

Higher School of Economics 2018/2019

Chinese Language. Basic Course I.**I. Course Information**

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Course Type: compulsory

Course Description

This course is catered for students with no prior experience in the language. We will start the course by introducing Chinese pronunciation and tones. Recognizing, reading, typing, and writing simplified Chinese characters will follow. Great emphasis will be placed upon standard pronunciation, listening comprehension, and everyday “survival” Chinese.

Various supplementary listening materials will be used from the beginning of this course to give students an authentic, practical way to learn correct pronunciation and reinforce class lessons. Students will also be exposed to the Chinese language and culture via movies and cultural information.

After taking this course, learners will have a basic understanding of Chinese Mandarin and will be able to conduct basic conversations of daily living such as exchanging personal information, talking about daily arrangements and food, asking about price, introducing the city, talking about hobbies etc. Selected topics and situations come from real life scenarios and can be used for everyday communications. In addition to the dialogues, the selection of reading materials and practice activities will make the content as rich and varied as possible, in order to stimulate the learners’ interests.

At the end of the course students will achieve A2 level according to CEFR.

II. Course Objectives

The course aims at developing basic communicative competences in the Chinese language that include:

- **communicative competence** – developing communicative skills through speaking, listening, reading and writing in communicative scenarios and topics chosen for the course;
- **language competence** – learning new language units (orthographic, phonetic, lexical, grammar) related to communicative scenarios and topics of the course; learning about

language phenomena in the foreign language, about various ways of expressing ideas using the native and foreign languages;

- **socio-cultural competence** – introducing students to the culture, traditions and realia of the country whose language they are learning; developing skills of presenting their country and its culture when communicating with foreigners;
- **cognitive competence** – developing general and special academic skills; familiarizing students with available ways of autonomous learning of a foreign language and culture, ICT included.

III. Course Outcomes

Upon complete of Basic Course I, students will be able to achieve the following skills:

Communicative skills

Listening

- Identify speaker's purpose and tone;
- Identify the topic and main idea;
- Can catch the main point in short, clear, simple messages and announcements.
- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

Speaking

- Can ask and answer simple questions;
- Introduce itself, make request, give advice, make suggestion, expressing agreement/disagreement and make an offer;
- Communicate on daily topics such as daily routines, description of surrounding things, ordering food, shopping, travelling, asking direction etc.

Reading

- Skim for main idea;
- Scan for details;
- Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items; Can understand short, simple messages on postcards, short simple personal letters.
- Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Writing

- Understand the basic principles of the formation of Chinese characters.
- Master about 220 basic Chinese radicals and write Chinese characters in the correct stroke orders.
- Recognize, type, and write at least 400 simplified characters.
- Comprehend short written texts and passages with the learned words.
- Write paragraphs of approximately 80 characters.

Language Skills**Phonetics**

Recognizing words in speech; correct pronunciation of words (without phonemic mistakes that lead to communicative failure; with correct word stress); correct pronunciation of sentences (taking into consideration their rhythmical and intonation features).

Vocabulary

Recognizing (in texts / audios) and using (when writing or speaking) vocabulary (words, collocations, clichés) appropriate for communicative situations and topics.

Grammar

Recognizing (in texts / audios) and using (when writing or speaking) morphological forms and syntactical constructions of the foreign language.

Socio-cultural Knowledge and Skills

Learning widely-used topic-specific vocabulary and realia (eating traditions, leisure, main national holidays etc.)

Presenting certain cultural aspects of the country whose language students are learning and of their country (holidays, eating traditions, leisure)

IV. Course Materials**A. Core Teaching Materials:**

Новые горизонты: интегральный курс китайского языка. Ч.1, 2. Ивченко Т.В. Пекин: Цзяюй кэсюэ чубаньшэ, 2012.

Новые горизонты: интегральный курс китайского языка. Рабочая тетрадь. Ч.1. Ивченко Т.В. Пекин: Цзяюй кэсюэ чубаньшэ, 2012.

