



**Rutgers University/Princeton, West Windsor-Plainsboro RSD
STARTALK Student Program Curriculum**

Theme: STARTALK Students at the Olympics **Target Proficiency Level:**
Novice Low-Novice Mid

Number of Hours: 30 hours

Designed by: Jume Shen/Rosanne Zeppieri

Brief Description of Program (including curricular context and goals)

This unit is designed for entry-level students. The context for language acquisition centers on taking a trip to China to attend the Olympic Games. Students will visit four locations where the games will be held: Beijing, Shanghai, Tianjin, and Qinghuangdao. While on this imaginary trip, they will learn basic expressions, high frequency vocabulary, and functions that they might use when conversing with native speakers of Chinese.

What Enduring Understandings are Desired:

Students will understand that...

To communicate in another language, it is important to know how, when, and why to convey a message.

Learning a language leads to greater understanding of others and why people think and act in different ways.

Language reflects and is influenced by the culture in which it is found.

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

How can I understand others when I do not know all the words?

How can I make myself understood when I am just beginning to learn Chinese?

Why do the Chinese people sometimes say and do things differently from the way I do them?

Standards/Goals:

Major Standards:

1.1, 1.2, 1.3

2.1, 2.2

3.1
4.1, 4.2

Supporting Standards:

Content:

What we want students to know and understand

Key Vocabulary:

China
USA
Visa
Camera
Suitcase
Map/Globe
Sports
Olympic mascots
Olympic slogan
Directional words: north, south, east, west
Put, touch, point to, show me

Hello!
How are you?
Very good!
Not good!
So- so!
Excellent!

Thank you!
You are welcome!
Welcome you!

What's your name?
My name is...

Where is it?
It is...
Beijing
Beijing welcomes you!
Where is Beijing?
2008 is the year of Olympics
The Olympics are in Beijing

Beibei
Jingjing
Huanhuan
Yingying
Nini
Colors
Names of animals
Olympic symbols

Names of a few countries participating in the Olympics

Numbers 0-30

How old are you?

I am ...years old.

When is your birthday?

My birthday is...

Dates

Names of family members

Do you have...?

I have...

I do not have...

How old is....?

He/She is...

Names of key historic sites in Beijing (Olympic Village, Forbidden city, Great Wall, Tainammen)

Do you like/dislike?

I like/dislike...

Names of key Olympic sports

Body parts used in the various sports

Commands used when participating in these sports: kick, run, jump, punch, etc.

Some key sports equipment

Typical Chinese foods (steamed buns, wonton, sweet and sour fish, broccoli, beef, fried noodles, fish, shrimp, doufu, vegetables)

Descriptors for foods (hot, cold, sweet, sour, delicious)

Preferences for foods

Names of a few typical shops found in a Chinese town/city

Chinese currency

May I help you?

I would like...

I have/I don't have...

How much does that cost?

Here it is.

Basic weather expressions pertaining to climate in China

Modes of transportation

Colors

Brush painting tools – paint, brushes, rice paper, ink stone

Calligraphy tools

Names of a few animals (horse, bird, chick, panda bear, monkey)

Commands (pick up the brush, lift the brush, sit straight, hold an egg in your fist, dip the brush in the ink, put your left hand on your paper, make one stroke, write slowly and neatly, put down your brush, let it dry, use glue, past on the construction paper)

Gongu

Taiji

Commands (get ready, start, breathe out, breathe in, turn left/right, show tiger's mouth, show mountain shoulder, push, kick, jump and kick, kick in the air, kick your leg, kick high, jump while making a circle with your body, make a hand motion like a cloud, walk in a circle with gongfu steps)

Skills:

Students to be able to ...

Greet one another

Take leave

Introduce themselves and others

Say their name

Express feelings

Locate China on a map of the world

Identify a few cities in China

Follow and give directions from place to place

Identify travel essentials

Identify Olympic symbols

Identify the Olympic dolls and their meanings

Count from 0 to 30

Identify a few animals

Identify colors

Express preferences

Tell someone your age

Age someone what his/her name is

Express dates

Identify family members

Describe family members

State nationalities

Convert American dollars to Chinese yuan

Say what you have/do not have

Name a few Olympic sports

Identify body parts used when playing the games learned

Respond to and give commands for playing sports (gungfu, ping pong, Chinese Yo-Yo)

Identify some typical Chinese foods

Make a simple purchase in a food market

Order something to eat and drink

Describe people and animals (physical characteristics)

Identify basic weather expressions

Describe weather conditions in China

Identify colors

Identify shapes

Identify animals

Describe animals

Identify tools for brush painting (brush, paint, strokes, four treasures, ink stone, rice paper, mountains and rivers, landscape, water, flowers)

I can paint/do calligraphy.

