

Swap a Family Scenario

Teachers' notes

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1. Purpose statement

The aim of this learning object is for students to:

- explore the use of the Chinese language within the context of rural and urban life
- practise their language skills through interactive games and activities.

2. Overview

This learning object consists of a 12-shot animated scenario, split into four zones. There is a focus on the ways in which urban and rural people and communities interact, live and work, reflecting a diversity of lifestyles. Two Chinese teenagers, Daniu, a boy from a rural village, and Shasha, a girl from Shanghai, decide to swap families for a week. In Zone 1 Daniu and Shasha introduce themselves. Students can then choose whether to visit Daniu's family in the country with Shasha (Zone 2) or to visit Shasha's family in Shanghai with Daniu (Zone 3). Students must visit both families before they can proceed to the final shot in Zone 4.

Students are prompted to complete small tasks that use acquired knowledge to open or access an area of the scenario in order to progress. These tasks could include:

- selecting and dropping correct text from a sidebar to complete speech bubbles or thought bubbles
- selecting and dropping correct images into a thought bubble or shot
- selecting and dragging an audio file to an appropriate item.

Students will also discover and engage with a range of other activities in the learning object.

➤ The *Challenge* provides students with prompts to listen to and watch for clues in order to:

- construct a family tree for Daniu
- answer questions regarding Daniu's family.

The *Challenge* will be given at the beginning of the Scenario.

➤ *Language games and activities* are embedded in many of the shots. These may be in the form of matching/concentration, cloze, sequencing, wonder word, listening and responding, or reading comprehension tasks. There are nine games or activities in the scenario. Students may choose to engage with these activities or not. These appear in the shot as stars or highlighted items for students to click on.

➤ *Information Points* provide interesting cultural and language information pertinent to the location, situation or language engagement, including deconstructing *Hanzi*. They may pose questions on which students can reflect or from which they can make their own deductions. These appear in the shot as coloured spheres for students to click on.

➤ *Incidental items* in a shot may play an audio when rolled over, such as animals making noises, or a radio playing music.

3. Language level (Prior knowledge)

Texts are short and based on familiar vocabulary and structures written in *Hanzi* with audio support. Students can also access a version of the scenario which has both *Pinyin* and audio support. Written text in most language games and activities has *Pinyin* support and may have audio support as well, depending on the type of task. 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.

Students should be familiar with the language for:

- introducing themselves and family members
- asking and giving ages
- asking and saying how many people are in their family
- asking and saying where they live
- saying what and how many pets they have
- using 在 to ask and say what they are doing
- asking and saying to whom something belongs
- saying which part of the body hurts
- expressing completed actions using 了.

4. Maximising this learning object

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

- construct knowledge through noticing and observing, discovering and drawing connections
- 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.

5. Learning outcomes

Students will enhance their understanding of the relationship between Chinese language and culture and compare and contrast it with their own. Students will come to understand and appreciate language in social, cultural and geographical contexts.

Using language

Students will learn about:

- the association between the spoken and written language
- sources of support to enhance comprehension
- ways to use contextual clues and prior knowledge to predict the meaning of new words
- the structures and features of specific text types
- rules in language use
- ways of expressing sounds and/or meanings in print

Students will learn to:

- listen to short texts, while following the written form
- use visual stimuli to support and enhance comprehension
- deduce the meaning of unfamiliar words from context
- write and address a postcard in Chinese
- identify and compare connections between languages, e.g. the use of measure words, kinship terms
- identify specific features of the written language, e.g. the use of transliteration

Making linguistic connections

Students will learn about:

- metalanguage to describe the structures and features of language
- ways of conceptualising and representing patterns and systems in language
- the construction of *Hanzi* and meanings and sounds
- the origin, function and relationship between components across *Hanzi*.

Students will learn to:

- explore grammatical systems to appreciate how language works, e.g. the use of the present continuous tense
- develop strategies for internalising new language and building on prior knowledge, e.g. matching games, cloze activities
- explore the specific written forms used to convey meanings, e.g. radicals
- recognise similar phonetic (sound) components
- refer to traditional/full forms of *Hanzi* and components to understand simplified *Hanzi*.

Moving between cultures

Students will learn about:

- culture-specific conventions of Chinese in social interaction
- the importance of tradition to a sense of cultural identity and diversity within the Chinese culture.

Students will learn to:

- use formulaic expressions appropriate to the occasion, e.g. 小心！(Take care!) 我饱了。(I'm full.)
- identify and explain features of traditional and contemporary lifestyle, e.g. generational and regional differences, 'One Child Policy'.

6. Information points on culture and language

- Chinese first names.
- Terms for grandparents.
- The homograph 喂
- Pets in China.
- Using 在 to indicate the present continuous tense.
- The expressions 小心, 真倒霉, 快餐 and other expressions with 餐.
- Measure words.
- Fast food in China.
- China's 'One Child Policy'.
- Postcard as a text type.

