Languages: Chinese

Catalogue of digital curriculum resources

2011
Contents

Introduction 3

Cracking the code 4
Character catalogue 4
Matching characters (Years P–4) 5
Stroke dig (Years 3–4) 6
Radical hunt (Years 3–8) 7
Stampede (Years 3–8) 8
Quiz show (Years 3–8) 9
Amazing characters (Years 3–8) 10
Dragon temple (Years 3–8) 11
Code breaker (Years 5–8) 12
Font cubes (Years 5–8) 13
Trailblazer (Years 9–10) 14
Gourmet order (Years 9–10) 16

Close encounters 17
Lost bike series (Chinese) (Years P–2) 17
Dressing up series (Chinese) (Years P–2) 18
Number trains series (Chinese) (Years P–3) 19
Kite kit series (Chinese) (Years P–6) 21
Dragon’s jumble series (Chinese) (Years 1–3) 22
My design series (Chinese) (Years 2–4) 23
Dragon boat festival (Years 5–8) 24
Photo album (Chinese) (Years 5–10) 25
Direct a taxi (Years 5–10) 27
Wei (Years 7–10) 28
Shuttlecock (Years 8–10) 29
Lost bag (Years 9–10) 30
Movie mayhem: summer camp (Years 9–10) 31
Department store (Years 9–10) 32
Mystery objects (Years 9–10) 34

Content from other sources 36
Tai hao le! (Years P–8) 36
Zou ba! (Years 5–10) 49
Quirky comics series (Chinese) (Years 5–10) 70
Introduction
This catalogue contains details about the digital curriculum resources for Chinese available from The Learning Federation (TLF).

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the symbol.

TLF-created content
There are two components to TLF Chinese online content: Cracking the code and Close encounters.

The Cracking the code set of learning objects helps students to learn and use the Chinese character-based writing system. Character-based systems are hard to learn for students used to alphabet-based systems like English. Based on recent National Asian Languages and Studies for Australian Schools (NALSAS) research, these resources aim to enhance students' understanding of the Chinese writing system through analysis and interaction rather than simply memorisation.

In the Close encounters set of learning objects, based on the principles of Intercultural Language Learning, students use the target language to communicate and interact in authentic activities that portray the sociocultural characteristics of the target country. The learning objects incorporate a range of rich multimedia with spoken dialogue enabling immersive intercultural language learning experiences not easily generated by students and teachers in the classroom. The learning object scenarios also offer opportunities for teachers and students to integrate other complementary and contributory online and offline activities.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Content from other sources
TLF also licenses content from other sources to include in the pool of digital materials for Chinese. These items are described in this catalogue as well.

Accessing and viewing the content
Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found on TLF's website.

www.ndlrn.edu.au
Character catalogue

The Character Catalogue is an online learning resource which uses animations and interactive links to show how characters are constructed from basic components. Students of Chinese and Japanese can use it to explore character structure and see connections between character forms, sounds and meanings. The focus is on ‘cracking the code’ of the character-based writing system, not on teaching specific characters or words.

The learning objects for Chinese in the Cracking the code series are designed to complement the Character catalogue. These online resources help develop pre-literacy and early reading skills for Chinese and Japanese through simple games. The focus is on active learning through analysis and interaction rather than simply memorisation.

The Cracking the code Character Catalogue for Chinese and Japanese is now available online at http://charactercatalogue.thelearningfederation.edu.au.

The Character catalogue was developed as a National Asian Languages and Studies for Australian Schools (NALSAS) project.
Matching characters (Years P–4)

Students identify matching characters from sets of similar characters in a series of activities that use characters of increasing complexity.

Features include:
- characters used in this series are referenced in the Character catalogue
- characters are composed of one or more basic components, each with its own meaning and sound.

Students:
- identify matching characters in sets of similar characters
- build their knowledge of simple characters by checking meanings and spoken examples
- match pairs of characters using recall to identify subtle stroke differences.

Matching characters: match it: A [Chinese]
L472 – Years P–2

Students look at sets of similar characters and pair up the characters that match exactly. Students are encouraged to notice that when characters look alike, they often have related meanings. The activity focuses attention on the subtle differences in strokes that form the different characters.

Matching characters: match it: B [Chinese]
L711 – Years 3–4

Students look at sets of similar characters and pair up the characters that match exactly. Students are encouraged to notice that when characters look alike, they often have related meanings. The activity focuses attention on the subtle differences in strokes that form the different characters.

Matching characters: flip and match: A [Chinese]
L690 – Years P–2

Students flip cards to reveal characters that look alike. They pair up the characters that match exactly. The activity focuses attention on finding the subtle differences in strokes that form the different characters and they are encouraged to notice that when characters look alike, they often have related meanings.

Matching characters: flip and match: B [Chinese]
L714 – Years 3–4

Students flip cards to reveal characters that look alike. They pair up the characters that match exactly. Students are encouraged to notice that when characters look alike, they often have related meanings. Students build their knowledge of simple characters by checking meanings and spoken examples.
Stroke dig (Years 3–4)

The Stroke dig series introduce stroke types and their role in defining the order of writing strokes in Chinese characters.

Features include:
- different sets of characters for students to sort and assemble
- increased stroke complexity as the levels progress.

Students:
- recover stone tablets with embedded faded characters and strokes from an archaeological site
- classify the strokes into six groups and then assemble characters according to stroke order conventions.

Stroke dig: level 1 [Chinese]
L909–Years 3–4

Students restore stone tablets and character strokes from a dig site. They separate the tablets and notice that each has the faded outline of a Chinese character.

Stroke dig: level 2 [Chinese]
L1168–Years 3–4

Students restore stone tablets and character strokes from dig sites. They sort the strokes into stroke types according to their shape and rebuild the characters by using the sorted strokes in the right order.

Stroke dig: level 3 [Chinese]
L2575–Years 3–4

Students restore stone tablets and character strokes from dig sites. They separate the tablets and sort the strokes into stroke types according to their shape. Students rebuild the characters by using the sorted strokes in the right order and discover the meaning and sound of the characters.
Radical hunt (Years 3–8)

Students hunt for hidden characters in different settings and learn how the radical side of Chinese characters contribute to their meaning.

Features include:
- characters used in this series appear in the Character catalogue.

Students:
- notice that the meaning of radicals contributes to the meaning of compound characters
- identify radicals that contribute to the meaning of compound characters
- find Chinese characters hidden near the things they represent and notice they are compound characters that share a common radical.

Radical hunt: island hunt [Chinese]
L470 – Years 3–4

Students explore Ibis Island and search for Chinese compound characters that share a common radical. They discover the related meanings of the characters in order to see the rare crested ibis. Students use a character detector to roll over the spot where a character is hidden to find its sound and meaning. Each location has a common radical. Students find all 20 characters at four locations and sort the characters according to their radicals.

Radical hunt: school hunt [Chinese]
L471 – Years 5–8

Students explore four locations within a school. Using a camera tool, students engage in an online scavenger hunt for Chinese characters encountering unique vocabulary to match each location. The vocabulary selected highlights certain radicals that form the characters, enabling students to understand the relationship between parts of Chinese characters and their meanings.
Chinese Cracking the Code

Stampede (Years 3–8)

Students use a range of visual recognition strategies to decode Chinese characters.

Features include:

- rich multimedia resources including sound, pictures and text
- all characters used in this series appear in the Character catalogue
- characters and their associated structures used for a particular session are progressively stored in a chart for students to review
- a challenge level, in timed game format to provide students with further practice in associating correct structures with a character
- difficulty level can be increased by adjusting speed.

Students:

- look at the structure of Chinese characters appearing on balloons, kites and a sushi train
- continue to break up the character until there are only two components remaining
- identify character structures correctly to earn a reward
- notice there are some exceptions to the general patterns when compounding characters
- note that there are about 400 components (basic characters) in Chinese writing
- understand that characters are either basic (a single component) or compound (can be divided into two elements)
- learn that compound characters have a range of structures: left–right, top–bottom, and enclosed on two, three or four sides.

Stampede: balloon stampede [Chinese]
L469– Years 3–4

Students look at the structure of Chinese characters appearing on a series of balloons. They classify the structure of each character. Correct answers will pop the balloons. Students learn that a combination of characters is called a structure. There are ten main structures as well as some exceptions. They learn the first three structures.

Stampede: kite stampede [Chinese]
L707 – Years 5–8

Students look at the structure of Chinese characters appearing on a series of kites. They classify the structures of each character. Correct answers will release the kites. They learn the first six structures and build their knowledge of character components and structures by checking meanings and spoken examples. Notice there are some exceptions to the general patterns when compounding characters.

Stampede: sushi stampede [Chinese]
L709 – Years 5–8

Students look at the structure of Chinese characters appearing on a sushi train. They break up each character into two sides and classify its structure. They continue to break up the character until there are only two components remaining. Correct answers will earn some sushi to eat. Note that there are about 400 components in Chinese writing that act as building blocks, which can be joined in different ways to form new characters. A combination of characters is called a structure. Students learn the first ten structures.
Quiz show (Years 3–8)
The Quiz show series assists students to deduce the meaning of compound words from the meanings of the individual characters.

