Gongfu Star 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 television interview with a gongfu star
➢ practise their language skills through interactive games and activities.

2. Overview
This learning object consists of a 12-shot animated scenario. A Chinese male television presenter interviews a female Hong Kong gongfu star, Zi Xiang. She usually responds in rap style.

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:
   - complete a magazine profile on the gongfu star.
   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 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 animals making noises, a space shuttle taking off.

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 giving names
➢ asking and giving zodiac signs
➢ asking and saying where they live
➢ asking and saying when their birthday is
➢ asking and saying what they like to do on the weekend
➢ asking and talking about daily routine
➢ asking and saying what their favourite food is
➢ asking and talking about friends and occupations
➢ asking and saying what they plan to do on holiday.

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
➢ 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
➢ linguistic features of texts, such as in conversations and interviews
➢ ways of expressing sounds and/or meanings in print.

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
➢ compose a personal profile in Chinese
➢ identify specific information, e.g. by answering questions in English or Chinese
➢ identify specific features of the written language, e.g. the use of transliteration for people's and place names.

Making linguistic connections

Students will learn about:

➢ the importance of textual conventions for appropriate communication
➢ 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:
➢ identify the features of familiar texts, e.g. film poster, profile
➢ 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. radicals
➢ recognise similar phonetic (sound) components
➢ refer to traditional/full forms of *Hanzi* and components to understand simplified *Hanzi*.

Moving between cultures
Students will learn about:
➢ changes that occur in language through cross-cultural contact
➢ the dynamic nature of language and culture
➢ features of lifestyle and belief systems in diverse communities
➢ ways in which language reflects important aspects of Chinese culture
➢ language used to express cultural values, and to represent people and cultures in texts
➢ representations of the culture of Chinese-speaking communities in film.

Students will learn to:
➢ identify the way Chinese words are incorporated into language, e.g. gongfu
➢ recognise how languages and culture evolve, e.g. through technology - taikonaut
➢ identify similarities and differences in daily life in diverse communities
➢ identify phrases that encapsulate aspects of Chinese culture, e.g. 你属什么？ (What's your zodiac sign = How old are you?)
➢ explain cultural references in texts, e.g. 龙 (dragon - male), 凤 (phoenix - female)
➢ identify generalisations about people and culture, e.g. questioning stereotypes.

6. Information points on culture and language

➢ Chinese names.
➢ Transliteration.
➢ Chinese zodiac.
➢ Calculating age by asking about zodiac signs.
➢ The date in Chinese.
➢ Lucky and unlucky numbers.
➢ Birthday celebrations and associated legends.
➢ Chinese clock time.
➢ Use of the pattern 从......到.
➢ Gongfu.
➢ 'Fish' radical in *Hanzi*.
➢ Abalone.
➢ Pekingese dogs.
➢ Taikonauts.
➢ China's space program.
➢ Symbolism in gongfu movie titles.
➢ Profile as a text type.

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.
➢ Role play an interview with another famous film, rock or sports star using the scenario as a model.
➢ Create their own personal profile or that of a favourite film, rock or sports star.
➢ Find out what the time is.
➢ Find out what:
   - and how many pets their classmates have
   - their classmates do on the weekend
   and use the answers to construct a graph illustrating the most popular pet or activity.
➢ Find out their classmates' birthdays.
➢ Find out their classmates' daily routines.
➢ Find out their classmates' holiday plans.
➢ Find out how the Chinese transliterate some other names of people and places.
➢ Find out the Chinese for Pekingese and other Chinese breeds of dogs.
➢ Find out other symbols in Chinese for male and female, e.g. yin and yang
➢ Build some more sentences with 从......到.
➢ Find out some more *Hanzi* which have the 'fish' radical.
➢ Write the date in Chinese on the blackboard every day.
➢ Use the Internet to find a Chinese name for themselves.

