



STARTALK Classroom Video Collection: Chinese OneWorld Now!

Unit Theme: Relationships

Unit Subtheme: Interacting in Shops and at Markets

Lesson Goals:

At the end of this lesson, students will be able to

- describe clothing by commenting on size and colors,
- recognize and describe traditional Chinese clothing,
- buy and sell clothing, and
- negotiate price when shopping in Chinese.

Part 1

As the lesson begins, Sun introduces new clothing vocabulary, models accurate use of measure words, and checks for comprehension.

Questions to consider

- What different strategies does Sun use to introduce new vocabulary? How might the variety of strategies impact student engagement?
- How are measure words incorporated in a natural context throughout this lesson?
- How does the instructor check for understanding immediately after introducing new vocabulary?
- How does the instructor begin to move students from the word level to the sentence level as she introduces the new vocabulary?

Part 2

Students review Chinese currency and vocabulary associated with price in preparation for shopping.

Questions to consider

- What evidence exists that students are able to begin to create with language? Why is one student so pleased with himself?
- What realia is provided during this portion of the lesson? How does the use of realia add to the lesson?



Part 3

The girls in the class model authentic Chinese traditional clothing. The boys are given an opportunity to participate in the fashion show in a different way.

Questions to consider

- How does the instructor create interest in traditional clothing?
- How much language is being used as the boys in the class describe the girls' clothing?
- How does the instructor use humor in the lesson?
- What strategy is used to increase the amount of language?

Part 4

The instructor prepares students for their shopping experience by showing authentic shopping scenes in Beijing. She reviews necessary vocabulary and models a market scene with two students. All students then participate as buyers and sellers. Students watch a YouTube video on traditional Chinese clothing before singing an original rap.

Questions to consider

- What does the instructor do to set the stage for the shopping experience? What are the advantages of using authentic images with the students?
- How does the instructor scaffold the market activity?
- What does the instructor do when one of the students uses the word *shirt* incorrectly?
- Why do you think that the instructor chose to use a flip camera during this activity?
- How does the instructor establish the connection between music and clothing before introducing the rap?
- Was the rap an effective way to close the lesson? Why or why not?

Reflect on the Lesson

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



Background Information

OneWorld Now!
Language: Chinese
Level: Novice

This lesson was filmed with a group of students who are taking Chinese I for high school credit. The OneWorld Now! students meet two days after school per week, for a total of three hours per week. For the most part, the students are heritage students who do not speak Mandarin or third generation Chinese-American students who do not speak Chinese. Several of the students also participated in the summer STARTALK program. The instructor Sun Burford has participated in a STARTALK teacher-training program and has worked as a teacher leader in a STARTALK program.

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Instructor: Sun Burford

Age of Learners: 10th–12th grade

Reference:

The cloth what Chinese wearing in the old. (2007, December). Video retrieved from <http://www.YouTube.com/watch?v=XnPWT36P8zU>