

Chinatown Explorer
Teachers' notes

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1. Purpose statement

The aim of this learning object is to develop students' awareness of Chinese society and culture by exploring an Australian Chinatown.

This learning object aims to provide students with opportunities to develop intercultural knowledge and understanding specifically to:

- use the Chinese language purposefully
- compare their own language(s) and culture(s) with Chinese language(s) and culture(s)
- explore the multiple dimensions of Chinese culture
- draw upon aspects of their own personal life
- develop the capability to engage with difference
- discuss and compare the values, beliefs and attitudes of diverse cultures.

2. Overview

This learning object will provide students with the opportunity to visit seven locations in Sydney's Chinatown. The locations provide details of a traditional Chinese garden, a *yumcha*, a Chinese herbalist, a gift shop, a book shop, an Internet café and some authentic signs, with an emphasis on the promotion of intercultural understanding. Students can save the pictures and text to create their own written or audio-visual presentation on the topic. Students will, however, need to write any additional Chinese script on their own computers. The scripts of the tours can be used for listening comprehension, cloze passages or sequencing activities. Students can use the scripts as a model to write their own dialogue, which could be presented using ICT or performed in class.

Students will first see a map of China. Following a simple animation, two zoom-in transitions will locate Sydney in Australia. Students will then see a tourist-style map of an Australian Chinatown with seven specific locations graphically highlighted.

Students can choose from a range of interactive language learning opportunities.

➤ **Two narrated tours:**

These tours visit different locations in Chinatown. Two characters, an Australian girl and a Chinese male exchange student, discuss each location, using a slide show of one to five slides. In addition, they may refer to their own experience, comparing what they're seeing with something familiar or in contrast to their individual context, thus personalising the tour from the perspective of both the visitor and the guide.

In Tour 1, the Chinese boy and the Australian girl visit the Chinese garden, a Chinese gift shop and a *Daniang* dumpling outlet. In Tour 2, they visit an Internet café, a Chinese herbalist, and enjoy a *yumcha*. While the audio is playing students can also read the transcript in *Hanzi* with *Pinyin* support. The *Pinyin* conventions as prescribed by the National Committee on the Basic Rules for *Hanyu Pinyin* Orthography in 1996 have been used throughout this learning object. At the conclusion of the slide show for a location, students will see the map and an animated dot trail to the next location.

➤ **For each location a range of information and tools is available to the learner:**

➤ **Information About**

a. *The Simple description:* A text description of the each location in *Hanzi* with audio and *Pinyin* support.

b. *Detailed description:* An English text description provides further information about each location. As this is in Simpletext, students can copy and save this to their Backpack (see below).

➤ **Gallery**

This will provide students with captioned image-based resources (photos, graphics, diagrams or maps). Students can look at individual images and use the Backpack function (see below) to select and save the images for use in projects, PowerPoint presentations and other learning activities.

➤ **Vocab**

At each location, and throughout the tours, students will have access to an online vocab list in *Hanzi*, *Pinyin* and English with audio support. Each contains words with which students may not be familiar.

➤ **The Backpack**

This allows students to select and collect (copy) many of the items they read and see in the Explorer in their backpack. For example, students can select images from the gallery, or English text from the detailed description, which they can manipulate. They can also save Chinese text and vocabulary, but as these will in effect be an image, they cannot be manipulated. They can then save any of these items to a 'user defined location', e.g. a folder on their hard drive.

3. Language level (Prior knowledge)

Over 100 hours of Chinese language learning

Texts are short and based on familiar structures written in *Hanzi* with *Pinyin* and audio support.

Students should be familiar with:

- declarative sentences using 是
- questions using 吗, 什么, 还是, 怎么, 怎么样
- possessive and attributive uses of the particle 的
- uses of the verbs 有, 会, 能, 可以, 要, 想 and 喜欢
- uses of the verbal particle 了 to indicate the past tense
- uses of the verbal particle 吧 to make a suggestion
- use of the pattern 又.....又 to aid description
- use of the linking adverbs 也, 还
- use of the conjunction 和
- use of some measure words

4. Learning outcomes

Students will enhance their understanding of the relationship between Chinese language and culture. Students will come to understand and appreciate the social, cultural, geographical and historical contexts of Chinese traditional and contemporary culture both in China and Australia through visual stimulus. Given examples of effective communication in Chinese, students are provided with the tools to create their own descriptions and dialogues.

Using language

Students will learn about:

- redundancy and the need to focus on key words when listening to and reading text
- ways to use contextual clues and prior knowledge to predict the meaning of new words
- resources that can be used to enhance comprehension
- the importance of logical development of ideas in constructing text
- referring to models to express own ideas
- the use of ICTs for communicative purposes.

Students will learn to:

- develop strategies to manage unfamiliar language in spoken and written text, e.g. identifying context, and focusing on familiar language elements
- deduce the meaning of unfamiliar words from context
- access available resources to assist in understanding text, e.g. word lists, sound files
- express ideas and provide additional details in a series of linked sentences, e.g. using connectives
- use available resources to support the construction of new texts
- use ICTs to support production of original texts, e.g. word processing and digital images.

Moving between cultures

Students will learn about:

- culture-specific conventions of Chinese in social interaction
- changes that occur in language through cross-cultural contact
- similarities and differences between lifestyles of local communities and those of Chinese-speaking communities
- aspects of traditional and contemporary belief systems and their impact on behaviour
- exploring cultural diversity using ICTs
- collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture.

Students will learn to:

- use formulaic expressions appropriate to the occasion
- identify the way Chinese and foreign words are incorporated into language
- compare aspects of their own lifestyle, e.g. eating out, gift giving, medicine, with those of Chinese communities
- compare aspects of traditional and contemporary lifestyles
- gather information about Chinese culture by using ICTs
- research and present information on Chinese culture using a range of ICTs including the Internet.

Making linguistic connections

Students will learn about:

- meaning which can be conveyed through non-linguistic forms
- changes that occur in language through cross-cultural contact
- the meanings conveyed by formulaic words and phrases
- the construction of *Hanzi* and meanings
- the origin, function and relationship between components across *Hanzi*.

