

CHINESE

Teacher's Instructional Manual

Grade 12
(To be implemented from 2009)



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

Foreword

Curriculum developers of the NIE were able to introduce Competency Based Learning and Teaching curricula for grades 6 and 10 in 2007 and were also able to extend it to grades 7, 8 and 11 progressively every year and to G.C.E. (A/L) classes in 2009. In the same manner as for Grades 6 – 11, syllabi and Teacher’s Instructional Manuals for Grades 12 and 13 for different subjects with competencies and competency levels that should be developed in students are presented descriptively. Information given on each subject will immensely help the teachers to prepare for the Learning – Teaching situations.

I would like to mention that curriculum developers have followed a different approach when preparing Teacher’s Instructional Manuals for Advanced Level subjects when compared to the approaches they followed in preparing Junior Secondary and Senior Secondary curricula. (Grades 6 - 11)

In Grades 6,7,8, 9, 10 and 11, teachers were oriented to a given format as to how they should handle the subject matter in the Learning – Teaching process, but in designing A/L syllabi and Teacher’s Instructional Manuals, freedom is given to the teachers to work as they wish.

At this level we expect teachers to use a suitable learning method from the suggested learning methods given in the Teacher’s Instructional Manuals to develop competencies and competency levels relevant to each lesson or lesson unit.

Whatever the learning approach the teacher uses, it should be done effectively and satisfactorily to realize the expected competencies and competency levels.

I would like to note that the decision to give this freedom is taken, considering the importance of GCE (A/L) examinations and due to the sensitivity of other stakeholders who are in the education system to the Advanced Level examination. I hope that this Teacher’s Instructional Manual would be of great help to teachers.

I hope the information, methods and instructions given in this Teacher’s Instructional Manual will provide proper guidance to teachers to awaken the minds of our students.

Professor Lal Perera
Director General
National Institute of Education
Maharagama

Preface

This Teacher's Instructional Manual will be useful for teachers who organize the learning teaching process for Grade 12 from 2009.

The Teacher's Instructional Manual is different to the Teacher's Guides we had earlier. Teachers who try to understand the change will notice that this is based on the competency based syllabus. Therefore, it is not expected to reach a given competency within the same grade. It might take longer period of time but the learning out-comes given under competency levels under each competency should be acquired within the same grade. Thus, learning out-comes and competency levels would be immensely useful for you to plan your lessons relevant to the grade. Moreover, we would like to draw your attention that the learning out-comes can be used as a criteria in preparing objectives for the learning-teaching process and preparing evaluation tools to assess the work done. This Teacher's Instructional Manual will be useful to teachers to make the students aware about the reference materials such as extra books and useful web addresses.

Consider that the suggested activities in this book are presented in such away expecting you to act as a creative teacher. A change towards the student-centred education from teacher- centred education is specially expected. Therefore, the teacher should always create learning situations to explore referring different books and internet. When teaching, instead of dictating notes as in the past , new knowledge and principles should be presented in a fascinating manner. For this to happen, communication methods using technology should be used creatively.

Introduce the syllabus to your students who start to learn this subject in grade 12. Students can be motivated by giving the work plan you intend to use for the whole year. This will attract the students to come to school to learn the whole syllabus.

I request you to enliven your creative abilities leading to significant change in your learning- teaching process in the class room which would be a felt experience to the whole country.

I take this opportunity to thank all the resource persons, teachers and the officials of the NIE for their contribution in preparing this Teacher's Instructional Manual. Moreover, my special thanks go to the Director General of NIE Prof Lal Perera and the Commissioner General of Education Publication and his staff for undertaking to print and distribute the materials to schools. I would be grateful if constructive suggestions are provided.

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

Syllabus Review Committee

Advisors	-	Prof. Lal Perera Director General National Institute of Education
	-	Mr.Wimal Siyambalagoda Assistant Director General Languages, Humanities and Social Sciences National Institute of Education
Direction	-	Mr. Sunil Atugoda Director, Department of English National Institute of Education
Coordination	-	Ms.Madhubashini Deldeniya Assistant Project Officer National Institute of Education
Consultancy	-	Ven.Dr.Nedalagamuwe Dhammadinna Thero Senior Lecturer, Chinese Studies, Department of Modern Languages, University of Kelaniya
Subject Coordination & - Writing	-	Ven.Dr.Nedalagamuwe Dhammadinna Thero Senior Lecturer, Chinese Studies, Department of Modern Languages, University of Kelaniya
Resource Team	-	Mr.Yang Zong Xiong Lecturer, Confucius Institute, University of Kelaniya
		Ms.Mekala Pumali Kuruwita Asst. Lecturer, Department of Modern Languages, University of Kelaniya
		Ms.Umangi de Silva Junior Fellow, Department of Modern Languages, University of Kelaniya
		Ms.Nadeeka Attanayake Teacher, Royal College, Colombo 07
Project Assistance	-	Mr.Dilip N. Vithanage

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Introduction

More people speak Chinese than any other language in the world. About one-fifth of the world's population, or over one billion people, speak some form of Chinese as their native language. People's Republic of China itself has the largest Chinese speaking population, of 1.3 billion people, to which must be added another 20 million in Taiwan, 6 million in Hong Kong and Macao, 5 million in Singapore, 4 million in Malaysia, 1 million in Vietnam, and lesser numbers in other countries including the United States, Canada and Australia. Thus Chinese has more than twice the number of speakers of English, though of course it lacks the universality of English and is spoken by few people not of Chinese origin. Chinese has been an official language of the United Nations since the founding of the organization in 1945.

