



Course Aims

This course is a continuation of the Chinese Language level 3 course (HC5903). It aims to advance your integrated skills in speaking, listening, reading and writing in Chinese. You will learn to speak at greater length than before and learn to read not only to become literate but to extract information from the printed word. This course will provide you with a deeper understanding of Chinese language and culture.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Master a series of complex grammatical points, such as verb aspects; different types of time expressions in a sentence; Verb complements; modality; series verbs sentences; passives; imperative sentences, etc.
2. Speak at greater length than before on a series of daily topics; not only to convey information, but also to give comments and opinions.
3. Not only to become literate but to extract information implied in the text.
4. To write a 200-300-word paragraph in Chinese Characters with accuracy and confidence.
5. To achieve a good understanding of some of the unique features of in China culture

Course Content

Please provide a list of key topics taught.

1. Schooling and studies
2. Home, modern housing, recounting memories of a child home
3. Transportation
4. Seasons and weather; travel/excursion planning
5. Talking about past experience and advice for the future

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Rubrics
1. CA1: Test 1	1, 2, 3, 5	Competence; Communication; Civic mindedness	15%	Individual	N/A
2. CA2: Oral Presentation	1;2; 5	Communication; Civic mindedness; Character	20%	Individual	Appendix 1
3. CA3: Test 2	3, 4	Competence; Communication; Civic mindedness	30%	Individual	N/A
4. CA 4: Oral Proficiency	1-5	Communication; Character	25%	Individual	Appendix 2.1-2.3

Interview		Civic mindedness Creativity			
5. Participation		Character; Civic mindedness	10%	Individual	Appendix 3
Total			100%		

CA1(15%): Test 1

It is written test. It includes listening; grammar; reading and writing questions.

CA2(20%): Oral Presentation

This is a speaking test. Three topics are provided for students' preparation one week before the test date. One of the three topics is chosen by students on the spot. Students may prepare a single 'cue card' in Chinese. This should be no larger than a postcard and could contain of a maximum of 5 headings (about 25 characters in total) to remind students of the points they wish to make. A script of the presentation is not allowed.

CA3 (30%): Test 2

This is a written test. The test includes listening; grammar; reading and writing questions.

CA4 (25%): Oral Proficiency Interview

This is a one-to-one oral test between a student and an instructor. It assesses spontaneous unrehearsed language. It includes the following three modes:

- Read aloud: students are required to read a given passage
- Listen and repeat: students are required to listen and repeat 3 sentences
- Virtual interview: students are required to answer three questions elicited by the instructor

CA5(10%): Participation

- Complete in-class work and homework.
- Often voluntary in discussions.
- Works very well in pairs and groups

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Written quiz:** Students receive the results and comments afterwards.
- **In-Class Tasks:** Prompt feedback and comments are provided for each short in-class learning oral/writing activities, such as summarizing group discussions; notes; and oral report, etc.
- **Post-class written/oral assignments:** Individual written/oral feedback/comments regarding content and linguistic performance are to be provided via Teams from time to time.
- **Teams Chat** is used as a flexible and timely platform to guide students on their learning path.
- **Final Oral Project:** Students are guided step-by-step to the final project. Guidance and comments are given periodically.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<i>Task-based learning</i>	You will acquire the knowledge by completing the designed task. You not only acquire the language knowledge but also improve and consolidate your real-life language communication skills.
<i>Collaborative learning</i>	You will work in pairs and groups by sharing experience and knowledge, evaluating ideas, monitoring one another's work, and creating a product of the learning through face-to-face conversation, online discussion in social media apps; Teams, etc.