Students will learn to:

- recognise the meanings of signs in Chinese
- identify the way Chinese and foreign words are incorporated into language, e.g. *yumcha*
- recognise formulaic expressions, e.g. 我请你
- explore the specific written forms used to convey meaning, e.g. radicals
- refer to traditional/full forms of *Hanzi* and components to understand simplified *Hanzi*.

5. Classroom activities

This resource can be used as a cross-curriculum learning object. In particular, links with the following areas can be exploited by teachers:

- ICT: making associations between text, sound and images to support understanding of Chinese; accessing up-to-date information about Chinese-speaking communities to enhance classroom learning; using samples of language performance by native speakers as models for learning and authentic communication situations in Chinese.
- Civics and Citizenship: recognising appropriate intercultural behaviour in diverse settings.
- Key competencies: working with others and in teams; using technology.
- Difference and diversity: discussing and comparing the values and beliefs of diverse cultures.
- Multiculturalism: identifying cultural values and practices in observing social interaction among members of the community.

This learning object is best used if students are encouraged to:

- interact with peers and others, e.g. through discussion and teamwork
- construct knowledge through noticing and observing, discovering and drawing connections
- interact with peers and others, e.g. through discussion and teamwork
- enquire, question and compare
- reflect on their own beliefs, behaviour and experiences and how they are shaped by their culture(s)
- take responsibility for their own learning e.g. through self-monitoring.

Suggested activities for students:

Society and environment

- Discuss the influence of Chinese migration on Australian culture and society, e.g. Chinatowns, food, medicine, fengshui etc.
- Research the history of Chinese migration to Australia.
- Research more about traditional Chinese gardens.
- Research and compare Chinese and Australian, including Aboriginal, herbal cures.
- Compare and contrast Chinese and Western pharmacies.
- Find out about and compare the use of mosaics in Chinese, Australian and other cultures
- Find out about and compare the use of symbols for guards, good fortune, friendship, seasons, purity, and casting out demons in Chinese, Australian and other cultures.
- Research the history of tea in China.
- Research more about Chinese jade.
- Research more about Chinese opera.
- Find out more about the principles and use of fengshui in China and Australia.
- Practise acupressure on themselves, if appropriate.

- Practise Chinese eye massage.
- Find out about some more Chinese gods. Students could also compare and contrast these with gods in other cultures.
- Find out what Chinese and Western fast food outlets are in China.
- Find out what Chinese and Western supermarket chains are in China.
- Find out about some famous Chinese movie stars e.g. Jackie Chan, Gong Li.

The Arts

- Practise calligraphy and make a calligraphy scroll.
- Make some Beijing opera masks.
- Make their own Chinese chops using potato prints.
- Make paper lanterns.
- Paint willow pattern designs on paper plates.
- Sing Chinese songs karaoke style.

Cooking

- Follow recipes to make some dim sums, dumplings, egg tarts.
- Sample some different Chinese teas.
- Cook some tea eggs.

Science and technology

- Construct and fly a Chinese kite.
- Explore some Chinese web sites.

Games

- Play Chinese chess and explain how it differs from Western chess.
- Play *Majiang*.
- Find out about and play some more traditional Chinese games.

Numeracy

- Learn how to do calculations using an abacus

Legends

- Find out about the 'Willow pattern' legend and retell it or act it out in their own words.
- Read or watch the Monkey King series of stories and retell them or act them out in their own words.
- Find out about the origin of how you signal you want more tea in a Chinese restaurant and retell or act out the story in their own words.

Use Chinese to:

- Score and play a game of table tennis.
- Construct and label a model of a traditional Chinese garden.
- Write and send an email and/or an SMS if practicable.
- Word process and/or create a multimedia presentation.
- Role play ordering and eating *yumcha*, using appropriate formulaic expressions and gestures.
- Role play buying gifts in a Chinese gift shop within a budget and using an abacus.
- Design a board game based on a Chinese garden to play with their peers.

Hanzi

- Look up meanings in a Chinese dictionary.

Teachers could:

- Give students *Hanzi* to look up in a dictionary.
- Direct students to access selected web sites in Chinese in order to carry out simple tasks, e.g. menus - ask students to pick out all the pork, chicken, vegetable, etc dishes, or to order a banquet conforming to a budget and taking into account a simple description of guests' likes and dislikes written in Chinese.
- Organise an excursion to Chinatown or a Chinese garden.
- Organise an excursion to a Chinese restaurant to experience *yumcha*.
- Organise an excursion to a Chinese herbalist.
- Invite a Chinese chef to demonstrate how to make some dim sums to the class.
- Invite a calligraphy expert to demonstrate and teach the class some basic Chinese calligraphy.
- Invite a Chinese herbalist or traditional Chinese doctor to talk to the class.
- Invite a Chinese *Taiji* or *Qigong* master to demonstrate and teach the class some basic movements.
- Invite experts to teach the class how to play Chinese chess and majiang.

6. Helpful links

To the best of our knowledge, the web sites listed in the following pages contain no controversial materials or links. However, it is always best if teachers check these themselves before recommending them to students. Teachers should also be aware that web sites can be transitory and no longer available. Students could also be encouraged to use the Internet to search for information using key words.

