

Room for change 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 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. 这是哥哥的卧室。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

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

Chinese in Australia

<http://www.multiculturalaustralia.edu.au/lessons/lessons.php?mode=Subject&myOptionID=4> (Chinese History of Australia - Harvest of Endurance)

<http://amol.org.au/goldenthreads/> (The Chinese in regional NSW)

Jackie Chan

<http://www.curriculum.edu.au/accessasia/china/virtual/lesson/movie.htm> (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

<http://www.chinesegarden.com.au/about.cfm> (Chinese Garden of Friendship in Sydney)

The Chinese in Australia

[http://www.netc.net.au/edu/gold/Gold\(5\).html](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

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zhè shì fàngrǐng, lǐmiàn hěn àn. 这是饭厅，里面很暗。	This is the dining room. It's very dark inside.
<i>Lingling's mother</i>	Yǒu yī ge chuānghu jiù hǎo le! 有(一)个窗户就好啦！	It would be nice to have a window.

Shot 2

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zhè shì gēge de wòshì, 这是哥哥的卧室。 Tā bù xǐhuan fángjiān de yánsè. 他不喜欢房间的颜色。	This is my elder brother's room. He doesn't like the colour.
<i>Lingling's younger brother</i>	Tā zuì xǐhuan qiǎn lánsè. 他最喜欢浅蓝色。	His favourite colour is light blue.

Shot 3

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zhè shì chúfáng, lǐmiàn tài luàn le! 这是厨房，里面太乱了！	This is the kitchen. It's very messy.
<i>Lingling's older sister</i>	Māma hěn bù gāoxìng. 妈妈很不高兴。	Mum is very unhappy.

Shot 4

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zhè shì huāyuán, yòu zāng yòu luàn. 这是花园，又脏又乱。	This is the garden. It's dirty and untidy.
<i>Lingling's father</i>	Yǒu yīxiē huā hé shù mù jiù hǎo le! 有一些花儿和树木就好了！	Some flowers and trees would be nice.

Zone 2

Shot 5

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

Shot 6

Character	Chinese	English
Lingling's elder brother	Zěnme yì huí shì? 怎么回事? Fěnhóngsè de qiáng! 粉红色的墙!	What's happened? A pink wall!
Lingling	Zhè wòshì tài nǚháiziqì le. 这卧室太女孩子气了。	This bedroom's too girlish.

Shot 7

Character	Chinese	English
Shasha	Tài bù ānquán le! 太不安全了! Dāo zěnmē guà qǐlái le? 刀怎么挂起来了?	It's not at all safe! Why are the knives hanging like this?

Shot 8

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zěnmē zhèyàng? 怎么这样?	Why is it like this?
<i>Lingling's father</i>	Nǐmen bùnéng zài huāyuán wánr. 你们不能在花园玩儿。 Tài wēixiǎn le! 太危险了!	You can't play in this garden. It's too dangerous!

Zone 3

Shot 9

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Fàntīng tài měi le. 饭厅太美了。	The dining room's so beautiful!
<i>Lingling's mother</i>	Wǒ hěn xǐhuan xīn chuānghu. 我很喜欢新窗户。	I love the new window.

Shot 10

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Zhè shì nǐ zuì xǐhuan de yánsè. 这是你最喜欢的颜色。	This is your favourite colour.
<i>Lingling's older brother</i>	Shì ā Hěn kù! 是啊。很酷！ Wǒ tèbié xǐhuan Chénglóng de hǎibào. 我特别喜欢成龙的海报。	Yes. Cool! I especially like the Jackie Chan poster.

Shot 11

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling</i>	Māma, xiànzài chúfáng zhěngqí le. 妈妈，现在厨房整齐了。	Mum, the kitchen's tidy now.
<i>Lingling's mother</i>	Duì, Chúfáng lǐmiàn yǒu hěnduō guìzi. 对，厨房里面有很多柜子。	Yes, it is. There are lots of cupboards.

Shot 12

<i>Character</i>	<i>Chinese</i>	<i>English</i>
<i>Lingling's mother</i>	Nǐ xǐhuan zhè huāyuán ma? 你喜欢这花园吗?	Do you like this garden?
<i>Lingling's father</i>	Xǐhuan. Wǒ hěn xǐhuan zhè huāyuán. 喜欢。我很喜欢这花园。 Zhēn piàoliang! 真漂亮!	Yes, I do. I like it very much. It's really beautiful.

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