

Minority Groups in China Explorer

Teachers' notes

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1. Purpose statement

The aim of this learning object is to develop students' awareness of China's multicultural and multilingual diversity by exploring some of China's minority groups. Approximately 92 per cent of China's total population of 1.2 billion people belongs to the *Han* ethnic group. In the Chinese context the term 'minority groups' refers to the 8 per cent of the population who belong to more than 50 other ethnic groups.

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

- 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
- discuss and compare the values, beliefs and attitudes of diverse cultures
- reflect on their own intercultural behaviour.

2. Overview

This learning object will provide students with the opportunity to visit eight locations in China to find out about China's minority groups. The locations provide details of Chinese culture 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 with eight specific locations graphically highlighted.

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

➤ **Two narrated tours in Chinese:**

These tours visit different locations on the map. At each location on a tour, two characters, a visitor and a guide, discuss the location and the minority group or groups which live there using a slide show of 1 to 5 slides. In addition, they may make reference to their own experience, comparing what they're seeing to something familiar or in contrast with their individual context, thus personalising the tour from both the visitor and guide's perspective. In Tour 1, a *Han* Chinese is the visitor and the guide is from a minority group. In Tour 2, a Westerner is the visitor and the guide is a *Han* Chinese. At the conclusion of the slide show for a location, students will see the map and an animated dot trail to the next location. 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.

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

➤ **Information About**

a. *The Simple description:* A text description in *Hanzi* with audio and *Pinyin* support talks about the specific location and the minority group or groups which live there.

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)

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:

- declarative sentences using 是
- questions using 吗 and 什么
- possessive and attributive uses of the particle 的
- uses of the verbs 有, 要, 会 and 喜欢
- use of the verbal particles 过 and 了
- use of the linking adverb 也
- use of the adverb 在 to indicate the present continuous tense
- use of the conjunction 和
- use of the 和/跟 ... (不)一样 pattern for comparison.

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 minority groups 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:

- cultural characteristics of minority groups in modern China
- characteristics that all people share as well as some of the differences
- visible representations of the cultural identity of some Chinese minority groups
- similarities and differences between various Chinese-speaking 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:

- identify places of cultural significance to Chinese minority groups, e.g. places of worship
- recognise ways in which Chinese minority groups express their culture, e.g. music, dance, food, games, celebrations
- recognise visible representations of the cultural identity of some Chinese minority groups, e.g. traditional dress
- compare aspects of their own lifestyle (e.g. food) with those of various Chinese-speaking communities
- reflect on influences in Chinese minority groups' cultures, e.g. festivals, religions
- gather information about Chinese minority groups by using ICTs
- research and present information on Chinese minority groups and Chinese-speaking communities using a range of ICTs including the Internet.

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
- Civics and Citizenship: recognising appropriate intercultural behaviour in diverse settings
- Difference and diversity: discussing and comparing the values and beliefs of diverse cultures
- Multiculturalism: identifying cultural values and practices in observing social interaction among community members; recognising that language and behaviour reflect important aspects of culture.

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:

Beliefs and customs

- Research other Chinese minority groups.
- Compare and contrast multicultural and multilingual diversity and history in China and Australia.
- Compare and contrast horse riding events held in China with those held in Australia.
- Compare the raising of cattle, sheep and horses and other agricultural practices in China and Australia.
- Find out more about *Hainan* Island and other Chinese holiday destinations and compare and contrast them with holiday destinations in Australia.
- Compare and contrast the different ways tea is drunk in Chinese, Australian and other cultures.
- Discuss the significance and use of colour in Chinese minority and *Han* traditional clothing and society.
- Discuss the different ways and signs used to find your way in remote areas of China and Australia.
- Compare the staple foods and meats eaten in different parts of China and contrast them with those eaten in Australia.
- Discuss the kinds of food available in Chinese minority and Chinese restaurants.
- Find out more about Tibetan Buddhism, Islam and other religions practised in China. They could also compare and contrast these with religious beliefs in Australia
- Discuss similarities and differences in traditional Chinese minority and *Han* traditional and modern housing.

Historical

- Find out more about Genghis Khan.
- Find out about the non-*Han* dynasties which have ruled China, such as the *Yuan* (Mongols) and *Qing* (Manchu).

Cooking

- Follow recipes to make '*Hainan* chicken rice' and '*zongzi*'.

