



MANUAL FOR TEACHERS

**APPLYING "CHINESE FOR EUROPEANS" EDUCATIONAL
PLATFORM AND ITS RESOURCES**

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Chinese for Europeans (chinese4.eu)

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1. INTRODUCTION

This manual is for Chinese language teachers, who have decided to use multimedia teaching resources available for free on “Chinese for Europeans” educational platform at www.chinese4.eu. The aim of the publication is to familiarize teachers with the latest modern teaching methods based on ICT, such as micro-learning and m-learning and to help Chinese language teachers to take full advantage of educational opportunities opened up by the "Chinese for Europeans" platform. The manual contains proposals on how to effectively use each of the project products. All courses presented on the platform can be used during private Chinese language courses, in Chinese language schools (or groups) as well as an additional materials for self-learning.

The first part of the manual is the introduction which explains the didactical concept of the "Chinese4.eu". It also describes modern methods of teaching foreign languages with ICT usage. The second part of the publication is a guide to the "Chinese4.eu" project courses. It presents possible lesson plans which can be used during the Chinese language classes using the project resources.

"Chinese for Europeans" platform is a set of free multimedia-based educational materials for teaching and learning Chinese. The courses are designed for four target groups: entrepreneurs, tourists, students and children. "Chinese for Europeans" platform is one of a few educational platforms to learn the Chinese language which contains a complete set of multimedia and interactive materials. The project materials consist of five specified courses mainly at A0-A1 level (according to the Common European Framework of Reference for Languages) which are available in all 23 official EU languages.

All educational resources available on the project website are generally designed to self-study based on ICT usage. It's not a secret that teacher plays key role in education, especially in foreign language acquisition. Due to this fact we have created this manual which helps teacher to use "Chinese for Europeans" platform courses as the perfect support during classes, they are the tools and materials which can be used by teacher with almost no effort from teacher's side to make learning the Chinese language easy and interesting for students. It's worth adding that attractive form of the courses definitely increases students' motivation to overcome difficulties in learning Chinese and break the monotony of traditional classes.

The foreign language course involves practice in the areas of phonology, grammar, vocabulary and speaking. It is also known that one technology, thanks to its design and functionality, helps more in one area of language acquisition than in another. In addition, modern information and communication technologies make it possible to adapt the exact technology to exact method of teaching to meet the needs of specific students' groups. Therefore, the four courses of the "Chinese for Europeans" are the four teaching and technological tools designed to meet the needs of target audience.

Modern technologies have increasingly become a tool to support students' development. Furthermore they have become part of life of a growing number of people - and not just young people. The interest in non-formal education and its alternative is steadily increasing. The fact that communication and information technologies affect - and will affect more and more - the methods of work, learning, collaboration, and communication cannot be overlooked.

The opportunities offered by the Internet and new technologies have been changing the perception and definition of the role of the teacher - as nowadays most people want to be able

to learn at any time and any place. Therefore the education resources have to be available 24/7. Furthermore schools in which teacher standing in front of a blackboard is giving a lecture and students are making notes and then they write test, is slowly becoming a thing of the past. ICT in education is no longer science-fiction - it is a reality that should be adapted and used for the benefit of both students and teachers.

The basic technology which is used on "Chinese for Europeans" platform is a mobile learning. It means that all didactical materials are available for the most popular types of mobile devices, such as: laptops, tablets and smart phones. Even though the m-learning is very attractive method of learning it should not be the only means of the language acquisition. It is highly advisable that teachers use it as supporting tool. Such approach helps teachers to be students' guides directing them through the language acquisition process. The role of m-learning is to increase the number of learning activities, bringing the variety of learning tools and inspiring to learn more. The use of this technology creates the good interaction between teacher and student. Use of mobile devices within language acquisition process provides easy and comprehensive access to specific content. The popularity of mobile phone access enables immediate use of language material available via Internet (on-line) or use of files which are already saved at mobile phone memory. Mobile phone can be used as a glossary or a phrase book. In general it can be a great tool for repeating material.

Learning based on memorizing of small content sent in small intervals via SMS or e-mail is one of the ways to use m-learning. Another way is to use it as a part of teaching process in classes. SMS or e-mail technology can be particularly effective for learning vocabulary. The meaning of words can be presented by relatively short definitions and examples that have to be suitable to mobile phone screen size and its technological capabilities. It is already proven that repetition of short phrases or words on a regular basis gives much better results than repeating them continuously. The use of SMS or e-mail in order to repeat small parts of material, sent within user-defined frequency, makes it possible to check the validity of this statement.

The micro learning method was used in following three modules "Chinese for business", "Chinese for students" and "Chinese for tourists". This method is used in relation to m-learning supported by Web 2.0 technology. The concept of micro learning is based on the assumption that the single language activity should last maximum of 1 to 3 minutes. New forms of ICT used in daily lives, contribute to the formation of such miniature forms of learning content. Micro learning allows efficient use of time for effective learning in spare time, such as when travelling, while in the waiting room at the doctor or simply at home. Micro learning must, however, be considered only as an additional form of learning which is a part of more complex language acquisition process.

The lesson scenario which is used for micro learning activities is reduced. It consists only of three parts: a brief introduction to the topic, presentation of the main topic issues and summary. Topic summary should provide access to the materials which are needed to be analysed by student in order to understand and practice the lesson content. Materials that are shorter contain only a general outline of the lesson topic and definitely need to show where the student may find more information about the topic. Such approach is very effectively engaging the recipient/student in the learning process.

Specifically prepared educational content, which is used in the m-learning makes it work effectively in today fast life, when we have really little time to learn.

2. GUIDE TO LESSONS CONTENT AND PLANS

MODULE 0: "CHINESE FOR YOU"

This module contains basic information about language skills such as grammar, phonetics, Chinese characters, calligraphy and a set of most important Chinese words and phrases. This module has a classic structure of language course, which contains brief introduction, dialogue, vocabulary section accompanied by set of both refreshing and summarizing exercises. Dialogue and vocabulary sections contain audio files which allow students to learn and practice correct pronunciation. This module provides a didactical base for using other four modules.

Lessons presented in this module are ready to use in the classroom. You can use the whole lesson or only selected parts.

1. Structure of sample lesson

1st part: Dialogue

At the top of the dialogue there is table in which student can choose if dialogue phrases should appear only in Chinese characters, pinyin or in both. Under each phrase of the dialogue there is a button "Translate". After clicking it the translation of the phrase into the interface (student's) language is presented.

On the right side of each phrase there is a play button which allows to listen to correct pronunciation of phrase.

Dialogue

☐ show chinese characters☐ show pinyin notation☒ show chinese characters and pinyin notation

Hanna

你好，你叫什么名字？

Nǐhǎo, nǐ jiào shénme míngzi?

Translate

Aihua

我叫爱华，你呢？

Wǒ jiào Àihuá, nǐ ne?

Translate

Hanna

我叫Hanna。他叫什么名字？











Wǒ jiào Hanna. Tā jiào shénme míngzi?

Translate

2nd part: Vocabulary

New words and phrases which appear in the dialogue are grouped here. They are presented in Chinese characters, pinyin and in student's language.

On the right side of each element there is a play button/icon which allows to listen to the correct pronunciation of the phrase.

Words			
Chinese	Pinyin	English	Audio
叫	jiào	To be called	 
什么	shénme	Question particle: what?	 
名字	míngzi	name	 
他	tā	he	 
是	shì	Am / is / are	 

3rd: Explanations and practical usage

This section provides information on Chinese grammar.

Explanations and Practice

1. The basic sentence structure in Chinese is

Subject + verb + object

In this sentence: „Wǒ shì Zhōngguó rén” – the subject is „wǒ”, the verb is „shì”, the object is „Zhōngguó rén”.

Good news: „shì” will be the same, no matter what the subject is! While in English we say „I am, you are, he is...” in Chinese we do not have different verb forms for different subjects.

Since verbs cannot be conjugated or change tenses in Chinese, word order is very important. It compensates for lack of other forms. So it is very important to follow the „SVO” word order.

