Creative Teaching at GCSE
Jonathan Pope

6th & 7th June 2014

11th Annual Chinese Conference
IOE Confucius Institute for Schools
Developing an integrated understanding of the character system

Animated character gifs: www.mdbg.net
Animated character gifs: www.mdbg.net

To snow | To rain
xì à xǐ̀ | Xià yǔ

cold | hot
léng | rè

warm
Nǔan huo

Extension
Can you translate:
今天很热，可是明天会很冷
Declarative and procedural radical knowledge lags behind the ability to deconstruct characters, even in third year university students

Shen and Ke, 2007
Creative Teaching at GCSE
Jonathan Pope

6th & 7th June 2014

Collaborative mind mapping

[Diagram of mind map with Chinese characters and English labels such as "form", "meaning", "你好", "你", "分钟", etc.]
Developing active reading skills

This is the first dialogue in an English foreign language textbook published in China:

8,5,12,12,15 13,1,18,11!
8,15,23 1,18,5 25,15,21?
9 1,13 6,9,14,5 20,8,1,14,11 25,15,21,
1,14,4 25,15,21?
This is the first dialogue in an English foreign language textbook published in China.

Hello Mark!
How are you?
I am fine, thank you! And you?

Bottom up reading strategies

encoding
decoding
Integrated reading strategies

Expectations, beliefs, interpretation

Linguistic information

4 A visit to the school library.

5 老师带着明明和同学们到图书馆去看书。明明
喜欢看中文杂志，他的好朋友大伟喜欢看英文书。图书馆
里很安静，一点声音都没有，大家都在看书。

7 Read Ma Tian’s email to his friend.

大明：

对不起，我今天不能和你一起去踢足球，我要和家人
去医院，因为我弟弟生病了。明天我再给你打电话。

马田

六月七日
Support and warm up

What preliminary activities and warm ups could make the text more accessible?

What differentiated support could be given to students while they are completing the activity?

What other activities may flow from this text?

Preparatory activities

English introduction to text content, author and format

Simple reading activities

Cultural discussions

Text marking

Gap fill

Oral activities

Character recognition games
Extended text support

Explanation in English of what is happening in each paragraph / part of the text.

Paragraph one:
A little girl, Lanlan, talks about why she likes Spring festival.

Paragraph two:
Lanlan's Mother talks about why Spring festival is hard work.

Paragraph three:
Lanlan's Grandmother looks back at Spring festival in the past.

Marked text

Verbs [actions]:
- 走 (zǒu) - go
- 买 (mǎi) - buy
- 看 (kàn) - read
- 睡 (shuì) - sleep

Adjectives [descriptions]:
- 新 (shēn) - new
- 红 (hóng) - red

Pinyin

你好，我叫兰兰，我八岁。

我特别喜欢春节，因为今天是春节，因为很多人送红包，我妈妈给我一百元，妈妈还给了我三元！我明天要买很多巧克力！我和家人一起看电视，和朋友一起去看烟花。我常常晚上九点睡觉，但是我今天晚上不睡觉。上个星期，我和爸爸妈妈一起买了好看的新衣服，我很高兴。

Culture discussion / extension:
常回家看看

Writing activity:
Write an account from the son’s perspective

Cultural role play – act out a scene based on the three characters

Extension listening – telling stories

Shorter reading / character recognition activities

Reading support

Text marking

Cultural context

Oral activities

Introduction to text type / function
“We now know that a text is not a line of words releasing a single theological meaning, but a multi-dimensional space”

Barthes: Death of the Author

Beyond memorisation: preparation for controlled assessments
Using imagery

我星期天和哥哥一起去公园踢足球

I Sunday with brother go park play football
Memorize now

www.memorizenow.com
Using emotion
我上个周末和哥哥一起踢了一天的足球。虽然很累，但是我们玩儿得太开心了。
我上个周末和哥哥一起踢了一天的足球。虽然很累，但是我们玩儿得太开心了。
我上个周末和哥哥一起踢了一天的足球。虽然很累，但是我们玩儿得太开心了。

Assessment projects

Based on the MYP
Aimed at the production of a real life resource
Possible application to controlled assessments
### Creative Teaching at GCSE

**Jonathan Pope**

**6th & 7th June 2014**

---

### 11th Annual Chinese Conference

IOE Confucius Institute for Schools

---

<table>
<thead>
<tr>
<th>学生</th>
<th>老师</th>
<th>学校</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dartford Grammar School 有很多学生 (一千五百)。我们觉得我们的学生很聪明也很友好。</td>
<td>Dartford Grammar School 的老师很亲切也很有意思。</td>
<td>我们的学校有一个大的体育馆，一个大的食堂。</td>
</tr>
</tbody>
</table>

---

### 我的学校：School Prospectus MYP Writing Assessment

To get the highest marks you must include the following:

1) Five clear sections:
   - Students
   - School Uniform
   - Teachers
   - School Life
   - My school (buildings)

2) A good range of complex grammar structures
   - e.g. 除了。。。以外。。。
   - 因为。。。所以。。。
   - 我觉得。。。
   - ..比。。。

3) A good range of newly learnt vocabulary
   - e.g.  School uniform / Personal characteristics / School buildings / School subjects
Chinese beyond the classroom: useful resources

Using webcasts for key revision content

<table>
<thead>
<tr>
<th>Important verbs</th>
<th>Important mistakes</th>
<th>Key grammar points</th>
<th>Key radicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>带</td>
<td>两/二</td>
<td>又...又</td>
<td>Hand</td>
</tr>
<tr>
<td>打</td>
<td>Measure words</td>
<td>除了...以外</td>
<td>Mouth</td>
</tr>
<tr>
<td>参观</td>
<td>不/没</td>
<td>虽然...但是</td>
<td>Foot</td>
</tr>
<tr>
<td>找</td>
<td>的</td>
<td>因为...所以</td>
<td>Heart</td>
</tr>
<tr>
<td>应该</td>
<td>Time word order</td>
<td>如果...就</td>
<td>Grass</td>
</tr>
<tr>
<td>做</td>
<td>X比Y + adj</td>
<td>X没有Y + adj</td>
<td>Speech</td>
</tr>
<tr>
<td>花</td>
<td>了</td>
<td>和</td>
<td>Sun</td>
</tr>
<tr>
<td>送</td>
<td>和</td>
<td>是</td>
<td>Water</td>
</tr>
</tbody>
</table>

Important verbs: 带, 打, 参观, 找, 应该, 做, 花, 送
Important mistakes: 两/二, Measure words, 不/没, 的, Time word order
Key grammar points: 又...又, 除了...以外, 虽然...但是, 因为...所以, 如果...就, X比Y + adj, 不比, X没有Y + adj, 跟...一样, 之所以...是因为
Key radicals: Hand, Mouth, Foot, Heart, Grass, Speech, Sun, Water
Chinese Pod

PDF – dialogue

MP3 – dialogue, translation and conversation about usage

Audio review MP3 – vocabulary and sentence drilling