STARTALK Student Program Curriculum
Stanford University/Palo Alto Unified School District
Chinese 2A, Week II

Week Two: 6/30-7/03
Overall Theme: 我的课余生活
My Extra-curricular Life
Week Two Theme: Going out - Shopping and Visiting Friends

Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 25 hours

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Brief Description of Program (including curricular context and goals)
At the end of the second-week session, students will be able; to talk about buying goods in various settings and how to ask prices and about the availability of goods, express opinions about goods and making choices; to hold a basic conversation when visiting a Chinese family; to hold basic conversations or as a guest of a Chinese family; to write notes, explain causes, and express frequency and offer choices.

What Enduring Understandings are Desired:
Students will understand
• The appropriate way to shop and negotiate in an authentic Chinese setting.
• How to receive and accept invitations to visit a Chinese family.
• Gift-giving protocols in a Chinese cultural setting.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
• To what extent or in what ways do Chinese and Americans view the concept of extra-curricular activities and civic involvement?
• How important is effective communication to obtain what they desire?
• What is the role of culture in effective communication?

Standards/Goals:
1. Major Standards: C1.1, C1.2, C1.3
2. Supporting Standards: C2, C3, C4, C5

Content:
Knowledge:
• Frequently-used language in daily life/ and extra-curricular activities.
• Sentence patterns
Key Vocabulary:
Chinese characters:
Characters: duo, shao, qian, mai, mai, kuai, mao, dao, yang, hai, yao, gei, xie, ben, gong

多，少，钱，买，卖，块，毛，到，样，还，要，给，谢，本，共

Characters:
Kong, wan, zhu, dian, hua, qing, wen, jin, deng, chu, shi, jian, gai, zou, zai

空，玩，住，电，话，请，问，进，等，出，时，间，该，走，再

High-frequency words and phrases:

Sentence patterns:

这本字典多少钱？
Zheben zidian duoshao qian? How much is this dictionary?

多少钱一斤？
Duoshao qian yijin? How much is this per jin (0.5 kilograms)?

苹果怎么卖？
Pingguo zenme mai? How are apples sold?

请问，你们卖书包吗？
Qingwen, nimen mai shubao ma? Excuse me, do you sell school bags?

这件棉袄还不错，可是太贵了。
Zhejian mianao hai bucuo, keshi tai guile. This padded coat isn’t bad, but it’s too expensive.

苹果甜不甜？
Pingguo tian butian? Are the apples sweet?

非常甜Feichang tian extremely sweet

很甜Hen tian very sweet

不太甜Bu tai tian not very sweet

不甜Bu tian not sweet

一点儿都不甜Yidiar dou bu tian not sweet at all

姐姐的 Jiejie de it’s my older sister’s

红色的Hongse de it’s red

昨天买的
Zuotian mai de it was bought yesterday

红的Hong de it’s red

挺好的Ting hao de very good

真的Zhen de really? Really!

好的Hao de OK

Sentence Patterns:

你明天有空吗？
Ni mingtian you kong ma? Are you free tomorrow？

你住哪儿？
Ni zhu nar? Where do you live?

你家的电话号码是多少？
Ni jiade dianhua haoma shi duoshao?
What is your telephone number?
你哪儿工作?
Ni zai nar gongzuo? Where do you work?
请问他在家吗?
Qingwen ta zai jia ma? Is he at home?
请你等一下，我马上回来。
Qing ni deng yixia, wo mashang huilai. Please wait a minute, I’ll be right back.
欢迎你来。
Huanying ni lai. Welcome
有空常来玩儿。
You kong chang lai war. Please come again.
谢谢您的招待。
Xiexie ninde zhaodaite. Thank you for your hospitality

Skills:
• Describe shopping and guest-related activities.
• Engage in Chinese cultural activities in the context of shopping and being a guest.
• Plan a visit to a friend’s house and describe appropriate guest behavior.
• Plan to go shopping and how to barter appropriately.
• Compare being a guest in a Chinese vs. western home.