These web sites may be useful for teacher reference:

Beijing Opera

<http://www.curriculum.edu.au/accessasia/catalog/mirrors.htm> (Mirrors of the soul - Beijing Opera)

Chinese chops

<http://www.historyforkids.org/crafts/projects/clayseals.htm> (Clay seals project - can be adapted for making a Chinese chop)

Chinese door guards

<http://www.curriculum.edu.au/accessasia/china/virtual/lesson/guards.htm> (Chinese door guards)

Chinese in Australia

<http://www.multiculturalaustralia.edu.au/lessons/lessons.php?mode=Subject&myOptionID=4> (Chinese History of Australia - Harvest of Endurance)

<http://amol.org.au/goldenthreads/> (The Chinese in regional NSW)

China in general

<http://www.sinophilia.org/> (General information on China)

<http://asiarecipe.com/chikite.html> (General information on China, including kites, tea, calligraphy)

<http://www.kidcyber.com.au/topics/chinateachers.htm> (A trip to China - an integrated Unit of Work)

<http://library.thinkquest.org/20443/> (China, an Inner Realm)

Chinese symbolism

http://www.happygreenbuddha.com/Merchant2/merchant.mvc?Store_Code=HappyBuddha&Screen=symbolism (Comprehensive list of Chinese symbols)

Jackie Chan

<http://www.curriculum.edu.au/accessasia/china/virtual/lesson/movie.htm> (Jackie Chan)

Kites

http://www.aka.org.au/kites_in_the_classroom/index.htm (Kites in the classroom)

These web sites may be useful for teacher reference and for student research:

Abacus

<http://qi-journal.com/culture.asp?-Token.FindPage=2&-Token.SearchID=Abacus> (Chinese culture: Abacus)
<http://asiarecipe.com/chikite.html> (General information on China, including kites, tea, calligraphy, jade, opera)

Beijing Opera

<http://www.china-pictorial.com/chpic/htdocs/English/content/200208/3-1.htm> (2002-2008 Keeping Tradition Alive: Children perform
<http://www.chinapage.com/beijing-opera.html> (Beijing Opera including history, sound files, painted faces)

Calligraphy

<http://depts.washington.edu/chinaciv/callig/callmain.htm> (Chinese calligraphy)

Chinese eye massage

http://www.doctoryourself.com/eye_exercises.html (Instructions for Chinese eye massage)

Chinese gardens

<http://www.chinesegarden.com.au/about.cfm> (Chinese Garden of Friendship in Sydney)

Games

<http://www.tradgames.org.uk/games/Chess.htm> (Chess - Online guide)
<http://www.cs.utk.edu/~clay/mahjongg/rules.html> (Mah Jongg rules)
<http://www.chcp.org/games.html> (Traditional Chinese games with rules)
<http://www.aballantine.com/fengshui/games.html> (Online games)
http://chineseculture.about.com/library/weekly/topicsub_game.htm (Chinese games and kids' games)

Kites

<http://www.chinavista.com/experience/kite/kite.html> (Chinese kites)
http://www.warriortours.com/intro/crafts_kite.htm (Chinese kites)

Lanterns

<http://www.geocities.com/jayistheboss/chinese-lanterns.html> (All about Chinese lanterns)

Legends

<http://www.teacouncil.co.uk/tt/leaves/willow.html> (Tea trail - The Willow Pattern Story)

<http://www.chinesefortunecalendar.com/WhiteSnake.htm> (The Chinese Legend of White Snake)

<http://www.chinapage.com/wsnake.html> (The Legend of the White Snake)

http://en.wikipedia.org/wiki/Yum_cha#Taking_away_the_lid_from_the_teapot_before_refilling (Legend about refilling the teapot)

Medicine

<http://www.taijichinesemedicine.com/TCMhistory.htm> (Chinese medicine history - with pictures of and information about famous Chinese physicians)

<http://www.nmns.edu.tw/eng/pdf/chinese-medicine.pdf> (General information on Chinese medicine)

<http://www.mcdougallittell.com/whist/netact/U2/U2frame.htm> (All about Chinese healing arts)

<http://www.maineacupuncture.org/index.html> (Maine Association of Acupuncture and Oriental Medicine)

http://www.watchtower.org/library/g/2000/11/8/article_01.htm (A visit to a Chinese pharmacy)

Tea

<http://regenttour.com/china/tea/index3.htm> (Chinese teas)

http://www.internet-at-work.com/hos_mcgrane/china/eg_china_2a.html (The story of tea)

<http://www.globalgourmet.com/destinations/hongkong/hktea.html> (Hong Kong and tea houses)

The Chinese in Australia

[http://www.netc.net.au/edu/gold/Gold\(5\).html](http://www.netc.net.au/edu/gold/Gold(5).html) (Gold discovery for Primary students)

<http://www.chinatownsydney.com/overview.cfm> (An Overview of Chinatown Sydney)

<http://home.vicnet.net.au/%7Emcah/welcome.htm> (Chinese Museum, Melbourne)

7. Vocabulary

Location 1 - Chinese garden

Chinese	Pinyin	English
茶馆儿	<i>cháguǎnr</i>	tea house(s)
传统	<i>chuántǒng</i>	traditional
灯笼	<i>dēnglong</i>	lantern(s)
朵	<i>duǒ</i>	measure word for flowers
莲花	<i>liánhuā</i>	lotus(es)
桥	<i>qiáo</i>	bridge(s)
绕口令	<i>ràokǒulìng</i>	tongue twister(s)
塔	<i>tǎ</i>	pagoda
亭子	<i>tíngzi</i>	pavilion(s)
像	<i>xiàng</i>	(to) look like
幽静	<i>yōujìng</i>	tranquil
这些	<i>zhèxiē</i>	these
种	<i>zhǒng</i>	type(s)

Location 2 - Chinese bookshop

Chinese	Pinyin	English
报纸	<i>bàozhǐ</i>	newspaper(s)
笔画	<i>bǐhuà</i>	stroke(s) (of a Hanzi)
材料	<i>cáiliào</i>	material(s), resource(s)
查	<i>chá</i>	(to) check, look up
词典	<i>cídiǎn</i>	dictionary(ies)
打麻将	<i>dǎ májiàng</i>	(to) play majiang
都	<i>dōu</i>	all
放风筝	<i>fàng fēngzheng</i>	(to) fly (a) kite(s)
故事	<i>gùshi</i>	story(ies)
连环漫画	<i>liánhuán mànhuà</i>	comic(s)
女字旁	<i>nǚzì páng</i>	female radical
认识	<i>rènshi</i>	(to) recognise
书法	<i>shūfǎ</i>	calligraphy
孙悟空	<i>Sūn Wùkōng</i>	Sun Wukong (Monkey King)
下棋	<i>xiàqí</i>	(to) play chess
这些	<i>zhèxiē</i>	these
中国城	<i>Zhōngguóchéng</i>	Chinatown
种	<i>zhǒng</i>	type(s)