Features include:
- opportunities to link the sound and meaning relationships between compound words that share the same key character
- option for students to play alone or with a partner
- audio pronunciation for compound words
- random generation of characters to encourage repeated use
- all characters used in this series appear in the Character catalogue.

Students:
- deduce the composition of compound words by relating the meanings of individual characters to the meaning of a compound word
- relate the meaning of compound words to their component characters
- explore the sound and meaning relationships between compound words that share the same key character.

Quiz show: wheel of discovery: level 1 [Chinese] [Windows version]
L610 – Years 3–4
In quiz show format, students spin two wheels to make compound words from a range of sounds and meanings. They use the meanings of the individual characters to work out the meaning of each compound word. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.

Quiz show: wheel of discovery: level 2 [Chinese] [Windows version]
L1330 – Years 5–8
Students spin two wheels to make compound words from a range of sounds and meanings. They use the meanings of the individual characters to work out the meaning of each compound word. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.

Quiz show: pick a box: [Chinese] [Windows version]
L623 – Years 5–8
In a pick-a-box game format students deduce the composition of compound words by relating the meanings of individual characters to the meaning of a compound word. Students explore the sound and meaning relationships between compound words that share the same key character. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.
Amazing characters (Years 3–8)

Students understand that characters may be formed from a base character plus extra strokes, or by taking strokes away from a base character. They also understand that characters with the same base character sometimes have similar meanings.

Features include:
- opportunities to distinguish between characters that look alike
- sound and meaning of basic characters that make up more complex characters
- all characters used in this series appear in the Character catalogue.

Students:
- navigate their way through mazes searching for hidden keys engraved with Chinese characters
- obtain keys by solving puzzles related to matching pairs of Chinese characters
- are prompted to spot subtle differences in strokes between characters with a similar appearance
- notice that a character may be formed from a base character plus extra strokes
- consider connections in meaning between physically similar characters.

Amazing characters: level 1 [Chinese]
L861 – Years 3–4

Students solve word puzzles to find a way through two mazes (a cave and a palace).

Amazing characters: level 2 [Chinese]
L1043 – Years 5–8

Students solve word puzzles as they find a way through two mazes (a garden and a cave).
**Dragon temple (Years 3–8)**

Students take on the role of an adventurous archaeologist in an ancient temple. They are presented with several word puzzles that must be solved before they can locate the treasure.

**Features include:**
- opportunities to apply the specific order for writing a character
- distinguishes simple common components that make up characters
- difficulty increases as the series progresses
- all characters used in this series appear in the Character catalogue.

**Students:**
- understand that basic characters can be joined together to make new characters, called components, which must be put together in a particular order
- select and order character components using conventions
- identify common components that make up characters.

---

**Dragon temple: level 1 [Chinese]**

L466 – Years 3–4

Students find their way through ancient temple grounds to a hidden treasure room. They identify components of characters and use these components to reconstruct the characters, fit those components on a broken tile to unlock a gate, and choose stepping stones to cross a pond by following common components.

---

**Dragon temple: level 2 [Chinese]**

L1040 – Years 5–8

Students solve word puzzles to find their way through ancient temple grounds to a hidden treasure room. They identify components of Chinese characters and fit them together in the right order. They notice that characters are often formed from two or more basic characters. For example, the characters meaning ‘omen’, ‘field’ and ‘join’ combine to form a character meaning ‘good fortune’. They then use components to build characters in the correct order: left, then right; top, then bottom, and find the treasure.
**Code breaker** (Years 5–8)

Students recognise well-formed and poorly formed characters according to stroke length, angle and proportion.

**Features include:**
- enables adjustment of target components up/down, left/right, rotate and resize
- illustrations of the features of Chinese characters that make them well formed
- opportunities to correct faults in stroke length, angle and proportion within the square
- random generation of characters to encourage repeated use.

**Students:**
- identify the features of well-formed characters
- manipulate features of poorly formed characters to form legible, balanced and proportioned characters
- recognise well-formed and poorly formed characters according to stroke length, angle and proportion within the square.

---

**Code breaker [Chinese]**

L1161 – Years 5–8

Students identify well-formed and poorly formed characters, and then use tools to manipulate the features of the poorly formed characters to form legible, balanced and proportioned characters within the square. Students can review the correctly written characters and their meaning and listen to their pronunciation.
Font cubes (Years 5–8)

Students understand that the same character may look slightly different in different fonts.

**Features include:**
- A fictional guide ‘Master Wáng Lǎoshī’ to help students through the activities
- A range of font styles
- Challenges students to recognise fonts
- A different puzzle that requires students to identify the same character in different fonts at each level
- Randomly generated characters to encourage repeated use.

**Students:**
- Explore variation between Chinese fonts
- Identify the same characters in a range of fonts
- Match characters in different fonts.

---

**Font cubes: nine cubes [Chinese]**
L2761 – Years 5–8

Students select three characters that match the character displayed by Master Wáng Lǎoshī. They choose from nine cubes that feature three different fonts. The characters can be matched vertically, horizontally or diagonally. In this puzzle, the student rotates the nine cubes to find the characters.

**Font cubes: spinning cubes [Chinese]**
L2762 – Years 5–8

Students select characters that match the character displayed by Master Wáng Lǎoshī. They choose from nine spinning cubes that feature three different fonts. The characters can be matched vertically, horizontally, or diagonally. The task complexity is increased by the constant movement of the cubes.

**Font cubes: message cubes [Chinese]**
L2763 – Years 5–8

Students examine four characters that make up a phrase with a hidden meaning. To solve the puzzle, students match the characters in each column to the character that appears in the top row.

**Font cubes [Chinese]**
L860 – Years 5–8

This is a combination of the three ‘Font cubes’ learning objects.
Trailblazer (Years 9–10)

The Trailblazer series for Chinese requires students to recognise that the meaning of a compound word is often related to the meanings of its individual characters.

**Features include:**
- words represented by one or more characters
- all characters used in this series appear in the Character catalogue.
- different styles of problem at each level requiring students to use the available sound and meaning information to deduce the answer.

**Students:**
- help Intrepid Joe to find treasure by unlocking doors in a dark, maze-like series of underground tunnels
- look at how the meaning of individual characters can contribute to the meaning of a compound word (composed of two or more characters)
- deduce the meaning of compound words by relating the meanings of the individual characters
- review all of the compound words at the end of each level and finally discover the secret at the end of the trail.

---

**Trailblazer: level 1 [Chinese]**
L2496 – Years 9–10

Students identify the correct meaning of Chinese compound words.

---

**Trailblazer: level 2 [Chinese]**
L2497 – Years 9–10

Students identify the correct Chinese compound word from its English meaning.

---

**Trailblazer: level 3 [Chinese]**
L2498 – Years 9–10

Students identify the missing character in a compound word given its meaning.
Trailblazer [Chinese]
L626 – Years 9–10

This is a combination of the three 'Trailblazer' learning objects.
**Gourmet order** *(Years 9–10)*

Students recognise differences between characters in a handwritten form and a printed form.

**Features include:**
- illustrations of typographical differences between handwritten characters and printed characters
- randomly generated characters to encourage repeated use.

**Students:**
- match the printed versions of characters for food items to the handwritten versions
- recognise differences between handwritten characters and printed characters
- identify different versions of characters.

**Gourmet order [Chinese] [Windows version]**

L628 – Years 9–10

Students compare a handwritten note with a printed menu to place an order. Students need to observe carefully the differences between the handwritten and printed forms to select the correct items. They can also narrow their search by selecting different pages of the menu for different food categories. As each item on the order is correctly identified, the dish appears. Once all orders have been placed, students review all the items in the order.
Close encounters

Lost bike series (Chinese) (Years P–2)

Students build bikes based on the characteristics of size, colour and bike accessories. They then go to find the bikes in a village.

Features include:
- repetition and visual, textual and spoken feedback to support students' language learning
- images showing the prolific use of bicycles as modes of transport and recreation
- comparisons and contrasts between Chinese and Australian cultures.

Students:
- use descriptive words and phrases, terms of comparison, adjectives and word order, and familiar language around thanks and greetings.

Lost bike: build your own bike [Chinese] [Windows version]
L1212 – Years P–2

Match pictures of bikes with words describing size, colour and accessories. Choose words to complete a description of a bike you would like to build. Use pictures and feedback to find where bikes are hidden in a town.

Lost bike: build to order [Chinese] [Windows version]
L1213 – Years P–2

Match pictures of bikes with words describing size, colour and accessories. Build a bike to match a description given by a Chinese friend. Use pictures and feedback to find where bikes are hidden in a town.

Lost bike [Chinese] [Windows version]
L1211 – Years P–2

This is a combination of the three ‘Lost bike’ learning objects.

Image reproduced courtesy of Bryan Hart.

