**2009 Chinese Startalk Student Curriculum**

**Host Institution:** Virginia Commonwealth University  
**Program Name:** Virginia STARTALK Chinese Academy  
**Language(s):** Chinese  
**Target Proficiency Level:** Novice High – Intermediate Low  
**Age of Students:** 16-17  
**Number of Contact Hours:** 100 hours  
**Duration (weeks):** 3 weeks  
**Setting (classroom, camp, residential):** Residential  

**Designed by:** Betty Hu

**A. Brief Description of Program**

The three-week Startalk program is designed to help participants develop basic communication skills by building a foundation of grammar and vocabulary. While instructional emphasis is placed on oral communication, the reading and writing of Chinese characters will be simultaneously introduced. Study of the language will be complemented by other resources such as: Chinese music, film, song, folk dance, field trip, seminars and varied classroom projects – including videos, in-class skits and computer games. In addition, the study of Chinese culture will form a core element of this program. At the end of the program, students will learn basic skills of greeting and introducing themselves and others; exchanging information about themselves and their families, homes, schools, and hobbies; asking for and functioning in a number of Chinese language contexts such as restaurants and stores; and talking about sports. Students will also acquire basic knowledge about the geography, customs, and attractions of selected sites in China and compare them with those in the US.
B. Program theme

**Visiting Beijing During Spring Festival**

C. Unit Subthemes

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting people in Beijing—Self-introduction (Family/School/Hobby)</td>
<td>Sightseeing /shopping in Beijing,</td>
<td>Celebrating Chinese New Year—Visiting Chinese Family/ Dining in Chinese Restaurant</td>
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</tbody>
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D. Standards and Expected Outcomes

<table>
<thead>
<tr>
<th>Standards Targeted</th>
<th>Students Can</th>
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</thead>
<tbody>
<tr>
<td>Communication - Interpretive</td>
<td>Listen to multi-media materials with strong visual support; glean basic information from spoken dialogue and printed and multi-media materials</td>
</tr>
<tr>
<td>Communication - Interpersonal</td>
<td>Engage in Conversations, provide and obtain information; Introduce themselves and others: ask and answer simple questions to exchange information about themselves and their families; describe extracurricular and after school activities; express likes and dislikes; make plans including time and date; deal with bargaining situations such as one might encounter while residing in China; be able to order food in a Chinese restaurant; ask and answer questions about social etiquette for visiting Chinese families, the customs to celebrate Chinese New year</td>
</tr>
<tr>
<td>Communication - Presentational</td>
<td>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Chinese through PPT, iMovie, scrapbook, digital story telling</td>
</tr>
<tr>
<td>Cultural Practices/Products/Perspectives</td>
<td>See the differences in the products of Chinese culture: food, dress, writing, will show that the understand differences in how people think and act</td>
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<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Connections</td>
<td>Make connections to other disciplines: Geography-map skills History- historical significance of the Great Wall Math-currency conversion Art-Chinese brush painting, calligraphy Physical Educaiton_Gongfu, Taiji</td>
</tr>
<tr>
<td>Comparisons</td>
<td>Compare the Chinese with another foreign language they have learned; see culture differences in comparing cultural products and perspectives to their own cultures through songs, music, movies, paper cutting, calligraphy, field trip, art experiences.</td>
</tr>
<tr>
<td>Community</td>
<td>Be able to build on their learning by continuing their studies both within and beyond the school setting</td>
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</table>