B. Extra Resources:

Разговорный китайский язык. Ч.1,2. Гун Мин, Куприянова Ю.А. М.: Восточная книга, 2015.
Developing Chinese: Elementary Comprehensive Course I (2nd Ed.), Beijing Language & Culture University Press, 2011.
Developing Chinese: Elementary Listening course I (2nd Ed.), Beijing Language & Culture University Press, 2011.

C. Audio- and Internet Resources:

<http://www.chinesepod.com>
<http://russian.cri.cn>
<http://www.learn-chinese-from-movies.com>
<http://www.chinese.yabla.com/videos.php>

V. Course Content**Topics & Vocabulary:**

- Intro to Pinyin-Chinese phonetics system
- Greetings in normal and polite ways
- Introduce self, introduce others
- Talking about oneself
- Describe somebody, something
- Appearance
- Asking about directions
- Expressing time, days and counting numbers from 0-10 000
- Talking about day, date, month and year
- Everyday life and daily routines
- School routine
- Shopping
- Make a telephone call and leave a message for somebody

Grammar:

- Nouns: singular and plural
- Pronouns: singular and plural
- Word order in sentences
- The classification of sentences. Sentence forms – statement, question and negative
- Basic sentences with to be “是”, to have “有”

- Negators: bu 不 and mei 没
- Question words: 吗, 什么, 哪儿, 什么时候, 怎么, 几, 多少。
- Types of question
- The functions of “的”, relative clauses and noun clauses
- Numbers from 0-10 000
- Measure words
- Times and dates
- Verbs and location expressions
- Verbs and time expressions
- Verbs and aspect markers
- Modal verbs
- The verb-object phrase
- Verb reduplication and adjective reduplication
- Chinese sentences with two verbs (Subject + verb1+verb2)
- Modal particles
- Difference between “有点儿” and “一点儿”
- Difference between “还是” and “或者”
- The adverbs 又, 再 and 还

Cultural Content:

- Various forms of Chinese
- Lucky/unlucky numbers
- Hand shaking
- Politeness in Chinese language (different modal words)
- Origin and Evolution of Chinese Characters
- Money system
- Chinese idioms and proverbs
- Chinese geography and minorities
- Directions concept in China (东 - 南 - 西 - 北)

Skills Work:

- Lots of Pinyin and tones practice (reading and listening)
- Recognising simplified characters (about 400 characters)
- Improve intonation via practising drills and sentence patterns
- Translating from Chinese to Russian, and vice versa
- Self-learning skills (using dictionary and online websites)

VI. Classes/Homework hours

1 & 2 Modules				
	Week	Topic	Classes	Home work
1	1-3	Intro to Pinyin-Chinese phonetics system & Pronunciation	36	12
2	4-6	Greetings	36	15
3	7-9	Everyday objects	36	15
4	10-12	Family	36	15
5	13-15	Countries and nationalities	36	15
		Total	180	72
3 & 4 Modules				
6	16-17	Asking about directions	44	19
7	18-19	Students' life	44	19
8	20-21	Eating out	44	19
9	22-24	Talking about day, date, month and year.	66	20
10	25-27	Shopping	66	20
11	28-30	School routine	66	21
12	31-33	Hobby and Future plans	66	21
13	34-36	Beijing and Shanghai	66	21
		Total	462	160
		Total in the 1 and 2 semester	642	232

VII. Types of Knowledge Assessment**Homework**

After every class, you will receive a homework assignment to practice new grammar and vocabulary. It can include the following:

1. Workbook: You are required to complete all the exercises in each chapter.
2. Online activities for typing practice (www.quezzlet.com – learn vocabulary)
3. Dialogue: You are required to listen to the dialogue and learn it by heart.
4. Text: You are required to prepare a retelling of a text using the phrases from the text.

The instructor has rights to penalize students who come in class unprepared without completed homework.

In-Class Participation

Active learning includes participation. The class involves dialogue practice, conversations, group discussions etc. Students are expected to actively participate in in-class activities. The instructor has rights to give an unsatisfactory mark for their work in the class. Class participation is regarded as given.