Reading and References

Cynthia Y. Ning; John S. Montanaro (2012). *Encounters: Chinese Language and Culture*. Yale University Press; and Sinolingua Co.,Ltd.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email
Dr. He Xiaoling	SHHK-02-33	6316 8932	xlhe@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
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Week 1	<ul style="list-style-type: none"> • Course introduction • Review main topics learnt in Level 1-3 <p>Unit 16</p> <ul style="list-style-type: none"> • Communicative tasks: <ul style="list-style-type: none"> ○ Talking about school subjects and majors ○ Discussing a school schedule ○ Discussing campus life • Grammar: <ul style="list-style-type: none"> ○ Measure words for verbs to expressing frequency of action. ○ Expressions of time duration ○ Distinguish two commas used in Chinese 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 16 ▪ Homework ▪ Listening; reading; speaking & Writing
Week 2	<p>Unit 16</p> <ul style="list-style-type: none"> • Communicative tasks: <ul style="list-style-type: none"> ○ Discussing campus life • Grammar: <ul style="list-style-type: none"> ○ Distinguish two commas used in Chinese • Writing <ul style="list-style-type: none"> ○ Writing a note about school schedule and courses <p>Unit 17</p> <ul style="list-style-type: none"> • Communicative tasks <ul style="list-style-type: none"> ○ Talking about the room in which you live 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 16-17 ▪ Homework ▪ Listening; reading; speaking & Writing
Week 3	<p>Unit 17</p> <ul style="list-style-type: none"> • Communicative tasks <ul style="list-style-type: none"> ○ Complimenting someone else's room • Grammar <ul style="list-style-type: none"> ○ More on adverbs ○ More on 把 ○ Different ways of expressing "very" • Reading <ul style="list-style-type: none"> ○ Reading simple statements about homes and housing ○ Deciphering some facts in a rental advertisement • Writing <ul style="list-style-type: none"> ○ Writing simple statements about your preferred housing 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 17 ▪ Homework ▪ Listening; reading; speaking & Writing
Week 4-5	<p>Unit 18</p> <ul style="list-style-type: none"> • Communicative tasks <ul style="list-style-type: none"> ○ Naming some modes of transportation ○ Commenting on advantages and disadvantages of different modes of transportation ○ Asking and telling how to buy tickets ○ Saying something about how to use different modes 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 18 ▪ Homework ▪ Listening; reading; speaking & Writing

	<ul style="list-style-type: none"> ○ of transportation <ul style="list-style-type: none"> ● Explaining what to be careful about when using different modes of transportation ● Grammar <ul style="list-style-type: none"> ○ Expressing then and now ○ Another look at verbs ○ Linking your thoughts ● Reading <ul style="list-style-type: none"> ○ Deciphering “capital” numbers on banknotes, tickets, and so on ○ Deciphering some facts on transit tickets, maps, and subway signs ○ Reading simple statements about transportation ● Writing <ul style="list-style-type: none"> ○ Writing some simple statements about your preferred mode of transportation 		
Week 6	<ul style="list-style-type: none"> ● Revision (Session 1) ● Test 1 (Session 2) 	1-5	<ul style="list-style-type: none"> ▪ Revision ▪ Test
Week 7-8	Unit 19 <ul style="list-style-type: none"> ● Communicative tasks <ul style="list-style-type: none"> ○ Discussing the seasons and weather ○ Planning a weekend hiking excursion ○ Planning some fun in the sun and on the water ○ Discussing a trip to another country ● Grammar <ul style="list-style-type: none"> ○ 请 vs. 叫 ○ Showing your “attitude” with modal verbs ○ Expressing two actions at the same time ● Reading <ul style="list-style-type: none"> ○ Deciphering key information in tour agency ads ○ Reading simple statements about travel plans, travel arrangements, or past travel ● Writing <ul style="list-style-type: none"> ○ Writing a brief proposal about an excursion for the coming weekend that includes some details about who will go, where you will go, how you will travel, and so on 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 19 ▪ Homework ▪ Listening; reading; speaking & Writing ▪ Reviewing Test 1
Week 9-10	Unit 20 <ul style="list-style-type: none"> ● Communicative tasks <ul style="list-style-type: none"> ○ Making some statements about what is easy or difficult about learning Chinese ○ Making some statements about how Chinese people learn their own language ○ Describing how you will continue to learn and practice Chinese ● Grammar <ul style="list-style-type: none"> ○ The passive voice in Chinese 	1-5	<ul style="list-style-type: none"> ▪ Textbook Unit 20 ▪ Homework ▪ Listening; reading; speaking & Writing ▪

	<ul style="list-style-type: none"> ○ The imperative in Chinese ○ More on Chinese sentence types ● Reading <ul style="list-style-type: none"> ○ Reading simple statements about the study of Chinese ○ Reading radical charts and indexes in a Chinese English dictionary and looking up a character you don't know ● Writing <ul style="list-style-type: none"> ○ Writing simple statements about your experience with and your plans for learning Chinese 		
Week 11	<ul style="list-style-type: none"> ● Revision ● Oral Presentation 	1-5	<ul style="list-style-type: none"> ▪ Revision ▪ Oral presentation
Week 12	<ul style="list-style-type: none"> ● OPI ● Test 2 	1-5	<ul style="list-style-type: none"> ▪ OPI ▪ Test
■			

Appendix 1: Assessment Criteria for Oral presentation (individual)

