



# Grade Chinese

# 10

## Teachers' Guide

(To be Implimented from 2015)



# CHINESE

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### Grade 10

(To be implemented from 2015)

Department of Foreign, Classical Languages and Bilingual Education  
Faculty of Alternative Education and Teacher Education  
National Institute of Education  
Sri Lanka

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Chinese

Grade 10 - Teachers' Guide

First Edition - 2015

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ISBN

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*Printed at National Institute of Education*

## **Message from the Director General .....**

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 1, 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

**Director General**

**National Institute of Education**

## **Message from the Deputy Director General**

It is a great pleasure to introduce the "Teachers' Guides" on foreign languages under the curriculum review of 2015. Today, foreign languages have become pragmatically important in internationalization and globalization. Use of different foreign languages in different societies, in fact, eradicates linguistic imperialism of a very few languages.

In the present time, there is a great demand and enthusiasm among people in Sri Lanka to learn languages. In 2015, Chinese, Russian and Korean languages have also been included in the Ordinary Level curriculum, so that students will be able to learn not only Japanese, German, French, Hindi, Pali Sanskrit and Arabic but also Chinese, Russian and Korean.

This "Teachers' Guide" has given the guidance to teachers about how learning-teaching process should be taken place to achieve each competency mentioned in the syllabus. The teacher has the freedom to design learning-teaching process according to the syllabus and the instructions given in the "Teachers Guide" to suite the level of the students.

I must be thankful to the group of external resource persons, internal resource persons and the other staff members of NIE who assisted in the preparation of this "Teachers' Guide".

**Deputy Director General**

**Faculty of Alternative Education & Teacher Education**

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## **Instructions to use Teachers' Guide**

Under the new educational reforms of 2007, a new curriculum has been introduced to improve skills of the primary & secondary classes. Thus, arrangements are made to introduce a competency based new syllabus in the Chinese for grade 12 & 13. A competency means, a mixture of knowledge, attitude, talent and personal & social ability. Achieving a competency means, the use of one's own ability, knowledge, attitude in learning and working.

This teachers' Guide could offer you guidance to plan your lesson constructively and prepare your teaching materials prior to the lesson. In order to achieve a competency, the competency levels are divided as per the contents of subjects based on the time periods of the terms. Each skill which a student will achieve is indicated in the result of special learning. A learning outcome means, a statement of an expected result or ability which a student can prove after completion of the unit of a lesson. The result of learning has marked to observe the accomplishment of the student. The learning outcomes indicate the intended capability of the student after completing the lesson. The teaching and learning process explains the activities of the teacher and the learner. Evaluation and assessment indicate what should be evaluated in the language competency of a student after each lesson.

The assessments can be used to check whether the student has achieved expected result during or at the end of the learning. Accordingly, 6 competencies per syllabus is included for grade 10 & 11. This Teacher's Guide has provided the instructions & system of teaching method per each competency level. The teacher is given the free hand/freedom to organize periods as per each subject matter according to a plan to cover each skill. A proposed teaching method is shown here, in order student to reach the expected results of learning which concerns the competency and competency levels. A method of assessment must be planned by the teacher to check whether the student has reached the expected results of learning.

This Teachers' Guide has provided a common series of instructions covering each competency of syllabus. Considering the proposed activities & instructions, but without limiting to it, the teacher is free to plan lessons using own skill. Also every effort should be made to use the modern techniques & it is important the student should guide to use the internet facilities and other reading materials to gain additional knowledge. In the teaching process, the lesson should be organized considering the student current knowledge, and without limiting to each subject matters & vocabulary only.

### **Project Leader**

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# **Chinese**

## Syllabus

# **Grade 10**

## 1.0 Introduction

About one-fifth of the world population speaks some form of Chinese as their native language, making it the language with the most native speakers. The Chinese language is the official language of the People's Republic of China, Hong Kong, Taiwan and Macao, one of the four official languages of Singapore, and one of the six official languages of the United Nations. With the rapid development in Asia, China became the largest economy of the world and opened up as the potential market place for the foreign investments. Therefore most countries have realized the value of learning Chinese. At present Chinese has become a popular language studied in Sri Lankan universities and has a good demand. It has been more than three decades since the language was introduced to the Sri Lankan education field as a subject for the A/L examination which is also the university entrance examination in Sri Lanka.

A lot of benefits can be gained in studying Chinese for G.C.E. O/L in Sri Lanka. Taking Chinese language as a subject and mastering the language opens doors to nearly one-fifth of the world's population. Standard Chinese is spoken in China, Hong Kong, Macau, Taiwan, Singapore, Malaysia, Indonesia, Thailand, Brunei, The Philippines, Mongolia and many other regions of the world. Students those who have a basic knowledge in Chinese, would find easy access to higher educational opportunities in Chinese speaking countries and territories, in subject areas such as medicine, economics, mass media and arts etc. Learning Chinese language helps to gain students professional development and employment opportunities. Future generation of Sri Lanka will be able to gain more benefits in local and international sectors by introducing Chinese Language as a G.C.E. O/L subject.



## 2.0 National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realization of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

### 3.0 Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

#### (i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics : Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment personal life.

#### (ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

#### (iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

**(v.) Competencies related to religion and ethics**

This fourth set of competencies are laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals and practices in everyday living, selecting the most appropriate.

**(vi.) Competencies in Play and Use of Leisure**

Competencies that link up with pleasure, joy, emotions and such human motivations. These find expression in play, sports, athletics and leisure pursuit of many types. These also link up with such values as cooperation, team work, healthy competition in life and work. Included here are such activities that are involved in aesthetics, arts, drama, literature, exploratory research and other creative modes in human living.

**(vii.) Competencies related to ‘Learning to learn’.**

These competencies flow directly from the nature of a rapidly changing, complex and interdependent and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be aware of, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

## **4.0 Objectives**

- 4.1 Developing skills of listening, speaking, reading and writing in Chinese as a Foreign Language
- 4.2 Developing skills of reading and listening comprehension
- 4.3 Demonstrating familiarity with Chinese translation and Interpretation
- 4.4 Understanding the grammatical system of Chinese Language
- 4.5 Understanding Chinese culture

## Chinese- Syllabus

### Grade 10

| Competency                                   | Competency Level             | Content  | Learning Out Comes  | No of Periods |
|--|------------------------------|--|---|---------------|
| 1.0 Identifies and writes Chinese characters | 1.1 Writes <i>Pinyin</i>     | <ul style="list-style-type: none"> <li>• <i>Pinyin</i></li> <li>• Stroke order of Chinese Characters</li> <li>• Tones</li> <li>• Basic Chinese characters</li> </ul> | Students will be able to <ul style="list-style-type: none"> <li>• Identify initials and finals</li> <li>• Pronounce Chinese speech sounds</li> </ul>  | 15            |
|  | 1.2 follows the stroke order |  | Students will be able to <ul style="list-style-type: none"> <li>• Display knowledge on the stroke order of Chinese characters</li> <li>• Demonstrate the steps of the stroke order</li> </ul> |               |
|  | 1.3 Pronounces tones         |  | Students will be able to <ul style="list-style-type: none"> <li>• Memorize tones</li> <li>• Describe four tones and neutral tone</li> </ul>   |               |
|  | 1.4 Writes characters        |  | Students will be able to <ul style="list-style-type: none"> <li>• Identify Chinese characters</li> <li>• Write Chinese characters</li> </ul>  |               |

| Competency                                   | Competency Level   | Content  | Learning Out Comes  | No of Periods |
|--|--|--|---|---------------|
| 2.0 Listens, understands, reads and responds | 2.1. Listens and understands pronunciation<br><br>2.2 Understands and answers the questions<br><br>2.3 Responds to basic conversation<br><br>2.4 Listens and understands recorded texts<br><br>2.5 Reads given texts<br><br>2.6 Understands the meaning of the texts | <ul style="list-style-type: none"> <li>• Table of Combinations of Initials and Finals in Putonghua</li> <li>• Questions</li> <li>• Interrogative particles</li> <li>• Conversations</li> <li>• Saying hello “你好！”, greetings“早上”</li> <li>• “晚上”, identifying people“这是”, “</li> <li>• looking for someone“在”, “找”, making comments“好”and suggestions</li> </ul><br><ul style="list-style-type: none"> <li>• Listens and understands</li> <li>• Reads and understands</li> <li>• Beginners level Tapes and CDs recorded texts</li> </ul> | Students will be able to <ul style="list-style-type: none"> <li>• Recall Chinese listening exercises</li> <li>• Memorize Chinese pronunciation</li> </ul><br>Students will be able to <ul style="list-style-type: none"> <li>• Explain the given topics in Chinese</li> <li>• Give examples of the specific grammar patterns</li> </ul><br>Students will be able to <ul style="list-style-type: none"> <li>• Construct the basic conversations in Chinese</li> <li>• Show the ability of making dialogues</li> </ul><br>Students will be able to <ul style="list-style-type: none"> <li>• Describe Chinese recorded texts</li> </ul><br>Students will be able to <ul style="list-style-type: none"> <li>• Reads given texts</li> <li>• Explains the meaning of Chinese texts</li> <li>• Summarizes Chinese texts</li> </ul> | 15            |

| Competency   | Competency Level   | Content  | Learning Out Comes   | No of Periods |
|--|--|--|--|---------------|
| 3.0 Engages in communication clearly and effectively | 3.1 Makes situational dialogues<br><br>3.2 Practices the language with in pairs or groups<br><br>3.3 Makes individual speeches | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Speeches</li> <li>• Make speeches on given topics</li> </ul>   | Students will be able to <ul style="list-style-type: none"> <li>• Compose simple situational dialogues</li> <li>• Show the ability of speaking in Chinese</li> </ul> Students will be able to <ul style="list-style-type: none"> <li>• Demonstrate the ability of speaking in Chinese with in pairs</li> <li>• Show the ability of exchanging ideas in Chinese</li> </ul> Students will be able to <ul style="list-style-type: none"> <li>• Demonstrate the ability of speaking in Chinese</li> <li>• Show the ability of exchanging ideas in Chinese</li> </ul> | 15            |
| 4.0 Uses basic grammatical components and structures | 4.1 Makes sentences using basic grammatical components.<br><br>4.2 Acquires main grammatical concepts                          | <ul style="list-style-type: none"> <li>• Simple sentence patterns</li> <li>• Question patterns</li> <li>• Lexical items</li> <li>• Measure words</li> <li>• Numbers</li> <li>• Chinese currency</li> <li>• Expression of time, year, month and date</li> </ul> | Students will be able to <ul style="list-style-type: none"> <li>• Describe basic grammatical components</li> <li>• Use Chinese grammatical components</li> <li>• Compares main grammatical concepts with English or other languages</li> </ul>   | 15            |

| Competency                        | Competency Level  | Content  | Learning Out Comes   | No of Periods |
|-----------------------------------|---|--|--|---------------|
| 5.0 Writes basic sentences        | 5.1 Uses basic sentence patterns.<br><br>5.2 Writes simple essays.                      | <ul style="list-style-type: none"> <li>• Various topics (Myself, my family, my teacher, my school, my friend etc.)</li> </ul>  | Students will be able to <ul style="list-style-type: none"> <li>• Use basic sentence patterns</li> <li>• Write simple essays</li> </ul>  | 15            |
| 6.0 Identifies aspects of culture | 6.1 Acquires a knowledge of Chinese culture<br><br>6.2 Familiarizes with modern society | <ul style="list-style-type: none"> <li>• Chinese culture<br/>Beijing opera, festivals, Confucius Modern society<br/>Chinese names, Beijing Olympics</li> <li>• Cultural Notes</li> </ul> | Students will be able to <ul style="list-style-type: none"> <li>• Identify various cultural aspects of China</li> <li>• Compare cultural differences between Chinese and Sri Lankan societies</li> <li>• Contrast differences of customs between China and Sri Lanka</li> <li>• Distinguish a knowledge of Chinese cultural expressions</li> <li>• Identify cultural expressions in China and Sri Lanka</li> </ul> | 15            |

