

你好，中国！

Nǐ hǎo, Zhōngguó!

Hello China!

The Year of the Rooster!

Launch of the new Teaching Pack
What's happening in the Classroom
Students travel in China
And much more!



Issue 1 Spring 2017

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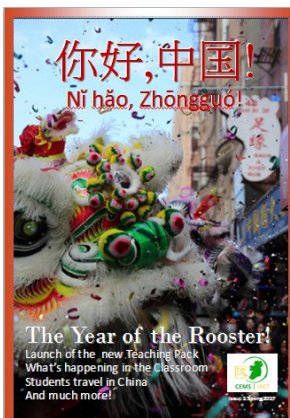
Dear Reader,

Welcome to the first edition of “*Ni Hao, Zhongguo!*”. This periodical will be published three times a year to coincide with the three terms of the Irish school calendar. It is intended to reach an audience of teachers of Chinese language and culture in the Irish education system, and other interested persons who want to know more about China and its’ long history and culture. We intend to publish both a hardcopy magazine and an online e-version.

As the popularity of Chinese as a subject continues to gain in popularity in our schools and colleges it is important to have a vehicle whereby interested parties can communicate with each other and exchange ideas, resources and methodologies. Because people are geographically scattered throughout the four corners of Ireland it is envisaged that this regular bulletin will inform, update and enlighten teachers of Chinese, wherever they may be, on the island of Ireland. Therefore we invite you, the reader, to get actively involved in the subject matter of the newsletter and to contribute to the content. We look forward to your valued contributions on all things Chinese. You may also wish to invite your students to submit articles with the incentive of seeing their work published. We very much want you as teachers of Chinese to get involved and take ownership of this periodical so ideas can be shared and disseminated. This will ensure that we have vibrant and relevant magazine.

As this is a magazine by teachers for teachers we will have a regular Education section featuring what is happening in the various educational establishments around the country and what courses are available to students and teachers. We will also examine what life is like for teachers living in China; our first contributor is a primary schoolteacher living and working in the city of Hangzhou.

We hope you enjoy our/your “Ni hao, Zhongguo!” or “Hello, China!”, and any and all feedback, will be greatly appreciated and considered. Finally I would like to thank anyone who has contributed to this first edition of the magazine, and those who worked hard in launching it.



In order to promote the profile of your school and the engaging teaching and learning taking place, we would like to invite you to submit articles, news reports, lesson plan ideas, events or anything of interest to our readers.

In order to do so, please email editorIACT@gmail.com and we will make sure to add your contribution to our future issues.



IRISH ASSOCIATION OF CHINESE TEACHING

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Siobhán Kelly
Chairperson of the
Irish Association of
Chinese Teaching

Welcome Address

Dear members,

On behalf of myself and the committee of the Chinese Teachers Association of Ireland I am delighted to welcome you to the first edition of *Nǐ hǎo, Zhōngguó!*

September saw the launch of the upgraded teaching pack for Transition Year students in the Lynch theatre in the Science hub in UCD. It took place amidst the week long celebrations of the Confucius Institute of Irelands' 10 years in Ireland. We also held the AGM for our association on this night.

Professor Liming Wang, the Director of the Irish Institute for Chinese studies in the Confucius Institute UCD spoke to us about the current position of Chinese studies in Ireland.

We had an update on Chinese on the Junior Certificate and Leaving Certificate Curriculum from Annette Horan in the NCCA.

Professor George Zhang, Director in the Centre for Modern languages, Richmond University, London gave us a global perspective on Chinese teaching and learning in today's world.

Stephen Rhatigan used the updated teaching pack to give a most interesting and informative class on Chinese culture. His delivery inspired us all to want to use this fantastic resource.

We also launched our new website on the night www.chineseteaching.ie. The IACT is affiliated with the European Association of Chinese Teaching.

Our role as an association, is to promote and advance the teaching of Chinese language and culture in Ireland. Each committee member of the association is committed to this task. The committee members are Mr. Michael Fitzgerald, Dr. Lan Li, Mr. Lichao Li, Ms. Jun Ni, Mr. Stephen Rhatigan, Ms. Chunzu Wang, Prof. Yongbin Xia, and Mr. Chang Zhang.

We hope this magazine will be a way for us, as an association, to connect and share resources and experiences of teaching Chinese Studies in our schools and colleges. Thank you to all who have contributed to the first edition of *Nǐ hǎo, Zhōngguó!* We look forward to future contributions from all schools.

恭贺新禧(gōnghè xīnxǐ)

Siobhán Kelly



TEACHING & LEARNING

A Quick Guide to Teaching - Peking Opera & Masks

This unit helps students understand Chinese Peking Opera, the roles of the performers, the costumes, the performance and the cultural connotations of the make-up. It also helps compare and contrast Chinese opera with western operas, so as to have a deeper understanding of Chinese culture.

In addition to acquiring background information and materials, students will engage in hands on activities such as designing their own Peking opera masks and sharing their designs with each other.

Peking Opera uses a variety of colours of the masks to symbolize the various personalities and the lives of the roles in the opera. To put it simply, red faces convey positive meaning, representing loyalty and bravery; black faces convey neutral meaning, standing for wisdom and ferocity; blue faces and green faces are also neutral, representing local heroes; yellow faces and white faces convey negative meaning, representing evil and hypocrisy; and golden faces and silver faces stand for mysteriousness, representing deity and demon.

In addition to colour, the design of the masks also conveys symbolic meanings. For instance, powdered face stands for evilness, and the masks vary in the density and the coverage of powder on the face. Different locations and coverage of powder stands for different degree of evilness. The wider the coverage, the more evil the character is. In all, colours stand for personalities and different designs stand for the degree of the personalities. Peking Opera masks originated from the religious dancing masks in the ancient times and many Chinese local operas keep this tradition.





Activity Plan (25 minutes)

Activity Procedures :

Design a Peking Opera role for a celebrity, including a mask and costume. Select the mask and colour according to his/her personality.

1. Select a celebrity
2. Paint a mask for the celebrity based on their personality traits together with the colours you have learned about and the symbolism they convey
3. Let other classmates to guess who the mask is
4. Explain to students why you make the mask for the celebrity

Tools and Materials :

A4 size hard paper Colour paint Brush Pencil Printable masks or blank face masks



筷子 Kuàizi

Chopsticks

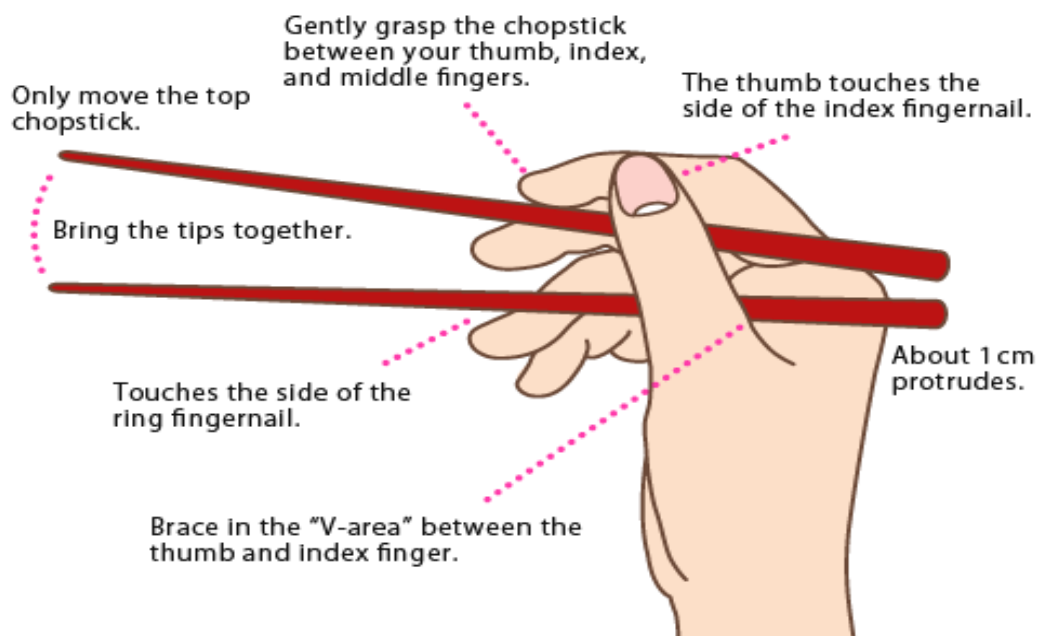
Eoin Hurley

Garbally College

Chopsticks are shaped pairs of sticks of equal length that have been used as the traditional kitchen and eating utensils in virtually all of East Asia for thousands of years. They were first used by the Chinese and later spread to other countries through cultural influences or through Chinese immigrant communities. They are the eating utensil of choice in Vietnam, Malaysia, Laos, Myanmar, North and South Korea, Singapore and Taiwan, as well as in areas of the United States, especially California and Hawaii, and cities in Canada and Australia with large Chinese communities.

Chopsticks are smoothed and frequently tapered, and are commonly made of bamboo, wood, plastic or stainless steel. They are less commonly made of gold, silver, ivory or jade.

Chopsticks are held in the dominant hand, between the thumb and fingers, and used to pick up pieces of food. One is held steady by the thumb and second finger while the second one is mobile by being held by the thumb and index finger. With a little bit of practice it is surprising how flexible, accommodating and expedient chopsticks are. However, there is a strict etiquette for the correct use of chopsticks and users should be familiar with these do's and don'ts of chopstick usage before they embark on using them in public.



