Higher School of Economics 2019/2020

Basic Course of the Chinese Language.

Chinese Language. Basic Course I.

I. Course Information

Instructors: Anna S. Antonova
Office: TBA
Office Hours: by appointment
E-mail: asantonova@hse.ru
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.

Pre-requisites
As the course Chinese Language is taught in Russian the knowledge of Russian language (Intermediate level and upper) is a formal pre-requisite for HSE students wishing to enroll the course.

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 completion 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 phonematic 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, clichès) 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:

Кондрашевский А.Ф. Практический курс китайского языка. Том 1,2. Изд. 11-е, испр. М., ИД ООО ,"Восточная книга" 2010. с аудиоприложением.

汉语教程 .1.上,下/杨奇州编者. - 3 版。 -- 北京：北京语言大学出版社,2016.7 (2018.7 重印）

B. Extra Resources:

Разговорный китайский язык. Ч.1,2. Гун Мин, Куприянова Ю.А. М.: Восточная книга, 2015.
Задоенко Т.П. Хуан Шуин. Начальный курс китайского языка. Часть I. М., ИД ООО "Восточная книга". 2010. С аудиоприложением.
Новые горизонты: интегральный курс китайского языка. Ч.1, 2. Ивченко Т.В. Пекин: Цзяоюй кэсюэ чубаньшэ, 2012.

C. Audio- and Internet Resources:

http://www.chinesepod.com
http://russian.cri.cn
http://www.learn-chinese-from-movies.com
http:// www.cctv.com

Chinese dictionaries:

On the computer: http://www.nciku.com or https://www.zhonga.ru/
On mobile phones: Pleco or nciku

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
- Chinese words describing approximation (两三次 八九岁，二十多岁，)
- Times and dates
- Grammar "……以后"，"……以前", "……的时候"
- Coverbal phrases
- 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
- Sentence particle 了 le
- Difference between "有一点儿" and "一点儿"
- Sentence pattern "adj+了(一)点儿"
- How to indicate an action in progress: 在，正在
- The 叫(jiao) and 让(rang) structure
- The adverbs 又,再and 还
- Words and phrases for pre-condition: 如果　如果…的话，如果…就
- Linking words : 因为…所以/ 虽然…但是

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

	Week	Topic	Classes	Home wor
		**1 & 2 Modules**		
1	1-4	Introduction: Chinese Pronunciation-Pinyin System, Tones, Useful Expressions Learn 214 radicals and how to write them	72	32
2	5- 6	Greetings	36	12
3	7 - 8	Everyday objects	36	12
4	9-10	Countries and nationalities	36	12
5	11-12	Family	36	12
6	13-15	Study	54	18
		Total	**270**	**98**
		3 & 4 Modules		
6	16-17	Students' life	36	12
7	18-19	Shopping and Currency exchange	36	12
8	20-21	Talking about day, date, month and year.	36	12

9	22-23	Birthday celebration	36	12
10	24-25	Hobby and Future plans	36	12
11	26-27	Asking about directions	36	12
12	28-29	School routine	36	12
13	30-31	Sports	36	12
14	32-33	Visiting the doctor	36	12
15	34-36	Renting an apartment	54	20
		Total	**378**	**128**
		Total in the 1 and 2 semester	**648**	**226**

VII. Student Expectations and Policies:

- **Attend regularly**

For language learning, every class is important. The pace of the class will be fast and steady. You should not miss any class. Experience shows that students who do not attend classes, do not achieve the expected level of language proficiency. Please arrive at class on time and expect to remain until the class is over.

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.

- **Come prepared**

Be aware that you are taking an intensive Chinese course, in order to achieve the objectives of this course, students are expected to spend at least one or two hours per day outside of class reviewing daily all new words and grammar patterns, memorizing vocabulary, completing homework assignments, listening to supplementary audio materials and previewing the next day's class. To ensure maximum efficient utilization of class time, you are required to prepare each lesson before class, which means you need to gain familiarity with the new textbook lesson.
Please bring your textbooks, copy-book, pencil, ruler, eraser and other necessary stationeries with you to class. Have all assignments ready to turn in at the beginning of class on the day they are due.

