



**Embry-Riddle Aeronautical University/Arizona State University
Curriculum Unit for Mandarin Chinese**

**Theme: Students in Contemporary China:
How Do Their Lives Compare with Mine?**

Target Proficiency level: Novice Mid

Number of Hours: 40 hours

Designed by: Embry-Riddle Aeronautical University

Brief Description of the Program (including curricular context and goals)

The program is designed with the purpose of getting American high school students to know their Chinese counterpart: Chinese high school students' curriculum, their daily lives, their seasons and daily weather; their monetary systems, their clothing; their favorite beverages; their means of transportation, their part-time jobs. While learning all of this information, the students will be using Chinese language to present what they have found out and compare their research result with their own lives in both spoken and written forms.

At the beginning of the course, all students are already at the Novice Low or mid Range Novice Low Level. They had Chinese in summer 2007. The lesson will be designed with words and expressions they have learned to help with the review and learning of new material.

What Enduring Understanding are Desired:

Curiosity is rewarding. Cultures and lives are different.
The best way to acquire a language is in performing tasks.

What essential Questions Will Guide this program and Focus Teaching/Learning:

How do I understand what is important in the lives of Chinese high school students?

How can I understand how their lives and mine are shaped by the cultures we live in?

How do I account for the differences among Chinese high schools?

How do I explain the relationships between Chinese parents and students?

What kinds of future hold for the Chinese high school students and mine? Why so?

Standards/Goals:

Major Standards:

National Standards for Foreign Languages 1.1; 1.2; 1.3; 2.1; 2.2; 3.2; 4.1; 5.1

Supporting Standards:

National Standards for Foreign Languages: 3.1; 4.2; 5.2

Content:

Knowledge:

Contemporary Chinese students' lives;

Weather in China

Transportation in China

Key Vocabulary and Grammar

Key Vocabulary

In addition to their Novice Low vocabulary:

时间: 早上, 上午, 下午, 现在, 下个星期, 开始, 已经, 今年, 明年, 每天,

学校, 课, 年级, 学期, 问题, 考试, 难, 会, 快, 衣服, 衬衫, 裤子,
黄, 贵, 红, 蓝, 绿, 粉, 紫, 白, 咖啡色 鞋, 穿, 合适,

下雨, 天气预报, 天气, 暖和, 冬天, 冷, 夏天, 闷, 热, 舒服, 春天,
凉快, 秋天, 阴, 云, 度, 晴

飞机票, 机场, 坐, 路, 公共汽车, 地铁, 站, 下车, 出租汽车, 线, 开车,
高速公路, 开, 到,

钱, 块, 毛, 分, 百, 千, 付钱, 售货员, 便宜, 买, 花, 工作, 换上海, 北京,
台湾, 台北听, 念, 练习, 发音, 说, 学, 懂, 语法, 复习, 生词, 写, 教,
功课, 课文, 教室, 录音 (listen, speak, write, read, read aloud, teach, practice,
understand, grammar, review, vocabulary, text, recording, homework, , classroom,

pronunciation)

英文, 外文, 写作, 数学, 物理, 化学, 音乐, 艺术, 体育, 电脑, 中文, 历史, 地理

Numbers 1000, units of money,

school, courses, classes, year in school, semester, computer, classmates, lesson, tests, help, know, study, difficult, easy, fast, slow, questions,

clothing, shirts, pants, shoes, color, yellow, red, white, green, blue, black, white, pink, purple

weather, weather forecast, temperature, rain, snow, warm, humid, cold, cool, hot, winter, spring, summer, fall, comfortable,

plane/bus/subway/train ticket, airport, bus/train/subway station, subway/bus line, taxi, drive, get on, get off, road, highway, open, close, depart, arrive

money: dollar, dimes, cents, pay, shop assistant, spend, exchange, expensive, buy,

China, U.S., Shanghai, Beijing, Taiwan, Taipei, office, dorms, cafeteria

morning, noon, afternoon, when, next time, this week, next week, daily, weekly, monthly, hour, make appointment, before, after, already,

telephone, meeting, free, busy, chat, convenient, courtesy words, accept suggestions, decline suggestions, come, go, back, begin, many, much, accustomed to, best wishes, interesting, clear, can, hope, like, wear, suitable, new, beautiful, tell, appreciated.

2. Key Grammar (In addition to what students learned before)

measure words 量词: 件, 条, 节, 双, 瓶, 个

约. 做.....(make an appointment to do something)

几点做. ? (What time to do...?)

什么时候做. ? (When to do something?)

坐. 车? (What bus to take?)

坐哪条线? (What line to take?)

先做.....再做.....,然后做.....最后做....., (first do...then do...last do)

觉得..... 怎么样? (What do you think of...?)

..... 做得怎么样? (How well did you do?)