The Do's and Don'ts of Chopsticks

Most Chinese meals are served family-style, and main dishes are shared with the whole table. You wouldn't double-dip a chip at a party, so don't eat food directly from the shared plate.

If there is not a serving utensil do place the food into your individual bowl or plate first. It is also acceptable to use the fat end of the chopsticks to pick up food from communal plates.

Don't wave your chopsticks around or use them to gesture or point at anyone or anything.

Do place them horizontally on top of your individual bowl or plate when not in use. Crossing your chopsticks is taboo, as it is a symbol of death.

Don't stick them into your food –this is reminiscent of placing incense at the altar during a funeral.

Do decide what to pick up before you reach into the shared plate; don't pick through looking for what you want.

Don't put food back once you have picked it up.

Don't suck on the tip of your chopsticks. Chopsticks are not meant to touch your teeth and lips but rather you are to take the food from the chopstick.

When eating rice it is acceptable to hold the bowl near your mouth and shovel the rice into your mouth. Slurping your noodles is also not only accepted, but a sign of appreciating your food.



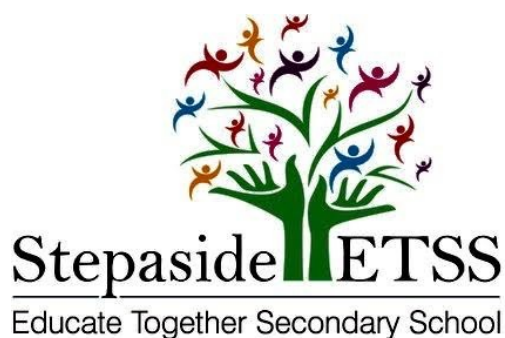
Don't use your chopsticks to pierce pieces of food to eat ---this is an extremely rude gesture, and you might as well use a fork if you are going to do this.

Don't pass food to another person from chopstick to chopstick; this is also symbolic of a funeral ritual.

Don't use chopsticks that don't match or broken chopsticks; the idea is that things belonging in pairs that are not used together is bad luck (Yin and Yang).

Don't break apart wooden chopsticks and rub them together ---this may be considered a rude gesture to your host. If necessary, do it to the side and not directly at the table.

And finally, it's probably a good idea not to do the chopstick walrus impression at the table either.



New Beginnings

At Stepaside Educate Together Secondary School, a brand new school with only first year students, we are fortunate to have the huge opportunity to shape the curriculum towards the students' interests. To that end, our students will follow a unique programme of study, covering subjects such as Classics, Digital Literacy, Art and Technology to name but a few. Chinese studies was offered to all students for a period of 17 weeks, during which they learnt the basics about Chinese language, such as tones, pinyin and characters and were given an introduction to Chinese History and culture. By the end of the course, all students were able to have a brief conversation in Chinese and conducted research into and gave a presentation on one of the "Four Great Ancient Capitals of China" (中国四大古都; 中國四大古都). We also celebrated with an end of term Chinese Banquet, complete with chicken feet! Here is what some of our students had to say about the course:



Siddarth Anbasaran Rita - 1st Year

Chinese studies is one of my favourite subjects because I like to learn new languages. We did languages and history and geography. We learned table manners, to share business cards and how to use chopsticks. We also ate some authentic food. I learnt that food is like a god to Chinese people and you need to bow and give a business card in two hands. It is important to learn Chinese because it is one of the famous world spoken languages and it is also fun to learn the characters and strokes.



The first our school saw of Chinese was from our lovely teacher, Sallie. We learned about Ping Ying and the culture of China. We had a blast doing this! Next we learned how to properly paint, with these skill painting Pandas. Next we all did group projects on the capitals of china across the centuries. Mine was Xi'an, which is where the terracotta army was buried. The finale to this extravaganza was a huge feast. In preparation for this we learned how to exchange business cards, use chopsticks and other formalities. All in all, I had a great time and I would recommend it to everyone for at least a taste of China.

Bilal Boumazouna



YCT

Youth Chinese Test
中小学生汉语考试

STUDYING CHINESE

AT OUR LADY'S GROVE, JESUS AND MARY COLLEGE.

We started our connection with the Confucius Institute in 2011 and our first Chinese language and culture classes began with our TY students 2012/13. In March 2013 we had our inaugural trip to China and we are currently planning our fourth trip scheduled for April 2017. We now have students from 1st to 6th year studying Chinese language and culture. At the recent YCT exams in UCD (November 2016) we had students undertaking exams at different levels.

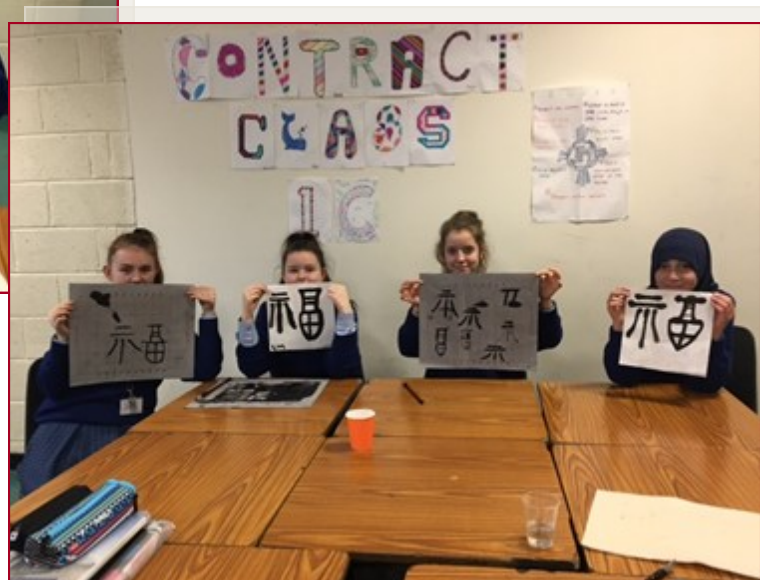
YCT 1 – 126 students

YCT 2 - 37 students

YCT 3 – 28 Students

YCT 4 – 1 student

This is a tremendous achievement and a real reflection of our school's commitment to Chinese studies. For our senior students it is also a platform for further studies at third level.



TWO STUDENTS' EXPERIENCES OF CHINESE

I started my Chinese language studies in first year in 2013. I was very excited to start as it was something that I would most likely never get a chance to do again and I thought that I should avail of this offer. I had 2 classes a week to learn 80 words with the help of my Chinese teacher. I then took my YCT 1 exam in May of 2014 and passed with 100% which I was very pleased about.

I began preparing for my YCT 2 exam in third year in 2015. This proved to be more difficult as we did not have Chinese classes in second year and we were also studying for our Junior Cert exams. With one class a week and an extra few lessons coming up to the exam we learnt 150 words and some common phrases. We even learnt how to sing happy birthday. In May 2016 I took my YCT 2 exam and received the results at the beginning of this year. I was very happy that I passed with 76% considering it was so close to the Junior Cert.

This year I studied to take my YCT 3 exam which I took on November 19th. There are 300 words in this exam and I was very nervous about this exam even though we now have four Chinese classes a week. At the beginning of this academic year I had the pleasure of participating in a Chinese dance with 23 other students from my year in UCD, in order to celebrate 10 years of the Confucius Institute in Ireland.

Meave Boyce Transition Year

I started my Chinese language journey in 4th year in 2014. We took YCT 1 in November and YCT 2 in May 2015. At the end of 4th year we were given the option to keep Chinese language up and myself and 3 other people thought why not?



In 5th year we took our YCT 3 exam at the end of the school year in 2016 and went on to do YCT 4 this year. Instead of having Chinese lessons during school hours we now have them after school. Studying for this exam has proven to be difficult as it is just the characters which is quite challenging and definitely a step up. The exam is 1 hour and 20 minutes and includes a written section which is the main difference between the previous exams and this one.

I found it difficult to find the balance between studying for the YCT exam and my other 6th year work. I took YCT 4 on the 19th of November and am now waiting on my results. Our results arrive in 2 weeks and if it doesn't go well I hope to take it again in May. I aim to go to UCD after leaving secondary school and to continue Chinese as a hobby, where I will take the HSK tests.

Laura Whelan 6th year.



Confucius Classrooms

Since the inception of UCD Confucius Institute for Ireland in 2006, the efforts made have resulted in over a hundred secondary schools launching Chinese courses, with about 5000 registered primary and secondary school students studying Chinese language and culture per year. Currently, teaching staff from the institute delivers Chinese language and culture courses to more than 50 schools nationwide, with another 50 associated schools offering Chinese module independently.

Short after the foundation of the UCD Confucius Institute, Loreto Secondary School Bray introduced a Chinese studies program funded by UCD Confucius Institute into the school, and successfully became the first Confucius Classroom in Ireland. Since then, another four Confucius Classrooms were established in Loreto College Foxrock, Belvedere College, Blackrock College and Clongowes Wood College in 2007. Until 2011, with the joining of Jesus and Mary College, Our Lady's School Terenure and Galway Education Centre, UCD Confucius Institute has established a total of 8 Confucius Classrooms in Ireland.

Students from Loreto Secondary School Bray were invited to Beijing to perform for the 5th International Confucius Institute Conference in December 2010.



A tradition has been established since the foundation of the UCD Confucius Classrooms, that selected performance of Chinese language and culture by Confucius Classroom students will be presented as the opening performance on the Chinese Spring Festival Gala annually. Besides, all the UCD Confucius Classrooms will organise a series of photo and student work display as well as performances to showcase students' achievement on learning Chinese language and culture during the Confucius Day.

