

香港大學教育學院 中文教育研究中心  
非華語學生學習中文支援中心(2017-2018)  
教師工作坊(四)

# 適合非華語中學生的中文教學策略： 以GCSE、GCE AS/AL課程為例

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# GCSE Chinese (2019) - Themes

## 1) Identity and culture

Who am I? Daily life Cultural life

## 2) Local area, holiday, travel

Holidays, Travel & tourist transactions,  
town, region & country

## 3) School

What school is like, school activities

## 4) Future aspirations, study and work

Using languages beyond classroom, Ambitions, Work

## 5) International and global dimension

Bringing the world together, environmental issues

# GCSE Chinese (2019)- Specifications

- Paper 1 – Listening and understanding
  - Multiple choice and short answers
  - Q&A in English
  - Time = 45 min + 5 min reading time (H)  
34 min + 5 min reading time (F)
  - Available in Cantonese or Mandarin
- Paper 2 –
  - 3 tasks : role-play, picture based discussion, conversation
  - Time = 10-12 min + 12 min prep time (H)  
7 – 9 min + 12 min prep time
  - Available in Cantonese or Mandarin

- Paper 3 – Reading and understanding
  - Multiple choice and short answers
  - Q&A in English
  - A short translation into English
  - Time = 65 min (H), 50 min (F)
- Paper 4 – Writing
  - 3 tasks : a translation into Chinese
    - an informal writing (80-110 characters)
    - a formal writing (130 -180 characters)
  - Writing stimulus given
  - Choice of topics
  - Time = 85 min (H) 75 min (F)

# Teaching strategies

- Look at the sample assessment papers
- Discuss in groups and suggest accessible strategies for
  - Listening
  - Speaking
  - Reading
  - Writing

# GCE AS / AL CHINESE (2018)

## Themes and sub-themes

### Theme 1 : 當代華人社會變遷

- a) 家庭 - 家庭結構和代溝；家庭計劃和人口老齡化
- b) 教育與工作 - 學校生活和學生議題；工作機會；  
工作和生活的平衡

### Theme 2: 中國文化

- a) 傳統 - 節日 (春節；端午節；中秋節；清明節)；習俗
- b) 文化活動 - 電影；電視；音樂；閱讀  
(與中國文化有關)

# Themes and sub-themes

## Theme 3: 演變中的華人社會

- a) 通訊與科技 - 互聯網和社交媒體。
- b) 經濟與環境 - 經濟發展；環境保護。

## Theme 4: **1978** 年改革開放對中國的影響

- a) 變革 - 貧富差距；超級大都市；城市移民。
- b) 中英關係 - 貿易；文化交流；教育交流。

# The assessments

|          |  |     |
|----------|--|-----|
| Paper 1: | Listening,<br>Reading<br>Translation into English  | 40% |
| Paper 2: | Written response to works<br>Translation into Chinese  | 30% |
| Paper 3: | Speaking<br>AS - Responses to Theme 1 & 2 topics<br>AL - Response to a topic in a sub-theme<br>Present & discuss on own research topic | 30% |



# Features

- Q & A mainly in Chinese
- Translation from & into Chinese (about 100 characters / words)
- Listening & reading focus on summarizing skills
- Writing focus on critical writing skills
- Speaking – testing knowledge of culture and changes in China
- Research topic is assessed in AL speaking
- Written response to 1. literary text ,2. film  
with choice of questions on prescribed lists
- AS & AL Chinese are linear, stand-alone exam
- AS first exam June 2018, AL first exam June 2019.

