



# CHINESE SYLLABUS

## 中文大纲

# Grades 12 & 13

(To be implemented from year 2017.)

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**Chinese Language  
Syllabus**

**Grade 12, 13**

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## Preface

China represents one of the fastest growing economies in the world. Owing to the development of the bilateral relationship between Sri Lanka and China the demand for teaching and learning Chinese has increased rapidly. Interest in learning Chinese is also growing fast among the Sri Lankan foreign language learners owing to many professional, economic and educational benefits. The discipline of teaching the Chinese language in Sri Lanka started as University degree program and later it was introduced into the schools in Sri Lanka.

By learning the Chinese language a student could obtain easy access to higher education opportunities in China. Many scholarship programs are available in China funded by the government of China and the Hanban Confucius Institute of China, starting from short term programs to PhD programs. Competency in Chinese as a foreign language is an added advantage of professional development.

Chinese could also be used as a tool to access foreign technology, global trade and education. China is rapidly developing in science and technology while making themselves one of the largest suppliers of consumer products and essential services. The ability to speak in Chinese would be an added advantage for engaging in technology and trade based international business and investment.

## **Introduction**

This curriculum is prepared in a way so that the students could acquire and enhance their listening, reading, speaking and writing skills in Chinese. Activity based teaching and learning is stressed and many classroom and take-home activities are included in the course stressing constant learning.

China has more than five thousand years of history and Chinese culture is colorful and rich with many traditional aspects. Every effort is made to make the student familiar with this rich culture. This syllabus contains rich knowledge about the Chinese culture, Chinese history and lifestyle. Learning the Chinese value system is an integral part of this course thereby improving students' thinking skills, ethics, nationalism and personal qualities.

This syllabus gives the day to day requirements for the teacher in detail along with student activities. The teacher is also provided with activities that may be used in assessing a foreign language.

## **National Goals**

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individuals and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realization of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from: National Education Commission Report,2003)

## **Basic competencies**

The following Basic Competencies developed through education will contribute to achieving the above National Goals:

### **(i) Competencies in Communication**

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

### **(ii) Competencies relating to Personality Development**

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

### **(iii) Competencies relating to the Environment**

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

### **(iv) Competencies relating to preparation for the World of Work.**

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

**(v) Competencies in relation to Religion and Ethics**

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

**(vi) Competencies in Play and the Use of Leisure**

Emotions of pleasure, joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

**(vii) Competencies relating to ‘learning to learn’**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from: National Education Commission Report, 2003)

## **Objectives**

This syllabus aims to;

1. cultivate a desire for and interest in learning the Chinese language
2. strengthen pronunciation; excel in the *pinyin* system
3. understand stroke order, basic radicals in writing characters and the use and usage of 600 characters
4. understand and use the grammatical structures of the Chinese language
5. comprehend and compose simple, compound and complex sentences
6. provide students with the ability to actively converse in daily routine and situations related to the school context
7. introduce Chinese traditions, culture and literature
8. cultivate confidence in learning Chinese and demonstrate willingness to use Chinese
9. develop the required skills to obtain successful results in the Chinese Language Proficiency Exam (**HSK**) Level -3

## Connection between National Goals and the Objectives of the Subject

National Goals	Objectives								
	1	2	3	4	5	6	7	8	9
Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.							✓		
Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.	✓						✓	✓	✓
Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.							✓		
Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.							✓		
Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.	✓					✓	✓	✓	
Human resource development by educating for productive work that enhance the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	✓					✓	✓	✓	✓
Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.	✓	✓	✓	✓	✓	✓	✓	✓	✓

## **Proposed term- wise breakdown of the syllabus**

Grade	Term	Scheme of work	Period
12	1	1.1,1.2,1.3,2.1,2.2,2.3,3.1,3.2, 3.3,3.4,3.5,4.1,4.2,4.3,4.4,4.5	100
	2	5.1,5.2,5.3,6.1,6.2,6.3,6.4,7.1,7.2,7.3,7.4,7.5	100
	3	8.1,8.2,8.3,9.1,9.2,10.1,10.2,10.3	100
13	1	1.1,1.2,2.1,2.2,2.3,2.4,3.1,3.2,3.3,3.4,4.1,4.2,4.3	100
	2	5.1,5.2,6.1,6.2,6.3,7.1,7.2	100
	3	8.1,8.2,8.3,9.1,9.2,10.1,10.2,10.3	100

