

CHINESE

Teacher's Instructional Manual

Grade 13

(To be implemented from year 2010)



**Faculty of Languages Humanities and Social Science
National Institute of Education
Maharagama**

Foreword

Dr.Upali Sedere
Director General
National Institute of Education
Maharagama

Preface

Wimal Siyambalagoda
Assistant Director General
Languages, Humanities and Social Sciences
National Institute of Education,

Subject Preparation Committee

Advisors	-	Dr.Upali Sedere Director General National Institute of Education
		Mr.Wimal Siyambalagoda Assistant Director General Languages, Humanities and Social Sciences National Institute of Education
Subject Consultancy	-	Ven.Dr.Nedalagamuwe Dhammadinna Thero Senior Lecturer, Chinese Studies Department of Modern Languages University of Kelaniya
Direction	-	Mr. Sunil Atugoda Director, Department of English National Institute of Education
Coordination	-	Ms.Madhubashini Deldeniya Assistant Project Officer National Institute of Education
Writing	-	Ven.Dr.Nedalagamuwe Dhammadinna Thero Senior Lecturer, Chinese Studies, Department of Modern Languages, University of Kelaniya
Resource Team	-	Mr Yang Chaorong Lecturer and Chinese Director Confucius Institute University of Kelaniya
		Ms Kumari Jayasooriya Lecturer, Chinese Studies Department of Modern Languages University of Kelaniya
Project Assistance	-	Ms. Dakshini Perera Mr. Thilaka Ruhunuaarachchi Mr. V. Buddadasa Ms. Gimhani kanchana

CONTENT

	Page
Forward	ii
Preface	iii
Syllabus Review Committee	iv
Content	v
Introduction	vi
Unit 01-Chinese Characters & Pronunciation	01
Unit 02-Listening & Responding Skills	07
Unit 03-Reading Comprehension	14
Unit 04-General Skills of Communication & Expression	17
Unit 05-Chinese Grammar & Lexical Formation	20
Unit 06-Chinese Word Order & Character Formation	24
Unit 07-Composition & Expression	27
Unit 08-Translation Skills	30
Unit 09-Chinese Cultural Expression	33
Unit 10-Text Based Analysis	37
School Based Assessment	41

An Introduction to Modern Chinese

Chinese language is the most spoken language in the world. In Mainland - China it is called *Hanyu*, but in Taiwan it is called *Guoyu* while it is called *Huayu* by the overseas Chinese communities. Chinese language is also a group of dialects known as a language family. But *Putonghua* or Beijing based dialect is the most commonly used dialect in China. People in Hong Kong and Macao must study *Putonghua*. Singapore also encourages its people to study *Putonghua* by accepting it as official Chinese.

The other most important dialects are:

- *Guangdonghua* (Cantonese), spoken and based in Guangdong province
- *Wu*, spoken in Shanghai, Nanjing and Hanzhou area
- *Minbeihua* (Northern Min), spoken in northern Fujian province
- *Minnanhua* (Southern Min) , spoken in southern Fujian and some parts in Taiwan
- *Kejiayu*, (Hakka) , spoken in many provinces of South China and overseas.
- *Gan*, spoken in Jiangxi province
- *Xiang*, spoken in Hunan province

Chinese government has been encouraging people to study *Putonghua* since its Communist revolution in 1949. Hence, all of its community now speak *Putonghua* in any province of the country. Schools, TV and radio broadcasters are using this dialect all over China including Taiwan, Hong Kong and Macao.

Unit 01

Common Usage of Chinese Characters

Competency : Identifies the structure and acquires a knowledge of common usage of Chinese characters

Competency Level : 1.1 Identifies the Order of combined characters

1.2 Identifies the sound part and the meaning part of a character

No of Periods : 20

Learning Outcomes: The student will be able to,

- recognize basic structures of Chinese characters
- identify independent characters and combined characters
- acquire knowledge of four kinds of Chinese characters
- write Chinese characters with well-balanced structures

Introduction : Although ancient Chinese characters were pictographic, outlining the rough shape of things with simple lines, they were gradually changed. Now modern Chinese characters are not pictographic but they can be divided into two main categories according to their structure; those two categories are independent characters and combined characters.

There are another four categories of modern Chinese characters according to their creation methods: those four are pictographic characters; indicative characters; associative characters and phono-semantic (picto-phonetic) characters. Those four categories belong to six types of Chinese character formation, mentioned in Unit 06, *Chinese Word Order and Character Formation*, Teacher's Instructional Manual-Chinese, Grade-12.

Guide line for Explaining the Target Subject Input:

Independent characters: Independent characters compose of strokes, they cannot be divided. Those contain pictographic characters and indicative characters.

Combined characters: Combined characters compose of two or few parts called “radicals”. Those contain associative characters and phono-semantic (picto-phonetic) characters.

Radicals: All Chinese characters have a radical or are a radical in it self. There are 214 radicals today but some of them are under debate to be removed. Radicals are used to tell something about the meaning of the character.

Four kinds of Chinese characters

1. Pictographic characters (象形)

Pictographic characters outline the rough shape of things with simple lines to show the relevant meanings.e.g.

				
日	月	山	水	雨
Sun	Moon	Mountain	Water	Rain

2. Indicative characters (指事)

Indicative characters show the meaning of characters adding abstract symbols. e.g.

Character	一	二	三	上	下	本	末
Gloss	one	two	three	up	below	root	apex

3. Associative characters (会意)

Associative characters are composed of two or few independent characters to show another meaning. e.g.

木+木=林	木+木+木=森	人+木=休
two trees "grove"	three trees "forest"	a man leaning against a tree "rest"

4. Phono-semantic (Picto-phonetic) characters (形声)

Those characters are composed of two parts; one part shows the meaning of character, the other part shows the pronunciation of the character. e.g.

氵	木	沐
water	mù	mù "to wash one's hair"
氵	林	淋
water	lin	lin "to pour"
艹	采	菜
plant	cǎi	cài "vegetable"
日	央	映
sun	yāng	yìng "reflection"

Frequently used Chinese characters: For basic reading and writing of modern Chinese, students only need a few thousands Chinese characters. The coverage rates of the frequently used Chinese characters are listed below: Most frequently used 2,500 characters: 98.0%. Secondly Frequently Used 1,000 Characters plus the above 2,500: 99.5%. Therefore, the 3,500 frequently used Chinese characters will enable students to understand almost all the content in Chinese publications nowadays.