Meanwhile Confucius Classroom has become a bridge between the Irish and Chinese schools. The first twining between Irish and Chinese schools has been made between Belvedere College and The High School Affiliated to Renmin University of China in 2012. Followed by that, a twining between Blackrock College and Beijing No.4 High School has been formed in 2013. Since then, regular visits have been arranged between the twining schools, and more requires of these exchange and twining programmes were received by the UCD Confucius from both side of the schools.

Since the UCD Confucius Institute introduced the YCT (Young Learners Chinese Test) and HSK (Chinese Proficiency Test) into Ireland, the examinees from UCD Confucius Classrooms are increasing rapidly through the years. Currently there are about 500 registered examinees taking the Chinese tests organised by UCD Confucius Institute annually.





The awarding of the Confucius Classroom award to Jesus and Mary College—Our Lady's Grove, Galway Education Centre and Our Lady's School Terenure.



Confucius Classroom meeting of Principals, Co-Ordinators and Confucius Institute for Ireland, UCD



Students from Our Lady's Grove were invited perform in the National Concert. Distinguished guests, at the 5th International Confucius Institute Conference , included President and Mrs Higgins.

新年快樂

Happy Chinese New Year

Are You a Rooster?

The Rooster is tenth in the Chinese zodiac. Each year is related to an animal sign according to a 12-year cycle. Years of the Rooster include 1933, 1945, 1957, 1969, 1981, 1993, 2005, 2017, and 2029.

2017 Is a Fire Rooster Year

In Chinese element theory, each zodiac year is associated with one of five elements: Gold (Metal), Wood, Water, Fire, or Earth, which means that a Fire Rooster, for example, comes once every 60-year cycle.

The Rooster's Personality:

People born in a year of the Rooster are very observant. Hardworking, resourceful, courageous, and talented, Roosters are very confident in themselves.

Active, Amusing, and Popular Among a Crowd

Roosters are always **active**, amusing, and popular within a crowd. Roosters are **talkative**, outspoken, frank, open, honest, and loyal individuals. They like to be the centre of attention and always appear attractive and beautiful.

Roosters are happiest when they are surrounded by others, whether at a party or just a social gathering. They **enjoy the spotlight** and will exhibit their charm on any occasion.

Roosters expect others to listen to them while they speak, and can become agitated if they don't. **Vain** and **boastful**, Roosters like to brag about themselves and their accomplishments.



Illustration by Chun Zhu Wang

Five Types of Rooster — Which One Are You?

It is theorized that a person's characteristics are decided by their birth year's zodiac sign and element. So there are five types of Roosters, each with different characteristics:

The Luckiest Things for Roosters

Type of Rooster	Year of Birth	Characteristics
Wood Rooster	1945, 2005	Energetic, overconfident, tender, and unstable
Fire Rooster	1957, 2017	Trustworthy, with a strong sense of timekeeping and responsibility at work
Earth Rooster	1909, 1969	Lovely, generous, trustworthy, and popular with their friends
Gold Rooster	1921, 1981	Determined, brave, perseverant, and hardworking
Water Rooster	1933, 1993	Smart, quick-witted, tender hearted, and compassionate

Lucky numbers: 5, 7, and 8

Lucky days: the 4th and 26th of any Chinese lunar month

Lucky colours: gold, brown, and yellow

Lucky flowers: gladiola, cockscomb

Lucky directions: south, southeast

Lucky months: the 2nd, 5th, and 11th Chinese lunar months.

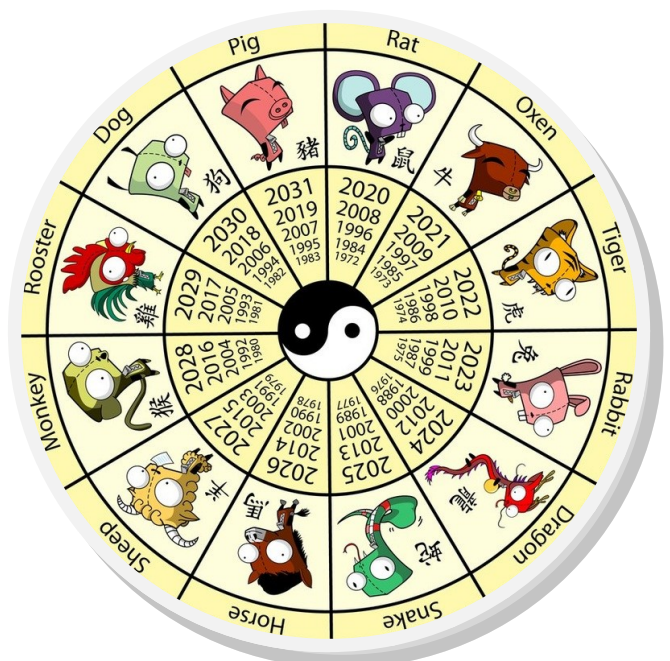
Things That Roosters Should Avoid

Unlucky colour: red

Unlucky numbers: 1, 3, and 9

Unlucky direction: east

Unlucky months: the 3rd, 9th, and 12th Chinese lunar months



月夜

更深月色半人家，

北斗阑干南斗斜。

今夜偏知春气暖，

虫声新透绿窗纱。

A MOONLIGHT NIGHT

Liu Fangping

When the moon has coloured half the house,
 With the North Star at its height and the South Star setting,
 I can feel the first motions of the warm air of spring.
 In the singing of an insect at my green-silk window.

TANG POETRY

The Chinese poem 月夜 – Moonlit Night by Liu Fangping, was one of a compilation composed during the golden age of the Tang Dynasty (618-907 AD). Celebrated as one of the most culturally rich periods, the Tang Dynasty induced a thriving literature movement. Poetry became an essential component of the Imperial examinations and today close to 50,000 poems penned by over 2,000 poets survive.

In 1763 (during the Qing Dynasty 1644-1911 AD) the scholar Sun Zhu collated 310 poems from the Tang period. This cherished volume entitled *Three Hundred Tang Poems* stands as a testament to the influence and significance these poets have had on Chinese culture and literature.

Tang Poetry was infused by Buddhism, Daoism and Confucianism. Buddhism considered the impermanence of life; Daoism invited an abandonment to the Way found in nature and Confucianism promoted moral responsibility and service to the state.

The poet of Moonlit Night, Liu Fangping, was noted for his four line poems. Of his 26 existing poems Moonlit Night best encapsulates the thought provoking nature of his works.

PINYIN CORNER

Yuè yè

Gēng shēn yuè sè bàn rén jiā,
 běi dòu lán gān nán dòu xié.
 jīn yè piān zhī chūn qì nuǎn,
 chóng shēng xīn tòu lǜ chuāng shā.

What's in a Name

First Last Middle

Written by

Lichao Li

Chinese Names

In China, traditions for naming a person are very different from the west. First of all, in China, we put our family names before our first names. Probably this is because family or the community are considered more important than someone's individuality. However, most Chinese people go through a more complicated process in naming their children in order to ensure that the child's name is unique. This is perhaps an important way to ensure the child's individuality in a place where individuality is not encouraged.

Chinese names are not from a list like Western names, where people have more limited choices. They usually consist of one or two Chinese characters which have not necessarily been used as names before. Given that the Chinese language has tens of thousands of characters, in theory there are millions of possibilities for a name composed of two characters. Names with two characters are normally not a word, however, when put together they usually have some sort of connotation or give out some sort of message. This is quite similar to how companies are named in the West, such as Micro-soft, or a band such as Guns and Roses. Take the current president of China, Xi Jinping for example. Xi is his family name. Jin literally means "close" and ping means "flat" or "ordinary" - which does not sound too impressive at first glance. However, if your knowledge of Chinese characters is advanced, you would understand that "close" also means friendly and "flat" means humble. More importantly, those two characters together give out a strong vibe that this person is "someone nice" or "one of us", a perfect name for the president of China.

With a closer look into the process of selecting Chinese names, we might find it more of "who I wish my child to be" while the Western name was more of "how you are like another person". In other words, I might be able to push the interpretation of the meaning of this into the following: Chinese people really want our children to be different (despite cultural pressures to conform), and Western people really want their children to blend in or to follow good examples. Perhaps that's why most Western people try hard to be different and despite getting their unique identities at birth, whereas most Chinese people spend the rest of their lives trying to lose it!

Chinese New Year in Ireland

By Zhao Cheng

My name is Zhao Cheng and I work as a Chinese teacher in the Confucius Institute in UCD. I've been living in Ireland for almost two years now and I celebrated my second Spring Festival 春节 (chūnjié) in Ireland. Spring Festival, or Chinese New Year, takes place during late January or early February, depending upon the year – this year it took place at the end of January. Spring Festival is the most important of all the Chinese festivals and you might be wondering just how I celebrated Chinese New Year in Ireland, well let me tell you...



In China, Spring Festival is a major holiday: People have time off work, and generally travel back to their hometowns to spend Chinese New Year with their families. Here in Ireland, however, Chinese teachers like me usually still have classes during Spring Festival. Just because we're working doesn't mean we forget about the festival though. On the contrary, we try to bring the Spring Festival celebrations into our classes: We prepare workshops in traditional Chinese arts and crafts, such as paper cutting 剪纸 (jiǎnzhǐ), calligraphy 书法 (shūfǎ) and making traditional knots 中国结 (zhōngguó jié). These workshops are among our favorite ways of celebrating Spring Festival in our classes as not only are these activities popular in China during the Spring Festival but we also find that students enjoy getting the chance to experience Chinese Culture for themselves.