## Syllabus

### Grade 12

Competency	Competency Level	Content	Learning Outcome	No of Periods
1.0 Familiarizes self with Phonetics & Pronunciation of Chinese	1.1 Listens and identifies initials and finals 1.2 Writes and pronounces pinyin 1.3 Pronounces tones	<ul style="list-style-type: none"> <li>• Step 1 - b p m f d t n l</li> <li>• Step 2 - g k h j q x</li> <li>• Step 3 - z c s zhchsh r</li> <li>• Step 4 - initials with finals ( Chinese phonetic Alphabet [CPA] )</li> <li>• Pronunciation of tonal variation &amp; spelling rules</li> <li>• Major communicative functions such as greetings, thanks, apologies and farewells</li> </ul>	<ul style="list-style-type: none"> <li>• Defines Chinese language, dialects, standard Chinese language</li> <li>• Pronounces Initials and Finals</li> <li>• Writes and pronounces Pinyin</li> <li>• Classifies tonal language, Pronounce tonal variation</li> <li>• Applies spelling rules of pinyin.</li> </ul>	20
2.0 Identifies characters and word forms	2.1 Writes characters 2.2 Identifies & writes nouns, pronouns, verbs, adjectives, adverbs in Chinese characters 2.3 Practices & writes numbers	<ul style="list-style-type: none"> <li>• Introduction to Chinese characters</li> <li>• Stroke order and structure of Chinese characters               <ul style="list-style-type: none"> <li>➢ Examples for nouns 你, 我, 他, 老师, 学生, 爸爸, 妈妈, 汉字</li> <li>➢ Verbs 是, 来, 学习, 去, 看, 写, 认识</li> <li>➢ Adjectives 好, 忙, 旧, 新, 高兴, 难</li> <li>➢ Adverbs 也, 都</li> </ul> </li> <li>• Counting from no 1 - 10</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the history and evolution of Chinese characters.</li> <li>• Compares traditional and simplified characters.</li> <li>• Uses structure and stroke order of characters</li> <li>• Practices characters</li> <li>• Uses textbooks, dictionaries and online databases to search for desired information.</li> </ul>	25

Competency	Competency Level	Content	Learning Outcome	No of Periods
<b>3.0</b> Learns syntax of simple sentences I、II	3.1 Learns and uses the predicate with 是 3.2 Learns and uses the predicate with main verbs 3.3 Makes interrogative negative questions, uses negation 3.4 Learns and uses predicate with adjectives 3.5 Learns and uses predication with 有	<ul style="list-style-type: none"> <li>• S+V agreement</li> <li>• 是 sentences</li> <li>• Negation - 不</li> <li>• Interrogative negative questions with 吗, 呢</li> <li>• Predicate with adjectives</li> <li>• 有 /没有</li> <li>• Question patterns V/A-Not-V/A</li> </ul>	<ul style="list-style-type: none"> <li>• Makes sentences using basic grammatical components,</li> <li>• Describes subject +verb agreement of simple sentences</li> <li>• Applies the rules of word formation and sentence formation to make meaningful sentences.</li> <li>• Makes interrogative negative questions</li> <li>• Describes subject +Adj. agreement of simple sentences</li> <li>• Writes sentences using predicate with verb 有               <ul style="list-style-type: none"> <li>- Negations with 不+ Adj. and 没+有</li> </ul> </li> <li>• Uses V/A-Not-V/A Questions pattern.</li> <li>• Initiates and responds to greetings</li> </ul>	25

