



## 2018 Term 2 Newsletter

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### President's Report Term 2 2018

"Many hands make light work" ---- this proverb describes what we had achieved in our term 1 and term 2 activities. We would like to thank all members who contributed to the success of the PD workshops and other activities and inspired us with their great enthusiasm.

During April school holidays some of our teachers participated in a study tour in China organised by Eric Wang. They all had a good time and experienced many learning activities there.

In term 2 we conducted a second professional development workshop relating to the applying media technology into Chinese classroom.

The second issue of the CLTASA Newsletter was published in Week 5. There was information about quite a few events in it, such as the state conference and national conferences. Also teachers from different teaching levels shared many teaching resources in the newsletter, we thank them for the sharing ---- it is very much appreciated.



CLTASA committee also made a decision in April committee meeting, which is to offer \$100 per teacher who would participate CLTFA conference for 2 days. This is to encourage teachers to take part in a national wise conference for professional development.

In term 2 we welcomed a new committee member, Robbin Wang. His appointment started on the 6<sup>th</sup> of April 2018.

The CLTASA Membership has risen to 58.

I want to especially thank the committee members, who worked very hard to develop and organise our activities to promote Chinese teaching and learning in South Australia. The team work of the Committee has contributed greatly to our success.

We are now looking forward to a successful State conference in September. Again I have to say "Many hands make lights work" --- let's work together to start the ball rolling.

*Kathy Purvis and Jenny Jin*  
Joint Presidents



## News Information

### 2018 Term 1

### South Australian Chinese Language Teachers Association Professional Development

The first PD event of the year was held on Friday 17 March from 5 to 8pm at EDC including the final half hour for the Annual General Meeting. More than 40 teachers and pre service teachers attended the workshops.

After enjoy the provided dinner and fruits, teachers and pre-service teachers headed to the first two workshops of the night.



It was difficult to choose between Nhu Trinh's Teaching Comprehensible Input (below as TCI) and Fang Liu and Jo Zhang's workshop on reviewing SACE Background course. TCI is similar to focusing on teaching listening and speaking. Nhu chose her focuses on how to teach listening for understanding and comprehension and then how to develop students' speaking skills by explicitly modelling the sentence structures in a compelling and interesting way. It provides a number of practical tips for second language teachers, especially beginning programs or at primary school levels.



At Fang and Jo's workshop, audience participated in the discussion on the major review of the SACE courses, particularly the Chinese background course. Teachers' input about the changes they would like to see mainly in the course design and assessments. They also went to the details of the length and content of the examinations, components of the course including the in-depth study, as well as the themes of the topics. The feedback collected from the workshop then would be presented to the SACE board.



Special thanks to a number of dedicated Background teachers who have put numerous hours in last 12 months worked together the latest and most relevant Background course materials, 2 books and shared with interested teachers attended the workshops on the night.





The presenter of Workshop 3 Joyce Chen brought us a powerful online tool – Storybird. Joyce believes that making story books gives students a sense of ownership and allows them to showcase their creativity in writing. Storybird provides opportunities to the students to express themselves in both written format and through verbal exercises. While the students take on the controls of making storybooks, the teacher can also monitor the progress, give instant feedback, and give grades or marks as a summative task. Her step-by-step demonstration made the workshop rather practical. Some interesting student samples were also displayed at the workshop.



Followed the review of Background course, a group of experienced Continuers course teachers were gathered to provide their insight of the changes they would like to see in the course review at Workshop 4. Lead by Kathy Purvis and Belinda Dello-Iacovo, the discussion covers from the length of the final examination, the listening examination, the assessments of the in-depth study, etc.



Photography by Grace Le & Jenny Xu  
Reported by Maggie Gu



## 中文视频比赛 2018 Chinese Video Competition 2018 School short film Contest

Combine your Chinese ability with your creativity and acting skills to make a 2-minute film.

This year's signature phrase is 红 (RED). How to express “红”? That's up to you! It does not need to be the main theme but must feature somewhere in your film.

Aside from the signature Phrase and the use of Chinese language, there are no restrictions on style or theme. You can produce a comedy, a drama, a documentary; you can animate it, you can Claymation it – the sky is the limit!

**Entries close on Friday 28 September 2018 (Week 10 Term 3) at 11:59pm.**

## Contest Rules

Only entries that have complied with the below terms and conditions will be considered for the contest. Due to the number of entries, we are unable to contact applicants to ask them to make changes after submission. Before you submit, please ensure you have read the terms and conditions.

### CONTEST ITEM

This year, the signature phrase is 红 (RED). Each entry wanting to be judged for prizes must include this **phrase** somewhere in their video.

### DEADLINE

Entries must be received by **Friday 28 September 2018 (Week 10 Term 3)**. Late entries will not be accepted.

### TIME LIMIT

Videos must be **no longer than 2 minutes**. Entries that exceed this limit will not be considered as winning entries for the contest.

### DIVISIONS

As this is our first year to host the competition, the judges have selected **Year 8-9** for this year. In the future, it will be 3 divisions listed below:

Primary (Reception to Year 7)  
Junior Secondary (Years 8 – 10)  
Senior Secondary (Years 11 – 12)

## CONSENT

By completing the application form, you acknowledge that you have received consent from all visually identifiable people who appear in the video. In obtaining consent, identifiable people must be made aware that the video may be made available to the general public.

## ENTRY FORM

Each video must be accompanied by an application form. Applicants under 18 years of age must have the form submitted on their behalf by a teacher, parent or guardian. Teachers may only complete the form on the condition that they have sought consent from the parent or guardian of any student appearing in the video.

## PRODUCTION

There are no restrictions on style or theme, but all works must include Chinese language content.