Alongside these workshops, teachers like myself also helped out with preparations for the Spring Festival Gala, which this year it was held in the Convention Centre in Dublin. The Chinese New Year celebration event took place in CHQ. Not only do we help with the preparations for these events, we also look forward to attending them, as they offer the chance to see traditional Chinese arts – sugar sculpture 糖人 (táng rén) for instance – performed by professionals who have travelled specially from China.

Spring Festival is not just about public events though, it is also a private time, when family members who live far apart come together to celebrate and ring in the New Year. In my own case, even though I did not travel back to China personally, I still took the time to video call family to chat with my parents and brother. Given the time difference between Dublin and China, it is not always easy to find a time that suits everyone but I really enjoy getting a chance to be with them again – even if only via video.



If it wouldn't be Spring Festival without family, it wouldn't be Spring Festival without red envelopes 红包 (*hóngbāo*) either! In China, of course, real red envelopes, containing real money, are physically handed to family members and colleagues. Just because a person is in Ireland, though, does not mean they won't have the chance to get some red envelopes of their own. Thanks to "wechat" 微信 (*wēixìn*) which is like "whatsapp", Chinese people abroad are able to both send and receive virtual red envelopes at this time of year. Getting a red envelope on "wechat" is every bit as much fun as being handed one in real life because, whether the envelopes are real or virtual, everyone wants to be the luckiest!

As I hope I've made clear, we Chinese people living here in Ireland do our best to make sure that our Spring Festival days in Dublin are filled with the atmosphere of a true Chinese New Year. It must be admitted, however, that there are certain kinds of New Year celebration that can only be done in China. But what does a 'true' Spring Festival look like for a young person living in China?

As I've already mentioned, Chinese New Year is a time for families to come together and this means that many young people in China look forward to this festival as a chance to stay with their family and make dumplings at home. (We Chinese people love food and Chinese New Year is a great time for enjoying traditional food with your family.) For some young people in China, travelling home might also mean getting red envelopes when they drop in to visit their relatives.

Spring Festival isn't only about family though, it's also about friends. During Spring Festival, many young people in China take the chance to hang out with their friends – possibly while sharing a Chinese hotpot 火锅 (*huǒguō*), a traditional Chinese dish that is at its most popular during winter. As well as spending time eating together, they might also choose to go to KTV (Karaoke) or to watch films. Many of my friends choose to play *mah-jong* 麻将 (*májiàng*). Pricey though it may be, young people still enjoy spending time together at this time of year – so much so, in fact, that some of them choose to travel and to spend Spring Festival in warm places like the island of Hainan in Southern China.

As nice as the sunshine, beaches and tropical waters of Hainan might be, I am delighted to be in Ireland and I enjoyed celebrating my second Chinese New Year here in Dublin.



Chinese Language and Culture

Short Course

This 100 hour course in Chinese Language and Culture introduces students to the language and culture of China. It provides students with a learning base in Mandarin Chinese which they can build in the future. They also learn about China and they understand and experience many aspects of Chinese culture which are essential to communicate effectively in Chinese.

There are four strands: Myself, my family and friends, Out and about in public places, Education and school, Chinese and young global citizens.

The learning outcomes provide a clear focus for student learning as well as teacher planning. These will also be supported by language exponents setting out the new words and characters that need to be learned for each strand

Rationale

A growing number of young people are interested in learning Chinese and discovering the culture and way of life of Chinese people. This short course in Chinese Language and Culture offers students an introduction to the language and culture of China. It provides students with a learning base in Mandarin Chinese which they can subsequently build on in their studies. They also learn about China and they understand and experience many aspects of Chinese culture which are essential to communicate effectively in Chinese. Students develop their communication skills, their ability to interact successfully with Chinese people and those from other cultures, and their capacity to be effective language learners.

The focus is on understanding and speaking basic Chinese in everyday situations through active engagement in activities and through using digital media. The level of personal proficiency to be achieved in the short course is broadly aligned to the Common European Framework of Reference (CEFR) A1.1 for speaking and listening, with a lower level for reading and writing. Students learn to become more self-directed in their learning and to identify what helps them achieve their goals. Their progress is supported and accelerated by drawing on their experience of learning other languages. This short course is designed to build confidence and competence through enjoyment and a sense of achievement in learning to speak and write Chinese.



Overview of Course

This is a course in Chinese Language and Culture for the non-native speaker, with approximately 70% weighting towards language and 30% towards culture. The four strands are organised around domains of language use that are seen as potentially relevant and meaningful to junior cycle students: Strand 1: Myself, my family and my friends. Students communicate about themselves in personal settings. Strand 2: Out and about in public places. Students acquire language to participate in different public situations Strand 3: Education and school. Students communicate with teachers and peers in school/out-of-school settings Strand 4: Chinese and young global citizens. Students learn and talk about Chinese people, both in China and around the world, and their connections with other cultures and peoples. In the four separate yet interconnected strands, students develop communication skills, intercultural and language awareness, and competence in digital literacy. While the four strands suggest a particular order for learning, this can be modified by teachers or students depending on need. All students are required to achieve the same learning outcomes but will do so to different degrees of competence.

The short course adopts an activity and task-based approach to language learning. Activities and tasks encourage students, with the guidance of their teachers, to identify and call on the target language they need to achieve a 'real-world' outcome. The target language needed includes language skills (listening, speaking, reading and writing), grammatical forms, vocabulary and pronunciation (including tones). Samples of each of these are set out in the sample exponents. The sample exponents set out examples of specific learning which should flow from engagement with the learning outcomes of the course.



The Classroom-Based Assessment reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related classroom-based assessment. Guidelines for schools who wish to develop their own short course(s) are available. The learning outcomes of this course are broadly aligned with the level indicators for Level 3 of the National Framework of Qualifications. The Chinese Language and Culture short course has been designed for approximately 100 hours of student engagement.



LAUNCH OF THE UPDATED CHINESE LANGUAGE AND CULTURE TEACHING PACK

The Upgraded Teaching Pack on Chinese Culture and Language for Transition Year, compared to the previous version, provides teachers with more teaching materials to teach Chinese language and culture, particularly the instructions (both by videos and by PowerPoint shows) for organising various class activities. It has also added new content and features to make teaching more interactive and student centred. Moreover, an open platform will be established on the official website of UCD Confucius Institute alongside with the launch of the Upgraded Teaching Pack, in which teachers can exchange their ideas and experiences in using the Teaching Pack to teach Chinese language and culture that will contribute to the continuous process of updating the Teaching Pack.

In order to make the Teaching Pack more user friendly

for both Irish and Chinese teachers to teach Chinese culture and language in schools, the upgraded version is comprised of four new chapters along with original topics. These four chapters have video

tutorials of learning Chinese through songs, learning Chinese with games, Chinese calligraphy, and Chinese painting.

The chapter of “Learning Chinese through songs” provides Chinese lyrics to ten carefully selected tunes which are popular among elementary and secondary school students. Students are able to learn Chinese while singing. This lively and entertaining teaching

method ensures a relaxing atmosphere to students’ Chinese language courses.

In order to encourage students’ to actively participate in the Chinese courses, the chapter of “Learning Chinese with games” designed 15 sets of classroom activities and games. These games are designed to help teachers with organizing effective language teaching and encourage students’ enthusiasm for learning.

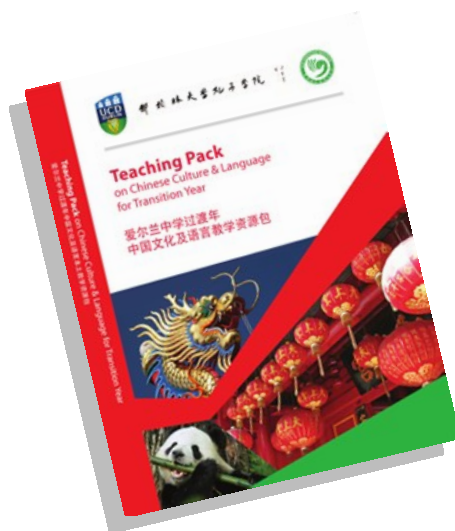
The chapter of Chinese Calligraphy includes five units of basic usage of Chinese writing brush, basic strokes of characters, and writing instruction of simple Chinese characters. All topics are covered in the format of video demonstrations delivered by our native Chinese teachers. Irish teachers can easily carry out Chinese calligraphy courses or workshops independently with the help of this set of videos.

The chapter of Chinese Painting also includes five units in the format of demonstration videos, which explain and demonstrate Chinese traditional painting in a simple and vivid way. In each video, our native Chinese teacher explains details and painting skills in English.

Apart from newly added chapters, the latest version of the teaching pack also contain multiple classroom activities in each chapter, so that students can participate more actively in the Chinese classroom. For example, we added step by step instructions of making Chinese knots, paper cutting, paper folding, clay figurine and the Chinese embroidery in the chapter of Chinese handicraft.

In the updated chapter of Traveling in China, we designed a fun activity which assigns each student to draft a one-week travel plan in China with a 2000 euro budget. Based on their own understanding of China and research, students are required to decide where to go, what to buy and which activities to experience in China.

The Student-led teaching methodology is also applied to the chapter of Films on China. Students are assigned to watch Kungfu Panda movie series and accomplish tasks of identifying Chinese elements in



the movie, creating movie posters and analyzing Chinese cultural aspects in the movies. In the meantime, students can also participate in the dubbing workshop to become a figure in the movie and further deepen their understanding of the story.

