1. Purpose statement
The aim of this learning object is for students to:
- explore the use of the Chinese language within the context of a stolen artefact from the Palace Museum in Beijing
- practise their language skills through interactive games and activities.

2. Overview
This learning object consists of a 12-shot animated scenario. There is a focus on culturally significant places in Beijing. Two Chinese teenagers decide to track down the thief who has stolen a jade dragon from the Palace Museum.

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 create a wanted poster for the thief. It 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 ten 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 a TV weather report, a loudspeaker announcement.

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:
- asking for and giving information on what number bus and other transport to take
- asking and saying how they will travel to a location
- asking and saying where places are located
- asking and giving street directions
- asking and talking about the weather
- describing people’s physical appearance
- describing clothing
- asking and saying how tall someone is

and with:
- using the narrative particle 地 to express how someone did something
- using the imperative
using the verbal particle 过
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, historical 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
- ways to organise information when planning a response to a spoken text
- ways to analyse text structure and locate relevant information in text.

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
- create a wanted poster in Chinese
- record, organise and present information in different formats, e.g. a wanted poster
- identify the purpose of texts and distinguish between the main ideas and supporting detail, e.g. in news bulletins, weather reports and overhead announcements.
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 adverbs
- 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. 馆, 园.

Moving between cultures
Students will learn about:
- visible representations of cultural identity
- ways in which language reflect important aspects of the Chinese culture.

Students will learn to:
- recognise visible expressions of identity, e.g. landmarks
- identify words and phrases in the language that encapsulate aspects of culture, e.g. in street directions 往北走！
6. Information points on culture and language

- Palace Museum.
- Chinese television.
- Chinese currency and exchange rates.
- Using 被 偷 的 to mean ‘stolen’.
- Bus numbers in Chinese.
- Dust storms in China.
- Weather in China.
- Beijing’s West End.
- Chinese parks.
- Street directions in different parts of China.
- Zheng He, the greatest Chinese navigator.
- Chinese inventions - the compass.
- Using 过 to indicate past experiences.
- Litter bins in China.
- The significance of colours in Chinese culture.
- The Chinese flag.
- Using 还 是 in a question.
- Saying height in Chinese and the uses of 左右.
- Metric and traditional Chinese units of measurement.
- Waterways in Beijing.
- Transport in China.
- Adverbs.
- The Summer Palace.
- The Yunnan monkey.
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.
- Listen and respond to an authentic Chinese weather report.
- Role play a weather presenter.
- Record the weather for a week.
- Role play asking and giving street directions, using a map.
- Build some sentences using adverbs.
- Find out their classmates' heights and use the answers to construct a graph.
- Describe and draw an imaginary person/animal or picture of a person/animal.
- Describe what some famous people are wearing or wore to an occasion, using pictures from magazines or the Internet as a stimulus.
- Create and label a map or download one from the Internet and role play asking and saying where certain places are located.
- Design a board game based on landmarks in Beijing.
- Role play asking which number buses to catch to certain locations, using a bus timetable as a stimulus.
- Create a table comparing and contrasting transport in Chinese and Australian major cities. Do they have any similarities?
- Write an alternative ending to the story.
The Arts
➢ Design a wanted poster in Chinese.

Numeracy
➢ Use the Internet to calculate Chinese and Australian currency conversions.

Society and environment
➢ Find out more about the Palace Museum.
➢ Compare and contrast Chinese and Australian museums.
➢ Compare historical sites in Beijing and the Australian capital city in their state or territory.
➢ Compare and contrast Chinese and Australian television.
➢ Compare the cause of sand and dust storms in China and Australia.
➢ Compare and contrast the weather in different regions of China.
➢ Compare and contrast the significance of colours in Chinese, Australian and other cultures.
➢ Compare and contrast the significance of the Chinese, Australian, Aboriginal, Torres Strait, and flags of Australian states and territories, and other countries.
➢ Compare and contrast transport in China and Australia.
➢ Use the Internet to check the weather for different Chinese cities.
➢ Find out more about Beijing’s West End and the places of cultural significance situated there. Does Australia have similar places of cultural significance?
➢ Find out more about the Summer Palace.
➢ Find out about some famous Chinese parks. Compare and contrast parks in China and Australia.
➢ Find out more about Zheng He, the Chinese navigator. Compare and contrast other famous navigators/explorers.
➢ Find out more about the Chinese compass and other Chinese inventions.
➢ Find out more about fengshui and its influence on buildings in Australia.
➢ Compare and contrast metric and traditional units of measurement in China and Australia. Find out about and do the same with metric and traditional units of weight.
➢ Find out more about the Yunnan monkey.
➢ Compare and contrast the conservation of wild life in China and Australia.
➢ Find out more about other Chinese indigenous animals.
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:

*Background Information about Beijing*
http://www.ebeijing.gov.cn (Beijing - China)
Official government site providing information about Beijing's culture, history, government and daily life.