## NUMBER OF SUBMISSIONS

Each school can only enter once for each division. Entries from previous years will not be accepted.

## COPYRIGHT

Under Australian law, copyright material can be used for research or study purposes, as long as it is not used excessively.

Licensed music is covered for this use in all government schools in Australia by an agreement with APRA (Australasian Performing Rights Association).

**This right does not extend to uploading videos to the internet. Videos that use copyright material without permission will not be accepted in this contest.**

As such, we strongly encourage participants to use music from the Creative Commons, where music is available for public use.

All entrants must ensure there are **no corporate logos shown during the video**. This includes anyone wearing and/or displaying corporate logos. Entrants are advised to remove or obscure labels/brand names from any commercial products used in their videos. (School uniforms are exempt from this condition.)

All music and images used must be:

- accompanied with the appropriate permissions and clearances.
- original, permitted or copyright-free.
- credited/acknowledged when filling out the registration form.

The entrant is responsible for ensuring that the film does not infringe the rights, including but not limited to, copyright or intellectual property etc. of another person, group or entity. The CLTSA cannot provide any legal advice on copyright issues.

## FORMAT/FILE TYPE

If your film file size is more than 50MB, compressing your video will make it smaller and easier to upload. A number of file compression programs are available online.

When you compress your file, it should be converted to one of the below file formats: .MOV .MPEG4 MP4 .AVI .WMV .MPEGPS

### **NAMING YOUR FILES**

We receive many entries for the Contest. Please ensure your file is named using the following format so it can be easily found.

**[Division\_School Name\_Film Name]**

eg : Junior Secondary\_Tiananmen School\_Red weekend

### **ASPECT RATIO**

Videos should be saved in **16:9 format**. We will accept videos in 4:3 format, but this will result in black columns on either side being added when displayed on our website. Formats other than 16:9 and 4:3 will appear distorted, and are best avoided.

### **ELIGIBILITY**

Entrants must be students in SA schools, who are not use Chinese as their first language.

### **PRIZES**

The winner schools will receive certificates and rewards.

### **WINNERS**

Winners will be announced in Term 4, and the rewards will be received at Rewards Night.

### **SUBMISSION**

Please send the entry form to [info@cltasa.org.au](mailto:info@cltasa.org.au) , you will receive a link to upload your video.

### **ENTRY FORM**

School Details

School Name: \_\_\_\_\_

Sector (please circle one)                      Government      Catholic      Independent

Supervising Teacher: \_\_\_\_\_

Contact's email address \*

Contact's phone number \*

\* I acknowledge that I have received consent from all visually identifiable people who appear in the video.

In obtaining consent, identifiable people are made aware that the video may be made available to the general public.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_





## CBT Holiday China Tour

During the Term 1 holiday, six South Australian teachers along with other Chinese teachers and principals from interstates went on an amazing cultural tour organised by the China Bestours (CBT Holidays). This tour aims at showing us what our students would experience if they were to go to China with CBT.



The organisation was faultless; guides were there to meet us at every place, coaches were comfortable and sites chosen were spectacular. The hotels on our itinerary were well-chosen too because we stayed in the heart of the city visited, allowing us the freedom to visit surrounding places when our scheduled events for the day were finished.







### **Authentic Street Food**

Each guide we had knew their region extremely well and understood the nature of our group so each outing was informative as well as enjoyable. The food was exceptional with a great variety to offer. We were able to sample specialties from the different places we visited. This included vegetarian organic food the day we went to Shaolin Temple, what a treat!



**Tongli Watertown**



**Teacher talent show**

In 12 nights we managed to see a great range of places and new friendships were formed. From the bustling cities of Shanghai and Beijing to the smaller city close to Shaolin temple and the Longmen Grottoes, the ancient city of Xian, we saw jaw-dropping acrobatics, beautiful and tranquil temples, and the lifelike Terracotta Warriors, to mention but a few.



Shaolin Gong Fu Performance



Terracotta Warrior: the archer



Experience the Bullet Train



Forbidden City



School Visit





All in all, a wonderful introduction to an amazing country with a very competent travel agent. As one of the many happy clients of CBT, I can't wait to start another exciting tour with my students and explore the beauty and rich culture of China. Therefore, I highly recommend this provider to any group looking for a successful and stress-free adventure!



*By Joyce Chen*

Please see their website for more details or contact Eric Wang on 02-82787421 or 1300 88 66 78;  
Email: [eric@cbtholidays.com.au](mailto:eric@cbtholidays.com.au)  
<http://www.seechina.com.au>  
<http://www.cbtholidays.com.au>



**Events Information: CLTASA Term 2 PD**

**2018 Term 2**

**South Australian Chinese Language Teachers Association  
Professional Development**

**When:** Friday 1<sup>st</sup> June 2018

**Where:** Napier Building University of Adelaide

**Cost:** \$30 student \$20  
(Dinner will be provided)  
Registration closes on Friday 25<sup>th</sup> May (Friday Term2 Week 4)

**Timetable:**

5:00 – 5:30pm	Registration & Dinner
5:30 – 7:30pm	Workshops
7:30 – 8:00pm	CLTASA General meeting

Register online: [info@cltasa.org.au](mailto:info@cltasa.org.au)  
An automated response and invoice will be sent out once you register.  
Payment by EFT Chinese Language Teachers Association  
BSB: 105-010.  
Account Number: 073 501 740  
Or  
Cheque to Chinese Language Teachers Association  
GPO Box 10261 Adelaide SA 5000



**Certificates will be issued at the conference**

- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 3.5 Use effective classroom communication
- 4.2 Manage classroom activities
- 5.1 Assess students learning
- 7.4 Engage with professional teaching networks and broader communities



## Workshop 1 (Primary) 5:30-7:30 PM

Presenter: Lan Zhang



Two main interrelated strands of Australian Curriculum are communicating and understanding. This workshop focuses on exploring fun language learning methodologies for communicative purposes as learning through play is fundamental to student engagement. The presenter will introduce how puppets, Apps and similar devices are used to engage primary students in listening and speaking tasks. A range of student work and activities will be shown during the workshop.