The Arts

- Make *Uygur* hats.
- Perform the Korean 'Drum dance' and 'Fan dance', the *Zhuang* 'Bamboo Pole dance' and other Chinese dances.
- Sing some Chinese minority and other Chinese songs.
- Act out the *Uygur* "Girls chasing" activity and discuss the different ways young people meet future partners in other parts of China and in Australia.
- Act out the *Dai* 'Water splashing festival' .
- Act out the Tibetan practice of offering white silk scarves and discuss symbols of friendship in other cultures.
- Hold a multicultural day with costumes, food, music and dancing from China's minority groups.
- Make a Tibetan sand mandala and act out a dissolution ceremony, by sweeping it away to symbolise the impermanence of all phenomena.
- Find out more about Chinese minority and *Han* traditional and modern music.

Use Chinese to:

- Play the Dragon boat races game sitting in teams and sliding on the floor using appropriate phrases of encouragement in Chinese.
- Conduct a survey to find out how many languages their schoolmates can speak and present their findings in a bar graph or pie chart either using technology or on paper, with written and/or audio examples of the languages.
- Draw, colour in and use Chinese to label some Chinese minority and *Han* traditional clothing.
- Role play eating at a Chinese minority restaurant.

Teachers could:

- Invite a '*gongfu*' expert to talk to their students and to demonstrate and teach some basic '*gongfu*' movements.
- Invite a Tibetan Buddhist and/or Muslim Imam to talk to their students.
- Invite a dance expert to demonstrate and teach some Chinese minority and *Han* dances.
- Invite local community members, who may be from one of the Chinese minority groups, to talk to their students.
- Organise an excursion to a Buddhist centre and/or a mosque.
- Organise an outing to view any performances by Chinese visiting dance, music, and theatre groups.
- Organise a visit to a Chinese minority, e.g. Mongolian barbecue, or *Han* restaurant.
- Organise a visit to a museum or art gallery with exhibits from Chinese minority groups.

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.curriculum.edu.au/accessasia/lesson_plans.htm (Lesson plans, including an *Yi* village)
<http://www.travelchinaguide.com/intro/nationality/56list.htm> (Information on 55 Chinese minority groups)
http://www.uygurworld.com/_sgg/f10000.htm (Information on *Uygur* people and its culture)
<http://www.travel-to-china.net/yunnan/ethnic/achang.htm> (Minority groups in Yunnan province)
http://www.cntravel.biz/china_columns/festivals/ (Festivals in China, including festivals of minority groups)
<http://www.canonfans.com/digest/8/18090052813.htm> (Information on *Dai* costumes- Chinese web site)
<http://gb2.chinabroadcast.cn/773/2003-3-19/119@185044.htm> (Minority festivals – Chinese web site)
<http://www.chinatibetnews.com/GB/channel7/45/200208/15/1328.html> (Information on Tibet and its customs – Chinese site)
http://www.koreasociety.org/MAIN/KS_LessonPlans/Lessons/klp_i.pdf (Korean drum dance)
<http://www.silk-road.com/toc/index.html> (The Silk Road Foundation)

The following web site is full of ideas, resources, lesson plans and activities relating to multicultural Australia. Many of the ideas could then be used to support the development of intercultural knowledge and skills as far as both Australia and China are concerned, including linking with Australian Aboriginal cultural diversity.

<http://www.multiculturalaustralia.edu.au/activities/index.php>

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

Buddhism

<http://www.kids.net.au/encyclopedia-wiki/bu/Buddhism> (Buddhism)

Chinese minority groups in general

<http://www.c-c-c.org/chineseculture/minority>

(Comprehensive list of Chinese minority groups with general information on them)

[http://www.paulnoll.com/China/minority groups/](http://www.paulnoll.com/China/minority%20groups/) (General information on Chinese minority groups)

<http://chineseculture.about.com/library/china/ethnic/blsethnic.htm> (General information on Chinese minority groups)

<http://www.travelchinaguide.com/intro/nationality/56list.htm> (minority groups in China)

<http://www.kiddyhouse.com/SSudies/Countries/China/> (China Resources for kids and teachers)

<http://www.travelchinaguide.com/intro/nationality/56list.htm> (minority groups in China)

<http://www.curriculum.edu.au/accessasia/network/> (Asia EdNet - Home)

<http://www.chinavista.com/home.html> (China Vista - a comprehensive guide to Chinese culture essentials and travel)

<http://www.chinatown-online.co.uk/pages/culture/ethnic/index.html> (Chinatown Online - Ethnic minority groups in China)

<http://www.worldalmanacforkids.com/explore/nations/china.html> (General informtion on China including minority groups)

<http://www.imb.org/easia/peopleplaces/peoplegroup.htm> (General information on Chinese minority groups)