## **5.0 Teaching and Learning Methodology**

- 5.1 Individual copy writing
- 5.2 Individual listening exercises and group listening exercises
- 5.3 Individual read-aloud exercises
- 5.4 Dictation
- 5.5 Audio-visual aids for the classroom
- 5.6 Spoken and written exercises as group work
- 5.7 Writing compositions
- 5.8 Dialogues between two students or two groups
- 5.9 Expressing one's ideas in Chinese
- 5.10 Group/Individual presentations

## **6.0 School Projects**

- 6.1 Organizing Chinese National Day celebration
- 6.2 Organizing Chinese cultural celebrations
- 6.3 Organizing a Chinese Wall newspaper or magazine
- 6.4 Speeches in Chinese given in school meetings
- 6.5 Exchanging of Chinese films, songs, gifts etc.
- 6.6 Establishing a class library
- 6.7 Writing to Chinese pen friends
- 6.8 Chinese exhibitions

## 7.0 Prescribed Books

1. Yong Zongxiong, *CHINESE LANGUAGE TEXTBOOK FOR SRI LANKAN BEGINNERS*, Author Publication, 2009, ISBN 978-955- 51765-0-7
2. Wu Zhongwei ed., *CONTEMPORARY CHINESE – TEXTBOOK -1*, Beijing, Sinolingua, 2003, ISBN 7-80052-880-4
3. Wu Zhongwei ed., *CONTEMPORARY CHINESE – CHARACTER BOOK -1*, Beijing, Sinolingua, 2003, ISBN 7-80052-882-0
4. Wu Zhongwei ed., *CONTEMPORARY CHINESE – EXERCISE BOOK -1*, Beijing, Sinolingua, 2003, ISBN 7-80052-883-9
5. Wu Zhongwei ed., *CONTEMPORARY CHINESE – TEXTBOOK -2*, Beijing, Sinolingua, 2003, ISBN 7-80052-902-9
6. Wu Zhongwei ed., *CONTEMPORARY CHINESE – CHARACTER BOOK -2*, Beijing, Sinolingua, 2003, ISBN 7-80052-903-7
7. Wu Zhongwei ed., *CONTEMPORARY CHINESE – EXERCISE BOOK -2*, Beijing, Sinolingua, 2003, ISBN 7-80052-904-5

## 8.0 Recommended Reading Material

1. Dhammadinna N, *CHINESE VOCABULARY*, Author Publication, 2009, ISBN 978-955-51737-2-8
2. Dhammadinna N, *CHINESE – SINHALA, SINHALA-CHINESE BEGINNER'S DICTIONARY*, Colombo, Vijithayapa Publications, 2010, ISBN 978-955-665-117-1
3. Dhammadinna N, *MODERN CHINESE CULTURE AND LIFESTYLE*, Author Publication, 2009, ISBN 978-955-51737-0-4
4. Dhammadinna N, *READINGS FROM ADVANCED CHINESE TEXTS*, Author Publication, 2009, ISBN 978-955-51737-1-1

## 9.0 Teacher's Manual

1. Wu Zhongwei ed., *CONTEMPORARY CHINESE – TEACHER'S BOOK -1*, Beijing, Sinolingua, 2003, ISBN 7-80052-883-9
2. Wu Zhongwei ed., *CONTEMPORARY CHINESE – TEACHER'S BOOK -2*, Beijing, Sinolingua, 2003, ISBN 7-80052-902-9

## 10.0 Prescribed Listening Material

1. *CDs for Contemporary Chinese Vol. 1* (6 CDs), Beijing, Sinolingua, 2003, ISBN 7-88718-059-7
2. *CDs for Contemporary Chinese Vol. 2* (5 CDs), Beijing, Sinolingua, 2003, ISBN 7-88718-060-

# Guidance for Learning Teaching Process

## **Introduction**

### **Teaching and learning Chinese as a Foreign Language**

Chinese language is the official language of the People's Republic of China, Hong Kong, Taiwan and Macao and one of the six official languages of the United Nations. Chinese is now one of the most widely used living languages. The language is spoken in many dialects within China, as well as in many overseas Chinese communities, especially in Southeast Asia, Europe and the Americas. And there are more than a billion native speakers of Chinese worldwide.

Chinese belongs to the Sino-Tibetan language family. *Putonghua* or Beijing based dialect called *Hanyu*, (language of the Han), refers to the standard Chinese language, and spoken by the *Han, Hui, Manchu*, and other ethnic groups that constitute 94% of the population of China. There are fifty six recognized ethnic groups in China, using as many as eighty different languages.

With the rapid development in East Asia, China became the largest market economy of the world. Most countries have realized the value of learning Chinese. At present, Chinese has become a popular language in Sri Lanka, since there is a large demand for Chinese investment; similarly the interest in building up cultural relations between the two countries has increased.

## Unit 1

### Chinese Characters

Chinese characters do not constitute an alphabet or a compact syllabary. They are logograms currently used in the writing of Chinese. They may be called *hanzi* (汉字 or 漢字) (*Han* letters) in China and Japanese named Chinese characters as *kanji*. They were also used in writing a number of other languages, most significantly Korean (*hanja*) and Vietnamese (*chữ Nôm*), and remain in use to some degree for these languages. Chinese characters constitute the oldest continuously used system of writing in the world. By dint of their widespread current use in China and Japan, and historic use throughout the Sinosphere, Chinese characters are among the most widely adopted writing systems in the world.

There are tens of thousands Chinese characters but most of them are minor graphic variants encountered only in historical texts. Modern studies in China have mainly shown that functional literacy in written Chinese requires a knowledge of between three and four thousand characters.

Between 1986 and 1988 China's National Linguistics Work Committee developed the "Chart of Common Characters of Modern Chinese". In order to test the validity of this chart, they commissioned the Shanxi University Department of Computer Science to perform an analysis on the selected characters.

In order to perform their analysis they collected 2,000,000 characters of text from sources that would be considered a fair cross-section of the modern Chinese language used at the time of analysis. In other words, this is a cross-section of "commonly used Chinese". Their sources were as follows:

- From the "People's Daily Newspaper" (July 1987), 1,500,000 characters.
- From the "Beijing Science and Technology News" (July 1987), 200,000 characters.
- From the "Contemporary" journal (1987, 3rd period), 300,000 characters.

Their analysis involved calculating how much of the 2,000,000 characters of text would be covered by the 2,500 "Common" characters and the 1000 "Less-Common" characters.

For basic reading and writing of modern Chinese, people only need a few thousands. Here are the coverage rates of the most frequently used Chinese characters:

- Most frequently used **1,000** characters: **90%** (Coverage rate)
- Most frequently used **2,500** characters: **98.0%** (Coverage rate)
- Most frequently used **3,500** characters: **99.5%** (Coverage rate)

In Japan, a few more than two thousand characters are taught through secondary school (the *Jōyō kanji*); hundreds more are in everyday use, however. There are various national standard lists of characters, forms, and pronunciations. Simplified forms of certain characters are used in China and Singapore; the corresponding traditional characters are used in Taiwan, Hong Kong and Macao. In Japan, common characters are written in Japan-specific simplified forms (*shinjitai*), which are closer to traditional forms than Chinese simplifications.

**Competency** : 1.0 Identifies and writes Chinese characters

**Competency levels** : 1.1 Writes *pinyin*

**Learning Outcomes** : Students will be able to:

- identify Initials and Finals
- pronounce Chinese speech sounds

**Time** : 04 Periods

**Brief description of subject matters :**

- **Chinese phonetic Alphabet**

Chinese differs from alphabetic language as the written form is not directly related to its pronunciation. In order to provide phonetic notation for Chinese characters and to facilitate the consultation of dictionaries and phonologies, the “ scheme for the Chinese Phonetic Alphabet ”, the Chinese government passed an act to promote the application of this scheme, commonly known as the *pinyin* (arrange sounds) system, in 1958. Pinyin adopts the Latin alphabet to transcribe Chinese sounds, and four diacritical tone marks to indicate the different tones of Chinese Characters. Pinyin is now widely used for the study of Chinese Language, and has aided the popularization of standard Chinese (*Putonghua*). The use of pinyin in the study of Chinese provides many practical advantages for learning the language.

- **Initials and Finals**

According to traditional Chinese phonology, a syllable in Chinese is generally made up of an *initial* and a *final*. The initial is the consonantal beginning of a syllable, and the final is the part of the syllable excluding the initial. For example, in *ni*, “*n*” is the initial, and “*i*” is the final. There are 21 initials and 38 finals in Chinese. All the initials are consonants except for the zero initial (i.e. no initial) e.g. *an*, and all the finals consist of vowels (either simple or compound vowels), or a vowel plus a nasal consonant. The simple vowel is called a simple final, e.g. *i*; the compound vowel is called a compound final, e.g. *ao*; and the vowel plus a nasal consonant is called a nasal final, e.g. *an*.

- **Initials**

|    |    |    |   |   |   |   |   |
|----|----|----|---|---|---|---|---|
| b  | p  | m  | f | d | t | n | l |
| g  | k  | h  |   |   |   |   |   |
| j  | q  | x  |   |   |   |   |   |
| zh | ch | sh | r |   |   |   |   |
| z  | c  | s  |   |   |   |   |   |

- **Finals**

a      o      e      I      u      ü  
 ai     ou     ei     ia     ua     e  
 ao     ie     uo     iao    uai  
 iou    uei  
 an     ong    en     ian    uan    üan  
 ang    eng    in     uen    ün  
 iang   uang   ing    ueng   iong

### **Proposed Learning - Teaching Situations**

#### **Learning – Teaching Methods: Audio-Visual Pedagogy**

Teacher uses visuals and audios as key teaching tools to make the here-mentioned Initials and Finals easier to memorize, and the learning process more interesting and less daunting.