If a student misses a class without any prior notice, they will automatically receive **zero point** for this class and any quizzes and exams that were taken on this day. Within one week the student can re-take the assessment during the teacher's office hours. If there is a doctor's reference regarding illness, this period can be extended up to two weeks. If within this time frame the student does not turn in to take the assessment, this grade is entered into the electronic journal.

Written and Oral tests

Several written and oral tests are planned during each semester. Usually they are given after the discussion and completion of the topic.

Mid-term and Final Exams

Mid-term and final exams will be given in a form of an achievement test that will include materials introduced in classes up to the day of the exam. The written part of the exam will take place during the final class of the term. Oral exams will be taken during the exam week.

Written exam has got two parts:

1) Dictation and 2) Translation from Russian into Chinese (grammar part).

Oral exam has got three parts:

1) Listening 2) Translation from Russian into Chinese 3) Topic Presentation/Conversation

VIII. Evaluation and Grading Criteria

During the semester the students get grades for participation in classroom activities, written assignments and homework. The highest grade is 10. In order to translate HSE's grading scale into the 5-point grading scale, which is commonly used in Russian higher education, the following system of conversion of qualitative to quantitative grades is used:

- “Excellent” – 8 to 10 points (on a 10-point scale);
- “Good” – 6-7 points (on a 10-point scale);
- “Satisfactory” – 4-5 points (on a 10-point scale);
- “Fail” – 0-3 points (on a 10-point scale).

I. Final Exam: Grading Criteria

a. Written Exam

1) Dictation

Type of mistake	Number of reduced points
1. The character is written in the uncorrect stroke orders 2. Either one required stroke is missing, or there is one unnessecary stroke	- 0.25 points
1. The part of character (one radical) is written incorrectly	- 0.5 points
1. The character is not written 2. The character is replaced with another one 3. The whole character is written incorrectly	- 1 point

Notes:

- If the same character is written incorrectly several times, it is counted as only one mistake.
- Dictations are not allowed to be written with a pencil.
- Dictionaries are not permitted in the examination.

10 points scale

10 - excellent, no mistakes

9 - total sum of mistakes is up to 1 point

8 - total sum of mistakes is up to 2,5 points

7 - total sum of mistakes is up to 3,5 points

6 - total sum of mistakes is up to 4,5 points

5 - total sum of mistakes is up to 6 points

4 - total sum of mistakes is up to 7 points

3 - total sum of mistakes is up to 9 points (fail)

2 - total sum of mistakes is up to 12 points (fail)

1 - total sum of mistakes is more than 12 (fail)

2) Translation from Russian into Chinese:

Type of mistake	Number of reduced points score
1) The character is written in the uncorrect stroke orders 2) The part of character is written incorrectly 3) The whole character is written incorrectly	- 0.25 points

1) The word is translated incorrectly 2) The word is missing 3) Inaccurate translation of the sentence	- 0.5 points
1) Using wrong grammatical construction 2) Grammatical construction is used incorrectly 3) Wrong word order 4) Correct grammatical construction is missing 5) The meaning of the sentence is distorted	- 1 point

Notes:

- If the same character is written incorrectly several times, it is counted as only one mistake.
- Within one sentence all the mistakes are marked, however, maximum 1 point can be reduced for all the mistakes.
- Dictations are not allowed to be written with a pencil.
- Dictionaries are not permitted in the examination.

10 points scale

10 - excellent, no mistakes

9 - total sum of mistakes is up to 1 point

8 - total sum of mistakes is up to 2 points

7 - total sum of mistakes is up to 3 points

6 - total sum of mistakes is up to 4 points

5 - total sum of mistakes is up to 5 points

4 - total sum of mistakes is up to 6 points

3 - total sum of mistakes is up to 7 points (fail)

2 - total sum of mistakes is up to 8 points (fail)

1 - total sum of mistakes is more than 8 (fail)

b. Oral Exam

Evaluation of the oral presentations will be based upon the following components:

- **Impression**

includes the student's performance across the whole Oral exam in terms of pronunciation, intonation and fluency.