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
<b>4.0</b> Learns Interrogative pronouns I, II	4.1 Learns and uses determiners 4.2 Learns and uses possessive forms 4.3 Asks questions I 4.4 Asks questions II 4.5 Makes alternative questions	<ul style="list-style-type: none"> <li>• Utterances with 这, 那</li> <li>• Indicating possession with 的 particle</li> <li>• Questions with 什么, 谁, 哪</li> <li>• 哪儿, 怎么, 怎么样, 几、多少</li> <li>• 还是, 或者</li> </ul>	<ul style="list-style-type: none"> <li>• Uses determiners accurately in sentences to indicate possession with appropriate particles</li> <li>• Includes names of places in utterances</li> <li>• Asks questions with extended answers</li> <li>• Recognizes Chinese names and asks for name in a different question form.</li> <li>• Asks alternative questions and expresses ideas about the place of work or study and the nationality</li> <li>• Uses sentences with the verbal predicate and the nominal predicates</li> <li>• Asks time, date, day ,month &amp; express daily activities</li> <li>• Knows how to address people</li> <li>• Uses Chinese vocabulary of profession, countries and places.</li> <li>• Demonstrates a cultural understanding of how professional titles are used in addressing people.</li> </ul>	30

Competency	Competency Level	Content	Learning Outcome	No of Periods
5.0 Learns Chinese Classifiers, prepositions and adverbs	5.1 Uses ‘measure words’ to define quantity 5.2 Uses prepositions 5.3 Uses adverbs	<ul style="list-style-type: none"> <li>• Chinese number system</li> <li>• Counting with measure words 个, 位, 本, 张, 件, 口, 杯, 瓶</li> <li>• Uses 在, 跟, 跟 .....一起 to make sentences and utterances</li> <li>• Uses 也, 都, 一共, 一起 as adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses ‘measure words’ to count quantity</li> <li>• Asks questions with ‘measure words’</li> <li>• Express the ideas using adverbs to indicating plural forms</li> </ul>	30

Competency	Competency Level	Content	Learning Outcome	No of Periods
6.0 Uses sentences with the verbal predicate, the nominal predicate, adjectival predicate and modal verbs	<p>6.1 Learns and uses the verbal predicate</p> <p>6.2 Learns and uses the nominal predicate</p> <p>6.3 Expresses probability, ability, potential and willingness</p>	<ul style="list-style-type: none"> <li>• Questions with 多少钱、 几块</li> <li>• Sentences with 想, 要</li> <li>• Sentences with 能, 会</li> <li>• Sentences with 可以</li> <li>• Sentences with 可能, 应该</li> </ul>	<ul style="list-style-type: none"> <li>• Counts numbers from 100-10,000 &amp; recognizes of Chinese currency notes, coins</li> <li>• Uses sentences with the verbal predicate and the nominal predicates</li> <li>• Converses on buying something and asks details of something</li> <li>• Expresses intention, desire. Demand or hope.</li> <li>• Uses sentences/ utterances to emphasizing skills and abilities</li> <li>• Uses sentences/ utterances to express potential, ability in general, expresses permission or prohibition under specific circumstances</li> <li>• Uses sentences to express possibility or probability, to express needs arising from moral and factual necessity</li> </ul>	30

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
<b>7.0</b> Engages in reading Comprehension	<p>7.1 Reads and understands the prescribed texts</p> <p>7.2 Listens and understands the texts</p> <p>7.3 Comprehends the contextual meaning of new words and terms in texts</p> <p>7.4 Understands main ideas, identifies important details and the structure of the text.</p> <p>7.5 Asks and answers questions from the prescribed text.</p>	<ul style="list-style-type: none"> <li>• Vocabulary enhancement</li> <li>• Short reading texts from HSK test papers</li> <li>• Long reading texts of 《中国文化》上海, 筷子, 长城</li> <li>• Understanding the meaning of an unknown word using word, sentence, and cross-sentence clues.</li> <li>• Distinguishing the main ideas of a text</li> <li>• Retelling parts of a story.</li> <li>• Summarizing content</li> </ul>	<ul style="list-style-type: none"> <li>• Uses new vocabulary to make meaningful utterances</li> <li>• Illustrates the meanings of unfamiliar words using word, sentence and cross sentence clues</li> <li>• Distinguishes main ideas in a text</li> <li>• Retells a story in their own words</li> <li>• Summarizes and translates different texts</li> <li>• Describes primary cultural aspects of China in simple language</li> </ul>	40
<b>8.0</b> Engages in Oral Communication	<p>8.1 listens, understands, and repeats words and sentences in proper tones</p> <p>8.2 exchanges basic personal information</p> <p>8.3 uses simple effective strategies to enhance communication</p>	<ul style="list-style-type: none"> <li>• Vocabulary to exchange basic information</li> <li>• Dialogues and role play on daily activities</li> <li>• Short speeches related to daily and school life</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in Communication process</li> <li>• Uses verbal and non-verbal communication skills</li> <li>• Expresses attitudes and emotions appropriate for different occasions</li> </ul>	30

