



MANDARIN: BRIDGING ACTIVITY

You cannot be “away” from a language for long! To ensure that students start on equal footing and feel prepared to begin their Sixth Form course, we are asking that students complete the following tasks which will help to prepare and motivate for September.

Literature:



We will study one book and one film. The book is called “A very special pigeon” 《一只叫凤的鸽子》. And the film is called “Please vote for me” 《请投我一票》. We will study the Chinese versions in lessons.

Task 1: Read the English text of *A Very Special Pigeon* via the link below. Then write 2 pieces of essays in English:

Article 1: Summarise the story in 1 A4 page.

Article 2: Analyse the relationship between the two boys in 1-2 A4 pages. Support your views with reference to the text.

Article 3: Research and pre-learn the Analytical Words in the appendix

A Very Special Pigeon (English): <https://writingchinese.leeds.ac.uk/book-club/june-2016-caowenxuan-%E6%9B%B9%E6%96%87%E8%BD%A9-and-childrens-literature/a-very-special-pigeon/>

Task 2: Watch the film *Please Vote for Me* in English in full. Write a 1-page film review.

Please Vote for Me (English): https://youtu.be/y1Tw1V0_ZAQ

Listening, reading and speaking:



Mandarin Bean allows **free** access to all their podcast lessons. These lessons are tailored in different HSK levels. It is best to listen to different materials at different level to maintain your listening skills.

Task 1: Study at least 6 podcast episodes this summer. You should attempt at HSK4 level. For **each** podcast:

1. Write down new words you have learned, including Pinyin and characters.
2. Make a full sentence in characters of each new word you learn

Mandarin Bean: <https://mandarinbean.com/>

[Note on *Mandarin Bean*: It is also recommended that you purchase a subscription. It contains listening materials with scripts in Pinyin, levelled by HSK levels. We are aiming to achieve a HSK5 level in terms of language abilities at the end of the A level course.]

Task 2: For **each** Mandarin Bean podcast text you study, read it out loud until you are fluent. Pick 2 sentences from the text, replace a few words to create your own sentences in Pinyin.

Vocabulary and character writing:



Task 1: Watch below clip to write down some technology tips for using apps or websites to help you.
<https://www.youtube.com/watch?v=cHgZi4EO80o>

Task 2: Make a habit of using www.quizlet.com to create digital flashcards. Start by creating some for the words you have studied with these bridging activities. The teachers would like to see the new-word word bank you create over the summer!

Grammar:



Task: Explore the Chinese Grammar Wiki website. You can start with A2 Grammar and work through B1 Grammar points. Take notes of at least 10 grammar points and share with the teacher in September.

A2 Grammar points: https://resources.allsetlearning.com/chinese/grammar/A2_grammar_points

History and culture:



Chinese history, culture, literature and language are all tied together. It is particularly important to learn the modern China history (20th century).

Task 1: Read at least 2 chapters in “THE OXFORD ILLUSTRATED HISTORY OF MODERN CHINA” edited by Jeffrey N. Wasserstrom. Create a mind map of key events for each chapter you read.

Find the digital copy of the book in the shared folder:

https://1drv.ms/u/s!AuIQMiggaHeVg_tBC2Zy-q0V0jzrWg?e=Rw7Cvz

Task 2: Visit the Chinese sections in the British Museum. Miss Lin has created a booklet for Key Stage 3 students but you can use it as a springboard and explore more. Share your experience in September!

Find the booklet in the same shared folder:

https://1drv.ms/u/s!AuIQMiggaHeVg_tBC2Zy-q0V0jzrWg?e=Rw7Cvz

If you are unable to visit the museum physically, use their website to explore the highlights:

<https://www.britishmuseum.org/collection/china>

Textbook:



Consider purchasing this book “Chinese for AS (Simplified characters)” Paperback – 1 Jan. 2019.

If not, that is okay! You can borrow from the teacher when school starts.

If you have any questions before September, 2024 please do not hesitate to contact me:

(sixthform@becketkeys.org)

Optional Wider Activities

Wider Reading

Read books about the founding of the People's Republic of China:

- The Chinese People at War: Human Suffering and Social Transformation, 1937-1945
(Published by Cambridge University Press ISBN 9780511761898)

Read other Chinese literary texts. For ANY language A level learners, simply doing homework set by the teacher is not enough; wider reading is essential!

- Visit <https://writingchinese.leeds.ac.uk/book-club/>
Aim to read and study a story every two months
- 《城南旧事》（惠安馆）by Lin Haiyin, 1960
- 《城南旧事》（爸爸的花儿落了）by Lin Haiyin, 1960
- 'Chronicle of a Blood Merchant'（卖血记）by Yu Hua (trans. Andrew Jones, First Anchor Books)

Enrichment Activities

- Listen to this Maomi Chinese podcast regularly: <https://anchor.fm/Kaela-cai>
- Watch the film "Beijing bicycle"（十七岁的单车）, 2001; available on Amazon Prime
- Stay tuned on BBC News: This is the BBC News website. The readers can find all sorts of interesting articles published in Chinese language.
<https://www.bbc.com/zhongwen/simp>
- Check out this website on learning Chinese:
<https://www.hackingchinese.com/blog/>
- Follow this Twitter account: A popular resource with learners. This is a good channel for the learner who is keen on practising their oral skills in Mandarin.
<https://twitter.com/bbcchinese>
- Use your social media skills! Find useful, fun and interesting channels on Chinese language and Chinese cultures on:
 - i YouTube
 - i TikTok

- Download the free app “Hello Chinese”. It is similar to Duolingo but only for Mandarin Chinese.