- **Language**

includes the linguistic content of the student's answers in terms of complexity, accuracy and range of structures, vocabulary and idiom.

- **Communication**

includes the student's response in terms of comprehension of the Examiner, immediacy of reaction/response, and successful transmission of messages (including presentation of material in the topic).

- **Listening**

includes the student's perception of Chinese speech.

Assessment Scale

During the oral exam, the whole answer is assessed (all three tasks), taking into account the following criteria.

Impression (25%)	Language (25%)	Communication (25%)	Listening (25%)
<p>10-9 Very good pronunciation, intonation and fluency.</p>	<p>10-9 Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.</p>	<p>10-9 A spontaneous interchange between candidate and Examiner. Candidate responds fully and confidently to all question types. Can justify and explain routinely. Very consistent performance.</p>	<p>10-9 Identifies and reports all important points and supporting details. Shows complete understanding of main points.</p>
<p>8-7 Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.</p>	<p>8-7 Wide range of mostly accurate structures and vocabulary.</p>	<p>8-7 Generally understands questions first time, but may require occasional rephrasing. Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. Communicates essential elements and can expand occasionally.</p>	<p>8-7 Identifies and reports most main points and supporting details. Shows good understanding of main points.</p>
<p>6-5 A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.</p>	<p>6-5 Good range of generally accurate structures, varied vocabulary.</p>	<p>6-5 Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. Communicates most of the essential elements.</p>	<p>6-5 Does not always grasp or understands information in the recording.</p>
<p>4-3 Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.</p>	<p>4-3 Adequate range of structures and vocabulary. Can convey past and future meaning. Some ambiguity. Some manipulation of structures and awareness of verbs, though often faulty and/or incomplete. Shows elementary, limited vocabulary.</p>	<p>4-3 Has difficulty with many straightforward questions, but still attempts an answer. Communicates simple pieces of information.</p>	<p>4-3 Shows some understanding of information in recording, but does not understand all the points.</p>

2-1 Many gross errors; frequently incomprehensible.	2-1 Shows very limited range of structures and vocabulary.	2-1 Frequently has difficulty understanding the questions and has great difficulty in replying. Communicates a few facts.	2-1 Shows minor understanding of information in recording, does not identify and understand the main points.
0 No performance to assess	0 No performance to assess	0 No performance to assess	0 No performance to assess

Assessment criteria for homework, in-class assignments, oral and written tests.

N_o	Task	Type of mistake	Number of reduced points score
1	Quiz (10 words – 10 points score)	The word is not written	1
		The word is written incorrectly	1
2	Dictation (about 200 characters, 10 points score)	1. The character is written in the uncorrect stroke orders 2. Either one required stroke is missing, or there is one unnecessary stroke	0.25
		1. The part of character (one radical) is written incorrectly	0.5
		1. The character is not written 2. The character is replaced with another one 3. The whole character is written incorrectly	1
3	Translation from Russian into Chinese (10 sentences, 10 points score)	1) The character is written in the uncorrect stroke orders. 2) The part of character is written incorrectly 3) The whole character is written incorrectly	0.25
		1) The word is translated incorrectly 2) The word is missing 3) Inaccurate translation of the sentence	0.5
		1) Using wrong grammatical construction 2) Grammatical construction is used incorrectly 3) Wrong word order 4) Correct grammatical construction is missing 5) The meaning of the sentence is distorted	1

