

## ***Beijing Zoo Explorer***

### **Teachers' notes**

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### **1. Purpose statement**

The aim of this learning object is to develop students' awareness of China's environmental conservation by exploring some of China's indigenous animals.

This learning object aims to provide students with opportunities to develop intercultural knowledge and understanding and to make linguistic connections, 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
- develop the capability to engage with difference
- draw upon aspects of their own personal life
- discuss and compare the values, beliefs and attitudes of diverse cultures.

### **2. Overview**

This learning object will provide students with the opportunity to visit eight locations in Beijing zoo to find out about China's indigenous animals. It provides stimulus material on details of Chinese animals 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 Australia. Following a simple animation, two zoom-in transitions will locate Beijing in China. Students will then see a tourist style map of a Beijing zoo with eight specific locations graphically highlighted.

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

➤ **Two narrated tours:**

The tours visit different locations in the zoo. At each location on a tour, an Australian visitor and a Chinese guide discuss the animals which are housed there, using a slide show of one to five slides. In addition, they may refer to their own experience by comparing what they're seeing to something familiar or in contrast to their personal context. Students will be able to view the tour from the perspective of both the visitor and the guide. At the conclusion of the slide show for a location, students will see the map and an animated dot trail to the next location.

Tour 1 is in Chinese and Tour 2 is in English. In Tour 1, a Chinese guide and an Australian visitor discuss the different animals. 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. In Tour 2, a Chinese guide and an Australian visitor discuss the *Hanzi* for some Chinese and Australian animals. There is no English text so students can look at and focus on the *Hanzi* being discussed.

➤ **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 animal in *Hanzi* with audio and *Pinyin* support.

b. *Detailed description:* An English text description provides further information about the animal. 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 Chinese tour, 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)

Approximately 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 the language for:

- asking and saying where an animal lives and what it eats
- describing an animal's physical appearance

and with:

- declarative sentences using 是
- questions using 吗 and 什么
- possessive and attributive uses of the particle 的
- uses of the verbs 有, 会 and 喜欢
- use of the linking adverb 也
- use of the conjunction 和

### 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 animals in China 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
- principles of text organisation and structure in constructing own 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
- convey information in a sequence of sentences, each containing one or two main points, e.g. subject + verb + object, and in linked sentences, e.g. using connectives such as 也
- 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:*

- the importance of symbols to create a sense of identity
- features of lifestyles and belief systems in diverse communities
- traditional and contemporary cultural practices across cultures
- 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:*

- relate visible expressions of identity to specific cultures, e.g. panda and kangaroo as symbols
- identify similarities and differences in daily life in diverse communities, e.g. zoos
- reflect on influences in Chinese culture, e.g. conserving endangered animals
- gather information about Chinese animals by using ICTs
- research and present information using a range of ICTs including the Internet.

### **Making linguistic connections**

*Students will learn about:*

- how one *Hanzi* represents a sound and meaning
- the development of some basic *Hanzi* from ancient pictographs
- the construction of *Hanzi* and meanings
- the construction of *Hanzi* and sounds
- culture-specific expressions.

*Students will learn to:*

- relate *Hanzi* components to pictures representing objects and ideas
- match *Hanzi* to their pictographic origins
- explore the specific written forms used to convey meaning, e.g. radicals
- recognise similar phonetic (sound) components
- recognise that compound *Hanzi* are composed of two sides which may be related in sound or meaning to the compound *Hanzi*
- recognise that some words cannot be literally translated.

## 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.
- 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 and analysing ways in which culture is reflected in language use.

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*

- Research one of the endangered Chinese animals.
- Research other Chinese animals.
- Compare and contrast endangered animals in China and Australia.
- Compare and contrast camels and buffalo in China and Australia and other parts of the world.
- Compare the raising of animals for food and other agricultural practices in China and Australia.
- Discuss the hunting of animals in China and Australia.
- Find out more about Chinese zoos and compare and contrast them with Australian zoos.
- Discuss the significance and symbolism of animals and plants in China and Australia.
- Compare evergreens in China and Australia, e.g. the bamboo and the gum tree.
- Compare Chinese and Australian zodiac signs.
- Take a virtual tour of a Chinese zoo on the Internet.