Under each topic multimedia exercises can be found. They are to test the knowledge of the above mentioned topic.


The exercises are checked automatically with error/mistake indication. The exercises are highlighting only wrong answers but do not show correct ones.

Exercise 1

Adjust the equivalent in pinyin.

叫 - 

名字 - 

他 - 

是 - 

4th: Revision

This section contains multimedia exercises which check the level of student's knowledge related to the particular lesson.

The exercises are checked automatically with error/mistake indication. The exercises are highlighting only wrong answers but do not show correct ones.

Question 1

What is Chinese for "What is your name"?

(1)

(1)

☐ 你是哪国人？

Nǐ shì nǎ guó rén?

☐ 你怎么样？

Nǐ zěnmeyàng?

☐ 他叫什么名字？

Tā jiào shénme míngzì?

☐ 你叫什么名字？

Nǐ jiào shénme míngzì?

2. Lesson plan for the module “Chinese for you” – lesson 2

Subject: The sign | 标志 | Biāozhì

Lesson aim:

After finishing this lesson student is able to tell where Chinese characters come from, what elements make up Chinese characters and how to enter Chinese characters by using European standard keyboard.

It is an introductory lesson type based on theoretical aspects. The most important tasks for students is to practice introducing Chinese characters via keyboard and getting to know how to use dictionary with Chinese characters. The information gathered here composes the necessary framework for further study of the Chinese language.

Lesson plan:

- I. Introduction. Chinese characters. The aim is to provide basic information on syllabic nature of Chinese characters, their construction based on two elements and their origin from pictograms which were the foundation for the present form of Chinese Characters.
- II. How characters are written? Here you can find basic principles on writing together with information on visual layout as well as order of writing of each stroke in Chinese characters.
- III. Calligraphy exercises are based on special templates devoted to writing Chinese characters as well as multimedia exercises.
- IV. What about computers? Presentation of different ways of writing Chinese characters using computers as well as principles on how to use Chinese language dictionaries are shown here.
- V. Revision – multimedia-based exercises.

I . INTRODUCTION. THE CHINESE CHARACTERS

Fact no. 1 – syllabic nature of Chinese characters.

The Chinese characters

Opening fact

Did you know that...

...many Chinese characters contain an element which hints at the meaning or the pronunciation of the character?

Lesson aims

After Lesson 2, you will be able to:

- say where Chinese characters came from;
- say what characters consist of;
- type characters on your computer.

Introduction

Contrary to what many may think, Chinese characters are not a collection of unrelated pictures, but consist of shapes created centuries ago in a very clever and logical manner. Each character represents not a word, as is commonly thought, but a *syllable* (remember? we learned about syllables in [Lesson 1](#)). So a 2-syllable word is written using 2 characters.

Fact/Note 2 – ideographic nature of Chinese characters.

Originally, characters came from old pictographic signs that represented various objects.

Basic information

Originally, characters came from old pictographic signs that represented various objects:

yuè [moon]	 月  
rì [sun]	 日  
shuǐ [water]	 水  
shān [mountain]	 山  
rén [human being, person]	 人  
huǒ [fire]	 火  
yǔ [rain]	 雨  

This section provides examples of ancient pictograms and its evolution into the form of present characters.

Fact/Note 3 – two-element construction of Chinese characters.

Today, the majority of characters are composed of two elements: a phonetic element, showing how to read the character and a meaning element, pointing out the meaning of the character. This means that sometimes you can guess the approximate meaning of the character if you know the meanings of its components.

hén [very] 很  

gēn [with, follow] 跟  

phonetic element: 艮 gen

genmeaning element: 足 zu [foot, characters with that element are to do with walking]

This section provides information on Chinese characters phonetic and meaning aspects.

II. HOW CHARACTERS ARE WRITTEN?

Fact 1 – explanation of principles in writing Chinese characters.

How characters are written

How characters are written?

In the Latin script, words consist of letters. In the Chinese script, characters consist of strokes. Here are the most common strokes:

- dian [dot]: 主, 江, 热
- shu [vertical stroke]: 山, 车, 信
- heng [horizontal stroke]: 一, 三, 正
- gou [hook]: 礼, 小, 手
- ti [diagonal stroke, rises from left to right]: 汉, 拉, 打
- na [horizontal stroke falling from left to right]: 金, 文, 丈
- pie [diagonal stroke falling from right to left]: 千, 钩, 八
- zhe [bent stroke]: 口, 区, 参

Strokes are usually written in certain order which is the most convenient for that character. A lot of online dictionaries show you the correct order.

Fact 2 – The order of writing Chinese characters.

Strokes are usually written in certain order which is the most convenient for that character. A lot of online dictionaries show you the correct order.

Want to know more?

There are several rules for stroke order which apply in most cases:

- first the upper part, then the lower part: 三, 品, 雷
- first the left hand side, then the right hand side: 那, 行, 川
- first horizontal stroke, then vertical stroke: 十, 林, 本
- if the horizontal line is the base of the character, it is written as the last one: 土, 王
- if the vertical line crosses two or more strokes, it is written as the last one: 羊, 干

Fact 3 – principles of visual layout of Chinese characters

Basically, all characters should fit into a small square. That's why when learning to write Chinese characters, students often use worksheets with lots of squares.

Want to know more?

In Chinese simple signs are placed in different positions to create a composed sign. The most popular one is the:

a) left-right



as in 很, 跟, 饿, 时, 听

(a structure common to around 64% of Chinese language)

b) up-down



as in 哥, 爸, 志, 爷, 票

(a structure common to around 23% of Chinese characters)

c) other positions of elements:



For example: 做, 娜



For example: 寄, 爱

III. CALLIGRAPHIC EXERCISES – SUGGESTION

1. We suggest to use here the element of Children Module called Grandpa Wang Calligraphy workshop. You can find there very interesting and interactive games.



2. The second possibility is to re-write characters in specific order within the writing square.

IV. WHAT ABOUT COMPUTERS? CHINESE CHARACTERS IN COMPUTER.

Fact 1 – Rules on introducing Chinese language into computer.

What about computers

What about computers?

You're probably wondering how people type Chinese on their computers. No, they don't have huge keyboards with thousands of keys for all the characters!

There are many systems for character input out there, but the one that's the easiest for us language learners is the one that uses pinyin. You simply type in the word using pinyin and a box with characters which are pronounced that way appears. You click the number you need and voilà! The character is there.

There are many ways to enable this system on your computer.

If you're using MS Windows, go to Control Panel --> Regional and language options --> Keyboards and languages --> Change keyboards --> Add --> Chinese (Simplified). Choose Microsoft Pinyin IME as your default input method.

Additional info*:

What's the difference between “simplified” and “traditional”?

“Simplified” characters are those used in the PRC (People's Republic of China). They were simplified in the mid-20th century, to make writing more approachable. When simplifying the characters, linguists used alternative character forms used centuries before 1949. The original forms of the characters, however, remain in use in Hong Kong, Taiwan, Singapore, and many overseas Chinese communities. In this course, simplified characters are used.

Alternatively, you could download an input program, such as Google Pinyin input software:
<http://www.google.com/intl/zh-CN/ime/pinyin/>



中文 (简体) ▾

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Fact 2 – How to use Chinese dictionaries

Want to know more?

How are characters arranged in a Chinese dictionary?

Well, these days, most dictionaries arrange characters and words by their pinyin transcriptions, so if you know the pronunciation of the word, it's not difficult to find it. What if you want to find out the meaning of a character, but you do not know the pronunciation?

Most dictionaries have something that's called a radical index. So-called radicals are elements that are common to many characters. To find a character in a dictionary, you need to first:

1. Identify its radical. For example, the radical of the word 花 is 艹 ("grass").
2. Calculate the number of strokes in addition to the radical. 花 has 4 more strokes in addition to its radical (which has 3 strokes).
3. In the character index, find the characters with 艹 for a radical. Find the characters with +4 strokes. One of them is yours!
4. Next to it, you'll find its pronunciation. Now all you have to do is find it in the dictionary, alphabetically.

