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I . PRE-CLASS	
iQuestion—What is a Xiaokang Society?	Teaching Design
Preview tasks assigned through “Chaoxing platform” (超星泛雅). <i>Q1: What does the word “Xiaokang” mean?</i> <i>Q2: What is meant by “Xiaokang society” in a modern era?</i> <i>Q3: Why does China pursue a “moderately” prosperous society?</i> <i>Q4: Have we achieved complete Xiaokang in 2020?</i> Task 1 Please watch/read the following materials and find answers to the above questions. Some food for thought: [1-1] Chinese Terminology: Xiaokang Society. (Video & Article) [1-2] Xiaokang Society: A Long Cherished Wish. (Article) [1-3] Across China: “Xiaokang” in a Chinese Family’s Archive. (Article) [1-4] SIFF Film Exhibition Spotlights China’s Progress Towards a “Xiaokang Society”. (Article)	Problem-based tasks to arouse interests.
iLearn—How to Build a “Xiaokang Society”?	Teaching Design
Task 2 Prepare yourself for interpreting tasks on the following subjects. The videos and reading tasks that follow would serve as a good starting point. You may also explore on your own with CGTN’s special report—“Road to Xiaokang Society” (https://www.cgtn.com/specials/Road-to-Xiaokang-Society.html) to know more about the topic. • China’s Goal of Achieving Complete Xiaokang by 2020. • The Government’s Measures to Build a Xiaokang Society. • UN’s Millennium Development Goals & Poverty Reduction. • Efforts to Enhance People’s Livelihood: Anti-Corruption, Poverty Alleviation & Rural Construction. Some food for thought: [2-1] China’s “Two Sessions” to Secure Nation’s Xiaokang Victory. (Article) [2-2] Reforms to Build a Xiaokang Society in China. (Article) [2-3] Launch of the UN Sustainable Development Goals. (Article) [2-4] Xi’s War on Poverty. (Article) [2-5] China’s Anti-Corruption TV Series Goes Viral. (Video & Article) [2-6] New Socialist Countryside—What Does It Mean? (Article) While you watch and read, please also note down the key terms as well as necessary background knowledge (e. g. “comprehensive strategic partnership of coordination” and its connotation), and compile a bilingual glossary on the weekly topic. Bring the glossary to the class and compare yours with that of your classmates.	Guiding students to conduct pre-conference preparations on their own.

II. WHILE-CLASS	
iDiagnose: Why Numbers Matter?	Teaching Design
LEAD-IN [PPT] A video clip on the China's roadmap of building a moderately prosperous society in all respects. <i>Q1: What did you learn from this video clip?</i> <i>Q2: According to the 13th five-year plan, what will we do to achieve complete Xiaokang? What are the specific goals?</i> <i>Q3: How to quantify these goals?</i> [Teacher] The video clip has mentioned some specific goals such as poverty reduction, education, housing and air quality with numbers to quantify these goals. [PPT] A picture showing the criteria of a “moderately prosperous society in all respects” with numbers. [Teacher] We're used to measuring our progress or goals with numbers because numbers talk. We deal with numbers every day. And for interpreters, numbers are crucial pieces of information that are by no means open to linguistic interpretation and no error is permissible in the process. SKILLS EXPLAINED 1. Conversion Skills <i>Q: How good are you in dealing with numbers?</i> [PPT] Big Numbers Challenge. Five cards with numbers from 3 digits to 12 digits. [Teacher] Invite five students to be the speakers. The rest of the students shall convert numbers into the target language as soon as possible. The game aims to give the students a first-hand experience of interpreting numbers and reveal the challenge of interpreting numbers. <i>Q: Why the challenge?</i> [PPT] A chart to explain the differences between the two systems on numbers (Table 1).	A video clip to illustrate why numbers are crucial to interpreters. A number game to arouse students' interests and help them understand why figures may be troublesome to beginners.

iDiagnose: Why Numbers Matter?

Teaching Design

Table 1 Comparing the two language systems on numbers

1	一	one
10	十	ten
100	百	1 hundred
1, 000	千	1 thousand
10, 000	万	10 thousand
100, 000	十万	100 thousand
1, 000, 000	百万	1 million
10, 000, 000	千万	10 million
100, 000, 000	亿	100 million
1, 000, 000, 000	十亿	1 billion
10, 000, 000, 000	百亿	10 billion
100, 000, 000, 000	千亿	100 billion
1, 000, 000, 000, 000	万亿(兆)	1 trillion

Use a chart to present the differences of the two systems in terms of the order of magnitude.

[Teacher] Highlight the differences in the orders of magnitude which resulted in part of the challenges in interpreting. Guide students to understand the differences with two quick exercises (Table 2).

Table 2 Example

十万零二	6, 129 million
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[Teacher] Yes, difference in the orders of magnitude is the major trouble. For example, “十万零二” used “万 (ten thousand)” as the order of magnitude, yet we cannot use “ten thousand” as the order of magnitude in English; instead we have to use “thousand” and the number would be 10 * 10 thousand and two, which reads as “one hundred thousand and two”.