Follow directions in order to make a brush painting/do calligraphy
Differentiate between Gungfu and Taiji
Identify body parts used when performing Gungfu and Taiji
Identify gongfu actions while watching a video
Carry out gongfu actions by following teacher's direction

Connections to Other Disciplines:

Geography – map skills
History – historical significance of the Great Wall
Math – currency conversion
Art – Chinese brush painting, calligraphy
Physical Education – Gung fu, Tai Chi

Technology Integration:

Use Internet to view photographs of places in China, Olympic sites, realia
Make a Podcast
Make an IMovie

Assessments:

What evidence will show that students understand and can perform?

Performance tasks

- Role-play situations
- Presentational tasks
- Interpretive listening tasks

Work Samples

- Interview sheets
- Survey results
- Venn diagrams
- Journal entries
- Podcasts
- IMovies
- Class rhymes

Can do Statements From Linguafolio

<http://startalk.umd.edu/meetings/>

Linguafolio statements for Novice speakers

Interpretive Listening

I can understand some commonly used words and expressions such as please and thank you.

I can understand basic information such as days of the week, months of the year, umbers, times, and dates.

I can understand names of objects in my immediate environment such as words for familiar objects.

I can follow a command, especially when people use gestures.

I can understand some simple questions when accompanied by appropriate non-verbal clues and visuals.

I can comprehend when asked how old I am, what my name is, and where I live.
I can understand when someone asks me what sports I play, which hobbies I have, and what I like to do in my free time.

Interpersonal Speaking

I can greet people in a polite way.

I can say hello to a person I do not know.

I can introduce myself to someone.

I can answer simple questions using a single word.

I can respond to questions about my preferences using one or more words.

I give simple responses on familiar topics such as:

- What I like and dislike
- What the weather is like

I can exchange information about myself, my family, and familiar things using simple phrases.

- I can say my name and ask someone what his/her name is.
- I can identify the members of my family by relationships and ask someone about his/her family with a simple question.
- I can exchange simple descriptions of what people look like (e.g. tall, short, brown hair, blue eyes).

I can understand and say numbers in simple situations.

Presentational Speaking

I can say the names of familiar people, places, and objects in pictures and posters.

I can introduce myself.

I can present personal information about myself and others using words and simple phrases.

- I can state my name, age, and where I am from.
- I can say things about my physical appearance.

I can express my likes and dislikes.

I can say short memorized phrases, parts of poems, and rhymes.

Required Resources:

Globe

Name tag

Suitcase

Chinese money

Map of China

Hat

I can express my likes and dislikes.

- I can express which sports I like and don't like.
- I can express my favorite free-time activities and those I don't like.
- I can state my favorite foods and drinks and those I don't like.

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Sunscreen

Dictionary

Map of China

Map of USA
A picture of English
A picture of Chinese
Welcome sign
5 Olympic dolls
Picture of the Olympic Village
Number cards
CD-where is my friend
Index cards
Paper phones
Chinese money
Pictures of food or real items
Rice paper
Ink stone
Paints
Brushes
Cups
Construction paper
Sticks
Glue or glue sticks
Painting-mountain & river painting
20 sets of animals cards
20 sets of color cards

Pictures of ...

- Cute (not cute), good-looking
- Animals
- Horse
- Bird
- Chick
- Panda
- Monkey

Slide show –gongfu and taiji
Slide show-Taiwan
Music-gao shan qing
Map of Taiwan

Differentiation of Instruction:

Instructional Strategies:

Magic bag
Total Physical Response (TPR)
Gouin Series
Games
Songs
Situational dialogs
Learning stations
Think/Pair/Share

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

(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

Links to relevant web sites:

<http://www.google.cn/> (Search google in Chinese)

http://hua.umf.maine.edu/Chinese/maps/chinese_map.html (Clickable map of China)

<http://en.beijing2008.cn/> (Official Olympic site)

Sub-theme(s)/unit(s)

The program may consist of one or more sub-themes/unit

2008 Olympics

Gongfu/Taiji

Brush painting

Calligraphy

Chinese Yo-Yo

Lessons that support the subtheme/unit:

Daily instructional plan

Day 1

To set the context and present the essential unit questions, teacher will arrive in class with her packed suitcase, passport, visa, and camera. She will introduce herself and “talk” about her upcoming trip to China.

