



香港大學教育學院



非華語學生中文學習教師專業發展工作坊（三）

提升非華語學生中文聽、說能力的教學策略：

以GCE / IGCSE / GCE 教學及評估為例

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Katherine Sung

Listening comprehension skills

聆聽理解技巧

Listening material

<https://youtu.be/7MO58UGhZdk>



Questions

Sample questions:

1 下面有哪些在歌詞中曾提及的？請在後面加「✓」號。

月亮 ☐ 地堂 ☐ 蟋蟀 ☐ 螳螂 ☐

2 孩子當時在哪裡？

家裏 ☐ 學校裏 ☐ 公園裏 ☐ 宿舍裏 ☐

3 孩子在做甚麼？

逃避喝湯 ☐ 逃避留堂 ☐ 想看漫畫 ☐ 想捉迷藏 ☐

4 你認為他為甚麼要這樣做？

5 歌曲中哪句表達孩子和母親的關係？

6 你認為孩子和母親的關係好嗎？何以見得？

7 從歌詞的提示，這「明月光」是第一次出現嗎？何以見得？

8 歌曲中怎樣表達兩代間的代溝？

9 歌曲裏建議怎樣補救？

10 你認為歌曲中這兩段想表達甚麼？

A 門外的蟋蟀

B 重新手牽手去上學堂

Notes for students

- 1 Knowledge of :
 - a. culture & background
 - b. context
 - c. language items
- 2 Identify the targets to note
- 3 Listen carefully to
 - a. note main points
 - b. extract specific details
 - c. identify points of views
 - d. analyse & summarize information
 - e. assimilate & draw conclusions

Notes for teachers

1. teach curriculum contents & relevant language items
2. Listening comprehension skills :
 - a. Ref 3a: Q1, 2, 3
 - b. Ref 3b: Q5, 8
 - c. Ref 3c: Q 6,
 - d. Ref 3d: Q7,
 - e. Ref 3e: Q9, 10
3. Listening exam skills
 - a. Read the questions
 - b. listen to get an overall comprehension.
 - c. Tackle the questions
 - d. Listen again to check answers

Links to Chinese as 2nd language framework (examples)

- NLL(1.3-2.3)3

能理解視聽資訊中的基本資料(時、地、人、事)

- NLL(1.3-2.3)5

能理解視聽資訊中的內容要點

- NLL(3.1)1

能理解話語內容，概括要點

- NLL(5.3-6.3)2

能綜合視聽資訊中不同人物的對話，作出判斷

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_listening_2019.pdf



GCSE 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

IGCSE - Common topic areas

- A Home and abroad
- B Education and employment
- C Personal life and relationships
- D The world around us
- E Social activities, fitness and health

GCE Themes

- Theme 1: The changes of modern Chinese society
(Family, Education and Work)
- Theme 2: Chinese Culture
(Traditions and Activities)
- Theme 3: The development of Chinese Society)
(Communication & Technology and Economy & Environment)
- Theme 4: The impact of reform since 1978
(Reform and China & UK relationship)

Past paper review

- IGCSE Listening paper
- GCE Listening paper

Ref:

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>



Listening teaching strategy

(Ref IGCSE listening past paper)

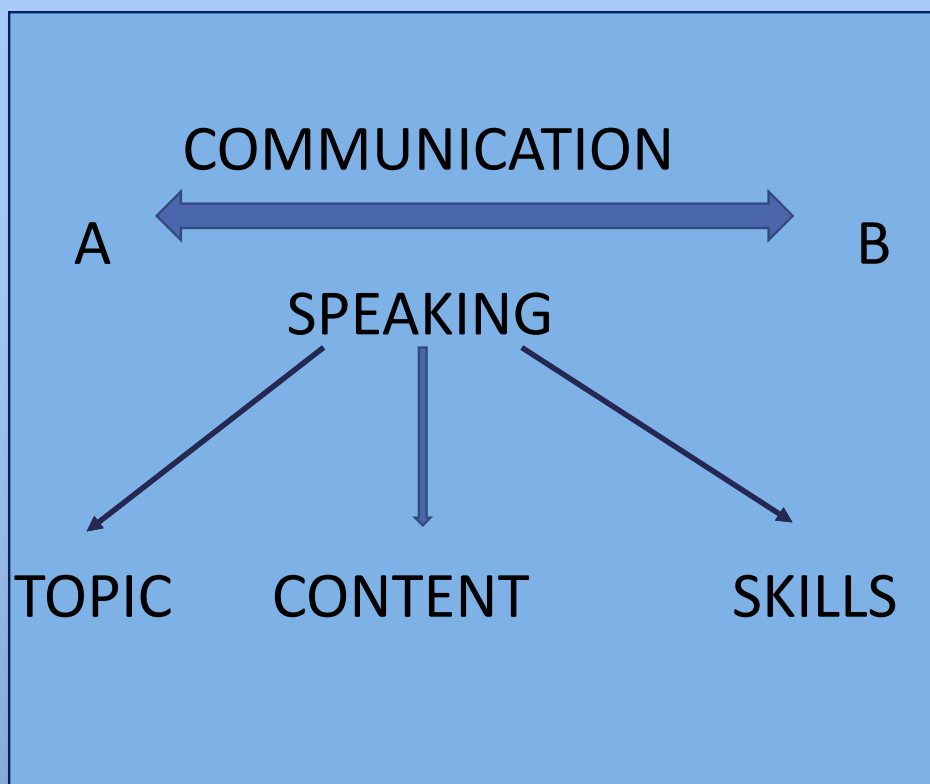
- Multiple choice and open-ended questions
- Identify main points, extract information, deduce meaning, evaluation & draw conclusions.
- Recognize tenses
- Questions & answers in English
- Read questions to note what answers to look for before listening

