1. Purpose statement
The aim of this learning object is for students to:
- explore the use of the Chinese language within the culturally relevant context of a Chinese home in Australia
- practise their language skills through interactive games and activities.

2. Overview
This learning object consists of a 12-shot animated scenario, split into three zones. There is a focus on the ways in which Chinese-speaking communities interact and live in Australia. Lingling’s family decide to renovate their home. In Zone 1 Lingling shows the house in its present state. She then has two dreams about how the renovations turn out. Students can choose which dream to look at first (Zone 2) or (Zone 3). However, they must look at both dreams.

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:
  - count the terracotta warriors that are hidden in various shots
  - compare the different renovations in the two dreams to decide and justify which renovation Lingling will like.

  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 eighteen 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 an *erhu* 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:
- describing rooms in a house
- expressing likes and dislikes in relation to colours
- describing feelings
- describing things using the pattern 又......又
- describing things using the exclamation 太......了！
- expressing desire using the pattern 有......就好了！
and with the uses of:
- the verbs 有 and 能
- the possessive particle 的
- the noun particle 气
- the connectives 和, 也 and 也不
- the adverbs 很, 最, 挺, 非常, 特别, 非常, 真, 太.

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
- the importance of understanding the intention of the speaker/s and the context in interpreting meaning
- sources of support to enhance comprehension
- ways to use contextual clues and prior knowledge to predict the meaning of new words.

Students will learn to:
- listen to short texts, while following the written form
- use visual stimuli to support and enhance comprehension
- identify roles and relationships between participants in text, e.g. 他不喜欢房间的颜色。(This is my elder brother’s room. He doesn’t like the colour.)
- deduce the meaning of unfamiliar words from context.

Making linguistic connections
Students will learn about:
- the influence of word order on how meaning is conveyed
- ways of conceptualising and representing patterns and systems in language
- specific patterns and rules in word construction, word order and sentence structure

Students will learn to:
- demonstrate understanding of the conventions of speech, e.g. how exclamations are formed using 太......了！
- develop strategies for internalising new language and building on prior knowledge, e.g. matching games, cloze activities
- identify specific characteristics of the Chinese language, e.g. grammatical structures and features, such as 也......也不 (neither...nor...)
Moving between cultures

Students will learn about:
- culture-specific conventions of Chinese in social interaction
- similarities and differences between the lifestyles of local communities and Chinese-speaking communities.

Students will learn to:
- use formulaic expressions appropriate to the occasion, e.g. 小心！（Take care!）我饱了。（I’m full.）
- compare aspects of their own lifestyle with those of Chinese-speaking communities, e.g. housing.

6. Information points on culture and language
- Describing the interior of rooms using 里面很......and 里面有......
- Names of rooms using 房, 室 and 厅.
- Uses of 太 and 很.
- Describing things using 又......又.
- Using 有......就好了！
- Using 不......也不......
- Using 气 to indicate ‘style’ or ‘manner’.
- Using 很, 最, 挺, 非常, 特别, 非常, 真, 太.
- The expression 很酷！
- Significance of circular shapes in Chinese culture.
- Fengshui.
- Sharing common areas in Chinese housing.
- Chinese painting and calligraphy.
- Colours in Chinese culture.
- Chinese cooking utensils.
- Traditional Chinese gardens.
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)
- use the Chinese language purposefully
- 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.

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.
- Draw a floor plan of their own or an imaginary home and label in Chinese using captions or complete sentences.
- Describe their own or an imaginary home with pictures or using ICT.
- Find out their classmates’ favourite colours and use the answers to construct a graph of colour preferences.
- Find out the Chinese for some more furniture items.
- Find out the Chinese for some more feelings and emotions.
- Draw or find faces, e.g. from Clipart, to illustrate how they feel each day, captioned in Chinese.
- Design a traditional Chinese garden and label in Chinese with captions or complete sentences.

The Arts
- Learn to paint the Chinese way.
- Practise calligraphy and make a calligraphy scroll.

Society and environment
- Compare and contrast housing in China and Australia.
- Research traditional Chinese furniture.
- Research Chinese traditional gardens.
- Find out more about the principles of fengshui.
- Find out more about Jackie Chan.
- 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.
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

*Chinese painting*
http://www.asia-art.net/chinese_tech_brush.html (Art of Chinese brush painting)

*China in general*

*Chinese in Australia*

*Jackie Chan*

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

*Calligraphy*
http://depts.washington.edu/chinaciv/callig/callmain.htm (Chinese calligraphy)

*China in general*
http://www.worldalmanacforkids.com/explore/nations/china.html (General information about China and links)

*Chinese gardens*

*The Chinese in Australia*
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)
11. Scenario script

Zone 1

**Shot 1**

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Zhè shì fàngtǐng, lǐmian hěn àn.</td>
<td>This is the dining room. It's very dark inside.</td>
</tr>
<tr>
<td>Lingling's mother</td>
<td>Yǒu yī ge chuānghu jiù hǎo le!</td>
<td>It would be nice to have a window.</td>
</tr>
</tbody>
</table>

**Shot 2**

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Zhè shì gēge de wòshì.</td>
<td>This is my elder brother's room.</td>
</tr>
<tr>
<td></td>
<td>Tā bù xǐhuàn fángjiān de yánsè.</td>
<td>He doesn't like the colour.</td>
</tr>
<tr>
<td>Lingling's younger brother</td>
<td>Tā zuì xǐhuàn qián lánsè.</td>
<td>His favourite colour is light blue.</td>
</tr>
</tbody>
</table>
### Shot 3