- **Brief pronunciation guide for Initials and finals with reference to English words:**

#### **Initials**

b,p,m,f,d,t,n,l,g,k,h,s are pronounced in similar way to those in English. b, d, g are un-aspirated, while p, t, k are aspirated.

J      like *jee* in *jeep* (un-aspirated)

q      like *chee* in *cheese*

x      like *shee* in *sheep* ( with the corners of the lips drawn back )

z      like *ds* in *cards*

c      like *ts* in *cats*

zh     like *j* in *jelly*

ch     like *ch* in *march* ( tongue curled back, aspirated)

r      like *r* in *road* (with the tongue loosely rolled in the middle of the mouth)

- **Finals**

a      like a in father

o      like aw in saw

e      like e in her

i      like ee in see ( i in zǐ,ei,sì,zhǐ,chi.shǐ, and rǐ is pronounced more like a buzz noise, but not a long i like in bǐ )

u      like oe in shoe

ü      like eu in pneumonia (occurs only with the consonants j,q,x,n and l)

ia      like yah

ie      like ye in yes

er      like er in sister (American pronunciation)

ai      like y in sky (light)

ei      like ay in day

ou      like owe

an      like an in man

ing (final) a nasalized sound like the ng in English

uei, uen and iou when preceded by an initial, are written as ui, un and iu respectively.

### **Assessment and evaluation**

- Explores the knowledge and awareness of ***Pin yin*** or Initials and Finals in Chinese Common Speech
- Uses ***Pin yin*** or Initials and Finals in Chinese Common Speech
- Gives examples of ***Pin yin*** or Initials and Finals in Chinese Common Speech
- Identifies correct pronunciation of ***Pin yin*** or Initials and Finals in Chinese Common Speech
- Differentiates various Initials and Finals in Chinese Common Speech

**Quality Input** : Table of Combinations of Initials and Finals in *Putong hua*

**Competency levels** : 1.2 follows the stroke order

**Learning Outcomes** : Students will be able to:

- display knowledge on the stroke order of Chinese characters
- demonstrate the steps of the stroke order

**Time** : 03 Periods

### **Brief description of subject matter**

- **Strokes of Chinese Characters**

The Chinese characters are the written symbols of the Chinese language. One character usually stands for one syllable, and it is composed of several basic strokes. The number of possible basic strokes is in fact quite small. All strokes have their own names and are written according to a few rules.

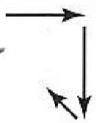
It is very important to learn to recognize them, since the number of strokes in a character is often the easiest way to find it in the index. If a character can be compared to a word in alphabetic languages, then strokes are like letters. Learning them is the key to memorize characters. And then, characters do not only need to be correct, but also should be as beautiful and balanced as possible. The basic characters, *i.e.* characters that cannot be broken down, are made up of basic strokes, and the compound characters are made up of basic characters or fixed components.

All the characters should be written so as to fit into equal-sized squares, no matter how many strokes they have. The characters should be written in the proper stroke order, and their structure should be compact and well-balanced. It is therefore necessary to copy the single strokes many times (be it with a brush or, much easier, with a pen or pencil) to memorize their shapes and thicknesses.

### **Proposed Learning – Teaching Situations**

Through typical Chinese Characters the teacher helps students to induce the structure of Chinese characters, clarify basic strokes, and master the principals of stroke order.

• Basic Strokes of Chinese Characters

| stroke pictures | names   | stroke directions  | examples |
|-----------------|---|--|----------|
| 丶               | diǎn<br>dot stroke  |    | 家 丽      |
| 一               | héng<br>horizontal line   |    | 王 大      |
| 丨               | shù<br>vertical line  |    | 王 们      |
| 丿               | piě<br>left-falling stroke  |    | 家 大      |
| ㇇               | nà<br>right-falling stroke  |   | 校 长      |
| →               | héng gōu<br>horizontal line and a hook                              |  | 学 好      |
| 丿               | shù gōu<br>vertical line and a hook                                 |  | 你        |
| ㇇               | tí<br>rising stroke   |  | 我        |
| ㇇               | héng zhé<br>horizontal line and then a turning                      |  | 明 叫      |
| ㇇               | héng zhé gōu<br>horizontal line and then a down turning with a hook |  | 他 们      |

• **Stroke order**

Stroke order refers to the way in which the Chinese characters are written. Stroke order can refer both to the numerical order in which the strokes of a given character are written and to the direction in which the writing instrument must move in producing a particular stroke. A stroke is a movement of the writing instrument, in modern times most commonly a pen, pencil, or writing brush.

• **Examples for Stroke order**

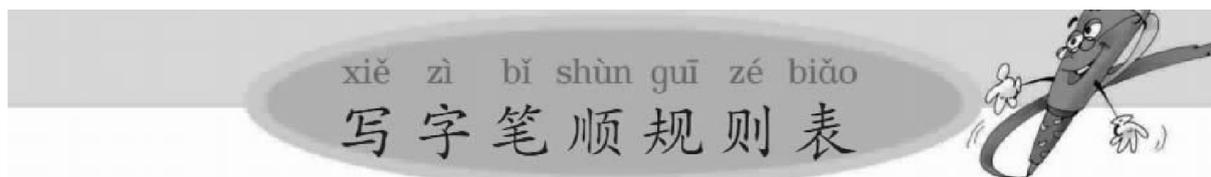


Table of Stroke Order

| guī zé<br>规 则                                 | lì zì<br>例 字 | bǐ shùn<br>笔 顺  |
|---|--------------|-----------------|
| xiān héng hòu shù<br>先 横 后 竖                  | shí<br>十     | 一 十             |
|   | gàn<br>干     | 一 二 干           |
| xiān piē hòu nà<br>先 撇 后 捺                    | bā<br>八      | 丿 八             |
|   | tiān<br>天    | 一 二 𠃉 天         |
| cóng shàng dào xià<br>从 上 到 下                 | sān<br>三     | 一 二 三           |
|   | zǎo<br>早     | 丨 冂 日 旦 早       |
| cóng zuǒ dào yòu<br>从 左 到 右                   | dì<br>地      | 一 丨 土 地 地 地     |
|   | shuō<br>说    | 丶 讠 讠 讠 讠 讠 讠 说 |
| cóng wài dào nèi<br>从 外 到 内                   | tóng<br>同    | 丨 冂 月 同 同 同     |
|   | xiàng<br>向   | 丿 丨 冂 向 向 向     |
| cóng nèi dào wài<br>从 内 到 外                   | shān<br>山    | 丨 山 山           |
|   | zhè<br>这     | 丶 讠 讠 文 文 这 这   |
| xiān lǐ tóu hòu fēng kǒu<br>先 里 头 后 封 口       | rì<br>日      | 丨 冂 日 日         |
|   | yuán<br>园    | 丨 冂 冂 月 同 园 园   |
| xiān zhōng jiān hòu liǎng biān<br>先 中 间 后 两 边 | xiǎo<br>小    | 丨 小 小           |
|   | shuǐ<br>水    | 丨 丩 水 水         |

### **Assessment and evaluation**

- Explores the knowledge and awareness of Strokes of Chinese Characters
- Uses Strokes in given format
- Compares different Strokes

**Quality Input** : Table of basic strokes in Chinese Characters

**Competency levels** : 1.3 Pronounces tones

**Learning Outcomes** : Students will be able to:

- memorize tones
- describe four tones and neutral tone

**Time** : 04 Periods

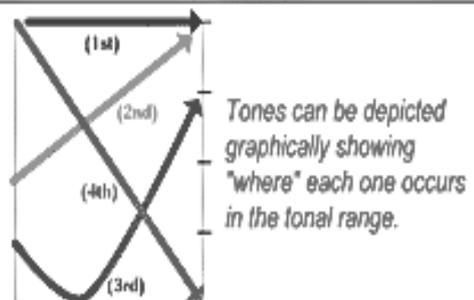
**Brief description of subject matters**

- Chinese is a tonal language in which the tones convey differences in meaning. There are four distinct tones in official Chinese (*Putonghua*); they are called the 1<sup>st</sup> tone, 2<sup>nd</sup> tone, 3<sup>rd</sup> tone and the 4<sup>th</sup> tone, represented respectively by the following tone marks. There are some syllables that do not have any tone marks, and they are called natural tones.
- **Chinese tones**

| CHINESE CHARACTER | No. & TONE SYMBOL | TO NE DESCRIPTION  | PIN YIN | ENGLISH MEANING                                 |
|-------------------|-------------------|--|---------|---|
| 妈                 | (1st) —           | high level<br><i>pronounced as a steady, unchanging, high-pitched sound</i>              | mā      | mother  |
| 麻                 | (2nd) ↗           | high rising<br><i>a rising tone, voice goes from lower to a higher pitch</i>             | má      | hemp  |
| 马                 | (3rd) ∨           | low falling and rising<br><i>voice falls dramatically in pitch, and then rises again</i> | mǎ      | horse   |
| 骂                 | (4th) ↘           | high falling<br><i>short burst of high pitch, producing an emphatic sound</i>            | mà      | to insult                                       |
| 吗                 |                   | neutral<br><i>flat, with no emphasis, (vowels without markers)</i>                       | ma      | add to the end of a sentence to form a question |

Tone marks are placed over vowels and appear in this order - a, o, e, i, u and ü - these tone marks are essential for the correct pronunciation of syllables, as exemplified by the above five classical characters, whose pronunciations differ only by their tones.

Pin yin is the name given to the system of Romanization which transliterates Chinese tones into the Roman alphabet



## Proposed Learning – Teaching Situations

By a variety of substitution drills, the teacher helps the students to remember 4 tones and neutral tone in Chinese.

- **The first tone**

|          |            |            |
|----------|------------|------------|
| tā (他)   | bā (八)     | sān (三)    |
| tiān (天) | fēijī (飞机) | kāfēi (咖啡) |

- **The second tone**

|                 |             |              |
|-----------------|-------------|--------------|
| nián (年)        | guó (国)     | Shí (十)      |
| Chángchéng (长城) | wénxué (文学) | yínháng (银行) |

- **The third tone**

|              |            |             |
|--------------|------------|-------------|
| wǔ (五)       | diǎn (点)   | jiǔ (酒)     |
| Běijīng (北京) | Kǎoyā (烤鸭) | Měiguó (美国) |

- **The fourth tone**

|              |              |              |
|--------------|--------------|--------------|
| bù (不)       | liù(六)       | yào (要)      |
| zàijiàn (再见) | diànshì (电视) | xiànzài (现在) |

- **The natural tone**

|           |           |             |
|-----------|-----------|-------------|
| ma (吗)    | de (的)    | ne (呢)      |
| māma (妈妈) | bāba (爸爸) | Xièxie (谢谢) |

## Assessment and evaluation

- Gives examples for four tones and neutral tone in Chinese Common Speech
- Identifies sounds of tones
- Uses tone symbols according to listening exercises
- Compares different tones in spoken Chinese

**Quality Input** : A cassette with the sounds of 4 tones and neutral tone

**Competency levels** : 1.4 Writes characters

**Learning Outcomes** : Students will be able to :

- identify Chinese characters
- write Chinese characters

**Time** : 04 Periods

### **Brief description of subject matters**

- **The Chinese characters**

The Chinese characters, also known as **Hanzi** (汉字) are one of the earliest forms of written language in the world, dating back approximately five thousand years. Chinese Characters represent monosyllables, and generally each character represents a single morpheme.