Location 3 - Chinese giftshop

Chinese	Pinyin	English
茶壺	chá hú	teapot(s)
罐子	guànzǐ	jar(s)
紀念品	jì niàn pǐn	souvenir(s)
禮品店	lǐ pǐn diàn	gift shop(s)
駱駝	luò tuo	camel(s)
刻画	kè huà	carving(s)
强壮	qiáng zhuàng	strong
软木	ruǎn mù	cork
少数民族	shǎo shù mín zú	minority group(s)
算盘	suàn pán	abacus(es)
甜姜块	tián jiāng kuài	preserved ginger
图章	tú zhāng	Chinese chop, seal
玩具	wán jù	toy(s)
玉	yù	jade
种	zhǒng	type(s)

Location 4 - Chinese Internet café

Chinese	Pinyin	English
茶叶蛋	cháyè dàn	tea eggs
打字	dǎzì	(to) type
电子邮件	diànzǐ yóujiàn	email (s)
短信	duǎnxìn	text message(s)
发	fā	(to) send
发电子邮件	fā diànzǐ yóujiàn	(to) send an email
发短信	fā duǎnxìn	(to) send a text message
国色	guósè	national colour(s)
普遍	pǔbiàn	common, popular
认识	rènshi	(to) recognise
网吧	wǎngbā	Internet café(s)
网站	wǎngzhàn	Internet site(s)
意思	yìsi	(to) mean
这些	zhèxiē	these

Location 5 - Chinese herbalist

Chinese	Pinyin	English
把	<i>bǎ</i>	(to) grasp
比较喜欢	<i>bǐjiào xǐhuan</i>	(to) prefer
病人	<i>bìngrén</i>	ill people
不舒服	<i>bù shūfu</i>	(to) be unwell, uncomfortable
擦	<i>cā</i>	(to) rub
草药	<i>cǎoyào</i>	medicinal herb(s)
抽屉	<i>chōuti</i>	drawer(s)
方法	<i>fāngfǎ</i>	method(s)
罐子	<i>guànzǐ</i>	jar(s)
锅	<i>guō</i>	pot(s)
蘑菇	<i>mógu</i>	mushroom(s)
弄	<i>nòng</i>	(to) get
人参茶	<i>rénshēnchá</i>	ginseng
通气	<i>tōng qì</i>	(to) let energy flow
图表	<i>túbiǎo</i>	chart(s)
眼保健操	<i>yǎn bǎojiàncāo</i>	eye massage
针灸	<i>zhēnjiǔ</i>	acupuncture
这些	<i>zhèxiē</i>	these
治病	<i>zhìbìng</i>	cure(s)
种	<i>zhǒng</i>	type(s)

Location 5 - Chinese herbalist (cont.)

Chinese	<i>Pinyin</i>	English
中医	<i>Zhōngyī</i>	Chinese traditional medicine doctor
煮	<i>zhǔ</i>	(to) boil

Location 6 - Yumcha

Chinese	Pinyin	English
尝	<i>cháng</i>	(to) taste
点心	<i>diǎnxin</i>	dim sum(s)
凤爪	<i>fèngzhǎo</i>	phoenix feet - a special term for the food dish 'chicken feet'
蛋挞	<i>dàntà</i>	egg tart(s)
肚片	<i>dǔpiàn</i>	tripe
广东	<i>Guǎngdōng</i>	Guangdong
海鲜	<i>hǎixiān</i>	seafood
饺子	<i>jiǎozi</i>	dumpling(s)
结账	<i>jiézhàng</i>	(to) pay the bill
韭菜	<i>jiǔcài</i>	Chinese chive(s)
菊花茶	<i>júhuāchá</i>	chrysanthemum tea
牛杂	<i>niúzá</i>	mixed beef
青菜	<i>qīngcài</i>	green vegetables
热闹	<i>rènao</i>	lively
认识	<i>rènshi</i>	(to) recognise
受欢迎	<i>shòu huānyíng</i>	(to) be popular

Location 6 - Yumcha (cont.)

Chinese	<i>Pinyin</i>	English
甜品	<i>tiánpǐn</i>	dessert(s)
一壺	<i>yī hú</i>	a pot of
香港	<i>Xiānggǎng</i>	Hong Kong
西米布丁	<i>xīmǐ bùdīng</i>	sago pudding
种	<i>zhǒng</i>	type(s)

Location 7 - Signs and shrines

Chinese	Pinyin	English
超级市场	<i>chāojí shìchǎng</i>	supermarket
大娘水饺	<i>Dàniáng-Shuǐjiǎo</i>	Daniang dumplings - name of a Chinese fast food chain
繁体字	<i>fántǐzì</i>	complex Hanzi
华联	<i>Huálián</i>	Hualian - name of a Chinese supermarket chain
卡拉OK	<i>kǎlā'ok</i>	karaoke
快餐	<i>kuàicān</i>	fast food
神	<i>shén</i>	god(s)
天客隆	<i>Tiānkèlóng</i>	Tiankelong - name of a Chinese supermarket chain
小笼包子	<i>Xiǎolóng bāozi</i>	Xiaolong steamed buns
有名	<i>yǒumíng</i>	famous
灶王爷	<i>Zàowangyé</i>	Zaowangye (name of a god)
招牌	<i>zhāopái</i>	sign(s)

Tour 1

Chinese	Pinyin	English
别的	<i>biéde</i>	other
比较	<i>bǐjiào</i>	relatively
比如说	<i>bǐrú shuō</i>	for example
不必了！	<i>Bù bì le!</i>	(It's) not necessary.
茶馆儿	<i>cháguǎnr</i>	tea house
尝	<i>cháng</i>	(to) taste
传统	<i>chuántǒng</i>	traditional
大娘水饺	<i>Dàniáng-Shuǐjiǎo</i>	Daniang dumplings - name of a Chinese fast food chain
但是	<i>dànshì</i>	but
单元楼	<i>dānyuán lóu</i>	apartment
得	<i>děi</i>	must
豆浆	<i>dòujiāng</i>	soya milk
朵	<i>duǒ</i>	measure word for flowers
多半儿	<i>duōbànr</i>	many