#### *Legends*

- Find out the legend of how the giant panda got its black and white markings and retell or act out the story in their own words.
- Find out the legend of 'Wushu slays the tiger' and retell or act out the story in their own words.

### *The Arts*

- Make some Chinese animal paper cuts.
- Learn to paint bamboo the Chinese way.

### *Use Chinese to:*

- Categorise animals as feather, fur or fin.
- Categorise animals as herbivores, carnivores, omnivores.
- Categorise animals as ungulates, arboreal, ruminants etc.
- Design and label a zoo with captions or sentences.
- Design a zoo board or card game to play with their peers.
- Find out each other's Chinese zodiac signs.
- Conduct a survey to find out the favourite animals of class members and display the results in a graph on paper or using ICT.
- Make an illustrated Big Book on Chinese animals for primary school students to read.
- Make a chart of the animals found in Australia and China and note which ones are found in both countries.

### *Hanzi*

- Discuss and find some other *Hanzi* with the animal, grass, bamboo, bird, tree, horse, mountain or rain radicals.
- Discuss and find out the names for some other cattle which have the *Hanzi* 牛.
- Find out the *Hanzi* for some more Australian and Chinese animals and learn how to say them.

### **Teachers could:**

- Make cards of the *Hanzi* from Tour 2 and other resources for students to play games such as:
  - finding all the *Hanzi* which share a certain radical or sound component
  - finding all the *Hanzi* which share a certain number of strokes
  - finding the *Hanzi* with the most/least number of strokes
  - finding pairs of *Hanzi* which are opposites, e.g. big/small
  - finding all the *Hanzi* which are colours, animals, birds, etc.
- Invite an animal conservation expert to talk to their students.
- Invite a Chinese artist to demonstrate and teach some Chinese painting.
- Organise an excursion to a zoo education centre.

## 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**

<http://www.cnd.org/Contrib/pandas/> (Everything about the Panda)  
<http://www.geocities.com/SoHo/Gallery/9679/lesson1.html> (Chinese painting lessons)  
<http://www.animalinfo.org/species/carnivor/ailufulg.htm> (Animal Info - Red Panda)  
[http://www.mnzoo.org/animals/northern\\_trail/phorse\\_1.asp](http://www.mnzoo.org/animals/northern_trail/phorse_1.asp) (Mongolian horse)  
[http://www.burkesbackyard.com.au/1999/archives/25/roadtests/birds/mandarin\\_ducks](http://www.burkesbackyard.com.au/1999/archives/25/roadtests/birds/mandarin_ducks) (Mandarin ducks)

**The following web site is highly recommended with a wealth of teaching resources, including lesson plans, photographs, e-cards and is suitable for students to access for research.**

<http://snowleopard.org/> (International Snow Leopard Trust)

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

#### *Buffaloes*

<http://www.abc.net.au/creaturefeatures/facts/buffalo.htm> (Creature Features - Pet Facts: Buffaloes)

#### *Camels*

<http://www.oneearthadventures.com/gobi/wildlife/wildlife.htm> (Gobi Wildlife)  
<http://www.sandiegozoo.org/animalbytes/t-camel.html> (San Diego Zoo's Animal Bytes: Camel)  
<http://depts.washington.edu/uwch/silkroad/culture/animals/animals.html> (Silk Road animals - camels)