Nearly one-fourth of the world's population is still using Chinese characters. As an art form, Chinese calligraphy remains an integral aspect of Chinese culture.

The total number of the Chinese characters is estimated at over fifty thousand. There are 47,035 Chinese characters in the **Kangxi** Dictionary (康熙字典), the standard national dictionary developed during the 18<sup>th</sup> and 19<sup>th</sup> centuries, but the precise quantity of Chinese characters is a mystery; numerous, rare variants have accumulated throughout the history, but only five to eight thousand are frequently used, while three thousand are normally adequate for everyday situations. Studies from China have shown that nearly 99% of Chinese newspapers and magazines tend to use 3,500 basic characters.

- **Evolution of Chinese Characters**

The Chinese characters have evolved from **Jiaguwen** (甲骨文) (Oracle bone characters) to today's characters over a long process. **Jiaguwen** of the **Shang** Dynasty (c. 1765-1112BC) is a group of Chinese characters that resemble drawings. In the **Shang** Dynasty and Western **Zhou** Dynasty (1121-771BC), there were also inscriptions on bronze ware called **Dazhuan** (大篆), which also resembled drawings. After the first emperor of the **Qing** Dynasty (221-207BC) of unified China, he also unified Chinese characters and introduced **Xiaozhuan** (小篆) (Lesser Seal script) --- a very beautiful style of characters.

As the **Xiaozhuan** script was very time-consuming, people of the **Qin** further simplified the characters and created a new style, **Lishu** (隶书) (Clerkly script). In the **Han** Dynasty (206BC-AD8), **Lishu** -- including another type of calligraphy, **Caoshu** (草书) (Cursive script), followed by **Xingshu** (行书) (running script)-- became the main general typeface. The official script broke away from the pictographic element of ancient Chinese characters laying the foundations for **Kaishu** (楷书) (Standard script). **Kaishu** came into being in the late **Han** Dynasty

and was based on *Lishu*. After *Kaishu* was appeared, the block-shaped Chinese characters were finalized and *Kaishu* has been used ever since. *Kaishu* is standard calligraphy that has been used for the longest period of time, until today. For the students in Chinese schools, they are required to write the Chinese characters in *Kaishu* as the regular script.



Here is the comparison for different Chinese scripts for some common Chinese characters:

|                  | oracle<br>bone<br><i>jiaguwen</i> | greater<br>seal<br><i>dazhuan</i> | lesser<br>seal<br><i>xiaozhuan</i> | clerkly<br>script<br><i>lishu</i> | standard<br>script<br><i>kaishu</i> | running<br>script<br><i>xingshu</i> | cursive<br>script<br><i>caoshu</i> | modern<br>simplified<br><i>jiantizi</i> |
|------------------|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|------------------------------------|---|
| rén<br>human     | 人                                 | 人                                 | 人                                  | 人                                 | 人                                   | 人                                   | 人                                  | 人                                       |
| nǚ<br>woman      | 女                                 | 女                                 | 女                                  | 女                                 | 女                                   | 女                                   | 女                                  | 女                                       |
| ěr<br>ear        | 耳                                 | 耳                                 | 耳                                  | 耳                                 | 耳                                   | 耳                                   | 耳                                  | 耳                                       |
| mǎ<br>horse      | 馬                                 | 馬                                 | 馬                                  | 馬                                 | 馬                                   | 馬                                   | 馬                                  | 馬                                       |
| yú<br>fish       | 魚                                 | 魚                                 | 魚                                  | 魚                                 | 魚                                   | 魚                                   | 魚                                  | 魚                                       |
| shān<br>mountain | 山                                 | 山                                 | 山                                  | 山                                 | 山                                   | 山                                   | 山                                  | 山                                       |
| rì<br>sun        | 日                                 | 日                                 | 日                                  | 日                                 | 日                                   | 日                                   | 日                                  | 日                                       |
| yuè<br>moon      | 月                                 | 月                                 | 月                                  | 月                                 | 月                                   | 月                                   | 月                                  | 月                                       |
| yǔ<br>rain       | 雨                                 | 雨                                 | 雨                                  | 雨                                 | 雨                                   | 雨                                   | 雨                                  | 雨                                       |
| yún<br>cloud     | 云                                 | 云                                 | 云                                  | 云                                 | 云                                   | 云                                   | 云                                  | 云                                       |

A considerable number of Chinese characters are composed of numerous strokes and are therefore complicated to write. With a view of facilitating writing, modern scholars have made continuous attempts to simplify the writing system. The object of these language reforms has been twofold; to reduce the number of characters by eliminating complex variants, and to reduce the number of strokes in certain characters. Which is known as “the simplified characters” refers to the graphs that

have been thus altered; traditional characters, on the other hand, are those that retain their earlier forms.

- **Modern Chinese Characters**

The use of simplified characters is now official policy in the People’s Republic of China and Singapore, while traditional characters are used in Taiwan, Hong Kong and Macao; Traditional characters are restricted mainly to academic use or aesthetic purpose in the People’s Republic of China. Simplified characters have the advantages of being easier to learn, memorize, read and write.

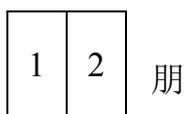
It is a popular myth that Chinese writing is pictographic, or that each Chinese character represents a picture. Some Chinese characters evolved from pictures, many of which are the earliest characters found on oracle bones, but such pictographic characters comprise only a small proportion (about 4%) of characters. The vast majority is picto-phonetic characters, consisting of a “radical,” indicating the meaning and a phonetic component for the original sound, which may be different from modern pronunciation.

### **Proposed Learning – Teaching Situations**

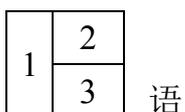
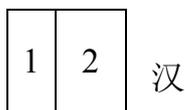
Teacher uses Lecture-demonstration method to write Chinese Characters more effectively.

- **Structures of Chinese characters**

1. Equal left-right: (the numbers in the figure indicate the order of writing the components.)



2. Small left-big right



3. Big left-small right

|   |   |
|---|---|
| 1 | 3 |
| 2 |   |

都

4. Equal left-middle-right

|   |   |   |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|

谢 娜

5. Equal top-bottom

|   |
|---|
| 1 |
| 2 |

男 是

6. Big top-small bottom

|   |
|---|
| 1 |
| 2 |

兴

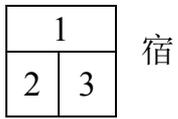
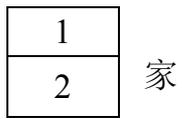
|   |   |
|---|---|
| 1 | 2 |
| 3 |   |

然

|   |   |
|---|---|
| 1 | 2 |
|   | 3 |
| 4 |   |

您

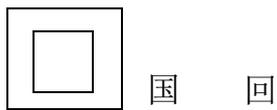
7. Small top-big bottom



8. Equal top-middle-bottom



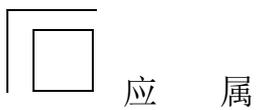
9. four-side enclosure



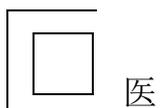
10. Left-top-right enclosure



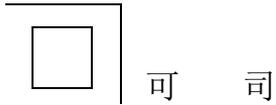
11. Top-left enclosure



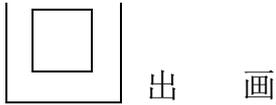
12. Top-left-bottom enclosure



13. Top-right enclosure



14. Left-bottom-right enclosure



15. Left-bottom enclosure



**Assessment and evaluation**

- Applies the writing methods of Chinese characters
- Identifies structures and applies them in the written process of Chinese characters
- Compares different Chinese scripts
- Points-out the structures of Chinese Characters

**Quality Input** : A list of Chinese characters with Sinhala, (Tamil) and English meanings

## Unit 2

### Listening and Reading

Due to the unique linguistic characteristics of Chinese language, Chinese text books are designed to help students to improve their listening and reading skills with the most recent developments in teaching and learning Chinese as a foreign language. Researches show Chinese reading and listening skills are essential for the students and needed to be developed in the beginning of studies.

Many Chinese learners do better in reading than in listening. They have less and less difficulty in reading after grasping more and more words, phrases and sentences, yet they can hardly use what they have learned to listen and respond. Why are they lack of the experience of listening? Here are some points which may give teachers some hints. Here we recommend teachers to use two modes of listening and one mode of reading.

- **Extensive listening**

**Listen to the material only once at one time.** Let the students keep in their mind they only have one chance so try their best to catch the contents as much as possible, if they cannot catch some words or sentences, let it be. It can help them to build a good language sense and get the habit of listening sentence by sentence instead of word by word. Don't worry if they can only catch 30-50 per cent of the whole, please do re-listening after a period of time.

Recommended practice period: 20-40 minutes/ day.

- **Intensive listening**

**Listen to the material and write down every word.** Let the students try in their best to catch phrase by phrase, not word by word except some places where they failed even after several attempts. This way is necessary to help them make big improvement on their listening skills. It will let them discover many interesting colloquial expressions used by native speakers in their daily life. Choose materials no longer than 5 minutes, listen it thoroughly for the first time, the second time phrase by phrase or sentence by sentence according to their current listening level, let them write down what they heard. At last, listen it again to have a double check. Let them to check the script out to see whether they miss the points or not, repeat the listening areas until they finally confirm that they have caught all.

Recommended load: 5 minute long listening material / day

- **Chinese Reading**

**Read some Chinese song lyrics and basic Chinese texts.** Reading Chinese is a good and necessary way to learn Chinese language. Let the students learn Chinese through some Chinese song lyrics and Chinese text books. From reading, they will learn frequently used Chinese characters and Chinese phrases. New students can start with Chinese song lyrics, and necessary to provide Chinese characters with pinyin.

Recommended practice period: 20 - 40 minutes / day

- Competency** : Listens, understands, reads and responds
- Competency levels** : 2.1 Listens and understands pronunciation
- Learning Outcomes** : Students will be able to:
- recall Chinese listening exercises
  - memorize Chinese pronunciation
- Time** : 03 Periods

### **Brief description of subject matters**

- Pronunciation is the most critical part of learning Chinese. A change in pronunciation could completely alter the meaning of a word. Students should practice sounds and syllables frequently, so that they progress through the language. Their pronunciation will be as close to that of a native speaker as possible.

### **Proposed Learning – Teaching Situations**

Teacher uses pronunciation drills as key teaching method to improve Chinese pronunciation skills.