Table of Radicals

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Stroke: Radicals		
一	丨	丶	ノ	冫	丿	二	一	人	儿	入	八	冂	冫	冫	几	口	刀	力	勹	1:1-6	10:137-194	
21	匕	匚	匚	十	卜	尸	厂	厶	又	口	口	土	士	夕	夕	夕	大	女	子	宀	2:7-29	11:195-200
41	寸	小	尢	尸	中	山	凵	工	己	巾	干	么	广	又	井	戈	弓	ヨ	彡	彳	3:30-60	12:201-204
61	心	戈	户	手	支	支	文	斗	斤	方	无	日	日	月	木	欠	止	歹	殳	毋	4:61-94	13:205-208
81	比	毛	氏	气	水	火	爪	父	爻	爿	片	牙	牛	犬	玄	玉	瓜	瓦	甘	生	5:95-117	14:209-210
101	用	田	疋	疒	疒	白	皮	皿	目	矛	矢	石	示	肉	禾	穴	立	竹	米	糸	6:118-146	15:211
121	缶	网	羊	羽	老	而	耒	耳	聿	肉	臣	自	至	白	舌	舛	舟	艮	色	艸	7:147-166	16:212-213
141	虎	虫	血	行	衣	西	見	角	言	谷	豆	豕	豕	貝	赤	走	足	身	車	辛	8:167-175	17:214
161	辰	辵	邑	酉	采	里	金	長	門	阜	隶	隹	雨	青	非	面	革	韋	韭	音	9:176-186	
181	頁	風	飛	食	首	香	馬	骨	高	髟	鬥	鬯	鬯	鬼	魚	鳥	鹵	鹿	麥	麻		
201	黃	黍	黑	黹	黹	鼎	鼓	鼠	鼻	齊	齒	龍	龜	禽								
														Dofufa								
														214 KANGXI RADICALS FOR CHINESE CHARACTERS								
														FREE CHINESE PRACTICE PAPER AND LEARNING TOOLS AT DOFUFA.COM								
														Variants								
														フ 4	夂 113	長 163						
														乙 5	𠂇 118	門 169						
														イ 9	彳 120	尸 170 (see)						
														弓 13	𠂇 122	青 174						
														兌 43	𠂇 123	面 176						
														川 47	𠂇 125	韦 178						
														五 38	𠂇 129	页 181						
														才 61	月 130	风 182						
														才 64	𠂇 140	飞 183						
														文 66	夂 145	夂 184						
														步 78	𠂇 146	马 187						
														母 80	見 147	鱼 195						
														彳 85	言 149	鸟 196						
														彳 86	貝 154	鹵 197						
														心 87	走 156	麦 199						
														牛 93	彳 157	龟 205						
														彳 94	车 159	齐 210						
														王 96	辵 162	齿 211						
														鬼 101	尸 163 (see)	龙 212						
														彳 103	彳 167	龟 213						

The Order of combined characters: The combined characters include five kinds of structures.

1. Left-right structure
 - i. Equal left-right structure
 - ii. Small left-big right structure
 - iii. Big left-small right structure

2. Left-middle-right structure

3. Top-bottom structure
 - i. Equal top-bottom structure
 - ii. Big top- small bottom structure
 - iii. Small top-big bottom structure

4. Equal top-middle-bottom structure

5. Inside-outside structure or Enclosure structure
 - i. Four-side enclosure
 - ii. Left-top-right enclosure
 - iii. Top-left enclosure
 - iv. Top-left-bottom enclosure
 - v. Top-right enclosure
 - vi. Left-bottom-right enclosure
 - vii. Left-bottom enclosure

General rules of writing Chinese Characters

1. Fit into equal-sized squares
2. Follow the proper stroke order
3. Compact and well-balanced

References:

- 1. Table of Chinese characters (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Table of Chinese characters (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Table of stroke-order of Chinese characters (Included in
Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Chinese Characters (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**
- 5. Chinese Characters (Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. Chinese Characters
CHINESE VOCABULARY**

Learning-Teaching Process:

Activity 01 - Group activity

Find out Frequently used Chinese characters through internet. Students must find following details,

- Most frequently used 2,500 characters
- Secondly Frequently Used 1,000 Characters

Students can use web search engines such as Google and type “Frequently used Chinese characters 2500” to find necessary information but computers must be installed with Chinese fonts to see Chinese characters.

e.g. <http://lingua.mtsu.edu/chinese-computing/statistics/char/listchangyong.php>

Activity 02 - Pair activity

Organize a poster presentation. Students must prepare a poster and five minute presentation on four kinds of Chinese characters.

- The poster and presentation should reflect the origin and structures of Chinese characters.
- Let the students conduct this activity themselves in pairs

Activity 03 - Individual activity

Give at least 3 examples for each structure of combined characters.

- Students must perform this task individually.

Unit 02

Listening and Responding Skills

Competency : Listens, understands and responds

Competency Level : 2.1 Listens and understands
2.2 Answers the questions

No of Periods : 30

Learning Outcomes: The student will be able to demonstrate,

- listening and understanding skills of Chinese conversations
- the ability to build up conversations
- the use of correct responses for the questions
- the ability to listen and understand the recorded texts

Introduction : After completing this competency, students will be able to strengthen auditory and oral skills of Chinese conversations. It also mainly focuses on improving students' listening and speaking abilities. The topics should cover the most commonly used conversations. Students should be able to function in Chinese in their daily life with good confidence and hold conversations on most common topics.

The recommended three textbooks, *ELEMENTARY CHINESE READERS*, *PRACTICAL CHINESE READER* and *NEW PRACTICAL CHINESE READER* are specially designed for students who are living in non-Chinese speaking countries. Texts on these books mainly focus on Chinese conversations. While studying these textbooks, students can listen to the authentic dialogues recorded in cassettes and CDs, that are provided with textbooks.

Guideline for Explaining the Target Subject Input:

Conversations: Situation based conversations are the ideal form of communication in some respects, since they allow students with different views on topics to improve their spoken skills. On the other hand, a dialogue is a conversation between two or more students. Conversation is also a literary form in which two or more parties engage in a discussion. After completing this unit, the students who have followed relevant competency in Grade-12 (2.0 Listen, understands and responds) will be able to improve their communicative skills effectively in Chinese wherever it is spoken.