Participants will have the chance to discuss and share ways of using hands on activities to facilitate the learning of Chinese in primary years. Some resources will be provided for participants.

## Workshop 2 (Middle and Junior Secondary) - Section one 5:30-6:00PM

Presenter: Belinda Dello-lacovo



In this short presentation, I will show how I incorporate authentic Chinese videos from TV shows such as 爸爸去哪儿? (Daddy where are we going?), 中国好声音 (The Voice China) and short Youtube videos into the teaching program. The aims are to develop student listening skills and connection with and understanding of the Chinese speaking world. Activities are designed for students learning Chinese as a second language from Year 8 to 12.

## Section two 6:00-7:30PM

Presenters: Robbin Wang and Wei Qu, with help from Kathy Purvis



### Film workshop 闪光少女 Our Shining Days 2017

The setting for this film is a fictitious music school with an excellent classical music section and a less than impressive Chinese traditional music section. The yangqin (扬琴) player Chen Jing gets a crush on the piano player Wang Wen but he, along with the western music students and the school administration looks down on her and the other players of traditional instruments. In her

fight to gain his love and respect for traditional instruments, she leads a revival of traditional music with the help of her friend Li You, datang-drum (大唐鼓) player, and the 2.5D Band with other traditional instruments. This film could be used to explore the topic of hobbies, music and friendship in Year 8, clothing, appearance and image with Year 9 and traditional Chinese versus Western influences in Year 10.

The presenters of this workshop will introduce the film and provide resources including short written Chinese texts suitable for junior secondary students to set the context and familiarise them with the main characters and musical instruments. Participants will also receive a transcript of a scene from the movie to use with students. After watching an excerpt from the movie participants will have the opportunity to work in small groups to develop further activities for students based on the film to share with others.

### Workshop 3 (Background Speakers' Level) 5:30- 7:30 PM

Presenters: Jenny Jin and Joyce Chen



The film “Einstein and Einstein” (狗十三) is about the development of a thirteen year old girl, Li Wan, who struggles with exclusion from her family and the lowered expectations as being a girl. Through the director’s empathetic view, the film presents us a collection of small moments, which add up to a moderately insightful condemnation of hundreds of years of child rearing, even though it is about the coming age of a female in modern China.

After viewing the movie, audience will go through four sections with the presenters. Firstly, an introduction will be given to clarify the purpose of the text chosen and its connection with the curriculum and performance standards. A group discussion will be conducted as a demonstration of brainstorming to intrigue students’ thinking and questioning. The third and fourth sections will be the explanation of how this film can be designed into a text analysis task as well as a text production task.

*\*please note that workshops will be run concurrently but that participants are welcome to move between workshops if they are interested in more than one.*





## Event Information: CLTFA 2018 National Conference

# 2018年澳大利亚中文教师联合会第24届年会 2018 CLTFA National Conference

**日期** 2018年7月7日至8日

**地点** 澳大利亚首都堪培拉

**主题** 汉语习得：理论与实践

**地址** CANBERRA GRAMMAR SCHOOL, 40 MONARO CRESCENT, RED HILL,  
ACT 2603, AUSTRALIA

### 合作伙伴

国家汉办/孔子学院总部  
人民教育出版社  
厦门航空有限公司

### 特别安排

《澳大利亚中文教师联合会25周年纪念册》首发式

总召集人：李复新博士

总协调人：Justin Hassall

主办：澳大利亚中文教师联合会

承办：澳大利亚首都地区中文教师协会

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网站: [www.cltfa.asn.au](http://www.cltfa.asn.au); [www.cltaact.org.au](http://www.cltaact.org.au)





## School Activities

### Plympton International College

The 1st Chinese Bilingual School in South Australia

Bilingual Education Program - 2016/2017/2018



### *Chinese (Bilingual Education Program) Classes*

From Reception - Year 2 students enjoy a daily lesson of Chinese. Through inquiry based curriculum and learning experiences the students develop their reading, writing, listening and speaking skills – with a focus on the development of Bi-Literacy (English and Chinese Literacy).

Year 3 & Year 4 students pick up pace and with a focus also on the development of Bi-Literacy (English and Chinese Literacy), they also use Chinese and English as medium to learn in subjects like Health & PE, The ARTS, Music and HASS.

Year 8 & 9 students develop their love of, commitment to and understanding of Chinese Language & Culture through a daily lesson of Chinese also.



### *Planning the Teaching and Learning*

Teachers plan collaboratively to design inquiry based learning tasks to further develop their teaching and learning programs. The team is a strong, passionate, specialist team of Chinese Language Teachers and/or English/Literacy Teachers. We work collegially with the UNISA Research Centre for Languages & Culture and with the Department for Education to develop teaching and learning experiences based on the Australian Curriculum.

### *Assemblies, School events and community engagement sessions*

The Plympton International College Bilingual Team has forged many important, relevant and positive connections with out of school organisations, both locally in Adelaide and also interstate. Currently we are supported by the Confucius Institute of the University of Adelaide; University of South Australia Research Centre for Languages & Culture; iAGE Chinese News Paper and Port Power as well as the Chinese school of Music and Arts etc

These wonderful supporters of the Bilingual Program at Plympton International College attend our assemblies and special events and also perform for our school community.