- **Learning goals :**
  - Identifying and pronouncing finals and initials
  - Identifying and pronouncing the four tones and tone-marks
  - Listening and repeating the Pinyin with the correct tones
  - Listening, understanding, and repeating some useful expressions

### **Assessment and evaluation**

- Applies the pronunciations of Chinese characters
- Identifies listening texts
- Compares different speech sounds

**Quality Input** : Sing a Chinese song.

**Competency levels** : 2.2 Understands and answers the questions

**Learning Outcomes** : Students will be able to :

- explain the given topics in Chinese
- give examples of the specific grammar patterns

**Time** : 03 Periods

### **Brief description of subjects matters**

- **Most frequently asked Chinese questions and question patterns**

This collection already covered how to introduce yourself in Chinese, so now it is time to equip students with some frequently asked questions (FAQ) and question patterns such as 什么, 哪, 多, 几, 吗, 多少, 为什么 and 哪里 that they will certainly come in handy when they meet Chinese people.

1. 你叫什么名字? (nǐ jiào shén me míng zì) – What is your (first) name?

2. 你姓什么? (nǐ xìng shén me) – What is your last name/surname?

(It should be noted here that when you are talking to elders, teachers, or anybody to whom you should show more respect, you should replace 你 with 您 (nín), as this is more polite.)

3. 你是哪国人? (nǐ shì nǎ guó rén) – Which country are you from?

(This are the most common questions you will be asked in China. People are fascinated by foreigners (外国人 – wài guó rén), especially outside the big cities, and they are always curious to find out where you come from. You might hear this question is asked in a few different ways, for example: 你是哪个国家的? (nǐ shì nǎ ge guó jiā de) or 你从哪来的? (nǐ cóng nǎ lái de). Just assume that you will be asked the first question by any Chinese person and with variation of this, and be prepared with your response.)

4. 你是哪里的人? (nǐ shì nǎ lǐ de rén) – Where are you from?

(This version of the question can be used when you are speaking to Chinese people to ask them which part of China they are from.)

5. 你多大? (nǐ duō dà) – How old are you?

(Unlike in Western culture, Chinese will openly ask anyone (male or female) their age. So ladies should not be surprised, when people inquire about their age. They don't mean to be rude; but it is just the Chinese custom/way )

6. 你做**什么**工作? (nǐ zuò shén me gōng zuò) – What do you do?/What is your job?

7. 你家有**几**个人? (nǐ jiā yǒu jǐ gè rén) – How many people are in your family?

8. 你结婚了**吗**? (nǐ jié hūn le ma) – Are you married?

9. 你有孩子**吗**? (nǐ yǒu hái zi ma) – Do you have children?

10. 你有男朋友**吗**? (nǐ yǒu nán péng yǒu ma) / 你有女朋友**吗**? (nǐ yǒu nǚ péng yǒu ma) – Do you have a boyfriend? / Do you have a girlfriend?

11. 你会说中文**吗**? (nǐ huì shuō zhōng wén ma) / 你会说英文**吗**? (nǐ huì shuō yīng wén ma) – Can you speak Chinese? / Can you speak English?

(First one you will hear from Chinese people all of the time and the other you will probably find yourself asking Chinese people all the time!)  
**(The first question is the most common question that you will be asked by any average Chinese people & you will ask the second one from Chinese people.-----)**

12. 你在中国**多**长时间了? (nǐ zài zhōng guó duō cháng shí jiān le) – How long have you been in China?

13. 你喜欢中国**吗**? (nǐ xǐ huan zhōng guó ma) – Do you like China?

(Chinese are always curious to hear what foreigners think about living there, so this question is quite common. You will also often be asked “你喜欢中国菜**吗**” (nǐ xǐ huan zhōng guó cài ma). Do you like Chinese food?)

14. 你习惯住在中国**吗**? (nǐ xí guàn zhù zài zhōng guó ma) – Are you used to live in China?

(Speaking Chinese is a difficult task. Also, eating hot or spicy food and strange food style like eating chicken feet with chopsticks are hard. As such, Chinese people are interested to know whether you are used to the Chinese food styles)

15. 在中国你去过**什么**地方? (zài zhōng guó nǐ qù guò shén me dì fāng) – Which places have you been to in China?

16. 你的爱好是**什么**? (nǐ de ài hào shì shén me) – What are your hobbies?

17. 你的工资是多少? (nǐ de gōng zī shì duō shǎo) – What is your salary?

(Generally, one's income/salary is thought to be an absolutely private matter, and as such, it is considered rude to ask someone directly about their salary. This, however, is not the case in China. )

18. 你为什么搬到中国? (nǐ wèi shén me bān dào zhōng guó) – Why did you move to China?

19. 你住在哪里? (nǐ zhù zài nǎ lǐ) – Where do you live?

20. 你的公寓是多少钱一个月? (nǐ de gōng yù shì duō shǎo qián yī gè yuè) – How much is your apartment every month? (What is your monthly rent? / How much do you pay for the apartment as monthly rent? )

### **Proposed Learning – Teaching Situation**

#### **Learning – Teaching Methods: Construction Method**

Teacher helps students to construct what they learned in the lessons such as most frequently asked Chinese questions and question patterns.

#### **Assessment and evaluation:**

- Identifies Chinese question patterns
- Applies the methods of frequently used Chinese questioning and answering patterns
- Translates Chinese dialogues into local languages

**Quality Input** : Complete a situational dialogue.

**Competency levels** : 2.3 Responds to basic conversations

**Learning Outcomes** : Students will be able to:

- construct the basic conversations in Chinese
- show the ability of making dialogues

**Time** : 02 Periods

### **Brief description of subject matters**

By mastering the basics of conversation in Chinese, students put themselves and the person they are talking to at ease. Everyone should learn essential Chinese conversational words and phrases before using Chinese in working purposes or traveling to a Chinese - speaking location. Following words and expressions are sure to come up in the most occasions in day to day conversations.

- **Daily Chinese conversations**

Various topics included: Meeting people, greeting people, expressing thanks, visiting friends, and farewells, asking for help; Dining: fast food, traditional Chinese restaurant, at a buffet, buying food in the street; Travelling in China: by subway and taxi, by train and by air.

- **Business Chinese conversations**

This competency level aims at cultivating students' basic communication skills and masters the necessary skills of business-related communication skills.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Student - construction of dialogues**

Teacher helps students to construct various Chinese conversations such as day to day and business Chinese conversations.

- **Words and phrases used in daily Chinese conversations**

您能帮我一下吗？您说英语吗？你说\_\_\_吗？我不明白。我不知道。你好！好！是。不是。早上好！晚上好！晚安！再见！请，谢谢。对不起。劳驾，我饿了。我渴了。我累了。我迷路了。你怎么样？很好，谢谢。不好。请问你叫什么？我的名字是\_\_\_。你来自哪里？我来自\_\_\_。你多大了？我\_\_\_岁了。\_\_\_在哪里？厕所，市中心，火车站，机场，银行，酒店，旅社，加油站，医院，警察局，使馆，到\_\_\_的票多少钱一张？这公共汽车|火车去哪里？这公共汽车|火车在\_\_\_停吗？方向，左转，右转，一直向前，回转，停，出租车，我要去\_\_\_。去\_\_\_多少钱？餐馆，我想点\_\_\_。买单，我能用信用卡付吗？

- **Words and phrases used in Business Chinese**

|      |  |
|------|--|
| 保险   | bǎoxiǎn (N) insurance  |
| 财经   | cái jīng (N) finance and economics                                     |
| 产业   | chǎn yè (N) industry / estate / property / industrial                  |
| 成本   | chéngběn (N) Cost  |
| 大幅   | dàfú (N) a big margin / substantially                                  |
| 发行   | fā xíng (V) publish / issue  |
| 反弹   | fǎn tán (V) to rise again (after a fall)/to pick up                    |
| 改革   | gǎi gé (V) to reform   |
| 个股   | gègǔ (N) each stock  |
| 股价   | gǔ jià (N) share price   |
| 股票   | gǔ piào (N) gǔ share / stock   |
| 行情   | hángqíng (N) quotations (on the market)                                |
| 监管   | jiānguǎn (V) to supervise  |
| 交易   | jiāo yì (N) (business) transaction / business deal                     |
| 金融机构 | jīn róng jī gòu (N) financial institution                              |
| 经营   | jīng yíng (V) engage in (a business activity, etc.) / run / operate    |
| 客户   | kèhù (N) Customer  |
| 利润   | lì rùn (N) profits   |
| 品牌   | pǐnpái (N) brand   |
| 全球   | quánqiú (N) global   |
| 人民币  | rénmínbì Renminbi (people's money)                                     |
| 上市   | shàngshì (V) go on the market (said of seasonal goods or new products) |

|      |   |
|------|---|
| 上市公司 | shàngshì gōngsī (N) listed companies          |
| 上涨   | shàng zhǎng (V) rise / go upward              |
| 下跌   | xiàdiē (V) fall; decline; decrease            |
| 消费者  | xiāofèizhě (N) consumer                       |
| 销售   | xiāo shòu (V) sell / market / to sell / sales |
| 信息   | xìn xī (N) information / news / message       |
| 资产   | zīchǎn (N) assets, property                   |
| 走势   | zǒushì (N) tendency, trend                    |

### **Assessment and evaluation**

- Build basic Chinese conversations
- Show the ability of command of daily conversations
- Familiar with beginner's level of business Chinese
- Interpret Chinese dialogues into local languages

**Quality Input** : make a telephone conversation with a friend.

**Competency levels** : 2.4 Listens and understands recorded texts

**Learning Outcomes** : Students will be able to:

- describe Chinese recorded texts
- memorize the recorded texts

**Time** : 03 Periods

### **Brief description of subjects matters**

Sometimes when students are learning Chinese language, they only try to memorize and pronounce vocabulary correctly. Often overlooked matters are that they need to learn to listen and understand the language they are learning. For the beginners, listening to the recorded Chinese texts is very impotent. They can correct pronunciation, memorize new words, familiarize the tones and copy the native speakers through listening exercises.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Audio and video methods**

The teacher uses audio and video materials as key teaching tools to make the students understand Chinese recordings.

- **How to listen and understand recorded texts?**

Apart from class activities and the listening exercises of the homework, students must have one additional resource that will help them to improve their listening comprehension: the recordings of the Chinese textbook.

When the students sit down to practise listening, they should have with them the textbook, a copy of the audio tape and a tape player.

To make the most effective use of these resources, the students must strive to become active listeners. Three stages comprise active listening: (1) preview, (2) analysis, and (3) checking.

#### **Preview**

With the textbook closed, listen to a 60- to 90-second section of the lesson text. Students may listen through the passage several times if they wish. When they are finished previewing the segment, student will probably not understand every utterance, but they should have a general idea of what the passage or speaker(s) are attempting to communicate. They can now move on to the detailed analysis of the passage.