T=45 min + 5 min reading time, M= 50

GCE Listening paper

- 3 passages of various length
- Focus on summarizing skills
- Written responses in own words
- Q&A in Chinese
- Recording available in Mandarin or Cantonese
- Self monitor listening timing.
- Paper 1 = Listening + Reading + translation question

Teaching of speaking



POSSIBLE TOPICS

- Ordering a cup of coffee
- Discuss on how to make a cup of coffee
- Introduce the history of coffee
- Opinion on drinking coffee in the morning
- Complaint of an order

Speaking skills

第二語言架構	五階至六階(一)	五階至六階(二)	五階至六階(三)	
能力 確定目的、 內容和 表達方式	NLS(5.1-6.1)1 能考慮說話的目的、 聽者的需要，確定說 話內容	NLS (5.1-6.1)2 能緊扣主題，運用合 適的表達方式說話 (如說明、議論、抒情)	NLS (5.1-6.1)3 能因應場合的氣氛及聽 者的 反應調整說話內容	
	NLS(5.2-6.2)1 能按主題進行演講 (如分享經驗)，發 表意見，抒發感受	NLS (5.2-6.2)2 討論時，能表達個人 觀點，適時回應別人	NLS (5.2-6.2)3 能從不同角度游說聽者 接納自己的意見	NLS (5.2-6.2)4 辯論時，能適時補 充新觀點或反駁對 方不足之處

REVIEW ON EXTERNAL SPEAKING EXAMS

GCSE

IGCSE

GCE A-LEVEL

Ref:

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>



GCSE Speaking exam

Preparation time – 12 min (for task 1 & 2 only)

1. Role-play – 5 bullet points eliciting 5 utterance,
T=2.5 min, M=10
2. Picture-based task – 5 set Qs, 1 Q is unpredictable
based on 1 given picture + stimulus
T=3.5 min, M=24 (C=16 + L=8)
3. Conversations –
 - a) student chosen topic, student present up to 1 min, followed by teacher's question & discussion
 - b) Edexcel allocated topic – discussionT= 5 - 6 min, M= 36 (C=12+ L=12 + I & S =12)

Speaking – Assessment of role play

Role play (marked for effective communication – 10 marks)

- The mark grid is applied once to each individual response to the prompts.
- There is a maximum of 2 marks for each of the five prompts on the role play cards.
- 0 - No rewardable communication; highly ambiguous OR pronunciation prevents communication
- 1 - Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
- 2 - Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

(From Edexcel on-line training)

Speaking – Assessment of picture-based discussion

- Communication and content (16 marks)
- Linguistic knowledge and accuracy (8 marks)
- Encourage candidates to say as much as they can and to develop their answers as fully as they are able.
- Fully utilize “1 min introduction time”
- Opinions & justification - knowledge
- Range of vocab, structures- language skills
- Discussion should be relevant to the picture and topic

(adapted from Edexcel on-line training & PE report)

Speaking – Conversation Questions

- Communication and content (12 marks)
- Interaction and spontaneity (12 marks)
- Linguistic knowledge and accuracy (12 marks)

These must allow candidates to

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use a range of time frames (past/present/ future)
- use a wide range of vocab & structures to show knowledge and language skills

(adapted from Edexcel on-line training & PE report)

Speaking teaching strategy

(Ref GCSE speaking paper & guidance)

- **Role- play questions – precise & concise answers**

NLS(1.2)3 能就日常生活的話題交談，作出簡單的回應

能複述別人說話內容的大意

NLS(2.1)1 能就熟悉的主題，簡單描述熟悉的事物；簡單說出自己的感受或想法

- **Picture discussion - talk according to the picture and stimuli, include Q & A, different tenses**

NLS(2.2)2 大致能描述人物的外貌、行為；能具體交代事情的起因、經過、結果；能就日常生活的話題交談，說出自己的感受

NLS(1.5)4 發音正確，吐字清晰；能用陳述、疑問的語氣說話

Speaking teaching strategy

(Ref GCSE speaking paper & guidance)

3 Conversations –

T : ask open-ended Qs, elicit ps language skills,
monitor flow of conversation & time-keeping

P: give extended ans, opinions & justifications,
develop discussions, spontaneity and fluency,
use range of vocab & structures , show
knowledge of topics & language skills.

- NLS(3.1)2 能圍繞話題，運用敘述、說明等方式討論，表達自己的意見
- NLS(4.2)1 能介紹事物和簡單說明事情的道理；討論時，能表達個人的意見
- NLS4.3 能圍繞中心說話，內容有條理
- NLS4.4 表情達意用語恰當，詞匯較豐富

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_speaking_2019.pdf



IGCSE Chinese Speaking Assessment

- Section A – Presentation and discussion based on a single picture
 - chosen by candidate
 - 1 min presentation followed by 3 min discussion
 - Total time: 3-4 min
- Section B - 2 conversations
 - Based on 2 different topic areas
 - Topics chosen by teacher
 - Total time: 6-7 min

GCE AL SPEAKING ASSESSMENT

- 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

GCE A-LEVEL SPEAKING TASK 1 SAMPLE

主題四：1978 年改革開放對中國的影響

次主題：變革

在中國越來越多的人到大城市工作和生活。

按以下順序向考生提問：

- 為什麼在中國越來越多的人到大城市工作和生活？
- 他們在大城市工作和生活會面對什麼挑戰？

GCE A-LEVEL SPEAKING TASK 2

- Part 1: 2 minutes presentation
 - ✓ Summarise 2 named major resources
 - ✓ Give outline of the author's main points
 - ✓ Express their personal opinions
- Part 2: Discussion on IRP
 1. Topic: from the 4 themes, relate to the cultural or social context of the Chinese-speaking world
 2. Research: show information + evidence (e.g. source)
analysis & opinions
conclusion(s)

AL SPEAKING sample

TASK 2 – Research Topic

Part 1 : Student presentation

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
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？ 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。	Opening statement indicating topic and names of the two written sources to be summarised in the presentation.
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。	Summary of the first written source.
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。	Summary of the second written source.
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。	Provides a personal reaction to the findings of the two written sources.