This series contains non-TLF content. See Acknowledgements in the learning object.
Dressing up series (Chinese) (Years P–2)

Students are introduced to a range of basic clothing items for three distinct occasions: going to school, going to kung fu training and attending a traditional wedding. This series is designed for beginning learners of Chinese.

**Featured include:**
- vocabulary, listening and reading skills in Chinese as well as important cultural information relating to clothing
- a range of clothing items suitable for school, kung fu training or attending a traditional Chinese wedding
- a choice between school-aged characters Lan Lan (girl) or Dong Dong (boy)
- simple instructions and feedback in Chinese.

**Students:**
- identify items of clothing and explore vocabulary related to dressing for school, kung fu training or attending a traditional Chinese wedding
- follow instructions given in Chinese to dress a boy or a girl.

---

**Dressing up: school [Chinese]**

L1011 – Years P–2

Students identify items of clothing suitable for going to school.

**Dressing up: kung fu training [Chinese]**

L1012 – Years P–2

Students identify clothing items suitable for wearing to kung fu training.

**Dressing up: traditional wedding [Chinese]**

L1013 – Years P–2

Students identify clothing items suitable for wearing to a traditional wedding.

**Dressing up [Chinese]**

L1014 – Years P–2

This is a combination of the three ‘Dressing up’ learning objects.
Number trains series (Chinese) (Years P–3)

Students use their knowledge of Chinese numbers from 1 to 400 to arrange train carriages according to numbers on their sides.

Features include:
- visual and audio equivalents of numbers in Chinese
- a visual context in which students sequence numbers in Chinese by predicting, testing and confirming
- an interactive context in which students develop and consolidate counting skills that are fundamental to addition and subtraction skills
- randomised number generation that encourages repeated use.

Students:
- practise using and identifying numbers in Chinese
- relate number 'names' and values in a variety of representations to Chinese numbers and number words
- identify the number before and after a given number
- connect Chinese number words and numerals to the quantities they represent using dice dots and ten-frames
- identify place value in two-digit and three-digit numbers.

Number trains: 1–10 [Chinese]
L9888 – Year P

Students use their knowledge of Chinese numbers from 1 to 10 to arrange train carriages according to the numbers on their sides. The numbers are represented in a range of formats such as numerals, dice dots, counting frames and Chinese characters.

Number trains: 1–20 [Chinese]
L9889 – Years 1–2

Students use their knowledge of Chinese numbers from 1 to 20 to arrange train carriages according to the numbers on their sides. They identify the numbers that come before and after each starting number.

Number trains: 10–400 [Chinese]
L9890 – Years 1–3

Students use their knowledge of how to count by tens in Chinese to arrange train carriages according to the numerals and Chinese characters on their sides. For example, identify the numeral or character that comes after 三百.
Number trains [Chinese]
L8712 – Years P–3

Students use their knowledge of Chinese numbers from 1 to 400 to arrange train carriages according to numbers on their sides. This is an aggregate learning object combining the other objects in the series.
Kite kit series (Chinese) (Years P–6)

Students make kites based on the characteristics of shape, colour, designs and tails. These kites can be 'flown' in various different locations and flying conditions, which can be controlled by the student using language around types of weather.

Features include:
- descriptive words and phrases, terms of comparison, adjectives, and word order and familiar language around thanks and greetings
- repetition plus visual, textual and spoken feedback to support students' language learning
- all characters used in this series appear in the Character catalogue.

Students:
- design as many kites as they like, and then help a friend make a kite
- recognise and apply Chinese words and phrases associated with compass directions, wind speed and height
- learn language about places, including cultural features in China.

Kite kit: flying [Chinese] [Windows version]
L1218 – Years P–6

Students fly kites in a range of places in China. They can adjust wind direction and flying height and are introduced to a number of basic vocabulary items. This learning object is the least complex of the three learning objects.

Kite kit: colour, shape and design: level 1 [Chinese] [Windows version]
L1217 – Years P–3

Students use and recognise simple words describing colour, size, shape and cultural images. They choose simple words to complete instructions for making a kite. They then make another kite by following instructions given by a Chinese friend. Opportunities are available to fly the kites in a range of places in China by adjusting compass directions, wind speed and flying height.

Kite kit: colour, shape and design: level 2 [Chinese] [Windows version]
L644 – Years 4–6

Students use and recognise complex words describing colour, size, shape and cultural images. They choose complex words to complete instructions for making a kite. They then make another kite by following instructions given by a Chinese friend.

This series contains non-TLF content. See Acknowledgements in the learning objects.
CHINESE CLOSE ENCOUNTERS

Dragon's jumble series (Chinese) (Years 1–3)

Students put images and sentences in order to unjumble a dragon's dream.

Features include:
- opportunities for students to put a sequence of pictures in order, and then match Chinese sentences to the sequence
- opportunities for students to use temporal connectives to link events in a recount
- audio support of target language text to assist student comprehension
- three print options for students' completed recounts: pictures only, text only, or both pictures and text.

Students:
- put pictures in the correct sequence to retell a recount in Chinese
- match sentences written in Chinese to pictures
- use temporal connectives to link different phases of a recount
- observe that some Chinese temporal connectives are interchangeable.

Dragon's jumble: dream [Chinese]
L9801 – Years 1–3

Students help a dragon remember what happened in his dream. They place four jumbled pictures from a recount in the correct order and add temporal connectives such as 首先, 然后 and 最后 to show the order of events.

Dragon's jumble: garden [Chinese]
L9807 – Years 1–3

Students place four pictures in the correct order to help a dragon remember what happened in his garden. They choose sentences to match what is shown in each picture and add temporal connectives such as 首先, 然后 and 最后 to show the order of events.
My design series (Chinese) (Years 2–4)

Students design an animated cat or car by following simple instructions in Chinese and choosing labelled elements that describe mood, size, position, colour and voice.

Features include:
- a range of design elements for students to explore
- audio support for all Chinese text, including instructions and labels
- an animation of the student's completed cat or car
- an option to print the student's design.

Students:
- recognise and respond to words, phrases and simple sentences in spoken and written Chinese
- use adjectives in Chinese for mood, size, position and colour
- read simple sentences in Chinese such as 我的车很高兴。

My design: talking cat [Chinese]
L10285 – Years 2–4

Students design a cat that speaks in Chinese. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking car [Chinese]
L10278 – Years 2–4

Students design a car that speaks in Chinese. They select items to determine their car's mood, size, position and colour. Students then choose a message in Chinese to describe their talking car.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Dragon boat festival (Years 5–8)

Students explore the history and tradition of the Chinese Dragon Boat Festival, which includes the story of Qu Yuan and the significance of zongzi (ricecakes) to the origin of the festival.

Features include:
- information about the folkloric origins of a traditional Chinese festival
- opportunities to give and follow instructions in Chinese
- vocabulary relating to directions and navigation.

Students:
- explore the history and tradition of the Dragon Boat Festival
- race their own dragon boats avoiding hazards such as fish and turtles
- apply Chinese vocabulary associated with direction and speed.

Dragon boat festival: basic racing
L645 – Years 5–8

Students choose Chinese terms to change the speed of the dragon boat in a race to avoid hazards such as fish and turtles.

Dragon boat festival: turns and speed
L646 – Years 5–8

Students choose Chinese terms to change the speed and direction of the dragon boat in a race to avoid hazards such as fish and turtles.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Photo album (Chinese) (Years 5–10)

Students are introduced to various unique aspects of Chinese life under the themes of celebrations, daily life and school.

Features include:
- authentic cultural images with graded descriptions to match the level of the target student audience
- language complexity increases in the versions for older students (years 9–10)
- practice activities such as matching captions with the appropriate photograph and targeted multiple-choice questions.

Students:
- develop important skimming and scanning reading skills, as well as global and detailed listening skills
- complete a cloze exercise relating to the images encountered, consolidating learnt vocabulary.

### Photo album: celebrations 1 [Chinese]
L835 – Years 5–8

Photos include activities such as people splashing water at a Buddhist festival, a wedding ceremony and children at a birthday party.

Image reproduced courtesy of Keren Su, Lonely Planet Images.

### Photo album: celebrations 2 [Chinese]
L836 – Years 9–10

Photos include activities such as a fireworks display, people travelling home for Spring Festival (Chinese New Year) and moon cakes baked for Mid-Autumn Festival.

Image reproduced courtesy of Oliver Strewe, Lonely Planet Images.

### Photo album: daily life 1 [Chinese]
L837 – Years 5–8

Photos include activities such as people reading newspapers on noticeboards, a traffic jam and shared living arrangements.

Image reproduced courtesy of XY Chen.
Image reproduced courtesy of Oliver Strewe, Lonely Planet Images.
Photo album: daily life 2 [Chinese]
L838 – Years 9–10

Photos include activities such as people checking bus routes, fan dancing and working out at a gym.

Photo album: school life 1 [Chinese]
L839 – Years 5–8

Photos include activities such as calligraphy classes, practising traditional dance and exercising in the schoolyard.