<http://www.china-fpa.org/english/china/index.htm> (General information on Chinese minority groups)

<http://www.chinahighlights.com/travelguide/nationalities.htm> (Information on Chinese minority groups)

<http://www.china.org.cn/english/features/EthnicGroups/126822.htm> (General information on Chinese minority groups)

[p://www.ajkids.com/](http://www.ajkids.com/) (Ask Jeeves Kids - can provide answers and safe links to most questions)

Food

<http://www.gochina.com/cuisine/ethnic.htm> (Special dishes of Chinese minority groups)

http://www.warriortours.com/intro/cuisine_minority.htm (Chinese Food:Ethnic Food)

<http://www.unileverfoodsolutionsasia.com/recipes/recipe0074.html>(*Hainan* chicken rice)

Ghengis Khan

<http://www.isidore-of-seville.com/genghis/5.html> (Kids (K-5) (Genghis Khan on the Web))

History

<http://www.atozkidsstuff.com/china.html> (General information on China and its history)

Mongolia

<http://www.mongoliatourism.gov.mn/> (Mongolian Tourism/Official tourism Web site)

<http://www.historyforkids.org/learn/china/history/mongol.htm> (*Yuan* Dynasty - the Mongols in China - History)

Tibet

<http://www.tibet.org/Culture/> (Tibet Online)

Zhuang minority group

<http://www.guilinchina.net/guilininformation/zhuang.htm> (*Zhuang* ethnic group)

7. Vocabulary

Location 1 - Beijing

Chinese	Pinyin	English
边境地区 服装 汉语 少数民族 首都	<i>biānjìng dìqū</i> <i>fúzhuāng</i> <i>Hànyǔ</i> <i>shǎoshù mínzú</i> <i>shǒudū</i>	border area(s) costume(s) Chinese language minority group(s) capital(s)

Location 2 - Mt Changbai

Chinese	Pinyin	English
朝鲜族 鼓舞 古筝 烤 辣 泡菜 扇舞 乐器	<i>Cháoxiǎnzú</i> <i>gǔwǔ</i> <i>gǔzhēng</i> <i>kǎo</i> <i>là</i> <i>pàocài</i> <i>shànwǔ</i> <i>yuèqì</i>	Korean minority group drum dance zither (musical instrument) (to) roast hot (chilli) kimchi fan dance musical instrument

Location 3 - Mongolian grasslands

Chinese	Pinyin	English
敖包	áo bāo	places used as signposts in Mongolia
成吉思汗	Chéngjīsīhàn	Genghis Khan (Mongolian leader in 13th century)
烤	kǎo	(to) roast
骆驼	luò tuo	camel(s)
蒙古包	Měnggǔbāo	yurt(s)
蒙古人	Měnggǔrén	Mongolian(s)
蒙古族	Měnggǔzú	Mongolian minority group
内蒙古	Nèi Měnggǔ	Inner Mongolia
沙漠	shāmò	desert(s)
摔跤	shuāijiāo	(to) wrestle
相会	xiānghuì	meeting(s) (specially for males and females)
英雄	yīngxióng	hero(es)
语言	yǔyán	language(s)

Location 4 - Xinjiang Autonomous Region

Chinese	Pinyin	English
当地	<i>dāngdì</i>	local
赶羊	<i>gǎnyáng</i>	(to) lead the sheep
火炉	<i>huǒlú</i>	(fire) stove(s)
牧羊人	<i>mùyáng rén</i>	shepherd(s)
馕	<i>náng</i>	Uygur bread
丝绸之路	<i>Sīchóu-zhīlù</i>	Silk Road
体育	<i>tǐyù</i>	physical activity (sport)
围着	<i>wéizhe</i>	surrounding
维吾尔族	<i>Wéiwú'ěrzú</i>	Uygur minority
伊斯兰教徒	<i>Yīsīlán jiàotú</i>	Moslem(s)
追	<i>zhuī</i>	(to) chase

Location 5 - Tibet Plateau

Chinese	Pinyin	English
比赛 参加 佛教徒 喇嘛 牦牛 青藏高原 西藏 藏族(人)	<i>bǐsài</i> <i>cānjiā</i> <i>fójiàotú</i> <i>lǎma</i> <i>máoniú</i> <i>Qīngzàng gāoyuán</i> <i>Xīzàng</i> <i>Zàngzú(rén)</i>	competition(s) (to) participate Buddhist(s) lama(s) yak(s) Tibet Plateau Tibet Tibetan(s)