- **Active participation**

Come to class ready and willing to participate in class discussions. Listen carefully to your classmates, and respect their point of view. To complete the course successfully, students must engage in the process. Participation in these activities and in general classroom discussion will determine the grade for the classroom participation portion of the course.

- **Keep up if you miss a class**

It is your responsibility to keep up with your assignments if you miss a class. "I wasn't here last week" is never an acceptable excuse for coming to class unprepared. If you miss a class, check the syllabus and contact the instructor or another student to collect your assignments.

- **Help is available**

If you miss an assignment because you are absent and the absence falls under the conditions for an excused absence, the instructor will work with you to help you make up the work. Be prepared to show documentation.

VIII. 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.quizzlet.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 to 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.

Wtitten 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

IX. 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%)
10-9 Very good pronunciation, intonation and fluency.	**10-9** Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.	**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.	**10-9** Identifies and reports all important points and supporting details. Shows complete understanding of main points.
8-7 Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	**8-7** Wide range of mostly accurate structures and vocabulary.	**8-7** Generally understands questions first time, but may require occasional rephrasing. Has no difficulty with straightforward questions	**8-7** Identifies and reports most main points and supporting details Shows good understanding of main points.

		and responds satisfactorily to some unexpected ones. Communicates essential elements and can expand occasionally.	
6-5 A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	**6-5** Good range of generally accurate structures, varied vocabulary.	**6-5** Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. Communicates most of the essential elements.	**6-5** Does not always grasp or understands information in the recording.
4-3 Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	**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.	**4-3** Has difficulty with many straightforward questions, but still attempts an answer. Communicates simple pieces of information.	**4-3** Shows some understanding of information in recording, but does not understand all the points.
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 identifies 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.

№	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		1. The character is written in the uncorrect stroke orders	0.25

	Dictation (about 200 characters, 10 points score)	2. Either one required stroke is missing, or there is one unnessecary stroke	
		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 sentenses, 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

X. 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:

$$\textbf{\textit{Gcumulative}} = 0,4 *(0, 5*Goral+ 0,5*Goral\ test) + 0,6 * (0,5*Gwritten + 0,5*Gwritten\ test)$$

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. Decimals below 0,5 are rounded down, decimals 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:

$$\textbf{\textit{Gcumulative}} = 0,4 *(0,5*Goral+ 0,5*Goral\ test) + 0,6 * (0,5*Gwritten + 0,5*Gwritten\ test) \pm SP$$

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

<u>Exam Grade</u>

The Exam has got two parts: oral and written.
The Exam grade is calculated according to the following formulae:

$$\textbf{\textit{Gexam}} = 0,4* Goral\ exam + 0,6* Gwritten\ exam$$

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:

$$Gwritten\ exam = 0,4 * Gdictation + 0,6 * Ggrammar$$

Comment:
If a student gets a cumulated grade of 8, 9 or 10 points and the wriiten 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:

$$Gfinal \ = \ 0{,}4 * Gexam + 0{,}6 * Gcumulative$$

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.

XI. Special Equipment and Software Support

№	Equipment / Software
1.	Microsoft Windows 10
2.	Speakers
3.	Computer
4.	Projector with remote control

XII. Task Samples

Example of dictation

今天上课的时候，老师问大家，毕业后打算做什么工作。同学们都有子几的打算。爱德华文章写得不错，还喜欢摄影，照相照得很好。他想当一个记者。李明觉得在学校工作很有意思，相当个老师。玛丽相当律师。麦克汉语学得很好，他打算当翻译。山本想到父亲的公司工作。罗兰对秘书工作很感兴趣，她希望能去大使馆当秘书。

Example of translation from Russian to Chinese

1. Тебе следует поучить классическую литературу.
2. Я из России, все мои одногруппники 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. Hobbies and planes for feauture
4. My family
5. Students' life
6. My friends
7. Shopping
8. Visiting the doctor

Chinese Language. Basic Course II.

