

# Chinese GCSE

## 9-1

Teaching and  
learning strategies  
for reading and  
writing





# Objectives

- Themes and demands of the reformed Chinese GCSE (Reading and Writing)
- Explore possible teaching and delivery strategies for aspects such as literary texts and translation
- Opportunity to ask questions



# The Themes

## **All content links to:**

- identity and culture
- local, national, international and global areas of interest
- current and future study and employment



# Assessment Objectives

		<b>New GCSE</b>	<i>Legacy GCSE</i>
A01	Listening – understand and respond to different types of spoken language	25%	20%
A02	Speaking – communicate and interact effectively in speech	25%	30%
A03	Reading – understand and respond to different types of written language	25%	20%
A04	Writing – communicate in writing	25%	30%

# Teaching and learning strategies for Paper 3 - Reading





# Reading

- Identify the overall message of text, key points, details and opinions
- Deduce meaning from a variety of written texts
- Recognise the relationship between past, present and future events
- Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant or adapted literary texts
- Demonstrate understanding by being able to scan for particular information, organise, and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.



# Ideas for using authentic texts

- Adapt short passages from newspapers, magazines, online texts etc which are relevant to the topics.
- Texts may be adapted to make the level of the language accessible.
- Good examples can be adapted from the Sample Assessment Materials.
- Repeated exposure to appropriate authentic texts throughout the GCSE course will give students confidence tackling authentic text questions in their exam.



## Some strategies for tackling authentic texts

- Prediction (initially just presenting a few words with questions)
- Skimming (matching up phrases to specific paragraphs)
- Scanning (looking for cognates, known words and word families)



# Prediction

王勇说，在他的学校每个学生都有一个笔记本电脑。上课时不用课本，用电子书，很方便。

英英听了，就回答说，笔记本电脑很贵，她的学校买不起。

同学们还是用课本上课。上电脑课时，他们用台式电脑。

林山同意，笔记本电脑好是好，也方便，但是字太小了。

他还是喜欢用传统的书，觉得它们很好用。

美美说，笔记本电脑很多人用。台式电脑更好，因为它们更快，不会不见了。做功课的时候，可以在聊天室和朋友交谈。



## Choose the correct answer from WangYong, Yingying, Lin Shan or Meimei.

- (a) \_\_\_\_\_ says that their school cannot afford laptops. **(1)**
- (b) \_\_\_\_\_ says that every student has a laptop at school. **(1)**
- (c) \_\_\_\_\_ says desktop computers are better than laptops. **(1)**
- (d) \_\_\_\_\_ says that traditional textbooks are better.



# Skimming

- Students skim the text to answer the questions related to:
  - Who?
  - When?
  - Where?
  - What?
  - Why?



## 《我家的餐厅》 by Yang Ming Suan

我的家在马来西亚的东海岸，这里有很多美丽的地方和海滩，也有很多漂亮的餐馆，很多中国人来这里旅游。

我家在这儿有一个饭馆。我有时间就去饭馆帮忙。有很多中国人来我们餐馆吃饭，但是我爸爸、妈妈不会说汉语。

我们的餐馆有马来西亚菜，也有中国菜。马来西亚人喜欢吃‘辣’的，所以马来西亚菜很辣。我们餐馆的甜点很特别，很多客人喜欢吃我们的甜点。我们餐馆还有很多海鲜，海鲜很新鲜。



e.g: Students skim the text to match key phrases to paragraphs, e.g.

The author goes to the restaurant to...

**A** serve customers.

**B** meet his friends.

**C** help his parents.

**D** update the menu.



# Scanning

Students scan the text to find:

- Known words
- Cognates
- Particular words
- Words within word families
- Synonyms
- Antonyms



# Decoding

- Select a number of unknown words in the text, e.g. “海鲜很新鲜”。
- Students can use ‘decoding’ strategies to deduce meaning: “海” and “新”
- “鲜” appears twice; it has a radical part of “鱼”, ‘decode’ the relative meaning of the character.
- Seafood must be alive in the sea. Alive object in the sea must be fresh.