Photo album: school life 2 [Chinese]
L840 – Years 9–10

Photos include activities such as travelling home from school, learning languages and joining in an assembly of China's Young Pioneers.

This series contains non-TLF content. See Acknowledgements in the learning objects.
**Direct a taxi (Years 9–12)**

In the Direct a taxi series, the student acts as a trainee taxi controller for a taxi company in the Chinese city of Beijing.

**Features include:**
- feedback from both the 'boss' of the taxi company, and the taxi driver over the 'intercom'
- maps of landmark locations and cultural activities within Beijing.

**Students:**
- give directions to a taxi driver according to the daily schedule and then watch the taxi on the screen move towards its destination
- choose travel routes in response to traffic and cultural factors
- apply Chinese words and phrases associated with time, compass directions, navigating streets, landmarks and events.

---

**Direct a taxi: Beijing traffic jam**

L1235 – Years 9–10

Join a taxi service as a controller. Get to know landmarks in central Beijing. Check the traffic conditions. Then give directions to a driver as they pick up and drop off passengers. Help the driver to avoid delays caused by typical traffic problems and cultural events.

---

**Direct a taxi: Beijing traffic mayhem**

L1234 – Years 10–12

This version for older students has different routes with more complex cloze tasks, and the traffic conditions and feedback from the taxi driver and the boss of the taxi company to the trainee are all in Chinese.
Wei (Years 7–10)

Students practise reading SMS text messages and listening to voicemail messages in Chinese on a virtual mobile telephone.

Features include:
- scenarios including attending a festival, going to the movies and arranging a band rehearsal
- simulations of foreign language/cultural experiences
- comparative explorations of international mobile phone culture.

Students:
- apply Chinese words and phrases associated with making social arrangements
- practise skimming and scanning reading skills and listening for gist and specific information
- apply informal-style functional language relating to making requests, asking for information, expressing gratitude, and following instructions.

**Wei: festival [Chinese] [Windows version]**
L1243 – Years 7–10

Customise a mobile phone with your own welcome message, ring tones and other settings. Use phone menus and message logs to communicate with friends. Reply to text messages and voicemail by sending an address, calendar entry or photo. Confirm arrangements for meeting at a festival.

**Wei: movie [Chinese] [Windows version]**
L1244 – Years 7–10

Customise a mobile phone with your own welcome message, ring tones and other settings. Use phone menus and message logs to communicate with friends. Reply to text messages and voicemail by sending an address, calendar entry or photo. Confirm arrangements for meeting at a cinema.

**Wei: band [Chinese] [Windows version]**
L1245 – Years 7–10

Customise a mobile phone with your own welcome message, ring tones and other settings. Use phone menus and message logs to communicate with friends. Reply to text messages and voicemail by sending an address, calendar entry or photo. Confirm arrangements to see the school band’s performance.
Shuttlecock (Years 8–10)

Students learn about the popular sport of Chinese Shuttlecock and how it is played. Students identify parts of the body, including the directional adjectives of left and right in Chinese, to play a virtual game of Shuttlecock.

Features include:
- opportunities to apply a range of common game terms and expressions such as serve, court and play
- court dimensions, scoring method and tactics used in shuttlecock
- movable labels for students to identify parts of the human body
- instructions and feedback in Chinese.

Students:
- recognise and use a range of common game terms and expressions
- can choose to play the game at a slow or fast speed
- identify Chinese words for parts of the human body.

Shuttlecock: choose shots
L698 – Years 8–10

Explore the court dimensions, scoring method and tactics of shuttlecock. Practise shots, play a game and try out for the national team. Move a player's body to return the shuttlecock. Follow instructions from a coach. For example, move a shoulder, a knee or the head. Identify parts of the body used to play the game.

Shuttlecock: choose and aim
L774 – Years 8–10

Explore the court dimensions, scoring method and tactics. Practise your shots, play a game and try out for the national team. Move a player's body to return the shuttlecock. Follow instructions from a coach (including left or right). Identify parts of the body used to play the game.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Lost bag (Years 9–10)

Students consider their options when they land at Beijing airport and realise that their luggage, which contains important travel documents, is missing from the baggage claim area.

Features include:
- demonstration of emotive language
- opportunities to practise applying functional language such as requesting assistance and asking for information.

Students:
- recognise and use correct language to negotiate and question
- compare effective communication styles in Chinese with their own culture
- use speech acts to interact with Chinese people in a culturally appropriate way, including greetings.

**Lost bag: ask a baggage handler [Chinese] [Windows version]**
L1260 – Years 9–10

Students listen to how another traveller handles a similar experience and notices how the baggage handler reacts to phrases, tone of voice, gestures and facial expressions. Students then select the most culturally appropriate way of asking a baggage handler to help.

**Lost bag: hotel reception [Chinese] [Windows version]**
L1261 – Years 9–10

Students continue to the hotel, where they follow up on their room booking and explain to hotel reception their predicament in terms of lost luggage and passport documents. The key for students is to try to maintain a level of politeness, which will determine how well they are treated in the hotel.
Movie mayhem: summer camp (Years 9–10)

Students edit a film about a school holiday camp in China. They follow the story of three Chinese students who, at first, don't get along with one another.

Features include:

- a range of adjectives to describe people
- a fable about 'little emperors' and tolerance for other people's perspectives to engage students
- a range of functional expressions including exclamations, giving instructions, suggestions and warnings
- specific intonation techniques that inject an emotional tone into speech
- an option to print a storyboard assembled by the student.

Students:

- progress through a series of film scenes, reading and listening in Chinese to a set of three shots that make up each scene
- choose the correct take of a missing shot depending on the meaning of the text
- ensure that all images match the given dialogue and that the emotions shown and the spoken words used suit the cultural setting
- identify words and emotions suited to their cultural context
- examine how emotions are conveyed in a Chinese context
- create a culturally accurate narrative using the soap opera genre.

Movie mayhem: summer camp [Windows version]
L853 – Years 9–10

Students progress through a series of film scenes reading and listening to a set of three shots that make up each scene. They then choose the correct take of a missing shot depending on the meaning of the text. Set in the context of a movie drama, the dialogue of the three characters covers a range of emotions making it a useful starting point for examining how emotions are conveyed in Chinese.
**Department store (Years 9–10)**

Students use shopping-related language and explore Chinese shopping customs in the context of a large Chinese department store.

**Features include:**
- an introductory interactive exercise in each object to familiarise students with Chinese currency denominations
- authentic store counters including food and drink, clothing and footwear, household electrical appliances, traditional arts and crafts, and medicine
- feedback given in Chinese.

**Students:**
- explore a virtual Beijing department store
- must successfully purchase a selection of goods on a shopping list within a given budget
- apply correct measure words and take advantage of temporary sales at each counter
- listen to all interactions between the shopper and sales personnel in Chinese.

**Department store: food counter**

L1236 – Years 9–10

Students shop at the food counter and interact with store assistants. They find items such as mooncakes, green tea and apple juice and use measure words such as ‘ping’ when purchasing a bottle.

**Department store: electrical goods counter**

L1237– Years 9–10

Students shop at the electrical goods counter and interact with store assistants. They find items such as a portable CD player, a DVD player and a washing machine and use measure words such as ‘ge’ when purchasing appliances.

**Department store: medicine counter**

L1238 – Years 9–10

Students shop at the medicine counter and interact with store assistants. They find items such as tiger balm, aspirin and eye drops and use measure words such as ‘ping’ when purchasing a bottle and ‘he’ for a tin or box.

**Department store: clothes and shoes counter**

L1239 – Years 9–10

Students shop at the shoes counter and interact with store assistants. They find items such as kung fu shoes and a pair of jeans and use measure words such as ‘shuang’ when purchasing shoes and ‘tiao’ when purchasing jeans.
**Department store: arts and crafts counter**  
L1240 – Years 9–10

Students shop at the arts and crafts counter and interact with store assistants. They find items such as a 'good luck' jade carving, cloisonné vases and a traditional horse-shaped paper-cut, and use measure words such as 'tao' when purchasing a tea set.

---

**Department store**  
L651 – Years 9–10

This is a combination of the four 'Department store' learning objects.
Mystery objects (Years 9–10)

Students ask for information using culturally appropriate language. A focus of this series is to help students to extract meaning from pictorial, audio and textual clues.

Features include:
- examples of polite and impolite language, formal and informal vocabulary and expression
- opportunities to practise listening and reading for global understanding and specific detail
- audio to assist students to recognise appropriate and inappropriate language
- all feedback and most instructions given in Chinese.

Students:
- explore information about the passengers and the luggage items, and simulate an interview with each passenger
- listen to interview questions and answers
- recognise and apply Chinese words and phrases associated with travel
- use speech acts involving questioning with both formal and informal language, appropriate to age and gender
- select language suited to a physical setting and according to their relationship with a conversation partner
- ask for information using culturally appropriate phrases according to age.