I. Course Information

Instructors: Anna S. Antonova
Office: TBA
Office Hours: by appointment
E-mail: asantonova@hse.ru
Course Type: compulsory

Course Description

Chinese Basic Course II is a continuation of Chinese Basic Course I. This course introduces students to more challenging standard Mandarin Chinese language material in order to establish a solid foundation for the use of the language. It aims at helping students to develop further a practical, learner-centered, and enjoyable language and culture learning experience. This course will continue to systematically build the students' abilities in the four skills of listening, speaking, reading, and writing so that they can reach a higher level of competence.

Through a wide range of learning activities such as daily dictation, oral and written tests, recalling of conversation, story-telling, dialogue construction, presentations, the course focuses students toward further improving their pronunciation and tones; learning new grammar patterns; and applying the grammar and vocabulary learned. Additionally, the course will integrate Chinese culture into language learning to enhance the understanding of cultural influence on the language.

After taking this course, learners will expand their oral expression abilities, improve understanding of grammar concepts, will be able to combine or recombine learning materials to talk about familiar topics pertaining to their daily lives (e.g. family, work, recreation, and interests) and also gain knowledge of Chinese cultures and customs. Chinese audio-visual materials, simulated conversations in life situations, and authentic reading materials will be used to facilitate appropriate language use and develop proficiency.

At the end of the course students will achieve B1 level according to the CEFR.

Pre-requisites

As the course Chinese Language is taught in Russian the knowledge of Russian language (Intermediate level and upper) is a formal pre-requisite for HSE students wishing to enroll the course.

"Chinese Language Basic Course II" continues "Chinese Language Basic Course I" so HSE students wishing to enroll the course are required to pass the final exam on Chinese Language Basic Course I.

II. Course Objectives

The course's main objectives are to help students:

1) continue to master the standard sound system and acquire correct pronunciation and tones;

2) continue to develop basic communication skills at "survival" level;

3) continue to acquire some commonly used idiomatic expressions;

4) to use more complex grammatical constructions;

5) learn to describe or narrate one's past experiences, current condition, and future plans; express affirmation and refusals, personal opinions, make suggestions, and so on.

6) continue to gain concrete knowledge of Chinese customs and manners, geography, shopping conventions, and major holidays in Chinese-speaking countries.

III. Course Outcomes

Upon completion of Basic Course II, students will be able to achieve the following skills:

Communicative skills

- In terms of **speaking**, students will be able to clearly express themselves in short but well connected paragraphs with some elaborations and limited idiomatic phrases. They will be able to produce sentence-level language. Their speech should be close to natural speed.

- In terms of **writing**, students can satisfy some practical writing needs, such as simple messages and letters, requests for information, and notes. They are able to create with the language to communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs.

- In terms of **listening**, students will be able to understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are able to engage in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions.

- In terms of **reading**, students will be able to understand short, non-complex texts that convey basic and familiar information and deal with basic personal topics, such as in notices, weather reports, or a social announcement. Students at this level may comprehend some meaning from short connected texts featuring description and narration, dealing with familiar topics.

Knowledge Outcomes

This course is designed to assist students to acquire and demonstrate knowledge about:

- The history and linguistic development of standard Mandarin Chinese language.

- Essential vocabulary, pronunciation, and grammatical structures.

- The differences and similarities between Chinese and the student's native language.

Skills Outcomes

This course is designed to assist students in acquiring or enhancing the following skills:

- Confidence to engage in general conversations on a range of topics in Chinese.

- Ability to use more complex grammatical constructions.

- Ability to read short articles modified for foreign students.

IV. Course Materials

A. Core Teaching Materials:

Кондрашевский А.Ф. Практический курс китайского языка. Том 1,2. Изд. 11-е, испр. М., ИД ООО ,"Восточная книга" 2010. с аудиоприложением.
汉语教程 .1.上,下/杨奇州编者. - 3 版。 -- 北京：北京语言大学出版社,2016.7 (2018.7 重印）

B. Extra Resources:

Разговорный китайский язык. Ч.1, 2. Гун Мин, Куприянова Ю.А. М.: Восточная книга, 2015.
Новые горизонты: интегральный курс китайского языка. Ч.1, 2. Ивченко Т.В. Пекин: Цзяоюй кэсюэ чубаньшэ, 2012.