#### *Chinese animals in general*

<http://www.newton.mec.edu/Angier/DimSum/pixanimalasia.htm> (Photographs of the Animals of Asia)  
[http://www.tooter4kids.com/china/animals\\_of\\_china.htm](http://www.tooter4kids.com/china/animals_of_china.htm) (Animals of China)  
<http://www.ifce.org/endanger.html> (Endangered animals in China)  
<http://home.iprimus.com.au/rogchris/text.html> (Chinese zoos)  
<http://www.zoo.nsw.gov.au/index.html> (Taronga and Western Plains Zoos)

#### *Giant Panda*

<http://www.liu.edu/cwis/cwp/library/exhibits/panda/panda.htm> (Baby Panda)



### *Legends*

<http://www.chinese-porcelain-art.com/article-chinese-ceramics.htm> (Wu Song kills a tiger - legend)

[http://www.zooatlanta.org/animals\\_giant\\_panda\\_learn.htm](http://www.zooatlanta.org/animals_giant_panda_learn.htm) (How the Panda got its markings - legend)

### *Mongolian horse*

<http://www.treemail.nl/takh/> (Foundation for the Preservation and Protection of the Przewalski (Mongolian) Horse)

### *Red pandas*

<http://www.zooquarium.com.au/newpandas.htm> (Red Pandas)

### *Snow leopard*

[http://www.kidsplanet.org/factsheets/snow\\_leopard.html](http://www.kidsplanet.org/factsheets/snow_leopard.html) (Snow Leopard)

### *Sun bear*

<http://home.vicnet.net.au/~neils/bobby/bears.html> (Bears)

[http://www.zoo.org/educate/fact\\_sheets/sun\\_bear/sbear.htm](http://www.zoo.org/educate/fact_sheets/sun_bear/sbear.htm) (Animal Fact Sheets - Sun Bear)

<http://www.akronzoo.com/learn/sunbear.asp> (Sun Bear)

<http://nationalzoo.si.edu/Publications/ZooGoer/1999/2/fact-sunbear.cfm> (Smithsonian National Zoological Park - Sun Bear)

<http://www.bbc.co.uk/nature/wildfacts/factfiles/12.shtml> (Sun Bear)

### *Tigers*

<http://www.savechinastigers.net/home.php> (Save China's Tigers)

<http://www.china.org.cn/english/2001/Nov/22073.htm> (More Protection for Endangered Manchurian Tiger)

<http://www.savechinastigers.org/t-news/harbin1804.htm> (Tiger News)

<http://www.china-pictorial.com/chpic/htdocs/English/content/200405/5-1.htm> (Welcome to Here - excellent photos of Manchurian Tigers and information)

<http://www.virtualology.com/virtualmuseumofnaturalhistory/virtualzoo/siberian-tiger.com/> (Siberian Tiger)

<http://www.savethetigerfund.org/AllAboutTigers/Subspecies/sochina.htm> (5 Tigers: All About Tigers, incl. South China Tiger)

<http://chineseculture.about.com/od/chinesetiger/> (Chinese Tigers)

<http://www.savethetigerfund.org/AllAboutTigers/Adventures/handbook/b3c.htm> (Tiger Handbook)

<http://groups.msn.com/TheTigerTelegraph/welcometothetigertelegraph2.msnw> (The Tiger Telegraph - all about Tiger conservation)

## 7. Vocabulary

### Location 1 - Panda pavilion

Chinese	Pinyin	English
宝宝	<i>bǎobao</i>	baby
受保护的	<i>shòu bǎohù de</i>	protected
特有	<i>tèyǒu</i>	unique
研究	<i>yánjiū</i>	(to) research
意思	<i>yìsi</i>	(to) mean
这些	<i>zhèxiē</i>	these
中心	<i>zhōngxīn</i>	centre(s)
种	<i>zhǒng</i>	type(s)

### Location 2 - Red panda retreat

Chinese	Pinyin	English
受保护的	<i>shòu bǎohù de</i>	protected
意思	<i>yìsi</i>	(to) mean
这些	<i>zhèxiē</i>	these
种	<i>zhǒng</i>	type(s)