Recorded Texts: *ELEMENTARY CHINESE READERS 1 & 2* are accompanied by audiocassettes and *NEW PRACTICAL CHINESE READER 1 & 2* are accompanied by CDs to assist with the exercises on the topics of the texts. The students must listen and imitate the recorded texts to improve their listening and speaking skills.

References:

- 1. Substitution Drills, Texts (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Substitution Drills, Texts (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts, Substitution and Extension (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Pattern drills, Conversation practice
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Pattern drills, Conversation exercises
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. Pinyin and tones of Chinese characters
CHINESE VOCABULARY**
- 7. CHINESE – SINHALA, SINHALA - CHINESE
BEGINNER'S DICTIONARY**

Learning-Teaching Process:

Activity 01 - Group activity

Role-play exercise

The objective of this role-play exercise is practicing spoken Chinese and building up daily conversations. The teacher will be able to uncover advantages and weakness of each student and help them to develop their listening, speaking and responding skills.

- Divide the students into small groups.
- Give them certain instructions such as topics, preparation time and time limit for the role-play etc.
- Topics (such as):
 - Students plan an adventure holiday in groups
 - Students discuss topics for oral examination
 - Students retell jokes in their own words
 - Students role-play a dialogue
- Students must maintain the conversation with the other characters.

It would be good to exaggerate a little with the actor's intonation. So students can really act like they are in a theatre. They will have more fun, and enunciate better.

Activity 02 - Pair activity

Read the texts and conversations aloud as a dialogue in each lesson.

- Let the students conduct this activity themselves in pairs

Activity 03 - Individual activity

Conduct imitating exercises after listening to the texts given in CDs or Audio-cassettes in each lesson.

- Let the students answer questions individually

Unit 03

Reading comprehension

Competency : Read and comprehend meanings

Competency Level : 3.1 Reads texts aloud

3.2 Reads and understands the meaning of the texts

3.3 Retells the texts in own words

No of Periods : 20

Learning Outcomes: The student will be able to,

- read texts aloud
- demonstrate familiarity with the meaning of the texts
- analyze written discourse
- Read and retell the texts in own words

Introduction : The purpose of reading is to connect the ideas on the page to what students already know. If they are reading a document related to an unknown subject, they will have the capacity to understand the document thanks to their knowledge in Chinese. On the other hand, students will be able to improve their reading speed, fluency, vocabulary, comprehension and reading stamina with this exercise.

Reading comprehension brings students with it a number of useful things: building frameworks for connecting words to thoughts, clarity of thought and expression, the ability to construct good arguments and spot bad ones, even an understanding of culture and history.

The texts given in the recommended textbooks are prepared with standard, facilitated audio-lingual drills, idiomatic modern Chinese in current use among native speakers. The priority has been given to the most essential language items that the students will need to express themselves in Chinese in everyday social intercourse.

Guide line for Explaining the Target Subject Input:

Reading comprehension: Reading comprehension in foreign language learning is the process of constructing language acquisition from texts. The goal of all reading instruction is ultimately targeted at helping a reader acquire language skills to comprehend texts. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

A student who comprehends Chinese language has following capabilities:

- can read Chinese texts at normal speed
- able to understand the lexical and the structural meanings of the Chinese words, phrases and sentences
- can take in complete phrases or groups of words at once and when reading aloud, use appropriate sounds (tones, Pinyin) and intonation patterns
- can guess the meaning of unfamiliar characters while reading a text
- If the student is unable to guess the meaning of an unfamiliar character, he or she can find out it in a Chinese dictionary
- can skip unnecessary information while skimming
- able to read silently without moving his or her lips
- able to summarize a text
- able to differentiate between opinion and facts
- can locate the topic sentence in a paragraph
- can make a summary of important points
- can answer the comprehension questions
- can recognize the meanings of various graphic signals such as punctuation marks, etc
- can explore the benefits and joys of reading Chinese texts

You can refer to *Unit 03* in *Teacher's Instructional Manual (Chinese) – Grade-12* for Further Instructions about “Texts”, “Discourse analysis of written text” and “Read and Retell”

References:

- 1. Texts (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Reading comprehension and paraphrasing
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Reading comprehension and paraphrasing
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. MODERN CHINESE CULTURE AND LIFESTYLE**
- 7. READINGS FROM ADVANCED TEXTS**

Learning-Teaching Process:

Activity 01 - Group activity

Read the texts aloud given in each lesson or selected texts mentioned in references.

- Let the students read the texts aloud all together.
- Ask suitable questions according to texts.

Activity 02 - Pair activity

Practice the dialogue-form texts.

- Let the students conduct this activity themselves in pairs.
- Ask them to make situational dialogues according to texts.

Activity 03 - Individual activity

Select a text from *MODERN CHINESE CULTURE AND LIFESTYLE* or *READINGS FROM ADVANCED TEXTS*. Let the students read the texts individually.

- Read in order to enjoy and understand
- Read as many times as students need to recall
- Retell the text
- Write it in their own words. Write and read as much as they can recall. (for someone who has not read the text)

Students must perform this task individually.

Unit 04

Standard Skills of Communication and Expression

Competency : Engages in communication clearly and effectively

Competency Level : 4.1 Makes situational dialogues

4.2 Practices the language with a student or groups

4.3 Makes individual speeches

4.4 Exercises role play

4.5 Prepare group/individual presentations

No of Periods : 30

Learning Outcomes: The student will be able to,

- comprehend listening or reading texts appeared as situational dialogues
- demonstrate conversational skills
- build situational based dialogues
- make individual speeches
- acquire role playing and group/individual presentation skills

Introduction : Most of the dialogues appeared in recommended textbooks are prepared with standard. The aim of dialogue based texts is to increase students' ability to express themselves in Chinese. Most usual grammar points and frequently used spoken language patterns have been used in dialogue based texts and exercises according to the frequency of usage and the degree of difficulty.

Some students are shy to make speeches, involve with role playing or contribute to the group/individual presentations. One of the

objectives of the above mentioned exercises is to communicate with the audience; they have a different associative mechanism than a written report. The teacher must try to bring out shy students by encouraging them to speak in Chinese. Whether shyness is learned, cultural, or genetic, it can present problems for both students and teachers, most commonly in smaller classes in which participation is highly expected. However, not all silent students are shy.