**E. Specific Knowledge and Skills**

<table>
<thead>
<tr>
<th>Thematic Knowledge and Skills</th>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet others and take leave at the airport, hotel, restaurant, the Olympic village, sightseeing, shopping.</td>
<td>Hello! How are you? Good-bye. See you later.</td>
<td></td>
</tr>
<tr>
<td>Express and acknowledge thanks</td>
<td>Thank you. You are welcome.</td>
<td></td>
</tr>
<tr>
<td>State their name, age, and where they live</td>
<td>My name is… I am… years old. I live in….</td>
<td></td>
</tr>
<tr>
<td>Describe their family and tell the age of each member, and ask others for similar information</td>
<td>Family members (father, mother, sister, brother.) I have… I do not have … Do you have…? How old is….? He/She is …</td>
<td></td>
</tr>
<tr>
<td>Ask about and express likes and dislikes,</td>
<td>I like…? I don’t like….</td>
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<tr>
<td>Activity</td>
<td>Question/Response</td>
<td></td>
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<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>plan an activity for a particular time and day; tell what one’s daily class schedule is</td>
<td>Do you like….? When? What time? Days of the week, at (2:00) I have…</td>
<td></td>
</tr>
<tr>
<td>Name various sports and indicate which ones they play/don’t play; describe hobbies</td>
<td>I play/don’t play basketball soccer track and field gymnastics volleyball swim other sports based on student interest</td>
<td></td>
</tr>
<tr>
<td>Describe weather and seasons</td>
<td>How is the weather today? It’s…</td>
<td></td>
</tr>
<tr>
<td>Ask if a store has a particular item and how much it costs</td>
<td>How much ….? Numbers - 100 Do you have ….? I would like….</td>
<td></td>
</tr>
<tr>
<td>Identify various sites and places of interest and state where they are located</td>
<td>This is…. It is located…. Olympic village, Forbidden City, the Great Wall, Tiananmen Square</td>
<td></td>
</tr>
<tr>
<td>Ask appropriate questions about menu items and order a meal at a restaurant</td>
<td>What is this? May I have….? I would like …. Please bring me…</td>
<td></td>
</tr>
<tr>
<td>Name common Chinese foods and indicate what they would like to try</td>
<td>I would like to try…. dim sum, wonton, tofu, sweet and sour fish, broccoli, beef, fried noodles, fish, shrimp, vegetables</td>
<td></td>
</tr>
</tbody>
</table>

**Self-Introduction (Family, School & Hobby)**

**Benchmarks:**

**Students will**
- Be able to apply the knowledge acquired in given situations
- Understand that Chinese students share similar extracurricular and after-school activities
- Learn the makeup of Chinese characters
- Learn Pinyin, the phonetics
- Learn that the Chinese today still possess the essential character traits that Confucius’
disciples identified in the book “Lunyu”, such as: filial piety

**Vocabulary:**

- **Greeting:** 你好 姓 我 呢 叫 名字 再见

- **Family:** 爸爸 妈妈 哥哥 弟弟 姐姐 妹妹 爷爷 奶奶 姥爷 姥姥 外公 外婆 岁 属 谁 哪里 这 那 做 律师 医生 服务员 工程师 老板 做生意 做电脑 家庭主妇 工作 在 鼠 牛 虎 兔 龙 蛇 马 羊 猴 鸡 狗 猪 数字：1 - 100

- **School:** 老师 学生 同学 个 中国 美国 中文 英文 数学 物理 化学 课 体育 上 年级 高中 请问 什么 是 不 也 学校 年级 多 几

- **Hobby:** 喜欢 爱好 唱歌 跳舞 听音乐 篮球 足球 乒乓球 网球 看电视 看书 看电影 打 踢 朋友

**Syntax/grammar**

- “是”的用法 (the verb 是)
- “有”的用法 (the use of the verb 有)
- “也”的用法 (the use of the adverb 也)
- “两”和“二”的用法
- “是...的”用法
- 形容词作为谓语的用法
- 四种疑问句 (four types of commonly used interrogative sentences):
  - “吗”疑问句
  - 正反疑问句
  - 疑问代词构成的疑问句：谁 几 多少 什么 哪
  - 用语气词“呢”构成的疑问句

**Culture**

- Chinese greeting customs
- 中国人敬老爱幼的传统 (Filial Piety)
• Comparison of similarity and difference between Chinese and American families
• 中国的十二生肖 (Chinese Zodiac Animals)
• Common Chinese leisure activities

The Makeup of Chinese Characters /Pinyin

• 汉字的来源——甲骨文的故事 The inception of Chinese Characters
• The formation of Chinese Characters:
  ➢ The formation of Chinese character are traditionally divided into four categories: Pictographic characters, associative compounds, self-explanatory and pictophonetic characters
  ➢ All Chinese characters contain a radical, a sequence of strokes that broadly categorize the character in terms of meaning
  ➢ Eight basic strokes orders
  ➢ 23 initials, 24 final and 16 整体认读
  ➢ 4 tones