## Analysis

With their textbook still closed, let them listen again to the section that they have just previewed. This time, try to identify:

- sentences that they do not understand or vocabulary they do not recognize
- examples of any new grammar patterns introduced in the lessons

Let them try to write out the characters or *pinyin*, the sentences in question as accurately as possible. To do this they will need to make ample use of the pause and rewind buttons on their tape player. When they have finished transcribing, they may also wish to attempt a rough translation of the sentences, taking an educated guess about the meaning of the phrases that they do not recognize.

## Checking

Now Students can open up their textbook and begin to check the sentences they have just transcribed. This is a good time to review any vocabulary that posed a problem during the two listening phases. If students are unsure of any grammar patterns used in the passage, the teacher should also allow them to review the explanation and examples.

When the students have finished analyzing the passage, let them close the book, rewind tape, and listen to the passage all the way through one more time. Now the entire segment should make sense. If so, it is time to move on to another segment, and repeat the above three steps.

To review, when listening to the lesson text, students should strive to:

- keep their textbook closed during preview and analysis
- use the pause and rewind buttons on their tape player liberally during analysis
- use pencil and paper to analyze structures and vocabulary that pose problems
- review relevant portions of the textbook during the checking phase
- work on small sections (60 to 90 seconds) of the lesson text at a time
- break their listening practice into several shorter sessions, rather than trying to complete the task in one marathon session.

**Note: be sure to protect their hearing by setting the volume to the minimum level at which they can comfortably hear.**

## Assessment and evaluation

- Explains the listening texts
- Repeats the listening exercise
- Selects the correct answer according to the listening exercise

**Quality Input** : Let the students create 5 minute long audio tape in Chinese.

**Competency levels** : 2.5 Reads given texts

**Learning Outcomes** : Students will be able to:

- read given texts

**Time** : 02 Periods

### **Brief descriptions of subjects matters**

Reading Chinese texts is a significant obstacle for any student. Beginners will often have worked through a textbook that has introduced some characters, and they may be able to recognize or read a few. They may also have looked through flashcards to get grips with basic characters. However, students often find that reading ‘real Chinese texts’ requires so much vocabulary than they have learned at the beginner’s level, and reading can often be slow or require a lot of looking up words in the dictionary. *Pinyin* with Chinese characters is the perfect compromise to help students to concentrate on reading Chinese characters.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Reading assignments**

Teacher helps students to read Chinese texts, textbook-based paragraphs and simple paper articles.

### **Assessment and evaluation**

- Demonstrates the ability of reading given texts
- Translates given texts

**Quality Input** : Let the students read aloud a 5 minute long text.

**Competency levels** : 2.6 Understands the meaning of the texts

**Learning Outcomes** : Students will be able to:

- explain the meaning of Chinese texts
- summarize Chinese texts

**Time** : 03 Periods

#### **Brief descriptions of subjects matters**

- **Find out how much of a Chinese text students can understand**

Let the students read beginner's texts and ask them to colour all the words they do not know, in yellow. By completing the short test above, the teacher can estimate and tell the students how much of a typical Chinese text vocabulary they are currently able to understand. Based on this, we suggest texts of the textbook that fit their reading ability.

This method encourages students to read interesting things, and only need to learn a few words to understand the whole text. According to many studies, this is the best known method to improve their understanding ability.

#### **Proposed Learning – Teaching Situations**

##### **Learning – Teaching Methods: Peer teaching**

Teacher helps students to assign the other students for assistance and find out how much of a Chinese text they can understand.

#### **Assessment and evaluation**

- Demonstrates the ability of understanding given texts
- Interprets given texts

**Quality Input** : Let the students summarize a story in Chinese / 3~5 minutes

## Unit 3

### Chinese Communication Skills

This chapter provides an effective way of communicating with the Chinese language for teachers who are willing to teach Chinese in ordinary level classes. The content of each competency level is intensely practical. It helps teachers to find out most suitable teaching methods when they teach students to improve their daily life Chinese abilities and acquire communication skills in the two areas of listening and conversations. Therefore, only useful methods, immediately relevant to everyday needs, are included.

This is an elementary level approach in which students will learn the basics of Chinese, from greetings and basic conversational skills to being able to shop, use public transport, see a doctor, travel and rent an apartment etc. Teachers must focus classes on everyday Chinese, and students will learn from a variety of topics and related activities. These include: active listening; pair and group practice; vocabulary development; role play; self-assessed learning; discussion groups; games; speed reading etc. These activities greatly help students learn the content faster and develop their Chinese language communication skills.

Once students have completed this competency, they will have the basic survival skills in Chinese for communicating in daily life and at work. They are generally expected to be able to:

- comfortably carry on a conversation with a Chinese speaker on various common topics of life
- perform various discourse functions (narration, expressing opinions, arguing, etc.) in Chinese, using vocabulary and syntactic patterns that make their Chinese counterpart feel comfortable, and regard themselves as an excellent speaker of Chinese
- give oral presentations in Chinese
- perform in culturally-appropriate ways in many different social speaking situations
- express themselves using dialogues in pair-work communication situations
- listen actively to others and show their ideas and paying attention to other participants
- modify their working methods
- speak correct and well-versed Chinese with good command of tones
- critically assess their own communication skills and develop through practice and feedback.

**Competency** : 3.0 Engages in communication clearly and effectively

**Competency levels** : 3.1 Makes situational dialogues

**Learning Outcomes** : Students will be able to:

- compose simple situational dialogues
- show the ability of speaking in Chinese

**Time** : 05 Periods

### **Brief description of subjects matters**

This competency level is designed to develop the basic conversational ability of beginners. It will provide students with an opportunity to improve their speaking and listening skills. The teachers should use more practical methods and other resources designed to provide practical opportunities for building vocabulary and skill development of the students. The topics of the dialogues should select to match students' interests. Grammatical topics are addressed as needed.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Recitation oral questions**

Teacher asks students questions and students answer them orally. Students recite both questions and answers correctly.

- **How to improve spoken skills**

1. **Try to teach 20 new Chinese words every week**, and then students will have learned 960 or more words in a year. While teaching new words every day, let the students use new words in conversations at the same time. By doing this students will remember them in a solid way.
2. **Listen to tapes or CDs of Chinese daily conversations.** When students have spare time, let them listen to some simple songs or dialogues. This will help them to build a sense of Chinese language in a short time.
3. **Watching TV programmes, for example, “learning Chinese” on CCTV international channel.** This channel will help students to learn some simple Chinese sentences and useful conversations.
4. **Practice spoken Chinese with Chinese people**, they can correct students' pronunciation. Then students will improve their Chinese pronunciation and conversation and also learn traditional Chinese culture better.

### **Assessment and Evaluation**

- Writes situational dialogues
- Identifies most frequently used Chinese expressions

**Quality Input** : Write a dialogue between two friends at the school canteen

**Competency levels** : 3.2 Practices\_the language with in pairs or groups

**Learning Outcomes** : Students will be able to:

- demonstrate the ability of speaking in Chinese with in pairs
- show the ability of exchanging ideas in Chinese

**Time** : 05 Periods

### **Brief description of subjects matters**

- **Role-playing for skills development**

Role-playing in Chinese is very practical and ideal activity to develop students' spoken Chinese skills. It encourages students to practice language as in pairs or groups. Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, and give information or act out the conclusion to an unfinished story. They have the opportunity to use Chinese language here as communicative approach.

Role-playing is designed to promote student's empathy and understanding of other. By acting out the role of another individual, it is easier to see other individual's points of view, including how other people think and feel. Role-playing can give students the opportunity to learn appropriate behavior, for various situations. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Drama and role playing**

Teacher directs students to act out the role, the way they think and someone faced with the same situation would act in real life. If the students need some help in getting started or language problems, the teacher assists them.

1. **Purpose of Selection of the Role-play:** Role-playing can be used to improve language skills; for example, role-playing could be used to discuss various topics in Chinese and they are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.
2. **Preparation and Warm-Up:** Students should be told the situation or problem and instructed as to the various Chinese speaking roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.

3. **Select Participants:** Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups.
4. **Conduct the Role Play:** The teacher must direct students to act out the role the way they think someone faced with the same situation would act in real life, but should not interrupt the role play; however, if the students need some help in getting started or language problems the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a patient and a doctor. After conducting the role play once, the student who acted as the patient could assume the role of the doctor and vice versa.
5. **Debrief:** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following:
  - How did you feel about the role play and Chinese proficiency of each of the various role?
  - Was the role play realistic? How was it similar to or different from real life? Was the problem solved? If so, how? If not, why not?
  - What, if anything, could have been done differently? What other outcomes were possible?
  - What did you learn from the experience?

### **Assessment and evaluation**

- Uses Chinese language while acting a role-play
- Builds situational dialogues similar to real life

**Quality Input** : Conduct role-play activities in pairs on selected topics

**Competency levels** : 3.3 Makes individual speeches

**Learning Outcomes** : Students will be able to:

- demonstrate the ability of speaking in Chinese
- show the ability of exchanging ideas in Chinese

**Time** : 05 Periods

### **Brief description of subjects matters**

Speech is one of the most fun experiences students will ever have the pleasure of experiencing. Whether they are standing up on a stage, delivering a speech or merely reading a passage from a book, they will begin to develop their language skills. Research has suggested that drama techniques provide an interesting way of motivating language learning in young students. As some students will be unique and completely different from the other children at their school, it's important to let them experience the different routes in life. They may not be pleased by the thought of taking part in cricket or football, speech or role-playing may just be their way of learning.

Students are able to benefit the most from Speech at an early age. At the age of four, their natural instincts begin to kick on. Adults are not designed to continue learning language, unlike children. While adults are designed to reproduce, children are designed to learn and learn until they can learn no more. At an early age, children benefit immensely from speech and their ability to speak fluent and coherent language will quickly come naturally to them. The majority of speech and language learning is through habit. As students continue to take part in speech lessons and training, they will develop good habits for speaking great and fluent Chinese. These habits will very rarely be forgotten and will stay with them for the rest of their lives. By standing up and speaking on a stage, they will be reinforcing their good habits. They will continue to speak good/polite language on a daily basis, and this will persist and help them to achieve fluent language speaking capabilities in later life.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Construction of Speeches**

Teacher instructs students to construct speeches on selected topics.

- How to prepare a great speech in Chinese
  - A great speech is primarily emotional, not logical
  - Small shifts in tone make an enormous difference to the audience, so sweat the details
  - A great speech has a clear voice speaking throughout
  - A great speech conveys one idea only, though it can have a lot of supporting points
  - A great speech answers a great need

## **Assessment and Evaluation**

- Makes Chinese speeches according to the given topics
- Gives public speeches in Chinese

**Quality Input** : Give a speech on selected topic, Time: 5 minutes

## **Unit 4**

### **Chinese grammar and lexical Formation**

Each language has its own grammatical rules but Chinese grammar is actually relatively simple compared to the grammar of most other languages, and while people who are learning Chinese generally take a relatively long time to memorize characters and master the four tones of the language, grammar is one aspect of the Chinese language that students can master relatively quickly. Chinese grammar plays the major role in bringing Chinese characters together.