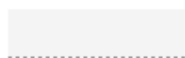
IV. REVISION – MULTIMEDIA-BASED EXERCISES

Revision is a ten-question test.


Exercises 1-5 are based on matching words in target language with their translation/equivalent presented in historical pictograms accompanied by present Chinese characters.

Question 1

Which sign represents sun?

 (1)

(1)

☐  水

☐  山

☐  人

☐  日

Exercises 6-10 are based on reading out character.

Question 6

The character "good" has two elements: woman + child. Which one is it?

.....

(1)

(1)

☐ 休

xiū

☐ 双

shuāng

☐ 明

míng

☐ 好

hǎo

3. Lesson plan to module „Chinese for you” – lesson 3

Subject: 的问候，感谢，道歉 | De wènhòu, gǎnxiè, dàoqiàn | Greetings, thanks, apologies

Lesson aim:

After finishing this lesson student is able to recognize and use basic vocabulary related to greetings, thanks and apologies.

Lesson plan:

- I. Introduction – presentation of semantic and cultural context of the basic Chinese greetings, thanks and apologies.
- II. Conversational exercises – using of the basic phrases within dialogue.
- III. Getting to know vocabulary from dialogues – characters recognition and pronunciation exercise.
- IV. Multimedia based exercises for vocabulary repetition.
- V. Multimedia based exercises for lesson revision.

I. INTRODUCTION. BASIC PHRASES AND ITS LINGUISTIC AND CULTURAL EXPLANATION.

你好！Nǐ hǎo! – Hello!

"Nǐ hǎo" is the simplest Chinese greeting. Literally means "you are good". "Nǐ hǎo" can be used in most situations. However, the Chinese adjust greetings to the person they greet. Instead of saying "nǐ hǎo the teacher" they say "lǎoshī hǎo." It means "Hello teacher". The Chinese often ask questions about the current situation of the other speaker. For example, when meeting in the street someone may ask, "Nǐ qù nǎr?" "Where are you going?". However

this question does not need to be answered. The simplest answer is just "hello". During the lunch time the other question with no answer needed can be asked “Nǐ chīfàn le ma?” which means "Have you eaten?"

Explanations & Practice

1. 我很好 [Wǒ hěn hǎo] means “I [am] very well”. *Note that we don't say “am”!*

2. The particle “ne” is used at the end of the question to ask shortened questions meaning “how about...”.

我很好，你呢？

Wǒ hěn hǎo, nǐ ne?

I'm very well, and you?

3. 也 [yě] means “also”. It is always used before the verb or before the adjective if the verb is only implied, like in this case:

Wǒ [subject] yě [adverb] hěn [adverb] hǎo [adjective].

II. CONVERSATION – SAMPLE DIALOGUE USING BASIC PHRASES AND EXPRESSIONS.

The conversation is divided into 3 short dialogues.

Dialogue 1: Welcome

Situation 1: Aihua meets Hanna

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Aihua

你好！

Nǐ hǎo!

 Translate

Hanna

你怎么样？

Nǐ zěnmeyàng?

 Translate

Aihua

我很好，你呢？

Wǒ hěn hǎo, nǐ ne?

 Translate

Dialogue 2: Thanks


Situation 2: Aihua passes a book to Hanna.

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Hanna

谢谢！


Xièxiè!

 Translate

Aihua

不客气！

Bú kèqì!

 Translate

Dialogue 3: Apologizing


Situation 3: Hanna drops a book

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Hanna

对不起！


Duì bu qǐ!

 Translate















Aihua

没关系！

Méi guānxi!

 Translate

III. VOCABULARY EXERCISES - CHARACTER RECOGNITION AND PRONUNCIATION PRACTICE

Words			
Chinese	Pinyin	English	Audio
你好	nǐ hǎo	hello	 
你	nǐ	you	 
我	wǒ	I	 
好	hǎo	good	 
怎么样	zěnmeyàng	how	 
很	hěn	very (see explanations)	 
谢谢	xièxie	thank you	 


IV. MULTIMEDIA- BASED EXERCISES

Exercise 1


The aim is to match Chinese character with correct translation.


Exercise 1

Adjust the equivalent in pinyin.

叫 - 

名字 - 

他 - 

是 - 

Exercise 2

This is a drag & drop exercise. The aim is to drag a block with a text and move it into the correct gap to recreate the sentences used in the dialogue.

Exercise 2

Put words together to form a meaningful dialogue.

好 [hǎo]	很 [hěn]	也 [yě]	我 [wǒ]	你 [nǐ]	呢 [ne]	怎么样 [zěnmeyàng]	谢谢 [xièxie]
------------	------------	-----------	-----------	-----------	-----------	--------------------	----------------

Aihua: _____
hǎo / nǐ

Hanna: _____, _____
hǎo / nǐ / zěnmeyàng / nǐ

The tests can be checked automatically.

V. REVISION

The final task is a 10-question test where the correct answer is to be chosen.

In Exercises 1-3 you have to choose the correct phrase to the presented part of the dialogue.

Question 1

Choose the correct response.

Aihua: 你好！
Nǐ hǎo!

Hanna: _____ (1)

(1)

- ☐ 没关系！
Méi guānxi!
- ☐ 谢谢！
Xièxie!
- ☐ 你好！
Nǐ hǎo!
- ☐ 你呢？
Nǐ ne?

In Exercises 4-7 you have to choose the correct meaning of Chinese character.

Question 5

Which of these words means „you“?

.....

(1)

(1)

☐ 不客气

bù kèqì

☐ 我

wǒ

☐ 没关系

méi guānxi

☐ 你

nǐ

Exercises 8-10 are to combine correct pinyin with correct Chinese character.

Question 8

How do we pronounce this word: 谢谢?

.....

(1)

(1)

☐ nǐ hǎo

☐ xièxie

☐ méi guānxi

☐ bù kèqì

MODULE 1: CHINESE FOR CHILDREN

Multimedia-based methodology plays a key role in teaching Chinese to children. The didactical content is presented in the form of games, animations, drawings accompanied by audio files. This makes learning process very simple, intuitive and interactive.

It's worth mentioning that every lesson of module 1 is a complex material/content for every teacher to perform a ready-made lesson of the Chinese language.



User-friendly picture-based menu is very intuitive and guides student through the whole course.

1. Structure of sample lesson

Part 1: Dialogue

In each dialogue the conversation is performed by animated characters. Under the animation there are subtitles. They are presented in Chinese characters, in pinyin and in student's (interface) language. After each phrase, user can click on "play" button to go forward in the conversation or "repeat" button to repeat the phrase.



Part 2: Illustrated dictionary

On the right side of the dictionary there is a list of words related to the lesson. They are presented in Chinese characters and pinyin accompanied by translation into student's language.

After clicking on the word at the list student can listen to its correct pronunciation.



Part 3: Calligraphy workshop of Grandpa Wang

It is a set of multimedia exercises, which refresh knowledge and practise proper writing of Chinese characters. The student needs to write/draw the character in correct direction and he cannot draw outside the lines. Only after successful attempt with one character student can move to drawing next one.



Part 4: Multimedia game exercises Ying & Yang.

This exercise is about to decide if the statement presented is true or false. After giving wrong answer the feedback hint appears. This solution helps student to understand his or her mistake/error and avoid it while doing exercise again.

This exercise contains audio files which are played automatically and can be re-played by clicking on red button with a speaker.



Part 5: Multimedia revision game-based exercises

This exercise is based on drag & drop mechanism.

The aim is to choose the correct word and drag it into the sentence gap. After moving the cursor on each word the pinyin transcription appears and correct pronunciation is played.



2. Lesson plan to the module “Chinese for children” – lesson 1

Subject: Self-introduction

Lesson aim:

In this lesson student acquires vocabulary related to greetings and saying goodbye, to introducing himself, giving age and place of birth.

Lesson plan:

- I. Introduction – conversational exercise.
- II. Refreshing new vocabulary – dictionary-based exercises.
- III. Calligraphic exercises – Grandpa Wang calligraphy workshop.
- IV. Revision – Ying & Yang game.
- V. Revision – Panda game

I. INTRODUCTION

The conversational exercise is based on 5 short dialogues.

