

Wanted 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 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 别

- 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://encarta.msn.com/encnet/refpages/RefArticle.aspx?refid=761559256> (Article about Beijing from Encarta)

<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

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

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

<http://www.askasia.org/frclasrm/lessplan/I000019.htm> (Who invented it? When? 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

http://www.rba.gov.au/Statistics/exchange_rates.html (RBA: 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://weather.cnn.com/weather/forecast.jsp?locCode=PEKX> (Weather for Beijing)

<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)

<http://www.bbc.co.uk/nature/animals/features/117index.shtml> (BBC - Science & Nature - Articles)

Zheng He

<http://www.chinapage.com/zhenghe.html> (Zheng He)

http://en.wikipedia.org/wiki/Zheng_He (Zheng He)

11. Scenario script

Shot 1

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Television newsreader (audio only)</i>	<p>Jīntiān zǎoshàng Gùgōng Bówùguǎn de yùlóng 今天早上故宫博物院的玉龙 bù jiàn le, Zhège yùlóng jiàzhí shí wàn 不见了。这个玉龙价值10万 yuán Rénmínbì. Xiànchǎng yǒu hěnduō xiāngjiāopí. 元人民币。现场有很多香蕉皮。 Rénmen huáyì xiǎotōur xǐhuan chī xiāngjiāo. 人们怀疑小偷儿喜欢吃香蕉。 Rùguǒ yǒu rén fāxiàn xiǎotōur bìng gàosù jǐngchá, 如果有人发现小偷儿并告诉警察, jiāng huì dédào yī wàn yuán de jiǎngjīn. 将会得到一万元的奖金。</p>	<p>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.</p>
<i>Chinese girl</i>	<p>Wǒmen qù zhǎo nàge bèi tōuzǒu de yùlóng hǎo 我们去找那个被偷走的玉龙好 ma? 吗?</p>	<p>Let's go and find that stolen jade dragon, okay?</p>
<i>Chinese boy</i>	<p>Hǎo! Liǎng diǎn zài Gùgōng Bówùguǎn jiàn. 好！两点在故宫博物院见。</p>	<p>Okay, I'll meet you at the Palace Museum at 2 o'clock.</p>

Shot 2

Character	Chinese	English
<i>Chinese girl</i>	Ei, děng yī xià, qù Gùgōng zuò jǐ lù chē? 诶, 等一下, 去故宫坐几路车?	Heh, hold on! How do I get to the Palace Museum?
<i>Chinese boy</i>	Xiān zuò jiǔ lù zài wǎngqiúchǎng 先坐九路, 在网球场 huàn èrsānyāo lù. 换二三路。	First take a no. 9 bus then change to a no. 231 at the tennis court.

Shot 3

Character	Chinese	English
<p>Television weather presenter (audio only)</p>	<p>Sì yuè shí hào tiānqì yùbào: 4月10日天气预报: Běijīng: yīn, yǒu shāchénbào. 北京: 阴, 有沙尘暴。 Zuì gāo qìwēn shíbā dù, zuì dī qìwēn qī dù. 最高气温18度, 最低气温7度。 Shànghǎi: xiǎo yǔ, 上海: 小雨, zuì gāo qìwēn shíqī dù, zuì dī qìwēn shí dù. 最高气温17度, 最低气温10度。</p>	<p>Here is the weather for 10 April. Beijing: cloudy with a dust storm. Highest temperature 18^o, lowest temperature 7^o. Shanghai: some rain. Highest temperature 17^o, lowest temperature 10^o.</p>
<p>Chinese girl</p>	<p>Tīngshuō jīntiān xiàwǔ yǒu shāchénbào, 听说今天下午有沙尘暴, bié wàng le dài mòjìng er. 别忘了带墨镜儿。</p>	<p>I've heard there will be a sandstorm this afternoon. Don't forget your dark glasses.</p>
<p>Chinese boy</p>	<p>Hǎo! 好!</p>	<p>Okay.</p>

Shot 4

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Male passerby</i>	Wǒ tīngshuō zhège xiǎotōur qù 我听说这个小偷儿去 Guójiā Túshūguǎn le. 国家图书馆了。	I've heard the little thief has gone to the National Library.
<i>Chinese boy</i>	Guójiā Túshūguǎn zài nǎr? 国家图书馆在哪儿?	Where's the National Library?
<i>Female passerby</i>	Zài Běijīng xī biānr, Zǐzhúyuàn pángbiānr. 在北京西边儿, 紫竹院旁边儿。	In Beijing's West end, next to the Purple Bamboo Park.