C. Audio- and Internet Resources:

http://www.chinesepod.com
http://russian.cri.cn
http://www.learn-chinese-from-movies.com
http:// www.cctv.com

Chinese dictionaries:

On the computer: http://www.nciku.com or https://www.zhonga.ru/
On mobile phones: Pleco or nciku

V. Course Content

Model Conversational Targets:
- Making an invitation
- Talking about interests and hobbies
- Discussing present, past and future events

- Consulting a doctor

- Arranging an appointment formally and informally

- Agreeinng or disagreeing, giving others permission

- Ordering drinks and food in a restaurant (from entering a restaurant to paying the bill)

- Communicating with Chinese people at the dinner table (propose a toast, give compliments, etc)

- Making a phone call

- Making comparisons
- Exchanging viewpoints
- Telling a story or joke
- Talking about entertainment, festivals, costumes, cooking and clothing
- Describing feelings
- Using respect words
- Praise and admiration
- Expressing surprise, regret, doubt and uncertainty
- Giving suggestions and advice
- Requesting someone to hurry up politely
- Expressing satisfaction and making a complaint about a bad service
- Giving your opinion or suggestion to someone
- Giving reasons or explanation to people's questions
- Correcting someone's mistake in speech

Grammar Content:
- Comparative sentences

- Comparative forms: 更，越来越

- Sentences with a nominal predicate

- Complements of direction and location (or destination)

- Complements of result and manner

- Ptential Complements

- Complements of degree

- The 把(ba) structure

- The 被(bei) structure

- Serial constructions

- Existence sentences

- Contrary sentences

- Expression of Approximate

- How to indicate an action is about to happen: 就要。。了 / 要。。。了 / 快要。。。了

- Three 'de's in Chinese, 的 得 地 (summary)

- The aspect marker 了 le (summary)

- The aspect markers 着 and 正在(summary)

- The idiomatic uses of 呢 ne

- Conjunctions and conjuctives linking clauses in compound sentences
- Complex Sentence Patterns

- Linking words: 要是…..就　 "一….就"，"不管…..都"

- Using an adjective before a verb in Chinese: 多吃、快走、少买

- Understand the usage of the sentence patter "越…越"/ 越吃越瘦，越说越不明白

- Some structures used in complex sentences

- Question pattern "难道…吗？" indicates incredulity.

- Adverbs of degree

- Expressing "almost" using "差一点儿"

- The "是... 的" construction for emphasizing details and purpose

- Adverbs of degree

Cultural Content:

- Chinese characters
- Chinese idioms and proverbs
- Telephone call etiquette
- Restaurant etiquette
- Traditional Chinese medicine
- Lucky numbers in China
- Travelling in China
- Chinese holidays

Skills Work:

• Recognising characters and writing common characters practice
• Lots of speaking and listening practice
• Improving fluency by practising situational dialogues
• Longer oral presentation

• Translating from Chinese to Russian, and vice versa
• Self-learning skills (using dictionary and online websites)

VI. Classes/Homework hours

	Week	Topic	Classes	Home wor
1 & 2 Modules				
1	1-2	Beijing and Shanghai	36	10
2	3-4	Seasons and Weather	36	10
3	5	Visiting an Exhibition	18	6
4	6-7	Consulting a doctor. Traditional chinese medicine	36	10
5	8-9	Travelling on vacation	36	10
6	10-11	Going to the bookshop	36	10
7	12-13	Attending a Chinese wedding	36	10
8	14-15	Chinese New Year: Customs & Traditions	36	10
		Total	**270**	**76**
3 & 4 Modules				
6	16-18	Travelling by plane	54	16
7	19-21	Visiting Peking opera	54	16
8	22-24	Going on a mountain climbing trip	54	16
9	25-27	Ordering food in restaurant	54	16
10	28-30	Planning vacation	54	16
11	31-33	Go to the police when you are in trouble	54	16
12	34-36	Chinese lucky numbers	54	16
		Total	**378**	**112**
		Total in the 1 and 2 semester	**648**	**188**

Student Expectations and Policies:

• **Attend regularly**

For language learning, every class is important. The pace of the class will be fast and steady. You should not miss any class. Experience shows that students who do not attend classes, do not achieve the expected level of language proficiency. Please arrive at class on time and expect to remain until the class is over.