Dialogue 1: Greeting



0:04 / 0:52

你好 !

Nǐhǎo!

Hi!

0:04 / 0:52

Dialogue 1 interface showing two cartoon girls in a village setting. The interface includes a play button, a repeat button, and a progress bar. Below the video, there are three options for the greeting: '你好 !', 'Nǐhǎo!', and 'Hi!'. Each option is marked with a green checkmark. The progress bar shows the video is at 0:04 / 0:52.

Dialogue 2: Introducing yourself



0:11 / 0:52

我叫 安娜, 你叫什么名字 ?

Wǒ jiào ān nà, nǐ jiào shénme míngzi

My name is Anna, what's your name?

0:11 / 0:52

Dialogue 2 interface showing the same two cartoon girls. The interface includes a play button, a pause button, and a progress bar. Below the video, there are three options for the introduction: '我叫 安娜, 你叫什么名字 ?', 'Wǒ jiào ān nà, nǐ jiào shénme míngzi', and 'My name is Anna, what's your name?'. Each option is marked with a green checkmark. The progress bar shows the video is at 0:11 / 0:52.



0:19 / 0:52

我叫爱玲。你多大了？

Wǒ jiào Àilíng. Nǐ duō dà le?

My name is Ailing. How old are you?

▶ ||

Dialogue 3: Saying age.



0:27 / 0:52

我十一岁，你呢？

Wǒ shíyī suì, nǐ ne?

I am eleven and you?

▶ ↺



0:31 / 0:52

我十二岁。

wǒ shí'èr suì.

I am twelve.

▶ ↺

Dialogue 4: Information about place of birth



0:35 / 0:52

你是哪国人？

Nǐ shì nǎguórén?

Where are you from?

0:35 / 0:52



0:38 / 0:52

我是中国人，你呢？

Wǒ shì Zhōngguó rén, nǐ ne?

I am Chinese and you?

0:38 / 0:52

Dialogue 5: Saying goodbye



0:47 / 0:52

再见。

Zàijiàn.

Good bye

0:47 / 0:52

Comments to the dialogue:

- Each of dialogue text subtitles can be hidden.
- It is necessary to click “play” button to go to next phrase and its audio recording. Each phrases can be re-listened as many times as necessary only by clicking “repeat” button.

II. NEW VOCABULARY

Each word from dictionary is presented in the form of a picture and accompanied by audio file with correct pronunciation. All words which appeared in the dialogue can be found in the dictionary of exact lesson.



III. CALLIGRAPHIC EXERCISES: CALLIGRAPHY WORKSHOP OF GRANDPA WANG

Learning on how to draw next Chinese character properly is only possible after mastering the previous one. This exercise helps to remember how to precisely draw each character. It also teaches patience which is required to master the Chinese language.

This exercise content can be also used to learn proper writing in traditional class.



IV. REVISION: YING & YANG GAME

This didactical game Ying&Yang is based on deciding if the appearing statement is true or false. The statements are related to dialogue content.



V. Revision. Panda game.

The aim of this game is to choose which element is correct and then place it in a gap of the sentence. The sentence with a gap is placed in the centre-upside of the screen. The elements to be chosen are at the bottom of the screen.

When the cursor is moved to each element the phonetic transcription (Pinyin) appears and panda reads out what is written on the element.



MODULE 2: CHINESE FOR STUDENTS

Module 2 focuses on science and students' life at university. It is filled with vocabulary and accompanied information related to cultural differences in the educational aspect. The didactical materials are based on asynchronous e-learning methodology. This module presents five most important issues related to students' everyday life.

1. Structure of sample lesson

Part 1: Dialogue

The dialogue is divided into three short parts related to the main theme/subject but presents its various aspects. On the right side there is a “play” button. After clicking on it the audio file is played.

The class I like

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Aihua

Jim, 中国哲学课怎么样？

Jim, Zhōngguó zhéxué kè zěnmeyàng?

↔ Translate

Jim

很有趣的！老师的知识很广。

Hěn yǒuqù de! Lǎoshī de zhīshi hěn guǎng.

↔ Translate

Aihua

我很喜欢中国地理课。

Wǒ hěn xǐhuan Zhōngguó dìlǐ kè.

↔ Translate

Jim

我下个学期打算上中国地理。
















Wǒ xià gè xuéqī dǎsuàn shàng Zhōngguó dìlǐ.

↔ Translate

Part 2: Vocabulary section

The vocabulary list is rather short. The reason is that the list is deeply correlated with a dialogue. Each file is accompanied by an audio file with correct pronunciation.

Words

Chinese	Pinyin	English	Audio
学期	xuéqī	semester	 
打算	dǎsuàn	plan	 
有趣	yǒuqù	interesting	 
知识	zhīshi	knowledge	 
准备	zhǔnbèi	prepare	 
好运	hǎo yùn	good luck	 
报告	bàogào	report	 
正在	zhèngzài	right now	 

Part 3: Refreshing exercises.

Exercise 1

Multiple choice – the aim is to choose the correct word after listening to audio recording.

Exercise 1.1

Listen to the sentence and mark the correct answer: 'When does he plan to go to China?'



- ☐ 下个星期
- ☐ 下个月
- ☐ 明年

Exercise 1.2

Listen to the sentence and mark the correct answer: 'What classes does he plan to take?'



- ☐ 地理
- ☐ 历史
- ☐ 哲学

Exercise 2

Multiple choice – the aim is to decide, after listening to audio file, which percentage is played .

Exercise 2

Percentage. Listen to the words and choose the correct number.







  -----	  -----
  -----	  -----

Exercise 3

Multiple choice – the aim is to listen to audio file and to choose corresponding phrase.

Exercise 3

Listen to the words and choose the right characters

  ----- <div>----- 太可爱了！ [Tài kě àile!] 太大了！ [Tài dà le!] 太客气了！ [Tài kèqì le!] 太好了！ [Tài hǎo le!] 太顽皮了！ [Tài wánpí le!] 太小了！ [Tài xiǎo le!]</div>	  -----
	  -----

2. Lesson plan to module „Chinese for students” – lesson 1.

Subject: 介绍 | Jièshào | Introduction

Lesson aim:

After this lesson student is able to introduce himself/herself, to tell where he/she is from and to tell about his/her hobbies.

Lesson plan:

- I. Repetition of the most necessary syntax constructions from the introductory module “Chinese for you”.
- II. Conversation.
- III. Learning new vocabulary - vocabulary list.
- IV. Multimedia refreshing exercises.

I. REVISION

Vocabulary which appears in the lesson has already been presented/taught in the introductory course/module "Chinese for you". Before proceeding to discussing the new lesson materials it is worth revising some of the information - characters pronunciation and meaning of the already known vocabulary from introductory module.

Sample proposals for repetition of the previously studied/taught material/vocabulary, together with presenting the source of them:

A. CHINESE FOR YOU – Greetings, thanks, apologies – vocabulary:

你好! Nǐ hǎo! Hello!

谢谢! Xièxie! Thank you!

不客气! Bú kèqì! You're welcome!

对不起! Duì bu qǐ! Sorry!

B. CHINESE FOR YOU – Introductions – Dialogue:

我是荷兰人。 Paul 是德国人。你呢? Wǒ shì Hólán rén. Paul shì Déguó rén. Nǐ ne? I'm from the Netherlands. Paul is German. And you?

我是中国人。 Wǒ shì Zhōngguó rén. I am from China.

C. CHINESE FOR YOU – Occupations – Dialogue (part):

我是学生。 Wǒ shì xuéshēng. I am a student.

II. CONVERSATION

Dialogue is divided into 3 short parts:

Dialogue 1 – Greetings.

Hello

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Anna

你好，我叫安娜，我来这边学中文。

Nǐ hǎo, wǒ jiào Ānnǎ, wǒ lái zhèbiān xué Zhōngwén.