Suggested discussion Qs

- 你對.....有什麼看法？
- 你為什麼有這個看法？
- 你可以舉例說明.....嗎？
- 為什麼這很重要？
- 表示什麼意思？
- 是不是可以認為.....？
- 我們可以由.....得出什麼結論？
- 你同意我的看法嗎？
- 你明白我的意思嗎

Samples from high-ranking markscheme

- Clear summary of text, showing a clear understanding
- Relevant ideas, consistently focused on the cultural and social context with examples
- Variation of grammatical structures and vocabulary & idiomatic language
- Accurate & coherent speech, pronunciation & intonation
- Viewpoints & arguments well developed and justified, leading to convincing conclusions.
- Spontaneous interaction, able to initiate, develop & sustain discussion, elicit view points, check understanding

Ref to Chinese 2nd language scheme

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/chi-edu/second-lang/NLF_outcome_speaking_2019.pdf

- NLS(4.1)2 能按主題作口頭報告，意思完整；能運用說明、描寫等方式說話
- NLS(5.1-6.1)2 能緊扣主題，運用合適的表達方式說話 (如說明、議論、抒情)
- NLS(7.1-8.1)1 能因應目的、聽者、場合，確定說話的內容，運用適合的表達方式說話，主題明確，有個人見解
- NLS(4.2)1 能介紹事物和簡單說明事情的道理；討論時，能表達個人的意見
- NLS(5.2-6.2)2 討論時，能表達個人觀點，適時回應別人
- NLS(7.2-8.2)1 討論時，能分析及綜合多方面的觀點，提出個人的主張
- NLS(5.3-6.3)1 能有條理地組織說話內容
- NLS(5.4-6.4)2 能按主題和對象，運用適當的詞語 (如成語、諺語)，豐富話語內容
- NLS(5.5-6.5)2 因應話語內容和說話情境，運用適當聲量、語速、語氣和語調說話



最好的聽說教學，是把聽說活動融入生活裏，
在自然語境中多說、多講，成效更大。



本節完

謝謝出席！

NCS Teacher Workshop 3 - Listening activity

<https://youtu.be/7MO58UGhZdk>

Sample questions:

- 1 下面有哪些在歌詞中曾提及的？請在後面加「v」號。

月亮 ☐ 地堂 ☐ 蟋蟀 ☐ 螳螂 ☐

- 2 孩子當時在哪裡？

家裏 ☐ 學校裏 ☐ 公園裏 ☐ 宿舍裏 ☐

- 3 孩子在做甚麼？

逃避喝湯 ☐ 逃避留堂 ☐ 想看漫畫 ☐ 想捉迷藏 ☐

- 4 你認為他為甚麼要這樣做？

- 5 歌曲中哪句表達孩子和母親的關係？

- 6 你認為孩子和母親的關係好嗎？何以見得？

- 7 從歌詞的提示，這「明月光」是第一次出現嗎？何以見得？

- 8 歌曲中怎樣表達兩代間的代溝？

- 9 歌曲裏建議怎樣補救？

- 10 你認為歌曲中這兩段想表達甚麼？

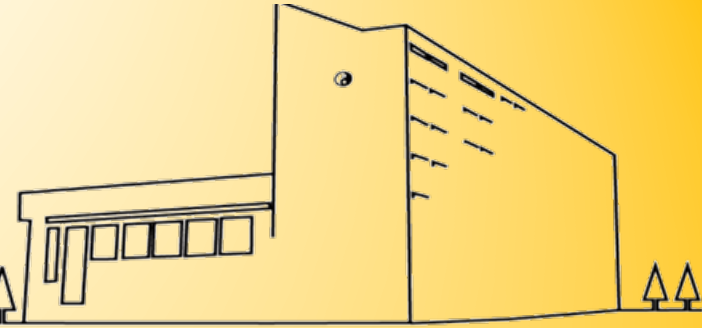
A 門外的蟋蟀

B 重新手牽手去上學堂



HKTA THE YUEN YUEN INSTITUTE NO.3 SECONDARY SCHOOL

香港道教聯合會圓玄學院第三中學



General Certificate of
Secondary Education Exams
(GCSE)
(PAPER 1&2)

張炳傑老師

General Certificate of Secondary Education Exams (GCSE)

