

## **ANU EXTENSION**



## **CHINESE CONTINUING – ANU**

## **H COURSE**



H Course

**University: THE AUSTRALIAN NATIONAL UNIVERSITY**

**Course Title: CONTINUING CHINESE**

**Classification: H**

Course Code: 522

Unit Title(s)	Value (1.0)	Length	Unit Codes
Exploring Chinese characters and words	1.0		
Chinese reading and writing in context	1.0		

Dates of Course Recognition:

From

2015

To

2019

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## H Course Supporting Statement

University: Australian National University	Course Code
Course Title: Chinese Continuing - ANU	<input type="text"/>

### Detail Reasons:

As outlined in the *Australia in the Asian Century White Paper*, Asia's rise is changing the world and will be a defining feature of the 21st century with profound implications for people everywhere. The Asian Century is seen by the Australian Government as a prime opportunity for Australia to further strengthen its relationships with countries such as the People's Republic of China, Taiwan and the Chinese speaking diaspora, through closer educational, cultural and people-to-people links (White Paper 2012, 1-3). China is playing an increasingly important role in the key area of economics, trade, society, culture, education and science, and it is vital that the Australian education system enables and encourages students by establishing pathways of study between the secondary and tertiary sectors and by improving the quality and depth of students' learning.

This tertiary level Continuing Chinese H Course is intended to provide such a pathway and to invite new generations of Chinese language learners into a community of Chinese language and culture experts at The Australian National University. It will complement the existing ACT Chinese Continuing language course with an emphasis on reading and writing Chinese, a need identified by secondary college teachers of Chinese. The specific content and language covered in the units of this course are designed to be challenging for students who are currently studying Chinese Continuing at their home college or at a community college.

The course will focus on developing both essential literacy skills and a broader understanding of the role of written language in a contemporary context. Given the distinctiveness of the Chinese language and its distance from English, learning Chinese, in particular learning to read and write characters, needs new literacy skills to be developed. There are as many as 3500 frequently used characters, which represent 99% of those characters used in modern publications. This course consolidates the first building blocks of Chinese reading and writing literacy (with a receptive knowledge of up to 800 characters) and develops skills with dictionaries and online resources to enable students to take their studies further.

**Course Name: CONTINUING CHINESE**

**Course Classification: H**

**Course Developers**

<b>Name</b>	<b>Qualifications</b>
Yanyin Zhang, ANU	BA English (BFSU) MA English/Arts (ESL) (Cornell, UH) PhD Linguistics (ANU)
Shaoli Tang, Canberra College	BA Chinese Language and Literature, Liaocheng Teachers' University, Shandong, China; Grad Cert TESOL; Grad Dip Education, University of Canberra
Shao-hua Que, Melba-Copeland Secondary School	BA (English) Hunan Normal (Teachers Training) University, China Masters Applied Linguistics (TESOL), Queens College, the City University of New York and Hunan University Doctoral Degree in Linguistics (Chinese), University of Newcastle

This group gratefully acknowledges the contributions of Dr Carol Hayes, John K. See and Dr Merrilyn Fitzpatrick.

**Course Length and Composition**

**Name and Number of Units Submitted and the Length of the Units expressed as a Value**

<b>Unit Title</b>	<b>Unit Value</b>
Exploring Chinese characters and words	1.0
Chinese reading and writing in context	1.0

**Available Course Patterns**

<b>Course</b>	<b>Minimum number of hours per course</b>	<b>Number of standard 1.0 value units to meet course requirements</b>
Minor	110 hours	2 units of 55 hours

**Implementation Guidelines**

**Prerequisites or co requisites home college course/s**

Students must be granted entry to ANU Extension, and may be enrolled in a Chinese course in year 11 at their home or community college. The BSSS requires that where an H course can include students who are concurrently studying the same course in their home college and those who are not, the H course provider must inform students of this in writing and that the assessment will be the same for all students.

They also must be enrolled in an English language rich course such as English, History or Legal Studies leading to the award of at least a minor in at least one of these courses.