Mystery objects: Li Yiping
L1248 – Years 9–10

Students explore biographical information about a bus passenger named Li Yiping.

Mystery objects: David Hunt [Chinese]
L1250 – Years 9–10

Students explore biographical information about a bus passenger named David Hunt.

Mystery objects: Wang Lan
L4746 – Years 9–10

Students explore biographical information about a bus passenger named Wang Lan.
Mystery objects: Gao Mulin  
L4747 – Years 9–10
Students explore biographical information about a bus passenger named Gao Mulin.

Mystery objects: matching objects to people  
[Chinese]  
L1249 – Years 9–10
This is a combination of the four 'Mystery objects' learning objects.
Tai hao le! (Years P–8)

Students explore the social and physical context of China. This set of learning objects for Chinese has been developed as part of the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy for the Department of Education and Training (DEST).

Features include:
- audio, and Chinese, Pīnyīn and English translations for all target language content
- all instructions given in English.

Students:
- apply reading and listening skills to solve puzzles
- match written or spoken phrases to images
- explore dialogue and language used in daily life.

---

Tai hao le! Greetings: saying hello and goodbye
L3142 – Years P–8

Students listen to Chinese people saying hello and goodbye to each other. They hear and observe that each person chooses words according to the time of day. For example, a student chooses 'Nǐ zǎo' when greeting someone in the morning.

Tai hao le! Greetings: greeting people
L3143 – Years P–8

Students listen to Chinese people saying hello and goodbye to each other. For example, a group of students choose words showing respect for their teacher such as 'Lǎoshī nin hǎo'.

Tai hao le! Greetings: asking how people feel
L3144 – Years P–8

Students listen to Chinese people asking each other how they are and match a spoken phrase such as 'Nǐ hǎo ma?' to the person likely to have said it.

Tai hao le! Greetings
L3141 – Years P–8 🧘

This is a combination of the three 'greetings' learning objects.
Tai hao le! 1, 2, 3: counting 1–10  
L3146 – Years P–8  
Students listen to Chinese numbers up to ten then select numbers on a calculator to match spoken numbers.

Tai hao le! 1, 2, 3: counting 11–100  
L3148 – Years P–8  
Students explore Chinese numbers from 1 to 100 listening to patterns within the sequence of characters and sounds. Students then match spoken numbers to numerals on a calculator.

Tai hao le! 1, 2, 3: measure words  
L3147 – Years P–8  
Students listen to Chinese phrases for counting objects. Notice that each phrase contains a 'measure word' that is used in Chinese when counting objects. For example, the word 'běn' is used when counting three books: 'sān běn shū'.

Tai hao le! 1, 2, 3  
L3145 – Years P–8 🐒

This is a combination of the three ‘1, 2, 3’ learning objects.

Tai hao le! My body: parts of the body  
L3356 – Years P–8  
Students explore the Chinese names for parts of the body and match the spoken names of parts of the body to their correct positions.
Tai hao le! My body: physical characteristics
L3357 – Years P–8

Students explore the Chinese names for physical characteristics of the body then match spoken names of big and small parts of the body to their correct positions.

Tai hao le! My body: at the doctor's
L3358 – Years P–8

Students listen to patients describe how they are feeling to a doctor then match the health problems heard to the correct patients.

Tai hao le! My body
L3355 – Years P–8

This is a combination of the three 'My body' learning objects.

Tai hao le! About me: what is my name?
L3401 – Years P–8

Students listen to a girl ask people 'What's your name?' then match the phrase to the person most likely to have said it.

Tai hao le! About me: how old am I?
L3402 – Years P–8

Students listen to children in the playground saying their age and hear how to answer the question 'How old are you?'. Students match each age with its corresponding number.
Tai hao le! About me: where do I come from?  
L3403– Years P–8

Students listen to children in a playground answer the question ‘Where do you come from?’ They match the children’s response with their country’s flag.

Tai hao le! About me  
L3400 – Years P–8

This is a combination of the three ‘About me’ learning objects.

Tai hao le! Time: the hours  
L3424 – Years P–8

Students explore the time in hours on an analogue and a digital clock. They adjust a clock face or digital clock to match a spoken time.

Tai hao le! Time: hours and half-hours  
L3425– Years P–8

Students explore the time in hours and half-hours on an analogue and digital clock. They listen to train arrival times and select those times on a clock.

Tai hao le! Time: daily activities  
L3426 – Years P–8

Students look at slides of a boy’s daily activities. They then match clocks to the daily activities.
Tai hao le! Time
L3423 – Years P–8

This is a combination of the three 'Time' learning objects.

Tai hao le! Going places: places and weekdays
L3428 – Years P–8

Students explore the places that a boy visits on each day of the week. They listen to his descriptions and match each postcard to the day of the week.

Tai hao le! Going places: what you can and can't do
L3429 – Years P–8

Students explore water sports and listen to two children talk about which activities they can and can't do. Students match icons to the water activities mentioned.

Tai hao le! Going places: animals you see and hear
L3430 – Years P–8

Students look at farmyard animals and hear the noises they make. They then match animals to a farmer's description.

Tai hao le! Going places
L3427 – Years P–8

This is a combination of the three 'Going places' learning objects.
Tai hao le! Let’s eat: eating and drinking  
L3432 – Years P–8

Students explore the Chinese names for a variety of foods and drinks. They listen to conversations between a chef and customers placing an order then match each order to food and drinks.

Tai hao le! Let’s eat: the fruit shop  
L3433 – Years P–8

Students explore the Chinese names for fruits by listening to a conversation between a boy and a fruit shopkeeper. They choose fruit that is asked for and confirm whether it is available.

Tai hao le! Let’s eat: what’s cooking?  
L3434 – Years P–8

Students listen to the order of phrases for buying, preparing and eating food. They then arrange phrases for a cooking session.

Tai hao le! Let’s eat  
L3431 – Years P–8

This is a combination of the three ‘Let's eat’ learning objects.

Tai hao le! My day: what to do?  
L3436 – Years P–8

Students listen to two children planning their day. Students then match objects to the activities in which they are used.
Tai hao le! My day: who's doing what?
L3437 – Years P–8
Students look at people playing a guitar and listen to a boy describing who is playing each piece of music. They match the pictures to his description.

Tai hao le! My day: what are people doing?
L3438 – Years P–8
Students look at activities that children are doing such as playing basketball or reading a book. They listen to questions about what each child is doing. Students build answers to respond to questions, first answering 'Yes' or 'No', then describing the activity.

Tai hao le! My day
L3435 – Years P–8
This is a combination of the three 'My day' learning objects.

Tai hao le! The family: family members
L3405 – Years P–8
Students listen to a girl introduce the members of her family and match each person to their family relationship.

Tai hao le! The family: introducing others
L3406 – Years P–8
Students listen to a boy question a girl about members of her family and match members of the girl's family to her spoken descriptions. The girl gives two clues such as 'This is not my mother, this is my sister'.
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tai hao le! The family: family occupations</td>
<td>L3407</td>
<td>P–8</td>
</tr>
<tr>
<td>Students listen to a boy question a girl about the occupations of her family members. They listen to the girl's descriptions and match members of her family to their correct occupations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai hao le! The family</td>
<td>L3404</td>
<td>P–8</td>
</tr>
<tr>
<td>This is a combination of the three 'The family' learning objects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai hao le! My things: colours</td>
<td>L3409</td>
<td>P–8</td>
</tr>
<tr>
<td>Students explore the Chinese names for colours. They follow spoken instructions to paint a mask.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai hao le! My things: personal possessions</td>
<td>L3412</td>
<td>P–8</td>
</tr>
<tr>
<td>Students listen to a girl's description of items in her suitcase. The description includes the colour of each object. Students match the colour and object to the spoken descriptions to fill her suitcase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai hao le! My things: shapes and sizes</td>
<td>L3414</td>
<td>P–8</td>
</tr>
<tr>
<td>Students explore the Chinese names for simple shapes such as triangles. The descriptions include the size of the shape. They match shapes to spoken descriptions to build a picture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tai hao le! My things
L3408 – Years P–8

This is a combination of the three 'My things' learning objects.

Tai hao le! My clothes: naming clothes
L3416 – Years P–8

Students explore the Chinese words for items of clothing. They swap the clothes around to change what a girl is wearing.

Tai hao le! My clothes: coloured clothes
L3417 – Years P–8

Students explore the Chinese words for colours and clothing. They follow spoken instructions to add or remove items of clothing.

Tai hao le! My clothes: buying clothes
L3418 – Years P–8

Students listen to the dialogue between a boy buying a T-shirt and a shopkeeper. They match speech bubbles to the person speaking in each scene.

Tai hao le! My clothes
L3415 – Years P–8

This is a combination of the three 'My clothes' learning objects.
Tai hao le! My house: contents and parts
L3420 – Years P–8

Students explore the names of objects in a house and find objects such as a chair, table, television or door.