Paper 1

聆聽

Paper 1

總分50

分數

6

5

4

3

2

1

0

1

2

3

4

5

6

7

8a

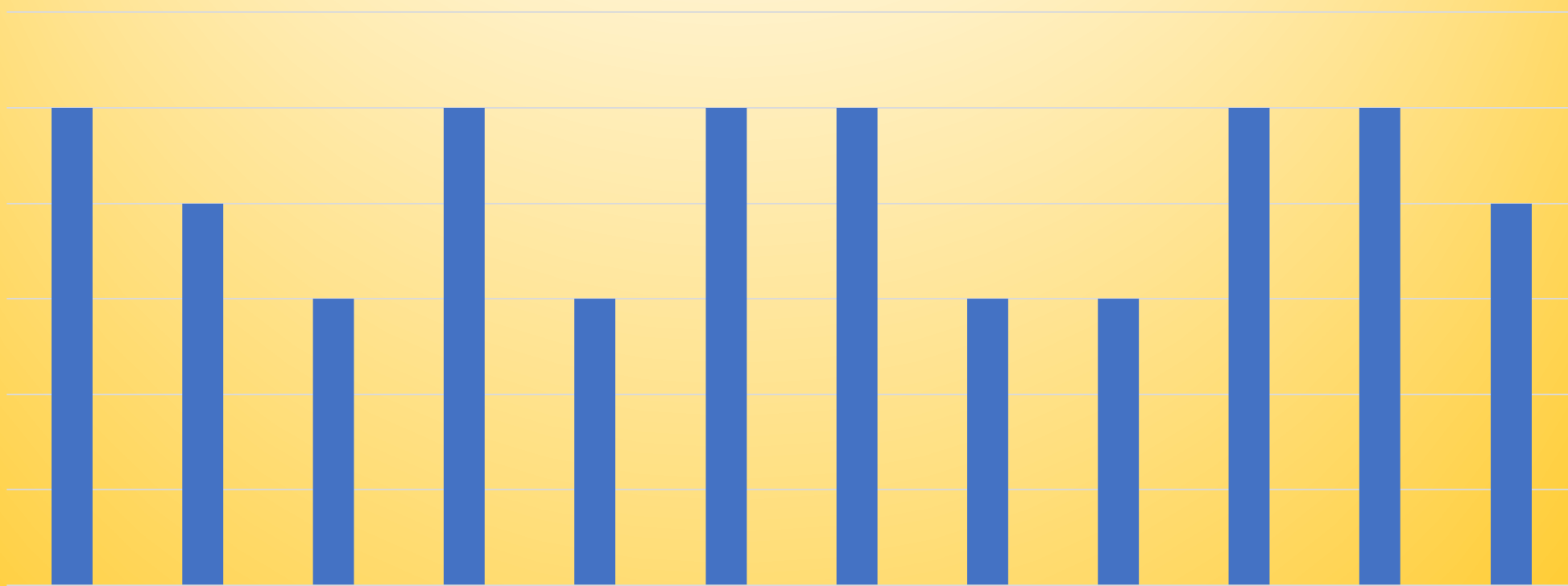
8b

9a

9b

10

題數



Paper 1

	問題	1	2	3	4	5	6
AMPLE	標題	A football match	A national holiday	My school	A trip to China	A job interview	Qingdao city
2019	標題	School trip	Tourist Information	An inspiring school	Job	Summer travels	New technology
	總分	5	4	3	5	3	5
	題數	5題	4題	1題	5題	3題	4題/5題
	類別	選詞填充	選擇題	選擇題	選詞填充	選擇題	短答
	選擇	11選5	4選1	7選3	4選5	4選1	

1. 範圍
2. 格式
3. 題型

7	8a	8b	9a	9b	10	
Using mobile phones	An exchange student		798 Art Zone		A Chinese scholarship	
An Olympic	School improvement		A new tradition		Tourists in Xi'an	
5	3	3	5	5	4	50
5題	3題	3題	5題	3題/4題	2題	
短答	選擇題	選擇題	短答	短答		
	4選1	4選1			5選2	

常用詞彙

英 北京↵	↵	↵
上海↵	↵	↵
長城↵	↵	↵
台灣↵	↵	↵
天安門廣場↵	↵	↵

練習模式

線上模式

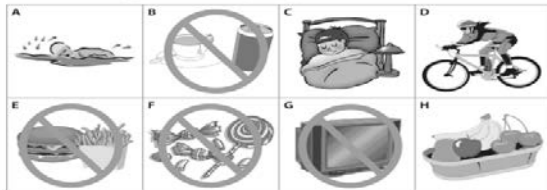
線下模式

2) Please choose the correct answers. *

保持健康

同學們談怎麼保持健康。

Classmates are talking about how to keep healthy.



	A	B	C	D
(i) 安娜	☐	☐	☐	☐
(ii) 大衛	☐	☐	☐	☐
(iii) 海倫	☐	☐	☐	☐
(iv) 馬克	☐	☐	☐	☐
(v) 美美	☐	☐	☐	☐
(vi) 英華	☐	☐	☐	☐

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9-1)

Chinese

(spoken Mandarin/spoken Cantonese)

**Paper 1: Listening and understanding
in Chinese**

Higher Tier

Sample assessment material for first teaching
September 2017

Time: 40 minutes and 5 minutes' reading

Paper Reference

1CN0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- All questions are set in English.
- Answer **all** questions in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets:
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