Location 6 - Xishuangbanna

Chinese	Pinyin	English
白族 傣族 东巴文 古城 纳西族 少数民族 泰国 西双版纳	<i>Báizú</i> <i>Dǎizú</i> <i>Dōngbāwén</i> <i>gǔchéng</i> <i>Nàxīzú</i> <i>shǎoshù mínzú</i> <i>Tàiguó</i> <i>Xīshuāngbǎnnà</i>	Bai minority Dai minority Dongba script, language used by Naxi people ancient (old) town(s) Naxi minority minority groups Thai or Thailand Xishuangbanna

Location 7 - Guangxi Province

Chinese	Pinyin	English
编织	<i>biānzhī</i>	(to) weave
风景区	<i>fēngjǐng qū</i>	tourist attraction(s)
桂林	<i>Guìlín</i>	Guilin (a city)
划龙舟	<i>huá lóngzhōu</i>	(to) row a dragon boat
火把节	<i>Huǒbǎjié</i>	Torch Festival
交通工具	<i>jiāotōng gōngjù</i>	transport tool(s)
漓江	<i>Lí Jiāng</i>	Li River
米	<i>mǐ</i>	rice (before it is cooked)
牛神节	<i>Niúshénjié</i>	the Cattle Soul Festival
糯米	<i>nuòmǐ</i>	glutinous rice
瑶族	<i>Yáozú</i>	Yao minority
彝族	<i>Yízú</i>	Yi minority
竹排	<i>zhúpái</i>	bamboo raft(s)
主食	<i>zhǔshí</i>	staple food
壮族	<i>Zhuàngzú</i>	Zhuang minority
粽子	<i>zòngzi</i>	sticky rice parcel(s)

Location 8 - Hainan Island

Chinese	Pinyin	English
编织 打竹舞 海南岛 黎族 三亚市 纹身 竹筒	biānzhī dǎzhúwǔ Hǎinán Dǎo Lízú Sānyà Shì wénshēn zhútǒng	(to) weave bamboo pole dance(s) Hainan Island Li minority people Sanya (a city in Hainan) tattoo(s) bamboo tube(s)

Tour 1- Comparing food

Chinese	Pinyin	English
保暖 饼干 朝鲜菜 朝鲜族 丰富 哈密瓜 海南 汉族人 荷叶 烤 辣 黎族	bǎonuǎn bǐnggān Cháoxiǎncài Cháoxiǎnzú fēngfù hāmìguā Hǎinán Hànzúrén héyè kǎo là Lízú	(to) keep warm biscuit(s) Korean dish(es) Korean minority group rich/having large varieties honey melon(s) Hainan Han people lotus leaf(ves) (to) roast (hot)chilli Li minority

Tour 1- Comparing food (cont)

Chinese	Pinyin	English
牦牛	máoniú	yak(s)
面粉	miànfěn	flour
面食	miànshí	wheat product(s)
糯米	nuòmǐ	glutinous rice
泡菜	pàocài	kimchi
葡萄	pútao	grape(s)
少数民族	shǎoshù mínzú	minority people
外国人	wàiguó rén	foreigner(s)
维吾尔族	Wéiwú'ěrzú	Uygur
咸	xián	salty
椰奶	yēnǎi	coconut milk
玉米	yùmǐ	corn

Tour 2 - Comparing minority activities/festivals

Chinese	Pinyin	English
朝鲜族	<i>Cháoxiǎnzú</i>	Korean minority
打架	<i>dǎjià</i>	(to) fight
打竹舞	<i>Dǎzhúwǔ</i>	Bamboo pole dance(s)
傣族	<i>Dǎizú</i>	Dai minority
叼羊	<i>diāoyáng</i>	Diaoyang - a Uygur activity
服装	<i>fúzhuāng</i>	costume(s)/clothing
姑娘追	<i>Gūniangzhuī</i>	Girl chasing - a Uygur activity
鼓舞	<i>gǔwǔ</i>	drum dance(s)
古乐队	<i>gǔyuèduì</i>	ancient music band(s)
汉族人	<i>Hànzúrén</i>	Han people
后代	<i>hòudài</i>	desendant(s)
划龙舟	<i>huá lóngzhōu</i>	(to) row dragon boat
活动	<i>huódòng</i>	activity(ies)
黎族	<i>Lízú</i>	Li minority

Tour 2 - Comparing minority activities/festivals (cont.)