Chinese, like the other languages of the Sino-Tibetan family, is a tonal language, meaning that different tones, or intonations, distinguish words that otherwise are pronounced identically. Chinese is written with thousands of distinctive characters called ideographs which most of the times have little relation to the sound of a word. In a large dictionary there are 40,000 to 50,000 characters, while the Chinese computers contain nearly 10,000 characters. But the 3,500 frequently used characters will enable people to understand almost all the content in nowadays Chinese publications.

There are many systems of romanization for the Chinese language due to the lack of a native phonetic transcription until modern times. Today the most common romanization standard for Standard Chinese is *Hanyu Pinyin*, often known simply as pinyin, introduced in 1956 by the People's Republic of China, and later adopted by Singapore and Taiwan. Pinyin is almost universally employed now for teaching standard spoken Chinese in schools and universities across the world.

The earliest Chinese characters were pictographs, such as a crescent for the moon, or a circle with a dot in the center to represent the sun. Gradually these gave way to non-pictorial ideographs which, in addition to standing for tangible objects, also represented abstract concepts. The majority of modern Chinese characters, however, consist of two elements: a component, which indicates the meaning of a word, and a phonetic, which indicates the sound. The components, or radicals, number 214 in Chinese, and indicate the class of objects to which the word belongs. Despite their apparent complexity, the Chinese characters do have the advantage of making written communication possible between people speaking mutually unintelligible dialects and languages. A spoken word may be quite different in Mandarin and Cantonese dialects, but it would be written identically in the two dialects.

Written Japanese has several thousand characters borrowed from Chinese. Since the Chinese characters are also used in Japanese, each language, when written, is partially intelligible to a speaker of another language, despite the fact that the two spoken languages are totally dissimilar grammatically.

Numerous attempts have been made over the years to simplify the Chinese characters. In 1955 the People's Republic of China initiated a plan to simplify more than 1,700 characters; this number to be increased gradually so that over half of the most frequently used characters would eventually be simplified.

Unit 01

Chinese Characters and Pronunciation

Competency : Identifies Characters and writes properly

Competency Level : 1.1 Writes *Pinyin*

1.2 Follows stroke order

1.3 Pronounces tones

1.4 Writes Characters

No. of Periods : 15

Learning Outcomes: The student will be able to:

- write correct initials and finals
- follow the stroke order of each character
- write correct tones and pronounce them correctly
- write Chinese characters according to proper stroke order with well-balanced structure

Introduction : Pinyin is currently the most commonly used Romanization system for Chinese language and Pinyin means "phonetics" or more literally, "spelling sound" or "spelled sound". It was developed by a government committee in the People's Republic of China the system was initially approved by the Chinese government on February 11th 1958. The International Organization for Standardization adopted Pinyin as the international standard in 1982 and since then it has been adopted by many other organizations. On January 1st 2009, it was also adopted as the official Romanization system in Taiwan. It is used to teach standard pronunciation of Standard (Mandarin) Chinese or the Beijing dialect (*Putonghua*) to School children in China as well as to foreign learners. It is also used to spell Chinese names in foreign publications and can be used to enter Chinese characters on computers and cell phones. The Chinese characters are the written symbols of the Chinese language. Usually one character stands for

one syllable, and it is composed of several basic strokes. The characters that cannot be broken down and are made up of basic strokes which are called basic characters and compound characters, made up of basic characters. All characters should be written so as to fit into equal-sized squares no matter how many strokes there are. The characters should be written in the proper stroke order, and their structure should be compact and well-balanced as well.

Guideline for Explaining the Target Subject Input:

Pinyin: The most commonly used Romanization system for the Chinese language

Initial : A consonant that begins the syllable

Final : The rest of the syllable

Tone : Chinese is a tonal language in which the tones convey differences in meaning

Mandarin Chinese or Beijing dialect (*Putonghua*):

The dialect of Mandarin Chinese is spoken in the urban area of Beijing, China. The Beijing dialect is the basis of Standard (Mandarin) Chinese, which is the standard official Chinese, spoken by the Chinese in the People's Republic of China (mainland China), Taiwan, and Singapore. Although the Beijing dialect and Standard (Mandarin) Chinese are extremely similar, there are few noticeable differences between them.

References:

- 1. Finals, Initials and Notes (Included in Lessons 1 - 7)
ELEMENTARY CHINESE READERS- 1**
- 2. Pronunciation Drills and Conversation Practice, Phonetics
(Included in Lessons 1 – 12)
PRACTICAL CHINESE READER-1**
- 3. Pronunciation Drills and Phonetics (Included in Lessons 1 - 6)
NEW PRACTICAL CHINESE READER-1**
- 4. CHINESE – SINHALA, SINHALA – CHINESE
BEGINNER'S DICTIONARY**

Stroke order : The correct order in which the strokes of a Chinese character is written. A stroke is a movement of a writing instrument where the nib touches the page.

Chinese characters: The written symbols of the Chinese language

General rules of Stroke order

1. Write from top to bottom, and left to right.

As a general rule, strokes are written from top to bottom and left to right.

2. Horizontal before vertical

When horizontal and vertical strokes cross, horizontal strokes are usually written before the vertical strokes.

3. Character-spanning strokes last

Vertical strokes that pass through many other strokes are written after the strokes through which they pass. Horizontal strokes that pass through many other strokes are written last.

4. Diagonals right-to-left before diagonals left-to-right

Right-to-left diagonals are written before left-to-right diagonals.

5. Center before outside in vertically symmetrical characters

In vertically symmetrical characters, the center components are written before the components on the left or right. Components on the left are written before the components on the right.

6. Enclosures before contents

Outside enclosing components are written before the inside components; bottom strokes in the enclosure are written at last if present.

7. Left vertical before enclosing

Left vertical strokes are written before the enclosing strokes.