The Arts
➢ Design a film poster in Chinese.
➢ Learn and practise some simple gongfu movements.
➢ Retell or act out the legend of the Chinese zodiac signs in their own words. Find out different versions of the legend.

Society and environment
➢ Research China's space program and present their findings to the class.
➢ Discuss what Chinese words have been incorporated into Australian speech.
➢ Compare and contrast birthday celebrations in China and in Australia.
➢ Compare and contrast zodiac signs used in China, Australia and other countries.
➢ Find out personality traits according to Chinese zodiac signs.
➢ Compare and contrast abalone fishing and farming in China and Australia.
➢ Compare and contrast lucky and unlucky numbers in China and Australia and other cultures.

➢ Discuss the influence of the Chinese zodiac on Australian society, e.g. in magazines, on postage stamps etc.
➢ Research Pekingese dogs and other Chinese breeds of dog and present their findings to the class. Do Australian households have any of these breeds?
➢ Find out about some famous Chinese gongfu stars and present their findings to the class.

Numeracy
➢ Work out some famous people's Chinese zodiac signs from their dates of birth.
➢ Calculate some people's ages from their Chinese zodiac signs.

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:

http://www.curriculum.edu.au/haojile/weblinks.html (China web links)
http://www.cnsa.gov.cn/main_e.asp (China National Space Administration)
http://chineseculture.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.illuminatedlantern.com%2F (Asian cinema)

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

Abalone
http://www.fish.wa.gov.au/fishtales/what/ (What fish is that?)
http://www.sea-ex.com/fishphotos/AbaloneBlk.htm (Abalone)

Chinese names
http://www.mandarintools.com/chinesename.html (Get a Chinese name)

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

Chinese horoscopes
http://www.chinatown-online.co.uk/pages/fun/oyears.ssi (Chinatown Online - Chinese horoscopes)
http://www.nationalgeographic.com/ngkids/0502/ (Chinese horoscopes - National Geographic Kids)

Chinese horoscopes
http://shaolincom.com/Pages-M/historyKungFuSCM.html (History of Shaolin Gongfu)
http://dirs.org/wiki-article-tab.cfm/kung_fu (The world's top kung fu web sites)
Dogs
http://www.obav.org.au/pekingese.htm (Oriental Breeds Association of Victoria Inc)
http://www.lovemypet.com.au/advice/dogbreeds/breedindex.htm (A-Z of Dog Breeds)

Film
http://homepage3.nifty.com/asiastar/english/index.html (Encyclopedia Asian Stars)

Space
http://www.geocities.com/CapeCanaveral/Launchpad/1921/ (go Taikonauts! - An Unofficial Chinese Space site)
http://en.wikipedia.org/wiki/Space_program_of_China (Space program of China - Wikipedia)

11. Scenario script

Shot 1

Character	Chinese	English
Interviewer	Ō!　　Nǐ jiào shénme míngzi? 哦！你叫什么名字？	Oh! What's your name?
Zi Xiang	Wǒ jiào Zǐxiāng,　Zǐxiāng. 我叫子香，子香。	My name is Zixiang, Zixiang.

Shot 2

Character	Chinese	English
Interviewer	Nǐ zhùzài nǎli? 你住在哪里？	Where do you live?
Zi Xiang	Wǒ zhùzài Hǎoláiwū,　Hǎoláiwū. 我住在好莱坞，好莱坞。	I live in Hollywood, Hollywood.

Shot 3

Character	Chinese	English
Interviewer	Nǐ shǔ shénme? 你属什么？	What's your zodiac sign?
Zi Xiang	Wǒ shǔ lóng.　Wǒ shǔ lóng. 我属龙。我属龙。	I'm a dragon. I'm a dragon.

Shot 4

Character	Chinese	English
Interviewer	Nǐ de shēngrì jǐ yuè jǐ hào? 你的生日几月几号？	When's your birthday?
Zi Xiang	Wǒ de shēngrì jiǔ yuè jiǔ hào. 我的生日九月九号。	My birthday's 9 September.