Chinese	Pinyin	English
黎族	<i>Lízú</i>	Li minority
蒙古族	<i>Měnggǔzú</i>	Mongolians
民族	<i>mínzú</i>	race(s)
纳西族	<i>Nàxīzú</i>	Naxi minority
泼水节	<i>Pōshuǐjié</i>	Water-splashing festival
抢羊	<i>qiǎng yáng</i>	Snatching sheep - a Uygur activity
赛马	<i>sàimǎ</i>	horse-riding competition(s)
扇舞	<i>shànwǔ</i>	fan dance(s)
少数民族	<i>shǎoshù mínzú</i>	minority people
摔跤	<i>shuāijiāo</i>	(to) wrestle
土耳其人	<i>Tǔěrqí rén</i>	Turkish people

8. Tour Script 1

Chinese	English
<p>Zhè shì shénme cài?</p> <p>A: 这是什么菜?</p> <p>Zhè shì Cháoxiǎncài.</p> <p>B: 这是朝鲜菜。</p> <p>Zhè shì Cháoxiǎnzú xǐhuan chī de kǎo niúròu.</p> <p>这是朝鲜族喜欢吃的烤牛肉。</p>	<p>A: What food is this?</p> <p>B: This is Korean food. This is the BBQ that the Korean minority likes to eat.</p>
<p>Nǐ chīguo pàocài ma?</p> <p>B: 你吃过泡菜吗?</p> <p>Méi yǒu, tài lā le.</p> <p>A: 没有, 太辣了。</p> <p>Tīngshuō Cháoxiǎn pàocài shì yòng dà báicài zuò de.</p> <p>听说 朝鲜 泡菜是用大白菜做的。</p> <p>Duì.</p> <p>B: 对。</p>	<p>B: Have you tried Kimchi?</p> <p>A: No, it's too hot. I heard that Kimchi is made from Chinese cabbage.</p> <p>B: That's right.</p>
<p>Zhè shì kǎo shénme ròu?</p> <p>A: 这是烤什么肉?</p> <p>Zhè shì Měnggǔrén de kǎo yáng ròu.</p> <p>B: 这是蒙古人的烤羊肉。</p> <p>Nǐmen Hànzú rén chī yáng ròu ma?</p> <p>你们汉族人吃羊肉吗?</p> <p>Wǒmen hěn shǎo chī yáng ròu.</p> <p>A: 我们很少吃羊肉。</p> <p>Wǒmen zhǔyào chī zhūròu hé niúròu.</p> <p>我们主要吃猪肉和牛肉。</p>	<p>A: What roast meat is this?</p> <p>B: This is Mongolian roasted mutton. Do you Han people eat lamb?</p> <p>A: We seldom eat lamb. We mainly eat pork and beef.</p>

<p>Tāmen hē de shì shénme? A: 他们喝的是 什么?</p> <p>Zhè jiào nǎichá. B: 这叫 奶茶。</p> <p>Xiàng wàiguó rén de nǎichá ma? A: 像 外国人的奶茶吗?</p> <p>Bù yīyàng. Zhè zhǒng nǎichá shì xián de. B: 不一样。这种 奶茶是咸的。</p>	<p>A: What do they drink?</p> <p>B: This is called milk tea.</p> <p>A: Is it similar to the milk tea western people drink?</p> <p>B: No, this kind of milk tea is salty.</p>
<p>Zhè kàn shàngqu xiàng yī zhǒng bǐnggān. A: 这看上去 像 一种 饼干。</p> <p>Qíshí zhè shì Wéiwú'ěr zú de miànbāo. B: 其实这是维吾尔族的面包。</p> <p>Tā shì yòng jīdàn, niú nǎi hé miànfěn zuò de. 它是用鸡蛋、牛奶和面粉做的。</p> <p>Wǒmen bù cháng chī miànbāo. A: 我们 不 常 吃 面包。</p> <p>Wǒmen zhǔyào chī mǐfàn hé miànshí. 我们 主要 吃 米饭 和 面食。</p>	<p>A: This looks like some kind of biscuit.</p> <p>B: In fact, this is a kind of bread that the Uygurs eat. It is made from eggs, milk and flour.</p> <p>A: We don't eat bread very often. We mainly eat rice and wheat products.</p>
<p>Wéiwú'ěr zú zuì xǐhuan chī de shuǐguǒ shì xīguā ma? A: 维吾尔族最喜欢吃的水果是西瓜吗?</p> <p>Duì, hái yǒu pútáo hé hāmìguā. B: 对, 还有葡萄和哈密瓜。</p>	<p>A: Is watermelon the Uygurs' favourite fruit?</p> <p>B: Yes, grapes and honey melons are also very popular.</p>