## My summer job

Read this blog where Philip describes a summer job.

去年夏天，我在体育中心工作了八个星期。我先做售货员，一个月后，我在服务台工作。

体育中心有游泳、打网球、打篮球的设备，也有餐厅和小商店。商店卖运动器材、衣服和鞋子。很多人喜欢买运动鞋。

来体育中心玩，成人票三十元，学生十五元，小孩六岁以下免费。我有很多很好的同事，我很喜欢在那里工作。

Activity: Please discuss the methods you use to support reading



去年夏天，我在体育中心工作了八个星期。  
我先做售货员，一个月后，我在服务台工作。

体育中心有游泳、打网球、打篮球的设备，  
也有餐厅和小商店。商店卖运动器材、衣服和鞋子。  
很多人喜欢买运动鞋。

来体育中心玩，成人票三十元，学生十五元，  
小孩六岁以下免费。我有很多很好的同事，我  
很喜欢在那里工作。



At the centre there was  
a(n):

- a. internet café
- b. health clinic
- c. restaurant
- d. post office

A lot of people liked to buy

- a. clothes
- b. food
- c. sports equipment
- d. trainers



## Translation

Translate this passage **into English**.

在中国，买一辆自行车很便宜。自行车非常环保，有很多好处。可是，近年来，中国的汽车越来越多。它们给交通和环境带来了不良的影响。

Activity:

Please discuss the methods you use for teaching translation



## Sample answer for the translation

- In China, buying a bicycle is very cheap.
- Cycling is very environmentally friendly and has many advantages.
- However, in recent years, there are more and more cars in China.
- They have had a negative impact on traffic and the environment.



# Literary texts and reading comprehension

- 'literary texts' can include extracts ... adapted and abridged ... from poems, letters, short stories, essays, novels or plays from contemporary and historical sources
- For classroom practice, it is a good idea to work with literary texts that provide links with the topic or grammar being covered at the time.
- [https://qualifications.pearson.com/content/dam/pdf/GCSE/Chinese/2017/teaching-learning-materials/GCSE\\_Chinese\\_2017\\_Using-literary-texts.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Chinese/2017/teaching-learning-materials/GCSE_Chinese_2017_Using-literary-texts.pdf)



# Example literary text

Read the extract from a traditional Chinese fable about a little horse.

## Traditional characters

- 一隻小馬和馬媽媽住在一個大草地上。有一天，馬媽媽說：“你長大了，你能幫媽媽嗎？”小馬說：“好啊！沒問題。”馬媽媽說：“好孩子，這袋東西是送給大羊的，你送去山邊給他，好嗎？”小馬拿了東西就跑了。跑到河邊，小馬看着河裡的水，心想：河裡的水深嗎？我能不能過去呢？他看到一隻老牛在河邊吃草，就去問老牛。

## Simplified characters

一只小马和马妈妈住在一个大草地上。有一天，马妈妈说：“你长大了，你能帮妈妈吗？”小马说：“好啊！没问题。”马妈妈说：“好孩子，这袋东西是送给大羊的，你送去山边给他，好吗？”小马拿了东西就跑了。跑到河边，小马看着河里的水，心想：河里的水深吗？我能不能过去呢？他看到一只老牛在河边吃草，就去问老牛。



# Example classroom activities for literary texts

Activity 1: Read aloud for pronunciation / fluency In pairs. One student reads the text aloud and the other places corresponding pictures down in order.

Activity 2: De-coding of words / meaning behind the word Students read descriptors relating to different sections of the text and assign them appropriately.

Activity 3: Grammatical focus: Focus on an aspect of grammar – e.g. word order. Students allocate time frames to sections of text.



# Example classroom activities for literary texts (contd)

Activity 4: Comparison of two texts or parts of text – sounds / words Students analyse aspects such as use of time phrases, descriptors.

Activity 5: Find the expressions for: In pairs or working alone, students find the expressions in the target language for given English phrases.