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Zhē shì chūfáng, lǐmian tài luàn le!</td>
<td>This is the kitchen. It's very messy.</td>
</tr>
<tr>
<td>Lingling's older sister</td>
<td>Māma hěn bù gāoxìng.</td>
<td>Mum is very unhappy.</td>
</tr>
</tbody>
</table>

### Shot 4

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Zhè shì huāyuán, yòu zāng yòu luàn.</td>
<td>This is the garden. It's dirty and untidy.</td>
</tr>
<tr>
<td>Lingling's father</td>
<td>Yǒu yīxiē huār hé shùmù jiù hào le!</td>
<td>Some flowers and trees would be nice.</td>
</tr>
</tbody>
</table>
## Zone 2

### Shot 5

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Āiyō. tài nánkàn le.</td>
<td>Oh! It looks awful!</td>
</tr>
<tr>
<td></td>
<td>哎哟，太难看了。</td>
<td></td>
</tr>
<tr>
<td>Lingling's mother</td>
<td>Wǒ bù xǐhuan fàntīng de yánsè.</td>
<td>I don't like the colour.</td>
</tr>
<tr>
<td></td>
<td>Wǒ yě bù xǐhuan zhèyàng de fānzhūō hé yīzi.</td>
<td>I don't like this kind of table or chairs either.</td>
</tr>
<tr>
<td></td>
<td>我不喜欢饭厅的颜色。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wǒ yě bù xǐhuan zhèyàng de fānzhūō hé yīzi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>我也不喜欢这样的饭桌和椅子。</td>
<td></td>
</tr>
</tbody>
</table>
### Shot 6

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling's elder brother</td>
<td>Zěnme yì huí shì?</td>
<td>What's happened?</td>
</tr>
<tr>
<td></td>
<td>Fēnhóngsè de qiáng!</td>
<td>A pink wall!</td>
</tr>
<tr>
<td></td>
<td>粉红色的墙！</td>
<td></td>
</tr>
<tr>
<td>Lingling</td>
<td>Zhè wòshì tài nūhái ziqì le.</td>
<td>This bedroom's too girlish.</td>
</tr>
<tr>
<td></td>
<td>这卧室太女孩子气了。</td>
<td></td>
</tr>
</tbody>
</table>

### Shot 7

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shasha</td>
<td>Tài bù ānquán le!</td>
<td>It's not at all safe!</td>
</tr>
<tr>
<td></td>
<td>太不安全了！</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dāo zěnme guà qīlái le?</td>
<td>Why are the knives hanging like this?</td>
</tr>
<tr>
<td></td>
<td>刀怎么挂起来了？</td>
<td></td>
</tr>
</tbody>
</table>
**Shot 8**

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>怎么这样？</td>
<td>Why is it like this?</td>
</tr>
<tr>
<td>Lingling's father</td>
<td>你们不能在花园玩儿。</td>
<td>You can't play in this garden.</td>
</tr>
<tr>
<td></td>
<td>太危险了！</td>
<td>It's too dangerous!</td>
</tr>
</tbody>
</table>
### Shot 9

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Fàn tīng tài měi le.</td>
<td>The dining room's so beautiful!</td>
</tr>
<tr>
<td></td>
<td>饭厅太美了。</td>
<td></td>
</tr>
<tr>
<td>Lingling's mother</td>
<td>Wǒ hěn xǐhuan xīn chuānghú.</td>
<td>I love the new window.</td>
</tr>
<tr>
<td></td>
<td>我很喜欢新窗户。</td>
<td></td>
</tr>
</tbody>
</table>

### Shot 10

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Zhè shì nǐ zuì xǐhuan de yánse.</td>
<td>This is your favourite colour.</td>
</tr>
<tr>
<td></td>
<td>这是你最喜欢的颜色。</td>
<td></td>
</tr>
<tr>
<td>Lingling's older brother</td>
<td>Shì a Hén kù!</td>
<td>Yes. Cool!</td>
</tr>
<tr>
<td></td>
<td>是啊。很酷！</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wǒ tèbié xǐhuan Chénglóng de hǎibào.</td>
<td>I especially like the Jackie Chan poster.</td>
</tr>
<tr>
<td></td>
<td>我特别喜欢成龙的海报。</td>
<td></td>
</tr>
</tbody>
</table>
### Shot 11

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling</td>
<td>Māma, xiànzài chūfáng zhèngqí le.</td>
<td>Mum, the kitchen's tidy now.</td>
</tr>
<tr>
<td>Lingling's mother</td>
<td>Duì, Chūfáng lǐmian yǒu hěn duō guìzi.</td>
<td>Yes, it is. There are lots of cupboards.</td>
</tr>
</tbody>
</table>

### Shot 12

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lingling's mother</td>
<td>Nǐ xǐhuān zhè huāyuán ma?</td>
<td>Do you like this garden?</td>
</tr>
<tr>
<td>Lingling's father</td>
<td>Xǐhuān. Wǒ hěn xǐhuān zhè huāyuán.</td>
<td>Yes, I do. I like it very much.</td>
</tr>
<tr>
<td></td>
<td>Zhēn piàoliàng!</td>
<td>It's really beautiful.</td>
</tr>
</tbody>
</table>
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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.