

A Sporting Chance 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 the Beijing Olympics and Paralympics
- practise their language skills through interactive games and activities.

2. Overview

This learning object consists of a 13-shot animated scenario, split into five zones. There is a focus on language relevant to sporting events. In Zone 1 two pairs of teenagers, a Chinese boy and a Muslim girl, and a Chinese girl and an Australian Aboriginal boy, decide to visit different sporting events. Students can then decide which event they wish to see by clicking on the signpost in Zone 1. They can choose between the aquatic events (Zone 2), badminton (Zone 3), gymnastics (Zone 4) and the Paralympics (Zone 5). It does not matter in which order students view the events but they must see all of them.

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 create a medal table for China and Australia in response to a written text at the end of the scenario. 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 twelve 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 loudspeaker announcing the breaking of a world record, or a voice over commentary.

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 and deciding which sporting event they prefer to see using 还是
- asking and saying what time a sporting event starts using 什么时候
- asking and saying which country won
- saying how someone did something compared with another
- asking and saying if they can do certain activities using 会不会
- expressing fears
- asking and saying for which sporting event they want tickets
- asking and saying how much something costs
- asking and saying which countries are competing in a sporting event
- describing people by likening them to different things using the pattern 像一样
- saying which countries won Olympic medals

- expressing their interest in activities or topics using 很感兴趣.

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 historical 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 in planning a response to a 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
- comprehend a sports commentary and a sports report in Chinese
- record, organise and present information in different formats, e.g. an Olympic medal table.

Making linguistic connections

Students will learn about:

- ways of expressing sounds and/or meanings in print
- ways of conceptualising and representing patterns and systems in language
- specific patterns in sentence structures
- the construction of *Hanzi* and meanings
- the relationship between *Hanzi*
- the origin, function and relationship between components across *Hanzi*.

Students will learn to:

- identify specific features of the written language, e.g. the use of transliteration
- develop strategies for internalising new language and building on prior knowledge, e.g. matching games, cloze activities
- identify specific characteristics of the language, e.g. grammatical structures such as 会不会, 像一样.
- make connections with known *Hanzi* to understand compound *Hanzi*, e.g. 水上 (aquatic) 羽毛球 (badminton) 射箭运动 (archery)
- explore the specific written forms used to convey meanings, e.g. the bamboo radical 竹
- refer to traditional/full forms of *Hanzi* and components to understand simplified *Hanzi*, e.g. 羽, 射.

Moving between cultures

Students will learn about:

- culture-specific conventions of Chinese in social interaction
- practices that reflect events of importance to Chinese-speaking communities
- 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 sporting events, e.g. 加油! (Come on!)
- explore cultural practices, e.g. through singing the Chinese national anthem
- identify and explain features of traditional and contemporary lifestyle, e.g. traditional and modern sports.

6. Information points on culture and language

- Investigating Chinese terms and *Hanzi* for some Olympic sports.
- Beijing 2008 Olympics.
- Beijing Olympics Watercube.
- Chinese terms for some aquatic events.
- Clock time.
- The use of 比 for comparison.
- Transliterating the names of some Australian swimming champions.
- The use of the pattern '[verb] 不 [verb]' in questions.
- The use of the verb 怕 to express fear.
- The use of the measure word 张.
- Exploring a ticket for a Chinese soccer match.
- The expressions 别着急 and 我请你.
- Kicking the shuttlecock.
- The pattern '像 [noun] 一样'.
- Chinese gymnasts.
- Chinese national anthem.
- Paralympics.
- Shanghai Sharks.
- Soccer in China.

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
- 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.
- Play sports games using appropriate phrases.
- Look at samples of tickets for sports matches.
- Download samples of sports reports from the Internet.
- Download samples of Olympic reports from the Internet to create medal tables.
- Listen to an authentic sports commentary.
- Find out whether their classmates can do certain activities.
- Find out what their classmates are afraid of and use the results to construct a graph showing the greatest fears.
- Find out what their classmates are interested in.
- Find out some more things which take the measure word 张.
- Build some more sentences using 比.
- Build some more sentences using the pattern 像一样.
- Design or draw a plan of an Olympic village and label it in Chinese.
- Design or draw a gymnasium and label it in Chinese.
- Create a table comparing sports played in China and Australia. Are there any similarities?
- Write a sequel to the story.
- List other Olympic and/or Paralympic events the teenagers in the scenario could have viewed.

The Arts

- Make a shuttlecock and practise kicking it.
- Sing and/or play the Chinese national anthem.

Society and environment

- Find out more about the Beijing 2008 Olympics.
- Find out more about some famous Chinese athletes.
- Compare and contrast the Chinese and Australian national anthems and other national anthems.
- Compare and contrast basketball and other sports teams and stars in China and Australia.
- Compare and contrast the education and training of athletes in China and Australia.
- Find out about the origin of soccer and other sports in China.
- Compare and contrast sport in China and Australia.
- Compare and contrast traditional and modern sports in China.

