



**University of Mississippi
STARTALK Program Curriculum Template
For Unit 7 in IGC BK 1 Lvl1**

Theme: Studying Chinese

Target Proficiency Level : Intermediate low

Number of Hours: 6 hours

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Brief Description of Program

Students have studied Chinese for three weeks and have accumulated a vocabulary of over 200 words and some simple patterns of the language. They have experienced both frustrations and success in learning. This unit will introduce the necessary linguistic skills for students to be able to talk about their feelings in study Chinese, including what is the most difficult in learning and what is easy to learn in Chinese. They will also make connection with their experience in learning other languages, such as French, and Spanish. This unit will also introduce the best way of studying Chinese so that learning can be both interesting and rewarding. Finally, this unit can bring StarTalk students in contact with the Chinese speaking community on Ole Miss campus so that students can use what they have learn in real life situation.

The desired enduring understandings from this unit of learning

Students will understand

- The correct way of study Chinese.
- Language learning needs practice and real communication.
- The help from Chinese friends are useful in studying Chinese.
- How Chinese characters are structured (ex. 男 and 家)
- A journey of thousand miles starts from the first step.

Essential questions to guide this unit of learning are:

- What are the linguistic elements needed for fulfilling the task of Unit 7?
- What activities are needed to help students internalize these elements?
- What communication skills are needed to carry out the task of Unit 7?
- What assessment methods will be use to evaluate learning?

Standards/Goals:

Major Standards:

1. Students are able to **communicate** with each other and with their Chinese friends on their Chinese learning experience.
2. Students are able to **compare** Chinese with another foreign language they have studied.
3. Students will see the innate structure of Chinese characters, its **cultural** reference and how Chinese people understand things or phenomena in ancient times.
4. The program can arrange a cultural activity for students to share their learning experience with Chinese students and help each other in foreign language learning.

Content: My personal experience in learning Chinese and how to learn it with the most effective ways.

Key Linguistic Structures/Grammar and Vocabulary:

1. Key Structures/Grammar:

你…… (verb) 得怎么样?

因为……, 所以……。

但是……。

……, 好不好?

…… (pronoun) 跟 (pronoun) ……一起……

哪里, 哪里 (response to a compliment) 。

……太 (adjective) …… vs. ……真 (adjective) ……

……有 (一) 点儿 (adjective) …… vs. ……有一点儿 (noun) ……

……就…… vs. ……才……

你怎么……?

我喜欢 ……

the use of nouns and pronouns in continuous discourse.

2. Key Vocabulary

Ordinal Numbers: 第一, 第二, 第三……

平常, 早, 怎么, 这么, 半夜, 夜, 功课, 朋友, 真,

大家, 开始, 上课, 念, 课文, 录音, 男的, 帅

Skills:

Students will be able to:

- Express opinions on learning Chinese
- Further support ones' opinions
- Explain their reasons for doing something or some results
- Describe the levels of difficulties in learning Chinese

- Identify the differences between the similar linguistic structures
- Response in a culturally appropriate way to compliments
- Make comments on a study approach
- Understand Chinese word structure.

Technology Integration:

- Use PPT presentation and visit online learning program of similar content.
- Lab visit to use “Interactive Listening Project” for homework.

Assessments:

Performance tasks

- Carry out a conversation with Chinese students on campus.
- Talking about own experience in studying Chinese.

Tests

Short paragraph level listening and reading comprehension tests
Interview of students and write a short dialogue on learning Chinese.

Quiz (see appendix A)

Unprompted Evidence (observations, dialogues):

- Observation during class interaction with teacher
- Classroom participation

Can Do Statements from Linguafolio

I can

- ask simple questions about studying Chinese;
- understand and answer questions and give simple responses;
- use and say ordinal numbers in simple situations;
- express what I think difficult or easy when I study Chinese;
- explain reasons
- describe a friend
- to some degree understand extended speaking and follow discussions regarding this unit.
- write simple but clear descriptions about personal experiences of studying Chinese.

Required Resources: Internet and computers

Instructional Strategies:

- Role playing

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work
- Dialogues
- Games of counting number / ordinal number in Chinese

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

- 1) 200 Chinese words,
- 2) their new experience in learning Chinese,
- 3) their past experience in learning other foreign language(s), and
- 4) Common knowledge about Chinese language and culture.

Links to relevant web sites:

<http://www.china.org.cn/e-learning/20.htm>

Website of Hawaii Asian Languages and Cultures

Website of UCLA's Department of Asian Languages and Cultures.

Quiz 13
Day 15 Lesson 7

English name: _____

Chinese Name: _____

I. Listen and answer the following questions (11 points).

(from CD dialogue 1 to 4)

Questions 1-2

1. What did they talk about?

- | | |
|--------------------|---------------------|
| a. a test | b. practice Chinese |
| c. study new words | d. review lessons |

2. How was it?

- | | |
|---------------------|---------------|
| a. very hard | b. quite easy |
| c. very interesting | d. very slow |

Questions 3-4

3. What is the reason for this conversation?

4. Why?

5. What was the decision?

Questions 5-6

6. What is bothering the woman?

- | |
|------------------------------------|
| a. She speaks slowly. |
| b. Characters are too hard. |
| c. Her homework is too much. |
| d. She can not understand Chinese. |

7. What is the man offering to do?

Question 8-10

8. What are they going to do tomorrow?

9. What has the woman done?

10. What does she think of it?

11. What they are going to do tonight?

II. Give the pinyin of the following words. (5 points):

Weekend	Beautiful
last week	to help
slow	difficult
easy	how, in what way
to teach	the second

III. Read the following dialogue and answer the questions (5 points).

A. □□□□□□□□.

B. □□,□□. □□□□□□□□.

A. □□□□□□(kāishǐ, at beginning)□,□□□□□□□□.

B. □□? □□□□□□□□□□□□.

A. □□□□□□□□.

B. □□□?

A. □□□□□□□□□□.

1. What does A think of B's Chinese?

2. What does B think of his own Chinese?

3. What does A think of speaking Chinese slowly?

- a. It doesn't matter, because you will get better later anyway.
- b. Speaking slowly at first will leads to a better spoken Chinese.
- c. He thinks B is somewhat slow, but B speaks well.

d. He does not want to speak Chinese with a slow person.

4. What does B want to do?

5. How is A's Chinese?

a. not very good

b. very fast

c. the teacher can not understand him

d. all of the above.

IV. Make sentences using the given words and “□” (3 points)

1. □□/□

2. □□/□□

3. □□□/□

V. Tell your teacher how is your Chinese now and what is your suggestion. You can use Pinyin with tones (2 points)
