



Infinite Conversations

Chinese
Language and
Art Resource

YEAR 9–10



NGA
National Gallery of Australia

Teacher's notes:

Produced in collaboration with the Modern Language Teachers Association, this Chinese Language Resource encourages students to engage with language and culture through art. This resource explores contemporary works of art from the National Gallery of Australia's *Infinite Conversations* exhibition and invites discussion around social issues, migration, and inter-cultural experience.

This resource is directly linked to the Australian Curriculum and is designed to develop successful learners, confident and creative individuals and active, informed citizens. Chinese Language students are encouraged to communicate, reflect and create using works of art as a stimulus. Through exploring and responding to this selection of works students can notice, question and develop awareness of how language and culture shape identity.

(previous page) **Kate Beynon** *Excuse Me!* 1997, chenille sticks, National Gallery of Australia, Canberra, The Rotary Collection of Australian Art, 1998

This resource is designed for:

- Year 9–10 secondary students
- Chinese Language students
- Asia and Australia's Engagement with Asia Cross-curriculum priority
- can be adapted for use with Visual Art students.

This resource may be used to:

- complement a visit to the NGA's *Infinite Conversations* exhibition
- inform a series of classroom lessons.

For background information and images of works of art refer to the [Infinite Conversations Secondary Education Resource: Background Information](#).

An extended listing of curriculum links is included on the final pages of this resource.

The NGA values the feedback of students and teachers on the education resources we have produced.

To share students' work, or provide feedback, email: education@nga.gov.au

Further education resources and programs can be found on our website: <https://nga.gov.au/education/>

Vocabulary

Kate Beynon *Excuse Me!*

qǐng nǐ shuō màn yī diǎn.	请你说慢一点。	Please speak slowly.
wǒ bù míng bái...	我不明白。	I do not understand.
nǐ hǎo ma?	你好吗？	How are you?
nǐ shuō shén me?	你说什么？	What did you say?
láo jià!	劳驾！	Excuse me!
nǐ béng shuō	你甭说。	You don't have to say.
shén me	什么	What
zhè shì shén me yì sī?	这是什么意思？	What does it mean?
ràng wǒ kǎo lù yī xià?	让我考虑一下？	Let me think about it.
duì bù qǐ	对不起，	I am sorry.
méi guān xi!	没关系！	It's OK.
xiè xiè nǐ,	谢谢你，	Thank you.
bù kè qì	不客气！	You are welcome!



Kate Beynon *Excuse Me!* 1997, chenille sticks,
National Gallery of Australia, Canberra, The Rotary Collection of Australian Art, 1998

Learning Tasks

Kate Beynon *Excuse Me!*

The Chinese character/Pinyin vocabulary list on the previous page is based on the characters featured in Kate Beynon's *Excuse Me!* Refer back to the vocabulary list while completing the following activities.

- Look at the Chinese characters featured in Kate Beynon's *Excuse Me!* and connect each speech bubble to the corresponding characters in the vocabulary list.
- Look at the Chinese characters on the vocabulary list and create your own 3D Chinese characters using chenille sticks (also known as pipe cleaners). Make a set of radicals then combine two or three of the radicals to make individual Chinese characters and phrases.
- Use a blank Chinese writing sheet to make a simple family story after looking at Kate Beynon's *Excuse Me!* You can choose to use characters and/or Pinyin.
- Write a phrase of your own that you have learnt or copy the phrases from *Excuse Me!* using Chinese characters and/or Pinyin.



Kate Beynon *Excuse Me!* 1997 (detail), chenille sticks,
National Gallery of Australia, Canberra, The Rotary Collection of Australian Art, 1998

Learning Tasks

Kate Beynon *Excuse Me!*

Research Kate Beynon and look at her work in the *Infinite Conversations* exhibition.

Complete the following questions in English or Chinese as appropriate to your language level:

1. Where was Kate Beynon born?
2. Where does Kate Beynon live now?
3. How long has Kate Beynon been living in Australia?
4. Look at Kate Beynon's work *Excuse Me!* and list three reasons why Kate Beynon might have chosen that title for her work.
5. What is your understanding of 'mixed race', 'mixed heritages' and 'migrant experiences'?
6. Look at Kate Beynon's work *Excuse Me!* Can you see any characters and phrases that are different from what you have seen at school? Why?
7. Identify elements of eastern and western culture in Kate Beynon's works *Excuse Me!* and *Self portrait with dragon spirits*. What are some of the contrasts you can see?
8. Can you tell the difference between traditional and contemporary Chinese language?
9. What does multiculturalism mean to you?
10. What does racism mean to you?