[Translate](#)

Aihua

你好！欢迎！欢迎！

Nǐ hǎo! Huānyíng! Huānyíng!

[Translate](#)

Dialogue 2 – Introducing oneself

Introduction

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Jim

你好，我是北大的学生。

Nǐ hǎo, wǒ shì Běi Dà de xué sheng.

[Translate](#)

Anna

你是几年级的学生？

Nǐ shì jǐ nián jí de xué sheng?

[Translate](#)

Jim

我是二年级的学生。

Wǒ shì èr nián jí de xué sheng.

[Translate](#)

Dialogue 3 - Hobbies

Interests

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Aihua

你对什么课有兴趣？

Nǐ duì shén me kè yǒu xìng qù?

[Translate](#)

Jim

我对心理有兴趣！你呢？

Wǒ duì xīn lǐ yǒu xìng qù, nǐ ne?

[Translate](#)

















Aihua

我对中国地理有兴趣！

Wǒ duì Zhōng guó dì lǐ yǒu xìng qù!

[Translate](#)

III. NEW VOCABULARY INTRODUCED IN THE LESSON:

Words			
Chinese	Pinyin	English	Audio
来	lái	come	 
欢迎	huānyíng	welcome	 
这边	zhèbiān	here	 
北大/北京大学	BěiDà / Běijīng Dàxué	Beijing University	 
年级	niánjí	year at university / class at school	 
地理	dìlǐ	geography	 
对 ... 有兴趣	duì ... yǒu xìngqù	be interested in	 
心理	xīnlǐ	Psychology	 

Proposal – calligraphic exercises. It can be based on re-writing the characters presented in the vocabulary section.

IV. MULTIMEDIA-BASED REFRESHING EXERCISES

Exercise 1

The aim of the exercise is to fill in the gap with correct character.

Exercise 1

Fill in the correct characters, so that the sentences make sense

我来这边学

Wǒ lái zhèbiān xu

中文 [Zhōngwén]

兴趣 [xìngqù]

中国 [Zhōngguó]

年级 [niánjí]

○

我是北大的

Wǒ shì BěiDà de

中文 [Zhōngwén]

兴趣 [xìngqù]

中国 [Zhōngguó]

年级 [niánjí]

○

Exercise 2

This is a phonetic exercise. Its aim is to combine audio with its transcription.

Exercise 2
Listen to the sentences and match them with characters from the boxes

他学习法律。[Tā xuéxí fǎlǜ。]

他学习数学。[Tā xuéxí shùxué。]

他学习医学。[Tā xuéxí yīxué。]

他学习哲学。[Tā xuéxí zhéxué。]

他学习心里。[Tā xuéxí xīnlǐ。]

他学习国际关系。[Tā xuéxí guójì guānxi。]

Exercise 3

This exercise is about combining Chinese characters with the corresponding pinyin transcription.

Exercise 3
Match the same sentences in characters and in pinyin

我对地理有兴趣。-----

我对广告有兴趣。-----

我对数学有兴趣。-----

我对哲学有兴趣。-----

Wǒ duì shùxué yǒu xìngqù.

Wǒ duì Zhōngwén yǒu xìngqù.

MODULE 3: „CHINESE FOR BUSINESS”

Module 3 consists of 10 lessons containing didactical material and information on cultural differences. Combining together didactical and cultural info is very useful for everybody who has or wants to establish business contacts with Chinese companies. The learning process in this part is done in two ways - through small training modules which are sent to members via e-mail and through short lessons available on the project website. The user registration is obligatory to use this module.

1. Lesson plan structure

LESSON MODULE

Part 1: Dialogue

Dialogues in this module are longer and more complex than in other modules. The reason is that presented dialogues are based on the real business conversation oriented on a specific business

On a trade fair

☐ show chinese characters ☐ show pinyin notation ☒ show chinese characters and pinyin notation

Mr. Li

您好！欢迎您来我们的展台！

Nín hǎo! Huānyíng nín lái wǒmen de zhǎntái!

[Translate](#)

Michael

早上好！我叫迈克。这是我的名片。

Zǎoshang hǎo! Wǒ jiào Mǎikè. Zhè shì wǒ de míngpiàn.

[Translate](#)

Mr. Li

这是我的名片，我是销售经理。幸会！

Zhè shì wǒ de míngpiàn, wǒ shì xiāoshòu jīnglǐ. Xìnghuì!

[Translate](#)

Part 2: Vocabulary

Vocabulary section is divided into: basic words and basic phrases parts. We have also added favourite words functionality. Each student can click on "add word" button and the word is moved into favourite glossary list. The list of all words of the private glossary can be checked by clicking on the left hand-side of the webpage in form of the pop-up fold.

First part presents new words which are used in the dialogue. There is a possibility to listen audio file with correct pronunciation of each word.

Part 3: Refreshing exercises

Exercise 1

Multiple choice – its aim is to finish the sentence by choosing the correct word to be placed in a gap .

Exercise 1

Choose the correct word to complete the expression.

早上 (1)
Zǎoshang ...

销售 (2)
xiāoshòu ...

电子 (3)
diànzǐ ...

感 (4)
gǎn ...

下次 (5)
Xià cì ...

(1)	(2)	(3)	(4)	(5)
<input type="radio"/> 问题！ <i>wèntí!</i>	<input type="radio"/> 经理 <i>jīnglǐ</i>	<input type="radio"/> 没有 <i>méiyǒu</i>	<input type="radio"/> 运输 <i>yùnshū</i>	<input type="radio"/> 幸会！ <i>xìnghuì!</i>
<input type="radio"/> 好！ <i>hǎo!</i>	<input type="radio"/> 加工厂 <i>jiāgōngchǎng</i>	<input type="radio"/> 邮件 <i>yóujiàn</i>	<input type="radio"/> 销售 <i>xiāoshòu</i>	<input type="radio"/> 经理 <i>jīnglǐ</i>
<input type="radio"/> 名片。 <i>míngpiàn.</i>	<input type="radio"/> 集装箱 <i>jízhuāngxiāng</i>	<input type="radio"/> 我的 <i>wǒ de</i>	<input type="radio"/> 兴趣 <i>xìngqù</i>	<input type="radio"/> 见！ <i>jiàn!</i>

Exercise 2

The aim of this exercise is to arrange the dialogue parts into chronological order .

Exercise 2

Put the dialogue in the correct order.

1. ▾ -----

2. ▾ -----

3. ▾ -----

4. 您好！您能用电子邮件给我发个报盘吗？
[Nín hǎo! Nín néng yòng diànzǐ yóujiàn gěi wǒ fā ge bàopán ma?]

☒ 当然啦！
[Dāngrán la!]

MOBILE LESSON PART

In the tab located on the right hand side there is a manual on how to effectively use Chinese for business and general info on “Micro-learning method”.

About Microlearning

HOW TO LEARN?
Create account on www.chinese4.eu

学生

Chinese for business

Select a topic (for example):
☒ On a trade fair
☒ Meeting of prospection

You have to choose the subject you want to study. You can choose only between those subjects which are available (active to be chosen by click). All other subjects (which aren't active from beginning) will be available only with the progress in the active ones, available from beginning.

Within each lesson you need to choose frequency of e-mails (micro-learning content) delivery (in days) to your e-mail.

Help

Select a topic

About Microlearning

Products

Chinese for you

Chinese for children

Chinese for students

Chinese for business

Chinese for tourists

The next step is to click on “Select topic”, where user can choose which lessons are delivered to his/her e-mail. The lessons are delivered in small packages, one dialogue content divided into a few e-mails delivered in requested frequency. The e-mail address provided within the registration process is used.

Microlearning - select a topic

Lesson subject	Frequency of e-mails delivery	Lesson status
<input checked="" type="checkbox"/> On a trade fair	every day	in progress
<input checked="" type="checkbox"/> Making an appointment	every day	in progress
<input checked="" type="checkbox"/> Meeting of prospection	every day	in progress
<input type="checkbox"/> Business Lunch	every day	unavailable
<input type="checkbox"/> Visit of the factory	every day	unavailable
<input type="checkbox"/> Reception of a counter visit	every day	unavailable

Each user gets a short e-mail with a small didactical content. The sent mail is delivered on both user's e-mail address and can be also seen at chinese4.eu website after login.