Another thing to note is that British and American people may differ when they read the number “6, 129 million”, British may use thousand before another “million” as the order of magnitude, while American tend to use a higher order of magnitude “billion”, which means 6, 129, 000, 000 can read both as “six thousand one hundred and twenty-nine million” and as “six billion one hundred and twenty-nine million”. These variations add to the difficulty of conversion.

Use an example to illustrate the difficulties.

Q: How to rise up to the challenge?

[PPT] Two methods to deal with big numbers.

iDiagnose: Why Numbers Matter?

Teaching Design

1.1 Ruler method(Table 3)

Table 3 Ruler method applied

			b			m			th			
			十 亿	亿	千 万	百 万	十 万	万	千	百	十	个
							6	2	5	7	2	5
		1	5	6	2	1	1	0	0	0	5	0

Examples

- 62 万 5725 → 625 thousand and 725.
- 156 亿 2110 万零 50 → 15 billion 621 million 100 thousand and 50.

[Teacher] The interpreter draws a form at the top of each piece of paper in advance and puts numbers in the form when necessary. The disadvantage is that it takes times and may confuse the interpreter when there is a lot of numbers. Therefore, this method is only useful for beginners who find it really hard to do conversion. It cannot be used for speeches thick with numbers or those with a high density of information.

The interpreter may also draw a simplified form at the top of each piece of paper or prepare a small piece of paper with the size of a ruler in advance and put numbers in under the line when necessary. It is not the best way to note down numbers as it still takes times and may confuse the interpreter when there are a lot of numbers. This method is suitable for intermediate learners. It is not recommended for speeches thick with numbers or those with a high density of information.

1.2 Comma method(Picture 1)

1, 7 165, 031 2, 059
6 117, 001 2, 340

Picture 1 Example

Examples

- 1 billion 765 million 32 thousand and 59 → 17 亿 6503 万 2059.
- 617 million 2 thousand 3 hundred and 40 → 6 亿 1700 万 2340.

[Teacher] The comma method is a simplified version of the ruler method. It is most useful due to its convenience to use. This method is suitable for advanced learners who are quite proficient in converting numbers, who understand and utilize the differences of the two systems, especially the ternary features for English readings and quaternary features for Chinese readings. Therefore these learners can come up with the right order of magnitude instantly with the help of only commas and lines for segmentation. This method is easy and efficient for advanced learners and is the desired method to be used when it comes to speeches thick with numbers or those with a high density of information. Some interpreters may also replace the commas with letters for the order of magnitude, such as “1b765m032t059” and quickly convert the number into the target language(Picture 2).

Provide methods for students to train themselves on conversion of numbers step by step.

iDiagnose: Why Numbers Matter?	Teaching Design
Group 1 (4-6 digits) 840,007 (E-C) 790,000 (C-E) Group 2 (7-11 digits) 90,900,417 (E-C) 507,000,000 (C-E) Group 3 (≥12 digits) 154,936,450,000 (E-C) 756,800,400,000 (C-E) Picture 2 Hands-on practice on the conversion of numbers Exercise I [PPT] Apply the two skills to note down the numbers and convert them into the target language. [Teacher] Invite two students to the stage for a contest on interpreting figures. Read the numbers to the students. Then invite students to compare their numbers with the two on the stage and vote for the one that is most accurate in noting down numbers through “Rain Classroom”. The students are also encouraged to air their opinions on interpreting figures by the function of “bullet subtitles” in “Rain Classroom” and then the teacher can create a word cloud using the app and project both the voting result and the word cloud on the screen to see whether students in the class can note down most of the numbers accurately and what are their concerns in dealing with numbers in interpreting. Q1: Did you note down all the numbers correctly? Q2: Which method did you use and why? [Teacher] Analyze the results and invite students to share their findings and their problems. During the process, the teacher can guide students to understand the advantages and disadvantages of both methods and help them to decide on the one to be used while interpreting. Normally interpreters rarely encounter such big numbers coming out in a row in interpreting tasks. However, their challenge can come from elsewhere. Numbers in interpreting are not merely numbers in arithmetic value and order of magnitude. It is much more complicated than that. And that’s why we need to learn. 2. Numbers in Context Q: What other challenges will we meet in interpreting? [Teacher] Invite one student to interpret a sentence with numbers and another to make comments. Then analyze the challenges interpreters would meet in real scenarios. CN: 2019 年全年我国国内生产总值为 99.0865 万亿元，稳居世界第二，人均 GDP 首次超过 1 万美元。 EN: In 2019, China’s <u>GDP</u> totaled 99.0865 trillion yuan, ranking the second in the world, while <u>per capita GDP</u> exceeded 10,000 USD for the first time.	Hands-on practice and a quick quiz to help students apply the skills while deriving fun from the process. Use examples to illustrate how numbers should be supported by other details in order to make sense to the audience.