We have also added a section on unique Chinese food in the chapter of Chinese cuisine to introduce food that are not known by Irish students, such as the thousand year old eggs. This updated chapter provides students and teachers with cooking recipes and instructions on making Chinese dishes. Within a few minutes, students can make an authentic Chinese dish with the teacher's guidance. Such as this easy to make scrambled eggs with tomato.

In the chapter of Chinese Economy, students can make a business plan to carry out trade with China as an in-class activity based on their understanding of the Chinese economy and teachers' introduction. They can select Chinese products with which they can make a profit in Ireland through information collection and online research. This kind of activity provides a personal experience for students in aspects of doing business with China.

To encourage active thinking for learning Chinese characters, the updated chapter of Chinese Characters includes more character learning activities. For example, to help students to memorize and recognize Chinese radicals.

In the chapter on history, we combine the teaching with actual practice by guiding students to develop critical thinking and put what they have learnt into practice. Here students can see how the exchange of cuisine can influence the cultural interaction between China and the west. Teachers firstly inspire students to think about the possible linkage between given Chinese food and Western food, then introduce the story of Marco Polo and play a video on his travel in China. Students then will be asked to answer questions based on the video. Such lively and multi-formatted teaching methods can effectively enrich students' knowledge on Chinese history.

TO ACCESS THE UPDATED TEACHING PACK, PLEASE
REGISTER WITH THE IACT BY CONTACTING
www.chineseteaching.ie/membership.html

The collage features several key elements from the teaching pack:

- Top Left:** UCD logo and the text '都柏林大学孔子学院' (UCD Dublin Confucius Institute).
- Top Center:** A red stamp that says 'UPDATED'.
- Top Right:** A worksheet titled 'Let's make a TRAVEL PLAN!' and 'ONE WEEK in CHINA'. It lists 'Your 5 tasks':
 - ✓ Places you will visit
 - ✓ Activities you like
 - ✓ Things you want to buy
 - ✓ Transportation arrangement
 - ✓ Accommodation arrangement
 It also includes a 'Travel Budget: €2000' and a small image of Euro banknotes.
- Bottom Left:** A photograph of a traditional Chinese building with red lanterns and a golden dragon sculpture.
- Bottom Center:** A photograph of a person's hand writing large Chinese characters on a scroll.
- Bottom Right:** A worksheet titled 'Let's design a poster!' with the text '功夫熊猫' (Kung Fu Panda). It shows several small illustrations of pandas in various poses, some with the text 'Kung-Fu' and '2'.

我的老师生活

我和我的学校

我叫施超，现在在中国浙江杭州市（对的，2016举办G20峰会的城市）市区的一所公办学校做小学语文老师兼班主任。我是去年从华东师范大学（East China Normal University）研究生毕业的，毕业后就到这所学校参加工作，从一年级开始教，有可能的话，我会带着他们一直到小学六年级毕业。

My name is Shi Chao, and I currently work as a Chinese Teacher in a state-owned primary school in Hangzhou City, Zhejiang province. (Yes, the city where G20 was recently held). I graduated from East China Normal University, and have worked in this school since then. I teach the First Grade and hopefully, I will stay with them until they are in the Sixth Grade.

在学校的生活非常忙碌，我一周有14节课，每节课是40分钟，看起来似乎不多，学生中午的午休和晚学班（下午第2节课）都需要我们在教室。一般来讲，我们7:40要在教室等学生来学校，中午要给学生打饭（学校统一提供午饭，学生在开学初交上一个学期的午餐费），一直到学生3:20放学，基本上我的大部分时间都在教室上课或者批作业，我每天在办公室的时间可能最多只有一个半小时。



My school life is very busy. I have 14 classes every week of 40 minutes duration. Even though this may not appear to be a heavy work load, I do have to stay in the classroom during the siesta time, and the study time, (second class in the afternoon). Generally speaking, from 7:40 am, when we enter the classroom before the arrival of the students, until 3:40 pm, the end of the last class in the afternoon, we don't have any free time. We are also expected to help students to get their lunch in the canteen, (lunch is provided by the school; lunch money will be collected at the beginning of the term). Basically, most of my time is spent in classroom teaching or correcting homework. My time in the office is one and half hours at most.

学生在学校也很忙碌，因为在小学一、二年级，我们不能给他们布置纸质的作业回家，所以他们必须在学校把作业都完成，一些基础比较差的学生会觉得很辛苦。我们的教室还是非常典型的中国式教室，所有学生面向教师，老师在讲台上上课，教室布置也比较简单，以舒适为主。

Students are also quite busy in the school. Policy states that we are not allowed to leave any written homework for students, so they need to be finished all the written "homework" in school. Some students with low abilities will find it quite a tough task. Our classroom is a typical Chinese classroom. All students are sitting behind their desks facing the teacher on the podium. The facilities in a classroom are quite simple, yet comfortable.

下班后的我

Me after school

我的备课时间通常在学生放学后，但是很多时候我需要加班到很晚，因为除了基本的备课、改作业之外，我还需要花时间设计黑板报、写班级通讯稿，组织班级学生排练合唱、舞蹈、绘本剧表演参加学校的比赛。作为新教师，我还需要准备公开课，参加区里组织的培训，就像刚过去的这个月，我几乎每天都要加班，甚至有2-3个周末也在加班。

I prepare my lessons after school time. I usually work until very late, as apart from preparing lessons and correcting homework. I need a lot of time designing our "blackboard newspaper", (a black board of news or learning tips that should be updated periodically), and writing a Class Newsletter, organizing activities such as chorus, dancing or plays for school competitions. As a young teacher, I also need to prepare open classes for assessment and attend training organized by Teaching Councils. Take this month as an example, I had to work overtime almost every day, including 2-3 weekends.

平时，如果我有空的话，我一般会和朋友出去玩，有时候也和同事一起，但是并不多。大多数时候，我们会去看电影、逛街或者去博物馆、图书馆，有时候会去看话剧、音乐剧或者演唱会。假期比较长的时候，我们会去附近的城市旅游。另外，我一般每2-3个星期会回家看望我的爸爸妈妈，和他们待一个周末，这也是我比较重视的。

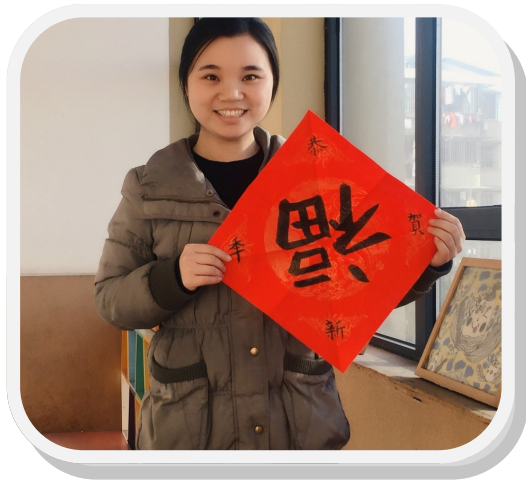
When I am free, I like to go out with friends, and occasionally with colleagues. We usually go to watch movies, go window-shopping or visit museums and libraries, and occasionally watch plays, musicals or go to concerts. During holiday time, we will travel to cities close-by. Apart from that, I also visit my parents every 2-3 weeks and stay with them for a weekend. This is an arrangement that they value a lot.

关于培训

Formal training

在正式成为老师之前，我并没有接受太多的培训，只是参加过一系列考试，获得了教师资格证。因为我是汉语国际教育专业毕业的，也有一些小学阶段的教育经验，所以在上课和学术研究方面并不吃力。在新教师的前三年，学校或者区教育局都会开展一些培训，只是从目前我接受的培训来说，并没有太大的帮助。加上这些培训都是在周末或者假期展开，这样我们的休息时间得不到保障，所以很多新教师并不喜欢这样的培训。

Before officially becoming a Teacher, I hadn't attended much training, but rather a series of examinations to acquire the



necessary qualifications. Because my graduate studies are in International Chinese Teaching, I have also some experience in teaching primary school students, so I didn't find my work difficult in the areas of class teaching or academic management. In the first years of being a newly qualified teacher, I have received some training from the Education Bureau, even though they haven't been much help to me. These training sessions are arranged during weekends or holidays, taking up our free time, therefore are not popular among the teachers.

我在新西兰的时候并没有参加太多的新西兰教育局组织的培训，只参加过一个半天的workshop。内容不多，但是都是老师教学过程中的难点，我觉得收获很大。除此之外，奥克兰孔子学院提供的培训也非常实用，我非常喜欢。因此，经过对比，我觉得我们的区教育局在培训方面需要改进。

I spent some time in New Zealand to attend training organized by the Education Department, it was a half-day workshop, not very intensive, but very focused on the difficulties of teaching activities which have benefited me a lot. In addition, training activities from Auckland Confucius Institute are also very practical, I enjoyed it very much. Comparatively speaking, there is much improvement needed to be done to the training activities arranged by District Education Bureau in my city.

我喜欢我的工作吗？

Do I like my job?

很多人说，我是名牌大学的毕业生，我应该找一个工资更高、更轻松的工作。我却不是这么想的。我喜欢小朋友，我喜欢和他们一起玩耍，我希望教他们丰富的知识，告诉他们世界是丰

富多彩的，希望他们能够有一颗善良的心。所以我现在非常享受和他们在一起的生活，这让我很幸福。

Many people have mentioned to me that I should be able to find a better paid job with less stress based to my education background. However, that is not where my interests lie. I love children, and enjoy being around them. I hope to teach them a lot of knowledge, helping them to understand this beautiful world and love this world with a kind heart. All this makes me happy to be around them.