Tai hao le! My house: where coloured things are
L3422 – Years P–8

Students explore the location of objects around a wizard's table. Students apply prepositions such as under, beside and behind as they move the gecko to places such as 'under the table' or 'on top of the chair'.

Tai hao le! My house: where things are
L3421 – Years P–8

Students explore the location of objects around a room. Students apply prepositions such as under, beside and behind as they position objects around the table.

Tai hao le! My house
L3419 – Years P–8

This is a combination of the three ‘My house’ learning objects.

Tai hao le! Let’s play: sports and games
L3440 – Years P–8

Students explore the activities that children like to play. They listen to their answers to the question ‘What sport do you like?’ and match the correct medal to each child.'
Tai hao le! Let's play: what do you like to play?
L3441 – Years P–8

Students find out what sports and leisure activities a group of children like. They listen to their answers to a question about each sport and match the children to the spoken answers.

Tai hao le! Let's play: shall we go somewhere?
L3442 – Years P–8

Students listen to a telephone conversation between two children. They match speech bubbles of the conversation to the person speaking in each scene.

Tai hao le! Let's play
L3439 – Years P–8

This is a combination of the three 'Let's play' learning objects.

Tai hao le! Getting around: where are you going?
L3444 – Years P–8

Students listen to people describe destinations they are travelling to. They match a destination to the question "Where are you going?"

Tai hao le! Getting around: how do you get there?
L3445 – Years P–8

Students listen to children describing how they travel to school. They choose transport that answers the question: 'How do you go to school?'
Tai hao le! Getting around
L3443 – Years P–8

This is a combination of the two ‘Getting around' learning objects.

Tai hao le! The weather: today's weather
L3448 – Years P–8

Students listen to reporters describe the weather conditions for a TV station. They match a speech bubble to a weather scene and reporter.

Tai hao le! The weather: dressing for weather
L3449 – Years P–8

Students listen to children describing clothing and other items they will need to suit weather conditions. Students identify the weather and clothing needed from a spoken description.

Tai hao le! The weather: weather in other countries
L3450 – Years P–8

Students explore descriptions of weather conditions in the months of January, April, July and October for Australia, China, Canada and Indonesia. They choose the weather, month and country that match a spoken description.

Tai hao le! The weather
L3447 – Years P–8

This is a combination of the three ‘The weather' learning objects.
Tai hao le! Animals: at the zoo
L3453 – Years P–8

Students explore a zoo and listen to questions about zoo animals. They choose the animal being described.

Tai hao le! Animals: Chinese horoscope
L3452– Years P–8

Students spin a Chinese horoscope wheel to find out which years animals are associated with and which years some people were born. They notice the Chinese characters for each horoscope animal and match each horoscope animal to the years given.

Tai hao le! Animals: cat show
L3454– Years P–8

Students listen to children describe cats at a pet show. They choose a cat to match a spoken description.

Tai hao le! Animals
L3451– Years P–8

This is a combination of the three ‘Animals’ learning objects.
Zou ba! (Years 5–10)

Zou ba! is a comprehensive set of interactive, multimedia-rich learning objects for Chinese designed to help students achieve specific outcomes in both language and socio-cultural understanding.

This series is a selection of interactive learning objects from Zou ba!, a browser-based beginners course in Mandarin Chinese developed by the Department of Education and Training, NSW.

Features include:
- learning sequences which include a scenario accompanied by Say it! and Read it! learning tasks
- new language functions in each scenario
- ‘Say it!’ speaking drills including tasks that require students to demonstrate their aural comprehension of the new language
- ‘Read it!’ reading drills in Hanzi with audio and Pinyin support that require students to demonstrate their reading comprehension
- supplementary information about language and Hanzi provided as hints
- socio-cultural information presented as notes and as tasks.

Students:
- view an animated comic style sequence that demonstrates a new language in context
- complete Say it! and Read it! tasks to consolidate understanding
- demonstrate aural and reading comprehension or combinations of both.

---

### Zou ba! Greetings: your name
L4236 – Years 5–10

Listen to people saying hello and introducing themselves. Find out how to ask and answer the question 'What is your name?'

### Zou ba! Greetings: people's names
L4237 – Years 5–10

Listen to people asking and giving the names of others. Find out how to ask and answer the question 'What is his/her name?'

### Zou ba! Countries and nationalities
L4238 – Years 5–10

Listen to people stating their nationality. Find out how to ask and answer the question 'What is your nationality?'
**Zou Ba! Time: numbers 1–12**  
L4239 – Years 5–10  
Explore Chinese numbers from 1 to 12. Explore the time in hours on an analogue and digital clock. Notice the use of 'liǎng' for the number two when stating 'two o'clock'. Find out how to ask and answer the question 'What time is it?'

**Zou Ba! Chinese cities**  
L4240 – Years 5–10  
Explore major cities in China such as Xi'an, Beijing, Shanghai and Guangzhou. Find out how to ask and answer the question 'Where are you going?'

**Zou Ba! Quiz time**  
L4241 – Years 5–10  
Test your Chinese listening and reading skills. Answer spoken questions about greetings, introductions, nationalities, time and travel.

**Zou Ba! Food and drink: thirsty and hungry**  
L4242 – Years 5–10  
Listen to people asking others if they are hungry or thirsty. Find out how to ask and answer questions such as 'Are you hungry?' and 'Are you thirsty?'

**Zou Ba! Food and drink: food**  
L4243 – Years 5–10  
Listen to the dialogue between people ordering food and sharing a meal. Explore the words for foods, including Chinese foods.
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! Food and drink: drink</td>
<td>L4244</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Zou ba! Food and drink: what's this?</td>
<td>L4245</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Zou ba! Shopping: numbers 11–100</td>
<td>L4246</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Zou ba! Food and drink: conversation practice</td>
<td>L4247</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Zou ba! Shopping: what would you like to buy?</td>
<td>L4248</td>
<td>Years 5–10</td>
</tr>
</tbody>
</table>

Listen to the dialogue between people buying and selling drinks. Explore the Chinese words for drinks such as water, fruit juice and coffee.

Listen to people ask the words for a range of foods and drinks. Find out how to ask and answer questions such as ‘What is this?’ and ‘What are these?’

Explore Chinese numbers from 11 to 100 and listen to a shopping dialogue. Find out how to ask and answer the question ‘How much does this cost?’

Explore food and drink phrases and test your conversation skills.

Explore the dialogue between people buying and selling clothes. Find out how to ask and answer the question ‘What would you like to buy?’
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Year Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! Clothing: colours</td>
<td>L4249</td>
<td>5–10</td>
</tr>
<tr>
<td>Explore the Chinese words for a range of colours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zou ba! Clothing: sizes</td>
<td>L4250</td>
<td>5–10</td>
</tr>
<tr>
<td>Explore phrases used to describe the size of clothing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how well clothing fits. For example ‘This is too big’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zou ba! Shopping: how much does it cost?</td>
<td>L4251</td>
<td>5–10</td>
</tr>
<tr>
<td>Listen to a shopping dialogue exploring the use of Chinese dollars and cents; kuài, yuan, jiao, mao and fen. Find out how to describe an item as expensive or cheap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zou ba! Shopping: what did you buy?</td>
<td>L4252</td>
<td>5–10</td>
</tr>
<tr>
<td>Listen to a shopping dialogue. Find out how to ask and answer the question ‘What did you buy?’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zou ba! Test your knowledge: train journey</td>
<td>L4254</td>
<td>5–10</td>
</tr>
<tr>
<td>Watch and listen to a dialogue between students travelling on a train. Answer questions in the game ‘GemQuest’. The quiz questions test knowledge of Chinese language, as used in a several learning objects in the set ‘Zou ba’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Content</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Zou ba! Australian cities**  
L4255 – Years 5–10 | Explore the names of Australian cities on a map. Find out how to ask and answer the question 'Where do you live?' |
| **Zou ba! Families: my family**  
L4300 – Years 5–10 | Explore the Chinese words for members of a family. Notice that there are different words used for older and younger brothers and sisters. |
| **Zou ba! Families: members of other families**  
L4301 – Years 5–10 | Explore the Chinese words for grandparents. Notice that different words are used for paternal and maternal grandparents. |
| **Zou ba! How old are you?**  
L4302 – Years 5–10 | Explore how to ask someone their age, give someone your age or ask the age of another person. |
| **Zou ba! Chinese zodiac**  
L4303 – Years 5–10 | Explore the signs of the Chinese zodiac. Find out how to answer the question 'What zodiac sign are you?' |
Zou ba! Personal information
L4304 – Years 5–10

Explore personal information phrases about age, nationality, Chinese zodiac sign and family members, and test your conversation skills.

Zou ba! Sports: ball games
L4305 – Years 5–10

Explore the Chinese names for ball sports.

Zou ba! Sports: weekend sports
L4306 – Years 5–10

Explore the Chinese words for weekend sports and activities such as horseriding, swimming and football.

Zou ba! Families: family member activities
L4308 – Years 5–10

Explore the weekend activities enjoyed by family members. This includes activities such as watching TV, listening to music and playing computer games.