8. Bottom enclosures last

Bottom enclosing components are usually written.

9. Dots and minor strokes last

Dots and minor strokes are usually written last.

Basic strokes

Stroke	Direction	Name	Example
丶	↘	diǎn	你 字 学
一	→	héng	大 三 司
丨	↓	shù	中 上 作
ノ	↙	piě	你 千 字
㇇	↘	nà	天 人 木
㇆	↗	tí	海 我 扌
㇇	↘	hénggōu	字 爱 家
丨	↓	shùgōu	水 你 景
㇇	↘	xiégōu	我 式 忒
㇇	↘	héngzhé	国 克 票
㇇	↘	shùzhé	忙 它 每

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. **Chinese Characters, Basic Strokes of Chinese Characters, Rules of Stroke-order of Chinese Characters (Included in Lesson 1), Table of Chinese Characters (Included in Lessons 1 - 18)**

ELEMENTARY CHINESE READERS-1

2. **Table of Stroke-order of Chinese Characters (Included in Lessons 1 – 20)**

PRACTICAL CHINESE READER-1

3. **Chinese Characters (Included in Lessons 1 - 11)**
NEW PRACTICAL CHINESE READER-1

4. **Chinese Characters**
CHINESE VOCABULARY

Learning - Teaching process

Activity 01 - Group activity

Prepare a table of the Combinations of the Initials and Finals in Beijing Dialect (*Putonghua*)

- Write the finals in the upper most horizontal line.
- Write the initials in the first left vertical line.
- Complete the corresponding combinations in the table.
- Use different colors for finals, initials and combinations.

Students can refer to the table of the Combinations of the Initials and Finals in the text book.

Activity 02 - Pair activity

Write 20 Chinese characters according to the correct stroke order.
For example:



- Let the students correct this activity themselves in pairs

Activity 03 - Individual activity

Dictation (Teacher must conduct this after completion of each lesson)

- Students must perform this task individually.

Unit 02

Listening and Responding Skills

Competency : Listens, understands and responds

Competency Level : 2.1 Listens and understands pronunciation
2.2 Understands and answers the questions
2.3 Responds to basic conversations
2.4 Listens and understands recorded texts

No of Periods : 15

Learning Outcomes: The student will be able to demonstrate:

- listening and understanding skills of Chinese pronunciation
- the ability to understand and answer the questions
- the correct response of basic conversations
- the ability to listen and understand the recorded texts

Introduction : Chinese is not a phonetic language. The pronunciation is not related to the writing of Chinese characters. A special tool called Pinyin is created to teach standard pronunciation of Standard (Mandarin) Chinese or Beijing dialect (*Putonghua*) to School children in China as well as to foreign learners. Pinyin is a way to transcribe Chinese characters so people can pronounce it. The writing of Pinyin is similar to English alphabet.

In order to make the study of Chinese easier and more interesting, NEW PRACTICAL CHINESE READER-1 comes with 4 CD-ROMs and ELEMENTARY CHINESE READERS-1 comes with 2 audio cassettes.

Guideline for Explaining the Target Subject Input:

Chinese pronunciation: Mastering Chinese pronunciation should constitute the very first step towards learning Chinese language. The Chinese Pinyin is featured by initials, finals and tones and they are used in the pronunciation of Chinese characters. In order to distinguish the different pronunciations of Chinese characters, the student must pay keen attention to the reading of initials, finals and diacritics on the vowels.

Pinyin (simplified version)

Initials:

a o e -i u ü

ai ei ui

ao ou iu

ie ue er

an en in un ün

ang eng ing ong

a - as the vowel in "star" without the "r" sound

o - as the vowel in "law"

e - as the vowel in "the"

-i - as the vowel in "stir"

u - as the vowel in "food"

ü - as "y" in "yellow" followed by the 'u' above

ai - as the vowel in "bike"

ei - as the vowel in "lake"

ui - combination of 'u' and 'i', the same as word "we" in English

ao - as the vowel in "loud"
ou - as the vowel in "flow"
iu - combination of 'i' and 'u', the same as word "yew"
in English

ie - combination of 'i' and 'e', as the vowel in "sierra"
ue - combination of 'u' and 'e', as the vowel in "buena"
er - combination of 'e' and 'r', as the vowel in "early"

an - as the vowel in "anchor"
en - as the word "earn" without the "r" sound
in - as in the word "inn"
un - as in the word "one"
ün - as "y" in "yellow" followed by the English word
"one"

ang - as the word "long"
eng - as the vowel in "lung"
ing - as the vowel in "England"
ong - as 'u' followed by the 'ng' as above

Finals:

b p m f

d t n l

g k h

j q x

z c s r

zh ch sh

y(i) w(u)

b - as the "b" in "book"
p - as the "p" in "pool"
m - as the "m" in "moon"
f - as the "f" in "food"

d - as the "d" in "door"
t - as the "t" in "tom"
n - as the "n" in "no"

l - as the "l" in "love"

g - as the "g" in "good"

k - as the "k" in "kill"

h - as the "h" in "high"

j - as the "j" in "jeep"

q - as the "ch" in "cheese"

x - as the "sh" in "sharp"

z - as the "z" in "zero"

c - as the "ts" in "tsunami"

s - as the "s" in "sun"

r - as the "r" in "red"

zh - starts with 'j' in "jeep", but then ends smoothly with "r" sound.

ch - starts with 'ch' in "cheese", but then ends smoothly with "r" sound.

sh - starts with 'sh' in "sharp", but then ends smoothly with "r" sound.

y (i) - as the "y" in "yes"

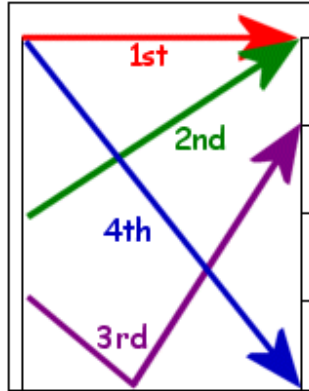
w (u) - as the "w" in "wood"

References:

- 1. Finals, Initials and Notes (Included in Lessons 1 - 7)
ELEMENTARY CHINESE READERS-1**
- 2. Pronunciation Drills and Conversation Practice, Phonetics
(Included in Lessons 1 – 12)
PRACTICAL CHINESE READER-1**
- 3. Pronunciation Drills and Phonetics (Included in Lessons 1 - 6)
NEW PRACTICAL CHINESE READER-1**
- 4. Pinyin and tones of Chinese characters
CHINESE VOCABULARY**
- 5. CHINESE – SINHALA, SINHALA – CHINESE
BEGINER'S DICTIONARY**
- 6. Chinese Pronunciation, <http://www.newconceptmandarin.com/>**

Tones: There are 5 tones including "neutral" tone in Standard (Mandarin) Chinese.

4 tones:



Tone	Mark	Description
1st	ā	High and level.
2nd	á	Starts medium in tone, then rises to the top.
3rd	ǎ	Starts low, dips to the bottom, and then rises towards the top.
4th	à	Starts at the top, and then falls sharp and strong to the bottom.
neutral	a	Flat, with no emphasis.

References:

1. **Tones and Notes (Included in Lesson 1)**
ELEMENTARY CHINESE READERS-1
2. **Notes and Phonetics (Included in Lessons 1)**
PRACTICAL CHINESE READER-1
3. **Phonetics (Included in Lessons 1)**
NEW PRACTICAL CHINESE READER-1

Conversations and Dialogues: Situation based conversations are the ideal form of communication in some respects, since they allow students with different views on a topic to learn from each other. On the other hand, a dialogue is a conversation between two or more students. It is also a literary form in which two or more parties engage in a discussion. Conversations and Dialogues help beginners to build basic Chinese skills.

References:

- 1. Conversation (Included in Lessons 1 - 8)
ELEMENTARY CHINESE READERS-1**
- 2. Pronunciation Drills and Conversation Practice, Phonetics
(Included in Lessons 1 – 12)
PRACTICAL CHINESE READER-1**
- 3. Conversation Practice (Included in Lessons 1 - 6)
NEW PRACTICAL CHINESE READER-1**

Recorded Texts: Many text books are accompanied by CD-ROMs or audio cassettes 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. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**

Learning - Teaching process

Activity 01 - Group activity

Read Pinyin section and texts aloud given in each lesson. It is very important to pronounce the speech sounds as accurately as possible. This group activity helps students to open their mouths and read aloud Pinyin and Chinese texts

- Pay keen attention to the reading of initials, finals and tones.
- Imagine the Chinese characters and their meanings when you pronounce Pinyin letters.

Students can refer to the texts and descriptions of the initials, finals and tones given in the textbook

Activity 02 - Pair activity

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

- Let the students conduct this activity themselves in pairs

Activity 03 - Individual activity

Conduct a listening exercise with CD-ROMs or audiocassettes after completing each lesson.

- Let the students answer questions individually

Unit 03

Reading comprehension

Competency : Reads and comprehends meanings

Competency Level : 3.1 Understands the pronunciation and reads given texts

3.2 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:

- identify the Chinese pronunciation and read given texts
- demonstrate familiarity with the meaning of the texts
- analyze written discourse
- read and retell the texts in own words

Introduction : The texts given in the recommended textbooks are prepared in standard, idiomatic modern Chinese in current use among native speakers. It must say that priority has been given to the most essential language items that the student will need to express himself in Chinese in everyday social intercourse. Most part of the texts use dialogue form. They facilitate audio-lingual practice and provide an overall grounding in the reading and writing of elementary Chinese.

Guideline for Explaining the Target Subject Input:

Chinese pronunciation: Pinyin based Chinese pronunciation

Texts : The texts in the recommended textbooks cover a wide range of typical situations in the student's social life.

Discourse analysis of written text: Discourse analysis of written text is a method for describing the ideas and the relations among the ideas that are present in a text. The method draws on work in a variety of disciplines, including rhetoric, text linguistics, and psychology. These disciplines provide ways to describe and analyze how the structure and content of the text encodes ideas and the relations among the ideas. By studying the textual and lexical elements of the texts, the student can learn to regularly recognize the overall structure of a text.

Read and Retell: This exercise enables practice in a range of literacy skills including reading, writing, listening, speaking, thinking, interacting, comparing, matching, selecting and organizing information, remembering and comprehending. Retell the text writing in your own words. Write as much as you can recall for someone who has not read the text. The student must not look back at the text.

References:

- 1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**

Learning - Teaching process

Activity 01 - Group activity

Read the texts aloud given in each lesson.

- 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 correct this activity themselves in pairs.
- Ask them to make situational dialogues according to texts.

Activity 03 - Individual activity

Read the texts individually.

Read in order to enjoy and understand.

Read as many times as the student need to recall.

Retell the text, writing in your own words.

Write as much as you can recall for someone who has not read the text.

Students must perform this task individually.

Unit 04

General 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

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

Introduction : The texts appeared as dialogues in recommended textbooks are prepared up to standard. The aim of dialogue based texts is to increase students' ability to express themselves in Chinese. Most of the dialogue based texts deal with everyday life, the customs of the Chinese people. Systematic grammatical explanations have not been given in the texts; instead, basic grammar points and frequently used spoken language patterns have been arranged into the texts and exercises in a way designed according to the frequency of usage and the degree of difficulty. It is expected that through practice the student will be able to learn the language easily and finally be able to use the language proficiently.

Guideline for Explaining the Target Subject Input:

Situational dialogues: engaging one another in settings in which to discuss topics apropos their personal and cultural experiences.

References:

- 1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**

Learning - Teaching process

Activity 01 - Group activity

Read the dialogues aloud given in each lesson.

- Let the students read the texts aloud all together.

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

Build situational based literary dialogues.
Students must perform this activity individually.

Unit 05

Chinese Grammar and Lexical Formation

Competency : Uses basic grammatical components and structures correctly

Competency Level : 5.1 Makes sentences using basic grammatical components

5.2 Acquires main grammar items including the lexical items dealt with in the notes

5.3 Counts numbers

5.4 Counts Chinese money

5.5 Counts months and days

5.6 Tells the time

No of Periods : 40

Learning Outcomes: The student will be able to:

- demonstrate the ability of making sentences using basic grammatical components
- use main grammar items including the lexical items dealt with in the notes
- count numbers
- count Chinese money
- count months and days
- tell the time

Introduction : Chinese grammar is remarkably simple for the beginner. Verbs do not conjugate; there are no genders, no tenses as such. There is rarely any need to distinguish between the ‘polite’ and ‘impolite’ ways of saying things.

Guideline for Explaining the Target Subject Input:

Lexical Formation: Subject-Verb-Object

In Chinese, you say the subject first, then the verb, then the object, the same as English.

Sentence patterns and Lexical items: Basic sentence patterns and lexical items

Measure Words : The Chinese language employs measure words when talking about a number of something. A bit like when people refer to ‘100 head of cattle’, or ‘two bunches of flowers’, apart from that it is used in all situations.

References:

1. **Competency 5.0**
CHINESE SYLLABUS GRADE 12 & 13
2. **Grammar (Included in Lessons 9 - 18)**
ELEMENTARY CHINESE READERS-1
3. **Grammar (Included in Lessons 13 – 20)**
PRACTICAL CHINESE READER-1
4. **Grammar (Included in Lessons 1 - 11)**
NEW PRACTICAL CHINESE READER-1

Numbers : 1 to 999

Chinese money : *Yuan (Kuai), Mao, Fen* etc.

Months and days : Year, Month, date, days, weekdays and weekends

Time : Hours, minutes, seconds

References:

1. Text and Grammar (Included in Lesson 16, 17 and 18)
ELEMENTARY CHINESE READERS-1

2. Text and Grammar (Included in Lesson 15, 17 and 20)
PRACTICAL CHINESE READER-1

3. Grammar (Included in Lesson 8, 9 and 10)
NEW PRACTICAL CHINESE READER-1

Learning - Teaching process

Activity 01 - Group activity

Complete the following weekly planner.

第 周计划表

班级:月日——月日

	星期一	星期二	星期三	星期四	星期五
上午					
下午					

Activity 02 - Pair activity

Make situational dialogues, using months, days and time.

- Let the students conduct this activity themselves in pairs.

Activity 03 - Individual activity

Write a diary. The following are some tips that students can follow when they attempt to write a diary.

- Write the date.
- Write all of your deep thoughts.
- Include exciting things that happen.
- Be a honest person.

Unit 06

Chinese Word Order and Character Formation

Competency : Describes word formation

Competency Level : 6.1 Understands word order in Chinese language

6.2 Identifies Chinese character formation

No of Periods : 20

Learning Outcomes: The student will be able to:

- identify Chinese word order
- demonstrate the ability of making Chinese sentences
- identify Chinese character formation

Introduction : In normal Chinese declarative sentences, word order is the same as that of normal English declarative sentences, subject - verb – object. The word order is very important in Chinese. In English, word order can be changed to a sentence but it is not possible to do so in Chinese all the time.

Chinese characters mainly have 6 ways of formation, namely Pictographs, Ideograms, Ideogrammic compounds, indicatives, Phono-semantic characters, phonetic loan characters and Derivatives.

Guideline for Explaining the Target Subject Input:

Word order: The basic point to bear in mind is that, like English, Chinese word order is subject-verb-object. In other words, a basic English sentence like “I (subject) love (verb) you (object)” is constructed in exactly the same way in Chinese.

Ex: Subj. + Vb. + Obj

Word order of a complicated sentence

Tw + Subj. + Adv. + Not + Vb. + Obj. + Qpt

References:

- 1. Grammar (Included in Lessons 9 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Grammar (Included in Lessons 13 – 20)
PRACTICAL CHINESE READER-1**
- 3. Grammar (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**

Character Formation: Although there are 6 ways of Chinese character formation, at present, more than 90% of Chinese characters are phono-semantic characters. However, both the meaning and pronunciation parts of the characters have changed over time. Most of the morphemes in modern Chinese are monosyllabic. But a word is the smallest unit that can be used independently in a sentence. A word in Chinese language consists of one character or more than one character.

References:

- 1. New words and Chinese Characters(Included in Lessons 1-18)
ELEMENTARY CHINESE READERS-1**
- 2. New words (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. New words, Learn and write basic Chinese characters
(Included in Lessons 1 - 11) NEW PRACTICAL CHINESE
READER-1**

Learning - Teaching process

Activity 01 - Group activity

Find out Pictograph formation of Chinese characters that you have studied in the lessons.

Explain structure of Phono-semantic characters.

Activity 02 - Pair activity

Let the students make more complicated Chinese sentences.

- Let them conduct this activity themselves in pairs.
- Ask them to compare the sentences with texts.

