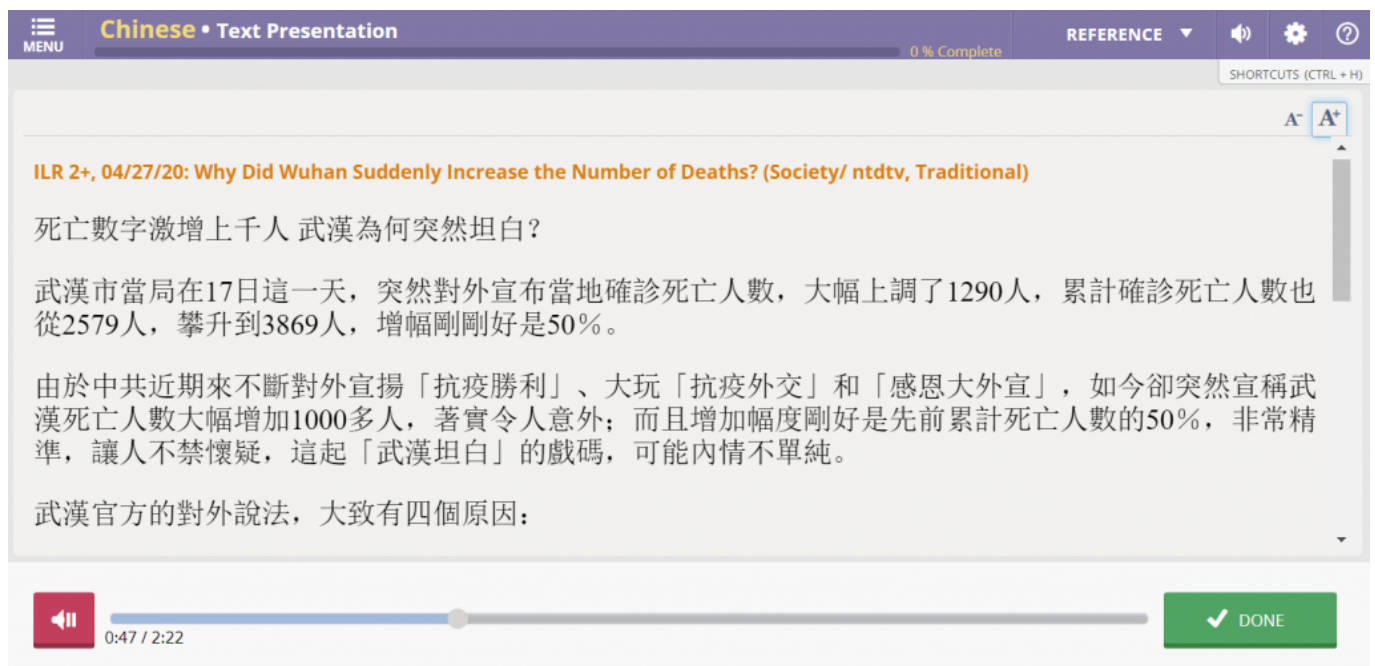


CL-150 Cohort Lesson of the Month – April 2020

Looking for recent, relevant learning materials for on-the-job sustainment? The CL-150 Cohort team has already published more than 500 new lessons so far this year, covering current events that range from a waste management crisis in Lebanon to the US meetings with the Taliban to, of course, COVID-19.

This month's [featured lesson](#) does indeed cover COVID-19, in particular the unexplained drop in deaths reported in Wuhan, China. While it's one of the most pressing questions in global health right now, that's not the reason we're featuring this lesson! What makes this lesson special is that it's one of the first to highlight traditional Chinese characters.



Chinese • Text Presentation 0 % Complete REFERENCE 🔊 ⚙️ ?

SHORTCUTS (CTRL + H)

ILR 2+, 04/27/20: Why Did Wuhan Suddenly Increase the Number of Deaths? (Society/ ntdtv, Traditional)

死亡數字激增上千人 武漢為何突然坦白？

武漢市當局在17日這一天，突然對外宣布當地確診死亡人數，大幅上調了1290人，累計確診死亡人數也從2579人，攀升到3869人，增幅剛剛好是50%。

由於中共近期來不斷對外宣揚「抗疫勝利」、大玩「抗疫外交」和「感恩大外宣」，如今卻突然宣稱武漢死亡人數大幅增加1000多人，著實令人意外；而且增加幅度剛好是先前累計死亡人數的50%，非常精準，讓人不禁懷疑，這起「武漢坦白」的戲碼，可能內情不單純。

武漢官方的對外說法，大致有四個原因：

0:47 / 2:22

✓ DONE

What are CL-150 Cohorts?