### **Contribution towards an ATAR**

Students can count up to two H courses to a maximum weight of 1.2 (equivalent to 2 minors) out of the required 3.6 in the calculation of the ATAR.

A maximum of 4 standard units from H courses can contribute to the minimum requirements for a Year 12 Certificate and Tertiary Entrance Statement.

### **Reporting of H courses on the ACT Year 12 certificate**

Home college and H courses are reported separately, each with its own course type.

A T classified major minor and H minor in the same subject are equivalent to a double major course type.

### **Goals**

On successful completion of this course, students should:

- Consolidate the foundation of their Chinese language skills and demonstrate an understanding of basic Chinese grammar
- Demonstrate a good grasp of the features of Written Chinese - character composition, characteristics of word structures and stroke order;
- Demonstrate an expanded Chinese vocabulary (receptive knowledge of 600-800 characters) and the ability to look up characters and words in dictionaries;
- Demonstrate the ability to read and engage with simple 'authentic' written texts;
- Demonstrate the ability to compose written Chinese texts;
- Develop the confidence to engage with Chinese dictionaries and texts for self study.

### **Student Group**

Chinese Continuing -ANU H course is designed for students in Year 11 and 12 with an intermediate knowledge of Chinese, who are currently enrolled in Chinese Continuing at their home college or a community college. Students are therefore expected to have basic linguistic competence in Chinese (speaking, listening, grammar, reading and writing). Suitable applicants are selected at the beginning of their Year 11 through a selection process in which students must be nominated by their school/college principals in the first instance. The selection process will include a test (oral and written), and evidence of satisfactory school results.

### **Content**

Chinese Continuing-ANU H Course is designed as a literacy course that aims to develop students' reading and writing skills through a systematic introduction of the formation and internal structure of Chinese characters, words, sentences and paragraphs. It is expected that this knowledge will help consolidate the foundation laid in the college, further deepening and broadening students' understanding of Chinese language, and ultimately leading to increased vocabulary and enhanced literacy competence in Chinese. The units within this H course are designed to be studied sequentially, and so students must complete Unit 1, which focuses on characters, words and combinations before Unit 2, which focuses on reading and writing in context.

### **Assessment**

Assessment tasks will consist of 4 to 6 summative assessment items for each 1.0 value unit. Weighting of assessment tasks will be as follows.



### Assessment Task Types

Task Type	Reading	Writing	Responding *
<b>Mandatory</b>	<p>Character, word &amp; phrase recognition testing</p> <p>Reading aloud</p> <p>Character stroke order</p> <p>Dictionary competence: including looking up characters using stroke order and words using pinyin (sounds)</p> <p>Web quest in target language</p>	Closed book tests	<p>Listening/reading comprehension with questions and answers in English and/or the target language</p> <p>AND/OR response to an unseen written stimulus</p> <p>Guided research project</p>
<b>Minimum for Mandatory</b>	<b>25% of unit total mark</b>	<b>25% of unit total mark</b>	<b>20% of unit total mark</b>
<b>Optional</b>	<p>Reading comprehension</p> <p>Parse sentences</p> <p>Multiple choice reading test</p> <p>Matching words with meaning</p> <p>Summary</p> <p>Review, interpreting and translation</p> <p>Cultural assignment using target language sources – translating Chinese signs</p>	<p>Written test</p> <p>Calligraphy</p> <p>Compiling glossaries</p> <p>Sustained writing pieces in a variety of genres</p> <p>Discrete language testing within a larger task</p> <p>Sustained writing task based on the guided research topics</p> <p>Assignment</p> <p>Creative written production</p> <p>In-class written production</p> <p>Translation</p> <p>Survey</p> <p>Compose text based on provided images or words selections</p> <p>Diaries or Journals</p> <p>Email writing</p>	<p>Written/oral/visual response to a variety of text types</p> <p>Creative response and written rationale</p> <p>Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD</p> <p>Minimum time limit: 5 mins</p> <p>Dictation and other listening tasks</p> <p>Report in response to stimulus</p> <p>Prepared/unprepared class talk</p> <p>Discussion</p> <p>Questionnaire</p>
<b>Weightings in A/T 1.0 Units</b>	<b>25-40%</b>	<b>25-40%</b>	<b>20-40%</b>
<b>Weightings in A/T 0.5 Unit</b>	<b>25-40%</b>	<b>60-75%</b>	