### Location 3 - Tiger territories

Chinese	Pinyin	English
东北	<i>Dōngběi</i>	Manchuria
华南	<i>Huánán</i>	South China
剪纸	<i>jiǎnzhǐ</i>	papercut(s)
奇怪	<i>qíguài</i>	strange
种	<i>zhǒng</i>	type(s)

### Location 4 - Camel caravan

Chinese	Pinyin	English
都	<i>dōu</i>	all
戈壁滩	<i>Gēbìtān</i>	Gobi Desert
沙漠	<i>shāmò</i>	desert(s)
陶瓷的	<i>táocíde</i>	ceramic
意思	<i>yìsi</i>	(to) mean
这些	<i>zhèxiē</i>	these

### Location 5 - Water buffalo wallows

Chinese	Pinyin	English
河	hé	river
河边	hé biān	river bank
南方	Nánfāng	south
这些	zhèxiē	these

### Location 6 - Mandarin duck motel

Chinese	Pinyin	English
爱情	àiqíng	love
代表	dàibiǎo	(to) represent
凤凰	fènghuang	phoenix
公	gōng	male
皇帝	huángdì	emperor
皇后	huánghòu	empress
认识	rènshi	(to) recognise
羽毛	yǔmáo	feather(s)

### Location 7 - Snow leopard snug

Chinese	Pinyin	English
认识	rènshi	(to) recognise

## Location 8 - Sun bear solarium

Chinese	Pinyin	English
蜂蜜	<i>fēngmì</i>	honey
认识	<i>rènshi</i>	(to) recognise
特别	<i>tèbié</i>	especially
意思	<i>yìsi</i>	(to) mean
这些	<i>zhèxiē</i>	these

## Tour 1

Chinese	Pinyin	English
宝宝	<i>bǎobao</i>	baby
次	<i>cì</i>	time(s)
东北	<i>Dōngběi</i>	Manchuria
欢迎	<i>huānyíng</i>	(to) welcome
华南	<i>Huánán</i>	South China
蜂蜜	<i>fēngmì</i>	honey
舌头	<i>shétou</i>	tongue(s)
种	<i>zhǒng</i>	type(s)
爪子	<i>zhuǎzi</i>	claw(s)
壮	<i>zhuàng</i>	strong

## 8. Tour Scripts

### Tour 1

Chinese	English
<p>Huānyíng nǐ lái Běijīng dòngwuyuán.  G: 欢迎你来北京动物园。  Kàn! Zhè shì dàxióngmāo.  看！这是大熊猫。  Ei, tā hěn pàng!  V: 诶，它很胖！  Dui, tā hěn pàng, dànshì tā huì pá shù.  G: 对，它很胖，但是它会爬树。</p>	<p>G: Welcome to Beijing Zoo.    Look! This is the giant panda.    V: Eh, it's very fat!    G: Yes, it's very fat but it climb trees.</p>
<p>Dàxióngmāo shì Zhōngguó de dòngwu.  G: 大熊猫是中国的动物。  Àodàlià yǒu shénme dòngwu?  澳大利亚有什么动物？  Àodàlià yǒu dàishǔ, shùxióng hé xiàoniǎo.  V: 澳大利亚有袋鼠，树熊和笑鸟。</p>	<p>G: The giant panda is a Chinese animal.    What animals does Australia have?    V: Australia has kangaroos, koalas and kookaburras.</p>
<p>Dàxióngmāo shēnghuó zài nǎr?  V: 大熊猫生活在哪里？  Tā shēnghuó zài sēnlín lǐ.  G: 它生活在森林里。</p>	<p>V: Where does the giant panda live?    G: It lives in the forest.</p>
<p>Dàxióngmāo xǐhuan chī shénme?  V: 大熊猫喜欢吃什么？  Tā xǐhuan chī zhúzi.  G: 它喜欢吃竹子。</p>	<p>V: What does the giant panda like to eat?    G: It likes to eat bamboo.</p>