# AS SPEAKING EXAMPLE 1

## Task 1

主題一：當代華人社會變遷

次主題：家庭

## 短文

中國現在是老齡化的社會，老年人越來越多。很多年輕人開始工作的時候會和父母一起住，不過因為工作忙，他們沒有太多時間照顧父母。這些年輕人結婚以後就會有自己的家，會搬走。所以，現在有不少老年人自己住，身邊沒人照顧。他們常常覺得孤單，也擔心自己的身體健康。

## 論點

父母老了，子女應該照顧父母。

# AS SPEAKING SAMPLE 2

## Task 1

主題一：當代華人社會變遷

次主題：教育與工作

## 短文

在中國，學生從小學開始學習英文，一直到大學。他們不僅在學校學習，週末和假期也要上英文課。父母都覺得英文有用，希望孩子能說流利的英文。可是，很多人雖然學了英文十幾年，還是沒有信心和外國人說話。有些老師說，英文雖然很重要，但是他們擔心學生忙於學英文，會影響中文學習。

## 論點

中國學生應該學好中文。

# AS SPEAKING SAMPLE 3

## Task 2

主題二：中國文化

次主題：文化活動

中國文學

你必須考慮以下幾點：

- 介紹一個中國文學作品。
- 閱讀中國文學作品的好處。
- 中國年輕人喜歡在手機上讀文學作品的原因。

# AS Speaking example 4

## Task 2

主題二：中國文化

次主題：傳統

中國傳統習俗

你必須考慮以下幾點：

- 介紹一個中國傳統習俗。
- 現代中國人為什麼覺得這個習俗重要？
- 怎麼保存中國的傳統習俗？

# AL SPEAKING CONTENTS

- **Task 1 – discussion on a theme 6-7 min**
  - Choose 1 from 2 sub-theme stimulus cards
  - 2 compulsory set questions relating to statement
  - Follow-up questions on the stimulus card, formulated by teacher-examiner
  - Further broaden the questions to cover the whole theme
  
- **Task 2 – presentation and discussion on an independent research project 11-12 min**
  - Presentation by student <2 min
  - Follow-up questions and discussions

# AL SPEAKING EXAMPLE 1

## Task 1

主題一：當代華人社會變遷

次主題：家庭

請根據下面的陳述準備你的討論內容。

中國年輕人和父母之間存在代溝。

你必須考慮以下兩點：

- 哪些方面會出現代溝？
- 為什麼會有代溝？

# AL SPEAKING EXAMPLE 2

主題三：演變中的華人社會

次主題：經濟與環境

請根據下面的陳述準備你的討論內容。

中國大城市空氣污染嚴重，影響市民的日常生活。

你必須考慮以下兩點：

- 中國大城市空氣污染嚴重的原因。
- 空氣污染影響中國市民的日常生活。



# AL SPEAKING EXAMPLE 3

## Task 1

主題四：1978年改革開放對中國的影響

次主題：變革

請根據下面的陳述準備你的討論內容。

中國的貧富差距越來越嚴重。

你必須考慮以下兩點：

- 從哪些方面可以看到中國的貧富差距？
- 如何減少中國的貧富差距？

# AL SPEAKING EXAMPLE 4

Independent research question or statement (traditional characters):

對中國來說，保護環境會推動還是會阻礙經濟發展？

| Student presentation (up to 2 minutes)   | Comment  |
|--|--|
| <p>我想討論的題目是，對中國來說，保護環境會推動還是會阻礙經濟發展？</p> <p>我找到兩篇文章，討論保護環境對中國經濟發展的影響。兩個作者的觀點不一樣。</p>  | <p>Opening statement indicating topic and names of the two written sources to be summarised in the presentation.</p> |
| <p>第一位作者指出，不管能不能促進經濟發展，我們都需要保護環境。環境污染對窮人的危害更大，保護環境可以讓社會更公平。而且發展經濟和環境治理可以同時進行。</p>  | <p>Summary of the first written source.</p>  |
| <p>第二位作者相信，先污染後治理很正常。經濟發展對環境的破壞從古代就存在。一個地方的經濟不發達，當地的企業沒有資本也沒有技術，要求他們先保護環境再發展經濟是不可能的。</p>   | <p>Summary of the second written source.</p>   |
| <p>我同意第一位作者的觀點。發展經濟不能犧牲環境。有的時候，環境破壞以後很難恢復。而且有錢人可以逃避環境污染的危害，比方說移民外國，或者有錢看病，窮人只能承擔污染的危害。我認為第二位作者說得很對，對經濟不發達的地區，政府應該提供資金和技術，幫助當地的企業發展綠色經濟。 </p> | <p>Provides a personal reaction to the findings of the two written sources.</p>                                      |