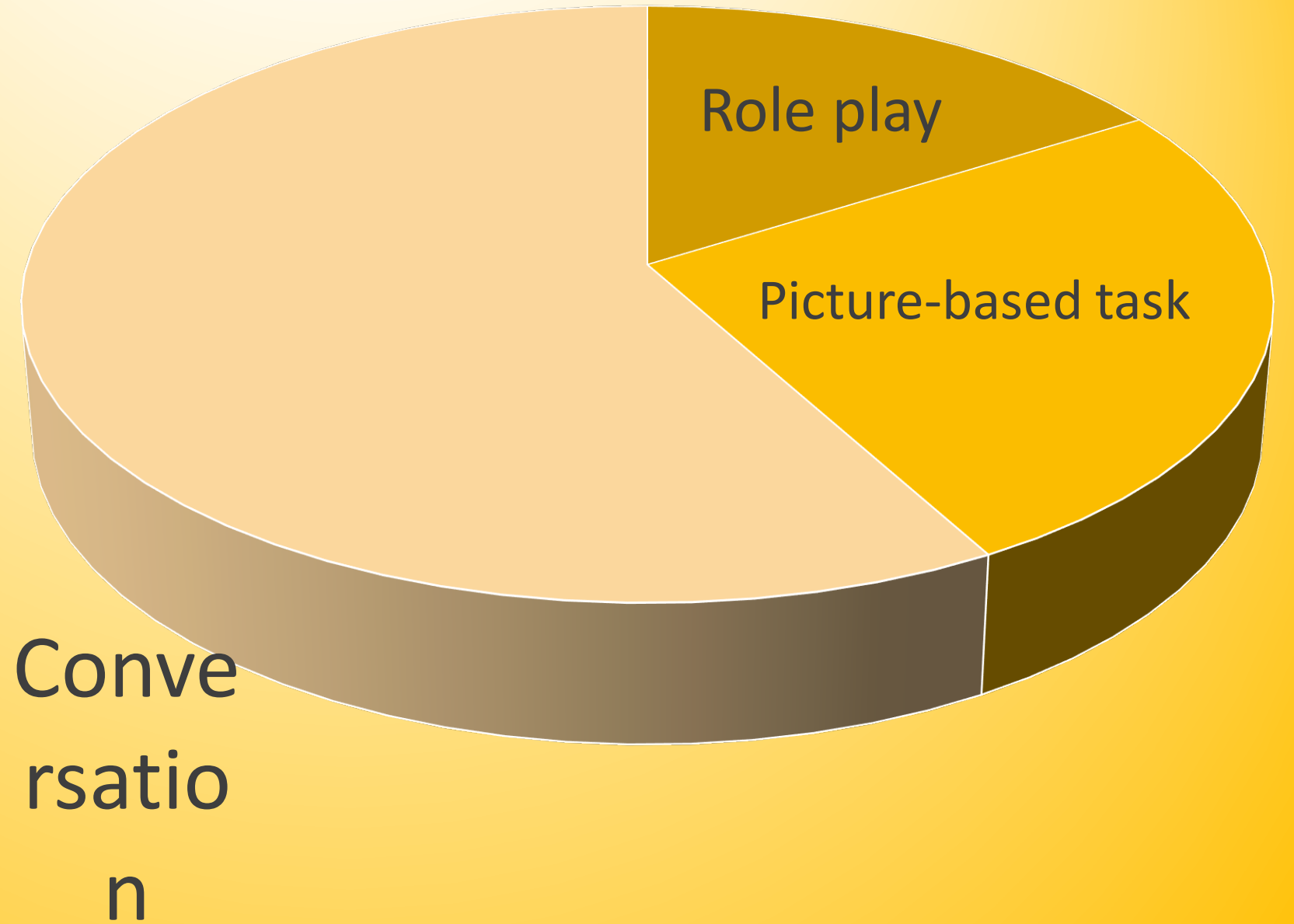
General Certificate of Secondary Education Exams (GCSE)

Paper 2

□語

Paper 2

- 1.Role play
 - 2.Picture-based task
 - 3.Conversation
- Part 1
- Part 2



Mark schemes

1. Role play (2-2.5 MINS)

- Focus on communication
(10 marks – 2 marks per utterance)

2. Picture-based task (3-3.5 MINS)

- Communication and content (16 marks)
- Linguistic knowledge and accuracy (8 marks)

3. Conversation (6MINS)

- Communication and content (12 marks)
- Linguistic knowledge and accuracy (12 marks)
- Interaction and spontaneity (12 marks)

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Chinese (spoken Mandarin/ spoken Cantonese)

Paper 2: Speaking in Chinese

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1CN0/2H

You do not need any other materials.

Total Marks

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the role play and the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the role play and the picture-based task.
- You must hand in your notes before completing the final task (conversation).
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Chinese penfriend. The teacher will play the part of your penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

You speak about your friends and family with your Chinese penfriend.

1. Talk about which family member you get on with best.
2. Describe your best friend.
3. !
4. ? Ask your penfriend if s/he prefers spending time with family or friends.
5. ? Ask your penfriend about the importance of friends.

STIMULUS HR1

Topic: Who am I?

Instructions to teacher

- Use appropriate language for an informal conversation.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

You speak about your friends and family with your Chinese penfriend.

1	你和哪個家人的關係最好？ Allow the candidate to say which family member s/he gets on with best.
2	說說你最好的朋友。 Allow the candidate to describe his/her best friend.
3	！ 你最近和朋友一起做了什麼？ Allow the candidate to say what s/he has recently done with his/her friends. 很好。
4	？ Allow the candidate to ask if you prefer spending time with family or friends. Give an appropriate brief response.
5	？ Allow the candidate to ask you about the importance of friends. Give an appropriate brief response.

T

STIMULUS HR1

Topic: Who am I?

Instructions to candidates

You are talking about friends and family with your Chinese penfriend. The teacher will play the part of your penfriend and will speak first.

Use appropriate language for an informal conversation.

You will talk to the teacher using the five prompts below.

- Where you see - ? - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

You speak about your friends and family with your Chinese penfriend.

1. Talk about which family member you get on with best.
2. Describe your best friend.
3. ！
4. ? Ask your penfriend if s/he prefers spending time with family or friends.
5. ? Ask your penfriend about the importance of friends.

S

Write your name here

Surname

Other names

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Centre Number

Candidate Number

Chinese (spoken Mandarin/ spoken Cantonese)

Paper 2: Speaking in Chinese

Task 2: Picture-based task Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which
includes 12 minutes' preparation time**

Paper Reference

1CN0/2H

You do not need any other materials.

Total Marks

Instructions

- The examination is made up of three tasks: one role play, one picture-based task and a conversation.
- You have 12 minutes in total to prepare for the picture-based task and the role play.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for both the picture-based task and the role play.
- You must hand in your notes before completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must not read out whole, prepared sentences in answer to questions.

STIMULUS HP1

Topic: Daily life



(Source: © GoGo Images Corporation / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- the importance of spending free time with your family
- the last time you ate out
- what you will do this weekend to help at home
- !



(Source: © GoGo Images Corporation / Alamy Stock Photo)

1. 描述這張照片。
[還有呢?]
2. 有空的時候我喜歡和家人在一起，你呢？
[為什麼（不）呢？/還有呢？]
3. 說說你上次在外面吃飯的事。
[還有呢?]
4. 這個週末你會幫家人做什麼？
[為什麼呢？/還有呢？]
5. 你喜歡和朋友一起購物嗎？
[為什麼（不）呢？/還有呢？]



(Source: © GoGo Images Corporation / Alamy Stock Photo)

Look at the picture and prepare answers to the following:

- a description of the photograph
- the importance of spending free time with your family
- the last time you ate out
- what you will do this weekend to help at home
- !