### Moderation

#### 9.2.2 Moderation of H courses (2013 BSSS Policies and Procedures Manual)



Teachers of H courses will be required to present portfolios of student work for verification that units are taught and assessed as documented. The Moderation Officer will report any concerns to the Board.

A Year 11 review portfolio will be prepared in December, after the end of the first 1.0 point unit, for Moderation Day 1 the following year.

A Year 12 review portfolio will be prepared by Week 3, Term 4 following the completion of the Year 12 unit at the end of Term 3.

Review portfolios will present the work of two students at different grade levels.

## **Bibliography**

The course will be delivered using materials from the following range of text books, books, dictionaries and web resources:

### **Textbooks**

Chen Tianshun et al, 《汉语阅读教程》 *Hanyu Yuedu Jiaocheng*, 二年级教程, 上册, 北京语言文化大学出版社, Beijing Language and Culture University Press, 2002.

Liu Xun et al, 《新实用汉语课本》 *New Practical Chinese Reader*, Textbook 1-3 (Attached with DVD), Beijing Language and Culture University Press, Beijing, 2005-2006.

Lu Jianji, 初级汉语课本: 汉字读写练习》 *Chinese for beginners: Chinese Character Workbook*. Beijing Language and Culture University Press, Beijing 2003.

Liu Yanmei, 《汉字速成课本》 *Easy Way to Learn Chinese Characters*. Beijing Language and Culture University Press, Beijing 2001.

Liu Yuehua and Yao Tao-chung, *Integrated Chinese (1-2)*, Cheng and Tsui Boston, 2010.

Ma Yamin and Li Xinying, *Easy Steps to Chinese (1-8)*, Beijing Language and Culture University Press, 2011.

Chen Xianchun, 《汉语强化教程: 汉字与阅读课本 1》 *An Intensive Chinese Course: Chinese Characters and Reading*. Beijing Language and Culture University Press, Beijing 2005.

### **Books and dictionaries**

Chang Peter et al, 《汉语》 *Hanyu for Senior Students*, Pearson Longman, Melbourne, 1999.

DeFrancis, J. *The Chinese Language: Fact and Fantasy*. Honolulu: University of Hawaii Press, 1984.

DeFrancis, J., and Zhang Yanyin. *ABC English-Chinese Chinese-English Dictionary*. Honolulu: University of Hawaii Press, 2010.

Fredlein, Shumang, 《你好》 *Nǐ Hǎo* Book 1-4 and Student Workbooks, ChinaSoft Pty Ltd, Brisbane, 1997 (Revised edition) - 2001.

Li, C., and Thompson, S. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: University of California Press, 1981.

Liu Qian-Gong, 《话说今日中国》 *Huashuo Jinri Zhongguo*, Peking University Press, Beijing, 1999.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen*, *Contemporary Chinese* (with CD Roms), Textbook 1-4. Sinolingua, 2003.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen*, *Contemporary Chinese*, Exercise Book 1-4, Sinolingua, 2003.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen*, *Contemporary Chinese*, Character Book 1-2, Sinolingua, 2003.

Zhang Ying and Jin Shunian, 《中国传统文化与现代生活》, *Chinese Traditional Culture and Modern Life*. Peking University Press, 2003.

Zhu, Yuan. et al, 2007 (3<sup>rd</sup> edition). *Concise English Chinese, Chinese English Dictionary*, Commercial Press, Oxford University Press.

Zhu, Zhi Ping et al, 《跟我学汉语》, *Learn with Me Book 3 to 4*, 人民教育出版社, 2004, People's Education Press.