# **AL WRITING PAPER**

- Translation from English into Chinese (20)
- Written response to works (literary text / drama) (40)
  - 1 for AS (225 – 300 characters)
  - 2 for AL (250-350 characters)

**Translation samples**

**AS / AL**

# References

- <http://cacler.edu.hku.hk/hk/news-events/>
- <http://qualifications.pearson.com/en/qualifications.html>
- Specifications
- Sample Assessment papers
- Re<http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Chinese/2017/specification-and-sample-assessments/9781446944516-ig-chinese.pdf>:

Response to works examples *AS / AL*

## Sharing teaching strategies

- Response to literary text
- Response to drama



# GCE

## Response to works example

教學策略分享：  
林海音《城南舊事》之  
〈爸爸的花兒落了〉

容運珊

# 根據GCE對文學文本回應寫作的要求 進行施教

## 教學策略一：準備閱讀 preparing for reading

用幾分鐘的時間向學生簡介林海音《城南舊事》的寫作背景和〈爸爸的花兒落了〉的各段段落內容

提問互動  
影片引起討論

## 教學策略二：詳細閱讀 detailed reading

講解文章的內容、思想主題、字詞意思，以及講解文本回應的功能字詞

# 分析文本內容：閱讀理解和選擇題

以**提問**的方式和學生一起討論閱讀理解題目，  
加深學生對於文章內容和主題思想的理解

讓學生**分組討論**是非題的題目，加深學生對於文章內容和主題思想的理解

## 鞏固對課文句式和詞語的認識：詞句練習

結合**文章內容和篇章寫作語境**講解課文句式和詞語，鞏固學生對於文章  
句子意思和詞語意思的理解



# 教學策略三：深入分析文本

## 分組討論及匯報人物性格特徵

- 先講解文本分析的相關背景資料，然後選擇合適的段落進行人物分析
- 人物分析：給予分析示例以作參考，增加學生進行人物分析的信心
- 教學小貼士：可以先請學生朗讀段落句子，然後標示動作詞彙和形容表情的字詞，請學生作角色扮演、表情和動作示範等，加深學生對段落內容的印象，以及引起討論興趣
- 學生完成分析之後，邀請學生進行小組或個人匯報
- 結合篇章內容來分析篇章中的人物行為，解釋人物的心理
- 結合表格來分析文章的人物性格和行為的前後對比
- 篇章的主角是英子和爸爸，所以討論的重點也在於英子的性格、行為的前後對比，並以爸爸的態度、言行作為輔助解釋，彰顯父愛的主题

## 教學策略四：

# 以寫作來鞏固學生對文本的理解和表達個人對文本主題、人物性格特征的看法

提醒學生  
留意作文  
的字數

提醒學生  
留意討論  
的主題

## 寫作練習

參考〈爸爸的花兒落了〉的內容，寫一篇《探討書中如何通過生活細節來反映父親對英子成長的影響》的文章，字數為 225-300 字。

可以考慮以下幾點：

- ◇ 父親和英子的性格和背景。
- ◇ 他們的相處模式是怎麼樣的？



寫作的兩種範例：

## 集體寫作/共同建構篇章Joint Construction

- 師生互動形式：教師充當書記，學生輪流貢獻詞句

教師邀請全班學生輪流貢獻詞句來共同創作篇章段落，學生口頭提供詞句，教師加以潤飾之後，板書學生的詞句在黑板上，並寫上學生的姓名在詞句隔壁，以顯示詞句來自學生，增加學生參與共同建構活動的投入程度和成功感。教師在板書的過程中，同時提醒學生抄寫共同建構的篇章在筆記簿上，以鞏固學生的寫作知識。