http://www.cbw.com/btm/ (Beijing This Month Online - Contemporary online lifestyle magazine published by the Information Office of Beijing Municipal Government)

http://beijing.muzi.com/ (Beijing Panorama - Information about Beijing, including photos, city directory, people and the latest news)

http://www.beijingpage.com/ (The Beijing Page - Extensive listing of useful websites related to Beijing)

http://www.talesofoldchina.com/peking/peking.cfm (Tales of Old China)

*China in general*

*Chinese animals*
http://www.muddlepuddle.co.uk/The%20World/Country%20pages/Animals%20of%20China.htm (Animals of China)

http://www.newton.mec.edu/Angier/DimSum/Animals%20of%20China%20List.html (China: Dim Sum: animals of China)

*Chinese inventions*

*Fengshui*
http://www.fengshuigate.com/ (Professor Field’s Fengshui Gate)

The following web sites are suitable for student research and use:
*China in general*
http://www.worldalmanacforkids.com/explore/nations/china.html (General information about China and links)
Chinese inventions
http://www.internet-at-work.com/hos_mcgrane/china/eg_china_3a.html (Chinese inventions)
http://www.sdcoe.k12.ca.us/score/chinin/chinintg.htm (SCORE: Chinese inventions)

Exchange rates

Palace Museum
http://www.dpm.org.cn/english/default.asp (The Palace Museum)

Summer Palace
http://www.chinapage.com/friend/goh/beijing/summerpalace/summerpalace.html (Summer Palace)

Weather
http://ecosyn.us/ecocity/Challenges/duststorms/ (Dust storms: A Growing Problem)

Yunnan golden monkey
http://nature.org/wherewework/asiapacific/china/strategies/art14069.html (China - Yunnan Golden Monkey)

Zheng He
http://www.chinapage.com/zhenghe.html (Zheng He)
## 11. Scenario script

### Shot 1

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Television newsreader (audio only)</strong></td>
<td>Jǐntiān zǎoshāng Gùgōng Bówùguǎn de yùlóng bù jiàn le, Zhège yùlóng jiàzhǐ shí wàn yuán Rénmínbi. Xiǎochǎng yǒu hěn duō xiāngjiāo.</td>
<td>A jade dragon disappeared from the Palace Museum this morning. The dragon is worth 100,000 RMB. There were lots of banana skins at the scene. People suspect the thief likes to eat bananas. If anyone finds the thief, tell the Police, a reward of 10,000 RMB is offered.</td>
</tr>
<tr>
<td><strong>Chinese girl</strong></td>
<td>Wǒmen qù zhǎo nàge běi tōuzǒu de yùlóng hǎo mà?</td>
<td>Let's go and find that stolen jade dragon, okay?</td>
</tr>
<tr>
<td><strong>Chinese boy</strong></td>
<td>Hǎo! Liǎng diǎn zài Gùgōng Bówùguǎn jiàn.</td>
<td>Okay, I'll meet you at the Palace Museum at 2 o'clock.</td>
</tr>
</tbody>
</table>
### Shot 2

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese girl</td>
<td>埃, 等一下, 去故宫坐几路车?</td>
<td>Heh, hold on! How do I get to the Palace Museum?</td>
</tr>
<tr>
<td></td>
<td><strong>Èi, dēng yí xià, qù Gùgōng zuò jǐ lù chē?</strong></td>
<td><strong>Heh, hold on! How do I get to the Palace Museum?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese boy</td>
<td>先坐九路, 在网球场换二三一路。</td>
<td>First take a no. 9 bus then change to a no. 231 at the tennis court.</td>
</tr>
<tr>
<td></td>
<td><strong>Xiān zuò jiǔ lù zài wǎngqiúchǎng huàn èr sānyāo lù.</strong></td>
<td><strong>First take a no. 9 bus then change to a no. 231 at the tennis court.</strong></td>
</tr>
</tbody>
</table>
### Shot 3

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
</table>
| **Television weather presenter (audio only)** | **4月10日天气预报:**
北jing: yín, you shāchénbào.  
zuì gào qiwén shíbā dù, zuì dī qiwén qī dù.  
**最高气温18度，最低气温7度。**
Shànhǎi: xiǎo yǔ,  
zuì gào qiwén shíqī dù, zuì dī qiwén shí dù.  
**最高气温17度，最低气温10度。** | Here is the weather for 10 April.  
Beijing: cloudy with a dust storm.  
Highest temperature 18°, lowest temperature 7°.  
Shanghai: some rain.  
Highest temperature 17°, lowest temperature 10°. |
| **Chinese girl** | Tíngshuò jīntiān xiǎwǔ yǒu shāchénbào,  
听说今天下午有沙尘暴,  
bié wàng le dài mòjìngr.  
别忘了带墨镜儿。 | I’ve heard there will be a sandstorm this afternoon.  
Don’t forget your dark glasses. |
| **Chinese boy** | Hāo!  
好！ | Okay. |
### Shot 4

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male passerby</td>
<td>Wǒ tīngshuō zhège xiǎotōur qu  Guójìā Túshūguǎn le.</td>
<td>I've heard the little thief has gone to the National Library.</td>
</tr>
<tr>
<td>Chinese boy</td>
<td>Guójìā Túshūguǎn zài nár?</td>
<td>Where's the National Library?</td>
</tr>
<tr>
<td>Female passerby</td>
<td>Zài Běijīng xī biānr, Zǐzhúyuàn pángbiānr.</td>
<td>In Beijing's West end, next to the Purple Bamboo Park.</td>
</tr>
</tbody>
</table>
### Shot 5