- She will greet students and guide individuals to say hello, give their names, and respond to “How are you?” Students will practice introductions as they get to know their teacher and classmates.

Using a globe/world map, the teacher will name the various items she has with her, pass them out to students, ask for the class to point to the items as she mentions them, pass them for person to person, and show them to the class following her instructions.

- Once students understand the context of the unit, the teacher will ask them to call out information that they know about the 2008 Olympics. As students name a few sports, famous athletes, mascots, etc., the teacher will construct a semantic map and present a few key vocabulary expressions in order to set the context for the unit.

Teacher and students will make a shower curtain map of China and locate key cities they will visit during their trip (Where is...?) (It is north/south/east/west of...)

- As they construct the map, students will listen and respond to the teacher’s directions as she uses directional words and other commands such as “put,” “touch,” “point to,” etc.
- Teacher will show students the different venues for the Olympics
 - Teacher will present the dates of the Olympics
 - Teacher will discuss a few important facts about Beijing
 - Teacher will present the Olympic slogan

Working in small groups with the assistance of the practicum teachers, students will practice greetings, giving their names, expressing their feelings, and saying that they are going to China. The students will role-play meeting people on the streets of Beijing, play the popcorn game to

practice and internalize vocabulary expressions, and play the flyswatter game to learn the names and locations of places in China.

As closure, the class will play Jeopardy to cement the day's learning.

Day 2

Displaying the Olympic Mascots as a hook, teacher "welcomes" the class to the Olympics in Beijing.

Teacher then introduces the 5 lucky dolls by giving the name and significance of each mascot.

- Teacher tells a short story about each doll providing comprehensible input. During this introduction, she talks about their names, the colors of each doll, the animals and symbols of the Fuwa. Make puppets of the Fuwa. Students then introduce their puppets to the class and to one another.
(<http://en.beijing2008.cn/spiritbeijing2008/graphic/n214068254.htm>)
- Teacher distributes the dolls and conducts an oral identification activity (Who has the doll that I am describing?)
- To reinforce colors, teacher calls out the name of a color and students search the classroom to find that color by pointing to the appropriate objects.
- Teacher conducts a Total Physical Response (TPR) activity using the dolls to reinforce names, colors, animals, and symbols.

Teacher introduces the names of various countries who will participate in the summer games. Students will mark the countries on the shower curtain map of the world using the country's flag. Teacher will lead students to review and practice directional expressions asking where each country is located in relation to China (north, south, east, or west).

Teacher will "introduce" an Olympic hero giving the person's name, his/her country of origin, nationality, age, and sport. Using this biographical information, teacher will guide students to give their age, birthday, and nationality.

- Teach numbers 1 – 30 through oral input, practice, games, songs
- Practice asking and answering question, "How old are you?"
- Introduce and practice, "When is your birthday?"
- Discuss dates in general as the class identifies the dates of the Olympics, today's date, etc.

As they rotate through a series of "station" activities, students will practice interpersonal speaking, interpretive listening, and presentational speaking to review vocabulary and content presented during days 1 and 2.

- TPR with shower curtain map, flags to practice names of countries and nationalities
- Counting game to cement recognition
- Oral interviews to find out classmates' birthdays and phone numbers
- Swab game to practice numbers

Class creates and learns a rhyme for the day to present to the camp during the final "team spirit" activity.

Day 3

Students will travel to Beijing through a board game. Four family members are in a group. The goal is to find out which "family" will arrive first.

- Teacher introduces and practices the names of family members
- Students play the game, Strong Wind Blows for additional practice of names of family members
- Students will play Go Fish to practice the following expressions: Do you have...? And I have...
- Students will introduce their own family members to classmates using a drawing or puppets. They will give the person's name, age, relationship. Matching Activity-Information Gap for vocabulary building
- Students will interview classmates about their families using the following expressions:
 - Do you have...?
 - I have...
 - I do not have...
- Students will compare the number of siblings each has and the ages of their brothers and sisters using a Venn diagram.