<p>Kàn! Zhè shì shénme dòngwu?</p> <p>V: 看！这是什么动物？</p> <p>Zhè shì xiǎoxióngmāo.</p> <p>G: 这是小熊猫。</p>	<p>V: Look! What animal is this?</p> <p>G: This is the lesser panda.</p>
<p>O, tā hěn kě'ài.</p> <p>V: 哦，它很可爱。</p> <p>Tā de máo shì hóngsè hé báisè de.</p> <p>它的毛是红色和白色的。</p> <p>Tā de wěiba hěn cháng.</p> <p>它的尾巴很长。</p>	<p>V: Oh, it's very cute.</p> <p>Its fur is red and white.</p> <p>Its tail is very long.</p>
<p>Xiǎoxióngmāo xǐhuan zài shùshang shuì jiào.</p> <p>G: 小熊猫喜欢在树上睡觉。</p> <p>O, tā gēn shùxióng yīyàng.</p> <p>V: 哦，它跟树熊一样。</p>	<p>G: The lesser panda likes to sleep in trees.</p> <p>V: Oh, it's like the koala bear.</p>
<p>Xiǎoxióngmāo xǐhuan chī shénme?</p> <p>G: 小熊猫喜欢吃什么？</p> <p>Tā xǐhuan chī zhúyè.</p> <p>V: 它喜欢吃竹叶。</p>	<p>V: What does the lesser panda like to eat?</p> <p>G: It likes to eat bamboo leaves.</p>

<p>O, zhè shì lǎohǔ. V: 哦, 这是老虎。</p> <p>Duì, shì Dōngběihǔ. G: 对, 是东北虎。</p> <p>Tā shì zuì dà de yī zhǒng lǎohǔ. 它是最大的一种老虎。</p>	<p>V: Oh, this is a tiger.</p> <p>G: Yes, this is the Manchurian tiger.</p> <p>It's the largest type of tiger.</p>
<p>Tā hěn zhuàng. Tā de máo shì zōngsè hé huángsè de. V: 它很壮。它的毛是棕色和黄色的</p>	<p>V: It's very strong. It's fur is brown and yellow.</p>
<p>Dōngběihǔ shēnghuó zài nǎr? V: 东北虎生活在哪儿?</p> <p>Tā shēnghuó zài shān lǐ. G: 它生活在山里。</p>	<p>V: Where does the Manchurian tiger live?</p> <p>G: It lives in the mountains.</p>
<p>Zhè yě shì lǎohǔ. V: 这也是老虎。</p> <p>Duì, shì Huánánhǔ. G: 对, 是华南虎。</p> <p>Tā bǐ Dōngběihǔ xiǎo. 它比东北虎小。</p>	<p>V: This is also a tiger.</p> <p>G: Yes, this is the South China tiger.</p> <p>It's smaller than the Manchurian tiger.</p>
<p>Lǎohǔ xǐhuan chī ròu, shìbúshì? V: 老虎喜欢吃肉, 是不是?</p> <p>Shì a! Lǎohǔ xǐhuan chī dòngwúròu. G: 是啊! 老虎喜欢吃动物肉。</p>	<p>V: Tigers like to eat meat, don't they?</p> <p>G: Yes, they like to eat animal flesh.</p>



<p>Zhè shì xuěbào. Tā de máo hěn piàoliang. G: 这是雪豹。它的毛很漂亮。</p>	<p>G: This is the snow leopard. Its fur is very beautiful.</p>
<p>Tā de jiǎo hěn dà. Tā de wěiba hěn cháng. V: 它的脚很大。它的尾巴很长。</p>	<p>V: Its feet are very big. Its tail is very long.</p>
<p>Xuěbào shēnghuó zài nǎr? V: 雪豹生活在哪里? Tā shēnghuó zài shān lǐ. G: 它生活在山里。</p>	<p>V: Where does the snow leopard live? G: It lives in the mountains.</p>
<p>Xuěbào yī cì kěyǐ shēng liǎng-sān ge xiǎo bǎobao, G: 雪豹一次可以生两三个小宝宝, nǐ zhīdào ma? 你知道吗? Bù zhīdào. V: 不知道。</p>	<p>G: Did you know the snow leopard can give birth to two or three cubs at one time? V: No, I didn't.</p>