Some tips for bringing out shy students:

- Emphasize to your students that in order to have productive discussions, everyone needs to make a contribution.
- Create certain chances for students who have not contributed much by gently signaling them that you have noticed. When you ask a question, say "Let's hear from someone there in the back" or "Let's hear from somebody new."
- Don't rush students to answer; give them time to think.
- Pay personal attention to the shy students rather than ignore them.
- Ask them to meet you after class and discuss with them more friendly.
- Let them to work in pairs.

Guideline for Explaining the Target Subject Input:

Individual speech: Individual speech is a type of speech characterized by individuals speaking in a variety of different events.

Role playing: A group of people act out roles for a particular scenario.

Group presentation: A group of students give a presentation to the entire class to disclose their results of a research. Group presentations present tremendous opportunities to create something much greater than an individual can normally do. It is always easier and quicker, but most of the students will be more effective as part of a team that combines the knowledge and talents of several people.

Individual presentation: individual presentation is an opportunity for students to get some practice in speaking in front of a group. The talk should last approximately, but no more than four minutes. It should cover a topic that interests of the students and that is relevant to the course.

References:

- 1. Substitution Drills, Texts, Exercises
(Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Substitution Drills, Texts, Exercises
(Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts, Substitution and Extension, Exercises
(Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Pattern drills, Make up sentences according to
the pictures, Conversation practice
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Pattern drills, Make up sentences according to
the pictures, Conversation practice
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. MODERN CHINESE CULTURE AND LIFESTYLE**
- 7. READINGS FROM ADVANCED TEXTS**

Learning-Teaching Process:

Activity 01 - Group activity

A group Presentation

Each group will be required to participate in a 5 minute group presentation on Chinese culture or any relevant topic.

Tips for Preparing a Group Presentation – A guide line for students

- Get to know your group members. Be open to the reality that each of you has different strengths, expectations, experiences, and perspectives.
- Research your talk. Find at least three credible sources to support your arguments.
- Outline your presentation. What is the discussion question your group will be addressing?
- Rehearse your talk many times. Visualize your audience listening and responding to you. Consider how you will be using gestures, facial expressions, and language to deliver your message.
- You have done your homework. You have prepared well and you are ready to deliver your talk. You have an important message to convey. Remember to interact with your audience. Watch the time limits.
- Recognize that, as a group, you need to work off of one another and support each other.
- Dress well for any presentation.
- Pay attention to your audience during your talk. Do they understand your argument? Watch them for feedback and adjust accordingly.

Activity 02 - Pair activity

Practice the dialogue-form texts.

- Let the students conduct this activity themselves in pairs.
- Ask them to make situational dialogues according to texts.

Activity 03 - Individual activity

An Individual Presentation

- Each student is required to make an individual oral presentation.
- All presentations should be 2-3 minutes in length.
- If you decide to use posters, pictures or PowerPoint slides etc please inform the students early.

Unit 05

Grammatical Components and Structures

Competency : Uses grammatical components and structures correctly

Competency Level : 5.1 Uses expressions unique to the language

5.2 Writes sentences

5.3 Uses grammatical components

No of Periods : 40

Learning Outcomes: The student will be able to,

- use language expressions
- make different sentences and questions
- demonstrate the ability of making sentences using grammatical components
- use various grammar items in writing and speaking

Introduction : This unit emphasizes more advanced grammatical components and structures relevant to modern Chinese. The emphasis will shift to Chinese texts in an effort to better prepare the students to deal with original Chinese source materials. Students will learn how to use modern Chinese expressions, sentence and question patterns, most common grammatical components and grammar points based on oral approach.

Guide line for Explaining the Target Subject Input:

Expressions : Chinese synonyms and antonyms. Synonyms are words that share meanings with other words. Antonyms are words that mean the opposite of other words.

Sentence patterns : Sentences with verbal predicates
Sentences with adjectival predicates
Sentences with normal predicates
Sentences with subject – predicate phrases as
Predicates
Six types of questions

Question pronouns : Most commonly used question pronouns in Modern Chinese

Question particles : Most commonly used question particles in Modern Chinese

Grammatical components: Most commonly used Chinese grammatical components, such as adjectives, adverbs, aspect particles, conjunctions, interjections, measure words, modal particles, nouns, numerals, onomatopoeias, optative verbs, particles, pronouns, prefixes, prepositions, question particles, question pronouns, suffixes, verbs etc.

References:

- 1. Competency 5.0
CHINESE SYLLABUS GRADE 12 & 13**
- 2. Grammar (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 3. Grammar (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 4. Grammar (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 5. Grammar (Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 6. Grammar (Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**

Learning-Teaching Process:

Activity 01 - Group activity

Group the students into A and B. Ask each group to prepare a table of Chinese words with antonyms, e.g.,

远-近
大-小
高-低
男-女
天-地
上-下
左-右
东-西
新-旧
买-卖

Activity 02 - Pair activity

Make situational dialogues, using various expressions, sentence patterns and question particles.

- Let the students conduct this activity themselves in pairs.

Activity 03 - Individual activity

Summarize the grammatical structures which students have studied in past lessons. Students must be able to categorize them according to following topics,

- Sentence patterns
- Question patterns
- synonyms and antonyms
- Others

Unit 06

Ethical and Moral Principles

Competency : Describes ethical and moral principles

Competency Level : 6.1 Uses polite forms in questioning and answering
6.2 Identifies respectable words of the language

No of Periods : 30

Learning Outcomes: The student will be able to,

- use polite forms in questioning and answering
- identify respectable words of the language
- demonstrate ethical and moral concepts of Chinese

Introduction : Confucius thoughts have influenced to Chinese society for several thousand years. Its contents of politics, great thoughts of humanism and contribution to the traditional Chinese education were unparalleled by any other school of thought or culture in China. Influenced by the traditional Confucius thoughts, Chinese ethical and moral principles emerged with a well-defined basic content, and the system has been followed by Chinese people of all generations throughout Chinese history.

In the post revolutionary period of China, however, Confucianism was an "old thought" as Mao Zedong described it. Mao Zedong had been establishing new socialist China, taking series of actions to remove old thoughts. Confucianism was beaten during the destruction of "gang of four" in the Cultural Revolution too. But China's economic reform and opening-up policy recognized the values of its traditional thoughts. Confucian temples are now being restored. Confucianism is still living today.