Tour 1 (cont)

Chinese	Pinyin	English
感兴趣	<i>gǎn xìngqu</i>	(to) be interested in
够了。	<i>Gòu le.</i>	Enough.
还	<i>hái</i>	still
很久以前	<i>hěn jiǔ yǐqián</i>	a long time ago
将军	<i>Jiāngjūn</i>	(Army) General
经常	<i>jīngcháng</i>	often
京剧	<i>Jīngjù</i>	Beijing opera
计算器	<i>jìsuàqnqì</i>	calculator(s)
军事	<i>jūnshì</i>	military
开个玩笑	<i>kāi ge wánxiào</i>	(to) joke
快餐	<i>kuàicān</i>	fast food
冷饮	<i>lěngyǐn</i>	cold drink(s)
李	<i>Lǐ</i>	Li - a Chinese surname
莲花	<i>liánhuā</i>	lotus(es)
礼品店	<i>lǐpǐn diàn</i>	gift shop

Tour 1 (cont)

Chinese	Pinyin	English
没有关系！	<i>Méiyǒu guānxi!</i>	It doesn't matter!
拿	<i>ná</i>	(to) hold
泥人	<i>nírén</i>	clay figure(s)
人物	<i>rénwù</i>	role
少来这一套！	<i>Shǎo lái zhè yī tào!</i>	Less of that!
少数民族	<i>shǎoshù mínzú</i>	minority group(s)
食品	<i>shípǐn</i>	food
是应该的。	<i>Shì yīngāi de.</i>	It's my pleasure.
算盘	<i>suànpán</i>	abacus(es)
虽然	<i>suīrán</i>	although
所以	<i>suǒyǐ</i>	so
苏州	<i>Sūzhōu</i>	Suzhou - name of a city
特别	<i>tèbié</i>	especially
特有	<i>tèyǒu</i>	unique
同意	<i>tóngyì</i>	(to) agree
无锡	<i>Wúxī</i>	Wuxi - name of a city

Tour 1 (cont)

Chinese	Pinyin	English
小笼包子	Xiǎolóng bāozi	Xiaolong steamed buns
习惯	xíguàn	custom, habit
阳伞	yángsǎn	sunshade
养	yǎng	(to) raise animals
一定	yīdìng	certainly, definitely
因为	yīnwèi	because
以为	yǐwéi	(to) think
有钱的	yǒu qián de	rich, wealthy
豫园	Yùyuán	Yuyuan - name of gardens in Shanghai
照顾	zhàogu	(to) look after

Tour 2

Chinese	Pinyin	English
草药	cǎoyào	medicinal herb(s)
尝	cháng	(to) taste
茶叶蛋	cháyè dàn	tea egg(s)
抽屉	chōuti	drawer(s)
当然	dāngrán	of course
但是	dànshì	but
蛋挞	dàntà	egg tart(s)
点心	diǎnxin	dim sum
电子邮件	diànzǐ yóujiàn	email(s)
短信	duǎnxìn	text message(s)
发	fā	(to) send
凤爪	fèngzhǎo	phoenix claws
付	fù	(to) pay
逛	guàng	(to) stroll around
还可以。	Hái kěyǐ.	Okay.
海鲜	hǎixiān	seafood
结账	jiézhàng	(to) pay the bill
韭菜	jiǔcài	Chinese chives

Tour 2 (cont.)

Chinese	<i>Pinyin</i>	English
弄	<i>nòng</i>	(to) put
青菜	<i>qīngcài</i>	green vegetables
请	<i>qǐng</i>	(to) invite
声儿	<i>shēngr</i>	noise(s)
实际上	<i>shíjì shang</i>	actually
收到了	<i>shōudào le</i>	received
手机	<i>shǒujī</i>	mobile phone(s)
太阳穴	<i>tàiyáng xuè</i>	temple(s) - of head
甜品	<i>tiánpǐn</i>	dessert(s)
网吧	<i>wǎngbā</i>	Internet café
响	<i>xiǎng</i>	(to) ring
西米布丁	<i>xīmǐ bùdīng</i>	sago pudding(s)
休息	<i>xiūxi</i>	(to) rest

Tour 2 (cont.)

Chinese	Pinyin	English
药	yào	medicine
饮茶	yǐnchá	yum cha
一边儿..... 一边儿	yībiānr...yībiānr	on the one hand ... on the other
意思	yìsi	meaning
油	yóu	oil, balm
着急	zháojí	anxious
真可惜！	Zhēn kěxī!	What a pity!
治	zhì	(to) cure
中药 店	Zhōngyào diàn	Chinese pharmacy

8. Tour scripts

Tour 1

G = Chinese male exchange student

V = Australian girl

Chinese	English
<p>Kàn! Zhèlǐ yǒu Zhōngguó huāyuán. G: 看！这里有中国花园。 Wǒmen jìnqù kànkàn, hǎo ma? 我们进去看看，好吗？ Hǎo! V: 好！</p>	<p>G: Look! There's a Chinese garden here. Let's go in and have a look, okay? V: Okay.</p>
<p>Āiya! Zhè ge huāyuán zhème dà! V: 哎呀！这个花园这么大！ Zài Zhōngguó nǐ de huāyuán shì zhèyàng ma? 在中国你的花园是这样吗？ Bù! Zài Zhōngguó wǒ jiā méiyǒu huāyuán, G: 不！在中国我家没有花园， gēn duōbànr Zhōngguó rén yīyàng, wǒ zhùzài 跟多半儿中国人一样，我住在 yī ge dānyuán lóu lǐ. 一个单元楼里。 Hěn jiǔ yǐqián, tèbié zài Sūzhōu, yǒu qián de rén 很久以前，特别在苏州，有钱的人 yǒu zhèyàng chuántǒng de huāyuán. 有这样传统的花园。</p>	<p>V: Wow! This garden is so big. Is your garden in China like this? G: No, I don't have a garden in China. Like a lot of Chinese, I live in an apartment block. A long time ago, especially in Suzhou, wealthy people had this sort of traditional garden.</p>