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 language websites

<http://china.yaoming.net/> (Yao Ming - basketball star)

Chinese sport

<http://chineseculture.about.com/library/weekly/aa032301a.htm> (Sports history of China)

<http://www.yutopian.com/sports/> (Asian sports news)

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

Beijing Olympics

http://www.olympic.org/uk/games/beijing/index_uk.asp (IOC - Olympic games)

Chinese national anthem

<http://www.geocities.com/ccparty2002/patriot.html> (The Chinese National Anthem - sound, Chinese and English lyrics)

<http://www.china.org.cn/e-changshi/> (Quick Facts - china.org.cn)

<http://www.laurasmidiheaven.com/International/anthems-c.shtml> (National Anthems - Flags, Lyrics, MIDIS)

Chinese athletes

<http://www.stat.ucla.edu/~huhe/athletes.html> (Chinese athletes)

http://en.wikipedia.org/wiki/List_of_famous_Chinese_people#Athletes (List of Chinese famous people)

Sport in China

<http://www.chinatoday.com/sports/index.htm> (Sport in China)

Sports schools in China

<http://www.guardian.co.uk/china/story/0,7369,1347435,00.html> (Sports schools)

11. Scenario script

Zone 1

Shot 1

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Nǐmen xiǎng qù kàn shuǐshàng yùndòng bǐsài hái shì yǔmáoqiú bǐsài? 你们 想 去看 水上 运动 比赛 还是 羽毛球比赛？	Do you want to go and see the aquatics or badminton competition?
<i>Chinese girl</i>	Wǒmen xiǎng kàn shuǐshàng yùndòng bǐsài. 我们 想 看 水上 运动 比赛。	We prefer to see the aquatics competition.

Zone 2

Shot 2

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Yóuyóǒng bǐsài shénme shíhou kāishǐ ? 游泳比赛什么时候开始？	What time does the swimming start?
<i>Chinese girl</i>	Liǎng diǎn líng wǔ fēn. 两 点 零 五 分。 Zǒu ba! 走吧！	2:05 Let's go!

Shot 3

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Shéi yíng le? 谁 赢 了?	Who won?
<i>Chinese girl</i>	Zhōngguó! 中国! Zhège Zhōngguórén yóu de bǐ 这个中国人游得比 nàge Àodàlìyà rén kuài. 那个澳大利亚人快。	China! The Chinese swam faster than the Australian.
<i>Spectators (audio only)</i>	Jiā yóu! Jiā yóu! 加油！加油！	Come on! Come on!
<i>Commentator (audio only)</i>	Dì-sān dào Zhōngguó yùndòngyuán Wáng Táo yǐ 第三道中国运动员王涛以 yī fēn líng sì miǎo de chéngjī dǎpò shìjiè 一分零四秒的成绩打破世界 jìlù! 记录！	The Chinese in the 3rd lane, Wang Tao, broke the world record with a time of 1 minute point 4 seconds!

Shot 4

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Nǐ huì bù huì tiàoshuǐ? 你会不会 跳水?	Can you dive?
<i>Chinese girl</i>	Bù huì. Wǒ pà gāo. 不会。我怕高。	No, I can't. I'm afraid of heights.
<i>Commentator (audio only)</i>	Tā de shēntǐ hěn zhí. Tā zhuǎn le sān juǎnr. 她的身体很直。她转了三圈儿。 Tài jīngcǎi le! Tā dé le shí fēnr! 太精彩了! 她得了十分儿!	Her body's very straight. She did 3 turns. Brilliant! She's got 10 points!

Zone 3
Shot 5

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Wǒmen yào liǎng zhāng yǔmáoqiú piào. 我们要两张羽毛球票。	We want 2 tickets for the badminton.
<i>Ticket seller</i>	Shénme shíhou de? 什么时候的?	For when?
<i>Muslim girl</i>	Jīntiān xiàwǔ sān diǎn. 今天下午三点。	For 3 pm this afternoon.

Shot 6

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Duōshǎo qián? 多少钱?	How much is that?
<i>Ticket seller</i>	Liǎng bǎi kuài. 两百块。	200 yuan.
<i>Muslim girl</i>	Zhème guì! 这么贵!	That's expensive!
<i>Chinese boy</i>	Bié zhāojí! Wǒ bàba qǐng wǒmen. 别着急!我爸爸请我们。	Don't worry! Dad's paying.