Score	Presentation skills	Pronunciation, intonation, speed, Fluency	Vocabulary	Grammar	Content
5	Frequent eye contact, friendly smile to the audience; outstanding control of body-language with effective interaction with the audience	Outstanding pronunciation with correct and clear tones, intonation, and appropriate pauses; outstanding control of speed	Outstanding range and variety of vocabulary regarding the theme; fully accurate and appropriate use.	Outstanding and consistent control of sentence patterns and wide-ranging use of structures	Outstanding coverage of key issues, making an original and interesting contribution to theme.
4	Frequent eye contact and friendly smile to the audience; excellent control of body-language with frequent interaction with the audience	Excellent pronunciation with correct and clear tones, intonation, and appropriate pauses; excellent control of speed	Excellent range and choice of vocabulary regarding the theme; fully accurate and appropriate use.	Excellent and consistent control of sentence patterns and wide-ranging use of structures	Excellent coverage of key issues, making an original and interesting contribution to theme.
3	Necessary eye contact with the audience; some control of body-language	Good pronunciation with correct and clear tones, intonation, and appropriate pauses; good control of speed	Good range and choice of vocabulary regarding the theme; generally accurate and appropriate use.	Good control of sentence patterns and wide-ranging use of structures	Good coverage of key issues, making a very good contribution to theme.
2	Reasonable eye contact and reasonable interaction with the audience	Reasonable pronunciation, but some errors may lead to occasional misunderstanding, reasonable control of speed	Reasonable choice of vocabulary regarding the theme; though with some hesitation, errors leading to occasional misunderstanding	Reasonable control of patterns and reasonable range of structures.	Reasonable coverage of key issues, making a reasonable contribution to theme.
1	Lack of eye contact and lack of necessary interaction with the audience	Noticeable errors in pronunciation and intonation impede understanding	Vocabulary simple and repetitive/limited for the purpose, frequent errors, and excessive repetitions, often lead to misunderstanding	Control of patterns poor, with many grammatical inaccuracies and/or limited in range and complexity for level.	Coverage of the key issues and contribution to the theme is very limited

Appendix 2.1 Rubric for Oral Proficiency Interview (Read Aloud)

Read aloud	
Score	Description
4	<p>The passage is read with ease; speech is fluid and intelligible; units of meaning are clearly marked. <i>A typical response exhibits all of the following:</i></p> <ul style="list-style-type: none"> ▪ •Reading is fluid, with little hesitation or self-correction, and the rate of speech is appropriate. ▪ Intonation and pausing are used to group words in meaningful phrases. ▪ Speech is highly intelligible; minor mispronunciations or other-language influences may be present that do not impair intelligibility. ▪ • The text is fully and accurately reproduced.
3	<p>The passage is read with little difficulty; it may require minor listener effort. <i>A typical response exhibits most of the following:</i></p> <ul style="list-style-type: none"> ▪ Pacing is mostly even, but with minor hesitation/choppiness. ▪ Intonation may be monotone at times, but words are mostly grouped in meaningful phrases. ▪ Intelligibility is generally sustained, although there may be occasional minor lapses. ▪ Occasional mispronunciations may require minor listener effort. ▪ • The text is fully reproduced, with no more than minor changes.
2	<p>The passage is read with some difficulty; the content is partially clear. <i>A typical response exhibits one or more of the following:</i></p> <ul style="list-style-type: none"> ▪ Pacing is uneven or slow; frequent or inappropriate hesitations cause noticeable choppiness; sentence-level meanings may be hard to follow. ▪ Intelligibility is repeatedly affected by inaccuracies in pronunciation or intonation. ▪ Intonation is monotone or inappropriate for the meaning; there may be partially effective grouping of words into meaningful phrases. ▪ The text is mostly reproduced; variations (substitutions, omissions) may be present.
1	<p>The passage is read with noticeable difficulty; the content may be mostly unintelligible. <i>A typical response exhibits one or more of the following:</i></p> <ul style="list-style-type: none"> ▪ The speaking rate may be very slow, or the text is mostly read in short chunks, or multiple or extended pauses result in speech that is largely staccato. ▪ The response is mostly unintelligible; only isolated words or phrases from the text are understandable. ▪ The text is substantially incomplete, or the response consists of isolated phrases; variations (substitutions, omissions)
0	No being able to read the text provided OR the reading is entirely unintelligible.