Chinese	English
<p>Kàn! Zhèxiē jīnyú fēicháng dà! V: 看！这些金鱼非常大！</p> <p>Duì! Zài Zhōngguó wǒ yǒu jǐ tiáo jīnyú. G: 对！在中国我有几条金鱼。</p> <p>Nǐ zhīdào, yīnwèi Zhōngguó rén de jiāli bǐjiào xiǎo, 你知道，因为中国人的家里比较小， méiyǒu dìfang yǎng dà chǒngwù. 没有地方养大宠物。</p>	<p>V: Look! These goldfish are extremely big!</p> <p>G: Yes, they are! I have a few goldfish in China.</p> <p>You know, because Chinese people's homes are fairly small, there's no room to keep big pets.</p>
<p>Ō! Zhè duǒ liánhuā zhēn piàoliang! V: 哦！这朵莲花真漂亮！</p> <p>Duì! Gēn nǐ yīyàng piàoliang! G: 对！跟你一样漂亮！</p> <p>Shǎo lái zhè yī tào! V: 少来这一套！。</p> <p>Wǒ zhǐ shì kāi ge wánxiào! G: 我只是开个玩笑！</p>	<p>V: Oh! This lotus flower is really pretty.</p> <p>G: Yes, as pretty as you.</p> <p>V: Less of that!</p> <p>G: Only joking!</p>

Chinese	English
<p>Nǐ kě le ma? G: 你渴了吗</p> <p>Wǒ kě le. V: 我渴了。</p> <p>Wǒmen jìn cháguǎnr qù hē yīdiǎnr dōngxi ba! G: 我们进茶馆儿去喝一点儿东西吧！</p> <p>Hǎoba, dànshì wǒ bù xǐhuan hē chá. V: 好吧，但是我不喜欢喝茶。</p> <p>Méiyǒu guānxi! Hái yǒu biéde lěngyǐn kěyi G: 没有关系！还有别的冷饮可以</p> <p>hē, bǐrú shuō, kāfēi, qìshuǐ, 喝，比如说，咖啡、汽水儿、</p> <p>dòujiāng shénme de..... 豆浆什么的.....</p>	<p>G: Are you thirsty?</p> <p>V: Yes, I am.</p> <p>G: Let's go into the teahouse and drink something!</p> <p>V: Okay, but I don't like tea.</p> <p>G: No worries. There are other drinks you can have, such as coffee, fizzy drinks, soya milk, etc</p>
<p>Ō! Lǐmian zhēn hǎokàn! V: 哦！里面真好看！</p> <p>Duì! Zài Shànghǎi de Yùyuán yě yǒu zhèyàng chuántǒng G: 对！在上海的豫园也有这样传统</p> <p>de cháguǎnr. 的茶馆儿。</p>	<p>V: Oh! It's really pretty inside.</p> <p>G: Yes, it is. There's a traditional tea house like this in Shanghai's Yuyuan.</p>

Chinese	English
<p>Kàn! Zhè shì lǐpǐn diàn. G: 看！这是礼品店。 Wǒmen jìnqù kànkàn, hǎo ma? 我们进去看看，好吗？ Hěn kù! Wǒ xǐhuan mǎi dōngxi. V: 很酷！我喜欢买东西。 Wǒ xiǎng gěi nǐ jiāli rén mǎi yīdiǎnr lǐwu. G: 我想给你家里人买一点儿礼物。 Tāmen duì wǒ nàme hǎo, hěn zhàogu wǒ, 他们对我那么好，很照顾我。 Bù bì le. V: 不必了。 Shì yīngāi de. G: 是应该的。</p>	<p>G: Look! This is a gift shop. Let's go in and look around, okay? V: Cool! I love shopping. G: I'd like to buy your family some presents. They've been so good to me and looked after me. V: There's no need. G: It's my pleasure.</p>
<p>Zhè shì Wúxī ní rén. Wúxī lí Shànghǎi bù tài yuǎn. G: 这是无锡泥人。无锡离上海不太远。 Tāmen shì shǎoshù mínzú nǚhái r. 她们是少数民族女孩儿。 Wǒ xǐhuan nà ge ná yángsǎn de nǚhái r. V: 我喜欢那个拿阳伞的女孩儿。 Hǎo, wǒ gěi nǐ māma mǎi nèi ge. G: 好，我给你妈妈买那个。 Ò. V: 哦。</p>	<p>G: These are Wuxi clay figures. Wuxi is not very far from Shanghai. They're minority girls. V: I like the one holding the sunshade. G: Okay, I'll buy your mother that one. V: Oh!</p>

Chinese	English
<p>Ei! Tā shì shéi? V: 诶！他是谁？</p> <p>Tā shì Lǐ Jiāngjūn. G: 他是李将军。</p> <p>Tā shì Jīngjù lǐ yǒumíng de rénwù. 他是京剧里有名的人物</p> <p>Wǒ gēge tèbié xǐhuan jūnshì de dōngxi. V: 我哥哥特别喜欢军事的东西。</p> <p>Hǎo, wǒ gěi nǐ gēge mǎi zhège. G: 好，我给你哥哥买这个。</p>	<p>V: Heh! Who's he?</p> <p>G: He's General Li.</p> <p>He's a famous Beijing Opera character.</p> <p>V: My elder brother especially likes military things.</p> <p>G: Great, I'll buy your brother this one.</p>