Shot 5

Character	Chinese	English
Interviewer	Zhōumò nǐ xǐhuan zuò shénme? 周末你喜欢做什么？	What do you like to do on the weekend?
Zi Xiang	Wǒ xǐhuan shàngwǎng, shàngwǎng, 我喜欢上网，上网 kàn mànhuà, kàn mànhuà, 看漫画，看漫画。	I like to go on the net, go on the net, read comics, read comics.

Shot 6

Character	Chinese	English
Interviewer	Nǐ měitiān jǐ diǎn qǐchuáng? 你每天几点起床？	What time to you get up (every day)?
Zi Xiang	Zhōngwǔ shí'èr diǎn bàn, shí'èr diǎn bàn. 中午十二点半，十二点半。	12.30 pm, 12.30 pm
Interviewer	Nàme wǎn! Nǐ měitiān jǐ diǎn shuìjiào? 那么晚！你每天几点睡觉？	So late! What time to you go to bed (every day)?
Zi Xiang	Zǎoshàng sān diǎn líng wǔ fēn, 早上三点零五分， sān diǎn líng wǔ fēn. 三点零五分。	3.05 am, 3.05 am.

Shot 7

Character	Chinese	English
Interviewer	Nǐ měitiān shénme shíhou liàn gōng? 你每天什么时候练功？	When do you practise gongfu (every day)?
Zi Xiang	Cóng xiàwǔ liǎng diǎn dào wǔ diǎn. 从下午两点到五点。	From 2 to 5 pm.

Shot 8

Character	Chinese	English
Interviewer	Nǐ zuì xǐhuan chī shénme? 你最喜欢吃 什么？	What's your favourite food?
Zi Xiang	Wǒ zuì xǐhuan chī bàoyú, bàoyú. 我最喜欢吃鲍鱼，鲍鱼。	My favourite food is abalone, abalone.

Shot 9

Character	Chinese	English
Interviewer	Nǐ yǒu shénme chǒngwu? 你有 什么宠物？	What pets do you have?
Zi Xiang	Wǒ yǒu liǎng zhī gǒu, liǎng zhī gǒu. 我有 两 只 狗，两 只 狗。 Zhè shì Féifei. Zhè shì Shòushou. 这是肥肥。这是 瘦瘦。	I have two dogs, two dogs. This is Fatty. This is Skinny.

Shot 10

Character	Chinese	English
Interviewer	Tā shì nǐ de péngyou ma? 他是你的朋友吗？	Is he your friend?
Zi Xiang	Shì, shì, shì. 是，是，是。 Tā shì wǒ de hǎo péngyou, hǎo péngyou, 他是我的好朋友，好朋友。 Tā shì yī wèi tàikōngrén, tàikōngrén. 他是一位太空人，太空人。	Yes, yes, yes. He's my good friend, good friend. He's a Taikonaut, Taikonaut.

Shot 11

Character	Chinese	English
Interviewer	Jiàqī nǐ dǎsuàn zuò shénme? 假期你打算做什么？	What do you plan to do on holiday?
Zi Xiang	Wǒ dǎsuàn qù tàikōng wánr, 我打算去太空玩儿， tàikōng wánr. 太空玩儿。 Wǒ dài nǐ qù tàikōng ba! 我带你去太空吧！ Lái, lái, lái! 来，来，来！	I plan to go to Outer Space, Outer Space. I will take you! Come, come, come!

Shot 12

Character	Chinese	English
Flight attendant	Huānyíng nǐmen cānjiā tàikōng 欢迎 你们参加太空 lǚxíngtuán. 旅行团。	Welcome to the space tour.
Mission control	wǔ, sì, sān, èr, yī, 五，四，三，二，一， fāshè! 发射！	5,4,3.2,1, Lift off!

Disclaimer

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Acknowledgment