Confucius thoughts still play a big role in modern Chinese culture. Its basic values cannot be ignored in modern China.

Guide line for Explaining the Target Subject Input:

Polite forms: There are number of polite forms existing in Chinese language. People use these forms mostly in questioning and answering.

Respectable words: an action, a character or a position of a respected person

References:

- 1. Competency 6.0
CHINESE SYLLABUS - GRADE 13**
- 2. Substitution Drills, Texts
(Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 3. Substitution Drills, Texts
(Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 4. Texts, Substitution and Extension
(Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 5. Texts, Pattern drills, Make up sentences according to
the pictures, Conversation practice
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 6. Texts, Pattern drills, Make up sentences according to
the pictures, Conversation practice
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 7. MODERN CHINESE CULTURE AND LIFESTYLE**
- 8. READINGS FROM ADVANCED TEXTS**

Learning-Teaching Process:

Activity 01 - Group activity

Discuss how to use polite forms in Chinese when people talk and get to know each other.

- Student can refer to *Competency 6.0, CHINESE SYLLABUS- GRADE 13*.

Activity 02 - Pair activity

Let the students make a presentation which reflects the idea “*Confucianism was the guiding light of Chinese ethical and moral principles*”.

- Students can use newspapers, internet, libraries or scholars as their resources.
- Let them conduct this activity themselves in pairs.
- Ask them to compare their own presentations with others’.

Activity 03 - Individual activity

Write an assignment about Confucius and his philosophy.

Tips for preparing an assignment – A guide line for students

- **Paper:** A-4 size paper
- **Text:** handwritten or typed (Fonts: Sinhala: FM Abhaya; English: Times New Roman; Font size: 12)
- **Spacing:** Double spaced
- **Margins:** One-inch on all sides
- **Title Page:** title page includes: the title of the assignment, subject name, student's name and date
- **Page Numbers:** Except for the title page, all pages should be numbered at the bottom center
- **Citations Form:** All material that is not the original work of the student should be cited by using APA or MLA format
- **Due Date:** The due dates for all assignments are firm deadlines
- **Acceptable Sources:** newspapers, magazines, textbooks, books, journals, reviews, internet, interviews and questioners etc.

Unit 07

Writing and Composition

Competency : Writes compositions

Competency Level : 7.1 Composes short articles, stories etc.

7.2 Writes simple documents on familiar topics

No of Periods : 30

Learning Outcomes: The student will be able to,

- Compose short articles, stories etc.
- write simple documents
- write simple essays

Introduction : Writing is an absolutely important skill among four basic language skills (listening, speaking, reading, and writing). Students who have developed basic writing skills in Chinese must improve writing and composition skills in order to express their thoughts and ideas clearly. This will enhance their advanced communicative skills as well. The great difficulty that students face in Chinese writing is Chinese characters. Students are required to memorize all Chinese characters, which they have been studying throughout the past. The best way to memorize Chinese characters is writing Chinese characters as many times as possible.

Chinese character exercise books are not available in Sri Lanka but there are half inch-square rule books in the local Sri Lankan market. Students can use these books to write Chinese characters; as well as they can use half inch-square rule books to write essays and compositions in order to acquire proficiency in Chinese writing format.

An example page of a Chinese character exercise book



Guideline for Explaining the Target Subject Input:

Compositions: Short articles, stories

Students must read Chinese articles and stories to gain proficiency in Chinese writing format. Generally the format of an article or a story covers a topic, several paragraphs, and correct punctuations.

Writings : Letters, namecards, short messages, notices, Invitations etc.

Each of the above mentioned writing has a special writing format. Students are required to follow the correct format.

References:

- 1. Texts (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Reading comprehension and paraphrasing
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Reading comprehension and paraphrasing
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. MODERN CHINESE CULTURE AND LIFESTYLE**
- 7. READINGS FROM ADVANCED TEXTS**
- 8. CHINESE MYTHOLOGY AND FABLE**

Learning-Teaching Process:

Activity 01 - Group activity

Collect various Chinese stories including myths and fables. Show them with self painted pictures as poster presentations.

- Teacher must encourage each group by pointing their creativeness and help them find their weak points.

Activity 02 - Pair activity

Turn a Chinese story into a dialogue.

- Students can find a suitable Chinese story written in any language but they must turn it into a Chinese dialogue.
- Let them conduct this activity themselves in pairs.

Activity 03 - Individual activity

Write small articles according to the relevant topics. Students must use self prepared Chinese character exercise papers. They can refer to “**An example page of a Chinese character exercise book**” given in this unit.

Unit 08

Practical Skills in Translation

Competency : Translates sentences and paragraphs

Competency Level : 8.1 Reads and comprehends meanings

8.2 Translates the sentences and paragraphs

8.3 Translates the texts

No of Periods : 30

Learning Outcomes: The student will be able to

- read and comprehend meanings
- translate sentences, paragraphs, prescribed texts from Chinese into mother-tongue and vice versa.

Introduction : This is an intermediate level unit focusing on written translation from Chinese to Sinhala / Tamil or English and vice versa. But emphasis is also placed on basic techniques used in oral translation. Those who have completed the competencies in Grade 12 or the equivalent, and who also have intermediate competence in written Chinese will learn how to develop language proficiency through translation skills. Here students will continue to practice the techniques and consolidate the principles through in-class drills and individual assignments.

Historical background

Chinese and Indian languages are being used by Buddhists for centuries. By the time of 2nd century B.C. Chinese language spread in several states as a foreign language. Then teaching Chinese as a foreign language was originally started in China with the arrival of Buddhism. There was a need to teach Chinese to foreign monks to get the Buddhist Sutra texts translated into Chinese. Translation of religious works in China has played an important role in Chinese history.

Guideline for Explaining the Target Subject Input:

Oral translation: Spoken translation between two languages in formal or informal conversations. Oral translation from a first language to a foreign language can be used as an exercise to build vocabulary. This can be made both interesting and useful while being compatible with communicative approaches to language teaching.

Interpreter: Provides oral translation of a speaker's words from one language into another. A good interpreter shall:

- be committed to protect the privacy and maintain the confidentiality of the client.
- be impartial and unbiased; not allow personal opinions.
- give accurate interpretation without omitting or altering that has been said.
- provide excellent and professional customer service.