Chinese	English
<p>Zhè shì shénme? V: 这是什么?</p> <p>Zhè shì yī ge suànpán. G: 这是一个算盘。</p> <p>Suīrán zài Zhōngguó wǒmen jīngcháng yòng 虽然在中国我们经常用 jìsuànqì, yǒu rén hái xǐhuan yòng suànpán. 计算器, 有人还喜欢用算盘。</p> <p>Suànpán zěnmē yòng ne? V: 算盘怎么用呢?</p> <p>Jīntiān wǎnshàng wǒ jiāo nǐ. G: 今天晚上我教你。</p> <p>Wǒ xiǎng yīnwèi nǐ bàba shì shùxué lǎoshī, 我想因为你爸爸是数学老师, suǒyǐ tā yīdìng duì yòng suànpán hěn gǎn xìngqù. 所以他一定对用算盘很感兴趣。</p> <p>Wǒ tóngyì. V: 我同意。</p> <p>Hǎo, wǒ gěi nǐ bàba mǎi ge suànpán. G: 好, 我给你爸爸买个算盘。</p> <p>Gòu le, gòu le. Zǒuba! V: 够了, 够了。走吧!</p>	<p>V: What's this?</p> <p>G: It's an abacus.</p> <p>Although we often use calculators in China, some people still like to use an abacus.</p> <p>V: How do you use it?</p> <p>G: I'll teach you tonight.</p> <p>As your father's a maths teacher, I think he'll definitely be interested in using an abacus.</p> <p>V: I agree.</p> <p>G: Good, I'll buy your father an abacus.</p> <p>V: Enough, enough. Let's go!</p>

Chinese	English
<p>O! Zhèr yǒu Dàniáng-Shuǐjiǎo!</p> <p>G: 哦！这儿有大娘水饺！</p> <p>Shì Zhōngguó yǒumíng de kuàicān diàn.</p> <p>是中国有名的快餐店。</p> <p>Nǐ è le ma?</p> <p>你饿了吗？</p> <p>Wǒ è le. Wǒmen jìnqu ba!</p> <p>V: 我饿了。我们进去吧！</p> <p>Chángyicháng xiǎolóng bāozi.</p> <p>G: 尝一尝小笼包子。</p> <p>Shì Nánjīng tèyǒu de shípǐn.</p> <p>是南京特有的食品。</p> <p>Zhēn hǎochī!</p> <p>V: 真好吃！</p> <p>Xiànzài wǒ xiǎng sòng gěi nǐ ge xiǎo lǐwù.</p> <p>G: 现在我想送给你个小礼物。</p> <p>Bù, bù, bù!</p> <p>V: 不，不，不！</p> <p>Nǐ yīdìng děi yào.</p> <p>G: 你一定得要。</p> <p>Xièxie!</p> <p>V: 谢谢！</p> <p>Bù yòng xiè!</p> <p>G: 不用谢！</p> <p>Wǒ zhīdào zhè bù shì Zhōngguó de xíguàn,</p> <p>V: 我知道这不是中国的习惯，</p> <p>dànshì wǒ xiǎng dǎkāi kànkàn, kěyǐ ma?</p> <p>但是我想打开看看，可以吗？</p> <p>Dāngrán kěyǐ.</p> <p>G: 当然可以。</p>	<p>G: Oh! there's a 'Daniang Dumplings' here.</p> <p>It's a famous Chinese fast food shop.</p> <p>Are you hungry?</p> <p>V: Yes, I am. Let's go in!</p> <p>G: Try these 'Xiaolong buns'.</p> <p>They're a Nanjing speciality.</p> <p>V: Absolutely delicious!</p> <p>G: Now, I'd like to give you a little present.</p> <p>V: No, no, no!</p> <p>G: I insist, you must.</p> <p>V: Thank you.</p> <p>G: Don't mention it.</p> <p>V: I know it's not the Chinese way,</p> <p>but I'd like to open it, can I?</p> <p>G: Of course you can.</p>

Chinese	English
<p> Ā, shì zhège xiǎo nǐrén! V: 啊，是这个 小泥人儿！ Wǒ yǐwéi nǐ gěi wǒ māma mǎile... 我以为你给我妈妈买了..... </p>	<p> V: Ah, it's that little clay figure. I thought you'd bought it for my mother ... </p>

Tour 2

Chinese	English
<p>Shénme shēngr? V: 什么声儿?</p> <p>Wǒ shǒujī xiǎng le. G: 我手机响了。</p> <p>Wǒ shōudào le yī ge péngyou de duǎnxìn. 我收到了一个朋友的短信。</p> <p>Zhēn kěxī, méi diàn le! Wǒ bù néng huíxìn. 真可惜，没电了！我不能回信。</p> <p>Bié zhāojí! Kàn! Zhèr yǒu ge wǎngbā. V: 别着急！看！这儿有个网吧。</p> <p>Nǐ néng yòng Zhōngwén fā diànzǐ yóujiàn ma? 你能用中文发电子邮件吗？</p> <p>Dāngrán néng. Wǒmen jìnqu ba! G: 当然能。我们进去吧！</p>	<p>V: What's that noise?</p> <p>G: My mobile ringing.</p> <p>I've got a text message from a friend.</p> <p>What a pity, my battery's run out. I cant text back.</p> <p>V: Don't worry! There's an Internet Café here.</p> <p>Can you send an email in Chinese?</p> <p>G: Of course, I can. Let's go inside!</p>
<p>Kàn! Zhè shì shénme? V: 看！这是什么？</p> <p>Shì cháyè dàn. Shì yòng chá zuò de jīdàn. G: 是茶叶蛋。是用茶做的鸡蛋。</p> <p>Hěn hǎochī! 很好吃！</p> <p>Wǒ zài fā diànzǐ yóujiàn, nǐ chángyícháng! 我在发电子邮件，你尝一尝！</p>	<p>V: Look! What are these?</p> <p>G: They're tea eggs. They're eggs cooked in tea.</p> <p>They're delicious!</p> <p>While I'm sending the email, try them!</p>