7. Intercultural language learning

This learning object provides the opportunity for students 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
- rethink the conceptions they held before completing the learning object.

8. Cross-curriculum content

- ICT: making associations between text, sound and images to support understanding of Chinese and using samples of language performance by native speakers as models for learning.
- 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.

9. Classroom activities

Suggested student activities:

Using Chinese

- Role play the story or parts of the story in groups.
- Role play Shasha's telephone conversation with her father.
- Role play they are hungry and thirsty and what they want to eat and drink, possibly using a menu as a stimulus.
- Construct their own or an imaginary family tree and label in Chinese.
- Introduce their own or an imaginary family with pictures or using ICT and compare the ages of siblings.
- Find out what and how many pets their classmates have and use the answers to construct a graph illustrating the most popular pet.
- Find out to whom items belong, e.g. classroom objects, clothing.
- Find out the Chinese terms for other extended family members.
- Find out some more Chinese homographs.
- Build some more sentences with 在 to indicate they are doing something, e.g. fishing, eating.
- Mime what part of their body is hurting for classmates to guess.
- Design a fast food or restaurant menu in Chinese using appropriate symbols.
- Create a table comparing features of Chinese rural and urban life, e.g. 车很多/车很少.
- Write and address a postcard in Chinese using the format in the scenario.
- Write an alternative ending to the story.
- List other activities Shasha might have done in the country.
- List other activities Daniu might have done in the city.
- List animals which use the different measure words in the scenario.
- List the different measure words used for people.
- Use the Internet to find a Chinese name for themselves.

The Arts

- Create a farm in the classroom or draw one and label it in Chinese.
- Sing the song "Old MacDonald's farm" in Chinese.
- Find out the Chinese for animal sounds and act them out with masks or make a presentation using ICTs.

Society and environment

- Discuss what other things and/or people Daniu might have missed.
- Research China's One Child Policy and discuss its effects on Chinese society and even language in the future, e.g. terms for brothers and sisters.
- Research fast food chains in China and discuss the effects on Chinese diet.
- Compare and contrast the wearing of hats and clothing in rural China and in Australia, i.e. sun smart policy.
- Compare and contrast rural and urban life in China and in Australia.
- Research and compare agricultural practices in China and in Australia.

10. 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. Students could be encouraged to search web sites using key words.

The following web sites are suitable for teacher reference:

http://news.bbc.co.uk/cbbcnews/hi/newsid_4320000/newsid_4329500/4329525.stm (China's One Child Policy)

<http://www.curriculum.edu.au/accessasia/voices/citizen.htm> (China's One Child Policy)

<http://www.curriculum.edu.au/accessasia/china/virtual/tour.htm> (Urban and rural life in China)

<http://www.curriculum.edu.au/haojile/weblinks.html> (China web links)

http://www.michigan.gov/scope/0,1607,7-155-13497_13503_13507-54493--,00.html (Lesson 1 - Life in China)

The following web sites are suitable for student research and use:

<http://www.mandarintools.com/chinesename.html> (Get a Chinese name)

<http://www.worldalmanacforkids.com/explore/nations/china.html> (General information about China and links)

11. Scenario script

Shot 1

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha</i>	Nǐ hǎo! Wǒ shì Dàniú. 你好！我是大牛。 Wǒ shí sān suì. Wǒ jiā yǒu liù kǒu rén. 我十三岁。我家有六口人。	Hello! I'm Da Niu. I'm 13 years old. There are 6 people in my family.
<i>Daniu</i>	Nǐ hǎo! Wǒ shì Shāsha. 你好！我是莎莎。 Wǒ shí sì suì. Wǒ jiā yǒu sān kǒu rén. 我十四岁。我家有三口人。	Hello! I'm Shasha. I'm 14 years old. There are 3 people in my family.

Shot 2

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha</i>	Wǒ zhù zài nóng cūn. 我住在农村。 Wǒ men yǎng le hěn duō dòng wu. 我们养了很多动物。	I live in a rural village. We raise a lot of animals.
<i>Daniu</i>	Wǒ zhù zài chéng shì. 我住在城市。 Wǒ yǒu jǐ tiáo jīn yú. 我有几条金鱼。	I live in the city. I have a few goldfish.

Shot 3

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Budgie</i>	Nǐ hǎo! 你好！ Nǐ chī le ma? 你吃了吗？	Hello! Have you eaten?
<i>Shasha</i>	Tǎoyàn! Tǎoyàn! 讨厌！讨厌！	Nuisance! Nuisance!
<i>Daniu's father</i>	Wǒmen jiā yǒu yī zhī niǎo, 我们家有一只鸟、 liǎng zhī gǒu hé sān zhī māo. 两只狗和三只猫。	Our household has one bird, two dogs and three cats.