Terms of Interpreting

- Consecutive interpreting: Oral translation of a speaker's words into another language when the speaker has finished speaking or pauses for interpreting.
- Simultaneous interpreting: Oral translation of a speaker's words into another language while the speaker is speaking.
- Sight translation: Oral translation of a written text.
- Court interpreter: provides oral or written interpretation during legal proceedings.

References:

- 1. Texts (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Reading comprehension and paraphrasing
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Reading comprehension and paraphrasing
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. MODERN CHINESE CULTURE AND LIFESTYLE**
- 7. READINGS FROM ADVANCED TEXTS**
- 8. CHINESE MYTHOLOGY AND FABLE**

Learning-Teaching Process:

Activity 01 - Group activity

Translate the selected texts into Sinhala/Tamil or English given in the textbooks.

- Compare the same translation with other groups
- Find out similarities and differences of the translations done by other groups

Activity 02 - Pair activity

Let the students conduct oral interpretation exercise according to following topics,

- Business meeting
- A telephone call
- Medical examination
- Site or Factory visit
- A tour

Tips for Working with an Interpreter – A guide line for students

- Think carefully before you talk to the client in order to avoid confusing the interpreter with contradictions.
- Look and speak directly to the client, not to the interpreter.
- Speak slowly, clearly and in short sentences.
- Avoid careless questions or statements, abstractions, idiomatic expressions, slang and metaphors.
- Be patient. Sometimes a good interpretation may require long explanatory sentences.
- Expect that the interpreter may occasionally pause to ask you for clarification in order to provide an accurate interpretation.
- Watch the client. You can obtain information by observing facial expressions, voice intonation, and body movements.
- Establish effective interaction with the interpreter in order to keep the lines

Activity 03 - Individual activity

Select suitable articles from kids' pages in the newspapers and translate them into Chinese.

Unit 09

Chinese Culture and Traditions

Competency : Familiarizes with cultural expressions

Competency Level : 9.1 Compares and contrasts

9.2 Acquires a knowledge of traditional culture and society

No of Periods : 30

Learning Outcomes: The student will be able to,

- gain basic knowledge on Chinese culture and traditions
- acquire basic knowledge about Chinese mythology and fable.
- gain insights into modern Chinese political, social and economical background
- describe contemporary Chinese beliefs and religions

Introduction : This unit continuous from Grade 12 focusing the main areas of contemporary Chinese life: culture, traditions, society, customs rituals and habits. The analysis will help students to understand better the living experiences of the Chinese people, as well as the causes and consequences of social inequality, social conflicts, social change, contemporary Chinese beliefs and religions.

Major religions in modern China

- Taoism
- Confucianism
- Buddhism: Mahayana Buddhism, Theravada Buddhism in Yunnan province, Tantrayana (Vajrayana or Lama Buddhism) in Tibet

Other religions in Modern China

- Islam
- Christianity

Politics in modern China

- Communism
- Chinese Socialism or Socialism with Chinese Characteristics
- Policy of One Country - Two Systems

Guide line for Explaining the Target Subject Input:

Chinese mythology and fables: Chinese mythology and fables collectively consist of Chinese cultural history, folk tales and stories of religions. The most common legends of Chinese myths and fables are creation myths and others related to the birth of Chinese culture and people. Chinese mythology started off in the 12th century B.C., while the myths and legends in China took place through oral traditions, such as theatres and songs, and continued for more than thousand years. Later, these myths were written down in books.

References:

- 1. CHINESE MYTHOLOGY AND FABLE**
- 2. CHEENA UPAMAKATA EKATUWA**
- 3. CHEENA UPAMA KATHA**

Modern Chinese religions: Taoism, Confucianism and Buddhism are the three major religions in China. Taoism and Confucianism are indigenous Chinese religions but Buddhism was introduced from India. According to many Chinese scholars, Taoism and Confucianism are schools of philosophy rather than religions. In the modern times, Chinese who live in China (Mainland, Hong Kong or Taiwan) do not have a strong religious inclination but despite this the three main believes have had a considerable following. Confucianism became the orthodox doctrine for Chinese intellectuals in the days of the feudalist society. However, these intellectuals did not stick to their doctrine as a believer clings to his beliefs.

They followed the teachings of Confucius when they were successful but would turn to Taoism when they were frustrated.

Many Chinese say they are Buddhists but have never read Buddhist Sutras. But most of Buddhists have strong faith in Buddhism. Now Buddhism plays a key role in Chinese society as most organized religion.

There is a considerable number of Muslims living in China; almost all of them are Sunni. Politically, Islam is an important religion because China seeks good relations with Muslim countries.

Christianity made an impact on a small but significant group in China. It is free of foreign control and is increasingly accepted as a Chinese religion.

References:

1. **MODERN CHINESE CULTURE AND LIFE STYLE**
2. **Religion in China:** <http://www.sacu.org/religion.html>
3. **Religion in China:** http://en.wikipedia.org/wiki/Religion_in_China

Modern Chinese Politics: The People's Republic of China is a modern socialist country that is highly democratic and culturally advanced since its establishment in 1949. State power within the country is exercised through the Communist Party of China (CPC), the Central People's Government and their provincial and local counterparts. Apart from the CPC, China has eight non-Communist parties.

Chinese Socialism: socialism with Chinese characteristics means:

- learning from foreign countries, share others experience in revolution and construction
- copying of foreign models
- integrating the universal truth of Marxism with the concrete realities of China

Policy of One Country - Two Systems: Two political systems within a framework of one country

References:

1. **Politics of the People's Republic of China**
http://en.wikipedia.org/wiki/Politics_of_the_People's_Republic_of_China
2. **Socialism with Chinese characteristics**
http://en.wikipedia.org/wiki/Socialism_with_Chinese_characteristics
3. **OPENING SPEECH AT THE TWELFTH NATIONAL CONGRESS OF THE COMMUNIST PARTY OF CHINA, September 1, 1982**
<http://english.people.com.cn/dengxp/vol3/text/c1010.html>

Chinese beliefs: Most of the Chinese people will say they believe in gods, Bodhisattvas, destiny, fate, luck and an afterlife. But in most occasions, they will make decisions all by themselves or depend on either family or friends for help, rather than rely on prayer.