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese girl</td>
<td>Qǐng wén, dào Guójiā Tǔshūguǎn zěnme zǒu?</td>
<td>Excuse me, how do you get to the national library?</td>
</tr>
<tr>
<td>Male passerby</td>
<td>Wàng dōng zǒu, wàng zuǒ quǎi, jiù shì.</td>
<td>Go east, then turn left, and there it is.</td>
</tr>
</tbody>
</table>

### Shot 6

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese boy</td>
<td>Kàn, xiāngjiāopí! Xiăotőur yīdīng láiguo.</td>
<td>Look at the banana skin! The little thief's definitely been here.</td>
</tr>
<tr>
<td>Chinese girl</td>
<td>Qǐng wén, nǐ kān jiānguō chī xiāngjiāo de rén mā?</td>
<td>Excuse me, have you seen a person eating a banana?</td>
</tr>
<tr>
<td>Male passerby</td>
<td>Dui, wǒ xiǎng qǐlái le! You ge chuān hóng jiākè, tui hěn duàn de rén láiguo.</td>
<td>Yes, I remember there was a person with short legs wearing a red jacket.</td>
</tr>
</tbody>
</table>
### Shot 7

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese girl</td>
<td>Nà ge rén zhǎng shénmeyàng?</td>
<td>What did that person look like?</td>
</tr>
<tr>
<td>Male passerby</td>
<td>Hǎoxiàng tā de tóufa shì jīnhuángsè de.</td>
<td>His hair seemed golden blonde.</td>
</tr>
<tr>
<td>Chinese boy</td>
<td>Shì nán de hái shì nǚ de?</td>
<td>Male or female?</td>
</tr>
<tr>
<td>Male passerby</td>
<td>Wǒ bù dà qīng chu.</td>
<td>I'm not sure.</td>
</tr>
</tbody>
</table>

### Shot 8

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese boy</td>
<td>Nǐ rènwéi tā duō gāo?</td>
<td>How tall do you think he is?</td>
</tr>
<tr>
<td>Male passerby</td>
<td>Yī mǐ zuò yòu.</td>
<td>About 1 metre.</td>
</tr>
<tr>
<td>Chinese girl</td>
<td>Zhème āi!</td>
<td>So short!</td>
</tr>
</tbody>
</table>
### Shot 9

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsreader</td>
<td>Yǒu rén zài Yíhényuánli fāxiàn le hǎo jǐ ge xiàngjiāopí, xiăotōur kěnèng pāo dào Yíhényuán le.</td>
<td>Someone has discovered several banana skins at the Summer Palace. The thief may have escaped to the Summer Palace.</td>
</tr>
<tr>
<td>Chinese boy</td>
<td>Tīng! Hǎoxiāng xiăotōur zài Yíhényuán. 好像 小偷儿在颐和园。</td>
<td>Listen! It looks like our little thief is at the Summer Palace.</td>
</tr>
<tr>
<td>Chinese girl</td>
<td>Zǒu! Wǒmen zuò chuán qù Yíhényuán! 走！我们坐船去颐和园！</td>
<td>Go! Let's take a boat to the Summer Palace.</td>
</tr>
<tr>
<td>Character</td>
<td>Chinese</td>
<td>English</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
</tbody>
</table>
| **Loudspeaker (audio only)** | **游客 朋友们，你们好！**
**感谢大家游览颐和园！**
**欢迎 您再来！明天见！** | **Hello guest and friends, thank you for visiting the Summer Palace!**
**Please come again. See you tomorrow!** |
| **Chinese boy**           | **听！马上就要 关 门了！**                                               | **Listen! They want to close!**               |
| **Chinese girl**          | **那么，我们只 能 偷偷地进去！**                                         | **Then, we'll just have to sneak in!**        |
### Shot 11

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese girl</td>
<td>看！红夹克！一定是那个小偷儿！</td>
<td>Look! A red jacket. It must be the thief.</td>
</tr>
<tr>
<td>Chinese boy</td>
<td>好！我马上给警察打电话！</td>
<td>Okay! I'll phone the Police immediately.</td>
</tr>
</tbody>
</table>

### Shot 12

<table>
<thead>
<tr>
<th>Character</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese girl</td>
<td>诶，怎么会是一只金丝猴儿？</td>
<td>Eh, how can it be - it's a golden monkey?</td>
</tr>
<tr>
<td>Police</td>
<td>金丝猴别跑了！</td>
<td>Golden monkey don't run away!</td>
</tr>
<tr>
<td></td>
<td>跟我们回动物园吧！</td>
<td>Come with us back to the zoo.</td>
</tr>
<tr>
<td>Monkey</td>
<td>不，我要回山里。</td>
<td>No, I want to go back to the mountains.</td>
</tr>
</tbody>
</table>