<p>Zhè shì shénme dòngwù? A: 这是什么动物?</p> <p>Zhè shì máoniú. Zàngzúrén yǎng hěnduō máoniú. B: 这是牦牛。藏族人养很多牦牛。</p> <p>Tāmen hē máoniúnǎi chī máoniúròu. 他们喝牦牛奶，吃牦牛肉。</p> <p>Tāmen chī hěnduō ròu ma? A: 他们吃很多肉吗?</p> <p>Shì de. Yīnwèi Xīzàng hěn lěng, B: 是的。因为西藏很冷，</p> <p>Zàngzúrén yào chī hěnduō ròu lái bǎonuǎn. 藏族人要吃很多肉来保暖。</p>	<p>A: What animals are these?</p> <p>B: They are yaks. Tibetans raise a lot of yaks. They eat yak meat and drink yak milk.</p> <p>A: Do they eat a lot of meat?</p> <p>B: Yes. Because Tibet is very cold, they have to eat a lot of meat to keep warm.</p>
<p>Zhè bù shì zòngzi ma? A: 这不是粽子吗?</p> <p>Shì. Zhè shì Zhuàngzúrén chī de yī zhǒng shíwù. B: 是。这是壮族人吃的一种食物。</p> <p>Wǒmen Hànzúrén yě chī zòngzi. A: 我们汉族人也吃粽子。</p> <p>Zòngzi shì nuòmǐ zuò de. 粽子是糯米做的。</p> <p>Zhuàngzúrén chī dànmǐ ma? 壮族人吃大米吗?</p> <p>Chī. Tāmen yě chī hěnduō yùmǐ. B: 吃。他们也吃很多玉米。</p>	<p>A: Isn't this a 'zongzi'?</p> <p>B: Yes, this is one of the Zhuang people's foods.</p> <p>A: We Han people also eat 'zongzi'. 'Zongzi' are made from sticky rice. Do the Zhuang people also eat rice?</p> <p>A: Yes. They also eat a lot of corn.</p>

<p>Zhuàngzú yòng zhúyè zuò zongzi. A: 壮族用竹叶做“粽子”。</p> <p>Hànzú yòng héyè zuò héyèfàn. 汉族用荷叶做“荷叶饭”。</p> <p>Zhēn yǒu yìsi! 真有意思！</p> <p>Nǐ tīngshuōguo Lízú de zhútǒngfàn ma? B: 你听说过黎族的“竹筒饭”吗？</p> <p>Nà shì yòng zhútǒng zuò de. 那是用竹筒做的。</p> <p>Shì ma? Nǐ chīguo zhútǒngfàn ma? A: 是吗？你吃过“竹筒饭”吗？</p> <p>Méi yǒu. B: 没有。</p>	<p>A: Zhuang people use bamboo leaves to make 'Zongzi'. Han people use lotus leaves to make 'Lotus leave rice'. That's really interesting.</p> <p>B: Have you heard about the Li people's 'Bamboo Tube Rice'. (It's made with a bamboo tube.)</p> <p>A: Really? Have you ever tried their 'Bamboo Tube Rice'.</p> <p>B: No, I haven't.</p>
<p>Dàn wǒ chīguo tāmen de Hǎinán jīfàn. B: 但我吃过他们的“海南鸡饭”。</p> <p>Wǒ yě chīguo Hǎinán jīfàn, hěn hǎochī. A: 我也吃过“海南鸡饭”，很好吃。</p> <p>Duì, nà shì yòng jī hé yēnǎi zuò de. B: 对，那是用鸡和椰奶做的。</p> <p>Shǎoshù mínzú de shíwù zhēn fēngfù. A: 少数民族的食物真丰富。。</p>	<p>B: But I have eaten 'Hainan chicken rice'.</p> <p>A: I've also tried 'Hainan chicken rice'. It's delicious.</p> <p>B: Yes, it's made from chicken and coconut milk.</p> <p>A: Minority people's food is full of variety.</p>