References:

1. <http://www.deathreference.com/Ce-Da/Chinese-Beliefs.html>
2. <http://www.writearticles.org/Article/Traditions-and-Beliefs-In-Celebrating-the-Chinese-New-Year/690>

Learning-Teaching Process:

Activity 01 - Group activity

Submit an assignment with collected details of Chinese religions and philosophies. Students can submit this assignment as a handwritten document or word-processed document with images. This group activity helps students how to collect details using various sources such as library or internet.

Activity 02 - Pair activity

Do a poster presentation. Teacher must encourage the students to choose a Chinese myth or fable. Presentation must reflect the content of the story.

- Let the students conduct this activity themselves in pairs in front of the class.

Activity 03 - Individual activity

Collect printed or electronic articles on current issues in Chinese politics, such as **Chinese Socialism, Policy of One Country - Two Systems, the Communist Party of China** etc.

Unit 10

Text-based Analysis (Literary and non-literary)

Competency : Evaluates textual analysis

Competency Level : 10.1 Identifies literary language

10.2 Makes simple comments

No of Periods : 40

Learning Outcomes: The student will be able to,

- read and comprehend literary Chinese
- makes simple comments of literary and non-literary texts
- analyze the arguments presented in the texts
- Write arguments that state and justify a personal viewpoint

Introduction :

“May fifth 1919” movement marked the upsurge of Chinese nationalism and reformed the Chinese language. It occurred in Beijing University as a whole went on strike, and students in other parts of the country responded one after another. “May fifth” language reform in China has resulted in the most anticipated changes of Chinese language. This reform fulfilled three objectives:

1. Introduced simplified Chinese characters and abolished classical (written) Chinese. (Reduced the number of Chinese characters and strokes; Introduced spoken Chinese as the formal standard for classical (written) Chinese)
2. Beijing-based dialect has been chosen as the standard spoken Chinese
3. introduced phonetic alphabet which would make it possible to replace the Chinese characters in everyday use

Guide line for Explaining the Target Subject Input:

Literary Chinese: There are two main variations in literary Chinese:

1. Wén yán (“literary speech” or “classical Chinese”) : This variation of literary Chinese recorded from around 1,500BC. It is the traditional unifying medium for all varieties of Chinese.

2. Bái-huà (“colloquial language”): This is a simplified, vernacular style of literary Chinese, which is introduced by the literary reformer *Hu Shi* in 1917. He expected to make literary Chinese more widely known to the public.

3. Modern written Chinese is a direct rendition of spoken Chinese.

References:

- 1. Texts (Included in Lessons 19 – 22)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 23 – 25)
ELEMENTARY CHINESE READERS-2**
- 3. Texts (Included in Lessons 21 – 25)
PRACTICAL CHINESE READER-1**
- 4. Texts, Reading comprehension and paraphrasing
(Included in Lessons 12 - 14)
NEW PRACTICAL CHINESE READER-1**
- 5. Texts, Reading comprehension and paraphrasing
(Included in Lessons 15 - 17)
NEW PRACTICAL CHINESE READER-2**
- 6. MODERN CHINESE CULTURE AND LIFESTYLE**
- 7. READINGS FROM ADVANCED TEXTS**
- 8. CHINESE MYTHOLOGY AND FABLE**
- 9. CHEENA UPAMAKATA EKATUWA**
- 10. CHEENA UPAMA KATHA**

Learning-Teaching Process:

Activity 01 - Group activity

“The difference between written and spoken Chinese is certainly more distinct than it is in English.”

- Do you agree with this or not?
- Let students analyze the arguments and make their own comments.
- Students can use their mother tongue.

Activity 02 - Pair activity

Retell a Chinese mythology or fable in spoken Chinese.

- Let the students conduct this activity themselves in pairs.

Activity 03 - Individual activity

Write arguments that state and justify the personal viewpoint of selected Chinese stories.

- Use Chinese language

School Based Assessment

School Based Assessment - Introduction

Learning Teaching and Evaluation are the three major components of the process of Education. It is a fact that teachers should know that evaluation is used to assess the progress of the learning –teaching process. Moreover, 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.

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 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.

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. Teachers are expected to judge the competency levels students have reached through evaluation and they should communicate information about student progress to parents and other relevant parties. The best method that can be used to assess is the SBA that provides the opportunity to assess students continuously.

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 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 |

Teachers are not expected to use the above-mentioned activities for all the units and for all the subjects. 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 the 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- motor skills in the students

Term 1

Activity 01

Competency 1.0

Four kinds of Chinese Characters (Individual exercise)

Make a chart

There are four kinds of Chinese characters. Those four are pictographic characters, indicative characters, associative characters and phono-semantic (picto-phonetic) characters. Students will be able to memorize the meanings of characters with the understanding of these four kinds.

There is a list of new words in each lesson of the textbook. Let students categorize all Chinese characters those appearing in the lists of new words into four kinds of Chinese Characters.

Teacher can choose some lessons randomly if there are too many Chinese characters in order to minimize the number of characters. But the students must find out examples for all four kinds.

Pay attention to the following points:

- Handwriting
- Correct examples
- Creativity
- Number of Chinese characters
- Timeframe

Evaluation Criteria

1. Handwriting	-	04
2. Correct examples	-	04
3. Creativity	-	04
4. Number of Chinese characters	-	04
5. Homework Completion Timeframe	-	<u>04</u>
		<u>20</u>

Activity 02

Competency 2.0 and 3.0

Listening (Individual exercise) – A Chinese Text

Select a character-based Chinese text, at or slightly below the students' current level. The text should be no longer than one which can be read in five minutes at a natural rate of speech. Lead a warm-up discussion on the topic and pre-teach any difficult Chinese characters or vocabulary items. Read the text once at a natural rate of speech, while the students listen without writing anything. Read the text again, slowly enough for students to write necessary Chinese characters, repeating each meaningful group of words twice.

Ask five or more questions according to the text.

This allows students to listen and understand Chinese text. The entire exercise should take approximately 20 minutes.

Pay attention to the following points:

- Correct answers
- Correct Chinese characters
- Clarity
- Punctuations
- Timeframe

Evaluation Criteria

1. Correct answers	-	04
2. The correct Chinese characters	-	04
3. Clarity	-	04
4. Punctuations	-	04
5. Exam Completion Timeframe	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 4.0

Situational Dialogues (Pair exercise)

Make a conversation through the dialogue (Five minutes).

Use one of the topics given below by taking five minutes preparation time.