1 及早規劃

IMPORTANT DATES Pearson Edexcel GCSE Chinese (9-1) (May / June 2020 Examinations)

Sub-centres should observe the following tentative schedule.

	Particulars	Period
1.	GCSE Chinese Sub-centres download registration documents via the HKEAA Extranet and make copies for their students.	19 November to 5 December 2019
2.	GCSE Chinese Sub-centres submit completed registration documents of their students to the HKEAA.	29 November to 5 December 2019
3.	HKEAA informs GCSE Chinese Sub-centres of the candidate number of their students via the HKEAA Extranet.	Mid-February 2020
4.	The HKEAA uploads Candidates Entry Information Checklist on the HKEAA Extranet to GCSE Chinese Sub-centres for distribution to their students for checking.	Mid-February 2020
5.	GCSE Chinese Sub-centres download the Notes for Conduct and Submission of Paper 2: Speaking in Chinese Assessment (May 2020) and the concerned forms for prepare the Speaking Assessments.	Late February 2020
6.	The assessment scenarios (Stimulus Cards) for Task 1: Role Play and Task 2: Picture-based Tasks, along with prescribed sequencing grids and instructions will be distributed to the Sub-centres. Upon receipt, the materials must be kept securely locked and inaccessible until at least 27 March 2020.	Late March 2020 (As soon as the Assessment materials is received by the HKEAA)
7.	The Speaking Assessment conducted by Sub-Centres / Teacher- Examiners within the assessment period.	1 April to 4 May 2020
8.	HKEAA issues Admission Forms [Paper 1 (1H) Listening & Understanding, Paper 3 (3H) Reading & Understanding and Paper 4 (4H) Writing] of candidates to GCSE Chinese sub-centres.	Late April 2020
9.	GCSE Chinese Sub-centres submit the completed Speaking Assessment (1CN0-Paper 2) with required forms and recordings USB(s) to the HKEAA.	4 May 2020 (before 5:30pm)

Candidate Order	Task 1	Task 2	Task 3	
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	FR6 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 2	FR7 (Theme 3)	FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		FP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2
Candidate 3	FR5 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP7 (Theme 4)	Theme 5	Theme 2 OR Theme 3
Candidate 4	FR3 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 5	FR1 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2

Candidate 6	HR5 (Theme 3)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP8 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
Candidate 7	HR3 (Theme 1)	HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
Candidate 8	HR6 (Theme 2)	HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		HP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 9	HR8 (Theme 1)	HP9 (Theme 5)	Theme 2	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 4	Theme 3 OR Theme 5

口試題目將於3月尾寄到學校

Candidate Order	3 Task 1	4 Task 2	1 Task 3	2
	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
	Role Play	Picture Based	Conversation 1	Conversation 2
Candidate 1	FR6 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
		FP1 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 2	FR7 (Theme 3)	FP3 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		FP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 2
		FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2
Candidate 3	FR5 (Theme 1)	FP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		FP7 (Theme 4)	Theme 5	Theme 2 OR Theme 3
Candidate 4	FR3 (Theme 2)	FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 5	FR1 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP1 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 2

2 老師培訓



3 及早準備 Conversation Part 1

	Theme 1: Identity and culture	Theme 2: Local area, holiday and travel	Theme 3: School	Theme 4: Future aspirations, study and work	Theme 5: International and global dimension
	Who am I: relationships, when I was younger; what my friends and family are like; what makes a good friend; interests; socializing with friends and family; role models	Holidays: preferences; experiences; destinations	What school is like: school types; school day; subjects; rules and pressures; celebrating success	Using languages beyond the classroom: forming relationships; travel; employment	Bringing the world together: sports events; music events; campaigns and good causes
	Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)	Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping	School activities: school trips; events and exchanges	Ambitions: further study; volunteering; training	Environmental issues: being 'green'; access to natural resources
姓名	Cultural life: celebrations and festivals; reading; music; sport; film and television	Town, region and country: weather; places to see; things to do		Work: jobs; careers and professions	
地址			school trips		
电话			School activities		
电子邮件			school trips		
兴趣爱好		places to see			
职业			School activities		
宠物			School activities		
其他			School activities		
其他			School activities		
其他		Holidays			

筆記

GCSE Paper2- Sample assessment

Task 1 Role play-STIMULUS HR2

重點字詞

1	工作經驗	Work experience	2	旅行社	Travel agency
3	工作	Job	4	經理	Manager
5	想	Want	6	怎樣	How
7	為甚麼	Why	8	工作小時	Working hours
9	機會	Opportunities	10	練習	Practice

筆記使用：

1. 每題的重點字詞
2. 題目
3. 準備筆記
4. 總結同學優缺
5. 抄下可用的常用句子、內容及原因

注意：

1. 寫下重點或句子
2. 設定合理問題
3. 有時間可估計題目

GCSE Paper2- Samp

姓名：_____

班別：_____ ()

Task 1 Role play-ST

說話準備

1.	
2.	
3.	
4.	
5.	