## 學生小組互動形式：

### 學生分組討論段落寫作內容和作匯報，教師給予回饋

教師把全班學生大約分成每四個人一組，每組學生均獲得一張A3大小的寫作工作紙和白板筆。學生在小組內一起討論段落內容，然後寫在工作紙上。其後教師邀請全部小組張貼工作紙在黑板上，並分組進行匯報。教師和全班學生根據學生的小組報告給予評估意見和修改建議。最後，教師可以提醒學生參考小組寫作材料，自行寫作新的段落內容。



- 集體寫作的環節是否需要進行，視乎**教學時間和學生的中文能力**而定。
- 老師可以自由決定是否需要進行集體寫作這一個活動
- 如果教時緊張，以及學生的中文水平較高，則可以直接讓學生進行**個人寫作**

# 結合電影、動畫、歌曲進行教學，有助提高學生的學習興趣

## 網上參考資料

1. 《城南舊事》 (1983 電影版)

<https://www.youtube.com/watch?v=ICoRaua84pk>

2. 〈爸爸的花兒落了〉 動畫版

<https://www.youtube.com/watch?v=iHc6VQRzmuY>

3. 《城南舊事》—— 維基百科

<https://zh.wikipedia.org/wiki/城南舊事>

Youtube **電影**: 《城南舊事》

<https://www.youtube.com/watch?v=ICoRaua84pk>

Youtube **歌曲**: 《城南舊事》 主題曲-送別

<https://www.youtube.com/watch?v=KWSP0dD8gnM>

Youtube **動畫**: <爸爸的花兒落了>

<https://www.youtube.com/watch?v=iHc6VQRzmuY>



# Sharing teaching strategies

Response to drama

Jessica Young

## TRADITIONAL/FULL CHARACTERS

5 《天水圍的日與夜》(導演 許鞍華)

探討電影如何通過生活細節表達貴姐和婆婆的友情。

可以考慮以下幾點：

- 貴姐和婆婆的性格和背景。
- 她們是怎麼認識的?
- 她們的友情是怎麼發展的?

**SAMPLE QUESTION**  
(40)

(Total for Question 5 = 40 marks)

TOTAL FOR SECTION C = 40 MARKS



# Marking scheme

| Marks | Description  |
|-------|--|
| 0     | No rewardable language.  |
| 1-4   | <ul style="list-style-type: none"> <li>Limited variation of straightforward grammatical structures and vocabulary with much repetition, communication is restricted because of lack of range.</li> <li>Limited use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.</li> </ul>   |
| 5-8   | <ul style="list-style-type: none"> <li>Occasional variation of vocabulary and grammatical structures; mostly straightforward language with the occasional complex structure, often repetitive and stilted.</li> <li>Occasional use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul> |
| 9-12  | <ul style="list-style-type: none"> <li>Some variation in vocabulary and grammatical structures, evidence of some recurrent complex structures, producing sections of articulate writing with occasionally stilted phrasing.</li> <li>Some use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.</li> </ul>                          |
| 13-16 | <ul style="list-style-type: none"> <li>Frequent variation of vocabulary and grammatical structures, including some examples of complex language, resulting in sequences of articulate writing.</li> <li>Frequent use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>Accurate use of language throughout most of the essay, resulting in generally coherent writing; errors occur that rarely hinder clarity of communication.</li> </ul>   |
| 17-20 | <ul style="list-style-type: none"> <li>Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing.</li> <li>Consistent use of terminology appropriate for critical response to the literary or cinematic work.</li> <li>Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.</li> </ul>   |