Teacher will introduce the Olympic Village, the Forbidden City, and the Great Wall, and Tiananmen to class using a map of Beijing. As she talks about each place, she will locate it on a map of Beijing and discuss its importance to the Chinese people and culture.

- Map work using shower curtain map and pictures of the sites
- Oral question and answer practice (Do you like...? I like...)
- Following directions from place to place in Beijing

Station activities to reinforce the learning:

- Role-play situations:
- “Seven-up” game to practice numbers
- “Where is...?” activity: student A and student B each receive the same map of Beijing. Student A has some sites marked on his/her map; student B has other sites marked. Each needs to complete his/her map by asking and answering the question, “Where is...?”
- Unknown city card information task: students work in groups of 4 to complete the layout of a city based on information each receives on cards that tell the name of a place and its location. They must work collaboratively to complete the layout of the city.

Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.

Day 4

Teacher displays a poster, transparency, or a variety of sports props to stimulate interest and set a context for the day's learning.

Class identifies the pictures of sports that they will see at the Olympics. As class chooses a sport, the teacher presents its name in Chinese and talks briefly about it. TPR practice to cement vocabulary

- Categorization activity (students put sports into categories based on which are team sports versus individual sports, those that use a ball versus those that do not, those that are played on a field versus those that are not, etc.)
- Matching activity (pair work/information gap)
- Guess the sport. (Interpret the pictograms of 2008 Olympics sport icons).
https://www.olympic.org/uk/sports/index_uk.asp

- Teacher asks personal questions about likes and dislikes, famous athletes who play each sport, and the equipment needed for each sport.

Class views video on Gungfu.

- Teacher uses the video to teach commands for practicing this sport.
 - Review of numbers
 - Introduction of a few body parts
 - Commands: Kick, punch, walk, etc.
- Teacher presents and practices a Gouin series on how to practice gungfu, ping pong, and/or Chinese yo-yo

Students interview classmates on their favorite sports, athletic heroes, and the sports that they know how to play. As she debriefs the task, the teacher and students compare results using a Venn diagram.

Station activities to reinforce learning:

- Role-play situations
- My Olympic Hero – students draw a symbolic representation of their Olympic Hero and present that person to their group using basic language functions and vocabulary (name, age, nationality, sport).
- “Let’s Play Jianzi” (*Teacher to Teacher: Model Lessons for K-8 Foreign Language*, pp. 120ff)

Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.

Day 5

Teacher arrives in class with her suitcase for a trip to Shanghai where some Olympic events will take place. She shows students where she is going using the shower curtain map and discusses the sports she will attend. She is excited about visiting Shanghai because it is quite different from Beijing.

- Teacher shows a video clip and/or visuals of the city to set the context.
- Teacher introduces tourist sites in the city through a PowerPoint presentation or visuals. As she goes from place to place, she talks about the significance of each site and shows its location on a map of Shanghai.
- She talks about the differences between Beijing and Shanghai focusing on foods.

Teacher introduces typical foods one might find in Shanghai.

- Input activities will include:
 - Identification
 - TPR practice
 - Teacher will instruct students to sort food pictures into two stacks, those that everyone in the group likes and those that not liked by everyone; sort foods into those that are found in the students’ homes and those that are not; sort foods into basic food groups; sort foods into those eaten by someone in the last 24 hours and those not eaten by anyone in the group within the last 24 hours.
 - Interviews of classmates to find out preferences

Teacher introduces Chinese currency.

- Students identify bills and coins.
- Students practice buying and selling items such as the Olympic dolls, flags, etc.
- Teacher conducts an auction of items in the room.
- Students receive a shopping list and an amount of money. They then “visit” stores to make purchases for a Chinese lunch.

Students will order something to eat and drink in a restaurant or café in Shanghai.

- Whole class role-play
- In pairs, students first practice the role of the waiter/waitress; then they practice the role of the customer.
- Students will buy food and drinks at a “food court.”

Station activities:

- Food Bingo
- What’s missing game
- Information gap: What’s different (students A & B each receive a picture of a restaurant scene. They must ask and answer questions to complete their respective pictures.)
- Students create a Podcast to introduce a Chinese dish and give their opinions about that dish.
- Play the “Price is Right” for practice with numbers and currency.

Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.

Day 6

Teacher dresses or shows a video clip of a cultural dance that the students might encounter when visiting China. She describes and shows class how to perform the dance and talks about its significance to the people.

- TPR practice to learn names of body parts
- Play matching game where students match a body part with an appropriate action word.
- Students perform the Macarena by following directions in Chinese (action words)
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Station Activities:

- From Flteach ancillaries (<http://www.cortland.edu/FLTEACH/flteach-anc.html>) Play a game called "Picasso." Send a group of students to the blackboard and then blindfold them. Each student will do his or her individual "masterpiece." Ask them to draw a certain body part eventually calling out all the parts that that form an "entire person." As the students at the board are drawing, the rest of the class is doing the same at their seats. The teacher then “unveils” her masterpiece and students compare their work with hers.
- Monster activity-working in pairs, students draw a “monster” and then describe their creature to their partner who draws it according to the description. Students then compare their work.
- Twister game
- Class learns to how to play one of the Olympic sports to reinforce commands and body part vocabulary.
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Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.

Day 7

The class will travel once again to attend Olympic events. Using the shower curtain map, teacher and students will trace the route from Shanghai to Tianjin. The teacher will introduce the city and its important places via visuals or a PowerPoint presentation.

- Students will compare places in Tianjin with those in Beijing and Shanghai as well as food and Olympic events held in each city.
- Students will share their opinions about each site using previously learned expressions.

In Tianjin, students will “attend” soccer games. Teacher will talk about the sport and ask students’ opinions of various teams and players. She will describe some of the actions that players perform during a soccer game.

- Students will play the flyswatter game in order to internalize the names of colors and physical characteristics.
- Teacher will distribute colorful flags that students will use to identify themselves as short, tall, big, small, having blue eyes, brown eyes, hazel eyes, as a red head, a brunette, a blond, having black hair, etc.
- Teacher will describe physical appearance of key soccer players from various countries specifying size, hair and eye color, physique, etc. Students will guess whom she is describing by finding the appropriate pictures from a group of photographs.
- Using a “round robin” format, students will contribute a descriptive adjective (color or physical characteristic) to describe a photo of an individual. Teacher will categorize the expressions on the board into positive and negative attributes, colors, physical features, etc.
- Students will mill around the room in order to fill in descriptions of various athletes. They will ask and answer questions to obtain personal data.
- Students will engage in role-play situations:
 - While at the Olympics, your little brother gets separated from your family. You find an official, ask for help, and describe your brother.
 - While at the Olympics, you find a student Identification card on the ground. You find the lost and found booth and turn in the card to the official. You and he/she have a conversation about the person pictured on the card.

Station Activities:

- Students will play the game, “Who’s missing?”
- Students will make an iMovie presenting their group members
- “Guess Who” game: <https://www.t2tweb.us/Workshops/Sessions.asp?SessionID=107>
- Students will create a Wall of Honor that includes important athletes competing in the Olympic Games in Beijing. They will include photos, national flags, and simple sentences about the people.

Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.

Day 8

Field trip to China Town in Philadelphia

Day 9

Students will visit Qinghuangdao, a fourth Olympic site. The teacher will trace the route from Tianjin to this location using the shower curtain map. Teacher will tell a story about traveling to Qinghuangdao including information about the city, its climate, and transportation used for the trip.

- Using the port city as an example, the teacher will present basic weather expressions.
- To practice this vocabulary, teacher will conduct a TPR exercise, play matching game in pairs, and categorize weather expressions by hemisphere/country/latitude and longitude.
- Students will compare the weather in Qinghuangdao and a city in the U.S. using a T-chart.
- Using a map of the city, students will work in pairs giving and following directions from place to place.
- Students will practice weather expressions at the following site:
<http://www.chinese-tools.com/learn/chinese/27-climate-weather.html>

Station activities:

- Role play scenarios: make a telephone call to the weather bureau to find out what the weather will be during your visit to Qinghuangdao; asking a police officer for directions to the Olympic venues using a map of the city; making plans with a friend to attend the games.
- Read/listen to authentic weather reports and completing an interpretive guide to demonstrate comprehension.
- Prepare and produce a Podcast giving the weather report in China at the Olympic sites.

Class creates and learns a rhyme for the day to present to the camp during the final “team spirit” activity.