociocultural competence can be developed while acquiring new language skills, through immersion in another culture, by individual choice of reflecting with oneself and others.

Among other factors, sociocultural competence takes into account the conjunction of language, cultural expression, expected expressions of human relations, reactions and attitudes. Therefore, sociocultural competence develops in an organic fashion rather than in a linear one, having no predefined order of acquisition.

In addition to life experiences, individual factors -such as interest, curiosity and immersion or contact with the target culture(s)- play an essential role in developing sociocultural skills.

While developing sociocultural competence does not necessarily occur in parallel with the improvement of some linguistic aspects, for instance, memorizing vocabulary or mastering the target alphabet, acquiring a language necessarily requires developing sociocultural competence.

In the context of the United Nations, learning and assessing any language shall consistently emphasize sociocultural competence by, for example, selecting learning materials and topics that are socially and geographically representative of cultural realities.

The UN Language Framework principles not only underpin respect for diversity, but all dimensions of the inclusive use of language in multilingual communication.

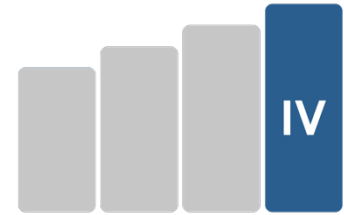
**UN LEVEL IV
EXPERT LEVEL OF LANGUAGE COMPETENCE**



UN LEVEL IV

As UN Level IV is the expert level of language competence, the learning objectives of the language user are highly specialized and will vary significantly depending on the given context, the field of expertise and the tasks required. Therefore, the Core Curriculum, which includes the sets of learning objectives, common to all languages, is solely developed for UN levels I to III.

Subsequently, the Language-specific Curriculum can only be created for UN levels I to III with no language-specific content existing for UN Level IV.





United Nations Language Framework
Language-specific Curriculum

Language & Communication Programme (LCP) at UN Headquarters New York
Language Training Programme (LTP) at UN Office in Geneva
United Nations