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 <u>one week</u> 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 <u>two weeks</u>. If within this time frame the student does not turn in to take the assessment, this grade is entered into the electronic journal.

- **Come prepared**

Be aware that you are taking an intensive Chinese course, in order to achieve the objectives of this course, students are expected to spend at least <u>one or two hours per day</u> outside of class reviewing daily all new words and grammar patterns, memorizing vocabulary, completing homework assignments, listening to supplementary audio materials and previewing the next day's class. To ensure maximum efficient utilization of class time, you are required to prepare each lesson before class, which means you need to gain familiarity with the new textbook lesson.
Please bring your textbooks, copy-book, pencil, ruler, eraser and other necessary stationeries with you to class. Have all assignments ready to turn in at the beginning of class on the day they are due.

- **Active participation**

Come to class ready and willing to participate in class discussions. Listen carefully to your classmates, and respect their point of view. To complete the course successfully, students must engage in the process. Participation in these activities and in general classroom discussion will determine the grade for the classroom participation portion of the course.

- **Keep up if you miss a class**

It is your responsibility to keep up with your assignments if you miss a class. "I wasn't here last week" is never an acceptable excuse for coming to class unprepared. If you miss a class, check the syllabus and contact the instructor or another student to collect your assignments.

- **Help is available**

If you miss an assignment because you are absent and the absence falls under the conditions for an excused absence, the instructor will work with you to help you make up the work. Be prepared to show documentation.

VII. Types of Knowledge Assessment

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.quizzlet.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 to 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.

Wtitten 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 or Composition 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

1a) 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)

1b) Composition

Students are given a narrative passage of about 400-450 Chinese characters. Students should first read this text attentively for about 10 minutes. During reading it is forbidden to write down the text or make any notes.
After 10 minutes the instructors collect the printed texts. Students are required to reconstruct the text and write it down in Chinese characters. The total time for task completion is 30 minutes. While reconstructing the text, it is important to follow the structure and wording of the original text. Students are only required to retell the content of the passage and their own opinions are not necessary.

Assessment criteria for Composition

Evaluation of the composition will be based upon the following components:

1) Content Accuracy

Content accuracy is evaluated in percentages. It is important to include all the details of the original text. The original text is divided into four logically completed parts, each part is worth 25%. The composition written by a student should include all the parts of the story. The more details and accurate descriptions are included by a student in each part, the higher the score for each part.

To get a higher score, the total amount of the text should comprise at least 250-300 characters.

If the total number of words is less than 90, then a student gets 1 point.

2) Logical structure of the text

Logical structure of the text is assessed, the order of events described in the text, the usage of constructions and special words that allow to coherently combine the text parts.

3) Range of vocabulary

It is evaluated how well a student knows different words and structures and how well they can use them in the story context.

4) Characters
The correct writing of the characters is assessed.

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 3. The part of the character 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 asonly one mistake.
- Composition is not allowed to be written with a pencil.
- Dictionaries are not permitted in the examination.

5) Grammar
Correct usage of grammatical constructions and correct word order are evaluated.