<p>Zhè shì shénme yàng de xióng?</p> <p>V: 这是 什么 样 的 熊?</p> <p>Zhè shì tàiyangxióng.</p> <p>G: 这是 太阳 熊。</p>	<p>V: What sort of bear is this?</p> <p>G: This is the sun bear.</p>
<p>Tā de zhuǎ hěn cháng. Tā de shétou yě hěn cháng.</p> <p>V: 它的 爪 很 长。 它的 舌头 也 很 长。</p>	<p>V: Its claws are very long. It's tongue is very long too.</p>
<p>Tàiyangxióng shēnghuó zài nǎlǐ?</p> <p>V: 太阳熊 生活 在 哪里?</p> <p>Tā shēnghuó zài yǔlín lǐ.</p> <p>G: 它 生活 在 雨 林 里。</p>	<p>V: Where does the sun bear live?</p> <p>G: It lives in the rainforest.</p>
<p>Tàiyangxióng xǐhuan chī shénme?</p> <p>V: 太阳熊 喜欢 吃 什么?</p> <p>Tā xǐhuan chī fēngmì.</p> <p>G: 它 喜欢 吃 蜂 蜜。</p>	<p>V: What does the sun bear like to eat?</p> <p>G: It likes to eat honey.</p>
<p>Xièxie nǐ dài wǒ lái Běijīng dòngwuyuán.</p> <p>V: 谢谢 你 带 我 来 北 京 动 物 园。</p> <p>Bùyòng xiè.</p> <p>G: 不 用 谢。</p>	<p>V: Thank you for bringing me to the Beijing Zoo.</p> <p>G: Don't mention it.</p>

## Tour 2

English audioscript
G: Look at these three Hanzi which we use for the giant panda.
V: I know the first one. It means 'big'. It looks like a person standing with their arms outstretched.
V: But what's the second one?
G: Can you see that it looks like a bear standing up? The blue bit is its head, the orange bit is its body, and the red bits are its claws.
V: I thought the orange bit is the Hanzi for moon.
G: Yes, it does look similar, but it actually is the Hanzi for flesh.
G: Look at the last Hanzi. Do you know it?
V: Yes, my teacher told me about this Hanzi. The purple bit on the left is the animal radical, the green bit represents grass, and the yellow bit is a picture of fields. So, the whole Hanzi represents an animal that runs through the grass to protect the fields from mice - a cat!
G: Great! You know a lot!
V: Hm, so the Chinese think the giant panda looks like a cat bear?
G: Exactly.

English audioscript
G: Look at this sign for one of your Australian animals. Do you know which animal it is?
V: Well, I know the last Hanzi in dark red developed from an ancient Hanzi, which was the picture of a long tailed bird.
G: Look at the top part of the first Hanzi, which is dark green. What radical is that?
V: Yeah, I remember it's the bamboo radical, because it's a picture of bamboo with leaves. Ah, the bottom bit in pale blue is the Hanzi 'tian' for day!
G: Almost right. But look at the first stroke of the blue bit, it goes from right to left, not left to right like in the Hanzi 'tian', and it's much shorter too.
V: Oh, yeah!
G: The blue bit gives this Hanzi its sound and the Hanzi means 'to smile'. Think of it like a person with their head tilted back, laughing and swaying under the bamboo!
V: Okay, so the two Hanzi together mean laughing bird?
G: Yeah, which Australian animal is that?