Chinese language learning software: *Wenlin*

### **Suggested websites**

<http://library.thinkquest.org/26469/index2.html>

<http://www.bbc.uk.com> (select Chinese language)

<http://www.chinalanguage.com>

<http://www.chinapage.com/china.html>

<http://www.chinascape.org>

<http://www.chinatoday.com>

<http://www.chinesepod.com>

<http://www.dwnews.com>

<http://www.esuib.edu/-txie/online.htm>

<http://www.fi.muni.cz/usr/wong/teaching/chinese/notes/node17.html>

<http://www.mandarintools.com>

<http://www.shanghaiguide.com/shanghai/moonfestival/story.html>

<http://www.sinologic.com/clas/>

<http://www.hwjyw.com/hwjc/content/2009/09/02/602.shtml> Chinese language teaching resources including cartoons, stories.

### **Internet Resources for Language Teachers and Learners**

<http://www.csulb.edu/ntxie/online.htm>

National Statement for Languages Education in Australian Schools

<http://www.mceetya.edu.au/pdf/languageeducation.pdf>

<http://www.fredriley.org.uk/call/langsite/>

<https://www.sina.com>

<https://www.baidu.com>

These were accurate at the time of publication.

## Exploring Chinese characters and words

Value: 1.0

### Specific Unit Goals

This unit should enable students to:

- Demonstrate an understanding of the internal structure of characters
- Understand the meaning of the most common radicals
- Grasp the stroke order and the aesthetic aspect of characters
- Be able to look up characters in the dictionary using stroke order
- Have a receptive knowledge of 600-800 characters
- Have a production knowledge of 300-500 characters
- Have gained sufficient knowledge to learn characters independently
- Demonstrate ability to reading engage with texts built around the characters studied
- Demonstrate an understanding of the communicative function of basic sentence structures for reading and writing
- Demonstrate the ability to read complex sentences, short passages, and to compose simple sentences.

### Content

The overall course goal is to consolidate and develop reading, recognition and writing skills in modern Chinese, with a focus on the character and word level. Students will begin with focused character and word study examining the internal structure, the stroke order, and the relationship between sound and meaning of characters. A characteristic of Chinese writing is the fact that texts in Chinese characters do not display word level spacing and may be written vertically and read from right to left down the page. In contemporary media, it is also common to encounter texts in either simplified or traditional full form characters. Consequently some knowledge or awareness of both systems is important.

The course will use simplified characters but traditional characters will be mentioned when needed. Students will examine the formation of Chinese words, the internal structural relationship between characters in a word, and the grammatical features of Chinese words and how these words work in the context of basic sentence grammar. The ultimate goal is to enhance Chinese reading and writing skills by exploring how these characters and words are used in authentic written contexts.

The following lists provide guidance the various components of the course:

#### Character Content will include:

##### Radical

- Form and meaning

##### Internal structure

- Form, sound and meaning
- Types of character formation
- Character aesthetics (basic [handwriting] calligraphy)

##### Stroke order

- Basic principles of stroke order sequence
- Stroke order sequence of simple characters
- Stroke order sequence of complex characters

#### Word, phrase and basic grammar content will include:

### **Internal word structures**

- Joint compound (联合式)
- Modifier-modified (偏正式)
- Verb-complement (补充式)
- Verb-object (动宾式)
- Subject-predicate (主谓式)
- Reduplicated (重叠式)

### **Grammatical features and concepts**

- Grammatical terminology: Parts of speech, Subject, Object, etc.
  - Verb: transitive and intransitive, separable and inseparable
  - Noun: place and non-place words
  - Adjectives vs. verbs
- Word order
- Statements, questions and negations
- Subjectless and objectless sentences
- Complement
- Object-fronting
- Passives
- *Ba*-construction
- Comparatives
- Tenses and aspects
- Modal particles

### **Word formations**

- Suffix
- Prefix

### **Dictionary work will include:**

- Types of dictionary
- How to look up characters using pinyin (sound)
- How to look up characters using stroke order
- How to find a WORD in the dictionary

### **Reading and Writing**

- Develop readings skills through texts based on the characters and words studied
- Engaging with contemporary written Chinese texts:
  - Near-authentic reading texts
  - Online dictionary sites
  - Online sites – maps, menus, advertising, magazines, online shopping etc.