Shot 5

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Qǐng wèn, dào Guójiā Túshūguǎn zěnmē zǒu? 请问, 到国家图书馆怎么走?	Excuse me, how do you get to the national library?
<i>Male passerby</i>	Wǎng dōng zǒu, wǎng zuǒ guǎi, jiù shì. 往东走, 往左拐, 就是。	Go east, then turn left, and there it is.

Shot 6

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Kàn, xiāngjiāopí! Xiǎotōur yīdìng lái guo. 看, 香蕉皮! 小偷儿一定来过。	Look at the banana skin! The little thief's definitely been here.
<i>Chinese girl</i>	Qǐng wèn, nǐ kànjiànguo chī xiāngjiāo de rén ma? 请问, 你看见过吃香蕉的人吗?	Excuse me, have you seen a person eating a banana?
<i>Male passerby</i>	Duì, wǒ xiǎng qǐlai le! Yǒu ge chuān hóng jiākè, tuǐ hěn duǎn de rén lái guo. 对, 我想起来了! 有个穿红夹克, 腿很短的人来过。	Yes, I remember there was a person with short legs wearing a red jacket.

Shot 7

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Nàge rén zhǎng shénmeyàng? 那个人长什么样?	What did that person look like?
<i>Male passerby</i>	Hǎoxiàng tā de tóufa shì jīnhuángsè de. 好像他的头发是金黄色的。	His hair seemed golden blonde.
<i>Chinese boy</i>	Shì nán de hái shì nǚ de ? 是男的还是女的?	Male or female?
<i>Male passerby</i>	Wǒ bù dà qīngchū. 我不大清楚。	I'm not sure.

Shot 8

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Nǐ rènwéi tā duō gāo? 你认为他多高?	How tall do you think he is?
<i>Male passerby</i>	Yī mǐ zuǒyòu. 一米左右。	About 1 metre.
<i>Chinese girl</i>	Zhème ǎi! 这么矮!	So short!

Shot 9

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Newsreader (audio only)</i>	Yǒu rén zài Yíhéyuánli fāxiàn le hǎo jǐ 有人在颐和园里发现了好几 ge xiāngjiāopí, xiǎotōur kěnéng pǎo dào 个香蕉皮，小偷儿可能跑到 Yíhéyuán le. 颐和园了。	Someone has discovered several banana skins at the Summer Palace. The thief may have escaped to the Summer Palace.
<i>Chinese boy</i>	Tīng! Hǎoxiàng xiǎotōur zài Yíhéyuán. 听！好像小偷儿在颐和园。	Listen! It looks like our little thief is at the Summer Palace.
<i>Chinese girl</i>	Zǒu! Wǒmen zuò chuán qù Yíhéyuán! 走！我们坐船去颐和园！	Go! Let's take a boat to the Summer Palace.

Shot 10

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Loudspeaker (audio only)</i>	<p>Yóukè péngyoumen, nǐmen hǎo! 游客朋友们，你们好！</p> <p>Gǎnxiè dàjiā yóulǎn Yíheyuan! 感谢大家游览颐和园！</p> <p>Huānyíng nín zài lái! Míngtiān jiàn! 欢迎您再来！明天见！</p>	<p>Hello guest and friends, thank you for visiting the Summer Palace!</p> <p>Please come again. See you tomorrow!</p>
<i>Chinese boy</i>	<p>Tīng! Mǎshàng jiù yào guān mén le! 听！马上就要关门了！</p>	Listen! They want to close!
<i>Chinese girl</i>	<p>Nàme, wǒmen zhǐ néng tōutou de jìnqu! 那么，我们只能偷偷地进去！</p>	Then, we'll just have to sneak in!

Shot 11

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Kàn! Hóng jiākè! Yīdìng shì nàge xiǎotōur! 看！红夹克！一定是那个小偷儿！	Look! A red jacket. It must be the thief.
<i>Chinese boy</i>	Hǎo! Wǒ mǎshàng gěi jǐngchá dǎ diànhuà! 好！我马上给警察打电话！	Okay! I'll phone the Police immediately.

Shot 12

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese girl</i>	Ei, zěnmé huì shì yī zhī jīnsī hóur? 诶，怎么会是一只金丝猴儿？	Eh, how can it be - it's a golden monkey?
<i>Police</i>	Jīnsī hóu bié pǎo le! 金丝猴别跑了！ Gēn wǒmen huí dòngwùyuán ba! 跟我们回动物园吧！	Golden monkey don't run away! Come with us back to the zoo.
<i>Monkey</i>	Bu, wǒ yào huí shān li. 不，我要回山里。	No, I want to go back to the mountains.

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