*To commemorate the “National Sorry Day” (国家道歉日), the Year 8 students learnt the colours of Aboriginal flag and their meanings. They also did handprint art work to present at the school assembly.*

In term 2, we began Community Engagement sessions for our staff, students, families and wider community. This term we are trialling taichi, mantis boxing & calligraphy to gauge interest in particular art forms and skills. Next term we will provide a new set of community engagement sessions – language (conversational Chinese), Chinese erhu lessons and also kongfu.

We are determined to bring the beauty of Chinese language and culture together for our community in order to build meaningful connections that can benefit our students’ learning and promote the Chinese Bilingual Education program that we offer at Plympton International College.

In May of 2019 we will embark on our first study tour to China – when Port Power plays in Shanghai. Port Power Football Club will work with us to provide opportunities for our students on this study tour. Last year they visited us with Team China. Students were involved in a football session where Team China members taught footy skills to students and then shared a lunch and some classroom time. The students reported that this was one of the highlights of the year for them.



We communicate the amazing positives linked to the Bilingual Program through our social media tools: Face book page, website, Skoolbag app.

For further information – please contact Kylie Tuckey (PIC Bilingual Education Coordinator).



*Report by Kylie Tuckey (PIC Bilingual Education Coordinator)*





## Chinese Culture Week

### Portside Christian College

Chinese Culture Week is an annual celebration of the Chinese language and culture at the Portside Christian College. This year we celebrated from Monday 12 February until Chinese New Year's Day (Friday 16 February).

Our Foundation to Year 2 students made Tang Yuan with dough and tasted it at their Chinese lessons. Year 3 to 9 students also made and cooked Tang Yuan; making food themselves was great fun and provided a strong sense of self-fulfillment. By participating in these activities students have a better understanding of Chinese culture and the variety of food that God has created.



Foundation to Year 3 students also learnt to kick Chinese Hacky Sack (Jian zi), a traditional Chinese outdoor game for pupils. They also enjoyed the two Chinese Hacky Sack games '丢沙包 diū shā bāo' (similar to 'Duck, Duck, Goose' and 'Hopscotch'). Year 4 and 5 students tried paper cutting and made book marks with the 'xi' meaning happiness with the paper cutting work. Year 6 and 7 students found great joy in making a bracelet or key ring out of Chinese knotting. Year 8 to 9 students took on the challenge of painting Chinese Opera masks.

At Thursday's Assembly, our Year 8 students ran a Chinese New Year presentation to introduce what Chinese New Year is and how people celebrate it. They also sang a 恭喜 gōng xǐ (all the best) song.



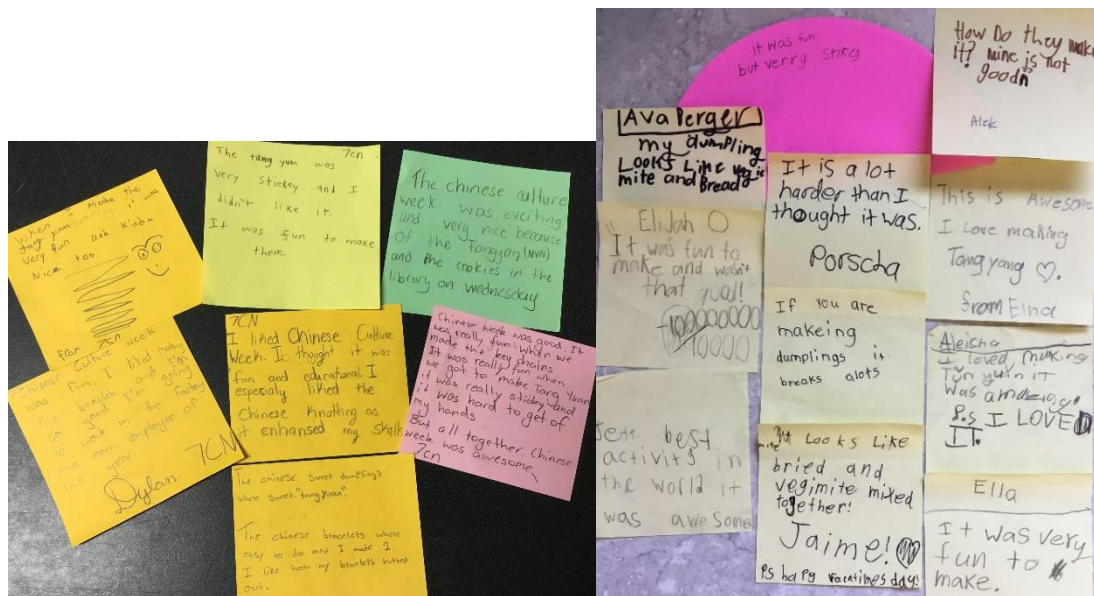


Our Chinese learners were proudly displaying their handwriting and research work of Chinese culture during the week.



We are so blessed to have our dedicated library staff who coordinated all the fun and educational Chinese activities at recess for the primary students and lunch time for the middle and senior school students. The highlight activities were Lantern Riddles, Chinese calligraphies and Chinese crafts.

Below are some comments from our students about Chinese Culture Week.



The success of our Chinese Culture Week 2018 is a team effort with input, dedication and support from leadership, staff, parents and students.