Zou ba! Objects: belongings
L4309 – Years 5–10

Find out how to talk about the owner of various items.
Zou ba! Objects: location
L4310 – Years 5–10

Find out how to ask and talk about the location of an object. Explore the location words, shàngmian (on), xiàmian (under) and lǐmian (in).

Zou ba! What musical instruments can you play?
L4312 – Years 5–10

Explore the Chinese words for musical instruments. Find out how to ask questions such as 'Can you play the guitar?'

Zou ba! Television: favourite programs
L4313 – Years 5–10

Explore the Chinese words for types of television programs such as sci-fi, sports and game shows. Find out how to ask others about the television programs they like to watch.

Zou ba! Television: program schedules
L4314 – Years 5–10

Find out how to ask and answer questions about which type of program is on television at a particular time.

Zou ba! Sports: favourite sports
L4315 – Years 5–10

Find out how to ask someone which sport they most like to play. This includes sports such as rollerblading, surfing and bike riding.
Zou ba! Clothing: what are you wearing?
L4316 – Years 5–10
Find out how to ask what someone is wearing and talk about the colour and type of clothing being worn by others.

Zou ba! My photo album
L4318 – Years 5–10
Explore the dialogue between friends about photos in a photo album and test your conversation skills.

Zou ba! Calendars: activities
L4319 – Years 5–10
Explore how to ask someone what day they will be playing a sport or doing an activity.

Zou ba! Calendars: birthdays
L4320 – Years 5–10
Explore how to ask a person if it is their birthday today.

Zou ba! Calendars: birthday dates
L4323 – Years 5–10
Listen to the dialogue and find out how to ask a person for the date of their birthday and give the date of your birthday. Notice that the month comes before the day when expressing dates in Chinese.
<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zou ba! Measure words</strong></td>
<td>L4324</td>
<td>Listen to two friends talking about birthday presents they are thinking of buying for friends.</td>
</tr>
<tr>
<td><strong>Zou ba! Chinese New Year</strong></td>
<td>L4325</td>
<td>Explore the activities and customs of Chinese New Year and learn how to wish others a Happy New Year.</td>
</tr>
<tr>
<td><strong>Zou ba! Weather: weather conditions</strong></td>
<td>L4327</td>
<td>Listen to the dialogue about the weather and find out how to talk about weather conditions.</td>
</tr>
<tr>
<td><strong>Zou ba! Weather: temperature</strong></td>
<td>L4328</td>
<td>Explore how to talk about weather temperatures, both above and below zero.</td>
</tr>
<tr>
<td><strong>Zou ba! Time: morning, afternoon and night</strong></td>
<td>L4329</td>
<td>Listen to people asking each other about leisure activities they are planning to do at certain times of the day. Find out how to ask people which activities they will be doing during a given part of the day such as morning, afternoon or evening.</td>
</tr>
</tbody>
</table>
Zou ba! Going out with companions
L4330 – Years 5–10

Watch the clip and find out how to ask someone who is going with them on an outing.

Zou ba! Transport
L4331 – Years 5–10

Explore the words for a range of transport types such as train, bus, ferry, car, bike, walking. Find out how to ask someone what mode of transport they will be using to travel.

Zou ba! The sports match: watching a match
L4333 – Years 5–10

Explore the Chinese words for sports such as basketball, table tennis, cricket and soccer. Find out how to ask someone if they would like to go and watch a sports match.

Zou ba! The sports match: match times
L4334 – Years 5–10

Explore the Chinese words for sports such as basketball, table tennis, cricket and soccer. Find out how to tell someone the starting time of a sports match. Notice the use of the number zero when talking about hours and minutes such as 7.05 pm.

Zou ba! The sports match: buying tickets
L4336 – Years 5–10

Find out how to ask for tickets to a sports match. Use the Chinese words for sports such as basketball, table tennis, cricket and soccer. For example, "I would like four tickets to the swimming competition on 14 June at 9.30 am."
**Zou ba! The sports match: what is the score?**
L4337 – Years 5–10

Find out how to ask and give the score in a sports match. Use the Chinese words for sports such as basketball, table tennis, cricket and soccer. Say which team you think will probably win a match. For example, 'The score is 7:2. I think Hong Kong will win.'

**Zou ba! The sports match: how was the match?**
L4338 – Years 5–10

Find out how to ask and give the results of a sports match. Use the Chinese words for sports such as swimming, skiing, volleyball and soccer. Say which team won a match. For example, 'The score was 15:2. Shanghai played well.'

**Zou ba! Sports: tickets to a soccer match**
L4340 – Years 5–10

Watch two friends arranging to see a soccer match, buying tickets and reviewing the game scores. Answer a series of questions.

**Zou ba! Telephones: what's your number?**
L4341 – Years 5–10

Find out how to ask for someone's telephone number or give your number to others. Note how the word for the number one changes when recalling telephone numbers.

**Zou ba! My house: rooms and places**
L4342 – Years 5–10

Explore the names for rooms in a house. Find out how to ask and answer questions about where people and furniture are within a house.
<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zou ba! My house: locating objects</strong></td>
<td>L4343 – Years 5–10</td>
<td>Find out how to tell someone where to put an object in a house. Explore the location words: shàngmian (on), xiàmian (under), lǐmian (in), pángbiān (next to, beside), hòumian (behind) and qiánmian (in front of).</td>
</tr>
<tr>
<td><strong>Zou ba! My house: activities at home</strong></td>
<td>L4347 – Years 5–10</td>
<td>Explore how to tell someone to start or stop a household activity. For example, ask someone to stop playing computer games or doing homework.</td>
</tr>
<tr>
<td><strong>Zou ba! Telephones: greetings and conversations</strong></td>
<td>L4348 – Years 5–10</td>
<td>Explore how to greet people on the phone and ask for a person by name. Learn how to reply by stating that the person asked for is available or busy doing something such as sleeping or doing homework.</td>
</tr>
<tr>
<td><strong>Zou ba! Time: daily activities</strong></td>
<td>L4350 – Years 5–10</td>
<td>Explore the times of daily activities such as eating, sleeping and going to school. Find out how to give the time of day for an activity. For example, say that you wake up at 6.45 am.</td>
</tr>
<tr>
<td><strong>Zou ba! School: timetables</strong></td>
<td>L4351 – Years 5–10</td>
<td>Find out how to describe the order of subjects in a school day. Notice that numbers are used to identify school periods. For example, ‘I have maths in period three on Wednesday.’</td>
</tr>
<tr>
<td>Zou ba! School: after school activities</td>
<td>L4352 – Years 5–10</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Explore the names for a range of leisure activities. Learn how to describe actions such as play basketball, learn to paint, learn handicrafts, learn the violin, play chess, dance, do aerobics, dance and sing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zou ba! School: stationery</th>
<th>L4353 – Years 5–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find out how to ask someone if you may borrow something such as a pen, calculator or mobile phone.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zou ba! School: locations around the school</th>
<th>L4354 – Years 5–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find out how to describe the location of people, rooms or buildings at a school. Identify directions in relation to school buildings or areas. For example, tell someone that a classroom is opposite the library.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zou ba! Describing people: hair and eyes</th>
<th>L4356 – Years 5–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how to describe the hair and eyes of people. For example, describe a person as having long hair and blue eyes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zou ba! Describing people: height</th>
<th>L4357 – Years 5–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find out how to describe your height and the height of others using metric units. For example, his height is 1.78 metres.</td>
<td></td>
</tr>
</tbody>
</table>
**Zou ba! Calendars: year of birth**
L4358 – Years 5–10

Listen to conversations and explore how to ask someone about their date of birth.

**Zou ba! Leisure activities: skill levels**
L4359 – Years 5–10

Students find out how to describe how well someone does a leisure or sporting activity. For example, to say that a person sings well or is not a fast swimmer.

**Zou ba! Occupations**
L4360 – Years 5–10

Explore Chinese words used to describe jobs. Identify jobs such as teacher, doctor, student, lawyer, housewife, nurse, clerk, electrician, accountant, bus driver and chef.

**Zou ba! The body: injuries**
L4363 – Years 5–10

Explore Chinese words for parts of the body. Find out how to ask someone where they are hurt or injured.

**Zou ba! The body: pain and illness**
L4364 – Years 5–10

Listen to dialogue between a doctor and patients. Find out how to talk about illnesses and aches such as an upset stomach, toothache or sore throat.
Zou ba! The body: body temperature
L4365 – Years 5–10

Listen to a conversation between a doctor and her patients. Find out what advice the doctor gives them to improve their health. For example, the doctor reports that a person has a high temperature of 39.5 degrees Celsius and directs the patient to take some medicine.

Zou ba! The body: staying healthy
L4366 – Years 5–10

Listen to dialogue promoting healthy living habits. For example, do more drinking water, eating fruit and vegetables, resting, exercising and reading. Do less drinking soft drink, eating meat and lollies, watching television and playing on the computer.