9. Tour Script 2

Chinese	English
<p>Tāmen shì shénme rén?</p> <p>A: 他们是 什么人?</p> <p>Tāmen shì Zhōngguó rén.</p> <p>B: 他们是中国 人。</p> <p>Tāmen shì Zhōngguó de shǎoshù mínzú.</p> <p>他们是 中国 的少数民族。</p> <p>Zhōngguó yǒu duōshǎo ge shǎoshù mínzú?</p> <p>A: 中国 有 多少 个 少数 民族?</p> <p>Wǔshíwǔ ge.</p> <p>B: 五十 五个。</p>	<p>A: What nationality are they?</p> <p>B: They're Chinese. They're a Chinese minority people.</p> <p>A: How many minority groups are there in China?</p> <p>B: Fifty-five.</p>
<p>Wèishénme tāmen chuān de yīfu hé nǐ de bù yīyàng?</p> <p>A: 为什么 他们 穿 的 衣服 和 你的 不 一样?</p> <p>Shǎoshù mínzú yǒu shǎoshù mínzú de fúzhuāng.</p> <p>B: 少数 民族 有 少数 民族 的 服装。</p> <p>Wǒ shì Hànzú rén.</p> <p>我是 汉族 人。</p> <p>Wǒmen yě yǒu zìjǐ de fúzhuāng.</p> <p>我们 也 有 自己 的 服装。</p>	<p>A: Why do they wear different clothes from you?</p> <p>B: Minority groups have their own costumes. I'm a Han. We also have our own costumes.</p>
<p>Zhè shì shénme shǎoshù mínzú?</p> <p>A: 这是 什么 少数 民族?</p> <p>Zhè shì Cháoxiǎnzú.</p> <p>B: 这是 朝鲜 族。</p>	<p>A: What minority group is this?</p> <p>B: These are Koreans.</p>

<p>Tāmen zài dǎgǔ hái shì zài tiàowǔ?</p> <p>A: 他们在打鼓还是在跳舞?</p> <p>Tāmen zài tiàowǔ. Zhè shì gǔwǔ.</p> <p>B: 他们在跳舞。这是“鼓舞”。</p>	<p>A: Are they playing drums or dancing?</p> <p>B: They're dancing. This is called the 'Drum dance'.</p>
<p>Wèishénme tāmen chuān de yīfu hé nǐ de bù yīyàng?</p> <p>A: 为什么他们穿的衣服和你的不一样?</p> <p>Shǎoshù mínzú yǒu shǎoshù mínzú de fúzhuāng.</p> <p>B: 少数民族有少数民族的服装。</p> <p>Wǒ shì Hànzú rén.</p> <p>我是汉族人。</p> <p>Wǒmen yě yǒu zìjǐ de fúzhuāng.</p> <p>我们也有自己的服装。</p>	<p>A: Why do they wear different clothes from you?</p> <p>B: Minority groups have their own costumes. I'm a Han. We also have our own costumes.</p>
<p>Nàme zhè shì shànwǔ ba!</p> <p>A: 那么这是“扇舞”吧!</p> <p>Duì. Shànwǔ hé Gǔwǔ</p> <p>B: 对。“扇舞”和“鼓舞”</p> <p>shì tāmen zuì xǐhuan de wǔ.</p> <p>是他们最喜欢的舞。</p>	<p>A: Then this must be the 'Fan dance'.</p> <p>B: Yes, the 'Drum dance' and the 'Fan dance' are their favourite dances.</p>

Chinese	English
<p>Zhè shì lìngwài yī ge mínzú ma?</p> <p>A: 这是另外一个民族吗?</p> <p>Zhè shì Měnggǔzú.</p> <p>B: 这是蒙古族。</p>	<p>A: Is this another minority group?</p> <p>B: These are Mongolians.</p>
<p>Tāmen zài dǎjià ma?</p> <p>A: 他们在打架吗?</p> <p>Bù shì, tāmen zài shuāijiāo.</p> <p>B: 不是，他们在摔跤。</p> <p>Shuāijiāo shì tāmen de yī zhǒng yùndòng.</p> <p>摔跤是他们的一种运动。</p>	<p>A: Are they fighting?</p> <p>B: No, they're wrestling. Wrestling is one of their sports.</p>
<p>Qímǎ yě shì tāmen de yī zhǒng yùndòng ma?</p> <p>A: 骑马也是他们的一种运动吗?</p> <p>Shì de.</p> <p>B: 是的。</p>	<p>A: Is horse riding also one of their sports?</p> <p>B: Yes, it is.</p>

Chinese	English
<p>Tāmen yǒu diǎnr xiàng Tǔěrqírén. A: 他们有点儿像土耳其人。</p> <p>Nǐ shōudui le. Tāmen shì Tǔěrqírén de hòudài. B: 你说对了。他们是土耳其人的后代。</p> <p>Tāmen shì Wéiwúěrzúrén. 他们是维吾尔族人。</p>	<p>A: They look a little like Turkish people.</p> <p>B: You're right. They are the descendants of the Turks. They're Uygurs.</p>
<p>Zhè shì shénme huódòng? A: 这是什么活动?</p> <p>Zhè jiào "Gūniangzhuī", Gūniang zài zhuī xiǎohuǒzi. B: 这叫“姑娘追”，姑娘在追小伙子。</p>	<p>A: What is this activity?</p> <p>B: This is called 'Girls chasing'. The girls are chasing the boys.</p>
<p>Tāmen zài sàimǎ ma? A: 他们在赛马吗?</p> <p>Bù shì. Tāmen zài qiǎng yáng. . B: 不是。他们在抢羊。</p> <p>Zhè huódòng jiào "Diāoyáng" 这活动叫“叼羊”。</p>	<p>A: Are they having a horse riding competition?</p> <p>B: No. they are fighting for the sheep. This activity is called 'Snatching sheep'.</p>

