BIU5 Languages around the World

**Reading and Thinking**

**The Chinese Writing System:**

**Connecting the past and the present**

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**Learning Objectives:**

1. To have a better understanding of the development of Chinese characters and its importance.

2. To introduce the development of Chinese characters in English.

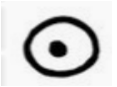
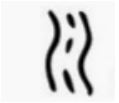
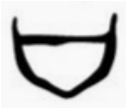
3. To improve the ability of skimming, scanning, analyzing text and thinking logically.

4. To enhance national confidence and pride.

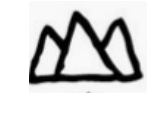
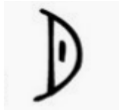
Step 1: Lead-in (Quiz)

1. Can you recognize these symbols? What characters are they?

（From this activity, let the students have a basic understanding of these symbols. Then introduce a video about the development of some Chinese characters.）



口 水 日 力



田 火 月 山

2. Enjoy the video about the development of some Chinese characters. After watching, draw students attention to the development of the Chinese writing system.

(通过视频、图片导入文章话题，激发学生兴趣，为阅读做好准备。)

Step 2: Reading for Prediction(承上启下，预测与验证)

Depending on the picture and the title to predict what the text will talk about?

The development of the Chinese writing system and its importance.

(通过图片“甲骨文”和标题直接点明汉字连接中华文明的过去和现在的历史作用。由此预测文本的主要内容应该是“汉字书写体系的传承与发展”。)

Step 3: Reading for Structure(读文章、抓结构、辨体裁)

Divide the text into 3 parts and find the main idea.

|  |  |  |
| --- | --- | --- |
| The Chinese Writing System | Part 1( ) |  |
| Part 2( ) |  |
| Part 3( ) |  |

What’s the writing style?

A. Narration(记叙文) B. Argument(议论文) C. Exposition(说明文)

(通过这遍阅读，培养学生从语篇出发，掌握文章主体结构，并通过对结构的划分来判断文章体裁的能力。)

Step 4: Reading for Details

1. Read the text carefully and fill in the form about the development of Chinese writing system.

|  |  |
| --- | --- |
| Time | Events |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

2. Read the text carefully again to find the sentences explaining how the Chinese writing system is related to Chinese culture.

(1) Even Today, no matter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

They can all still\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(2)Written Chinese has also become an important means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(3) The high regard for the Chinese writing system \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the development of Chinese characters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which has become an important part of Chinese culture.

(4) As China \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ global affairs, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

are beginning to \_\_\_\_\_\_\_\_\_\_\_ China’s culture and history through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

思考：What are the functions of these sentences?

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(这篇文章包含两条主要线索。第一条是按时间顺序梳理汉字书写体系数千年的发展历史，是明线。第二条是呼应标题中的题眼 “连接”(connecting)的一条暗线，说明汉字书写体系对中华文明传承数千年所起到的重要作用。通过这次阅读，学生能够理清文章脉络，为深度解读文本做好铺垫。)

Step 5: Reading for Conclusion

As a Chinese teenager, what will you do to help to spread Chinese culture?

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(通过一系列的问题，让学生对汉字书写体系的发展以及影响有了一定程度的了解，加强学生对中华文化的自豪感和认同感，增强对母语学习和中华文化的自信。)

Step 5: Reading for Thinking (Group work)

1.The Chinese writing system is one factor that has helped the Chinese language and culture survive. What are other factors?

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2. Work in Groups. Choose one favorite topic and make a poster on Chinese Traditional

culture.

(最后对文本的升华落脚在影响中华文明起着重要的作用的其他因素上，让学生通过 “Group Work”选择其中一项做一份手抄报来宣传中国的传统文化。这个活动主要是基于知识的迁移和创新，帮助学生将所学知识进行应用，强化学生的语用意识。)