Type of mistake	Number of reduced points score
1) Using wrong grammatical construction 2) Grammatical construction is used incorrectly 3) Wrong word order 4) Correct grammatical construction is missing	- 1 point

Assessment Scale

1. Excellent – 8 to 10 points (on a 10-point scale)

	10	**9**	**8**
Content Accuracy	Student accurately reproduced the original text.	Student reproduced 90% of the original text content.	Student reproduced 80% of the original text content.
Logical structure of the text	The composition is organized logically. The organization enhances and showcases the central idea or storyline. The order, structure or presentation of information is compelling and moves the reader through the text. The text is splitted into logical paragraphs.		
Range of vocabulary	There is a wide range of vocabulary. Student is correctly using words that stretch beyond his/her everyday vocabulary.		
Characters	There are no character mistakes	Thereare no character mistakes or there are only a few of character mistakes	There are no character mistakes or there are only a few of character mistakes
Grammar	Good range of grammar appropriate to a B1 level used with clarityand precision. Clear and correct word order. No grammatical mistakes.	Good range of grammar appropriate to a B1 level used with clarity and precision. Clear and correct word order. One or two grammatical mistakes are allowed.	Good range of grammar appropriate to a B1 level used with clarityand precision. Clear and correct word order. One or two grammatical mistakes are allowed.
Total sum of character or/and grammar mistakes	**0**	total sum of mistakes is up to **2 points**	total sum of mistakes is up to **4 points**

2. Good – 6 to 7 points (on a 10-point scale)

	7	**6**
Content Accuracy	Student reproduced 70-80% of the original text content.	Student reproduced 60-70% of the original text content.

Logical structure of the text	The organizational structure is strong enough to move the reader through the text without undue confusion.	
Range of vocabulary	A student has used quite a good range of vocabulary, and has used some different words	
Characters	There are a number of character mistakes	
Grammar	Range of grammar is too limited (below what is expected at a B1 level) AND/OR There is a number of grammatical mistakes	
Total sum of character or/and grammar mistakes	total sum of mistakes is up to **6 points**	total sum of mistakes is up to **7 points**

3. Satisfactory – 4 to 5 points (on a 10-point scale)

	5	**4**
Content Accuracy	Student reproduced 50-60% of the original text content.	Student reproduced 40-50% of the original text content.
Logical structure of the text	The organizational structure is strong enough to move the reader through the text without undue confusion.	The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion-or else there is no identifiable internal structure.
Range of vocabulary	Student has used a limited range of vocabulary, words are often repeated	
Characters	There are quite a lot of character mistakes	
Grammar	Range of grammar is too limited (below what is expected at a B1 level) AND/OR There are many grammar errors that are not expected at a B1 level	
Total sum of character or/and grammar mistakes	total sum of mistakes is up to **8 points**	total sum of mistakes is up to **10 points**

Fail – 0-3 points (on a 10-point scale)

A 'fail' grade is given if:
1) the total number of words in the composition is less than 90, or less than 30% of the original text content is reproduced.

2) The total amount of text is in a good range (at least 250 Chinese characters), but the overall number of character mistakes is large (more than 10), the range of grammar is severely limited, and there are lexical and grammatical mistakes (more than 6)

	3	2	1
Characters	total sum of mistakes is up to **11 points**	total sum of mistakes is up to **12 points**	total sum of mistakes is more than **12 points**
Grammar	total sum of mistakes is up to **6 points**	total sum o**f mistakes is up to** 7 **points**	total sum of mistakes is more than **8 points**

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%)
10-9 Very good pronunciation, intonation and fluency.	**10-9** Very accurate use of a wide range of structures, vocabulary and idiom with occasional errors in more complex language.	**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.	**10-9** Identifies and reports all important points and supporting details. Shows complete understanding of main points.
8-7 Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	**8-7** Wide range of mostly accurate structures and vocabulary.	**8-7** Generally understands questions first time, but may require occasional rephrasing.	**8-7** Identifies and reports most main points and supporting details Shows good understanding of main points.

		Has no difficulty with straightforward questions and responds satisfactorily to some unexpected ones. Communicates essential elements and can expand occasionally.	
6-5 A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	**6-5** Good range of generally accurate structures, varied vocabulary.	**6-5** Understands most straightforward questions, but has difficulty with some unexpected ones and needs some rephrasing. Communicates most of the essential elements.	**6-5** Does not always grasp or understands information in the recording.
4-3 Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	**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.	**4-3** Has difficulty with many straightforward questions, but still attempts an answer. Communicates simple pieces of information.	**4-3** Shows some understanding of information in recording, but does not understand all the points.
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 identifies 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.