If you're not familiar, CL-150 Cohorts are weekly lesson streams designed specifically for USG language professionals maintaining proficiency on the job. Each lesson provides a 2-hour "workout" at a specific ILR level, based on a professionally relevant, authentic source.

<https://vimeo.com/381700698>

Why traditional Chinese?

There are two variations of the Chinese writing system: simplified and traditional. While most native Chinese speakers will recognize both, there are reasons to learn one or the other.

Simplified Chinese was designed in the 1950s and 60s, as the name suggests, to simplify the language in terms of number of characters and number of strokes per character. Mainland China and Singapore now use predominantly simplified Chinese, and the bulk of modern, online writing, as well as most research and technical materials, are only available in simplified.

So, what is traditional Chinese and why would we choose to highlight it in a Cohort lesson? Traditional Chinese also takes after its name, as it's the language of poetry, literature,

and art. However, traditional is also still the primary system used in Taiwan, Hong Kong, and Macau. According to our Chinese lesson author, Li, learning traditional Chinese is useful for many reasons:

“Obviously if you plan to work in Taiwan, Hong Kong, or Macau, it’s important to know Traditional Chinese. But even in mainland China, there is a certain prestige that comes with knowing Traditional characters. Shop signs and advertisements in China sometimes use traditional characters to create an elegant appearance.

Also, Chinese characters used in written Japanese and Korean are also much closer to traditional Chinese characters. This will give you a leg up if you need to understand some level of those languages as well.”

There are several hundred simplified Chinese characters that are so different from the traditional characters that even people who read and write traditional Chinese fluently need to memorize the simplified versions.

Teaching traditional in Cohort lessons

This month’s Cohort lesson of the month comes from the ILR 2+ Chinese lesson stream: [ILR 2+, 04/27/20: Why Did Wuhan Suddenly Increase the Number of Deaths? \(Society/ ntdtv, Traditional\)](#)

The screenshot shows a digital learning interface for a Chinese reading comprehension lesson. The top bar indicates the course is 'Chinese • Reading Comprehension' and is 33% complete. The main content area is divided into two sections. On the left, there is a news article in traditional Chinese characters. The article title is 'ILR 2+, 04/27/20: Why Did Wuhan Suddenly Increase the Number of Deaths? (Society/ ntdtv, Traditional)'. The text discusses the Wuhan situation, mentioning a sharp increase in deaths and the government's response. On the right, there is a 'Questions' section. The first question is a multiple-choice question asking for the meaning of the idiom '避重就轻' (avoiding the heavy and seeking the light). The options are: '有了錯誤，應認真檢查，決心改正。', '避開主要的問題，而談些無關緊要的事。', '避開艱難繁重的工作或責任，而選擇輕鬆容易的。', and '看看哪個重，哪個輕。'. The second question is '這篇文章的目的是什麼?' (What is the purpose of this article?). A 'DONE' button is visible at the bottom of the question panel.

The lesson text is from an authentic news article written in traditional characters. For further practice, Li also used traditional in each of the lesson’s learning activities, including the vocabulary, reading and listening comprehension questions, etc.

While some characters are the same in both writing systems, many simplified characters differ to make them easier to read and write. Of the 14 key words and phrases chosen from the text to be used in vocab activities, 11 differ from their simplified counterparts. So even if a learner has already learned some of the vocabulary in simplified, the traditional form will be new to them—expanding not only the breadth but also the depth of their Chinese knowledge.

Chinese • Matching 21 % Complete REFERENCE SHORTCUTS (CTRL + H)

Drag each item to its match

epidemic	✓	疫情
really	✓	著實
to increase significantly	✓	大幅上調
repertoire	✗	懸殊
disparity	✗	戲碼

RETRY NEXT

This is one small example of how CL-150 Cohorts are evolving over time to better meet the needs of sustainers maintaining and enhancing proficiency on the job. **If you have suggestions of how we might improve the Cohort lesson streams to meet your organization's needs, we'd love to hear your feedback in [this quick survey!](#)**