Competency	Competency Level	Content	Learning Outcome	No of Periods
9.0 Engages in Written communication and rules of writing	9.1 Learns common formats for different kinds of texts  9.2 Learns different writing situations	<ul style="list-style-type: none"> <li>• Recognizing Chinese punctuation marks</li> <li>• Describing sentences using pictures</li> <li>• Writing notes and notice, invitations, greeting cards , business cards               <ul style="list-style-type: none"> <li>➢ 便条留言条、请假条、寻物启事</li> <li>➢ 请柬、祝贺卡、名片</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Applies Chinese punctuation marks</li> <li>• Applies Chinese format of writing formal documents</li> <li>• Uses academic register to compose simple documents</li> <li>• Describes pictures</li> <li>• Write notes, notices, invitations and greeting cards</li> </ul>	30
<b>10.0</b> Engages in Composition	10.1 Practices appropriate creative writing and improves writing ability in Chinese.  10.2 Produces a variety of essay genres  10.3 Writes letters and symbols of written language	<ul style="list-style-type: none"> <li>• Writing the daily journal</li> <li>• Essay writing on 我、我的家、我的朋友、我的老师、我的学校、学习汉语、我的生日、我的爱好、假期计划、去旅行</li> <li>• Writing letters</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses personal ideas and opinions</li> <li>• Writes daily journal in the correct format</li> <li>• Produces a variety of essay genres</li> <li>• Applies formats for different kinds of texts</li> <li>• Understands different formats of documents</li> <li>• Follows rules and terms of letter writing in Chinese</li> <li>• Writes letters</li> </ul>	40

## Syllabus

### Grade 13

Competency	Competency Level	Content	Learning Outcome	N0. of period
1.0 Learns Verb modification with particles I	<p>1.1 Identifies the usage of continuous actions.</p> <p>1.2 Identifies progressive aspect.</p>	<ul style="list-style-type: none"> <li>• Sentence with 正在, 正在 … 呢, 正… 呢, 在…… 呢</li> <li>• Sentences with particle 着</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant particles before the verbs to indicate actions in progress</li> <li>• Defines the continuous actions</li> <li>• Uses appropriate verbs with particle 着 to indicate the Progression of an action</li> <li>• Categorizes groups of verbs that can be modified with different particles</li> <li>• Compares the structures with the Sinhala and English languages</li> </ul>	20

Competency	Competency Level	Content	Learning Outcome	No of Periods
2.0 Learns Verb modification with particles II and conjunctions	<p>2.1 Identifies realization or completion of an action</p> <p>2.2 Identifies the following situations:</p> <ul style="list-style-type: none"> <li>➤ a verb indicates a certain action has happened</li> <li>➤ a certain experience been stressed</li> </ul> <p>2.3 Identifies change of an action</p> <p>2.4 Identifies the usage of conjunctions</p>	<ul style="list-style-type: none"> <li>• Sentences with particle 了</li> <li>• Sentences with particle 过</li> <li>• Sentences with 如果、虽然 … 但是、因为… 所以</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant particles to indicate that a certain action has happened or been realized.</li> <li>• Uses relevant particles to indicate a certain action has happened or a certain experience has been stressed</li> <li>• Categorizes groups of verbs that can be modified with different particles</li> <li>• Compares the structures with the Sinhala and English language</li> <li>• Makes complex sentences using conjunctions that can only be placed in the beginning of a sentence.</li> <li>• Makes sentences using conjunctions that can only be placed in the consequent part of the sentence after the second part of the sentence</li> </ul>	30