Sightseeing/Weather/Time/ Shopping

Benchmarks:

Students will:

• Be able to describe the weather
• Use the vocabulary acquired to tell time
• Tell what one’s daily class schedule is.
• Fully participate in casual conversations pertaining to daily life
• Deal with bargaining such situations as one might encounter while residing in China
• Understand that memorization of associate phrases help students learn Chinese efficiently
• Understand how to use radicals to derive meaning for unknown characters

Vocabulary

• Weather: 天气 预报 四季 春天 夏天 秋天 冬天 晴天 阴天 多云 下雨 下雪 冷 热 暖 刮风 打雷 闪电 比 更 会

• Time: 昨天 今天 明天 前天 后天 星期 日 月 年 早上 上午 下午 晚上 半夜 点 分 刻 半 几 号 差 以前 以后

• Shopping: 买东西 卖 颜色 黄 红 黑 白 蓝 咖啡 穿 条件 双 号 中 贵 钱 块 毛 分 百 找售货员 衣服 衬衫 裤子鞋 裙子 牛仔裤 T恤衫 帽子 水果 苹果 桔子
草莓 葡萄 西瓜 果汁 短 长 便宜 售货员 一共 大小 合适
不用 找钱 对 错

• **Sightseeing:** 长城 故宫 鸟巢 天安门广场 天坛

• **Supplementary Words** 一分钱一分货
好货不便宜，便宜不好货

**Syntax /Grammar/**

• 几月几号、星期几
• “穿”与戴的区别
• 量词总结
• “要”与“想” 的区别
• 跟 / 和。。。 (不) 一样
• 虽然。。。 , 可是 / 但是
• 不但…而且
• “比”字句

**Culture**

• 中国的衣饰演变 The evolution of Chinese Clothing
• 如何讨价还价 Bargaining in China
• Attractions of selected sites in Beijing

**Visiting Chinese Family/Dining in Chinese Restaurant**

**Benchmarks:**

**Students will:**

• Understand social etiquette for visiting Chinese families
• Gain perspective on Chinese food of various styles
• Order Chinese food in a Chinese restaurant
• Be familiar with basic vocabulary pertinent to Chinese dishes
• Learn Chinese table manners
• Comment on the taste of certain foods in a culturally appropriate way
• Learn how Chinese people celebrate Chinese New Year and what are some traditional customs associated with this most important holiday celebrations
• Understand the similarities and differences between Chinese New Year and Christmas

**Vocabulary**

• *Visiting Chinese Family*: 进欢迎光临坐喝茶介绍一下认识高兴

• *Dining in Chinese Restaurant*: 餐馆服务员位子桌子点菜来要先再然后最后喝酸辣汤蛋花汤春卷家常豆腐甜酸鸡蒙古牛红烧牛肉北京烤鸭饺子虾炒饭白饭放味精可乐雪碧啤酒葡萄酒红酒白酒盘碗杯瓶饿上菜做好吃素中餐西餐快餐好吃极了别的还要一点都

• *Supplementary words*: 汉堡包麦当劳比萨饼必胜客肯德鸡

• *Chinese New Year*: 春节春运回家过年买年货打扫卫生除夕年夜饭包饺子吃鱼年年有余放鞭炮穿新衣给红包拜年新年快乐恭喜发财年宵节吃汤圆

**Syntax/Grammar**

• 先…再…最后
• 一点+ object+ 也/ 都+ 不/ 没+ verb
• 好 as a verb complement
• Reduplication of adjectives
• Resultative Complements

**Culture**

• Etiquette for visiting Chinese families
• Proper table manners
• 民以食为天”及八大菜系（Food and diet of different regions）
• Idioms: 不到长城非好汉，不吃烤鸭真遗憾
• How Chinese people celebrate Chinese New Year

**Resources:**
• Authentic Material: “俏佳人中国文化系列 DVD “Chinese Food”
• Chinese Restaurant Menu

F. End of Program Performance Tasks

Interpretive tasks:
• From printed materials about the Beijing students identify the places they wish to visit, and complete a personal plan for it.
• Students use websites to gain knowledge of the Chinese performances they want to perform, such as folk dance, cross talk.