5	Listening (writing down audio)	Only half of audio text is written down	Half of points from total score
		One or two words are written	0.5
		The mistake is made in the word or grammatical construction	0.5
6	Homework essay task (10 points)	Character mistake, lexical error, grammatical error (covered material)	1
		Spelling mistake, lexical error, grammatical error (new material)	0.25
		Phrase is incorrect	2-3 mistakes – 1 points >3 – 2 points
7	Recitation dialogue or text by heart (10 points)	Bad reciting	Half of points from the total score
		Recitation is incorrect	Half of points from the total score
		Sneak peek	3 points
		Pronunciation of some sounds is incorrect	0.5
		Wrong intonation	1
		Replacement the word or grammatical construction by synonyms	0.5
8	Retelling the text (10 points)	Reciting the text instead retelling	8 points from 10
		Speed of speech is very slow	5 points from 10
		New lexical and grammatical materials of the original text are not used	5 points from 10
		New lexical and grammatical materials of the original text are not used enough	7 points from 10
9	Homework declaration (10 points)	Speed of speech is very slow	8 points from 10
		Wrong pronunciation	1
		Word or grammatical construction is used in incorrect context	0.5
		The phrase are used incorrect	0.5
		Vocabulary and grammatical constructions are not enough varied	7 points from 10

IX. Guidelines for Knowledge Assessment

In accordance with **the Regulations for Interim and Ongoing Assessment of Students of the National Research University** (June 14, 2017), academic progress at HSE is evaluated through ongoing assessment, interim assessment and final state certification.

Interim assessment is held at the end of a study period (semester) to evaluate interim and final results in the course “Chinese language. Basic course I”.

Ongoing assessment is conducted continuously within each study period and is designed to organize students' independent work and a systematic monitoring of their academic knowledge.

Ongoing assessment methods include homework, in-class assignments, oral and written tests.

Ongoing assessment grades are entered into the electronic journal by the teacher (instructor).

Cumulative Semester Grade

During the semester there are grades for oral and written work. These grades are entered into the electronic journal into the rows “written grade” and “oral grade”.

Besides these grades, students have several written and oral tests during the semester. The results of these tests are also entered into the electronic journal. The overall weight of tests is higher than the weight of general grades, at the same time, the overall weight of the written work is higher than of oral work.

The Cumulative Semester Grade is calculated according to the following formulae:

$$G_{cumulative} = 0,4 * (0,5 * G_{oral} + 0,5 * G_{oral\ test}) + 0,6 * (0,5 * G_{written} + 0,5 * G_{written\ test})$$

Gwritten - is the average of all the grades received by the student for participation in written assignments.

Gwritten test - is the average of all the grades received by the student for participation in written tests.

Goral - is the average of all the grades received by the student for participation in oral assignments.

Goral test - is the average of all the grades received by the student for participation in oral tests.

All the grades are whole numbers between 0 and 10. If the calculated grade turns out to be fractional, it is rounded to the whole number. Deciles below 0,5 are rounded down, deciles over 0,5 are rounded up.

The teacher of the course has a right to increase the final semester grade to motivate hard-working and diligent students. At the same time the teacher can decrease the final grade (from 0.1 to 1 point) for missing the lessons and for not turning in homework assignments. It is referred to as ‘**stimulating points from the teacher**’ (SP).

Thus the final formulae is the following:

$$G_{cumulative} = 0,4 * (0,5 * G_{oral} + 0,5 * G_{oral\ test}) + 0,6 * (0,5 * G_{written} + 0,5 * G_{written\ test}) \pm SP$$

SP - Stimulating points from the teacher (0.1 -1)

Exam Grade

The Exam has got two parts: oral and written.

The Exam grade is calculated according to the following formulae:

$$G_{exam} = 0,4 * G_{oral\ exam} + 0,6 * G_{written\ exam}$$

If the calculated grade turns out to be fractional, it is rounded to the whole number. Deciles below 0,5 are rounded down, deciles over 0,5 are rounded up.

Written exam has got two parts: dictation and grammar. The grade is calculated according to the following formulae:

$$G_{written\ exam} = 0,4 * G_{dictation} + 0,6 * G_{grammar}$$

Comment:

If a student gets a cumulated grade of 8, 9 or 10 points and the written exam grade is 8, 9 or 10 points, a student can get an automatic passing grade for their oral exam (it will be the same grade as for the written exam). If a student is not satisfied with this grade, they can take the oral exam. Then the grade will be the one awarded and agreed upon by the committee.