English audioscript
G: Here's another sign to one of your Australian creatures! Wow, you Aussies sure get around!
V: Ah, this must be some sort of rat. I recognise the second Hanzi, as I'm a rat in the Chinese zodiac.
G: Spot on! But did you know, that the top part of this Hanzi in pink is a picture of a head? Can you see the eyes? Originally, it was a picture of a baby's head, as a baby's skull bones are still soft and not closed over properly when it is born.
V: Cool! Looks a bit like Ned Kelly to me! And I guess the bottom part in turquoise are the rat's legs and paws, and the long bit in lemon is its tail.
G: But what about the first Hanzi? Can you see that the lower part in brown is the clothing radical? The top part in lime green gives this Hanzi its sound. It means a pocket!.
V: So the two Hanzi together mean pocket rat!
G: Yes! So which Australian animal is that? Hint - it's a marsupial!

English audioscript
G: Heh, what's that sign doing in the Panda Pavilion? I think someone's got their Hanzi mixed up.
V: Yeah, but look, the second Hanzi is a bear.
G: True, but look at the first Hanzi. What is it?
V: I do know it - I can't quite remember. Wait a minute, I can see the violet bit on the left is the wood radical. I remember it means 'tree'.
V: So the two Hanzi together mean 'tree bear'.
G: Great! So which Australian animal is that?
G: Okay, let's get back to some of our Chinese animals.
V: Ah, I can read and understand these Hanzi.
V: The first one developed from the picture of three little dots, to represent small. I always think of it a bit like three little ants.
V: And I now know the last two Hanzi.
G: Wow, you know a lot. So which animal is it?

English audioscript
<p>G: Do you understand these Hanzi?</p> <p>V: They must mean some sort of horse as they both have the 'horse' radical on the left in gold.</p> <p>G: Good thinking, but it's not exactly a horse, although you can ride this animal. The lilac bit on the right side of each Hanzi give these Hanzi their sound. Can you think which animal it is?</p>
<p>G: What do you think these Hanzi mean?</p>
<p>V: Oh, the first Hanzi is like the last one in camel, so these two Hanzi together must have something to do with a camel.</p> <p>G: Well done!</p>
<p>G: Now look at the radical on the left of the second Hanzi in blue.</p> <p>V: Ah, that's the 'mountain' radical. It developed from the picture of a mountain.</p> <p>G: Yeah, and the right side of the second Hanzi in red gives this Hanzi its sound 'feng'.</p>
<p>V: Okay, so these two Hanzi mean something to do with a mountain on a camel! Ah, I know what they mean!</p>

English audioscript
<p>G: Do you know which animal these Hanzi represent? These are a bit more challenging.</p> <p>V: These Hanzi must mean some sort of bird, as they both have the 'bird' radical in dark red.</p> <p>G: Yep. The top part of the second Hanzi in yellow gives this Hanzi its sound 'yang'.</p> <p>V: Ah, I remember, these are the Hanzi for the mandarin duck!</p>
<p>G: Do you know which animal these Hanzi represent?</p>
<p>V: I can see the first Hanzi has the 'rain' radical in blue at the top. It developed from a picture of rain drops falling from a cloud. I'm not sure about the lower part in orange.</p> <p>G: It represents a hand, so the whole Hanzi is a sort of rain which you can pick up with your hand. Got it?</p> <p>V: Yes!</p>
<p>V: I can see the second Hanzi has the animal radical on the left in orange.</p>
<p>V. Okay, I know which animal it is.</p>

English audioscript
G: Last one! Which animal is this?
V: It must be some sort of bear, as I now know the last Hanzi means 'bear'.
V: I know the first Hanzi, it's like the Hanzi for 'big' but with an extra little stroke.
G: Yes, and the second part of the second Hanzi in red is 'sun'.
G: So it's a ...
V: ... sunbear! Now I know heaps more Hanzi. Thanks for the tour. Zaijian!
G: Zaijian!

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### Acknowledgment

This product was funded by the Australian Government Department of Education, Science and Training under the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy.