



**BYU Chinese STARTALK
Level I
Curricular Unit**

Theme: Making Friends

Target Proficiency Level:
Novice-Low to Novice-Mid

Number of hours: Formal instruction, 75 hours
Informal instruction, approximately 70

Designed by: Debra Zhou Robins, S. L. Gong

Brief Description of Program:

In the “Making Friends” unit, 15-17 year old students with little or no Chinese language learning experience will work toward novice-mid level proficiency as they learn to read and write pinyin, gain basic fluency asking and answering simple questions, and use their new skills in Chinese to form lasting friendships.

What Enduring Understandings are Desired?

- Students will understand the importance of culturally-appropriate communication in building friendships with people from China
- Students will build confidence and desire to increase Chinese language proficiency.
- Students will develop friendships with others interested in learning to speak Chinese

What Essential Questions will Guide this Program and Focus Teaching/Learning:

Some of the questions that will guide instructions in this unit are:

- How do I meet and become acquainted with Chinese friends in culturally and linguistically ways?
- How are patterns of friendship and family expressed in Chinese language and cultural similarly or different to North American Culture? How have these changed over time?
- What are appropriate topics of conversation among newly introduced people?

National Foreign Language Standards:

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1

Content:

Knowledge:

- Simple language structures and vocabulary useful for introductory conversations.
- Basic information about Chinese education system
- Basic information about Chinese families

Key Linguistic Structures/Grammar

Making simple declarative sentences: S + V + O

我是... 是 as linking verb

我叫... Also, 我知道... 知道 vs. 知道

Use of pronouns: 我, 你, 他, 我们, 你们, 他们, 这, 那,

Asking simple questions:

Choice questions 是不是, 有没有; question particle 吗, modal particle 呢; use of interrogative pronouns 什么, 哪, 哪(国) 哪儿 / 哪里; 还是; asking amounts 多少 vs. 几jǐ; 有 vs. 有没有 [positive + negative]

Simple negation:

不是, 没有

贵 as an honorific:

Using simple conjunctions:

和, 可是, 跟, 也

Using modal verbs: S + MV + V + O

我会 + V

Using classifier/ measure: # + classifier + N

本, 个, 只, 辆

Using 的 as a possessive

Using 的 to form nouns

是.....的 vs. 是

Using the preposition 在: S + 在 + P V O

Time duration S + T + P + V + O

常

S + 从 + P + 来

Use of 一点儿 and 很

都 + verb vs. 也

Numbers

Colors

Procedural language

Key Vocabulary:

你	英文	一点儿	来	姐姐	房☒
好	名字	和	介☒	工作	大
是	中文	那	一下	男朋友	☒☒
学生	叫	☒	室友	☒	小
☒	什么	☒	有	☒	二
我	她	本	几	只	三
呢	☒	太	两	哥哥	五
也	同学	文学	个	妹妹	六
他	哪	可是	他☒	弟弟	七
不	国	多	没有	女朋友	八
老☒	人	我☒	☒☒	老☒	九
您	很	少	大家	住	十
☒	美国	容易	一	哪儿	
姓	中国	忙	四	宿舍	
☒☒	☒	累	爸爸	多少	
的	会	朋友	☒☒	号	

Skills:

- pronounce sounds and tones
- read and write pinyin
- introduce self in culturally appropriate ways in Chinese
- discuss likes and dislikes
- read/write short notes to friends
- ask and answer simple questions
- read simple texts
- write approximately 100 Chinese characters
- perform 3 or more songs in Chinese
- learn traditional Chinese crafts

Connections to Other Disciplines:

- Social studies: identify cultural similarities and differences between North America and China in family relations and popular culture
- Geography: begin to understand cultural variation within China
- English: compare and contrast basic sentence patterns used in Chinese and English

Technology Integration:

- use of computer lab for sounds and tones training and assessment

- creation of digital music video
- video portfolio of student performance
- power point presentations
- use of digital audio recordings

Assessments:

- vocabulary quizzes
- student performances
- unit tests
- final test

Quizzes, Tests, Prompts, Work Samples

- digital portfolio of student classroom performances
- workbook and writing samples
- vocabulary quizzes
- final banquet performances
- student generated vocabulary lists

Unprompted Evidence (observations, dialogues)

- in class participation
- frequent student/teacher dialogues
- abiding by “Chinese only” policy

Can Do Linguafolio Statements:

I can:

- understand and answer simple questions and give simple answers
- identify people’s names
- exchange simple descriptions of what people look like
- use and say numbers in simple situations
- express what I like and do not like
- understand and make lists in Chinese
- understand the purpose of some everyday materials

Required Resources

- computer
- projector
- textbooks
- puppets
- craft supplies
- digital audio devices
- dice for numbers games
- world map
- visual aids

Differentiated Instruction

- To meet the needs of students with various learning styles, new language items will be introduced using a variety of methods including, discussion, visual aids, dance and movement, videos, music, games, and crafts.
- Students of differing aptitude in each class have the flexibility to adjust or surpass program expectations for learning tasks thus enabling all students to maximize learning.
- Tutors and facilitators are available to coach students individually and help all reach their potential.

Instructional Strategies

- dialogues and presentations
- performance
- paired and group work
- games
- crafts
- songs
- scaffolding
- teacher/student interaction through classroom dialogue and extracurricular activities
- peer mentoring
- tutoring
- role playing
- procedural language taught during craft, activity sessions

What do they already know that will help them learn new information?

- Students' curiosity about China and the Chinese language motivate them to learn new information.
- Students' own social skills, sensitivities will help them understand the importance of culturally appropriate behavior.

Links to relevant web sites:

Lessons that support the unit:

Activities for Essential question 1

How do I meet and become acquainted with Chinese friends in culturally and linguistically ways?

- Culture discussion
- Dialogue practice/memorization
- Introduce basic sentence patterns
- Play name game
- Practice greeting classmates and teacher
- Welcome song
- Role play

- Carve name seal
- Picture talk activity

Activities for Essential Question 2

How are patterns of friendship and family expressed in Chinese language and cultural similarly or different to North American Culture? How have these changed over time?

- Cultural discussion
- Dialogue practice/memorization
- Hat game to introduce family members and different concepts of family relationships
- Practice surnames and titles
- Know your neighbor activity (speaking, listening, writing)
- Play census taker game
- During craft sessions discuss gift giving and appropriate gifts.
- Chinese poem 静夜思
- Watch movie “Together”

Activities for Essential Question 3

What are some appropriate topics of conversation among newly introduced people?

- Cultural discussion
- Locate countries on Chinese map
- Dialogue practice/memorization
- Know your neighbors part 2
- Communicative activity, “What does he study?”
- Note to a friend
- Make 童年 music video

A Culminating Event:

Banquet and Performances

- Emcee introductions
- Puppet show featuring getting to know you skit
- Performance of music video “童年”
- Recitation of Chinese poems
- Display of name seals and other crafts