写汉字写得很 (do something very well)

..... 怎么走? (How to get to ...?)

怎么.....? (How to do...?)

..... 比..... 好一点儿 (漂亮, 合适, 便宜) A compares with B

..... 跟..... (不) 一样好 (漂亮, 合适, 便宜) A is the same, not
the same

..... 以后我们..... after...we open the door

..... 以前我去..... before... we go to look for you

这样做 this way, this is how to do this

对不对? Is it right?

..... 在哪儿? 在这儿(那儿) Where? here.

您想买.....? What would you like to buy?

什么颜色的? What color?

您穿多大号的? What size?

..... 多少钱? How much money?

给..... 打电话 call someone

跟..... 聊天儿 chat with someone

用中文做....., use Chinese language to do something

帮助..... 做..... help someone do something

..... 见 see you at a certain time

不客气! 别客气, (You are welcome)

句尾 “了” (“expression of change and or something is done”)

词尾 “了” (“expression of the quantity of what has been done”)

3. Skills:

can explain how to take a means of transportation

can explain how to get from one place to another

can comprehend bus, subway, train, plane schedules, weather forecast,

can negotiate prices

can explain what to buy

can use strategies to clarify and keep conversation going

can present weather in 4 seasons

can help others practice Chinese

can present and discuss class schedules, key facilities on campus,

can describe one's clothing and daily life

can do simple math in Chinese

Connections to Other Disciplines:

History of Contemporary China

Education in China

Culture Studies (daily lives, etc.)

Technology Integration:

Power point presentations; bus, subway maps from the Internet, instructor guided search on Chinese high school websites and Chinese students Internet postings about their lives and part-time jobs

Assessments:**Performing Tasks**

Presenting bus, subway maps, weather forecast

Presenting research results of Chinese students' class schedules, and daily lives

Selling and buying things from the mini store using paper money

Quizzes, Tests, Prompts, Work Samples

oral tests by listening to recordings and then dialogue on the recording & free dialogue with the teacher, native speakers, and classmates

guided reading comprehension of authentic material by reading and answering questions in the target language

vocabulary quizzes

Store inventory

store balance sheet

tutoring log

“bank” transaction register

learning progress journals in Chinese

Unprompted Evidence (observations, dialogues)

classroom participation

participation in out of class practice session

Can Do Statements from Linguafolio**INTERPRETIVE****Listening**

I can understand with repetition words, phrases, and expressions I have learned on familiar topics in live or recorded materials.

I can understand with repetition limited short and simple conversations on familiar topics in live or recorded materials.

I can understand with repetition spoken language when I have previously seen or heard the content.

I can sometimes recognize cognates, prefixes, and thematic vocabulary to help me understand live or recorded spoken language.

Reading

I can understand at a slow pace familiar words, phrases, and simple sentences in authentic written materials, re-reading as required.

I can understand at a slow pace basic questions on standardized forms well enough to give the most important information about myself (name, date of birth, nationality).

I can understand short simple written messages on familiar topics.

I can distinguish between questions, statements and exclamations.

INTERPERSONAL

Person-to-Person Communication

With some hesitation and possibly errors, I can introduce myself and others and use basic culturally appropriate greetings.

With some hesitation and possibly errors, I can ask memorized questions and answer simple questions, on very familiar topics such as leisure activities, family, food, school, and weather using memorized phrases.

With some hesitation and possibly errors, I can handle numbers, quantities, cost, time and dates in simple situations.

With some hesitation and possibly errors, I can make myself understood in a simple way, and understand the other person provided he talks slowly and clearly and is prepared to help.

With some hesitation and possibly errors, I can in simple fashion ask somebody to repeat what he or she says or ask him or her to speak more slowly.

With some hesitation and possibly errors, I can ask and answer in simple terms questions about likes and dislikes.

PRESENTATIONAL

Spoken Production

With some hesitation and possibly errors, I can give personal information (address, telephone number, nationality, age, family) using words and phrases.

With some hesitation and possibly errors, I can talk about things I like and dislike using words and phrases.

With some hesitation and possibly errors, I can describe myself using words and phrases.

Written Production

I can fill in a standardized form with my personal details (name, age, address, telephone number) with the help of Chinese software on the computer and the textbook.

I can write about myself using learned phrases and memorized expressions with the help of Chinese software on the computer and the textbook..

I can write lists based on familiar material with the help of Chinese software on the computer and the textbook..

Required Resources:

language lab

Items for the mini store

Play money

Sturdy money holders

Computers with Internet connection

Access to Power-point screen, printer, and paper

Differentiation of Instruction: this is well done!

Instruction will be designed with opportunities for students of different levels of proficiency to take some different assessments/or at different pace and perform different tasks so that each student can maximize his/her individual learning potential.

Instruction will be designed to accommodate students of different learning styles by small and different segments of class activities; visual presentations, writing tasks, audios, and physical movements.