Shot 4

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha</i>	Tā shì shéi? 她是谁？	Who's she?
<i>Daniu's little sister</i>	Tā shì wǒ jiějie. 她是我姐姐。 Tā bǐ Dàniú dà sān suì. 她比大牛大三岁。	She's my older sister. She's 3 years older than Da Niu.
<i>Daniu's mother</i>	Tā shì wǒ bàba. 他是我爸爸。	He's my father.

Shot 5

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha</i>	Zhème zǎo! 这么早！ Nǐmen zài zuò shénme? 你们在做什么？	(It's) so early! What are you doing?
<i>Daniu's little sister</i>	Kuài lái! Wǒ zài wèi yāzi hé jī. 快来！我在喂鸭子和鸡。	Quick , come (here)! I'm feeding the ducks and chickens.
<i>Daniu's grandfather</i>	Wǒ zài wèi zhū hé niú. 我在喂猪和牛。	I'm feeding the pigs and cows.

Shot 6

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu's little sister</i>	Wǒ dài nǐ qù guǒyuán ba. 我带你去果园吧。	I'll take you to the orchard.
<i>Shasha</i>	Wǒ zhāile hěn duō píngguǒ! 我摘了很多苹果！	I've picked a lot of apples!
<i>Daniu's little sister</i>	Āiyo! Wǒ de tóu! Nǐ xiǎoxīn diǎnr! 哎哟！我的头！你小心点儿！	Ouch! My head! Be careful!

Shot 7

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha</i>	Kàn! Wǒ diàole yī tiáo dà yú. 看！我钓了一条大鱼！	Look! I've caught a big fish!
<i>Daniu's grandfather</i>	Zhēn dǎoméi! Tā pǎo le! 真 倒霉！它跑了！	Bad luck! It's escaped.(lit. run off.)

Shot 8

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu</i>	Āiya! Duìbuqǐ! 唉呀！对不起！ Dìfang tài xiǎo le! 地方太小了！ Zhè shì shéi de huāpíng? 这是谁的花瓶？	Oh! Sorry! The place is too small. Whose flower vase is this?
<i>Shasha's mother</i>	Zhè shì wǒ de huāpíng. 这是我的花瓶。	This is MY flower vase!

Shot 9

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Shasha's father</i>	Nǐ è le ma? 你饿了吗?	Are you hungry?
<i>Daniu'</i>	Wǒ è le. Wǒ xiǎng chī miàntiáo. 我饿了。我想吃面条。	Yes I'm hungry. I'd like to eat noodles.
<i>Shasha's mother</i>	Duìbuqǐ, méiyǒu miàntiáo. 对不起, 没有面条。 Wǒmen dài nǐ qù chī kuàicān ba! 我们带你去吃快餐吧!	Sorry, there are no noodles. We'll take you to eat fast food.

Shot 10

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu</i>	<p>Lóu zhēn gāo a! 楼真高啊！</p> <p>Chē zhēn duō a! 车真多啊！</p> <p>Cǎidēng zhēn piàoliang! 彩灯真漂亮！</p> <p>Zhème duō shāngdiàn! 这么多商店！</p>	<p>The buildings are so tall!</p> <p>There are a lot of cars!</p> <p>The coloured lights are really pretty.</p> <p>There are so many shops!</p>
<i>Shasha's father</i>	<p>Gěi nǐ hànǎobāo, shǔtiáo 给你汉堡包、薯条</p> <p>hé bīngqīlín. 和冰淇淋。</p>	<p>Here you are, hamburgers, chips and ice cream.</p>
<i>Daniu</i>	<p>Zhè shì wǒ dì-yì cì chī kuàicān. 这是我第一次吃快餐。</p>	<p>This is the first time I've eaten fast food.</p>

Shot 11

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu</i>	<p>Wǒ bǎo le. 我饱了。</p> <p>Āiyo, wǒ dùzi téng. 唉哟，我肚子疼。</p> <p>Cèsuǒ zài nǎr? 厕所在哪儿？</p>	<p>I'm full.</p> <p>Oh, I have a stomach ache.</p> <p>Where's the toilet?</p>
<i>Shasha's father</i>	<p>Nàr! 那儿！</p>	There!

Shot 12

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Daniu</i>	<p>Zhùzài chéngshì hěn yǒu yìsì. 住在城市很有意思。</p> <p>Bùguo, wǒ hěn xiǎng wǒ de jiěmèi. 不过，我很想我的姐妹。</p> <p>Wǒ hěn xiǎng 我很想.....</p>	<p>Living in the city is very interesting.</p> <p>However, I miss my sisters very much.</p> <p>I miss ...</p>
<i>Shasha</i>	<p>Wéi! Ā, bàba shì nǐ. 喂！啊，爸爸是你。</p> <p>Zhùzài nóngcūn hěn hǎowǎnr! 住在农村很好玩儿！</p> <p>Wǒ qù diàole yú, zhāile píngguǒ ... 我去钓了鱼，摘了苹果.....</p>	<p>Hello! Ah, Dad it's you.</p> <p>Living in the country is good fun.</p> <p>I've been fishing, I've picked apples ...</p>

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