

第五集 《「自己都唔識？有得教！」》（文字稿）

Episode 5 - Know nothing about it? Let's get help! (Transcript)

中文	English translation
第一場 Scene 1	
(故事簡介) 南亞裔的沙希德申請妻兒來港生活，他的兒子因不懂中文，以致對學習造成障礙，自己卻無從協助。	(Story Introduction) Shahid, a South Asian, has successfully applied to bring his wife and children to Hong Kong. His son encounters learning difficulties as he does not know Chinese. Shahid wanted to help his son but could do nothing.
(烏都語) 今天中文默書成績如何？	(Urdu) What was your Chinese dictation result today?
(烏都語) 不錯啊。	(Urdu) Not bad.
(烏都語) 要用功讀書，長大後才可找到好的工作。	(Urdu) You must study hard in order to get a good job when you've grown up.
(烏都語) 不要像爸爸這樣辛苦，知道嗎？	(Urdu) Don't put yourself in a life as difficult as mine, okay?
(烏都語) 知道了。	(Urdu) Okay.
(烏都語) 有時間的話，就教導妹妹中文。	(Urdu) Teach your sister Chinese when you have time.
(烏都語) 家裏就只有你的中文是最好的了。	(Urdu) You know your Chinese is the best in our family.
(烏都語) 可以嗎？	(Urdu) Okay?
(烏都語) 可以。	(Urdu) Okay.
(旁白) 沙希德準備出門上班。	(Narration) Shahid is ready to leave home for work.
(烏都語) 今晚又要上夜班？	(Urdu) You have to work the late shift tonight?
(烏都語) 還可以怎樣？臨時工就是這樣。	(Urdu) What else can I do? That's typical for a casual worker.
(烏都語) 手停口停，我要出去了。	(Urdu) We live from hand to mouth. I gotta go.
(旁白) 沙希德以旁白形式介紹自己。	(Narration) Shahid introduces himself in narration.
(烏都語) 我叫沙希德，土生土長的香港人。	(Urdu) My name is Shahid. I was born and raised in Hong Kong.

(烏都語) 早前，我申請了在家鄉的家人來香港定居。	(Urdu) I made an application earlier on and my family have come to settle in Hong Kong from their home country.
(烏都語) 我這輩子最大的心願，就是希望子女可以好好讀書，	(Urdu) The biggest wish in my life is that my children can receive good education,
(烏都語) 將來找到一份好的工作。	(Urdu) and secure a good job in the future.
第二場 Scene 2	
(旁白) 第二天，伊姆在學校上課。	(Narration) Next day, Ismel is having lessons in school.
「慶」字的寫法是一點一橫一撇。	The Chinese character “Qing” should be written in this way: first a dot, then a horizontal stroke and a left falling stroke...
接着，大家可以跟着我寫。	For other strokes, just follow me.
在替人慶祝生日時，我們會跟人家說些什麼祝福語呢？	When we are celebrating the birthday of someone, what will we say to that person?
生日快樂。	Happy birthday!
對了。那「快樂」兩個字是怎樣寫的？	Correct. Well, do you know how to write the Chinese characters “fai lok” which means happy?
(旁白) 每個同學都能寫下答案，唯獨伊姆不懂寫。老師走近伊姆身旁時，他更用手臂遮掩作業，希望老師不會發現。	(Narration) All classmates except Ismel can write down the answer. When the teacher walks near him, Ismel tries to cover his exercise book with his arm, hoping to hide it from the teacher.
第三場 Scene 3	
(旁白) 在家中，伊姆拿着手冊走過來找媽媽。	(Narration) At home, Ismel is holding his handbook to his mother.
(烏都語) 媽媽，這裏要簽名	(Urdu) Mom, please sign here.
(烏都語) 是關於什麼事的？	(Urdu) What is it for?
(烏都語) 不就是關於學校旅行……	(Urdu) ... Just for our school picnic.
(旁白) 其實，老師在手冊寫上「成績欠佳」，但沙希德太太不懂中文，於是照着簽名。	(Narration) In fact, the teacher has written “poor performance” on the handbook. However, Mrs. Shahid cannot read Chinese and she just signs on it.
第四場 Scene 4	
(旁白) 第二天，家裏的電話響起，沙希德接聽。	(Narration) Next day, the phone rings and Shahid picks up the phone.

喂？	Hello?
(旁白) 沙希德聽後，憤怒地找伊姆。	(Narration) After answering the phone, Shahid storms at Ismel.
(烏都語)為何你這樣不懂事？	You're such a bad boy! How dare you?
(烏都語)現在還要撒謊？	(Urdu) Don't you still try to hide it from me?
(烏都語)什麼事？	(Urdu) What happens?
(烏都語)這個不肖子不專心上課，還學着別人撒謊！老師打電話來說要見家長！	(Urdu) This boy was so bad that he did not pay any attention at school. And what's more, he even lied to us! The teacher just called and wanted to meet me!
(旁白) 沙希德太太立即上前安慰伊姆。	(Narration) Mrs. Shahid comforts Ismel immediately.
第五場 Scene 5	
(旁白) 幾天後，伊姆與沙希德一起與老師會面。	(Narration) A few days later, Ismel meets the teacher with Shahid.
伊姆！	Ismel!
伊姆，發生什麼事了？	What's wrong, Ismel?
中文很難！	Chinese is too difficult!
他們自己都不懂中文，為何要迫我學習？	They don't know how to read or write Chinese as well! Why do they force me to learn?
你還回嘴！	How dare you talk back!
伊姆爸爸，你先冷靜一點。	Sir, please calm down first.
我明白你很關心伊姆的學業，	I understand that you care about Ismel's studies very much,
但無論如何都不應該出手打他。	but you shouldn't beat him anyway.
這樣不但幫不上忙，反而令他更想逃避問題，	It won't help, and will drive him to evade the problem on the contrary.
而且也會影響你們之間的關係。	Even worse, it may affect your relationship with him.
但我只會說中文，不懂寫，也不懂唸，	I can only speak in Cantonese, but neither read nor write.
都不知道該怎樣幫助他。	I don't know how to help him.
我又不明白這裏的教育制度。	I also don't know the local education system.

我很擔心他的前途，不知道該如何是好。	I'm so worried about his future and don't know what to do.
其實社區內有不少專門為少數族裔學童	Actually there are many organisations in the community providing tutorial services and online resources
提供補習服務的團體和網上資源，	for the ethnic minority school children.
讓家長有需時可以尋求協助。	Parents can seek help from these organisations as necessary.
第六場 Scene 6	
(總結) 積極尋求社區支援，嘗試與子女一同從生活中學習。	(Sum-up) Seek community support and try to learn from daily life with the children together.
再者，你也可以在日常生活裏多與子女一同學習。	Also, you can spend more time to learn Chinese with your children in daily life.
好像一起收看本地的電視節目，	For example, you may watch local TV programmes together.
這都可以使他們更主動學習中文和增進大家的親子關係。	This would motivate your children to learn Chinese more actively and strengthen your parent-child relationship.
(旁白) 伊姆親手畫了一張生日卡送給爸爸。	(Narration) Ismel presents a handmade birthday card to his father.
(烏都語) 我又要送一張給媽媽!	(Urdu) I want to draw one for mum too.
(烏都語) 好啊，我教你。	(Urdu) Alright, let me teach you.
(烏都語) 寫了什麼?	(Urdu) What did you write on it?
每天開心快樂!	Be happy every day!