- In the tourist spot
- Borrow books in the library
- Talk about today's news
- Making an appointment
- See your doctor
- Visiting a museum

Pay attention to the following points:

- Correct pronunciation
- Creativity
- Structure of the conversation
- Timeframe
- Teamwork

Evaluation Criteria

1. Correct pronunciation	-	04
2. Creativity	-	04
3. The structure of the conversation	-	04
4. Timeframe	-	04
5. Teamwork	-	<u>04</u>
		<u>20</u>

Term 11

Activity 01

Competency 5.0

Writing dialogues (Individual exercise)

Write Chinese dialogues emphasizing cultural aspects of the Chinese speaking people.

Rules:

1. This is a writing homework assignment
2. Teacher can appoint few topics. Students are free to choose one of them.
3. Students must use common expressions, sentence patterns, questions and grammatical components described in the competency 5.
4. Dialogues must be limited to 250 Chinese characters.

Pay attention to the following points:

- Correct Chinese characters
- Content
- Punctuations
- Creativity
- Structure of the essay

Evaluation Criteria

1. The correctness of Chinese characters	-	04
2. Content	-	04
3. Punctuations	-	04
4. Creativity	-	04
5. The structure of the essay	-	04

20

Activity 02

Competency 6.0

Presentation (Group exercise)

Prepare a presentation on “Chinese philosophers and philosophies”

Rules:

1. Students are divided into five-student groups.
2. Each group is free to choose any Chinese philosopher.
3. Students can use posters and native language in the presentation.
4. Time must be limited to 8 minutes for each.
3. Gifts are awarded to the top winners (if possible).

Teacher will be able to find the outstanding qualities of some of the students.

Sources that can be used as resources:

- Newspaper articles
- Books
- Internet-based documents

Pay attention to the following points:

- Authenticity and quality of information
- Presentation skills
- Creativity
- Structure of the posters
- Teamwork

Evaluation Criteria

1. The authenticity and quality of information	-	04
2. Presentation skills	-	04
3. Creativity	-	04
4. The structure of the posters	-	04
5. Teamwork	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 7.0

Writing compositions (Individual exercise)

Write an essay with more than 250 Chinese characters according to the following topics,

- Great Wall
- Chinese culture
- Beijing opera
- Chinese New year
- Confucius
- Chinese Buddhism

Pay attention to the following points,

- Correct Chinese characters
- Punctuations
- Creativity
- Structure of the essay
- Submission by due date

Evaluation Criteria

1. The Correct Chinese characters	-	04
2. Punctuations	-	04
3. Creativity	-	04
4. The structure of the essay	-	04
5. Submission by due date	-	<u>04</u>
		<u>20</u>

Term 111

Activity 01

Competency 8.0

Translating a story (Individual exercise)

1. Select a suitable story written in Sinhala, Tamil or English and translate it into Chinese.
2. Select a suitable story written in Chinese and translate it into Sinhala, Tamil or English.

Lead a warm-up discussion on each story and pre-teach any difficult vocabulary items.

Pay attention to the following points:

- Correct Chinese characters (only in Chinese translation)
- Correctness of the translation
- Punctuations
- Quality of the translation
- Structure of the translation
- Submission by due date

Evaluation Criteria

1. The correct Chinese characters (only in Chinese translation)

or

Grammatical correctness	-	04
2. Correct translation	-	04
3. Punctuations	-	04
4. Quality of the translation	-	04
5. Submission by due date	-	<u>04</u>
		<u>20</u>

Activity 02

Competency 9.0

Assignment on Chinese Mythology (Pair exercise)

Let the students choose a Chinese myth or fable. Re-tell the story in the class. Students must conduct this activity in pairs.

Pay attention to the following points:

- Correctness of the legend
- Quality of spoken Chinese
- Creativity
- Performance
- Mutual cooperation

Evaluation Criteria

1. The correctness of the legend	-	04
2. Quality of spoken Chinese	-	04
3. Creativity	-	04
4. Performance	-	04
5. Mutual cooperation	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 10.0

Textual analysis (Individual exercise)

- Let the students select a classical Chinese poem.
- Let them analyze it and make their own comments in written.
- Students will be able to use Chinese language

Pay attention to the following points:

- Comprehension
- Chinese writing
- Creativity
- Build up an argument
- Clarity

Evaluation Criteria

1. Comprehension	-	04
2. Chinese writing	-	04
3. Creativity	-	04
4. Build up an argument	-	04
5. Clarity	-	<u>04</u>
		<u>20</u>

● **Prescribed Books**

SINOLINGUA, ELEMENTARY CHINESE READERS-1, SINOLINGUA, CHINA, 1997, ISBN 7-80052-134-6

SINOLINGUA, ELEMENTARY CHINESE READERS-2, SINOLINGUA, CHINA, 1994, ISBN 7-80052-135-4

LIU XUN...Ed., PRACTICAL CHINESE READER-1 THE COMMERCIAL PRESS, BEIJING, CHINA, 1999, ISBN 7-100-00088-2

LIU XUN...Ed., NEW PRACTICAL CHINESE READER-1, BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS, CHINA, 2004, ISBN 7-5619-1040-1

LIU XUN...Ed., NEW PRACTICAL CHINESE READER-2, BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS, CHINA, 2003, ISBN 7-5619-1129-7

WEI XUDONG, CHINESE MYTHOLOGY AND FABLE, BEIJING NORMAL UNIVERSITY PRESS, CHINA, 1992, ISBN 7-303-01078-5

SAMARAKOON, J, CHEENA UPAMAKATA EKATUWA, S.GODAGE AND BROTHERS, SRI LANKA, 2006, ISBN 955-20-9096-2

ATTANAYAKE, N, CHEENA UPAMA KATHA, Author Publication, 2009

DHAMMADINNA, N, CHINESE VOCABULARY, Author Publication, 2009, ISBN 978-955-51737-2-8

DHAMMADINNA, N, MODERN CHINESE CULTURE AND LIFE STYLE, Author Publication, 2009, ISBN 978-955-51737-0-4

DHAMMADINNA,N, READINGS FROM ADVANCED TEXTS, Author Publication, 2009, ISBN 978-955-51737-1-1

DHAMMADINNA, N, CHINESE – SINHALA, SINHALA – CHINESE BEGINNER’S DICTIONARY, VIJITHA YAPA PUBLICATIONS, SRI LANKA, 2010, ISBN 978-955-665-117-1