The basic order of Chinese is exactly the same as in English. But there are no such things as first, second or third person, active or passive voices and past or present whereas English has all sorts of different aspects; indefinite, continuous, perfect, perfect continuous and so on.

In teaching Chinese as a foreign language it is important to focus on unique features of Chinese. Hence this language has its own way of expressing the universal features in grammatical form. It is need to be given careful attention of the method of grasp grammar rules of Chinese language. To awareness of more difficult to acquire the grammatical rules, the teacher could be considered comparative methods to help to achieve more success in teaching Chinese as a foreign language.

- Competency** : 4.0 Uses basic grammatical components and structures
- Competency levels** : 4.1 Makes sentences using basic grammatical components
- Learning Outcomes** : Students will be able to :
- describe basic grammatical components
  - use Chinese grammatical components
- Time** : 12 Periods

### **Brief description of subjects matters**

Acquiring an understanding of the basic grammatical components of Chinese and being familiar with some basic vocabulary, provide students with the skills needed to study Chinese language in a more efficient way and help them to learn the language in a greater depth individually later as well.

In Chinese language, nouns, pronouns, numbers, measure words, verbs, adverbs, adjectives, prepositions, conjunctions and particle auxiliary (verbs) words are the basic grammatical elements.

Acquiring a good understanding of the mentioned grammatical elements, will provide students with a sound structural framework with which to listen, speak, read and write in Chinese language. In everyday life, the components of Chinese language which are most likely to change and look like to be new to them are the speech, text context, nouns, verbs, and adjectives. Students can rely on their already acquired structural framework of the language to parse and distinguish these unrecognized components, and then use resources such as dictionaries or via inquiring from the teachers to discover the usage of grammatical components and the meaning of unknown words.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Structural Approach**

Teacher gives verbal and written instructions and requires students to memorize grammatical structures in the texts.

### **Assessment and evaluation**

- constructs Chinese sentences using basic grammatical components
- describes basic Chinese grammar and sentence patterns

**Quality Input** : Create a chart that display the structure of Chinese sentences

**Competency levels** : 4.2 Acquires main grammatical concepts

**Learning Outcomes** : Students will be able to :

- compare main grammatical concepts with English or other languages

**Time** : 04 Periods

### **Brief description of subjects matters**

There is not a single Chinese language in Chinese speaking territories or countries, but many different versions or dialects including Wu, Cantonese and Taiwanese. Northern Chinese, also known as Mandarin or *Putonghua*, is the mother tongue of about 70% of Chinese speakers and is the accepted written language for all Chinese. Belonging to two different language families, English and Chinese have many significant differences. This makes learning Chinese a serious challenge for foreign students.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Grammar comparison**

Teacher compares Chinese grammatical concepts such as word class or part of speech with English or other languages.

• **An Introduction to Word class (or part of speech) (词性)**

|     |      |                    |  |
|-----|------|--------------------|--|
| 01  | 名词   | míngcí             | <b>Noun</b> – a term signifying an concrete or abstract entity, e.g.: 山, 水, 记忆.  |
| 02  | 代词   | dàicí              | <b>Pronoun</b> – a substitute for a noun, e.g.: 我, 你, 他, 她, 它.   |
| 03  | 形容词  | xíngróngcí         | <b>Adjective</b> – a qualifier or modifier of a noun, e.g.: 好, 高, 大, 小.  |
| 04  | 数词   | shùcí              | <b>Numeral</b> , e.g.: 一, 二, 两, 十, 百.  |
| 05  | 量词   | liàngcí            | <b>Measure word</b> , e.g.: 个, 件, 把, 张.  |
| 06a | 动词   | dòngcí             | <b>Verb</b> – a part of speech used to narrate an action or process.   |
| 06b | 能愿动词 | néngyuàn<br>dòngcí | <b>Operative verb</b> – a part of speech signifying the intention or capability, e.g.: 能够, 可以, 会, 要, 愿意, etc.  |
| 07  | 副词   | fùcí               | <b>Adverb</b> – a part of speech used to qualify the meaning of a verb, e.g.: 很, 一会儿, 有点儿, 慢慢地.  |
| 08  | 介词   | jiècí              | <b>Preposition</b> – a part of speech placed before a noun (or noun phrase) to establish a relation or a context, e.g.: 在, 于, 把, 用, 以, 从, 自从, 和, 跟, 同 etc..                              |
| 09  | 助词   | zhùcí              | <b>Particle</b> – a morpheme in verb construction, enabling the verb to express tense, mood, attitude etc, e.g.: 了, 过, 着, 吗, 呢, 吧.   |
| 10  | 连词   | liáncí             | <b>Conjunction</b> – part of speech used to make explicit the logical relation between two or more otherwise independent sentences. 和, 与, 因为.....所以.....; 虽然.....但是.....; 如果.....那么..... |
| 11  | 叹词   | tàncí              | <b>Interjection</b> , e.g.: 啊, 哦, 喂。   |

- **Sentence constituents (句子成分)**

|    |              |  |
|----|--------------|--|
| 01 | 主语-zhǔyǔ     | <b>Subject</b> – the thematic focus of a discourse, or that which is being talked about. Words used to form this constituent: Nouns, pronouns etc. |
| 02 | 宾语-bīnyǔ     | <b>Object</b> – the recipient of an action.  |
| 03 | 谓语-wèiyǔ     | <b>Predicate</b> – the characterization of the subject.  |
| 04 | 述语-shù yǔ    | <b>Predicative verb</b> – the main verb in the predicate.  |
| 05 | 定语-dìngyǔ    | <b>Attributive</b> – the qualification or modification of a noun.  |
| 06 | 状语-zhuàng yǔ | <b>Adverbial</b> – the modification of a verb.   |
| 07 | 补语-bǔyǔ      | <b>Complement</b> – additional words attached to the end of the sentence, used to complete the expression of the meaning of the sentence.          |

### Assessment and evaluation

- distinguishes main grammatical concepts in Chinese sentences
- compares basic Chinese grammatical concepts with other languages

**Quality Input** : Collect articles on comparison of English and Chinese grammatical expressions in social contact

## **Unit 5**

### **Chinese essay writing**

Nowadays more and more people including school children are beginning to learn Chinese. For the most part, many people are only focusing on learning how to speak Chinese. But concerning using this language, students also need to learn Chinese writing. Writing can reflect a writer's power of thought and language organization skills. It is critical to master Chinese writing if they want to take their Chinese to the next level.

Chinese grammar and sentence patterns need to be acquired in order to improve beginners' Chinese writing. Generally speaking, grammar consists of words, phrases and sentence structure. In terms of single words, Chinese words can be classified as lexical and functional words. In terms of phrases, Chinese phrases can be divided into CO (co-ordinate phrases), SP (subject-predicate phrases), and VO (verb-object phrases). In terms of sentence patterns, a Chinese sentence includes subject, predicate, object, adverbial, attribute and complementary. All of the above grammar points are necessary to study if beginners want to learn how to write in Chinese and develop their Chinese writing skills.

Students must practice to make different sentences by using the same words. Sentences are major components of an article, so it is necessary to write single sentences before short articles. If they have regular extensive and intensive reading, they will get familiar with many useful expressions and sentence patterns. Instruct them to use such expressions as examples to do sentence making.

- Competency** : 5.0 Writes basic sentences
- Competency levels** : 5.1 Uses basic sentence patterns
- Learning Outcomes** : Students will be able to :
- use basic sentence patterns
- Time** : 07 Periods

### **Brief description of subjects matters**

Every language has grammatical structures and patterns for forming sentences. Chinese language is just the same. Needless to say, it is very important to learn the most commonly used Chinese sentence patterns. This will help students to form complete sentences and make it easier to Chinese language learners, or school children, to begin to speak fluently and express their opinions, thoughts and daily conversations accurately. Most of the students distinguish many Chinese words, but lack the ability to use such vocabulary fluently in speaking or writing Chinese. Understanding how to use common Chinese sentence structures is a great way to polish up their Chinese and make better use of their Chinese vocabulary.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Task-based writing exercises**

Teacher gives students the topics and the students are ultimately free to use what grammatical structures and vocabulary they want.

### **Assessment and Evaluation**

- Uses common Chinese sentence patterns in short

**Quality Input** : Write down various sentence patterns in Chinese

**Competency levels** : 5.2 Writes simple essays

**Learning Outcomes** : Students will be able to :

- write simple essays

**Duration** : 08 Periods

### **Brief description of subjects matters**

This competency is intended to teach students to write essays in Chinese by helping them master the usage of Chinese characters, words and grammar. It is even more difficult to learn how to write in Chinese than how to speak it for many students. For helping them to be familiar with and master formal Chinese, here the teacher must introduce the norm and method of practical writing, and plans the training system. Aiming at correcting the common errors emerged in students' writing; the teacher will systemically train the students to point out their critical review, so that the students can express their opinions and study gradually from elementary to advanced writing.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Task-based writing exercises**

Teacher gives students the topics and the students are ultimately free to use any type of essays, grammatical components and vocabulary they want when they are writing essays.

- Essay structure

There is no universal or prescribed format for essays. Much depends on the topic of discussion, the nature of the source materials under consideration, and the teacher's requirements. However in general it is worth remembering that most essays consist of three distinct parts and, as a working rule, it is useful to organize essays according to the following structure:

- The Introduction: this usually consists of a single paragraph in which students introduce the subject under examination and the question they seek to answer. The introduction should not be a summary of conclusions or be overburdened with background information or narrative. Instead students should introduce what they will argue, how they define the problem in question, and how they intend to structure their arguments in the main body of essays.

- The Body or Main Section: this is where the students present their reasoning in greater detail, back up the judgments on the basis of primary and secondary sources, and take a more detailed look at specific issues they consider important to answer the assignment. This is also the place where they critically evaluate the sources and comment on their relevance, accuracy, and limitations.
- A Conclusion: the conclusion summarizes what the students have been arguing and relates their arguments to the initial question set out in the introduction. Do not restate entire exposition but provide a short personal account of their position. A conclusion is also the place where they state on which side of the problem they place themselves. Here the students may also want to indicate the weaknesses within their own arguments and show that they are aware of other views. Even if they feel that their ideas are incomplete, or not (yet) fully informed and matured, they must express their thoughts in a balanced and judicious manner.

○ **Use this Sample Basic Essay as a Model**

我的家庭

Wǒ de jiā ting

我叫蔡依林。我家有五口人：爸爸、妈妈、  
Wǒ jiào Cài Yī lín. Wǒ jiā yǒu wǔ kǒu rén: bàba, mama,

姐姐、哥哥和我。  
jiějie, gēge hé wǒ.