但是，我的工作除了上课之外，有太多繁杂的事务，这些事情耗费了我太多的时间和精力，让我没有时间去好好地准备我的语文课，也剥夺了我和孩子们在一起交流的时间。这是现在的我最苦恼的地方，我喜欢我工作中的某些内容，但是那些我不喜欢的内容会让我感到疲惫。

也许大部分的工作都是这样？

However, apart from teaching classes, I have too much other work that have taken up too much of my time, which I could make better use in preparing my lessons and communicating with my students. That would be something I don't like about my job. So to sum up, I do like what I do, and there are also aspects about the job that I don't like as they make me tired.

Perhaps this is the situation in most jobs?

施超

2016年11月27日

27th November, 2016





Great Week! Great Weather! Great Wall!

By Hazel Burke
Transition Year Student at Our Lady's School Terenure

This past August, a lucky group of us undertook what would be one of the most memorable experiences of our lives. Jetting off in early August, we embarked on a tour that would be drenched in culture. After a lengthy plane journey endured by several movies, better than average plane food and hours of unsuccessful online quiz competitions, we touched down in the capital of China – Beijing. Past the customs desk, through the arrivals hall and there to greet us was our friendly local guide and the less than friendly local heat!

As we passed through the city en route to our hotel we couldn't be anything but mesmerised by the enormity of the city and the traffic that slowed it down to walking pace. Our hotels were luxuriously comfortable which was a nice surprise. Every night we would come in from an exhausting day filled with the most enthralling and culturally awakening activities to unwind in our spacious rooms. There we would recount the day's activities whilst sampling the abundance of weird snacks that we gathered at the supermarket.

I have wanted to travel the world, to see new places and cultures. Although it's something I've always wanted to do, I never thought I would get this opportunity so young, but last summer I was given the opportunity of a lifetime. Just four months ago I found myself standing on the Great Wall of China surrounded by some of my closest friends. At sixteen to be in this position the only thing we could feel was privileged.

To get such an incredible opportunity so young is not something many people our age are lucky enough to experience. I enjoyed all aspects of the trip, everything was so new to us and even the trip to the supermarket was an adventure with endless flavours of noodles and the limitless selection of matcha flavoured foods (stone ground green tea leaves). I had so much fun shopping in the giant shopping centres and seeing the lights on Nanjing road but some of the tours weren't just fun and exciting they were experiences that really opened my eyes to the world around me. The tour of the Hutong was a very interesting experience. We were brought around the Hutongs on the back of peddled tuk tuks. On this tour we cycled past small shacks that whole families lived in, happy for the roof over their head and thankful for everything they had. It was a sobering experience that made me realise how lucky I really am. I especially enjoyed lunch that day, where a generous local family cooked all 33 of us lunch in their home. The family was very welcoming and told us all about the history of the Hutongs. They made some traditional Chinese dishes, my favourite being the Royal Imperial balls. This recipe had come from the man's grandfather who had cooked them for The last Emperor and was even given a special certificate for his services. This experience as a whole gave me great insight into the life the local people live and real sense of the Chinese culture. I am so gracious for the opportunity I was given. It has sparked a desire in me to visit other countries with different lifestyles

The biggest culture shock we faced during our trip to China was undeniably the feeling of fame. Chinese people were fascinated by the group of western tourists and constantly asked us for photos. We briefly discussed this aspect of their culture in Chinese class in transition year, but the reality was more intense than we had anticipated. After our photo shoots, many of our admirers would come and talk to us about where we were from and what Irish culture is like. Irish people are often dubbed “the friendliest people in the world” however, I think we would all agree that this accolade should be bestowed on our Chinese hosts.

Perhaps our most intriguing exposure to China was in the sampling of Chinese food. I don’t know what the Chinese take-aways at home serve, but it sure isn’t traditional! During the day we went to a restaurant for lunch and dinner. In all the restaurants there was a circular table that spun that everyone would sit around. The waiters would then bring over dishes and place them in the centre of the table so we could reach in and put whatever we wanted on a plate. We were given chopsticks to use but I think most people weren't too adept at using them and opted for the knives and forks instead! There was all sorts of different dishes there, including, soup, tofu, chicken, beef, and lots of rice. If any table completely finished a dish the waiters would bring us over another plate of it. After every meal they would place watermelon on the table for us to eat too. This was a treat we all loved. We sampled many teas when we were on tour too and even sat for a tea ceremony. Nothing like a good cup of cha!!

I could write a novel about our journey but I am restricted to so few words for this article. The Great Wall was, indeed, Great! The Temple of Heaven –beautiful; the Yonghe

Temple—peaceful; the Bund— bustling; the Shanghai skyline—encapsulating and the museums –absorbing. With temperatures warm all day, no rain and tea a plenty it is easy to see why we Irish loved China.

再见 from Hazel!



Day 1 Etihad Check in for Dublin to Abu Dhabi flight.	09:30 Climb Great Wall at Badaling	16:00 Stop at the Bund for photograph
Day 2 Arrive Beijing Transfer and check-in to Hotel 15:00 Leave Hotel 16:00 Beijing Olympics Sites 17:30 Dinner at local restaurant 18:30 Sichahai Historic Secnic Area 20:00 Transfer back to Hotel	13:00 Lunch at Runze Jade Garden 14:30 Summer Palace 18:00 Peking Duck dinner at Quanjude	17:30 Dinner at local restaurant 18:30 Transfer to Hotel
Day 3 Beijing 08:30 Leave Hotel 09:30 Tiananmen Square, Forbidden City 13:00 Lunch at local restaurant 14:00 Yonghe Palace (the Lama Temple) 17:30 Dinner at local restaurant	Day 5 Beijing 09:00 Leave Hotel 10:00 Hutong tour with rickshaw 11:30 Visit local family & Lunch 13:00 Chinese Tea Ceremony 14:30 Temple of Heaven 18:00 Buffet dinner at Hotel	Day 7 Shanghai 08:30 Leave Hotel 09:30 Shanghai Old street 11:00 Xintiandi (old French Concession) 12:00 Lunch at local restaurant 13:30 Shanghai Museum 15:00 Nanjing Road for shopping 18:30 Farewell Dinner at BBQ Place
Day 4 Beijing 08:30 Leave Hotel	Day 6 Beijing - Shanghai 08:00 Transfer Hotel to Train Station High-speed train to Shanghai 15:00 Pick up by Shanghai Tour Guide	Day 8 Shanghai Free day at leisure 12:00 Check-out Hotel 19:30 Transfer to Airport
		Day 9 Shanghai to Home after a wonderful trip!



CHINESE DEGREE COURSES AT UCD



The Irish Institute for Chinese Studies at UCD, with support of UCD Confucius Institute for Ireland, offers both undergraduate and postgraduate courses in Chinese language and culture. Along with the aforementioned Professional Diploma, Higher Diploma and Masters Degree in Teaching Chinese Language and Culture, the Irish Institute for Chinese Studies at UCD also partners with UCD Quinn School of Business and UCD Sutherland School of Law to deliver Bachelor Degree programmes combining Chinese Studies with Business or Law.

The Bachelor of Commerce International with Chinese has seen 138 graduates since its inception in 2006. The degree course incorporates a year's placement in a leading Beijing university and opens up a wealth of career options for graduates. Latest figures indicate that graduates from BComm (Chinese) hold interest for 78.5% of Irish companies.

The first intake for the Bachelor of Law with Chinese Studies was in 2014. The course enables students to achieve a degree in Irish law, while simultaneously acquiring a broad knowledge of Chinese law and a high competence level in Modern Standard Chinese (Mandarin). As with the BComm, students on this course spend their third year in a pre-eminent Beijing university and enjoy exceptional career prospects after graduation.

The Professional Diploma in Teaching Chinese Language and Culture course seeks to enhance the student's competence in the teaching of Chinese language and culture in secondary schools. Graduates of the Professional Diploma are eligible to apply for a Masters Degree in Teaching Chinese Language and Culture.



Law & Chinese Studies

BCL (Hons)

Duration: 4 years

CAO Code: DN600

CAO Points: 520-625

Joint Major

- Recognised Irish law degree - BCL
- Broad knowledge of Chinese law and Culture
- Strong competence in Mandarin
- One year in a leading law school in Beijing

Why Chinese Studies?

China has now become the world's second largest economy and potentially the largest in the foreseeable future.

China is now the biggest trading nation in the world.

China and the EU now trade well over €1 billion a day.

China has been Ireland's largest trading partner in Asia since 2006 and is expected to become Ireland's fourth biggest trading partner by 2030.

High demand for business service for the increasing two way trade and investment between Ireland and China.

No previous knowledge of Chinese is required. Students with previous learning experience can also be accommodated.

One Year in China

Third year in Beijing at prestigious Law Schools:

- Renmin University of China
- China University of Political Science and Law

Enhancing your Mandarin
Studying Chinese and EU law
Classes in Mandarin and English

What you will study?

Chinese Studies

Language

- Elementary Chinese
- Intermediate Chinese
- Advanced Chinese
- Legal Chinese

Culture & Society

- General Introduction to Chinese Culture
- Chinese Business Culture
- Chinese Legal Culture
- Contemporary Chinese Society
- Chinese Politics

Business

- Doing Business in China
- Chinese Business Law

Law

There is a wide choice of modules available in the UCD Sutherland School of Law. You will study the core elements of Irish law including:

- Contract Law
- Constitutional Law
- Tort Law
- EU Law
- Property Law
- Criminal Law



BComm International

Bachelor of Commerce International (Chinese)

Duration: 4 years

CAO Code: DN660

CAO Points: 515-625

Major and Minor

- Recognised Irish business degree
- Broad knowledge of Business and Chinese
- One year in a leading university in Beijing
- Superb career opportunities

Why Chinese Studies?