Report by Ying Liu  
Chinese Teacher  
Portside Christian College



## Teaching Resources

### Background Students: shared by Jenny Xu

**主题：海外华人群体** The Overseas Chinese-speaking Communities

**课题：代沟** The Generation Gap

#### 引言

据中国社科院统计，目前中国在海外的侨民和族裔数量已居世界第一，中国正在经历第三次大的“移民潮”。华人华侨及其后代为所在国家发展做出了巨大的贡献。然而，在截然不同的语言及文化背景之下，华人新移民与子女之间普遍存在着双重代沟：长辈与子女间的代沟、文化冲突引发的隔阂摩擦。同时，随着海外留学的兴起及普及，留学海外的年轻一代们与国内父母辈的理念也存在差距。在这样的形势之下，华人父母及子女该如何应对及调整呢？

#### 教学要点

- 分析海外华人移民家庭中存在的代沟问题具体体现在哪些方面；
- 分析产生这些代沟的原因并探讨该如何调和代沟问题；
- 分析中国海外留学生与国内父母间的代沟问题具体体现在哪些方面。

#### 写作练习题目 (Text Production)

- ✚ 在澳洲华人社区里，越来越多的父母选择送他们的孩子学习中文。你作为一名在澳留学生，为一个澳洲的华人报刊写一篇文章，谈谈你对该现象的看法。
- ✚ 你的表弟即将从国内来到澳洲读高中，作为一名已经在澳洲留学多年的过来人，请写一封信给他，谈谈他未来可能在与国内父母沟通及相处方面存在的问题，并提出建议。
- ✚ 近年来中国移民澳大利亚的人数不断增加。请写一篇论文，分析和评估这些移民面临的子女教育及文化传承问题。

## 文章一

### 藏在你心中的小镇——毕业

作者：龙应台

**作者简介：**龙应台（笔名胡美丽，1952年2月13日 - ），作家，台湾高雄人，祖籍湖南衡山。毕业于国立成功大学外文系，获美国堪萨斯州立大学英美文学博士学位。是台湾台北市首任文化局局长和中华民国文化部首任部长，亦曾在美国、德国、台湾、香港的多所大学任职。龙应台的父母在第二次国共内战中迁往台湾。难民后代的身份使她与环境格格不入，她自称是“被历史丢向离散的女儿”，是“永远的插班生”，造就了她的孤独。

**文章背景简介：**安德烈为龙应台长子，是中德混血。安德烈十四岁的时候，龙应台离开欧洲，返回台湾，就任台北市首任文化局长。等她卸任回到儿子身边，安德烈已是一个一百八十四公分高的十八岁的小伙子，坐在桌子另一边，有一点“冷”地看着妈妈。他们是两代人，年龄相差三十年；他们也是两国人，中间横着东西文化。失去小男孩安安没关系，但龙应台一定要认识成熟的大学生安德烈。于是，母子俩用了三年时间互相通信。龙应台“认识了人生里第一个十八岁的人”，安德烈“也第一次认识了自己的母亲”。收入《亲爱的安德烈》书中的三十多封书信，感动了无数被“亲子”之间隔阂与冲突深深困扰着的读者，为读者弭平代沟、跨越文化阻隔、两代人沟通交流带来了全新的思维和方法。以下两篇书信即节选自龙应台作品《亲爱的安德烈》。

MM：

我毕业了。

我正坐在阳台上，近傍晚的阳光穿过树林，把长长的树影洒地面上。刚下过一阵雨，到处还是湿的。我点起一根烟，给自己倒了一杯红酒，看天空很蓝。烟，缓缓地缭绕，又消失，我开始想那过去的日子。

是不是所有毕业的人都会感到一种慢温温的留恋和不舍？我要离开了，离开这个我生活了一辈子的小镇我的“家”。我开始想，我的“家”，究竟是什么呢？最重要的不是父母（MM别生气啊），是我的朋友。怎么能忘记那些星期天的下午，总是蹉跎逗留到最后一刻，假装不记得还有功课要做。在黑暗的大雪夜里，我们挤进小镇的咖啡馆喝热呼呼的茶。在夏日明亮的午后，我们溜到小镇公园的草坪去踢足球，躺在池塘边聊天到天黑，有时候水鸭会哗一声飞过我们的头顶。

一个只有2万人口的小镇克伦堡，听起来好像会让你无聊死，尤其对我们年轻人，可是，我觉得它是“家”，我感觉到一种特别的眷恋。人们可能会以为，这么小的小镇，文化一定很单调，里头的居民大概都是最典型、最没个性、最保守的土德国人。其实正好相反，克伦堡国际得很。就拿我那三个



最好的朋友来说吧，你或许还记得他们？

穆尼尔，是德国和突尼斯的混血，生在沙特阿拉伯，然后在杜拜、突尼斯长大。佛瑞弟，跟我“穿一条裤子”的哥儿们，是德国和巴西的混血。大卫一看这名字你就知道他是犹太人，所以他也会说意第绪语。然后是我自己，是德国和台湾的混血。我们四个死党走上街时，简直就是个“混血党”。但是你要知道，我们在克伦堡一点也不特别，我们这样的背景几乎是克伦堡小镇的“典型”。死党外一圈的好朋友里面，我用手指可以数出来：印度人、巴基斯坦人、土耳其人、西班牙人、法国人、英国人、美国人、韩国人……当然，不同的文化背景确实有时候会引发争执，但是大部分的时候，“混血儿”和“混血儿”之间还处得特别好，特别有默契。

譬如说，我们随便到一个空的足球场，准备踢球。不管认不认识，人数一够，就开始组队比赛。几乎每一次，会自然而然分成两队：德国队和国际队。凡是有国际背景的就自动归到国际队去了。这和种族主义没有任何关系，大家只是觉得这样比较好玩。我自己从来没有因为我的中国血统而受到过任何歧视。而且，我们常常开种族差异的玩笑。