Chinese	English
<p>Fā wán le ma? V: 发完了吗?</p> <p>Fā wán le. Méiyǒu wèntí. G: 发完了。没有问题。</p> <p>Ô, nǐ zěnmē le? Nǐ bù shūfu ma? 哦，你怎么了？你不舒服吗？。</p> <p>Wǒ tóu téng. V: 我头疼。</p> <p>Hǎo, wǒ dài nǐ qù Zhōngyào diàn. G: 好，我带你去中药店。</p> <p>Shénme? V: 什么？</p>	<p>V: Have you sent it?</p> <p>G: It's gone. No problems.</p> <p>Oh, what's the matter? Are you unwell?</p> <p>V: I've got a headache.</p> <p>G: Okay, I'll take you to the Chinese herbalist.</p> <p>V: What?</p>
<p>Zhème duō chōuti! Chōuti lǐmian yǒu shénme? V: 这么多抽屉！抽屉里面有什么？</p> <p>Chōuti lǐmian yǒu cǎoyào. G: 抽屉里面有草药。</p> <p>Yǒu zhì tóuténg de yào ma? V: 有治头疼的药吗？</p>	<p>V: What a lot of drawers! What's inside them?</p> <p>G: Herbs.</p> <p>V: Is there anything for a headache?</p>

Chinese	English
<p>Méiyǒu, dànshì nǐ zuì hǎo shìyìshì zhèzhǒng yóu. G: 没有, 但是你最好试一试这种油。</p> <p>Zěnmē yòng ne? V: 怎么用呢?</p> <p>Zhǐyào nòng yīdiǎnr yóu fàngzài tàiyángxué shàng, G: 只要弄一点儿油放在太阳穴上, nǐ jiù hǎo le. 你就好了。</p>	<p>G: No, but you'd best try this balm.</p> <p>V: What do you do with it?</p> <p>G: Just rub a little balm into your temples, and you'll feel better.</p>
<p>Xiànzài wǒmen xiūxi yī xià, G: 现在我们休息一下。</p> <p>Kàn! Duìmian yǒu jiā fànguǎnr. 看! 对面有家饭馆儿。</p> <p>Wǒmen jìnqu yǐnchá hǎo ma? 我们进去饮茶好吗</p> <p>Wǒ è le, wǒ xiǎng chī dōngxī. V: 我饿了, 我想吃东西。</p> <p>Kěyǐ, kěyǐ. G: 可以, 可以。</p> <p>Yǐnchá de yìsi shì yībiānr hē chá, 饮茶的意思是一边儿喝茶, yībiānr chī diǎnxīn. 一边儿吃点心。</p> <p>Shì ma? V: 是吗?</p>	<p>G: Let's rest for a bit.</p> <p>Look! There's a restaurant opposite.</p> <p>Let's go and have yumcha, okay?</p> <p>V: I'm hungry, I want to eat something.</p> <p>G: You can, you can.</p> <p>Yum cha means you drink tea and eat dim sums.</p> <p>V: Is that so?</p>

Chinese	English
<p>Zhè shì shénme? V: 这是什么?</p> <p>Shì yī zhǒng jiǎozi. G: 是一种饺子。</p> <p>Lǐmian yǒu hǎixiān hé jiǔcài. 里面有海鲜和韭菜。</p> <p>Zhēn hǎochī! V: 真好吃!</p>	<p>V: What are these?</p> <p>G: They're a type of dumpling.</p> <p>There's seafood and Chinese chives inside.</p> <p>V: Simply delicious!</p>
<p>Zhè shì qīngcài ma? V: 这是青菜吗?</p> <p>Shì a! Qīngcài duì shēntǐ hǎo! G: 是啊! 青菜对身体好!。</p> <p>Bǐ māma zuò de qīngcài hǎochī de duō! V: 比妈妈做的青菜好吃得多!</p>	<p>V: Are these green vegetables?</p> <p>G: Yes. Greens are good for you.</p> <p>V: They're much nicer than the greens Mum cooks!</p>

Chinese	English
<p>Zhè shì shénme? V: 这是什么?</p> <p>Zhè shì fèngzhǎo. G: 这是凤爪。</p> <p>Shénme? V: 什么?</p> <p>Shíjì shàng shì jīzhuǎzi! Chángyícháng! G: 实际上是鸡爪子! 尝一尝!</p> <p>Hǎo, wǒ cháng yīdiǎnr. V: 好, 我尝一点儿。</p> <p>Zěnmeyàng? G: 怎么样?</p> <p>Hái kěyǐ. V: 还可以。</p>	<p>V: What are these?</p> <p>G: They're phoenix feet.</p> <p>V: What?</p> <p>G: Actually, they're chicken feet! Try them!</p> <p>V: Okay, I'll try a bit.</p> <p>G: How are they?</p> <p>V: Okay.</p>
<p>Nǐ xiǎng chī tiánpǐn ma? Zhè shì dànà. G: 你想吃甜品吗? 这是蛋挞。</p> <p>Dànà hǎochī. V: 蛋挞好吃。</p>	<p>V: Would you like some dessert? These are egg tarts.</p> <p>V: Egg tarts are great!</p>

Chinese	English
<p>Nǐ xiǎng chī xīmǐ bùdīng ma? G: 你想吃西米布丁吗?</p> <p>Bù, bù, bù, Wǒ chī bǎo le. V: 不, 不, 不。我吃饱了。</p>	<p>G: Would you like some sago pudding?</p> <p>V: No, no, no. I'm full.</p>
<p>Hǎo, wǒ jiézhàng. G: 好, 我结账。</p> <p>Wǒ yào fù duōshǎo qián? V: 我要付多少钱?</p> <p>Wǒ qǐng nǐ. G: 我请你。</p> <p>Zhēn de? Tài hǎo le! Xièxie nǐ. V: 真的? 太好了! 谢谢你。</p> <p>Bù yòng xiè. G: 不用谢。</p> <p>Xièxie nǐ dài wǒ qù guàng Zhōngguóchéng. V: 谢谢你带我去逛中国城。</p> <p>Xiànzài wǒmen huíjiā, hǎo ma? 现在我们回家, 好吗?</p> <p>Hǎo! G: 好!</p>	<p>G: Okay, I'll get the bill.</p> <p>V: How much do I owe?</p> <p>G: It's my treat.</p> <p>V: Really? That's nice! Thank you.</p> <p>G: Don't mention it.</p> <p>V: Thank you for taking me around Chinatown.</p> <p>Let's go home now, shall we?</p> <p>G: Okay.</p>

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