練習模式(Task 1&2)

全班模式

個人模式

01 一同翻譯、寫句子及問題。

02 一同朗讀。

03 每次找**3-5**位同學在全班前練習，直至全班均有**1-2**次練習為止。

04 學生自己準備，課堂抽學生在全班同學面前練習

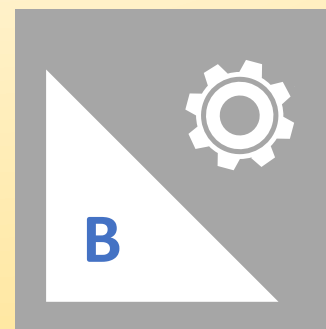
05 逐個逐個練習，其餘學生做閱讀卷或作文。

06 善用午息、放學時間，約學生練習。

Task 3-Part 1

學生揀主題

-1個或2個優次主題。

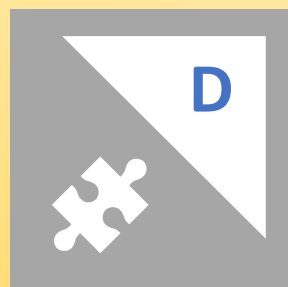


學生寫稿及錄音

—學生就主題寫稿及錄音。

學生抄寫、錄音、練習

- 學生抄寫已改正的講稿，然後錄音。
- 完成後定時錄音、即時及現場練習。



老師評改

- 老師就學生的講稿內容及錄音作評改。
- 老師可為部份講稿錄音，作為示範。

謝謝你♥

Thank
you😊



GCE (AS) Speaking

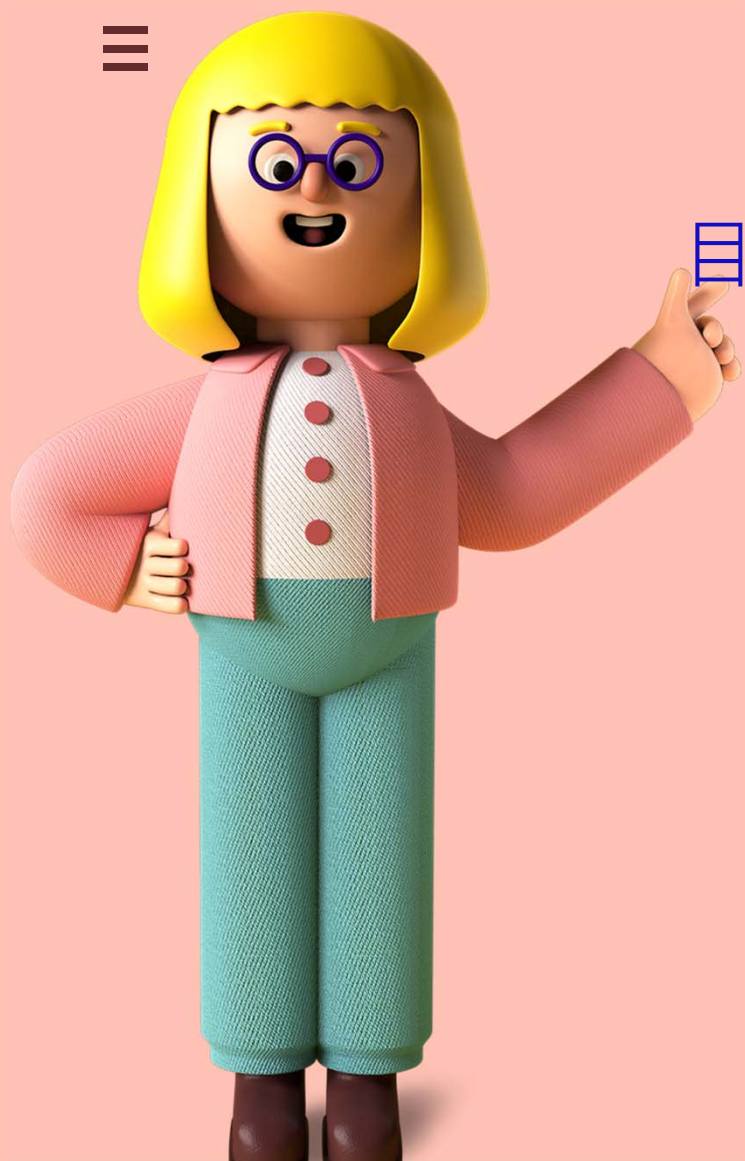


明愛胡振中中學
方惠琮老師



學校背景

- ◆ 一所中濃度資助中學
(全校取錄非華語學生 80 人)
- ◆ 學校據因材施教及循序漸進的原則，初中組於學生入學註冊時，按其語言能力進行跨級分組；高中組按其語文能力，進行同級分組。
- ◆ 非華語學生多來自主流小學或為新來港少數族裔學生，以巴基斯坦、尼泊爾、印度籍學生居多。
- ◆ 學校初中主要以中文為教學語言，為配合學生的需要，非華語學生則以英語學習所有非語文科科目。



目標：幫助新來港非華語學生更快地適應香港生活，並輔助全部非華語學生將來參加**IGCSE**國際性考試，及將來在港升學和就業。



學生特質

- ◆初中施行按能力「跨級分組」以照顧學生的學習差異，其中並包括特殊學習需要之學生；高中以中文能力，進行同級分組。
- ◆高能力學生中文聽說能力不俗，能以簡單中文作日常生活溝通，但讀寫能力薄弱。
- ◆能力較弱的學生仍在起步階段，識字能力及學習動機有待提升。



學生的學習困難

- ◆學生平日跟同學以家鄉語言溝通，說中文的動機和信心皆不大；
- ◆在口語溝通中，學生一般比較被動，不善發問，不懂拓展話題；
- ◆生活中常用的詞彙，學生只知道英文，卻不懂中文如何表達；
- ◆部分學生不會永久在港生活，致使學習中文的動機大減；
- ◆為什麼要學習世上最難的言語 (中文)；
- ◆初學者.....