昨天我和佛瑞弟，还有佛瑞弟的金发女朋友一起看足球赛。刚好是巴西对阿根廷两个不共戴天的世仇。佛瑞弟当然很激动地在为他的巴西队加油，我就故意给阿根廷队加油。足球赛一定会引发政治和文化的冲突的，很快我们就变成真正在争吵，到底是巴西人还是阿根廷人比较傲慢、愚笨、丑陋等等。吵到一半，佛瑞弟的女朋友好奇地问：“如果你们两个人都是纯粹德国人的话，会怎么样？”

我们愣了一下，然后两个人几乎同时说：“那我们会闷死，跳楼算了。”

多国文化，就像汤里的香料，使生活多了滋味。

我马上要去香港了，那是一个多么不一样的世界。我发愁的是，我怎么跟我的克伦堡朋友们说再见？我坐在这阳台上，细细回想我们共有的美好时光，把回忆拥在心里，往前走，但是知道我来自哪里。

安德烈

## 你是哪国人？--土地

安：

你有一个“家”，而这个“家”是克伦堡小镇，安德烈，这不是偶然的。这要从你的母亲开始说起。如果你用英文 google 一下你母亲的履历，你会发现这么一行描述：“生为难民的女儿，她于 1952 年出生在台湾。”难民，在英文是“庇护民”(refugee)，在德文是“逃民”(Flüchling)。所谓“逃难”，中文强调那个“难”字，德文强调那个“逃”字。为了逃离一种立即的“难”，“逃民”其实进入一种长期的、缓慢的“难”摒弃了乡土、分散了家族、失去了财产、脱离了身份和地位的安全托付、被剥夺了语言和文化的自信自尊。“逃”，在“难”与“难”之间。你的母亲，就是 20 世纪的 Diaspora 的女儿。

所以她终其一生，是没有任何一个小镇可以称为“家”的。她从一个小镇到另一个小镇，每到一个小

镇，她都得接受人们奇异的眼光；好不容易交到了朋友，熟悉了小镇的气味，却又是该离开的时候了。她是永远的“插班生”，永远的 new kid on the block。陌生人，很快可以变成朋友，问题是，朋友，更快地变成陌生人，因为你不断地离开。“逃民”被时代的一把剑切断了她和土地、和传统、和宗族友群的连结韧带，她漂浮，她悬在半空中。因此，她也许对这个世界看得特别透彻，因为她不在友群里，视线不被挡住，但是她处在一种灵魂的孤独中。

她给你一个家，深深地扎在土地上，稳稳地包在一个小镇里，是因为她希望你在泥土上长大；希望你在走向全球之前，先有自己的村子；希望你，在将来浪迹天涯的漂泊路途上，永远有一个不变的小镇等着接纳你，永远有老友什么都不问地拥你入怀抱。她不要你和她一样，做一个灵魂的漂泊者那也许是文学的美好境界，却是生活的苦楚。没有人希望她的孩子受苦，即使他可能因为苦楚而成为比较深刻的艺术家。

我感觉到你信里所流露的惆怅和不舍。难道，你已经知道，“毕业”藏着极深的隐喻？难道，你已经知道，你不仅只在离开你的小镇，你的朋友，你同时在离开人生里几乎是惟一的一段纯洁无忧的生活，离开一个懵懂少年的自己，而且是永远地离开？那些晨昏相处、相濡以沫的好朋友们，安德烈，从此各奔四方，岁月的尘沙，滚滚扑面，再重逢时，也已不再是原来的少年了。

## 文章二

### 新移民家庭之忧：文化夹缝中的华二代

记者：孙少锋，王瑜

来源：《人民日报海外版》2015.02.02

日前，一位华裔母亲在美国某华人社交平台上发帖咨询：为什么国外出生的子女很难沟通？她自己上世纪80年代移民美国，女儿出生在海外，虽然女儿中文听说问题不大，但读写相当困难，思想观念完全西化，信奉基督教，对于自己是中国人不太认同，和父母也完全谈不来。

这位华裔母亲的烦恼并不是个例，有分析指出，华人新移民与子女之间普遍存在着双重代沟：长辈与子女间的代沟、文化冲突引发的隔阂摩擦。

摩擦起电，文化总互斥

据了解，生长在国外的华二代往往处在两种文化的撞击点上，一方面接受着西方学校的教育，一方面在家中又接受着父母中国文化及生活习惯的熏陶感染，身处两个世界碰撞交融的叠加地带。在家里，有文化和年代的隔膜；在外面，有文化和种族的隔膜。

加州选民教育与政府监督组织执行长冯志馥曾在回忆自己的移民成长故事时提到，30 年前母亲总是早早就准备好荷包蛋，但在学校打开饭盒的一瞬间总会引来周围奇怪的目光，感受太多的尴尬。如今已了解母亲用心良苦的她觉得，华人新移民普遍存在却最容易忽略的问题就是文化冲击与代沟。

据英国媒体日前报道，英国华二代往往大多不谙中文，对中华传统及文化也知之甚少，尽管自小在纯英式文化的染缸中长大，举止谈吐与英国人无异，但仍有很多侨二代在非华裔圈子内被“另眼相看”，甚至遭受歧视。

有分析称，有许多第二代中国移民，在华人外表和西方语境的双重塑造下，成长为黄色面孔、内心情感和行为方式却完全西化的“香蕉人”。一位自小接受美国教育的华裔女孩日前在接受媒体采访时说到，华二代意味着你将不断游走在两个世界中，你将永远被夹在两者之间，却永远不完全属于任何一边。