Activity 03 - Individual activity

Make Chinese sentences according to the following topics,

- My family
- My best friend
- My pet

Unit 07

Composition and Expression

Competency : Writes basic sentences

Competency Level : 7.1 Writes one's own expressions according to basic sentence patterns.

7.2 Writes simple essays.

No of Periods : 40

Learning Outcomes: The student will be able to:

- describe basic sentence patterns
- write one's own expressions in Chinese
- write simple essays

Introduction : A literary composition on any subject is defined as an essay. Properly speaking, it is a written composition giving expression to one's own personal ideas or opinions on the same topic. The Chinese essays students write at the school are trial exercises or "attempts" to express their thoughts in Chinese. A good essay must be a unity, treating in an orderly manner of one subject; it should be concisely written and not too long, and the style should be simple, direct and clear; and it should have individuality, or reflect the personal touch of the writer.

Guideline for Explaining the Target Subject Input:

Composition: In this part students learn punctuations, sentence and paragraph structures. Through practice and exposure, they will learn the basics of narrative, description, exposition, argument, correspondence and other literary styles. This unit emphasizes writing practices as well as group discussions, presentations and oral compositions.

Expressions: Basic Chinese expressions such as greetings, saying hello, identifying people, asking for permission, looking for someone and making comments etc.

Simple essays: First of all an essay is a description about a certain topic. The first step in writing an essay is to get a topic. For example let's consider that the topic is about "My family". This topic covers a broad area of one's family and therefore in the body of the essay students need to adequately discuss all the areas under this topic.

First Paragraph: In the first paragraph give an introduction. This should be short as well as concise.

Body of the essay : This should be rich in facts which are relevant to the topic. At the same time it should be organized to provide the reader a better picture of the topic.

Conclusion : This is the last paragraph in regard to the topic. It should again give an overview of the topic.

References:

- 1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**

Learning - Teaching process

Activity 01 - Group activity

Find out basic Chinese punctuations in the texts of textbook.

Give at least 3 examples for each punctuation.

Activity 02 - Pair activity

Let the students Identify basic Chinese expressions. Student can refer textbooks.

- Let them conduct this activity themselves in pairs.

Activity 03 - Individual activity

Write small articles according to the following topics,

- My family
- My best friend
- My pet
- My teacher

Unit 08

Translation Skills

Competency : Translates basic sentences

Competency Level : 8.1 Translates the sentences

8.2 Translates the paragraphs

8.3 Translates the texts

No of Periods : 40

Learning Outcomes: The student will be able to translate:

- basic sentences
- paragraphs
- texts

from Chinese into mother-tongue and vice versa.

Introduction : This is an introductory unit focusing on basic concepts and techniques in the beginner's level translation from Chinese to Sinhala / Tamil or English. Emphasis is placed on basic techniques used in translation from Chinese to Sinhala / Tamil or English. Students will learn how to analyze short Chinese texts and use the technique learned to translate them into their mother-tongue or English and vice versa. They will have opportunities to practice the techniques and consolidate the principles through in-class drills and individual assignments.

Guideline for Explaining the Target Subject Input:

Translation: Written translation is completely different from oral translation. As a rule, there is no need to react instantly. Students can take their time, think, choose a better variant, use Chinese vocabulary, consult the teacher, etc.

Chinese to Sinhala/Tamil or English:

Students will translate basic sentences and paragraphs from Chinese to Sinhala/Tamil or English appeared in recommended textbooks.

Sinhala/Tamil or English to Chinese:

Teacher must be able to select Sinhala/Tamil or English documents which are similar to Chinese texts appeared in recommended textbooks.

References:

- 1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**
- 4. Chinese Characters
CHINESE VOCABULARY**

Learning - Teaching process

Activity 01 - Group activity

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

- 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 find suitable documents written in Sinhala/Tamil or English and translate them into Chinese. Student can refer kids' pages in the newspapers for suitable articles.

- Let them conduct this activity themselves in pairs.

Activity 03 - Individual activity

Translate selected texts from Chinese into mother-tongue and vice versa, such As:

- Sentences
- Passages
- Prescribed texts
- Simple stories

Unit 09

Chinese Cultural Expressions

Competency : Familiarizes with cultural expressions

Competency Level : 9.1 Acquires knowledge about Chinese customs

9.2 Gain insights into Chinese rituals and habits

No of Periods : 40

Learning Outcomes: The student will be able to:

- gain a knowledge of Chinese culture and society
- acquire knowledge about Chinese festivals
- gain insights into Chinese customs , rituals and habits
- describe contemporary Chinese lifestyle

Introduction : In the past two decades, great changes in the contemporary Chinese culture have been witnessed by the world. The reason behind them is the transformation from the “age of the planned economy” to the “age of the market economy” As a developing country China's contemporary cultural features have changed from a single, authoritative voice to multiple voices, from hegemony to plurality. This unit covers the main areas of contemporary Chinese life: society, culture, 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, and social change.

Guideline for Explaining the Target Subject Input:

Chinese culture: China is an interesting mixture of the traditional and modern cultures. There are so many modern high-rise buildings everywhere in metropolitan cities and old houses and cottages in ancient alleys not far away from these skyscrapers. In Chinese minds, especially the elderly and the middle-aged people, the old ideas are still rooted deeply. The younger generation is filled with strong passion in pursuing the new, or to a greater extent, westernized lifestyle and having modernized ideas in love and family relations. The belief that has been followed by the Chinese people traditionally is the Confucius' philosophy, which is to urge people to value importance of family, practice self-restrain and emphasis on hard work. The worship in Confucius had been declined since the beginning of the 20th Century, because the tumultuous time that had made many young people to think twice about their traditional beliefs. At the same time, the Western ideas were coming, which were brand-new things for the Chinese people. The Western scientific achievement and the change of thinking among the younger generations have greatly transformed the ideas in Chinese people's minds, and their behavior as well. However, with the development of China, the traditional beliefs and values are coming back to them in a silent way these days; people are getting bored with the chaotic modern society and the monotonous lifestyle. More and more people are interested in Chinese traditional culture again.