Shot 7

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Muslim girl</i>	Jīntiān de bǐsài shéi duì shéi? 今天的比赛谁对谁?	Whose playing whom today?
<i>Chinese boy</i>	Zhōngguó duì Mǎláixīyà. 中国对马来西亚。	China versus Malaysia.
<i>Commentator (audio only)</i>	Kòuqiú dé fēn le! Tài jīngcǎi le! 扣球得分了！太精彩了！	Smash hit! Wonderful!

Zone 4

Shot 8

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Tā de shēntǐ hěn qīng. 她的身体很轻。	Her body is very light.
<i>Chinese girl</i>	Duì, xiàng yànzi yī yàng. 对，像燕子一样。	Yes, like a swallow.
<i>Commentator (audio only)</i>	Kàn, tā mǎshàng jiù yào téngkōng xuànzhuàn le! 看，她马上就要腾空旋转了！	Look, she's about to do a turn in mid air!

Shot 9

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Zhè zhǒng yùndòng yòng Hànyǔ zěnmē shuō? 这种运动用汉语怎么说?	How do you say this sport in Chinese?
<i>Chinese girl</i>	Diàohuán. 吊环。	Rings.
<i>Commentator (audio only)</i>	Tā de dǎolì hěn piàoliang. 他的倒立很漂亮。	His turn is very beautiful.

Shot 10

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Australian Aboriginal boy</i>	Kàn! 看! Zhōngguó dé le jīn, yín hé tóng pái! 中国得了金、银和铜牌!	Look! China has won the gold, silver and bronze medals.
<i>Chinese girl</i>	Hǎo jí le! 好极了!	Great!

Zone 5
Shot 11

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Wǒmen qù kàn Cán Àohuì hǎo ma? 我们去看残奥会好吗?	Let's go to see the Paralympics, okay?
<i>Muslim girl</i>	Hǎo! Wǒ duì Cán Àohuì lánqiú bǐsài 好！我对残奥会篮球比赛 gǎn xìngqù. 感兴趣。	Okay. I'm interested in the para baksetball.

Shot 12

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Chinese boy</i>	Nǐ juéde tā néng tóu jìnqu ma? 你觉得他能投进去吗?	Do you think he can get it in?
<i>Muslim girl</i>	Néng. 能。	(He) can.
<i>Voiceover when ball rolled over</i>	Hǎo qiú! 好球！	Good shot!

Zone 6
Shot 13

Chinese (text only)

Àoyùn bàodào:

奥运报道:

Jīntiān Běijīng Àoyùnhuì jìnrù dì-bā tiān. Jīntiān de bǐsài xiàngmù gòng jué chū shíwǔ kuài jīn pái, shì kāimù yǐlái chǎnshēng

jīn pái shù zuì duō de yī tiān. Wǒ guó tiàoshuǐ yùndòng lǎo jiàng Zhāng Qiáng he xiǎo jiàng Wáng Liàng zài nánzǐ sān mǐ tiàotái

tiàoshuǐ bǐsài zhōng, fēnbié yǐ jiǔ diǎn qī bā, jiǔ diǎn wǔ líng de chéngjì, wèi Zhōngguó duì yòu tiān yī jīn yī yín. Láizì Sìchuān de

shíbā suì gūniang Lǐ Hóng zài jīntiān shàngwǔ de nǚzǐ shèjiàn bǐsài zhōng wèi Zhōngguó duì duódele yī kuài tóng pái. Jīntiān yóuyóuǒng

bǐsài bù duàn zhuàn lái lìng rén xīngfèn de xiāoxi, zài gāngāng jiéshù de nánzǐ sì bǎi mǐ zìyóuyóuǒng bǐsài zhōng, Àodàliyà

de Yuēhán. Sītèlǎosī zài nánzǐ sì bǎi mǐ zìyóuyóuǒng bǐsài zhōng yǐ sān fēn sānshí miǎo de chéngjì dǎpòle Yīngguó yùndòngyuán

Liúyìsī bǎochí de sān fēn sìshí miǎo de jìlù, wèi Àodàliyà duóde dì-liù kuài jīn pái.

刘易斯保持的三分四十秒的纪录, 为澳大利亚夺得第6块金牌。

English

Olympic report:

The Beijing Olympics entered its eighth day today. Today's events yielded a total of 15 gold medals, the most gold medals earned in a day since the opening. Seasoned Chinese champion diver, Zhang Qiang, and new champion, Wang Liang, gained 9.78 and 9.50 points respectively in the men's 3 metre board diving competition, winning another gold and another silver medal for China. The 18 year old Sichuan girl, Li Hong, won a bronze medal for China in the women's archery this morning. Today's swimming continued to bring great excitement. As the men's 400 metre freestyle drew to a close, Australia's John Strauss finished with a time of 3 minutes 30 seconds, breaking the record of 3 minutes 40 seconds held by Britain's Lewis, winning a sixth gold medal for Australia.

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