Appendix

分析性词语 **Analytical Words**

Terminology to be used across:

作者

读者：...给读者的感受是 + description, ...让读者为 XX 感到

作品主题

故事

主要人物：两个主要人物的关系从敌人变成朋友。

外(wài)貌(mào)描写：这个外貌描写体现了

动作描写：这个动作描写体现了

环境描写：这个环境描写体现了

心理描写：这个心理描写体现了

开头：在故事的开头

结局：在故事的结局

情节：这个情节体现了

写作手法

对比，前后对比

象征

风的象征对(duì)象(xiàng)是秋虎的妹妹 = 风象征着亲情

风象征着人生的希望

风象征着坚强的精神

风象征着人性的真善美

u Analysis verbs:

用/采用

使用

介绍

描写、描述

表现

体现

强调

突出

说明

让 X 体会到...

反映

表达

暗示

表示

衬托 出

彰显

影射

示意

u Analysis adverbs:

详细地

鲜明地

明显地

生动形象地

间接地

充分地

进一步(地)

重复(地)/反复地

深切地 (体会到)

简单地

优美地

u Analysis phrases and sentences (for literature):

1. Referring to where the evidence comes from

作者在 [place in story] 介绍了...

在第 X 章中, 当.....时/的时候,

在故事的开头/高潮/结局,

快到故事的高潮/结局时,

2. 写作手法

作者用 [technique] 来描写/描述/表达...

作者通过使用 [technique] 来...

- 对比 :

用对比的写作手法把 A 和 B 放在一起作比较

这和.....相对比

- 比喻：

作者采用了比喻的修辞手法把 A 比作 B

- 夸张：

作者用了夸张的修辞手法，夸大描述....，来突出...

- 反复 或 排比：

作者用了三个以”.....“开头的句子来描写

作者用了排比的写作手法，重复使用“.....”来强调

- XX 描写：

作者给 [things or characters] 很多细节描写

作者对 [things or characters] 的【环境，心理，动作，细节...】描写表现了.....

作者用这些对话来表现...

- 象征：

这象征着 [abstract idea/theme]...

(e.g. “蓝天”象征着他们友谊的春节；凤的优秀象征着秋虎在困苦生活中的希望和自尊)

X 在现实生活中的象征对象是 XX

(e.g. 凤在现实生活中的象征对象是秋虎的妹妹)

- 铺垫 和 伏笔：

这为后面[certain plot]的故事情节 做了铺垫/埋下了伏笔

3.作者的用意

作者...有三层用意，第一层是为了...，第二层是为了.....

一方面是为了...，另一方面是为了...

4.效果

作者这么做的效果是...

这个写作手法的作用是...

...使语言生动形象

这些语言反映了...

让读者感受到/体会到...

让读者为 [character] 感到 adj

给读者一种身临其境的感觉，仿佛能体会到...

5.人物形象和感情

表现/体现了[character] [personality] 的一面

这暗示了[character] 对 [character] 的 ... 感情

6.主题

这体现了小说的大主题 - [theme]

这影射了.....的社会现象

这符合作者的作品中常见的写作风格

u Useful logical phrases:

1. 首先, 其次, 最后
2. 其一...其二...其三...
3. 第一个原因...第二个原因...第三个原因...
4. 还有一点是...
5. 除此之外
6. 另外
7. 总的来说, 综上所述, 总而言之, 一(yì)言(yán)以(yǐ)蔽(bì)之(zhī)

u Useful content words (compile your own list!)

高贵

独立

自豪

骄傲 vs 自大

傲气十足

自卑

自信心变强

自私

炫耀, 羡慕, 嫉妒,

嘲笑

体贴

诚实善良

坚强

乐观

有耐心

有毅力

有决心

脚踏实地

埋头苦干

朴实

欣赏

贫困

苦难，艰苦，困难

悲惨

挣扎

空虚，绝望

不负责任

难过，伤心

可怜

失落

恼火

羞愧

孤单，孤独

伤害，受伤

陪伴

对鸽子的喜爱

信任

心灵相通

懂人情

善解人意

对美好生活的向往

A 对 B 有竞争心理

现实生活的残酷

梦想破灭了

u Useful complex structures (compile your own list!)

Conjunctions	
Basic connective	和, 与, 跟
	及, 以及, 而, 并
	何况, 除非, 尽管, 以便, 以免, 随着, 万一, 可见, 要么
	因为……所以……

Clausal conjunctions	虽然……但是……
	不但……而且……
	又……又……
	如果……就……
	先……再/然后……
	一……就……
	只要……就
	只有……才……
	既然……就……
	如果/假如/要是…… 就……
	不管……还是……
	为了……
Temporal conjunctions	的时候；以后，以前
	当时，同时

Other constructions	
Various comparative constructions	她说中文比我流利。
	她说中文比我流利一点儿。
	她说中文比我流利得多。
	她说中文比我更流利。

	她说中文和/跟我一样流利。
	她说中文没有我这么流利。
Existence	有：桌子上有一本书
Exclusion	除了……以外……
Emphasise	连……都/也……
Emphasise	是……的。
Emphasise	不论/无论…… 都/ 也/还……
Various complements with 得	
把 construction	
Passive construction	被/叫/让
Verbs used in passive and active sense	电视送来了。