### 追本溯源，摩擦缘何来

密歇根州立大学的学者们曾做过一项研究，研究结果称，华裔后代学生与他们的同学相比，显得更为焦虑和抑郁。

华二代面临的困扰，从侧面反映出移民在国外生活完全剥离其祖籍国的文化是不可能的，肤色总是会被当作最直接的文化标签。对比华裔第一代移民，华二代在融入当地社会中有着语言和更加了解当地文化的优势，却缺少如父母那般对中西两种文化的吸收与融合。

分析指出，在异国文化中成长起来的华人子女，对异国的价值观念具有天然的认同，一整套西式教育理念在华二代心中生根发芽，却又总是背负着身份认同困惑。带有中国色彩的华人家长，面对已经去中国化的子女，就开始产生文化上的碰撞，许多华裔子女便以反叛来逃避文化夹缝中的生活。

美国畅销书作家瓦尔德曼认为：15 岁到 24 岁之间的亚裔美国女孩拥有高于平均水平的自杀率，与这些移民家庭的严厉家教关系紧密。在教育问题上，中西文化间的碰撞既难为了家长，也苦了孩子。

意大利媒体曾刊文指出，在西方社会，很多华裔后代已经无法接纳中国式的家庭教育，这是华人社会普遍存在的问题。对宽松的西式教育放不了心，而严厉的中式家庭教育又会引起孩子的逆反心理，华人家长面对子女的教育问题，就像走进了“围城”一般。

### 消弭忧患，中西共融通

有分析指出，华裔后代大多完全西化、本土化，却总是会在与当地人的交流碰撞中，发现自己的华人血脉永远流淌在血管之中。这个时候，他们就会意识到需要找到自己的根，需要从自己的文化、传统中汲取精神力量及思想武器来保护自己。只有将中国文化、传统内化于心，才能更好地安身立命。



据报道，寻求文化认同的渴望，使许多华二代在成年时开始满怀热情地学起中文来，大学里开设中文班，成员最多的往往就是“香蕉人”。许多华裔青少年开始在课余时间学习书法、刺绣、武术、古琴及茶道，并抓住各种机会向他人展示自己特有的才艺。

为了避免自己的孩子成为“外黄内白”的“香蕉人”，一些华人家长致力于在言传身教中树立起子女的文化认同。据悉，一些华裔新移民开始带领孩子参加“寻根夏令营”，利用假期时间回到故土，感受纯正而又底蕴深厚的中国文化。有些家长还会选择将子女送回中国接受传统的小学及中学教育，直到大学再把子女接回国外。

专家呼吁，华裔家长可以采用柔性方式，助侨二代在融入当地和保持自己的文化传统间找到平衡，让侨二代成为优秀的侨界新生力量。有美籍华裔家长这样讲，我的孩子学习中华文化、学讲汉语，是我给他们的一把钥匙。有一天，当他们自己有了欲望要进入中国文化时，他们的钥匙可以开启那个世界。

### 阅读理解与分析 (Text Analysis)

1. 请结合文本的内容解释下列词语 (ER2)
  - 不共戴天 (T1)
  - 插班生 (T1)
  - 相濡以沫 (T1)
  - 身份认同 (T2)
  - 文化夹缝 (T2)
2. 文章一中多次运用引号“”，请结合例子指出该标点符号在文章中的作用。(ER2)
3. 文章一中，为什么安德烈认为“其实正好相反，克伦堡国际得”？哪些方面体现了克德堡镇的国际化？(ER1)
4. 为什么作者告诉儿子她自己是“难民的女儿”？(ER1)
5. 结合文章，请解释“做一个灵魂的漂泊者那也许是文学的美好境界，却是生活的苦楚”这句话的含义。(ER1, ER3)
6. 结合文章二，请总结出“华二代”们与其父母辈之间存在哪些隔阂？(ER1, ER3)
7. 文章一的作者龙应台用了三年时间以书信方式来与儿子安德烈进行沟通。文章二中也列出了一些华裔家长在教育子女过程中采取的方法。假设你是一名青年教育者，为澳洲某报纸写一篇文章，谈谈华裔家长该如何有效调和与下一代的代沟问题。(字数：450-500 字，E1, E2, ER1, ER3)



端(duān)午(wǔ)节(jié)

## 提(tí)问(wèn)

- 1. Since when does 端(duān)午(wǔ)节(jié) start in China ?
- 2. Who is 端(duān)午(wǔ)节(jié) to commemorate?
- 3. What is the date of 端(duān)午(wǔ)节(jié) ?
- 4. What is the traditional food for 端(duān)午(wǔ)节(jié)?
- 5. What else do Chinese people do to celebrate it ?



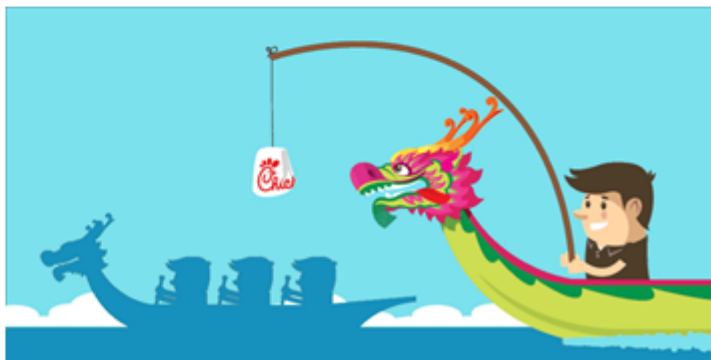
## Introduction

- Dragon Boat Festival, also called “duān wǔ jié”, is a traditional holiday observed annually over 2,000 years in China to commemorate Qu Yuan (340-278 BC), an ancient Chinese patriotic poet. Originated from south China, Dragon Boat Festival enjoys higher popularity in southern areas, such as Jiangsu, Zhejiang, Guangdong and Fujian Provinces.