Final Grade

Final Grade is calculated according to the following formulae:

$$G_{final} = 0,4 * G_{exam} + 0,6 * G_{cumulative}$$

If the calculated grade turns out to be fractional, it is rounded to the whole number. Deciles below 0,5 are rounded down, deciles over 0,5 are rounded up.

X. Task Samples

Example of dictation

昨天是星期六，我没有课 所以我去果蔬店。那儿有苹果、橘子、土豆、黄瓜、白菜和西瓜。那儿的苹果三块钱一斤，我觉得太贵了，我和店员 讨价还价，他说两块五是最低价。我买了五斤苹果、一斤橘子。他家的西瓜也不错。卖水果的说，他的西瓜最好吃，又大又甜，真是老王卖瓜，自卖自夸！我又和他讲价。最后，他两块七卖给了我。我又买了一个六斤半的大西瓜，一共花了三十二块钱。

Example of translation from Russian to Chinese

1. Тебе следует поучить классическую литературу.
2. Я из России, все мои одноклассники тоже из России. Мы все учим китайский язык. Моя специальность – история Китая.
3. Вчера он уже приходил, сегодня снова пришел.
4. Мне кажется, в выходные нужно обязательно отдыхать, в эти выходные давай пойдем в кино. - Я очень хочу пойти в кино, но в эти выходные не могу. В понедельник экзамен по китайскому, поэтому мне нужно хорошенько все повторить.
5. В библиотеке нельзя курить. Курить можно только на улице.
6. Вчера я купил три килограмма помидор, два кило огурцов и четыре кило картошки. Сегодня не нужно опять идти в магазин за овощами.

Example of the text for reading task

林娜和朱云是好朋友，她们经常见面。有时候朱云辅导林娜学习汉语，有时候她们一起聊天儿，有时候一起去商店买东西。上周末，她们还一起去参加了一个朋友的生日晚会。朱云喜欢运动，林娜喜欢画画儿。有时候林娜陪朱云打球，有时候，朱云跟林娜一起去看画展。

Example of grammar test

Fill in the missing modal verbs (能, 应该, 可以, 想, 会)

丁力波: 陈老师, 马大为今天不 1__来上课。

陈老师: 他为什么 不 2__来上课?

丁力波: 昨天他 3__去游泳。他 4__游泳。他游泳游得很好。可是昨天天气不好, 所以他不 5__去游泳。他上午去商场买东西, 下午去朋友家玩儿。他晚上十一点回留学生宿舍, 十二点写汉字, 两点钟睡觉。现在他还没有起床。

陈老师: 他 6__来上课。

丁力波: 老师, 我 7__不 7__问一个问题?

陈老师: _____ 8 _____.

丁力波: 我们为什么八点上课?

Put the words in the correct order

1) 一点儿 请 清楚 写 你

2) 课 不 又 上 能 他

3) 的 礼物 很 我 你 喜欢 生日 给 我

4) 安 你们 一 祝 路 平

5) 水 睡觉 你 应该 喝 早 多 一点儿

6) 学生 2号 汉语 给 4月 辅导 老师 星期四

7) 我们 下午 没有 看 来 家 再 昨天 他

8) 哪儿 北京 你 在 男朋友 的 住

Example of listening task**Listen to the recording and answer the questions:**

安娜是我的室友，她的性格很内向，不爱说话，也不喜欢交朋友，所以我们的关系不太好。我别的朋友都很开朗，有中国人，也有美国人，我们在一起的时候可以互相学习，有时候我们一起唱英文歌，或者中国朋友教我们写汉字，我可以教他们说俄语。他们都觉得俄语的语法很难。我们都很喜欢看电影，所以周末的时候我们一起看恐怖片，有时候看喜剧片。我以后想去一家外企工作，因为我的英语和汉语都很流利，我觉得在外企工作可以经常出差，一定很有意思。

Topics for the conversation with the examiner:

1. About me
2. My day
3. My room
4. Hobbies and plans for future
5. My family
6. Students' life
7. My friends
8. Travel to China
9. Shopping