我爸爸是农夫，妈妈是老师，哥哥  
Wǒ bàba shì nóngfū, māma shì lǎoshī, gēge

是医生，姐姐是大学生，她是北京大学  
shì yīshēng, jiějie shì dàxuéshēng, tā shì běijīng dàxué

的留学生，学习汉语。我是体育大学的学生。  
de liúxuéshēng, xuéxí hànyǔ. Wǒ shì tǐyù dàxué dexuéshēng.

我很爱我的家人，我的家很快乐。  
Wǒ hěn ài wǒ de jiārén, Wǒ de jiā hěn kuàilè.

**Assessment and evaluation**

- Writes basic Chinese essays on given topics
- Applies the correct format to compose Chinese essays

**Quality Input** : Write down various sentence patterns in Chinese

## Unit 6

### Cultural Aspects of China

China is one of the oldest and most complicated continues civilizations in the world. It's location through which the culture is dominant handles a huge geographical region in eastern Asia with customs, habits and etiquette varying significantly between towns, metropolitan areas and provinces. As such, it has rich and diverse traditions.

In China Buddhism is the biggest religion, followed by Taoism, Islam, Protestantism and Catholicism but the country's social values have long been deeply rooted in Confucianism, which is not strictly a religion, but rather considered a way of life. For instance, Confucianism values among other things a reverence for one's ancestors, one of the most important traditions for the Chinese. In fact, Confucianism has been a major unifying factor in Chinese culture, along with written language.

**Putonghua** or The Common Speech is country's official language as spoken in Beijing. The foreigners call it Chinese language. About 94% of the population speaks Chinese language in China, but it's just only a part of the whole. The country is awash with various dialects, and dialects within dialects - and few of them are mutually intelligible. China has eight major dialect groups: **Putonghua** (Mandarin), **Yue** (Cantonese), **Wu** (Shanghainese), **Minbei** (Fuzhou), **Minnan** (Taiwanese), **Xiang**, **Gan** and **Hakka**.

Despite the internal war and Cultural Revolution period, there's still a lot to see architecturally. Traces of the past include the imperial structures of **Xi'an** and Beijing, the colonial buildings of Shanghai, the occasional rural village and Buddhist, Confucian and Taoist temples. Funerary art was already a feature of Chinese culture in Neolithic times (9000-6000 BC), ranging from ritual vessels and weapons to pottery figures, jade and sacrificial vessels made of bronze. Earthenware production is almost as ancient, with the world's first proto-porcelain being produced in China in the 6th century AD, reaching its artistic peak under the Song rulers.

Chinese invented paper for the first time in the world. They used papers and later printing technique for literary purpose. China's literary heritage is huge, but unfortunately its untranslatability makes much of it inaccessible to foreigners. Traditionally there are two forms, the classical (largely Confucian and other philosophies) and the vernacular such as the prose epics of the **Tang**, **Song** and **Ming** dynasties. Chinese theatre is also known as opera because of the important role played by music and singing, and has spawned such diverse arts as acrobatics,

martial arts and stylized dance. Many foreign film-lovers are fans of Chinese cinema, with releases enjoying success at film festivals and art-house cinemas. Recently there has been an emergence of talented 'fifth-generation' post-Cultural Revolution directors, including **Zhang Yimou** (Red Sorghum), **Chen Kaige** (Farewell, My Concubine), **Wu Ziniu** and **Tian Zhuangzhuang**. Add to them Hong Kong's East-meets-West action directors **John Woo** (Hard Boiled) and **Ringo Lam** (Full Contact) and you have a full-fledged, extremely successful film industry.

Chinese painting and calligraphy have traditionally been regarded as China's highest form of visual art. Calligraphy points that a person's character was judged by the elegance of their handwriting! Decorative calligraphy is found all over China, in temples and adorning the walls of caves and the sides of mountains and monuments. The basic tools of calligraphy - brush and ink - are also the tools of Chinese painting, with line work and tone the all-important components.

Chinese cuisine is very famous in the world. It is widely seen as representing one of the richest and most diverse culinary heritages in the world. For the most part, however, it's a case of doing ingenious things with a limited number of basic ingredients. The cuisine can be divided into four regional categories: **Beijing** and **Shandong** with steamed bread and noodles as staples, **Guangzhou** and **Chaozhou** with lightly cooked meats and vegetables, **Shanghai** with the home of **Hongshao** (red cooking) and **wuxi** spare ribs, and **Sichuan** with spicy and lots of chilly. Tea is the most common nonalcoholic beverage in China, while beer is the most popular alcoholic drink. 'Wine' is a loose term which can cover oxidized and herb-soaked concoctions. Special kind of wines contains lizards or snakes too. Another favorite is wine is 'White wine', a spirit made from rice which smells like rubbing alcohol and makes a good substitute for petrol or paint thinner.

**Competency** : 6.0 Familiarizes with cultural expressions

**Competency levels** : 6.1 Compares and contrasts

**Learning Outcomes** : Students will be able to :

- identify various cultural aspects of China
- compare cultural differences between Chinese and Sri Lankan societies
- contrast differences of customs between China and Sri Lanka

**Time** : 10 Periods

### **Brief description of subjects matters**

China, which is a country of great cultural diversity, is home to numerous attractions. Students must explore diverse forms of culture of China. In this competency level students will learn about some cultural trends in China and learn to compare them with modern Sri Lankan culture. Readings will represent several sections, such as dialogues, small articles, pictures, and selected parts of dramas. Through this students can develop a historical and cultural perspective in order to understand the contexts and value systems that have inspired literary works in the contemporary period. Students will investigate such topics as the relation between social institutions and the individual, the traditional culture, westernization, and postmodern consumer culture, among others.

### **Proposed Learning – Teaching Situations**

#### **Learning – Teaching Methods: Class discussions**

Through the discussions, the teacher helps students to identify, compare and contrast differences of various cultural aspects between China and Sri Lanka.

### **Assessment and evaluation**

- Familiar with modern Chinese culture
- Compares and contrast modern cultural trends of China and Sri Lanka

**Quality Input** : Draw a picture of celebrating New Year in China and Sri Lanka

**Competency level** : 6.2 Acquires a knowledge of cultural expressions

**Learning Outcomes** : Students will be able to:

- distinguish a knowledge of Chinese cultural expressions
- identify cultural expressions in China and Sri Lanka

**Time** : 05 Periods

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## Brief description of subjects matters

Chinese cultural expressions may include language, literature, film, music, media, dance, art, designs, names, signs, symbols, performances, ceremonies, architectural forms, handicrafts, narratives or many other artistic expressions related to China. The teachers should encourage students to familiar with Chinese cultural expressions as it is very important to penetrate deeper into Chinese socio-lingual infrastructure in the modern days.

## Proposed Learning – Teaching Situations

### Learning – Teaching Methods: presentations

Teacher helps students to show the knowledge of Chinese cultural expressions.

## Assessment and evaluation

- Describes modern Chinese cultural expressions
- Compares and contrast modern cultural trends of China and Sri Lanka

**Quality Input** : Describe the following picture in Chinese (10 sentences)

## **School Based Assessment Introduction**

Learning, Teaching and Evaluation are the three major components of the process of Education. It is a fact that the teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, the teachers should know that these components influence mutually and develop each other. According to Formative Assessment (Continuous Assessment) fundamentals, assessment should take place during the process of teaching. Formative Assessment can be done at the beginning, in the middle, at the end and at any instance of the learning teaching process.

The teachers who expect to assess the progress of learning of the students should use an organized plan. School Based Assessment (SBA) process is not a mere examination method or a testing method. This programme is known as an intervention to develop learning of students and teaching of teachers. Furthermore, this process can be used to maximize the students' capacities by identifying their strengths and weaknesses closely.

When implementing SBA programmes, students are directed to exploratory processes through Learning-Teaching activities and it is expected that the teachers should be with the students facilitating, directing and observing the task they are engaged in.

At this juncture, students should be assessed continuously and the teacher should confirm whether the skills of the students get developed up to expected levels by assessing continuously. The learning-teaching process should not only provide proper experiences to the students, but also check whether the students have acquired them properly. For this to happen, proper guidance should be given.

The teachers who are engaged in evaluation (assessment) would be able to supply guidance in two ways. They are commonly known as feedback and feed-forward. Teacher's role should be providing feedback to avoid learning difficulties when the students' weaknesses and inabilities are revealed and provide feed-forward when the abilities and the strengths are identified, to develop such strong skills of the students.

For the success in the teaching process, students need to identify which objectives of the course of study could be achieved and to what extent. The teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about students' progress to parents and other relevant parties. The best method that can be used to assess is the SBA which provides the opportunity to assess students continuously.

The teachers who have got the above objectives in mind, will use effective learning, teaching, and evaluation methods to make the teaching process and learning process effective. Following are the types of evaluation tools students and teachers can use. These types were introduced to the teachers by the Department of Examination and National Institute of Education with the new reforms. Therefore, we expect that the teachers in the system would be well aware of them.

**Types of assessment tools:**

- |                              |                          |
|------------------------------|--------------------------|
| 1. Assignments               | 2. Projects              |
| 3. Survey                    | 4. Exploration           |
| 5. Observation               | 6. Exhibitions           |
| 7. Field trips               | 8. Short written reports |
| 9. Structured essays         | 10. Open book test       |
| 11. Creative activities      | 12. Listening Tests      |
| 13. Practical work           | 14. Speech               |
| 15. Self-creation            | 16 Group work            |
| 17. Concept maps             | 18. Double entry journal |
| 19. Wall papers              | 20. Quizzes              |
| 21. Question and answer book | 22. Debates              |
| 23. Panel discussions        | 24. Seminars             |
| 25. Impromptus speeches      | 26. Role-plays           |

The teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. The teachers should be able to pick and choose the suitable type for the relevant units and for the relevant subjects to assess the progress of the students appropriately.

The types of assessment tools are mentioned in Teacher's Instructional Manual. If the teachers try to avoid administering the relevant assessment tools in their classes, there will be lapses in exhibiting the growth of academic capacities, affective factors and psycho- motto skills in the students

## Exemplar Tools for School Based Assessment

### Prototype Assessment Tools for School Base Assessment

#### Grade 10 – Chinese

- 01. Evaluation State** : Term 1 – Tool 1
- 02. Competency** : 1.0
- 02. Competency levels Covered** : 1.3
- 04. Nature of the tool** : presentation/exhibition

**Activity 1.** Listening attentively and Recognition of articulatory peculiarities and writing correctly.

#### Evaluation/assessment criteria

| <b>Students' name</b> | <b>Listening attentively</b> | <b>Recognition of sound and word correctly</b> | <b>Use of letters in appropriate place</b> | <b>Clarity and cleanliness</b> |
|-----------------------|------------------------------|--|--|--------------------------------|
|                       |                              |  |  |                                |

#### *Mark Range*

|                    |     |
|--------------------|-----|
| Excellent          | 4-5 |
| Good               | 3   |
| Fair               | 2   |
| Should be improved | 1   |