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
3.0 Learns Passive sentences and comparative sentences	<p>1.3 Identifies comparative sentences</p> <p>1.4 Uses sentences for handling or disposing of a particular object</p> <p>3.3. Indicates passive with 被 sentences</p> <p>3.4 Indicates passive action with 让, 叫, 请</p>	<ul style="list-style-type: none"> <li>• Sentences with 比 (A 比 B+ Adjective+ Additional Explanation )</li> <li>• Sentences with 把 (S+把 +N+V+O)</li> <li>• Sentences with 被 (S+ 被 +N+V+O)</li> </ul> <p>Sentences with 让, 叫, 请</p>	<ul style="list-style-type: none"> <li>• Describes differences on specific situations</li> <li>• Demonstrate Passive sentences and comparative sentences</li> <li>• Uses sentences/ utterances to talk about the result of the action on the object</li> <li>• Combines 把 with question formations to make questions</li> <li>• Uses negative sentences that include 把 sentences</li> <li>• Uses sentences for indicating passive actions with 让, 叫, 请</li> </ul>	20

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
4.0 Learns the use of complements of time and action	4.1 Indicates the genitive particle with 的 4.2 Identifies the complement of degree used to describe the way or manner in which an action is carried out. 4.3 Learns to transform adjectives into adverbs	<ul style="list-style-type: none"> <li>Sentences with 的 (Noun+ 的)</li> <li>Sentence with 得(verb+ 得) Sentences with 地 (Adjective+ 地)</li> </ul>	<ul style="list-style-type: none"> <li>Applies particles with different meanings to modify nouns, verbs and adjectives</li> <li>Writes sentences to describe a complete action with its result</li> <li>Writes sentences with adjectives which transform them into adverbs</li> </ul>	30
5.0 Engages in Communication clearly and effectively	5.1 Identifies the use of simple complement of direction 5.2 Practices the language with conversations with frequently used phrases, utterances in day to day life	<ul style="list-style-type: none"> <li>Simple complement of direction (上来/上去/回来/回去/进来/进去/出来/出去 etc.)</li> <li>Situations: at a bank, at the library, at a restaurant, at the doctor's, at the shopping complex, at the airport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Asks directions and comprehends directions given by others</li> <li>Shows directions to others</li> <li>Describes the layout of houses</li> <li>Makes simple comments</li> <li>Describes own experience</li> <li>Asks and answers questions about hobbies, studies, health ,food</li> <li>Makes demands from others</li> </ul>	20

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
6.0 Learns Chinese culture and lifestyle	6.1 Acquires knowledge of the history of Chinese characters 6.2 Acquires knowledge of the geography and climate of China 6.3 Acquires knowledge of the Chinese culture and society	<ul style="list-style-type: none"> <li>Brief introduction to the history of Chinese characters</li> <li>Practice of Chinese calligraphy</li> <li>Chinese culture and society 节日 (春节, 中秋节) 古城北京, 传统 (运动) 武术</li> </ul>	<ul style="list-style-type: none"> <li>Defines important figures and events in the history of China</li> <li>Names main administrative regions and main cities of China</li> <li>Presents information about nationalities, population and general situation</li> <li>Uses words and terms about climate</li> <li>Tells the differences in climate between different places</li> <li>Describes basic folk customs, festivals of China</li> </ul>	40
7.0 Engages in comprehension and translation	7.1 Translates Chinese documents and text to mother tongue 7.2 Translates Chinese text and stories	<ul style="list-style-type: none"> <li>Translations ; student card ,application forms (HSK) ,business cards</li> <li>The prescribed text of Chinese and Chinese culture (中国, 中国饭)</li> </ul>	<ul style="list-style-type: none"> <li>Translates given simple text</li> <li>Reads and explains given text in own words</li> <li>Abridges given Text</li> <li>Briefly explains traditions and social values in China</li> </ul>	40