| Marks | Description  |
|-------|--|
| 0     | No rewardable work.  |
| 1-4   | <ul style="list-style-type: none"> <li>Response relates to the work but has limited focus on the question.</li> <li>Points of view are made but any evidence from the work is descriptive; statements are mostly unjustified or show misunderstanding or confusion.</li> <li>Limited ability to form arguments or arguments break down with frequent inconsistencies; any conclusions rarely link to the argument.</li> </ul>  |
| 5-8   | <ul style="list-style-type: none"> <li>Response relates to the work but often loses focus on the question.</li> <li>Points of view are made but evidence from the work used for justification is often descriptive; statements are often made in isolation without justification or they show misunderstanding or confusion.</li> <li>Arguments are made but with some inconsistencies; conclusions are sometimes unclear or do not link to the argument.</li> </ul>   |
| 9-12  | <ul style="list-style-type: none"> <li>Response is relevant to particular aspects of the question, occasional loss of focus.</li> <li>Points of view sometimes show a critical response to the question through some justification with appropriate evidence from the work; occasionally statements are made that are not justified or that show misunderstanding or confusion.</li> <li>Arguments are made with the occasional inconsistency; some conclusions are drawn but are occasionally unclear or do not relate to the arguments.</li> </ul> |
| 13-16 | <ul style="list-style-type: none"> <li>Predominantly relevant response to the question.</li> <li>Points of view show a critical response to the question through frequent justification with appropriate evidence from the work.</li> <li>Arguments are made that mostly link with valid conclusions.</li> </ul>   |
| 17-20 | <ul style="list-style-type: none"> <li>Relevant response to the question throughout.</li> <li>Points of view show a critical response to the question through consistent justification with appropriate evidence from the work.</li> <li>Arguments are made that link with valid conclusions.</li> </ul>   |

# Marking Scheme

## Critical Response

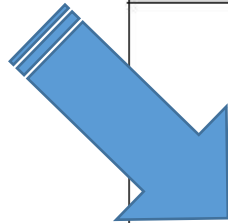
|       |  |
|-------|--|
| 17-20 | <ul style="list-style-type: none"><li>• Relevant response to the question throughout.</li><li>• Points of view show a critical response to the question through consistent justification with appropriate evidence from the work.</li><li>• Arguments are made that link with valid conclusions.</li></ul> |
|-------|--|

## Grammar and Vocabulary

|       |  |
|-------|--|
| 17-20 | <ul style="list-style-type: none"><li>• Consistent variation of vocabulary and grammatical structures, including different types of complex language, expressing ideas in a variety of ways to produce articulate writing.</li><li>• Consistent use of terminology appropriate for critical response to the literary or cinematic work.</li><li>• Accurate use of language throughout, resulting in coherent writing; any errors do not hinder clarity of communication.</li></ul> |
|-------|--|



## Main areas of study and analysis



| Film  | Literature  |
|---|---|
| <p>Characters<br/>Themes<br/>Social and cultural settings<br/>Narrative style</p> |   |
| <p><b>Narrative style</b></p> <p><b>Film techniques</b><br/>Visual and audio</p>  | <p><b>Narrative style</b></p> <p><b>Literary techniques</b><br/>Syntax and language</p> |



## The PEE technique

|  |  |
|--|--|
| <b><u>P</u>oint</b><br>What is my point<br>in relation to the<br>question?         |  |
| <b><u>E</u>vidence</b><br>What I can see/<br>read                                  |  |
| <b><u>E</u>xplanation</b><br>What can I say/<br>deduce/ explain<br>from the above? |  |



## Analysis of characters

|  | Character 1 |  |
|--|-------------|--|
| <b>Physical description</b>                      |             |  |
| <b>Personality</b>                               |             |  |
| <b>Actions</b>                                   |             |  |
| <b>Their relationship with other characters?</b> |             |  |
| <b>Their similarities with other characters?</b> |             |  |
| <b>Their differences with other characters?</b>  |             |  |