№	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 unnessecary 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 sentenses, 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 II".

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:

$$\textit{Gcumulative} \ = \ 0,4*(0,5*\textit{Goral} + 0,5*\textit{Goral test}) \ + 0,6*(0,5*\textit{Gwritten} + 0,5*\textit{Gwritten test})$$

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. Decimals below 0,5 are rounded down, decimals 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:

$$\textit{Gcumulative} \ = 0,4*(0,5*\textit{Goral} + 0,5*\textit{Goral test}) \ + 0,6*(0,5*\textit{Gwritten} + 0,5*\textit{Gwritten test}) \pm SP$$

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:

$$\textbf{\textit{Gexam}} \ = \ 0,4*\textit{Goral exam} + 0,6*\textit{Gwritten exam}$$

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:

$$Gwritten\ exam\ =\ 0,4 * Gdictation + 0,6 * Ggrammar$$

Comment:
If a student gets a cumulated grade of 8, 9 or 10 points and the wriiten 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:

$$\mathbf{Gfinal}\ =\ 0,4 * Gexam + 0,6 * Gcumulative$$

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. Special Equipment and Software Support

№	Equipment / Software
1.	Microsoft Windows 10
2.	Speakers
3.	Computer
4.	Projector with remote control

XI. Task Samples

Example of Dictation

我是去年九月坐飞机到北京的。刚到北京的时候，我不太习惯。北京的**天气跟莫斯科不一**样。夏天比我们那儿热得多，**常常**下雨。冬天很少下雪，**也没有我**们那儿冷。

一到北京，我就去天安门广场了。**那儿除了典型的古典建筑以外**，还有不少有名的现代建筑。我和同**学一起参**观了故宫、景山、颐和园和长城，还参观了一些北京城外的工厂和农村。

北京的地铁和公共汽车都很挤，**我看**，骑自行车最方便。**中国的自行**车不太贵，质量也不错，所以我买了一辆。

我在北京去**看**过一次京剧。我一点**儿也没听懂**，可是觉得演员唱得很好听，他们穿的衣服也很漂亮，只是样子有一点**儿奇怪**。我们老师说过，**要是不懂京**剧，就不能很好地**了解中国**历史和文化。

北京的街上**各种**风味的饭馆和小吃店多极了，**我常去那儿吃**饭。我记住了不少中国菜的名字。**中国菜又便宜**，又好吃。

住在北京的时候，我不但过了很愉快的时间，而且**了解到了中国人的很多**风俗习惯.

Example of Composition

快到新年了，   我们班准备举行一个新年晚会。昨天，米莎**来我的房**间，想请我跟他一起用汉语表演一个相声。**我挺想参加的**，但我的发音不算好，而且我们的汉语水平还不高，**去哪儿找适合我**们表演的相声呢？我把想法告诉了米莎，他拍着我的肩说："**你不必担心**，只要你答应跟我一起表演，其他的一切都交给我吧。"

三天后，米莎自己编出了一个相声，说的是留学生刚学汉语的时候闹的一些笑话。我先记住了台词，把台词记下来以后，就让米莎一句一句地纠正我的发音，我自己也一遍又一遍地刻苦练习。这样一来，我们配合得越来越好，**表演得越来越熟**练了。

终于到了新年。那天下午，同**学**们先把教室布置得漂漂亮亮的，然后把鲜花，水果和饮料摆在**桌子中**间。张老师来到教室以后，都**不敢**相信这是我们的教室了。表演的时候，**开始我有点儿**紧张，慢慢地就不紧张了。我们的相声把老师和同学们都逗得哈哈大笑。他们都说我们表演**得好极了**，发音也很地道。 听了老师和同学们的称赞，我和米莎**都**高兴得不得了。

以前我总是觉得自己的发音不太好，不**敢**多说汉语，但是这次表演让我明白了，只**要你多多**练，就一定能**学好**汉语。

Example of translation from Russian to Chinese

1. Сегодня ему нездоровится, голова болит, еще кашель. Он даже чаю не выпил и сразу ушел.