Interpersonal tasks:
• Students role play selecting a cultural site in Beijing and talk about why they want to go there.
• Read and order from a Chinese Menu (Field Trip)
• Students will learn to discuss the similarities and differences between Chinese New Year and Christmas.

Presentational tasks:
Students prepare one of the following:
• Create a menu for the dinner of Chinese New Year’s Eve
• a PowerPoint
• a scrap book
• Making a flyer to introduce the International Market
• an iMovie about their trip to the Beijing. Students will present the finished products to their classmates

G. Other Types of Assessment and Evidence of Learning
Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
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STARTALK
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
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</table>
| Role plays                   | • meet people on the streets of Beijing  
• order food in different types of situations |
| Interviews                    | • interview each other about their birthdays, phone numbers and families  
• interview classmates on favorite sports, athletes and sports they play |
| Information Gap Tasks         | • complete a map of Beijing |
| Venn Diagram work            | • compare and contrast likes and dislikes  
• compare and contrast Chinese New Year and Christmas  
• identify foods they might find in Beijing and compare with foods popular in the US |
| Podcasts                      | • create a podcast to introduce a Chinese dish and give opinions about it  
• prepare and produce a podcast giving the weather report in China |
| Class rhymes                  | • work together to create a rhyme to present at the Global Village Olympic pep rally |
| Bingo                         | • Review key vocabulary and sentence structures pertaining to the themes learned |
| Journals                      | • Students will practice writing about their daily lives and learn to utilize the Chinese language in an informal, personal manner |
| LinguaFolio self-assessment   | • Students will record their language and cultural learning experiences via an online software that allows for consistent and reliable documentation for future reference |
| Research projects             | • Students will independently decide on a topic, related to Chinese culture or society, on which to complete an |
intensive final project. They will employ self-directed research skills, and present the final result on Chinese cultural immersion day.

### H. Instructional Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
<td>Teachers use body language, facial expressions, and multi-media technology such as PPT, video, and Smartboard to create rigorous immersion teaching.</td>
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<tr>
<td>Facilitate student-centered learning</td>
<td>Group project: Make up a name for a newly opened restaurant and decide what dishes they would like to offer.</td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language</td>
<td>Students will work in pairs. Each will have a partial copy of a daily schedule. Students will alternate asking questions until they are able to complete the entire schedule. Students A &amp; B will receive a picture of a restaurant scene. They will work with their partner to get information to complete their respective pictures.</td>
</tr>
</tbody>
</table>
| Integrate language, culture and content                | Chinese New Year Celebration: Students will learn to make dumplings for Nian Ye Fan  
Chinese Performance Day: Students will pick and learn a Chinese performance, such as Xinjiang dance, Menggu dance, Daizu dance, martial arts, taiji, cross talk, or kuaiiban. They will perform on the Chinese Performance Day.  |
| Differentiate instruction based on student need         | Students will be required to listen to an authentic Chinese source daily. Daily options will vary - music.                                   |
 videos, a Chinese news segment from the internet, a role-play between native speakers, an interactive storybook, Chinese Corner; interview with teachers from Virginia Startalk Chinese Teacher Academy.

I. Materials & Other Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of textbook, if applicable</td>
<td></td>
</tr>
<tr>
<td>Realia / Authentic materials</td>
<td>Chinese menu, paper cutting, calligraphy, zhuban, maps of China and USA, photos of locations in China and one of the Olympic Games, Chinese money, and passports</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Movies of Gongfu, Taiji, China, Chinese food, CD player and CDs</td>
</tr>
</tbody>
</table>

J. Technology

<table>
<thead>
<tr>
<th>Technological tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPods or iMovie</td>
<td>Students will make podcasts of weather reports that other students will use to plan their days.</td>
</tr>
<tr>
<td>Flip movie cameras</td>
<td>Students will make a video about themselves to present in class.</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>Students will make PPT presentations</td>
</tr>
<tr>
<td>Internet</td>
<td>Students will utilize Internet resources to conduct research</td>
</tr>
<tr>
<td>Smartboard</td>
<td>Teacher will integrate cutting-edge technology into Chinese classrooms through the use of Smartboard interactive whiteboards</td>
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</tbody>
</table>