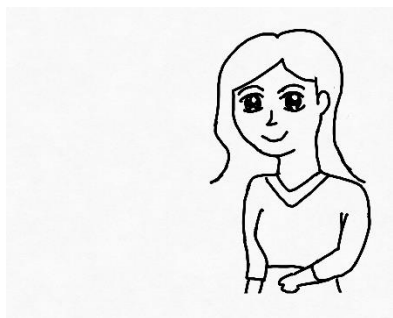
## Filming techniques

If students are studying a film, they will need to think about filming techniques

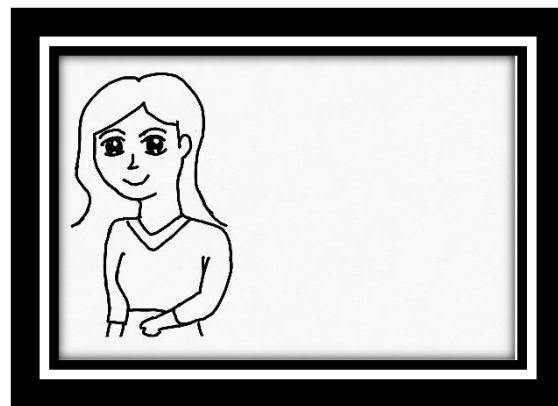
- Camera work
- Sound
- Position of characters
- Lighting
- Music
- Colours
- Movement

# FILMING TECHNIQUES: Position of characters

有充足的視線空間



沒有充足的視線空間



# FILMING TECHNIQUES

## Camera Work

- 鏡頭角度
- 高角度拍攝、低角度拍攝
  
- 鏡頭
- 特寫、中景、遠景

## Movement

- 鏡頭拉近
- 鏡頭拉遠
- 滑動變焦



# Visual

## Colors

- 顏色外相
  - ❖ 冷色：冷冰冰、欠缺生氣
  - ❖ 暖色：溫暖、生動活潑
- 顏色亮度
  - ❖ 淺色：開心、愉快、希望
  - ❖ 深色：難過、憂愁、沉悶

## Lighting

- 明調採光
  - ✓ 可製造開闊／友善的氣氛
- 暗調採光
  - ✓ 可製造懸疑／緊張的氣氛

# AUDIO

## Sound

- 無聲 / 寂靜
- 背景雜音
- 消除背景雜音
- 放大某種聲音

## Music

- 速度：
  - 急速、輕快、緩慢、沉重
- 音高：
  - 高音、低音

# AUDIO EFFECT

## 電影 (ROOM/抖室)

- 情節：
- Jack成功脫險，
- 女警試圖幫助他找媽媽

|         | 前    | 後   |
|---------|------|-----|
| Jack的心情 | 害怕   | 放鬆  |
| 視角      | Jack | 第三者 |

| <b>Question number</b> | <b>Indicative content</b>   |
|------------------------|---|
| <b>5</b>               | <p data-bbox="316 192 1806 307"><i>The film shows the development of friendship between Guijie and the elderly woman, two people in need of companionship in different ways.</i></p> <ul data-bbox="316 392 1806 1320" style="list-style-type: none"><li data-bbox="316 392 1806 514">• Guijie is a warm-hearted widow who lives with her son. The elderly woman is lonely and in need of support.</li><li data-bbox="316 556 1806 606">• They meet in a supermarket when the elderly woman is looking for a job.</li><li data-bbox="316 656 1806 913">• The film shows how at first the elderly woman is reserved and too proud to accept Guijie's offer of help, a sign of the elderly woman's poverty and low esteem. However, due to Guijie's encouragement the friendship develops.</li><li data-bbox="316 963 1806 1156">• Guijie helps the elderly woman with a range of daily tasks, for example taking a TV set to her flat. The elderly woman gives Guijie and her son a bag of expensive mushrooms in return for their kindness.</li><li data-bbox="316 1199 1806 1320">• The expensive gift of mushrooms is a significant precious offering, and it cements their friendship.</li></ul> |



## Filming techniques

Questions to ask include:

- Why did the director use that technique?
- What is the impact on the viewer?
- Are the techniques effective? Why or why not?

# references

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