2. Lesson plan to module “Chinese for business” – lesson 1

Subject: 在展销会 | Zài zhǎnxiāo huì | On a trade fair

Lesson aims:

Student acquires vocabulary related to trade fairs.

Lesson plan:

- I. Introduction - Information on the business culture in China.
- II. Dialogue - the way of exchanging business information during the fair.
- III. vocabulary exercises – discussing new vocabulary.
- IV. Summary – multimedia exercises.
- V. The task - to acquire the content shared during the e-mail session.

I. INTRODUCTION

ADVICE: It is a requirement of social protocol to hand over and to receive the business card with both hands. The same goes for handing over documents or gifts in a formal or business related situation. This is a traditional sign of respect.

Dialogue

In order to meet the market demand and to expand the activities of the company, Michael has arrived on a trade fair in China for the first meeting with a potential supplier, China Southern Lighting Equipment.

Advice:

- It is a requirement of social protocol to hand over and to receive the business card with both hands. The same goes for handing over documents or gifts in a formal or business related situation. This is a traditional token of respect.

The lesson can be extended by the material which is presented in the separate pdf file, about the Chinese culture and cultural differences - China - Things To Know Before You Go – part: Business Life

Example:



Business Life

BUSINESS MODULE |

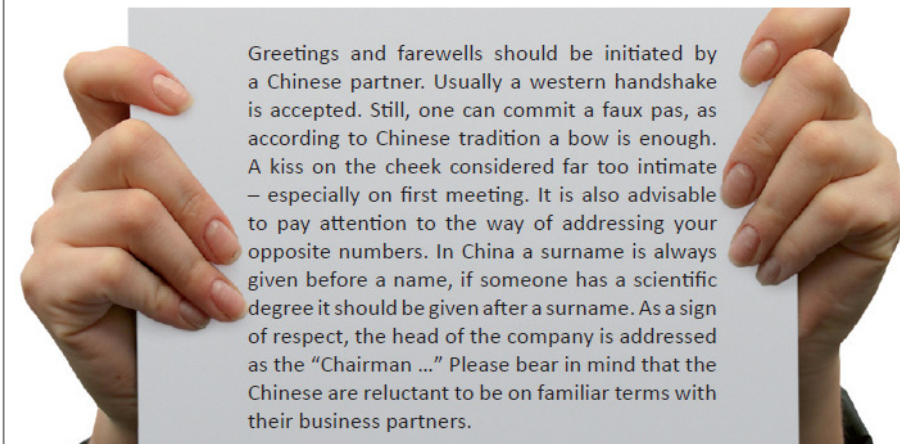
If you want to make business with the Chinese, you should make yourself plenty of smart business cards – they care a lot about beautiful presentation on the card. Business cards should be given and taken with both hands. It is inappropriate to put a business card into one's pocket in front of the owner. It is often useful to place the business cards on the table in front of you during a meeting (where there is a table) as a guide to help you remember names.

You must not gesticulate, make faces, touch someone or pat on a shoulder, giggle or burst into laughter with no reason! The Chinese value restrained behaviour and calmness. They hate pointing with fingers – if you want to point at something, do it with an open hand.

Dress Code

Business dress is conservative – dark suits and shoes, subdued ties. In business etiquette women are expected to wear dresses or suits, not too high heels. Mini dresses, gaudy jewellery or low-cut blouses do not make a good impression. In summer men do not need to wear ties and jackets. Dark trousers and a shirt with undone neckband are acceptable.

Greetings



Greetings and farewells should be initiated by a Chinese partner. Usually a western handshake is accepted. Still, one can commit a faux pas, as according to Chinese tradition a bow is enough. A kiss on the cheek considered far too intimate – especially on first meeting. It is also advisable to pay attention to the way of addressing your opposite numbers. In China a surname is always given before a name, if someone has a scientific degree it should be given after a surname. As a sign of respect, the head of the company is addressed as the "Chairman ...". Please bear in mind that the Chinese are reluctant to be on familiar terms with their business partners.

II. DIALOGUE

On a trade fair

☐ show chinese characters
 ☐ show pinyin notation
 ☒ show chinese characters and pinyin notation

Mr. Li

您好！欢迎您来我们的展台！

Nín hǎo! Huānyíng nín lái wǒmen de zhǎntái!

[Translate](#)

Michael

早上好！我叫迈克。这是我的名片。

Zǎoshang hǎo! Wǒ jiào Màikè. Zhè shì wǒ de míngpiàn.

[Translate](#)

Mr. Li

这是我的名片，我是销售经理。幸会！

Zhè shì wǒ de míngpiàn, wǒ shì xiāoshòu jīnglǐ. Xínghuì!

[Translate](#)

III. PRACTICE VOCABULARY

1. Here student can find vocabulary related to establishing business contacts during fairs.

It is worth mentioning that a student can add the most important phrases into his “favourite” vocabulary list. Thanks to that student can has his/her own tailored list of words.

Words

Chinese	Pinyin	English	Add to favorites	Audio
欢迎	huānyíng	welcome	Word added	
展台	zhǎntái	booth	Add word	
名片	míngpiàn	business card	Add word	
销售	xiāoshòu	sell	Add word	
经理	jīnglǐ	manager	Add word	
产品	chǎnpǐn	product	Add word	
介绍	jièshào	introduction	Add word	
包装	bāozhuāng	package	Add word	
运输	yùنشū	transport	Add word	
尺	chǐ	foot	Add word	









My Favorites

欢迎
huānyíng
welcome

有趣
yǒuqù
interesting

[All favorites](#)

2. Useful phrases.

Ready to use			
Chinese	Pinyin	English	Audio
这是我的名片。	Zhè shì wǒ de míngpiàn.	This is my business card.	 
幸会！	Xīnghuì!	Nice to meet you!	 
没问题！	Méi wèntí!	No problem!	 
当然啦！	Dāngrán la!	Of course!	 
谢谢！	Xièxiè!	Thank you!	

IV. REFRESHING EXERCISES

Exercise 1

Multiple choice – its aim is to choose correct word to suit a gap in the sentence.

Exercise 1

Choose the correct word to complete the expression.

早上 (1)
Zǎoshang ...

销售 (2)
xiāoshòu ...

电子 (3)
diànzǐ ...

感 (4)
gǎn ...

下次 (5)
Xià cì ...

(1) ☐ 问题！
wèntí!

(2) ☐ 经理
jīnglǐ

(3) ☐ 没有
méiyǒu

(4) ☐ 运输
yùnshū

(5) ☐ 幸会！
xìnghuì

☐ 好！
hǎo!

☐ 加工厂
jiāgōngchǎng

☐ 邮件
yóujiàn

☐ 销售
xiāoshòu

☐ 经理
jīnglǐ

☐ 名片。
míngpiàn.

☐ 集装箱
jízhuāngxiāng

☐ 我的
wǒ de

☐ 兴趣
xìngqù

☐ 见！
jiàn!

Exercise2

Its aim is to put the fragments of the dialogue in chronological order.

Exercise 2
Put the dialogue in the correct order.

1. ▾ -----

2. ▾ -----

3. ▾ -----

4.

您好！您能用电子邮件给我发个报盘吗？
[Nín hǎo! Nín néng yòng diànzǐ yóujiàn gěi wǒ fā ge bàopán ma?]

✔

当然啦！
[Dāngrán la!]

V. THE TASK (optional)

This option is a part of 9 session e-mails. Examples:

1st session e-mail

您好!*Nín hao!* – Good morning

Nín hǎo is the formal form of saying "hello". Nín 您 is the polite form of "you", used when addressing superiors or elders.

The informal "hello" greeting is 你好 Nǐ hǎo. Nǐ 你 is the informal form of "you".

CHINESE
FOR EUROPEANS
欧洲人学中文

Greetings (1)

您好!*Nín hao!* – Hello!