Chinese festivals: There are mainly 7 festivals celebrated in China. The Chinese New Year, The Lantern festival, The Qingming festival, The Dragon boat festival, The mid-Autumn festival, The Double Ninth festival and Christmas are the 7 festivals celebrated with great pomp and show all over China.

Chinese customs: There are many customs that are particular to Chinese people. Because of the powerful influence that China has exerted on other cultures; some of these customs are practiced in neighboring counties such as in Japan, Korea and Vietnam. Chinese customs are also very popular among Chinese communities in other countries.

Greetings: Chinese people do not usually greet people that they have not been introduced to or are not familiar with. It would seem odd if a person would offer a "Hi" or "Hello" when passing in the street.

Gifts, Invitations, Giving a name card, Saying “hello” to someone and Telephone conversations: Giving gifts and treating people to lunch or dinner is a common practice in China. If a gift is given, it should be offered with two hands. Any gift offered with two hands should always be received with two hands. Even such a trivial matter of giving a name card, saying “hello” to someone or telephone conversation should be perfectly polite.

Rituals and habits: Rituals and habits have been at the core of Chinese culture, society, and politics since the earliest formative stages of the Chinese polity itself.

Chinese lifestyle: The Chinese people's lifestyle is characterized by two considerations: Harmony between humans and nature, and harmony among humans.

References:

1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1
2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1
3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1
4. 1st Part
MODERN CHINESE CULTURE AND LIFE STYLE

Learning - Teaching process

Activity 01 - Group activity

Submit an assignment with collected details of Chinese culture, society and festivals or Chinese customs, rituals and habits. Students can submit this assignment as a handwritten document or word-processed document with images. This group activity helps students to collect details using various sources such as library or internet.

Activity 02 - Pair activity

Recite the Chinese verses given in the first part of the Modern Chinese Culture and Lifestyle.

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

Activity 03 - Individual activity

Build Chinese dialogues that reflect Chinese customs rituals and habits. Students can refer texts given in the textbook.

Unit 10

Text-based Analysis

Competency : Evaluates textual analysis

Competency Level : 10.1 Reads and comprehends texts

10.2 Makes simple comments

No of Periods : 40

Learning Outcomes: The student will be able to:

- read and comprehend prescribed texts
- makes simple comments of prescribed texts
- analyze the arguments presented in the texts
- write arguments that state and justify a personal viewpoint

Introduction : It is said that “language always appears as text and not as isolated words and sentences” (Thornbury 2005: 7–14). Therefore, teaching foreign languages should be based on handling texts, either written or oral. It is even more so for teaching a foreign language in high schools. The ability to handle or interpret texts is a complex interaction of a variety of skills. The students should be able to communicate with texts in the process of analyzing them. Therefore, it is very important to use textual analysis for language teaching and skill development purposes.

Guideline for Explaining the Target Subject Input:

Textual analysis: Writing a textual analysis is not writing one's feelings about a text's topic, and it's not writing whether you agree with the argument presented in the text. In fact, textual analysis is about a text that deals with a topic you know little about or disagree with entirely. Textual analysis describes readers whether or not a text's author effectively presents an argument. The writer will decide how effectively an author presents his or her argument by examining the techniques the author uses. To do this, students must first think about how these techniques affect the author's intended audience and how they help to achieve the author's intended purpose. Their analysis will be an explanation of how the author reaches that audience and achieves that purpose (or not). In short, analysis involves thinking critically about how a text works (or doesn't) and why, and then communicating that clearly.

Analyzing process:

1. Reading comprehension

Depending on how well known the text students are analyzing, students will most likely need to provide a brief summary of it. This can be said "Summary of the text" and students will achieve this through Reading comprehension.

2. Analyzing the arguments

Students must pay attention to "context". Texts often exist as part of an ongoing conversation or as a response to particular events. Keep this in mind when analyzing a text; think about how those conversations or events influence the author's decisions about the text or how they influence the way the intended audience will feel about its message.

3. Judgment:

This can be achieved through a clear statement placed next to the "Summary of the text" of the article. This includes the interpretation of what they think the text means or what its intended purpose was.

4. Conclusion: Because there is rarely just one way to interpret a text, examples of techniques and patterns from the text are good ways to support the judgment.

References:

- 1. Texts (Included in Lessons 1 - 18)
ELEMENTARY CHINESE READERS-1**
- 2. Texts (Included in Lessons 1 – 20)
PRACTICAL CHINESE READER-1**
- 3. Texts (Included in Lessons 1 - 11)
NEW PRACTICAL CHINESE READER-1**
- 4. 1st 10 stories
CHINESE MYTHOLOGY AND FABLE**
- 5. CHEENA UPAMAKATA EKATUWA**
- 6. CHEENA UPAMA KATHA**
- 7. 1st Part
MODERN CHINESE CULTURE AND LIFE STYLE**

Learning - Teaching process

Activity 01 - Group activity

Organize a debating contest.

The debating contest helps students to improve their ability to express themselves, their logical thinking and arguments, the ability of work with information.

- Divide the class in to 2 groups.
- Select suitable debaters
- Let them analyze the arguments and make their own comments presented in the Chinese mythologies and fables.
- Students can use their mother tongue

Activity 02 - Pair activity

Make oral presentations of selected Chinese mythologies and fables.