Connections to Other Disciplines:
• Mathematics
• VPA
• History/SS
• Science

Technology Integration: (Computer lab)
• Listening activities
• Timed-response activities
• I-Pod activities (Computer lab and home)
• PowerPoint presentations
• E-mail exchanges

Assessments:
• Students do Bell-work activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom
• Stamp test for summative assessment

What evidence will show that students understand and can perform?
Performance tasks
- Talking with classmate about shopping activities
- Role play appropriate guest behavior in a Chinese setting
- Describe appropriate gift exchange practices in a Chinese cultural setting

Quizzes, Tests, Prompts, Work Samples
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Unprompted Evidence (observations, dialogues)
- Role plays
- Student interactions
- Students’ personal accounts of cultural interactions

Can do Statements From Linguafolio (representative)
- **Interpretive Listening**
  I can follow a command, especially when people use gestures.
  I can understand the difference between a question and a statement.
  I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.
  I can identify a short audio announcement relating the time and place of a movie or sporting event.
  I can follow a description of a typical day when visual support is provided.
- **Interpretive Reading**
  I can connect some characters to their sounds and meanings.
  I can follow along on the page when something familiar is read out loud.
- Identify months, days of the week and certain holidays/festivals in calendars
  I can interpret learned characters and reply with appropriate responses.
- **Interpersonal Speaking**
  I can introduce myself and others using basic culturally appropriate greetings.
  I can introduce myself and someone else.
  I can respond appropriate to an introduction (e.g. “I am happy to meet you.”).
  I can share some information about me, other members of my family, friends and free-time activities with others.
  I can ask and tell about family members and their characteristics (e.g. tall, short, funny, serious).
  I can ask and tell about friends, classmates, and teachers.
- **Presentational Speaking**
  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 give my phone number, home address, and email address.
• I can say things about my physical appearance.
• I can say things about my personality.
• I can say things about my and my immediate world.
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.
• I can express some of my personal likes and dislikes.
• I can describe a visit to a friend’s house.

• **Presentational Writing**
  I can write about myself using learned phrases and memorized expressions.
  • I can list my likes and dislikes.
  • I can list my family members.
  • I can list my free-time activities.
  • I can list my favorite food and clothes.
  I can create a simple schedule or calendar with days and numbers.
  I can write phrases and simple sentences to describe aspects of my everyday life.
  • I can write about me, my family, friends and my daily life

**Required Resources:**


Language Lab equipped with computers, and iPods.

**Differentiation of Instruction:**

• Instruction will reflect the following strategies aimed at meeting students’ diverse-learning styles and academic abilities, such as
  Collaborative group work
  Paired work
  Individualized work focusing on students strengths and needs
  Use of visuals and gestures
  Technology
  Instructional strategies addressing multiple intelligences
  Differentiated tasks to demonstrate student understanding

**Instructional Strategies:**

• Providing input in a contextualized manner to facilitate understanding and learning
• Frequent comprehension checks to check for understanding
• Guided practice to support students in apply new language and recycle previously-learned language
• Continuous formative assessment of student progress in acquiring the language and culture
• Opportunities to apply the language both in and outside of classroom settings
• Differentiated instruction and assignments based on students’ learning styles and academic abilities
• Employ real-world tasks to assess formative and summative student performance

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)
• Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

Links to relevant web sites:
Chinese Pod (www.Chinesepod.com)
Better Chinese (www.Betterchinese.com)

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units

Lesson 5  第五 课
买东西
Mai dongxi
(Shopping)
5.1 How much is it?
5.2 In the department store
5.3 In the bookshop
5.4 At the market
Lesson 6  第六 课
拜访朋友
Baifang pengyou
(Visiting friends)
6.1 Inviting
6.2 Visiting
6.3 Introducing
6.4 Leaving