Instructional Strategies:

Dealing with different proficiency levels by peer tutoring system and service learning

Alternate teacher/student, individual, pair, and group activities

Alternate listening, spoken, reading, and writing activities

Keep lecture at a minimum

Role playing

Scenarios

Scaffolding

Dialogues and presentations

Self-assessment

Activities with native speakers

Dining out

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

6 students have studied how to say “their names, family members, occupations, nationalities, age, month, year, clock time, days of the week, like, busy, yesterday, evening, today, tomorrow, weekend, because, therefore, interesting, Chinese language, English, music” in Chinese; 3 students have studied how to say “their names, family members, nationalities, busy, clock time, occupations” in Chinese; 1 heritage speaker.

All students know how to use Internet, how to use a computer, how to take transportation, have knowledge of the weather.

Links to relevant websites:

High school curriculum: www.pasadena.edu/chinese/chnse_curric.html

Life of a Chinese high school student: www.whatkidscando.org/china_site

Part-time jobs for Chinese college students:
<English.people.com.cn/200508/22/eng20050822_203832.html>

Tutors Chinese for foreign students and how they charge:
www.hellomandarin.com/teacher/teacher.html

<http://www.urbanrail.net/as/shan/shanghai.htm>

<http://www.travelotica.com/travelguide/5161/china/beijing/bus-routes-5206.htm>

Lessons that support the unit:

June 16	Startalk Pre-program survey; Re-acquainting, explain course tasks and the principle of learning by doing, game plan; how to verify understanding of time, key new words: speak, Is it? How to? understand, write, sorry, question, thank you; how to ask people to speak slowly, how to verify understanding, how to ask people to write down what they say, how to make apology,
June 17	Money: key new words: money, dollar, dime, cent, hundred, thousand, bottle, buy, spend, how much units of Chinese currency up to 1000; money counting contests, review names of beverages and quantity, search the Internet to make a presentation to class of 3 beverages he/she has purchased; create Transaction Register; make entries in the register with the help of Chinese software on the computer and the textbook.; Chinese students' favorite

	beverages
June 18	Review and Quiz 1; Purchasing Clothing: key new words: wear, clothing, pants, shirts, colors, sizes, expensive, cheap: students describing what the teacher is wearing with the teacher asking questions, self presentation of what each student is wearing; 3 students taking turns to answer questions about their clothing; search the Internet to make a presentation to class of 2 pieces of clothing he/she has purchased; what Chinese students are wearing; make entries in the transaction register with the help of Chinese software on the computer and the textbook.
June 19	Review and Quiz 2; Part-time Jobs: key new words: teach, clock time, dates, hour, morning, afternoon, evening, do, tutoring foreign students of Chinese --how to make tutoring appointment & charge for tutoring hours: using language lab to make phone conversations with alternating peers and native speakers; learning Progress Journal entries in Chinese—can do statements and more: number of people called, appointment times with the help of Chinese software on the computer and the textbook. I have created a simplified table using the Chinese they will have learned up to this lesson to make the can-do statements.
June 20	Review and Quiz 3; —How to scaffold pronunciation: key new words: pronounce, very good, first, again, listen, this way, look at, school, year in school; students demonstrate how to pronounce certain Chinese words, string of words, simply sentences and questions with correct tones, and cadence; native Chinese scaffold students' pronunciation; Review from previous day: students search on the Internet the going rate for tutoring foreign students in China; making tutoring appointments with their classmates; students prepare tutoring; students tutoring each other focusing on pronunciation; make entries in the transaction register of money earned in this day's tutoring with the help of Chinese software on the computer and the textbook.
June 23	Weekly Review and Test 1: Shoes: key new words: sell, shoes, pair, more color; shop assistant; review clothing by students describing what they are wearing; describing the instructor's shoes—color, size; learning progress journal; Learning Progress Journal entries in Chinese with the help of Chinese software on the computer and the textbook; each student reports to class one thing he/she can do in Chinese with prompts from the instructor; each student putting character price labels on some products in the mini store with the help of Chinese software on the computer and the textbook, from this day on the mini store will be open daily during class break and evening practice and students must do their daily transaction register.
June 24	Review and Quiz 4; How to scaffold listening comprehension; key new words: recording; mostly this is a review lesson; class listening to two recordings and answering listening comprehension questions; students each listen to a different recording and answering listening comprehension questions; making tutoring appointments with their classmates; students prepare tutoring; students tutoring each other listening comprehension;
June 25	Review and Quiz 5; Class Schedules: key new words: semester, course, tests, class, class period, course names; names of most common high school courses;