- Let the students conduct this activity themselves in pairs.
- Students can use their mother tongue

Activity 03 - Individual activity

Write arguments that state and justify the personal viewpoint of Chinese mythologies and fables.

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

Dictation (Individual exercise) – Pinyin

Select a Pinyin-based text, at or slightly below the students' current level. The text should be no longer than one which can be read in one minute at a natural rate of speech. Lead a warm-up discussion on the topic of the dictation and pre-teach any difficult vocabulary items. Read the text once at a natural rate of speech, while the students listen without writing anything. Read the text again, slow enough for students to write in Pinyin with tones, repeating each meaningful group of words twice. Read the entire text again slightly more slowly than a normal rate of speech. This allows students to check their work. The entire exercise should take between 10 and 20 minutes.

Pay attention to the following points:

- Initials
- Finals
- Tones
- Punctuations
- Timeframe

Evaluation Criteria

1. Initials	-	04
2. Finals	-	04
3. Tones	-	04
4. Punctuations	-	04
5. Exam Completion Timeframe	-	<u>04</u>
		<u>20</u>

Activity 02

Competency 2.0

Dictation (Individual exercise) – Chinese Characters

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 one minute at a natural rate of speech. Lead a warm-up discussion on the topic of the dictation 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 in Chinese characters, repeating each meaningful group of words twice. Read the entire text again slightly more slowly than a normal rate of speech. This allows students to check their work. The entire exercise should take between 10 and 20 minutes.

Pay attention to the following points:

- Correct Chinese characters
- Chinese characters in the correct stroke order
- Structure of Chinese characters
- Punctuations
- Timeframe

Evaluation Criteria

1. The correctness of Chinese characters	-	04
2. Chinese characters in the correct stroke order	-	04
3. The structure of Chinese characters	-	04
4. Punctuations	-	04
5. Exam Completion Timeframe	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 3.0 and 4.0

Situational Dialogues (Group exercise)

Make a conversation through the dialogue (Five minutes).

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

- Saying hello
- Greetings
- Saying goodbye
- Identify people
- Looking for someone

Pay attention to the following points:

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

Evaluation Criteria

1. Correct pronunciation	-	04
2. Creativeness	-	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 Chinese essays (Group exercise)

Organize a Chinese essay writing competition.

Rules:

1. Students are divided into five-student groups.
2. Each group is given a topic to write on in a classroom setting.
3. Essays must be limited to 100 Chinese characters.
3. Gifts are awarded to the top 3 winners.

Despite the high pressure situation, teacher can find the outstanding quality of some of the essays.

Pay attention to the following points:

- Correct Chinese characters
- Punctuations
- Creativeness
- Structure of the essay
- Teamwork

Evaluation Criteria

1. The correctness of Chinese characters	-	04
2. Punctuations	-	04
3. Creativeness	-	04
4. The structure of the essay	-	04
5. Teamwork	-	<u>04</u>
		<u>20</u>

Activity 02

Competency 6.0

Pictograph Chinese characters in a Poster (Pair exercise)

The earliest Chinese characters look like the “things” they represent. Like humans, animals and natural objects. They are “picture-like” writings- pictographs. In Chinese writing there are only few hundreds of these pictographs.

Collect the pictographs of the modern Chinese characters. Create a poster with pictures and text describing the Pictograph Chinese characters.

Resources:

- Newspaper articles
- Books
- Internet-based documents

Pay attention to the following points:

- Correctness of information
- Quality of information
- Creativeness
- Structure of the poster
- Teamwork

Evaluation Criteria

1. The correctness of information	-	04
2. The quality of information	-	04
3. Creativeness	-	04
4. The structure of the poster	-	04
5. Teamwork	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 7.0

Writing essays (Individual exercise)

Write a small essay with not more than 200 Chinese characters according to the following topics,

- Myself
- My family
- My friend
- My teacher

Pay attention to the following points,

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

Evaluation Criteria

1. The Correctness of Chinese characters	-	04
2. Punctuations	-	04
3. Creativeness	-	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 an essay (Individual exercise)

Ask students to select a short essay written in Sinhala, Tamil or English in a kids' page or in a children's page of a newspaper and translate it into Chinese. Lead a warm-up discussion on each essay and pre-teach any difficult vocabulary items. Students must submit their translations with original documents.

Pay attention to the following points:

- Correct Chinese characters
- Correctness of the Chinese translation
- Punctuations
- Quality of the translation
- Structure of the essay
- Submission by due date

Evaluation Criteria

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

Activity 02

Competency 9.0

Assignment on Chinese New Year (Group exercise)

Submit an assignment in Sinhala, Tamil or English with collected details of Chinese New Year. Students can submit this assignment as a handwritten document or word-processed document with images. To complete this group activity, students can collect details by using various sources such as library, newspapers or Internet.

Pay attention to the following points:

- Correctness of information
- Quality of information
- Creativeness
- Structure of the assignment
- Teamwork

Evaluation Criteria

1. The correctness of information	-	04
2. Quality of information	-	04
3. Creativeness	-	04
4. Teamwork	-	04
5. Submission by due date	-	<u>04</u>
		<u>20</u>

Activity 03

Competency 10.0

Reading comprehension and analyzing the arguments (Individual exercise)

- Let the students select a Chinese mythology or a fable.
- Let them analyze the arguments and make their own comments presented in the story.
- Students can use Sinhala, Tamil or English for making their comments.

Pay attention to the following points:

- Selection of a Chinese mythology or a fable
- Comprehension
- Creativeness
- Build up an argument
- Presentation

Evaluation Criteria

1. The Selection of a Chinese mythology or a fable	-	04
2. Comprehension	-	04
3. Creativeness	-	04
4. Build up an argument	-	04
5. Presentation	-	<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