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
8.0 Learns of historical figures of Chinese Literature	8.1 Learns brief history of China and Chinese Literature  8.2 Learns Confucius and his thought  8.3 Learns Chinese myths	<ul style="list-style-type: none"> <li>History of China</li> <li>Simple introduction to 古代, 近代, 现当代文学</li> <li>Readings 孔子论语名言</li> <li>Chinese myth 玉兔入月宫</li> </ul>	<ul style="list-style-type: none"> <li>Explains basic details of famous Chinese writers and their works</li> <li>Reads classical Chinese literature</li> <li>Reads and comprehends Chinese myths</li> </ul>	30
9.0 Reading in Chinese proverbs , idioms and stories	9.2 Reads Chinese proverbs and idioms  9.2 Reads Stories	<ul style="list-style-type: none"> <li>Translation of Chinese proverbs and idioms</li> <li>Readings of proverbs 画蛇添足, 拔苗助长</li> <li>Reads stories 我的好主意、小猫钓鱼</li> </ul>	<ul style="list-style-type: none"> <li>Reads and comprehends Chinese proverbs and idioms</li> <li>Explains meanings of popular proverbs and sayings in China</li> </ul>	30

<b>Competency</b>	<b>Competency Level</b>	<b>Content</b>	<b>Learning Outcome</b>	<b>No of Periods</b>
10.0 Reading from Chinese Writers and literary genres	10.1 Reads about Chinese poets, writers and their works 10.2 Understands poems of the Tang Dynasty 10.3 Reads and understands masterpieces of modern Chinese literature	<ul style="list-style-type: none"> <li>Poems 李白《静夜思》 王之涣《登鹳雀楼》 孟浩然《春晓》 徐志摩《再别康桥》</li> <li>Reads 老舍《养花》 朱自清《背影》</li> </ul>	<ul style="list-style-type: none"> <li>Explains basic details of famous Chinese writers and their works</li> <li>Evaluates given simple literary works</li> <li>Makes simple comments Criticizes given literary texts in simple language</li> </ul>	40

## **School Policy and Programme**

1. Prepare the name board of school premises in Chinese
2. Organize Chinese National Day celebrations
3. Organize celebration of Chinese New Year and other main festivals
4. Organize exhibitions
5. Visit Confucius Institute Library and meet native Chinese teachers
6. Organize a speech contest in the school
7. Organize a Chinese film festival
8. Organize a competition in hand writing
9. Create a “My Activity Book” in Chinese - PORTFOLIO
10. Organize a Chinese food festival

## **Assessment and Evaluation**

It is intended to implement the syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare for it, creating teaching/learning instruments on the basis of the school terms.

The first examination under the syllabus will be held in 2019.

The details together with the format and the nature of questions will be introduced by the department of examination.

## **Teaching and Learning Methodology**

1. Individual pronunciation activities
2. Individual and group reading activities
3. Individual and group writing activities
4. Dictation
5. Oral activities
6. Presentations
7. Translations
8. Games
9. Make greeting cards
10. Make story books in Chinese

## **Prescribed Books**

On going project on designing Text Books for the New Syllabus including grammar, culture and literature – Advanced Level Chinese Language Book 1, Advanced Level Chinese Language Book 2

## **Reference**

New Practical Chinese Reader –Textbook 1, Liu Xun, Beijing Language and Culture University Press, 2002

New Practical Chinese Reader –Textbook 2, Liu Xun, Beijing Language and Culture University Press, 2002

Dang Dai Zhong Wen ,Wu ZhongWei,Sinolingua,2010

Readers From Chinese writers-1919-1049 -1,Foreign Language Press,Beijing,1982

Readers From Chinese writers-1919-1049 -2,Foreign Language Press,Beijing,1982

The Ins and Outs of Chinese Culture,Mei Lichong, Huayu Jiaoxue press,Beijing,1993

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