Appendix 2.2 Rubric for Oral Proficiency Interview (Listen and Repeat)

Listen and Repeat	
Score	Description
5	<p>The response exactly repeats the prompt. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is fully intelligible and is an exact repetition of the prompt.
4	<p>The response captures the meaning expressed in the prompt, but it is not an exact repetition. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ Minor changes in words or grammar are present that do not substantially change the meaning of the prompt. For example: <ul style="list-style-type: none"> ○ one or two function words may be missing or changed, ○ a content word may be missing (in longer stimuli) or replaced with a related word, ○ markers of tense/aspect/number may be missing or incorrect, or ○ two words may be transposed. ▪ One or two content words may be ambiguous because of imprecise pronunciation. The speaker may self-correct, but successfully completes the response.
3	<p>The response is essentially full, but it does not accurately capture the original meaning. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response contains a majority of the content words or ideas in the prompt. ▪ Multiple function words may be changed or missing; one or more content words may be missing or substantively changed. ▪ The response is a full sentence. ▪ In some cases, intelligibility issues cause occasional difficulty in understanding meaning. The speaker may struggle over a word or phrase or run words together, reducing intelligibility
2	<p>The response is missing a significant part of the prompt and/or is highly inaccurate. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ A large portion of the prompt is missing, and important original meaning is left out. ▪ The speaker may repeat the first part of the sentence. Then the speaker may stop or fill with inaccurate content and/or include the last few words. ▪ The response is not a self-standing sentence; meaning is fragmentary. ▪ Intelligibility is low; the response would be difficult to understand for a listener unfamiliar with the prompt.
1	<p>The response captures very little of the prompt or is largely unintelligible. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ A minimal response of a few words is made; most of the prompt is missing. ▪ The response is recognizable as an attempt to repeat the prompt, but it is mostly unintelligible.

Appendix 2.3 Rubric for Oral Proficiency Interview (Interview)

Interview	
Score	Description
5	<p>A fully successful response The response fully addresses the question, and it is clear and fluent. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is on topic and well elaborated. ▪ Good conversational speaking pace is maintained with appropriate and natural use of pauses. ▪ Pronunciation is easily intelligible; rhythm and intonation effectively convey meaning. ▪ A range of accurate grammar and vocabulary allows clear expression of precise meanings.
4	<p>A generally successful response The response addresses the question, and it is reasonably clear. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is on topic and elaborated, but it may lack effective sentence-level connectors. ▪ Good speaking pace is generally maintained, with some pausing that may minimally affect flow. ▪ Intelligibility and meaning are not impeded by pronunciation, rhythm and intonation, although occasional words/phrases may require minor effort to understand. ▪ Grammar and vocabulary are adequate to express general meanings most of the time.
3	<p>A partially successful response The response addresses the question but with limited elaboration and/or clarity. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is generally on topic, but elaboration may be relatively limited. ▪ Frequent or lengthy pauses result in a choppy pace; filler words are frequent. ▪ Intelligibility is sometimes affected by inaccuracies in word-level pronunciation or stress/rhythm. ▪ Limited range and accuracy of grammar and vocabulary noticeably restrict the precision and clarity of meanings.
2	<p>A mostly unsuccessful response The response reflects an attempt to address the question, but it is not supported in a meaningful and/or intelligible way. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is minimally connected to the interviewer's question, but it has little or no relevant elaboration or consists mainly of language from the question. ▪ Intelligibility is limited; the speaker's intended meaning is often difficult to discern. ▪ The response shows a very limited range of grammar and vocabulary.
1	<p>An unsuccessful response The response minimally addresses the question, and it may demonstrate very limited control of language. <i>A typical response exhibits the following:</i></p> <ul style="list-style-type: none"> ▪ The response is only vaguely connected to language in the interviewer's question. ▪ The response is mostly unintelligible. ▪ The response consists mainly of isolated words or phrases.

Appendix 3 Rubric for class participation

5	4	3	2	1
<ul style="list-style-type: none"> ▪ Complete all e-learning materials(pre-class &post-class) ▪ Complete all the assigned homework ▪ Always eager and interested to learn ▪ Often voluntary in language practice ▪ Works very well in pairs and groups 	<ul style="list-style-type: none"> ▪ Complete most of e-learning materials (pre-class &post-class) ▪ Complete most homework ▪ Usually eager and interested to learn ▪ Voluntary in language practice ▪ Works well in pairs and groups 	<ul style="list-style-type: none"> ▪ Complete most in-class work and homework ▪ Interested, but not very eager to learn Chinese ▪ Occasionally voluntary in language practice ▪ Works ok in pairs and groups 	<ul style="list-style-type: none"> ▪ Seldom Complete in-class work and homework ▪ Not very interested in learning Chinese ▪ Rarely voluntary in language practice ▪ Doesn't work very well in pairs and groups 	<ul style="list-style-type: none"> ▪ Missed 30% of the in-class work and homework ▪ Not voluntary in language practice ▪ Doesn't involve in pairs and group work in/off class