### **Teaching and Learning Strategies**

A range of strategies will be used some of which are:

- Teacher instruction and modelling
- Classroom practice
- Peer tutoring
- Subject specific internet resources (eg. *Wenlin*)
- Assignments and projects
- Homework
- Quizzes and exams
- English-Chinese comparison
- Error correction
- Guest speakers

### Assessment Task Types

Task Type	Reading	Writing	Responding *
<b>Mandatory</b>	<p>Character, word &amp; phrase recognition testing</p> <p>Reading aloud</p> <p>Character stroke order</p> <p>Dictionary competence: including looking up characters using stroke order and words using pinyin (sounds)</p> <p>Reading comprehension</p> <p>Web quest in target language</p>	<p>Closed book tests</p> <p>Character in context project</p>	<p>Listening/reading comprehension with questions and answers in English and/or the target language</p> <p>AND/OR response to an unseen written stimulus</p> <p>Guided research project</p>
<b>Minimum for Mandatory</b>	<b>25% of unit total mark</b>	<b>25% of unit total mark</b>	<b>20% of unit total mark</b>
<b>Optional</b>	<p>Reading comprehension</p> <p>Parse sentences</p> <p>Multiple choice reading test</p> <p>Matching words with meaning</p> <p>Summary</p> <p>Review, interpreting and translation</p> <p>Cultural assignment using target language sources – translating Chinese signs</p>	<p>Written test</p> <p>Calligraphy</p> <p>Compiling glossaries</p> <p>Sustained writing pieces in a variety of genres</p> <p>Discrete language testing within a larger task</p> <p>Sustained writing task based on the guided research topics</p> <p>Assignment</p> <p>Creative written production</p> <p>In-class written production</p> <p>Translation</p> <p>Survey</p> <p>Compose text based on provided images or words selections</p> <p>Diaries or Journals</p> <p>Email writing</p>	<p>Written/oral/visual response to a variety of text types</p> <p>Creative response and written rationale</p> <p>Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD</p> <p>Minimum time limit: 5 mins</p> <p>Dictation and other listening tasks</p> <p>Report in response to stimulus</p> <p>Prepared/unprepared class talk</p> <p>Discussion</p> <p>Questionnaire</p>
<b>Weightings in A/T 1.0 Units</b>	<b>25-40%</b>	<b>25-40%</b>	<b>20-40%</b>
<b>Weightings in A/T 0.5 Unit</b>	<b>25-40%</b>	<b>60-75%</b>	

## Specific Unit Resources

The unit will be delivered using materials from the following range of text books, books, dictionaries and web resources:

### Textbooks

- Lu Jianji, 《初级汉语课本：汉字读写练习》 *Chinese for Beginners: Chinese Character Workbook*. Beijing Language and Culture University Press, Beijing 2003.
- Liu Yanmei, 《汉字速成课本》 *Easy Way to Learn Chinese Characters*. Beijing Language and Culture University Press, Beijing 2001.
- Chen Xianchun, 《汉语强化教程：汉字与阅读课本 1》 *An Intensive Chinese Course: Chinese Character and Reading*. Beijing Language and Culture University Press, Beijing 2005.
- Liu Yuehua and Yao Tao-chung, *Integrated Chinese (1-2)*, Cheng and Tsui Boston, 2010.
- Liu Xun et al, 《新实用汉语课本》 *New Practical Chinese Reader*, Textbook 2-3 (Attached with DVD), Beijing Language and Culture University Press, Beijing, 2005-2006.
- Ma Yamin and Li Xinying, *Easy Steps to Chinese (1-8)*, Beijing Language and Culture University Press, 2011.