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[Teacher] Apart from the number itself, the other elements associated with numbers are also indispensable in the process. It is more important to present the big picture, or major information, rather than note down each and every digit of the big number.

2.1 Five elements of numbers

[PPT] Numbers, as used in meetings, are more complex than at first seem. Often they may involve five elements while interpreting (Table 4).

- Arithmetic value.
- Order of magnitude.
- The unit.
- What the number refers to.
- The relative value of the number.

Table 4 Five elements of numbers

	EN	CN
Arithmetic Value	0~9	
Order of Magnitude	Thousand, million, billion, trillion	十、百、千、万、亿
The Unit	inch, foot, mile, hectare	寸、尺、里、亩
What the Number Refers to	Is it cane sugar(蔗糖) or beet sugar(甜菜糖), raw sugar (粗糖) or refined sugar (精糖)?	
The Relative Value of the Number	Is it being quoted in isolation as a fixed value, or is it being quoted as an increase or decrease, and if so in relation of what, and by how much or in what proportion?	

[PPT] Please analyze the five elements of numbers in the two sentences.

Exercise II

- (1) 今年夏粮产量达到 2856 亿斤, 增产 24.2 亿斤, 创历史新高。
- (2) 我国铁路营业里程达 13.9 万公里, 其中高铁超过 3.5 万公里, 运营里程居世界第一。

[Teacher] Invite students to analyze the five elements of numbers in the above sentences and identify how to avoid mistakes in units, paying attention to the differences between the Chinese system of unit (e. g. jin) and the international system of units (e. g. kg).

iPractice—How to Apply the Skills	Teaching Design
[PPT] A news clip from CCTV-13 on the achievement by Shibadong Village in poverty alleviation. Please listen, take notes and interpret the speech. Exercise III Shibadong Village: Paradigm for China's Targeted Poverty Alleviation. 位于武陵山深处的湖南湘西州十八洞村,曾是个典型的贫困村,2013年,村民的人均纯收入仅有1668元。也就是在这一年,习近平总书记来到这个小山村,首次提出了“实事求是、因地制宜、分类指导、精准扶贫”的重要论述。5年过去了,十八洞村发生的变化令人眼前一亮。2017年2月,十八洞村整体脱贫。2018年,千亩猕猴桃再次挂果,仅此一项给村民带来收益88.5万元。2018年,十八洞村人均纯收入达到12128元,比2013年提高了7倍多。在脱贫奔小康的路上,十八洞村又迈出了坚实的一步。 [Teacher] Invite one student to take notes on the stage and interpret the speech into the target language. Then invite another student to comment on the accuracy of numbers with all five elements included as well as the notes and target language reproduction. [PPT] A video clip on the progress made by China in its march toward Xiaokang society. Please listen, take notes and interpret the speech to your partner. Exercise IV China's March Toward Xiaokang. China set the Xiaokang target in 1979, aiming to complete the mission by 2020. During the past 40 years, China has moved steadily towards this goal. In 1980, China's gross domestic product (GDP) was about 307.8 billion US dollars, the per capita GDP was 310 dollars and per capita disposable personal income was 165 dollars. That sum of money was just enough to meet people's basic demand on food and clothing. In 2019, China's GDP was about 14.4 trillion dollars, its per capita GDP exceeded 10,000 dollars for the first time and the per capita disposable personal income was 4,460 dollars. These figures were close to those of the high-income countries. In the past four decades, the average life expectancy of Chinese people increased by about 11 years. [PPT] Think-Pair-Share group discussion to identify the strategies to cope with numbers that come in a row. [Teacher] Play the video once again. Invite two students to take notes on the stage and one of them need to interpret the speech into the target language. Then invite the other student to comment on the accuracy of numbers with all five elements included as well as the notes and target language reproduction. Finally, guide students to summarize the four strategies that can be used to deal with speeches dense with numbers: • Applying symbols to save time. • Adopting an efficient layout when possible. • Using a rough number instead of retaining the arithmetic value in every digit. • Relying on your powerful memory to store repeated or familiar messages.	Hands-on practice. A hidden curriculum of ideological and political education: China's poverty alleviation efforts and the results. A hidden curriculum of ideological and political education: people's livelihood improved while we endeavor to build a Xiaokang society. Think-Pair-Share group discussion to enhance students' own ability in problem-solving.



iSummarize	Teaching Design
SUMMARY [PPT] (1) Understanding numbers. • Arithmetic value. • Order of magnitude. • The unit. • What the number refers to. • The relative value of the number. (2) Conversion skills. • Ruler method. • Comma method.	A quick test to enhance students' memory.

III. POST-CLASS	
"Have Your Say": Hands-on Practice	Teaching Design
ASSIGNMENT (1) Read Unit 12 of the textbook and finish the exercises in pages 197–218. Work in pairs and practice the three conversion skills with the exercises on pages 199–200 and prepare for a test on interpreting figures next week. (2) Complete the tasks in Chapter 6 Interpreting Figures of the online course on "Chaoxing platform".	