Kate Beynon *Self portrait with dragon spirits* 2010, synthetic polymer paint on linen, National Gallery of Australia, Canberra, purchased, 2016

Learning Tasks

Janina Green *Maid in Hong Kong*

Look at Janina Green's photographic series *Maid in Hong Kong* and answer the following questions in English:

1. In Hong Kong, many local people don't like migrant workers meeting together in the public areas on the weekends. How do you feel about this?
2. If you had the opportunity to do something to help improve the lives of these migrant workers, what would you do?
3. Thinking about the people in these photographs, explain how migrant workers should be treated in a tolerant, multicultural society.



Janina Green *Maid in Hong Kong* #11 2008,
colour dyes on gelatin silver photograph, gift of Wilbow Group PTY LTD,
donated through the Australian Government's Cultural Gifts Program, 2012

Learning Tasks

Janina Green *Maid in Hong Kong*

Look at Janina Green's photographic series *Maid in Hong Kong* and answer the following questions in Chinese, as appropriate to your language level. Aim to answer these questions in sentences.

1. 在照片上你能看到什么？

在照片上，我看到了

我也能看到

2. 我觉得

因为

所以

3. 这些人为什么在那里？

4. 她们/他们在做什么？

5. 你喜欢这个作品吗？为什么？

Vocabulary

Li Gang *Hua Xia* bike grid

TRANSPORT

交通工具
自行车/车
摩托车
火车
电车
汽车
公共汽车
高铁
救护车
救火车
飞机
船
大客车
出租汽车
地铁

PLACES AND PEOPLE

停车场
车站
车费
售票员
售票处
收票员
司机
画家
艺术家
作品

ACTION WORDS RELATED TO TRANSPORT

上
下
骑
开
乘
坐
学
可以
会/不会
有/没有
能
看到



Li Gang *Hua Xia* bike grid no. 92009, chromogenic photograph, gift of Jason Yeap OAM and Min Lee Wong, donated through the Australian Government's Cultural Gifts Program, 2017

Vocabulary

Li Gang Hua Xia bike grid

Verbs that can be used for expressing opinions	Intensifiers	Basic cohesive devices	Connective pairs
想	最	和	因为。。。所以。。。
爱	很	也	不但。。。而且。。。
觉得	慢	但是	又。。。又。。。
喜欢/不喜欢	非常	又	虽然。。。但是。。。
	快		

Questions	Common measure words	Words and phrases to express tense	
什么	辆（车）	辆（车）	
吗	副（画）	副（画）	
哪里	个	个	
几点	例句：	例句：	
为什么	我会骑车/我不会骑车。	我会骑车/我不会骑车。	
什么时候	我非常喜欢骑车/我不喜欢骑车	我非常喜欢骑车/我不喜欢骑车	
怎么			

Learning Tasks

Li Gang *Hua Xia bike grid*

After looking at Li Gang's photographic series *Hua Xia bike grid*, research the changing significance of the bicycle 自行车 in past and present China and answer the following questions in Chinese or English, as appropriate to your language level.

1. 作者用这组照片来表现什么？

What key concepts or ideas do you think the artist is expressing through his artwork?

2. 作者为什么选自行车这个主题？

Why do you think the artist has chosen the bicycle to be the focus of his artwork?

3. 艺术家是怎样表达主题的？

How does the artist express his key ideas through this artwork?

4. 作品是怎样表现中国的发张和变化的？

How does this artwork communicate the changes that have taken place in China over recent decades?

Learning Tasks

Li Gang Hua Xia bike grid

Make sentences by drawing from the words and phrases provided, and in doing so use connective phrases to join two sentences together:

我	弟弟	你	哥哥	喜欢
已经	乘/坐	可以	自行车	车
爸爸	妹妹	他	狗	不喜欢
想	骑	不可以	上	船
妈妈	同学	她	猫	有
学	会	汽车	下	飞机
姐姐	老师	朋友	小鱼	没有
开	不会	高铁	火车	出租汽车

Connective pair:

不但(búdàn) 。 。 。 而且(érqiě) 。 。 。 ; 又(yòu) 。 。 。 又(yòu) 。 。 。 ;

一(yī) 。 。 。 就(jiù) 。 。 。 ; 虽然(suīrán) 。 。 。 但是(dànshì) 。 。 。 .

Example例句: 我不但喜欢开车, 而且喜欢骑自行车。

(Adding connective pair)

I not only like to drive, but also like to ride (my) bike.