China has now become the world's second largest economy and potentially the largest in the foreseeable future.

China is now the biggest trading nation in the world.

China and the EU now trade well over €1 billion a day.

China has been Ireland's largest trading partner in Asia since 2006 and is expected to become Ireland's fourth biggest trading partner by 2030.

High demand for business service for the increasing two way trade and investment between Ireland and China.

No previous knowledge of Chinese is required. Students with previous learning experience can also be accommodated.

One Year in China

First half year you will study at one of our prestigious partner universities and business schools in different major cities of China, and second half year you could choose one of two top universities in Beijing, allowing you to integrate your business education while also experiencing the Chinese culture and society.

What will you study?

Business

Students study a core set of business modules. These business modules cover quantitative skills such as Economics and Finance, Accounting, Maths and Data Analysis. Students also develop their understanding of the softer skills required in the business world by studying how organisations work, how business works in society and the effects of culture on business practices.

Study of business subjects is complemented by the study of the Chinese language and culture.

Language

- Elementary Chinese
- Intermediate Chinese
- Advanced Chinese
- Business Chinese

Culture & Society

- General Introduction to Chinese Culture
- Chinese Business Culture
- Chinese Legal Culture
- Contemporary Chinese Society
- Chinese Politics
- Doing Business in China
- Chinese Business Law

BComm International:

Bachelor of Commerce International (Chinese)



I studied the BComm International degree with Chinese in UCD and graduated with a first class honours degree in 2015. Studying Chinese with the Confucius Institute was one of the most worthwhile and enjoyable experiences of my time in education to date. I was given the opportunity to live and study in both Beijing and Shanghai, learning the language through total immersion and experiencing first-hand the Chinese way of life. The teaching staff in the CII are first-class – the supportive and creative learning environment made studying Chinese easy and fun. Due to smaller class sizes, the teachers provided all students with individual attention and tutoring when needed. As well as language classes, CII held Chinese culture workshops where students could try out Tai Chi, calligraphy, and Chinese traditional music.

I am now a trainee auditor with a top global accountancy firm and I get to use my Chinese language skills on a daily basis. From reviewing legal documents and emails from Chinese clients, to using my language skills to translate in meetings, my years of study in UCD have really benefitted me in furthering my career. I recommend studying this course in UCD as it has opened up a world of opportunities for me, in Ireland, China and abroad.



Caraiosa Cleary



Professional Diploma in Teaching Chinese Language and Culture

Duration: One Year

Part-time study

Face-to-face & Online

Professional Diploma

- Train to deliver Chinese language and culture lessons to schools
- Raise your Chinese language proficiency for both spoken and written
- Ability to demonstrate specialised knowledge & understanding of Chinese language and culture

What is this course for?

This course is designed for qualified teachers who are interested in teaching Chinese language and culture in schools.

For teachers who have already mastered the pedagogy in Irish schools but do not have sufficient knowledge of Chinese language and culture, this course aims to improve the professional teachers' language skills in Mandarin Chinese and understanding about Chinese culture, and to develop their competence in both teaching Chinese as a foreign language and introducing Chinese culture.

Our Aims

The language section of the course aims to further develop students' comprehensive language competence, focusing on both spoken and written Chinese.

The cultural part aims to help students develop a broader understanding and deeper appreciation for Chinese culture, so as to develop the capability of organising cultural events or work-shops at schools independently.

The teaching practice aims to establish the links between theory and practice in teaching Chinese language and culture, so as to prepare students to be effective teachers of Chinese at schools.

What you will study?

The Professional Diploma comprises three modules:

- Teaching Chinese Language and Culture I (semester 1)
- Teaching Chinese Language and Culture II (semester 2)
- Chinese Teaching Methodology and Practice (semester 3)

Each week the courses are divided into 2 hours face-to-face teaching and 2 hours online teaching.

Face to Face Teaching

- Chinese language course
- Group demo teaching
- Culture group work
- Culture workshop
 - Chinese cooking
 - Dinner table manners
 - Chinese painting & calligraphy
 - Paper-cutting & Chinese knots

Online Teaching

- Language Tutorial
- Culture Lecture
 - Confucianism
 - Business culture
 - Food culture
 - Tea & drinking culture
 - Chinese sports
 - Chinese arts
 - Tourism in China
 - Chinese religion
 - Chinese education system



Michael Fitzgerald

Diploma in Teaching Chinese Language and Culture

I have to say the standard of teaching and instruction is first class. There is plenty of scope for individual learning as well as group-work in speaking, listening and reading Chinese as well as writing Chinese characters. The Chinese Cultural aspects of the course have been wide-ranging and most satisfying to gain knowledge of. For instance, we have gained experience in aspects such as Chinese Food and Drink Culture, Confucian Philosophy, the Evolution of the Chinese writing script, etc. through workshops, reading, presentations, essays and assignments.

What if my Chinese competence does not meet the entry requirement for the course?

UCD Confucius Institute provides a free one-year evening course to help Irish teachers achieve the language competence required to pass the entrance examination for the Professional Diploma course. The class is available at UCD, Galway Education Centre, Kildare Education Centre and online.

Am I eligible?

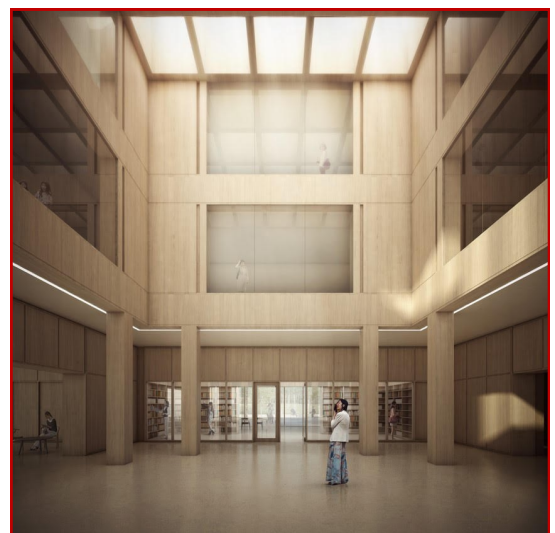
Any teachers who are qualified to teach in schools in Ireland and that have passed the entrance examination for this course are eligible to apply. The entrance examination is held by the Irish Institute for Chinese Studies in UCD between June and August every year.



For further information:

Tel: (01) 716 3000
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Email: china@ucd.ie
Web: www.cii.ie

Irish Institute for Chinese Studies/
UCD Confucius Institute for Ireland,
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CHINA SICHUAN 四川菜館

Chef's Cookbook

At China Sichuan we are proud to offer our customers a fine Chinese dining experience.



Our team of Chinese chefs, led by second generation restaurant owner Kevin Hui, strive to maintain a varied and authentic Sichuan menu utilising only the best of Irish produce. We also offer an exclusive dessert menu, carefully created to complement our dishes and ensure our customers' complete satisfaction throughout the dinner.

For those a little more adventurous, a full cocktail selection is available with all the "classics" as well as a range of interesting "new creations" from our experienced barman.

From our signature Sichuan dish "Chicken Kung Pao" to everyone's favourite "Fried Pork Shreds in Garlic Sauce" we use all the vibrant and strong flavours that have made Sichuan one of the most popular Chinese regional cuisines. Delicious XO chilli sauces, meats smoked with camphor tea, chillis and cumin, ground Sichuan and black peppers - spices and cooking methods you are unlikely to see in your local Chinese restaurant.

The restaurant is located at the heart of South Dublin, just across the road from Sandyford Luas station and only two minutes walk from the Beacon South Quarter. Our elegant and stylish decor and most attentive staff will ensure every visit to China Sichuan Restaurant will be an experience to remember.

We are open for lunch and dinner daily and offer our customers both an A La Carte Menu and a carefully designed Set Menu to give you a perfectly balanced taste for all our specialties.

For reservations please telephone us on +353 1 2935100, or visit our website page at www.china-sichuan.ie, we will be delighted to help. We do not provide a takeaway service.



Fried Pork Shreds in Garlic Sauce “Fish Flavored Pork Shreds” Yu Xiang Rou

This dish has to be one of our favourite dishes. It is probably one of the most famous dishes from Sichuan. “Fish Flavoured” dishes are dishes which use the same ingredients and spices that are normally associated with the preparation of seafood. *Time: Approx 30 minutes*

INGREDIENTS



- 200g Pork Steak

MARINADE: Pork should be marinated for 5 minutes

- 1 egg white
- 15g Corn flour
- A pinch of Salt
- 1 tbsp water

SAUCE

- 10g Finely Chopped Ginger
- 10g Finely Chopped garlic
- 15g Sichuan Garlic Sauce
- 15g Granulated Sugar
- 10g / 2 Tbsp Sichuan Vinegar
- 10 g / 2 Tbsp Dark Soya Sauce
- 5g / 1 Tbsp Shaoxing Wine or any cooking white wine
- 50g chopped scallion
- 5 g Corn flour mixed with 5Tbsp Water



COOKING INSTRUCTIONS

1. Take the pork and cut it into thin slices. Then cut the slices into very thin shreds .
2. Place the pork shreds in a bowl with the marinade and mix thoroughly.
3. Heat a wok on high heat and pour in approx. 75ml of vegetable oil. When the oil is hot, (you can tell as the oil starts to smoke), add the pork and stir fry quickly for around 30 – 45 seconds, until the pork turns white in colour.
4. Drain the excess oil from the wok.
5. Add the Ginger, Garlic and Sichuan Garlic Sauce until the oil turns red and you can smell the garlic and ginger
6. Add the Sugar, Vinegar, Soya Sauce, and wine and stir fry for a further minute.
7. Finally add the scallions and corn starch mixture. Stir fry for another 10 seconds and serve on to a serving dish, with some steamed rice.

