

ZHŌNG

WÉN

MANDARIN CHINESE
FOR
ELEMENTARY STUDENTS
STUDENT TEXTBOOK

(LEVEL 1)

Project CLASS

Chinese Language Achievement
through
Sequential Study

课

Kè

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Běn



Prepared by

Project CLASS staff

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US Department of Education
Office of Bilingual Education and Minority Language Affairs
in coordination with
University of Hawaii at Manoa
College of Education
Hawaii State Department of Education
Queen Ka'ahumanu Elementary School

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FOREWORD

One of the primary objectives of U.S. schools is to prepare graduates to communicate effectively as global citizens. Successful second language acquisition requires that students begin their studies as early as possible and continue their foreign language study as long as possible. One of the significant contributions to Mandarin Chinese instruction at the elementary schools is made by Project CLASS (*Chinese Language Achievement through Sequential Study*).

Mandarin Chinese for Elementary Students (Curriculum Package) is a comprehensive curriculum package developed by Project CLASS for the teaching of Mandarin and Chinese culture to elementary students.

Mandarin Chinese for Elementary Students (Curriculum Package) has five characteristics. First, communicative approach is adopted as guidelines for instruction. Project CLASS addresses content and context, helping students to comprehend and react in a culturally appropriate manner to oral and written messages.

The second characteristic of this curriculum package is context-dependence. Children do not learn about languages abstractly. They learn them in context and through a natural process such as being immersed in their daily situations. In this curriculum package, texts and characters are contextualized to serve as catalysts for the internalization of the language. High interest activities are designed and used as dynamics to foster natural acquisition (see High Interest Activities in the Appendix).

The Integration of the four language skills is the third characteristic of this curriculum package. The four language skills, listening, speaking, reading, writing, are integrated to become the basis of an "escalator" to enhance learning. For elementary students, the focus is usually on the development of listening and speaking skills. In order to expose children to the written form of Chinese, this curriculum package has carefully selected the characters that began as pictographs so that it makes reading and writing more enjoyable and rewarding.

Next, memorization of Chinese characters and texts is emphasized in language instruction. Chinese writing has no alphabet and a different character represents a different word. In this way, children must memorize thousands of separate representations in order to be able to read the language. In order to spark students' interest in memorization, the curriculum is organized thematically, with topics that are geared to a child's world. In addition, popular children's rhymes and songs with a potential for action and dramatization are carefully selected and adopted in each unit which makes the memorization meaningful and fun for children.

Finally, language is the heart of a group's culture. The integration of language to the other culture aspects is highly desirable to emphasize to children that language is an integral part of culture. Each unit includes cultural notes and activities to help students appreciate the Chinese culture. One of the ways to learn about Chinese culture is to learn about the colorful festivals. Important aspects of Chinese festivals include food, costumes, customs, song-and-dance performances and symbolism. Certain supplements in the way of the celebration of Chinese festivals are in the *Student Textbook and Student Workbook*.

ACKNOWLEDGMENTS

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COMPONENTS OF CURRICULUM PACKAGE

Mandarin Chinese for Elementary Students includes a *Teachers' Manual*, *Student Textbook*, and *Student Workbook*. The *Teacher's Manual* includes 12 thematic units. Each theme is developed for a period of two weeks. Each thematic unit is sequentially organized as follows: objectives, text, vocabulary, characters to write, suggested high interest activities, cultural notes and activities, and assessment.

Objectives have been derived from each thematic unit in terms of the mastery of the four language skills and cultural awareness. Texts for each thematic unit are created or adopted as contents and contexts, helping students to comprehend and react in a culturally appropriate manner to oral and written messages. Each theme unit includes a list of vocabulary, which appears as "Look and Say" in *Student Textbook* and also suggested activities. Characters are carefully selected for students to practice writing in the correct order of strokes. High interest games and activities appropriate to children are designed and used as vehicles to achieve the objectives. Teaching aids in each thematic unit are suggested to enhance the language learning and teaching. Cultural notes and activities are included to ensure that students appreciate the Chinese culture. Assessment in each unit is made in the form of an in-class worksheet, which is used to evaluate whether the students can recognize and understand the words and phrases of what is taught.

The *Student Textbook* and *Student Workbook* are created to accompany the *Teachers' Manual*. The *Student Textbook* contains Look and Say, Texts (mostly in the form of rhymes in Level 1), Songs and Dialogues. The *Student Workbook* contains a variety of worksheets that are designed to meet four purposes. First, the worksheets with the illustrations, *pinyin* romanization, and the breakdown of the strokes for each character, are designed to expose children to the pictographic and ideographic features of Chinese characters. Second, the worksheets with illustrations enable children to receive and internalize the content of what is taught. Third, the worksheets with illustrations are designed for the purpose of assessment. In each thematic unit, worksheets for assessment are designed to evaluate whether children can identify and recognize the representative characters and phrases that have been taught. Finally, the *Student Workbook* includes worksheets that heighten awareness and appreciation of Chinese culture.

THE LESSON FORMAT

The class session is made up of three dimensions: interpersonal, informational, and aesthetic. The interpersonal dimension includes 15 minutes of socializing and interacting. It includes greeting between the teacher and the students, listening to roll calls and replying, announcing the day and date, and talking with an individual student about what was taught in the previous class, etc.