Learning Tasks

Lindy Lee *The tyranny and liberation of distance*

After looking at Lindy Lee's photographic series *The tyranny and liberation of distance* and researching the artist, answer the following questions in Chinese or English, as appropriate to your language level:

1. For how many generations has Lindy Lee's family been in Australia?
2. Where did Lindy Lee grow up?
3. Were there many Chinese restaurants where Lindy Lee grew up?
4. How many people are in the family photo?
5. How old do you think the girl in the photo looks?
6. What can you see in the picture *No dust to settle the distance* that you can say in Chinese?
7. Why might the artist have burnt holes in these photographs?
8. Do you think the children in the photographs were happy in Australia? Why?
9. Do the people in the photographs look different from you? Why?



Lindy Lee *The long road of the river of stars* 2015, UV-cured pigment inkjet prints, black mild steel and fire, National Gallery of Australia, Canberra, purchased 2018

Learning Tasks

Lindy Lee *The tyranny and liberation of distance*

Try to write five sentences about these three pictures in Chinese, or try to answer the following questions in Chinese:

一 · 这位画家家里一共有几个人？

二 · 她在哪里长大？

三 · Chinese restaurants 的中文怎么说？

四 · 这个照片上的小女孩大概是几岁？

五 · 在那张 “No dust to settle the distance” 照片里，你能说出几个中文的物质名称？

六 · 在这三张照片里，一共有多少个烧焦的洞？

七 · 他们开心吗？

八 · 这个女孩在做什么？

Learning Tasks

Guan Wei *Dow: Island*

Before looking at Guan Wei's painting *Dow: Island* discuss the following points:

1. Were your great grandparents or grandparents born in Australia? Where were they from originally?
2. Visit the following website to learn more about Chinese migration: <https://www.records.nsw.gov.au/archives/collections-and-research/guides-and-indexes/stories/chinese-migration-stories>
3. What prejudices have Chinese migrants faced in Australia?
4. What was the main purpose of the 'White Australia Policy'?
5. What attracted Chinese migrants to Australia in the nineteenth century?



Guan Wei *Dow: Island* 2002 (detail), synthetic polymer paint on 48 canvases, National Gallery of Australia, Canberra, purchased 2003

Related links

<http://www.abc.net.au/btn/resources/teacher/episode/20150217-chinesemigration.pdf>

<https://museumsvictoria.com.au/immigrationmuseum/whats-on/immigrant-stories-and-timeline/>

Learning Tasks

Guan Wei *Dow: Island*

While looking at Guan Wei's painting *Dow: Island* discuss the following questions:

1. How is this work of art related to migration?
2. What might the figures be doing? How do you think they feel? Why?
3. In general, migrants always face some problems in their new home country. What are some challenges that migrants might encounter?
4. What can you do to make migrants feel more comfortable in their new home country?
5. After looking at Guan Wei's painting *Dow: Island* complete the following exercise: Work with your teacher to learn the following sentence structures to describe the experience of a new migrant:

我(wǒ)是(shì)新(xīn)移(yí)民(mín)，我(wǒ)以(yǐ)前(qián)住(zhù)在(zài) (name of home country).

我(wǒ)对(duì) (country) 的(de)印(yìn)象(xiàng)很(hěn)好(hǎo)。

我(wǒ)觉(jué)得(de) (country) 人(rén)很(hěn)友(yǒu)善(shàn)。

虽(suī)然(rán) (country) 空(kōng)气(qì)很(hěn)新(xīn)鲜(xiān)但(dàn)是(shì)我(wǒ)比(bǐ)较(jiào)喜(xǐ)欢(huan)_____。