## Some details

- 中文: 端午节 [duān wǔ jié]  
日期: 5th day of May lunar month  
History: more than 2,000 years  
Traditions: 吃(chī) 粽子 Zongzi (sticky rice dumplings), dragon boat race 龙(lóng)舟 (zhōu)





## Challenge today

- Say “你好” to at least two International students from China.
- Ask for their names: “你(nǐ)叫(jiào)什(shén)么(me)名(míng)字(zì)?”
- Wish them “端(duān)午(wǔ)节(jié)快(kuài)乐(lè)” (Happy Dragon Boat Festival).



Sue's Study Room




中文

简体

# My Little Book of

# Family

## 我的家人小书

<b>Trace it</b> 媽 媽 媽 媽 <b>Write it</b> <div></div> <div></div>	<b>Circle it</b> 哥哥 妹妹 媽媽 媽媽 姐姐	<b>Color it</b> 
<b>Trace it</b> 哥 哥 哥 哥 <b>Write it</b> <div></div> <div></div>	<b>Circle it</b> 弟弟 哥哥 哥哥 姐姐	<b>Color it</b> 
<b>Trace it</b> 妹 妹 妹 妹 <b>Write it</b> <div></div> <div></div>	<b>Circle it</b> 妹妹 妹妹 弟弟 妹妹 姐姐 媽媽 妹妹 爸爸 姐姐 妹妹 媽媽 妹妹	<b>Color it</b>  六

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Sue Liu

[cleverchineseclashroom@gmail.com](mailto:cleverchineseclashroom@gmail.com)

## Thank you!



# My Little Book of

# Family

## 我的家人小书



姓名 \_\_\_\_\_



Trace it



Write it




Circle it


爸爸  
爸爸 姐姐  
妈妈 爸爸  
爸爸  
爷爷 弟弟  
妹妹 爸爸  
爸爸 哥哥

Color it



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	<b>Trace it</b> <div style="border: 1px solid black; padding: 5px; display: inline-block;">妈 妈</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">妈 妈</div>	<b>Circle it</b> 哥哥 妹妹 妈妈 妈妈 姐姐 妈妈 妈妈 爸爸 姐姐 妈妈 妈妈 妹妹	<b>Color it</b> 
	<b>Write it</b> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div>		<div style="text-align: right;">二</div>

	<b>Trace it</b> <div style="border: 1px solid black; padding: 5px; display: inline-block;">哥 哥</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">哥 哥</div>	<b>Circle it</b> 弟弟 哥哥 哥哥 姐姐 爸爸 哥哥 妈妈 哥哥 哥哥 弟弟 妹妹 哥哥	<b>Color it</b> 
	<b>Write it</b> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; width: 100px; height: 50px; display: inline-block;"></div>		<div style="text-align: right;">三</div>

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Trace it

姐 姐

姐 姐

Write it

Circle it

姐姐 姐姐  
姐姐 妈妈

妹妹 姐姐  
妈妈

姐姐 爸爸

哥哥 姐姐

姐姐 妹妹

Color it



四

Trace it

弟 弟

弟 弟

Write it

Circle it

弟弟 弟弟  
爸爸 弟弟

妈妈 哥哥  
弟弟

姐姐 弟弟

弟弟 妹妹

哥哥 弟弟


Color it




五

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<p><b>Trace it</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <span style="font-size: 2em; margin-right: 10px;">妹</span><span style="font-size: 2em;">妹</span> </div> <div style="border: 1px solid black; padding: 5px;"> <span style="font-size: 2em; margin-right: 10px;">妹</span><span style="font-size: 2em;">妹</span> </div> <p><b>Write it</b></p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<p><b>Circle it</b></p> <p>妹妹 妹妹</p> <p>妹妹 弟弟</p> <p>姐姐 妹妹</p> <p>妈妈</p> <p>妹妹 爸爸</p> <p>姐姐 妹妹</p> <p>妈妈 妹妹</p>	<p><b>Color it</b></p>  <p style="text-align: right;">六</p>
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<p><b>Trace it</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <span style="font-size: 2em; margin-right: 10px;">小</span><span style="font-size: 2em;">狗</span> </div> <div style="border: 1px solid black; padding: 5px;"> <span style="font-size: 2em; margin-right: 10px;">小</span><span style="font-size: 2em;">狗</span> </div> <p><b>Write it</b></p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<p><b>Circle it</b></p> <p>爸爸</p> <p>小狗 小狗</p> <p>妈妈 小猫</p> <p>小狗</p> <p>小兔 小鸟</p> <p>小狗 小狗</p> <p>小狗 小猫</p>	<p><b>Color it</b></p>  <p style="text-align: right;">七</p>
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**Useful videos:**

- ✚ *Dragon Boat Festival and its tragic origins (Hello China #33)*  
<https://www.youtube.com/watch?v=UYtZ6KX-IkM>
- ✚ *Dragon Boat SA Website*  
<http://www.dragonboatsa.com/>
- ✚ *How to make Zongzi 粽子 (Bamboo Sticky Rice Dumplings)*  
<https://www.youtube.com/watch?v=DmO5Ezy43ao>

On behalf of CLTASA, we would like to wish you all  
“端午节快乐！”



CLTASA are aiming to support establishing and sustaining quality Chinese programs, teachers' education and professional development, and acts as a voice for teachers, relating to all aspects of teaching and learning about Chinese language and cultures. If you have any ideas and teaching resources you would like to share, please email us at [info@cltasa.org.au](mailto:info@cltasa.org.au).

Thank you for reading.

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