### Books (\*highly relevant)

- Chang Peter et al, 《汉语》 *Hanyu for Senior Students*, Pearson Longman, Melbourne, 1999.
- \*DeFrancis, J. *The Chinese Language: Fact and Fantasy*. Honolulu: University of Hawaii Press, 1984.
- \*DeFrancis, J., and Zhang Yanyin. *ABC English-Chinese Chinese-English Dictionary*. Honolulu: University of Hawaii Press, 2010.
- Fredlein, Shumang, 《你好》 *Nǐ Hǎo Book 1-4 and Student Workbooks*, ChinaSoft Pty Ltd, Brisbane, 1997 (Revised edition) - 2001.
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- Zhu, Yuan. et al, 2007 (3<sup>rd</sup> edition). *Concise English Chinese, Chinese English Dictionary*, Commercial Press, Oxford University Press.
- Zhu, Zhi Ping et all, 《跟我学汉语》, *Learn with Me Book 3 to 4*, 人民教育出版社, 2004, People's Education Press.

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<http://www.chinalanguage.com>

<http://www.chinapage.com/china.html>

<http://www.chinascape.org>

<http://www.chinatoday.com>

<http://www.chinesePod.com>

<http://www.dwnews.com>

<http://www.esuib.edu/-txie/online.htm>

<http://www.fi.muni.cz/usr/wong/teaching/chinese/notes/node17.html>

<http://www.mandarintools.com>

<http://www.shanghaiguide.com/shanghai/moonfestival/story.html>

<http://www.sinologic.com/clas/>

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<https://www.sina.com>

<https://www.baidu.com>

These were accurate at the time of publication.

## Specific Unit Goals

This unit should enable students to:

- Demonstrate an intermediate competence in reading and writing Chinese
- Demonstrate a productive knowledge of the meanings and practical usages of the 600-800 characters introduced in Unit 1;
- Demonstrate mastery of the basic vocabulary and grammatical constructions necessary to read non-specialised, real-world Chinese language texts.
- Read near real-world materials on assigned themes without a dictionary
- Develop reading skills to skim and scan text, locate detailed information and identify the main idea of a paragraph or a text
- Recall, summarise and identify key points of read texts.
- Develop the ability to make informed guesses and deal with ambiguity and unknown words in the course of reading near-authentic material
- Develop functional writing skills such as filling in forms, writing letters, emailing
- Develop more creative writing skills such as journal writing and opinions
- Demonstrate a basic understanding of the difference between spoken and written styles and expressions
- Develop sufficient literacy skills to begin to conduct basic research and read independently in Chinese

## Content

This course will consolidate and apply the literacy knowledge introduced in Unit 1, drawing on and expanding productive use of the characters and words studied to develop intermediate Chinese reading and writing skills. A range of contemporary written Chinese texts will be used to train and foster a variety of reading skills, including:

- Near-authentic reading texts
- Online dictionary sites
- Online sites – advertising, magazines, online shopping etc.
- ‘manhua’ Chinese graphic novels
- song lyrics
- film subtitles and scenarios

The writing component of the course will begin with paragraph writing and functional skills such as form-filling, letter writing, emailing, etc. and will progress to more creative writing, including journal writing and opinion pieces. The course will further develop students understanding of the grammatical features of Chinese.

The following lists provide guidance on the various components of the course:

### Reading

- Develop readings skills through texts based on the characters and words studied
- Reading for gist and main ideas: skimming and scanning
- Speed reading
- Reading for detail and deeper understanding

### Writing

- Coherence and cohesion
- Transitional and connective expressions
- Comparison between oral and written expressions



- Calligraphy
- Structure : topic sentence, paragraphs, introduction, conclusion etc.