Tangram

Introduction

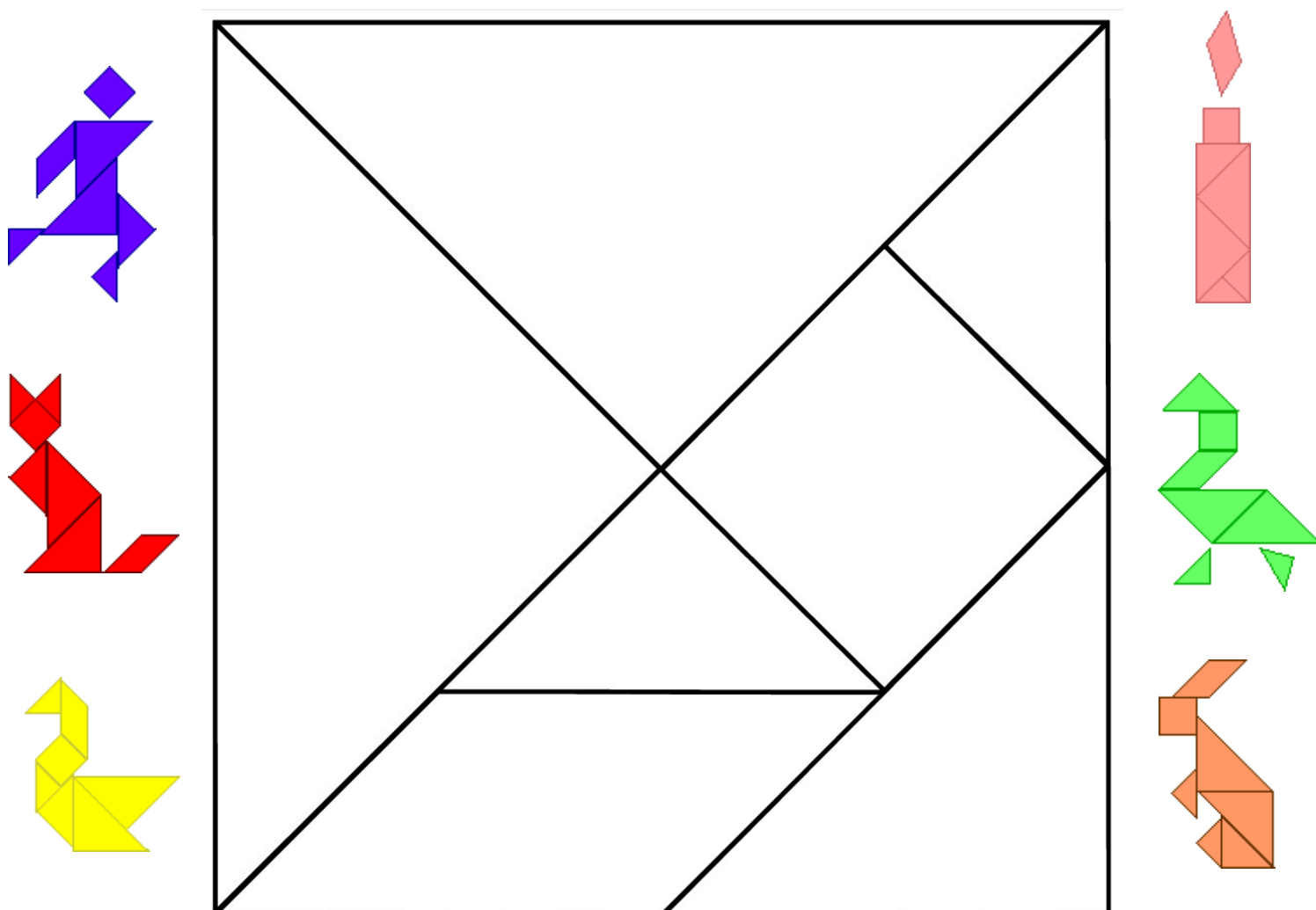
The tangram is an intellectual puzzle game, originated in China. It consists of seven pieces, in the shapes of triangles and quadrilaterals. Tangrams were called 七巧板 or "Chi-Chiao Pan", meaning "the seven intriguing pieces". The objective of the puzzle game is to form a designated pattern using all the seven pieces together. There are many patterns which may be formed from the tangram pieces. These include basic geometric patterns, shapes of animals, and various common objects.

Brief History of Tangrams

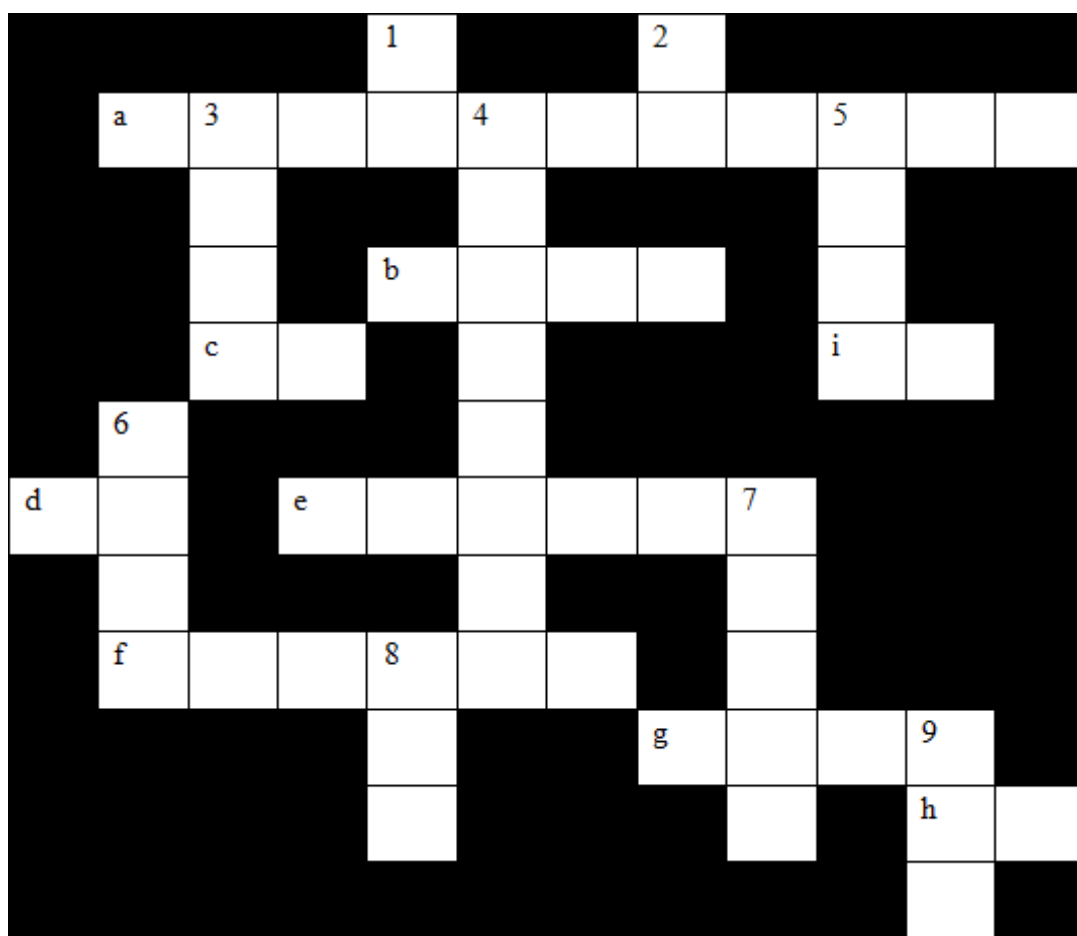
The tangram is one of the historical dissection puzzles originating from imperial China. Various tangram patterns may be form from the simple geometric pieces of the tangram puzzle. One documentation on tangrams was recorded in a Chinese book dated 1813, however, tangrams have been know to have existed much earlier in history. Another book, "New Figures of the Tangram" by Shan-Chiao, was published in China in 1815, which contained 374 tangram patterns. These documentations were written during the reign of emperor Chia-Ching, during the time when tangrams were at the summit of its popularity in China. Known to the Chinese as the "wisdom puzzle", tangrams have been well-known to the western world since the 19th century.

Your Turn!

Why not try one and see how good you are. Simply cut out the shapes from the template below.



CHINESE CROSSWORD



(Hints within "" are literal translations of the answers)

a. "What are you going to do in the school this afternoon?"

b. "Happy New Year"

c. "Yummy"

d. "Important"

e. "Her daughter is adorable."

f. "I swim everyday."

g. Something you should never say to your girlfriend.

h. Lenovo, Sony, iMac...

i. Literature to read before ordering food

1. 12 a.m.

2. A leaving cert subject

3. A way to describe a sunny day in Ireland.

4. "Where are you going to travel next year?"

5. Something that a Chinese chef does for living

6. "Don't hit me."

7. "Ireland is not cold."

8. An important European city

9. Something people do on a romantic date

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