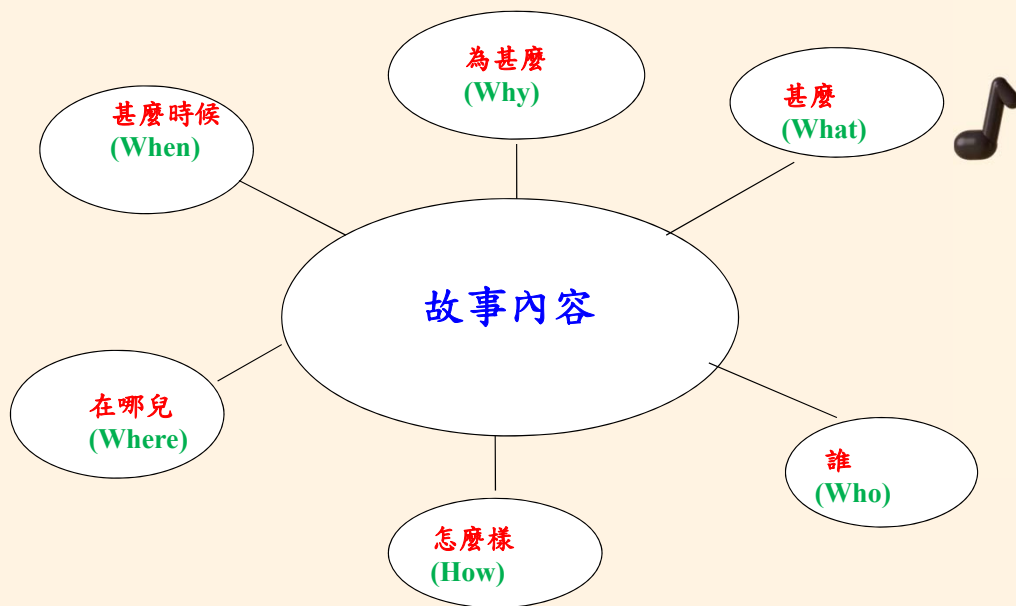


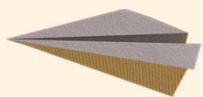
≡ 教學策略

◆ 考試導向：

● 「六何法」：

5W+1H





- ~ 要配合呈現圖片，學生預測閱讀的內容，或進行經驗分享。
- ~ 語文不單是知識，從生活體驗著手。
- ~ 多讀、多配詞、多口頭造句，看圖說詞語。 (輸入)
- ~ 認識各主題相關資料、詞彙及句式。 (輸入)
- ~ 利用圖片、動作、角色扮演、教師入戲、學生入戲 (戲劇教學法)、繪圖等等，藉以加深學生對詞義的瞭解。 (輸入)
- ~ 認識中國文化習俗背景。 (輸入)
- ~ 學生重點記錄說話內容，並作口頭匯報。 (輸出)
-
- ~ 訓練學生聆聽，應對、發問、答問技巧。 (輸出)
- ~ 練習說話技巧及有條理的表達能力。 (輸出)





設定主題教學

呈現圖畫、影片播放，藉以引起學習動機，老師附予說明。

例：「春節」先由老師先作分享，簡介傳統節日食品。





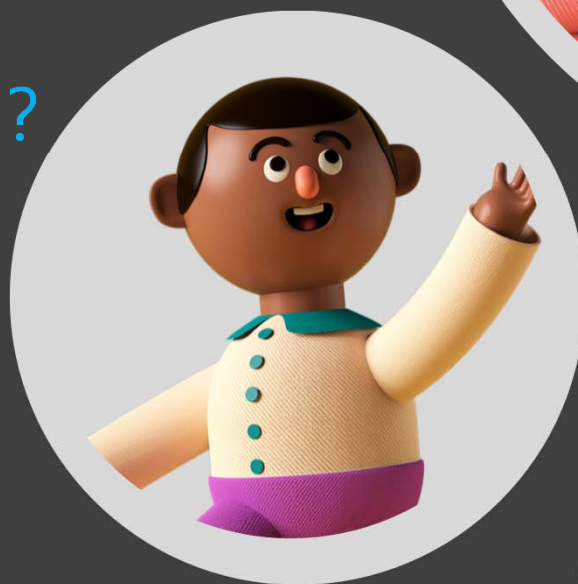
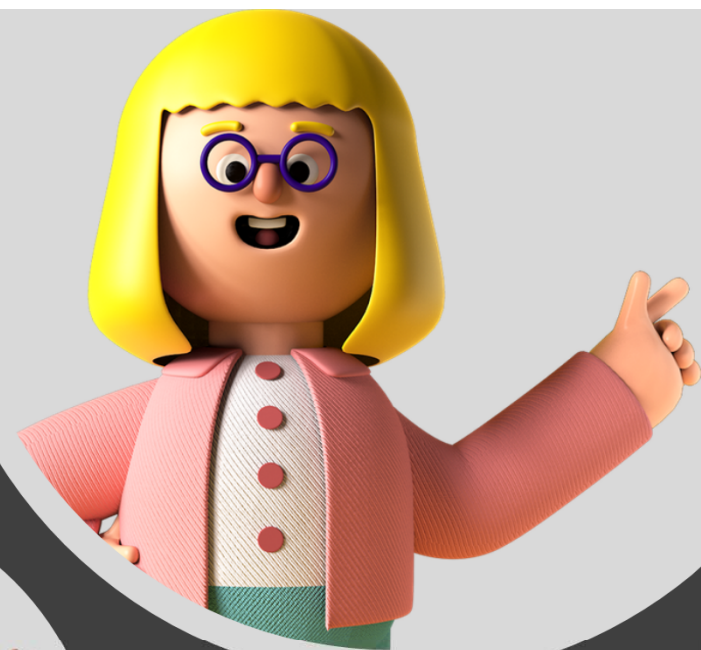
學生也分享共同的主題

例：印度新年食物



≡ 發問技巧（老師版）

- ◆ 短文的主要意思是什麼？
- ◆ 你可以舉例說明.....
- ◆ 你同意這個論點嗎？為什麼？
- ◆ 你為什麼有這個看法？
- ◆ 我們.....得出什麼結論？
- ↓ ◆ 你同意嗎？





發問技巧：（學生版）

◆ 你同意我的看法嗎？

◆ 我們可以說.....嗎？

◆ 你對.....有什麼看法？

◆ 你明白我的意思嗎？



謝謝

