

Recommended Activities on Character Study

1. Diction to Recognition Skill (Passive: Sound to Character Recognition)	
a. Re-order Character Words	Students are given a list of words in characters and asked to re-order them according to what they hear from the teacher or an audio track.
b. Who Finds It First?	In pairs. A number of words (8-20) are shown in characters in a random order (or arranged in a table). The teacher calls the words one by one in Chinese and each time the student first finds the correct word wins a point.
c. Multiple Choices (without context)	Students are given a group of words (usually three) and asked to pick the one they hear.
d. Multiple Choices (with context)	Fill in the gap with the word you hear. This could work with either one gap in a single sentence or multiple gaps in a short paragraph. Give choices in characters.
2. Character Reading (out-loud) Skill (Active: Character to Sound)	
a. Choral repetition	A group of character words are shown on the board and the teacher leads a choral repetition with the class. The teacher gradually withdraws his/her part from the chorus when the class gains more confidence in the recognition and pronunciation of the characters, so that the class can independently pronounce any word that the teacher points at. The order of the words should be shuffled regularly during choral repetition so that students don't attach the pronunciation of each word with its location.
b. Traffic Light Game	In groups. A number of character words are shown on board one at a time. Each member takes turns to report to the group in Chinese. The turn is passed on if the word is pronounced correctly, otherwise it stays with the unlucky member until he/she gets the next word right. The background of each word turns from green to amber and finally to red, indicating the number of words left. The member of the group getting the last bomb slide loses.

c. Chinese Conga	<p>In groups.</p> <p>A sentence or a short paragraph is given to each group. Each member of the group must in order read one character at a time correctly to pass on the turn.</p> <p>The group goes furthest within the given time wins.</p>
d. Memory Game	<p>A sequence of words in characters are shown on the board, one at a time, and students must recall them in the same order and write them down in pinyin.</p>
e. Reading texts out loud with language assistant (Sixth Form)	<p>Sixth Form students should spend a considerable amount of time reading texts in Chinese out loud, either at home or at school (best with a language assistant), to improve their general feel for the language.</p>
3. Reading Comprehension (Passive: Character to English)	
a. Re-order Character Words	<p>Students are given a list of words in characters and asked to re-order them according to the sequence of pictures shown on board.</p>
b. Who Finds It First?	<p>In pairs.</p> <p>A number of words (8-20) are shown in characters in a random order (or arranged in a table).</p> <p>The teacher calls the words one by one in English and each time the student first finds the correct word wins a point.</p>
c. Traffic Light Game	<p>In groups.</p> <p>A number of character words are shown on board one at a time. Each member takes turns to report to the group in English. The turn is passed on if the word is translated correctly, otherwise it stays with the unlucky member until he/she gets the next word right.</p> <p>The background of each word turns from green to amber and finally to red, indicating the number of words left.</p> <p>The member of the group getting the last bomb slide loses.</p>
d. Multiple Choices (without context)	<p>Students are given a group of words (usually three) and asked to pick the one according to the English meaning provided by the teacher.</p>
e. Multiple Choices (with context)	<p>Fill in the gap with the word that best fits in the context. This could work with either one gap in a single sentence or multiple gaps in a short paragraph.</p> <p>Give choices in characters.</p>

f. Unjumble Sentences	Students are given a list of character words in a shuffled order and asked to re-order them so that the sentence will make sense. (No need to write the characters down.)
g. Sentence Reading with T/F Questions	
h. Short Reading with English Questions	
i. Longer reading with English Questions	
4. Writing Skill (Active: English to Characters)	
a. Character Practice	Please stress the importance of stroke order. Resources: <ul style="list-style-type: none"> • http://www.mdbg.net • http://www.strokeorder.info/ • The Writer app
b. Broken Characters (Radical Practice)	Students are given a list of half written characters and asked to fill in the missing half.
c. Jigsaw	Students are given a list of random characters and asked to make as many words as possible with the given characters.
d. Unjumble Sentences	Students are given a list of character words in a shuffled order and asked to re-order them so that the sentence will make sense. Students then re-write the sentence in characters.
e. Gap Filling Exercise	Fill in the gap with the character(s) that best fits in the context. This could work with either one gap in a single sentence or multiple gaps in a short paragraph.
f. Translation (English to Characters)	Words, phrases, sentences or paragraphs.
g. Short writing	
h. Longer writing	
5. Dictation to Writing Skill (Active: Sound to Characters Sixth Form mainly)	
a. Dictation	Words, phrases or sentences. To start with, students should get into a habit of taking notes in a mixture of characters and pinyin on all occasions. During a dictation exercise, always allow time at the end for students to translate their pinyin notes into characters. The key to success is repetition and perseverance.

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