	ask native Chinese questions about their high school classes; make a comparative presentation; make a table of class schedules; instructor shows a few Chinese students class schedules modified from the Internet; make a comparative schedules in a group of two with the help of Chinese software on the computer and the textbook; present to class
June 26	Review and Quiz 6; Tutoring reading comprehension : key new words: read, this is essentially a review lesson; skimming to identify topic in context; figuring out the purpose of the written material with instructor's questions; each student will be given a different reading and questions to ask about the reading for preparation; go to another student to tutor that student the prepared reading;
June 27	Review and Quiz 7: Learning journal entry; Prepare lesson for 5th Graders : Give a Chinese name to the 5 th graders, practice pronouncing their names correctly; explaining the meaning of the names, class design a lesson in Greeting.
June 30	Weekly Review Test 2; rehearse tutoring with different scenarios
July 1	Lunch with 5 th grade students and teach them Greetings in Chinese
July 2	Review and Quiz 8; learning journal entry about yesterday's teaching with the help of Chinese software on the computer and the textbook; daily weather : key new words: weather, weather forecast, raining, snowing, sunny, cloudy, and temperature; discuss today's weather, check online the weather of mother or father's hometown, report to class in Chinese; write a report of "My father's or mother's hometown's weather" with the help of Chinese software on the computer and the textbook and send it with English translation to father or mother; guided listening with pre-listening questions in Chinese to live weather report of Shanghai, Taibei, and Beijing; prepare to compare the weather of the three cities, first orally, and then each student writes down a comparison with the help of Chinese software on the computer and the textbook;
July 3	Review and Quiz 9; seasons in Prescott Arizona: Key new words : warm, humid, cold, cool, hot, winter, spring, summer, fall, comfortable. Prescott's summer: number of month, when is the start of the summer, temperature during the day and in the evening, what is the weather like in the summer— each student answers one question; Prescott's fall, Prescott's winter, Prescott's spring
July 7	Weekly Review Test 3; Taking a bus : key new words: bus, stop, cardinal numbers, which, start, arrive, get on, get off, ticket; instructor present from the Internet a bus stop sign in China; talking about the first and last stop, the total number of stops, the bus number, the daily operating times; using a pre-designed bus stop sign with mostly names of stops students can recognize; each student will be assigned a different starting point and destination and a different time, each will describe when and where to board and where to get off, and the total number of stops in between; play "bus" – front of the classroom will be turned into a "bus," all aboard. One ticket seller, the rest tells the seller where to get off, the seller tells them how much the ticket is; purchasing a bus ticket; the seller announces the stop each is supposed to get

	off; if one is not getting off at the right stop, one must purchase additional ticket; students already got off will go to the back of the classroom, instructor giving each student a bus stop sign from the Internet and students prepare for presentation of an explanation of the bus stop
July 8	Review and Quiz 10; taking a plane: key new words: taxi, highway, plane, airport, Shanghai, Beijing, Taiwan, Taibei; checking on and presenting flights to Shanghai, Beijing, and Taibei; each student will be given a different itinerary to prepare to present to the class;
July 9	Review and Quiz 11; taking a subway train: key new words: subway, line, look on the Internet at a subway line in China; talking about the first and last stop, the total number of stops, the bus number, the daily operating times; using a pre-designed bus stop sign with mostly names of stops students can recognize; each student will be assigned a different starting point and destination and a different time, each will describe when and where to board and where to get off, and the total number of stops in between; play “taking a subway” – front of the classroom will be turned into a “subway station;” One ticket seller, the rest tells the seller where to get off, the seller tells them how much the ticket is; purchasing a subway ticket; a pre-recorded announcement will be played, each is supposed to get off; if one is not getting off at the right stop, one will be purchasing additional ticket at a subway station; students already got off will go to the back of the classroom, instructor giving each students Internet subway line and students prepare for presentation of the subway line.
July 10	Review and Quiz 12; A day of life of a Chinese high school student: new words: get up, shower, breakfast, lunch, dinner, taketo school, attend class; prepare to talk about a day of American high school student’s life; class discussion, each not repeat, but add to each other’s information; each make a table of a day of my high school life; interviewing native speakers about their high school lives; teacher guided shows of Internet postings on contemporary high school students’ lives; prepare oral report to class; each make a comparison table of a day of my high school life and a Chinese high school student’s life;
July 11	Review and Test 4; learning progress journal entry; write a letter to tell a fellow high school student what you have learned with English translation
July 14	Final Project Design: final project evaluation criteria; subway line; bus line, class schedule, a day in a Chinese high school student’s life, our store, Shanghai weather, Taibei seasons, Chinese students’ part-time jobs, Chinese money; skit of making phone appointment, skit of tutoring pronunciation,
July 15	STAMP; Final Project Practice
July 16	Course evaluation; Final Project Rehearsal
July 17	Final Presentations to native Chinese audience who will ask questions; while one student presents, the rest of the students are also going to ask questions
July 18	Startalk post program survey; celebrate the end of the program: Program Banquet