Learning Tasks

Farrell and Parkin

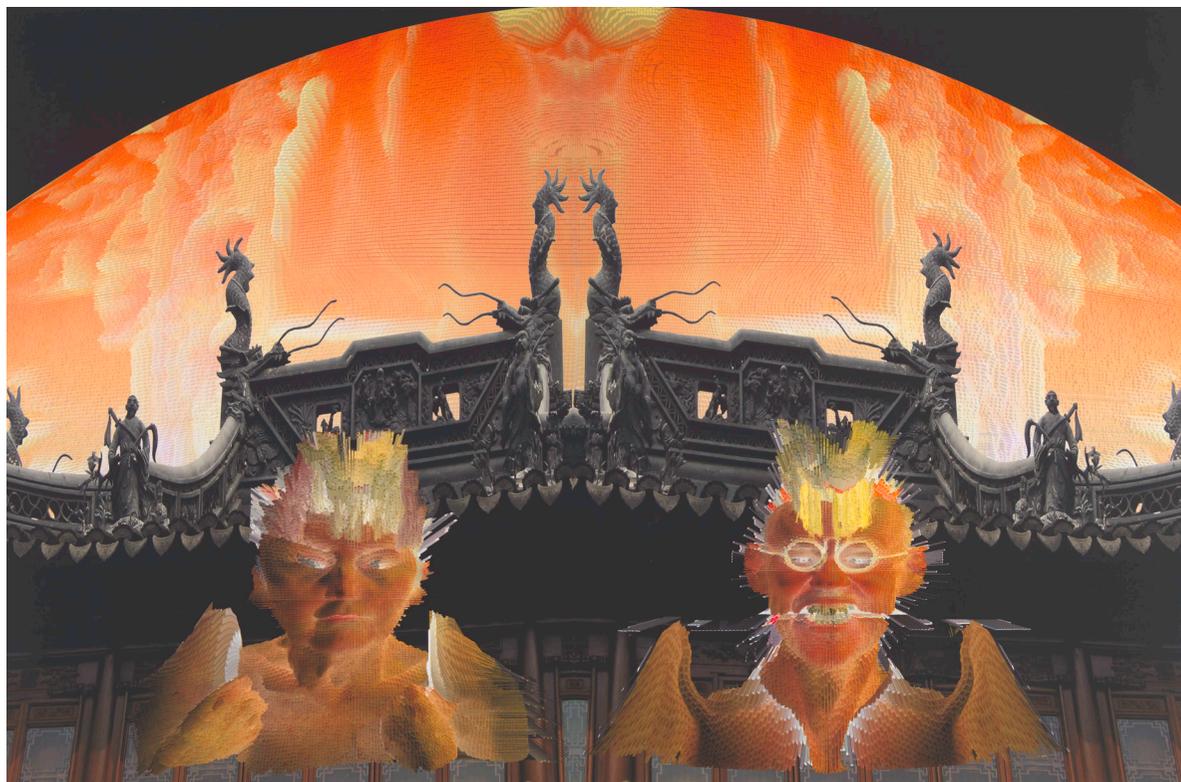
The photographs *Entering the no fly zone* and *Elastic electromagnetic waves* attempt to make sense of Farrell and Parkin's feelings about living in China. Based on what you can see in their photographs, what feelings do you think Farrell and Parkin had for China? For example, shocked, excited, amazed, frustrated etc. Why might they feel this way?

Work with your teacher to learn how to express some of these emotions in Chinese.

震惊	惊讶	兴奋	快乐	伤心
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我觉得他们很 _____ 因为 _____ 。

Now it's your turn to create a piece of artwork to express your feelings for China. If you've been to China, what was your first impression and how did you feel? If you haven't been to China, use your knowledge to imagine what you would feel in your first trip there.



Farrell and Parkin *Entering the no fly zone* 2009–10, pigment inkjet print, National Gallery of Australia, Canberra, purchased 2012

Learning Tasks

Farrell and Parkin

Look at Farrell and Parkin's photograph *Mandarin ducks at the Great Wall* and discuss with your class:

你看到了什么？ (What did you see?)

我看到了。

(I saw ...)

Watch the video [Chinese Paper Cutting: An Introduction](#)

Try making your own papercut

Clear step-by-step instructions are provided here:

<http://www.instructables.com/id/How-to-make-a-chinese-paper-cut-art/>



Farrell and Parkin *Mandarin ducks at the Great Wall* 2002, pigment inkjet print,
National Gallery of Australia, Canberra, purchased 2009

CURRICULUM LINKS

Languages: Chinese

Second Language Learner Pathway

Year 7–10 (Year 7 Entry)

Years 9 and 10 Achievements Standards

By the end of Year 10, students:

- Use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts.
- Apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered.
- Analyse grammatical rules, use language appropriate to the form of communication, and compare textual features.
- Recognise the key features of grammar and sentence structure that are distinctive to Chinese.
- Are aware of particular issues relating to translating between Chinese and English.
- Recognise that certain concepts cannot be translated readily from Chinese to English and vice versa.
- Are aware that language use varies according to context, purpose and mode.
- Explain how culture and language shape their own and others' communication practices.

- Identify key ideas and compare information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance.
- Respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes.
- Translate texts and produce bilingual texts, recognising that not all concepts can be readily translated from Chinese and English.
- Recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures.

The Arts: Visual Arts

Year 9 and 10 Achievement Standards

By the end of Year 10, students:

- Evaluate how representations communicate artistic intentions in artworks they make and view.
- Evaluate artworks and displays from different cultures, times and places.