 [link to the listening file](#)

Nín hao is the formal form of saying "hello".
您
Nín 您 is the polite form of "you", used when addressing superiors or elders.
The informal "hello" greeting is **你好** *Ni hao*.
Ni 你 is the informal form of "you".

2nd session e-mail

我叫迈克。 *Wǒ jiào Màikè.* – My name is Michael.


When we meet someone who we don't know, we will greet him or her at first. Then we can introduce ourselves. *Wǒ jiào...* is a common way to say: “My name is...”



CHINESE
FOR EUROPEANS
欧洲人学中文

Greetings (2)

我叫迈克。 *Wǒ jiào Màikè.* – My name is
Michael.

 [link to the listening file](#)

When we meet someone who we don't know, we will greet him or her at first. Then we can introduce ourselves. ***Wǒ jiào...*** is a common way to say: “My name is...”

4th session e-mail

没问题！ *Méi wèntí!* – No problem!

This common expression literally means “no problem”. It is often used when something is sure to be done without any trouble.


Example:

- 您能用电子邮件给我发个报盘吗？

Nín néng yòng diànzǐ yóujiàn gěi wǒ fā ge bàopán ma?

Can you send me an offer by e-mail?

- 没问题！ *Méi wèntí!* – No problem!



CHINESE
FOR EUROPEANS
欧洲人学中文

Inquiry (1)

没问题！ *Méi wèntí!* – No problem!

This common expression literally means “no problem”. It is often used when something is sure to be done without any trouble.

Example:

- 您能用电子邮件给我发个报盘吗？

Nín néng yòng diànzǐ yóujiàn gěi wǒ fā ge bàopán ma?
Can you send me an offer by e-mail?

- 没问题！

Méi wèntí!
No problem!

7th session e-mail

You can use this sentence when you wish to ask about company's sales agent in Europe:

您在欧洲有代理商吗？ Nín zài Ōuzhōu yǒu dài lǐ shāng ma?

- 欧洲 Ōuzhōu – Europe
- 代理商 dài lǐ shāng – agent
- 吗 ma – interrogative particle

We can add the particle *ma* at the end of a declarative sentence in order to change it into a question.

To know more and get access to whole dialogue the exercises related to lesson 1 have to be done.



CHINESE
FOR EUROPEANS
欧洲人学中文

Search for agent (1)

You can use this sentence when you wish to ask about company's sales agent in Europe:

您在欧洲有代理商吗？

Nín zài Ōuzhōu yǒu dài lǐ shāng ma?
Do you have an agent in Europe?

 [link to the listening file](#)

欧洲 Ōuzhōu – Europe

代理商 dài lǐ shāng – agent

吗 ma – interrogative particle

We can add the particle *ma* at the end of a declarative sentence in order to change it into a question.

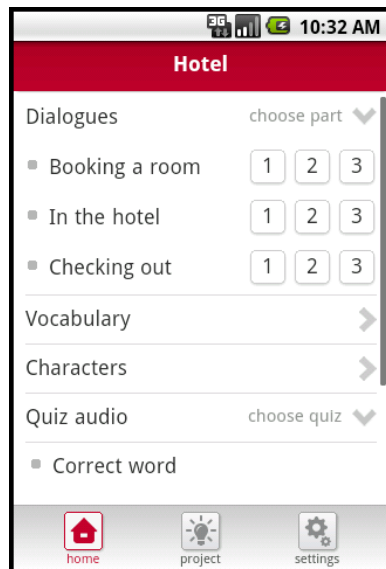
To find out more and practise what you have already learnt, do the exercises for the Lesson 1.

MODULE 4: CHINESE FOR TOURISTS

The module contains useful information during the trip to China. The content presented here is related to everyday situations such as: questions about the way, the price, etc. The whole module is prepared on the basis of mobile learning methods. All materials are available to download to any mobile devices such as mobile phones or tablet (using Android or iOS system).

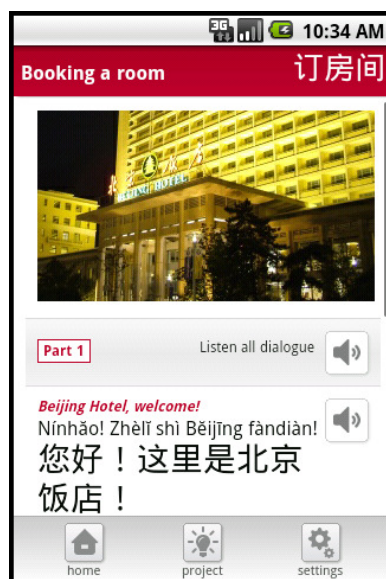
1. Lesson plan structure

Menu



Easy to navigate and intuitive menu lets the user to move around whole lesson.

Part 1: Dialogue



In this part the user can find three small dialogues related to the subject of the lesson.

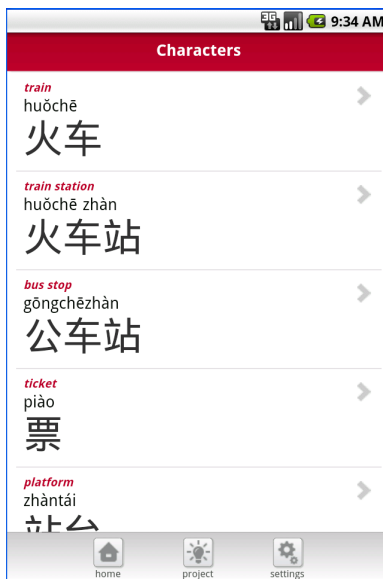
Each dialogue contains 3 short paragraphs. The dialogue can be listened as a whole or by playing each phrase separately.

Part 2: Dictionary



The dictionary has the list of the most important words related to the subject of the lesson.

Part 3: Characters

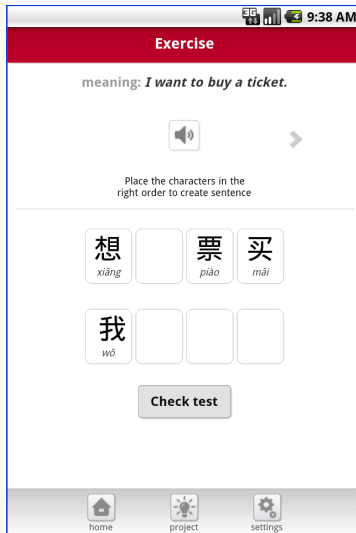


This part is presenting a few very important informative signs or names of the important places (such as: bank) which can be found and seen in public places.

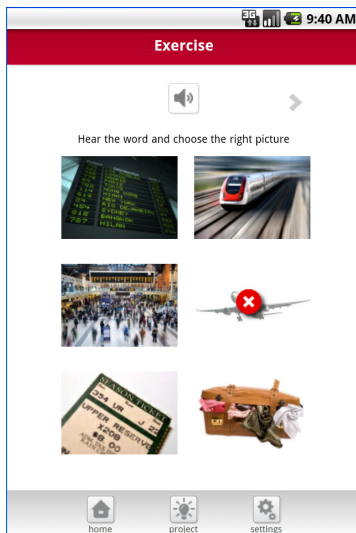
Part 4: Refreshing exercises



This exercise aim is to choose a correct sign after listening to the audio file.



This exercise aim is to put all characters in the correct order to form correct phrase.



This exercise is about to match a correct photo which suits audio file.

2. Lesson plan to Module 4 „Chinese for tourists” – lesson 1

Subject: Travel

Lesson aim:

The student acquires basic vocabulary related to travelling in different kinds of transport.

Lesson structure:

- I. Introduction
- II. Dialogue.
- III. Vocabulary
- IV. Summarising exercise

I. INTRODUCTION

As the introduction the teacher can use materials from other modules “Chinese for you” and some parts from “China- Things to know before you go”.

A. Numbers:

Module 0: „Chinese for you” – lesson: „Numbers and counting” – Explanations and Practice.