### **Grammar and Expressions**

- Consolidate understanding of grammatical functions introduced in Unit 1
- Expand grammatical understanding to an intermediate level

### **Teaching and Learning Strategies**

A range of strategies will be used some of which are:

- Teacher instruction
- Sample text analysis
- Classroom practice
- Peer critique and pen pal
- Student presentation
- Internet resources (e.g., *Wenlin*)
- Reading projects
- Quizzes and exams
- Guest speakers
- Writing projects
- Homework
- Journal/Diary

## Assessment

Task Type	Reading	Writing	Responding *
<b>Mandatory</b>	<p>Character, word &amp; phrase recognition testing</p> <p>Reading aloud</p> <p>Character stroke order</p> <p>Dictionary competence: including looking up characters using stroke order and words using pinyin (sounds)</p> <p>Reading comprehension</p> <p>Web quest in target language</p>	<p>Closed book tests</p> <p>Character in context project</p>	<p>Listening/reading comprehension with questions and answers in English and/or the target language</p> <p>AND/OR response to an unseen written stimulus</p> <p>Guided research project</p>
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<b>Weightings in A/T 1.0 Units</b>	<b>25-40%</b>	<b>25-40%</b>	<b>20-40%</b>
<b>Weightings in A/T 0.5 Unit</b>	<b>25-40%</b>	<b>60-75%</b>	

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The course will be delivered using materials from the following range of text books, books, dictionaries and web resources:

### **Textbooks**

Chang Peter et al, 《汉语》 *Hanyu for Senior Students*, Pearson Longman, Melbourne, 1999.

DeFrancis, J., and Zhang Yanyin. ABC English-Chinese Chinese-English Dictionary. Honolulu: University of Hawaii Press, 2010.

Fredlein, Shumang, 《你好》 *Nǐ Hǎo Book 1-4 and Student Workbooks*, ChinaSoft Pty Ltd, Brisbane, 1997 (Revised edition) - 2001.

Li, C., and Thompson, S. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: University of California Press, 1981.

Liu Qian-Gong, 《话说今日中国》 *Huashuo Jinri Zhongguo*, Peking University Press, Beijing, 1999.

Liu Xun et al, 《新实用汉语课本》 *New Practical Chinese Reader*, Textbook 1-3 (Attached with DVD), Beijing Language and Culture University Press, Beijing, 2005-2006.

Liu Yuehua and Yao Tao-chung, *Integrated Chinese (1-2)*, Cheng and Tsui Boston, 2010.

Ma Yamin and Li Xinying, *Easy Steps to Chinese (1-8)*, Beijing Language and Culture University Press, 2011.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen, Contemporary Chinese (with CD Roms)*, Textbook 1-4. Sinolingua, 2003.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen, Contemporary Chinese*, Exercise Book 1-4, Sinolingua, 2003.

Wu Zhongwei et al, 《当代中文》 *Dangdai Zhongwen, Contemporary Chinese*, Character Book 1-2, Sinolingua, 2003.

Zhang Ying and Jin Shunian, 《中国传统文化与现代生活》, *Chinese Traditional Culture and Modern Life*. Peking University Press, 2003.

Zhu, Yuan. et al, 2007 (3<sup>rd</sup> edition). *Concise English Chinese, Chinese English Dictionary*, Commercial Press, Oxford University Press.

Zhu, Zhi Ping et al, 《跟我学汉语》, *Learn with Me Book 3 to 4*, 人民教育出版社, 2004, People's Education Press.

### **Suggested websites**

<http://library.thinkquest.org/26469/index2.html>

<http://www.bbc.uk.com> (select Chinese language)

<http://www.chinalanguage.com>

<http://www.chinapage.com/china.html>

<http://www.chinascape.org>

<http://www.chinatoday.com>

<http://www.chinesepod.com>

<http://www.dnnews.com>

<http://www.esuib.edu/-txie/online.htm>

<http://www.fi.muni.cz/usr/wong/teaching/chinese/notes/node17.html>

<http://www.mandarintools.com>

<http://www.shanghaiguide.com/shanghai/moonfestival/story.html>

<http://www.sinologic.com/clas/>

### **Internet Resources for Language Teachers and Learners**

<http://www.csulb.edu/ntxie/online.htm>

National Statement for Languages Education in Australian Schools

<http://www.mceetya.edu.au/pdf/languageeducation.pdf>

<http://www.fredriley.org.uk/call/langsite/>

<https://www.sina.com>

<https://www.baidu.com>

These were accurate at the time of publication.