Zou ba! Leisure activities: protective items
L4367 – Years 5–10

Find out how to tell someone where you are going and remind them to bring some protective items. For example, say that you are going to the beach and will need to bring sunglasses, hat, sunscreen or protective clothing.

Zou ba! The tennis match: giving directions
L4369 – Years 5–10

Watch two friends going to a tennis match. Find out how to give directions such as turn left, turn right, go back and go straight ahead.

Zou ba! The tennis match: travelling times
L4370 – Years 5–10

Watch two friends going to a tennis match. Find out how to ask how long it will take to travel to a destination. For example, ask the travel time needed to get to the zoo.
### Zou ba! The tennis match: getting to the court
L4371 – Years 5–10

Watch two friends going to a tennis match. Find out how to ask how far it is from one place to another. For example, ask approximately how many kilometres it is to the swimming pool.

### Zou ba! The tennis match: travelling by bus
L4372 – Years 5–10

Watch two friends going to a tennis match. Find out how to ask which bus route will go to a particular location. For example, take the number twelve bus to the airport then change to the number one bus. Notice how the word for the number one changes when providing transport route numbers.

### Zou ba! Visiting China: holiday plans
L4374 – Years 5–10

Watch two friends planning a holiday. Look at countries to visit such as China, New Zealand, Vietnam, Russia, Singapore, Malaysia and Indonesia. Investigate how to ask and answer questions about holiday plans.

### Zou ba! Visiting China: Is this your first visit?
L4375 – Years 5–10

Watch two friends talking about holidays. Look at countries they have visited such as China, Great Britain, United States of America, France, Germany, Thailand and South Korea. Investigate how to ask and answer questions about countries visited.

### Zou ba! Visiting China: my itinerary
L4376 – Years 5–10

Watch two friends planning a holiday to China. Look at attractions to visit such as the Great Wall, Tiananmen Square, the Temple of Heaven, Beihai Park, the Imperial Palace, a zoo, Hainan Island and Hong Kong. Investigate how to ask and answer questions about places to visit.
Zou ba! Visiting China: have you got a passport?  
L4256 – Years 5–10

Watch two friends planning a holiday to China. Look at travel arrangements such as getting a passport and visas, packing bags, booking a hotel room and plane tickets. Investigate how to ask and answer questions about travel arrangements.

Zou ba! Visiting China: length of the visit  
L4257– Years 5–10

Watch two friends talking about a holiday to China. Explore how they talk about the length of their visit. Investigate how to describe a time period in days and months. Answer questions about spending time in another country such as Australia, Japan, Hong Kong, Taiwan, Italy or Canada.

Zou ba! Test your knowledge: birthday party  
L4259 – Years 5–10

Watch and listen to a conversation about a birthday party. Answer questions about clothes, accessories and dressing.

Zou ba! Events: can you come?  
L4260 – Years 5–10

Watch two friends getting ready to go to a concert. Investigate how to ask and answer questions checking people's availability to attend events such as a school music concert, birthday party, Christmas party, disco or sports carnival.

Zou ba! Events: did you like it?  
L4261 – Years 5–10

Watch two friends going to a concert. Investigate how to ask and answer questions about whether you enjoyed an event.
Zou ba! Events: choosing food and drink
L4262 – Years 5–10
Watch two friends eating at a restaurant after a concert. Investigate how to ask and answer questions about food and drink preferences.

Zou ba! Events: ordering food and drink
L4263 – Years 5–10
Watch two friends eating at a restaurant after a concert. Investigate how to order amounts of food and drink. Find out how to use measure words when ordering food and drinks using units such as plate, bowl, bottle or cup.

Zou ba! Your life: childhood memories
L4265 – Years 5–10
Watch a teenager commenting on scenes of childhood days. Find out how to describe activities such as mountain climbing, sailing, kite flying, camping and fishing.

Zou ba! Your life: activities you like
L4266 – Years 5–10
Watch a teenager commenting on scenes of childhood days. Say why you like or dislike activities such as mountain climbing, sailing, kite flying, camping and fishing. Use adjectives such as fun, dangerous, amusing, thrilling, fascinating and interesting.

Zou ba! Your life: places to visit
L4267 – Years 5–10
Watch a teenager commenting on scenes of childhood days. Ask and answer questions about places you have visited such as an ice-skating rink, amusement park, bowling alley, shopping centre, games arcade or city centre.
<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! Your life: impressions of places</td>
<td>L4268</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Watch a teenager commenting on scenes of childhood days. Find out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>how to say how you feel about cities you have visited. Use adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as beautiful, clean, lively, quiet, prosperous and modern.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! The Gold Buddha: adjectives</td>
<td>L4270</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Follow an adventure about 'The Gold Buddha'. Find out how to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectives when describing people and places. Use adjectives like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tall, dark, damp, hot, clever, brave and beautiful. For example,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe Mount Kosciuszko as high and steep.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! The Gold Buddha: adverbs</td>
<td>L4271</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Follow an adventure about 'The Gold Buddha'. Find out how to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adverbs when describing people's actions. Look at the relation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between adjectives and adverb pairs like happy/happily, quiet(ly),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loud(ly), nervous(ly) and slow(ly). For example, describe someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>who is fast as 'running quickly'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! The Gold Buddha: adjectives and verbs</td>
<td>L4272</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Follow an adventure about 'The Gold Buddha'. Find out how to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjectives and verbs when comparing people's looks and abilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use adjectives like tall, strong, brave and good with hands. For</td>
<td></td>
<td></td>
</tr>
<tr>
<td>example, describe yourself as faster than a friend so that you can</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run in a race.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou ba! The Gold Buddha: qualifying statements</td>
<td>L4273</td>
<td>Years 5–10</td>
</tr>
<tr>
<td>Follow an adventure about 'The Gold Buddha'. Find out how to adjust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the meaning of a statement by adding a phrase. For example, say that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you speak Chinese and add 'but I can't speak it well'.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zou ba! Test your knowledge: three cities
L4275 – Years 5–10
Watch and listen to a phone conversation about travelling around China. Answer questions to move around a board in a game called 'GemQuest'. The questions test knowledge of Chinese language, as used in several learning objects in the set 'Zou ba'.

Zou ba! Conversation challenge 1
L4672 – Years 5–10
Test your Chinese conversation skills across a range of activities and situations. Identify phrases for subjects such as shopping, colours, food and drink, leisure activities, time and position.

Zou ba! Conversation challenge 2
L4673 – Years 5–10
Test your Chinese conversation skills across a range of activities and situations. Identify phrases for subjects such as sport, music, clothing, occupations and personal information.

Zou ba! Conversation challenge 3
L4674 – Years 5–10
Test your Chinese conversation skills across a range of activities and situations. Identify phrases in conversations about calendars, birthdays, food, weather, shopping, clothing and location.

Zou ba! Conversation challenge 4
L4675 – Years 5–10
Test your Chinese conversation skills across a range of activities and situations. Identify phrases in conversations about food, location, time, health, temperature, music and leisure activities.
### Zou ba! Quiz challenge  
L4676 – Years 5–10

Find the answers to questions asked by a game show host. Test your knowledge of subjects such as directions, distances, time, transport, food, travel, personal preferences and opinions.

### Zou ba! Gem quest challenge  
L4677 – Years 5–10

Answers questions correctly to move forward in a board game called 'Gem quest'. Test your knowledge of subjects such as food, clothing, sports, Chinese zodiac, age, physical descriptions, nationality, cities, shopping, location and music.
Quirky comics series (Chinese) (Years 5–10)

Students read and listen to a story presented in a comic-book format. They then complete five activities to test their understanding of the key Chinese vocabulary and sentence structures in the story.

Features include:
- presentation of the story in both written and audio formats to support development of students' reading and listening skills
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a multiple-choice activity in which students select correct answers after considering clues provided as audio, text or graphics
- a wonderword activity in which students find words in Chinese
- a comprehensive glossary to support each page of the comic

Students:
- use contextual clues to deduce meaning from a story told in Chinese
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

**Quirky comics: Nǐ de yī shēng: level 1 [Chinese]**
L10031 – Years 5–10

Students read and listen to a story in Chinese about a boy who responds to a series of mysterious commands to go to different places and wear different disguises. Share his confusion until the end, when a surprise is revealed.

**Quirky comics: Nǐ de yī shēng: level 2 [Chinese]**
L10032 – Years 5–10

Students read and listen to a story in Chinese. They complete five activities including a cloze exercise in which they use picture or audio clues to complete sentences in Chinese.

**Quirky comics: Shēngríhui: level 1 [Chinese]**
L10033 – Years 5–10

Students watch and listen to a TV interview in Chinese in which an interviewer describes events that do not seem to match the interviewee's experiences.
Quirky comics: Shēngrihui: level 2 [Chinese]
L10034 – Years 5–10

Students complete five activities, including a make-a-picture activity in which they consider a clue (audio, text or graphic) and then find its matching audio, text or graphic item.