Explanations and Practice

1. To form numbers 1-99 in Chinese, it is enough to know numbers from 1 to 10:

一 yī - one

一 is pronounced in the first tone, “yī”, when it stands alone. It changes its tone to the fourth tone, “yì”, when it precedes a syllable in the first, second or third tones; and to the second tone “yí” before a syllable in the fourth tone.

二 èr - two

三 sān - three

四 sì - four

B. Time:

Module 0: „Chinese for you” – lesson: „Time”

Additional words

Time



九点五十分
jiǔ diǎn wǔshí fēn



差十分十点
chà shí fēn shí diǎn



十点一刻
shí diǎn yī kè


As the supplement teacher can use materials from other modules “Chinese for you” and some parts from “China- Things to know before you go”.

Travel and Tourism

TOURISTS MODULE |

Chinese Public Holidays

Festival	Date	Days' Holiday
New Year's Day	Jan. 1	3 days
Spring Festival	Moves according to the lunar cycle	7 days
Qingming Festival	Usually in April but moves with the lunar cycle	3 days
May Day	May 1	3 days
Dragon Boat Festival	the 5th day of the 5th lunar month	3 days
Mid-Autumn Day	Aug. 15 according to the lunar calendar	1 day
National Day	Oct. 1	7 days

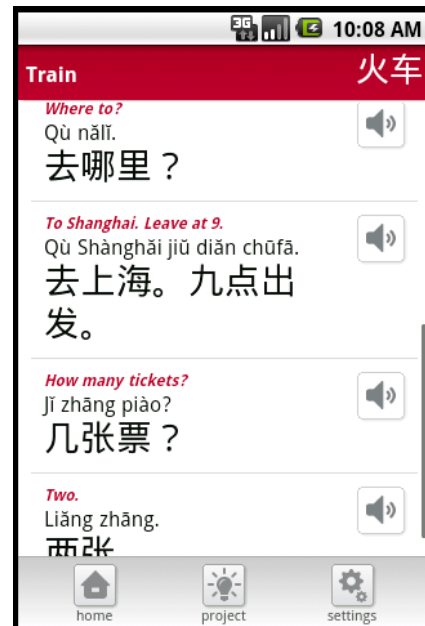
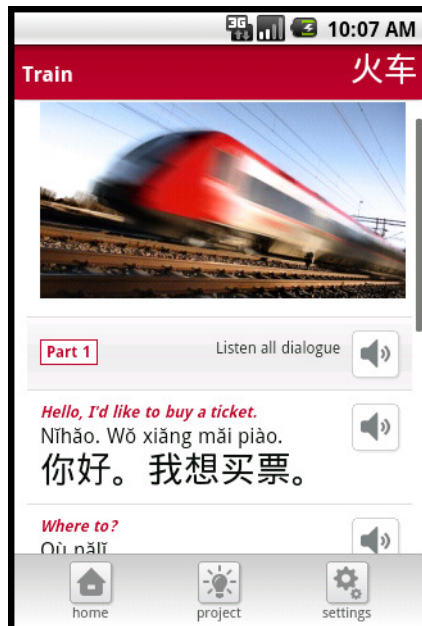


Be aware if you are making travel arrangements that many Chinese people take time off work around these holidays to extend them – particularly the **Spring Festival** and the **National Day**. At these times all forms of transport are particularly crowded.

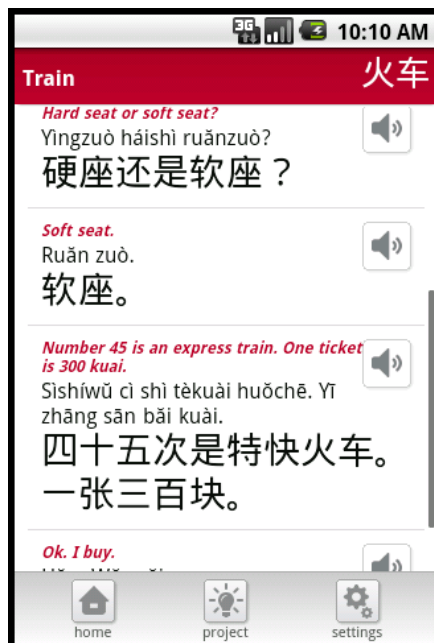
II. DIALOGUES

Dialogue 1: Train

Part 1



Part 2



Part 3



Dialogue 2: Bus

Part 1



Part 2



Part 3



Dialogue 3: Taxi

Part 1



Part 2

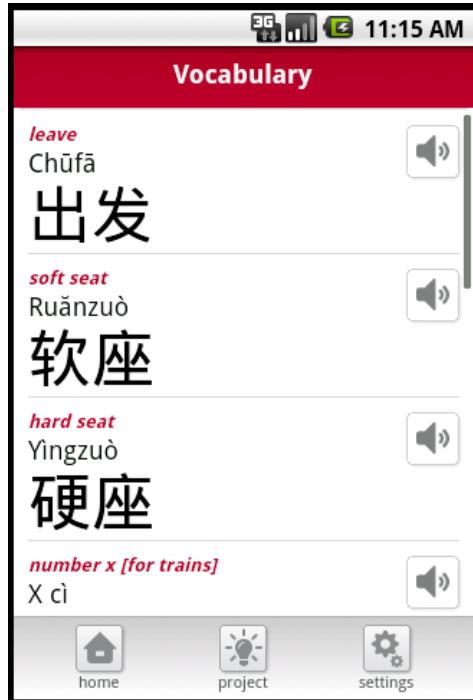


Part 3

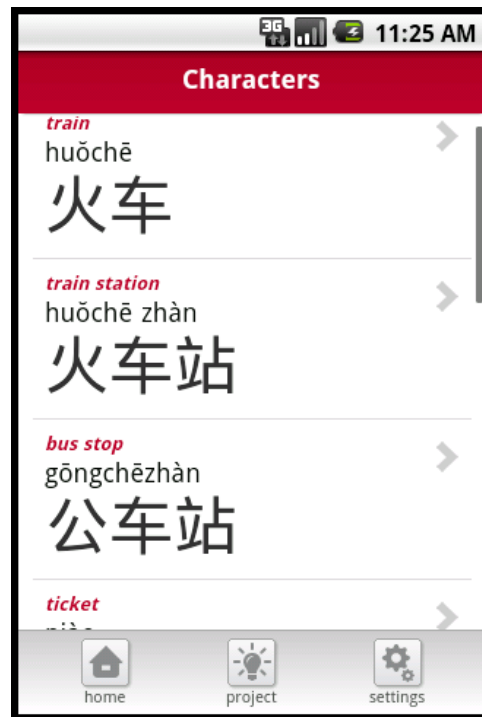


III. VOCABULARY PRACTICE EXERCISES

Vocabulary



Useful characters

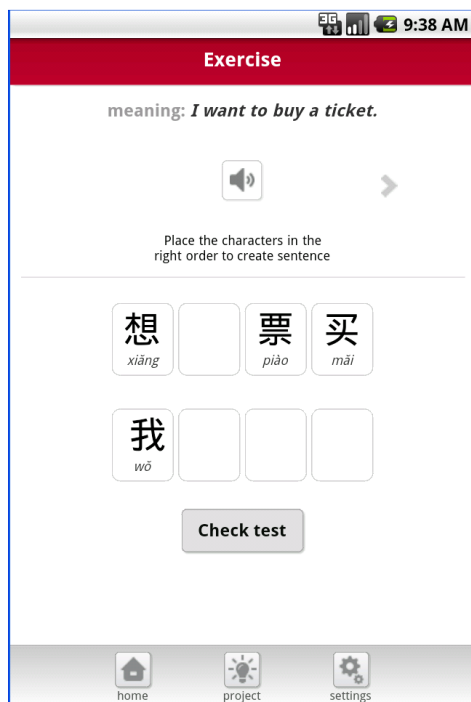


IV. REFRESHING EXERCISES

Exercise 1 – its aim is to choose a correct character after listening to an audio file.



Exercise 2 – its aim is to put all characters in correct order to form a sentence.



Exercise 3 – its aim is to match correct photo after listening to an audio file.