2. Этот чемодан и тяжелый, и большой. Я в одиночку не смогу унести его наверх.

3. Этот тренер хочет воспитать из нас хороших спортсменов.

4. Только если один семестр будешь изучать китайский язык в Пекине, только тогда сможешь повысить свой уровень китайского.

5. В парке Ихэюань мы гуляли три с лишним часа. Я так устала, что не могла идти.

6. Сзади подьехала машина. Из машины вышло несколько человек.

7. Он подбежал и взволнованно спросил : "Ты уже на следующей неделе уедешь от нас?"

8.Он пробегает стометровку также быстро, как и я. Кроме нас двоих, остальные одногруппники не будут участвовать в спортивных соревнованиях.

9. Мы все были завлечены (очарованы) спетой ею народной песней. Я тоже вместе со всеми горячо аплодировал.

10. Преподаватель Ван приклеил на дверь парные надписи, которые сам написал.

Example of the text for reading task

学生都喜欢放假。放假的时候有的人回家看家人，有的人跟朋友们一起去外地旅游，可是我怕放假，因为一放假，妈妈就让我在屋子里看书或者收拾自己的房间，**哪儿也不让**去，电视也不让看，音乐也不让听。他去上班或上街买东西，**就把我留**在家里。

有一天，几个**同学想来找我玩儿**，我说了半天，妈妈才同意；但是只让我和他们在一起一个半小时，而且不让男同学来。最让我生气的是同学们来了，妈妈坐在我的房间里的椅子上打毛衣，**哪儿也不去**，听我们聊些什么，叫我们哭也不是，笑也不是，**真不知道**说些什么才好。

同学们要走的时候，他还对人家说："我们欢迎你们来玩儿，可是我的**女儿要准**备考大**学**，等**她考上了大学再**欢迎你们来吧。"**同学们一走，我就跑回自己的屋子里哭了起来**。那天，我什么**也不愿意做**，连晚饭也没吃就去睡觉了。我觉得这次三四个星期的寒假就像三四年那么长。**我多么希望很快开学**，回到我的同学那里去呀！

Example of grammar test

Correct the sentences
1. **我要去旅行，看更多中国**别的地方。
2. **下午百**货大楼去一点儿买了礼物。
3. 友谊商店的东西也上海比北京少。
4. **那一天我**睡不着觉，因为我没有睡觉过这么大床上在我一个人。
5. **他好几天病了，怪不得没去上**课。
6. 那天六点半下午坐了火车到北京去。

Put the words in the correct order
1. **只，小说，两天，翻译，我，了，把，本，时间，就，了，这，完，用。**
2. 课，生病，想，朋友，看看，她，了，去，下，的。
3. 书店，跟，一样，看，词典，在，过，那本，我，到，里，一本，的。

4. **离开**, 多, **快 半 我**们, 要, 北京, 了, 年。

5. 热, 门, 得, 几, 人, 了, 让, 天气, 不, 这, 出, 天。

6. **那个**, **的 中国 学**习, 他, 上, 这儿, 认识, 来, 在, 朋友, 的, 飞机, 是。

Example of listening task

Listen to the recording and answer the questions:

来中国以前我就想学习太极拳，上午别的同学告诉我，**我学校的太极拳班开始**报名了，下午我就去报了名，我是第三十一个。**太极拳班下星期一早上七点开始上**课，我觉得七点上课太早了。可是，中国人常说，早上锻炼身体好。我是学生，身体好以后，学习一定会好的。**好吧**，七点上课，**没**问题。

1. 今天下午"我"做什么**了**？

2. **太极拳班什么**时候开始上课？

3. **从**课文里我们知道什么？

Topics for the conversation with the examiner:

1. About me
2. Students' life
3. My room
4. Planning Vacation
5. Beijing and Shanghai
6. Chinese Holidays
7. Consulting a doctor
8. Restaurants & Eating Out
9. My Future Plans
10. Visiting Peking opera