Activity 6: Find the four true statements in the text: In pairs or working alone, students read statements and work out which are true.



## General guidance for the Reading paper

- More practice related to topics / questions needed
- Answer the question in the correct language
- Give concise answers
- Lift from the text with caution
- Understanding of grammar will help to answer questions



## General guidance for the translation (Chinese into English)

### **Translation:**

- The translation is based on vocabulary and sentence structures listed in the specification – vital that students are familiar with them
- Prepare and know a range of characters of past action, present action and future action.
- Don't leave out whole phrases/sentences just because a couple of words are unknown – translate what they do know and make a sensible guess at the unknowns based on the context
- Make sure the translation is meaningful in English, be aware of the pitfalls of word for word translation.

# Teaching and learning strategies for Paper 4 - Writing





# Writing

- Students will need to accurately use a variety of vocabulary and grammatical structures and reference to past, present and future events
- In addition, students at the Higher tier will need to:
  - use and adapt a variety of structures and vocabulary with accuracy and fluency, including using appropriate style and register
  - make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince



## Holidays

You write an email about your holiday in last summer to your Chinese friend, Xiaoming.

You **must** refer to the following points:

- how did you spend your best-ever holiday
- how did you usually spend your free time
- what benefits can you get from school holidays
- your plans for this summer.

Write approximately 80–110 characters in **Chinese**.

### Discussion:

**What teaching and learning strategies would you use to prepare students for this type of question?**



# Preparation for writing questions

- ***how did you spend your best-ever holiday?***
  - a. The best ever holiday– my favourite holiday;
  - b. Destinations – countries and cities, transport to get there
  - c. My opinion on this holiday: excellent, good food, beautiful place, great weather (use lots of adjectives )
  - d. Conjunctions, sentence structure
- ***how did you usually spend your free time?***
  - a. My hobbies
  - b. My opinion on my hobbies
  - c. Sentence structure – make the writing flow as smoothly as possible.



# Preparation for writing questions (contd)

- ***what benefits can you get from school holidays***
  - a. Personal opinions – this needs to be extended, e.g.
    - have time to rest – good break before upcoming studies – can spend time with siblings, friends and family - time to travel - can learn new things during holidays, e.g local language
- ***your plans for this summer***
  - a. I plan to travel
  - b. My reasons for travel
    - to visit family members; or
    - to visit famous places / go sightseeing



## Consideration

1. All bullet points must be covered
2. Answer should be relevant to the question
3. Vocabulary and sentence structures
4. Paragraphs and number of words
5. Grammar and key characters for an event, e.g past action, present action, future action
6. To ensure the writing flows as smoothly as possible– conjunction words / sentence structures
7. Strokes of characters – accuracy



## Practising strategies for translation

- Read the whole text to get a sense of overall meaning
- Then work at sentence/phrase level – try to produce something that sounds right
- If you can't think of a word, use a synonym or, if you can't think of one, paraphrase (find a different way of saying the same thing)
- Read what you have written as a whole – does it make sense?



## Translation: School subjects

Translate the following passage into **Chinese**.

- Martin goes to school in London. He enjoys Asian history, but found Science difficult last year. He will start Chinese lessons next term. He thinks learning Chinese is important, because he wants to work in China in the future.

Discuss what students should check in their translation.



## Sample answer for translation

马丁在伦敦上学。他喜欢亚洲历史，但是去年他觉得科学很难。下个学期他会开始上中文课。他觉得学习汉语很重要，因为他想将来在（去）中国工作。



## General guidance for the Writing paper

- Avoid going significantly over the required number of characters
- Read each question before starting to write answers
- Read all questions carefully and make sure you answer all points as requested.
- Use vocabulary and sentence structures related to the topic in questions
- Check work carefully



# General guidance for the Translation into Chinese

## Translation:

- Attempt to translate every sentence
- Beware of tenses and grammatical structures listed in the specification
- English vs Chinese
  - word orders and sentence patterns
- Check work carefully

Any  
questions?





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