Chinese	English
<p>Zhè shì shénme mínzú?</p> <p>A: 这是什么民族?</p> <p>Zhè shì Zàngzú.</p> <p>B: 这是藏族。</p>	<p>A: What minority group is this?</p> <p>B: These are Tibetans.</p>
<p>Tāmen yě xǐhuan qíma ma?</p> <p>A: 他们也喜欢骑马吗?</p> <p>Xǐhuan. Tāmen měi nián dōu yǒu sàimǎ huódòng.</p> <p>B: 喜欢。他们每年都有赛马活动。</p>	<p>A: Do they also like horse riding?</p> <p>B: Yes, they have an annual horse riding competition.</p>
<p>Tāmen hěn xiǎo jiù xué qíma ma?</p> <p>A: 他们很小就学骑马吗?</p> <p>Duì. Xiǎo háizi dōu huì qíma.</p> <p>B: 对。小孩子都会骑马。</p>	<p>A: Do they learn horse riding from an early age?</p> <p>B: Yes. All small children can ride a horse.</p>

Chinese	English
<p>Zhè shì shénme mínzú?</p> <p>A: 这是什么民族?</p> <p>Zhè shì Nàxīzú.</p> <p>B: 这是纳西族。</p>	<p>A: What minority group is this?</p> <p>B: These are the Naxi.</p>
<p>Tāmen zài biáoyǎn, duì ma?</p> <p>A: 他们在表演, 对吗?</p> <p>Duì. Zhè shì Nàxī gǔyuèduì.</p> <p>B: 对, 这是纳西古乐队。</p> <p>Nǐ kàn, tāmen dàbùfen dōu qī-bāshí suì.</p> <p>你看, 他们大部分都七八十岁。</p>	<p>A: It looks like they are performing.</p> <p>B: Yes, this is the Naxi Ancient Music Band. Look, most of them are 70-80 years old.</p>
<p>Tāmen hǎoxiàng wánr de hěn gāoxìng.</p> <p>A: 他们好像玩儿得很高兴。</p> <p>Tāmen zài zuò shénme? Yīfu dōu shī le.</p> <p>他们在做什么? 衣服都湿了。</p> <p>Zhè shì Dǎizú de "Pōshuǐjié".</p> <p>B: 这是傣族的“泼水节”。</p> <p>(This is the Dai's "Water-splashing" festival.)</p>	<p>A: They seem to be having a good time. What are they doing? Their clothes are all wet.</p> <p>B: This is the Dai's 'Water splashing' festival.</p>

Chinese	English
<p>Zhè shì Hànzú rén zài huá lóngzhōu ma? A: 这是汉族人在划龙舟吗?</p> <p>Bù shì. Tāmen shì Zhuàngzú rén. B: 不是。他们是壮族人。</p> <p>Tāmen yě yǒu huá lóngzhōu de huódòng ma? A: 他们也有划龙舟的活动吗?</p> <p>Shì de. B: 是的。</p>	<p>A: Are they Han people rowing the dragon boat?</p> <p>B: No, they are Zhuang people.</p> <p>A: Do they also have dragon boats?</p> <p>B: Yes.</p>
<p>Tāmen zài wán yóuxì ma? A: 他们在玩游戏吗?</p> <p>Bù shì. Tāmen zài tiàowǔ. B: 不是。他们在跳舞。</p> <p>Zhè shì Lízú rén de "Dǎzhúwǔ". 这是黎族人的“打竹舞”。</p> <p>Shǎoshù mínzú de huódòng zhēn yǒu yìsì. A: 少数民族的活动真有意思。</p> <p>Nǐ bù gàosu wǒ, wǒ zhēn de bù zhīdào. 你不告诉我，我真的不知道。</p>	<p>A: Are they playing a game?</p> <p>B: No. They're dancing. This is the 'Bamboo pole dance'.</p> <p>A: The activities of minority people are very interesting. If you didn't tell me about them, I wouldn't have known about them.</p>

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