The informational dimension includes 15 minutes of receiving information and 15 minutes of giving information. It means that the teacher can spend 15 minutes teaching new information about the thematic unit in contexts and then have students communicate verbally and non-verbally. The teacher can conduct high interest activities, which are geared around the information of what is taught, or have students work on the worksheets. The last 15 minutes can be used for aesthetic purpose, i.e., reading aloud rhymes and texts, singing songs, or making arts and crafts for creative purposes.

Look and Say

Teacher: 小朋友好!
xiǎo péng yǒu hǎo

Students: 老师好!
lǎo shī hǎo



Teacher: 小朋友再见!
xiǎo péng yǒu zài jiàn

Students: 老师再见!
lǎo shī zài jiàn

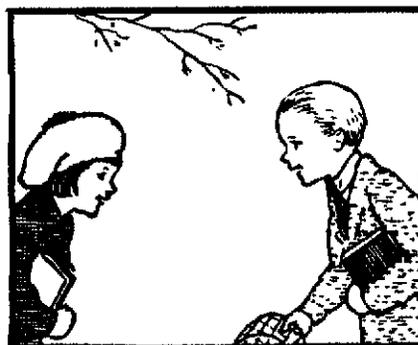


Student A: 你好!
nǐ hǎo

Student B: 你好!
nǐ hǎo

Student A: 你早!
nǐ zǎo

Student B: 你早!
nǐ zǎo



课 文

问
Wèn

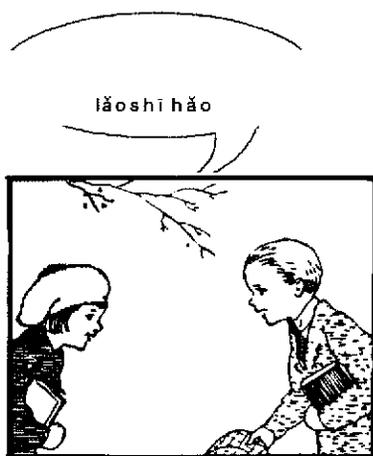
好
Hǎo

我的名字叫小宝，
wǒ de míng zi jiào xiǎo bǎo

背着书包上学校，
bēi zhe shū bāo shàng xué xiào

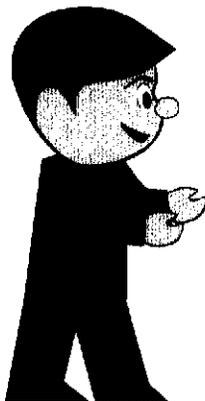
见到老师问声“好”，
jiàn dào lǎo shī wèn shēng hǎo

见到同学说句“早”。
jiàn dào tóng xué shuō jù zǎo



歌 曲

找 朋 友
Zhǎo Péng You



找 呀 ， 找 呀 ，
zhǎo ya zhǎo ya

找 朋 友 ，
zhǎo péng yǒu

找 到 一 个 朋 友 ，
zhǎo dào yí ge péng yǒu

敬 个 礼 ， 点 点 头 ，
jìng ge lǐ diǎn diǎn tóu

笑 嘻 嘻 ， 握 握 手 ，
xiào xī xī wò wò shǒu

你 是 我 的 好 朋 友 ，
nǐ shì wǒ de hǎo péng yǒu

再 见 ！
zài jiàn



Look and Say

我们数一数：
wǒmen shǔ yì shǔ

(Let's count:)

一

yī

二

èr

三

sān

四

sì

五

wǔ

六

liù

七

qī

八

bā

九

jiǔ

十

shí

十一

shíyī

十二

shí èr

十三

shísān

十四

shísì

十五

shíwǔ

十六

shíliù

十七

shíqī

十八

shíbā

十九

shíjiǔ

二十

èrshí

二十一

èrshíyī

二十二

èrshí èr

二十三

èrshísān

二十四

èrshísì

二十五

èrshíwǔ

二十六

èrshíliù

二十七

èrshíqī

二十八

èrshíbā

二十九

èrshíjiǔ

三十

sānshí

Look and Say (2)

今天是星期。
jīntiān shì xīngqī

Can you tell the days of the week from Sunday to Saturday?

	星期日 xīng qī rì	星期一 xīng qī yī	星期二 xīng qī èr
星期三 xīng qī sān	星期四 xīng qī sì	星期五 xīng qī wǔ	星期六 xīng qī liù

课 文



打老虎

Dǎ Lǎo Hǔ

一 二 三 四 五 ，
yī èr sān sì wǔ

上 山 打 老 虎 ，
shàng shān dǎ lǎo hǔ

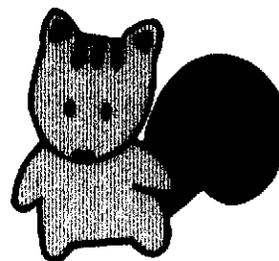
老 虎 没 打 到 ，
lǎo hǔ méi dǎ dào

打 到 小 松 鼠 ，
dǎ dào xiǎo sōng shǔ

松 鼠 有 几 只 ，
sōng shǔ yǒu jǐ zhī

我 们 来 数 一 数 ，
wǒ men lái shù yì shù

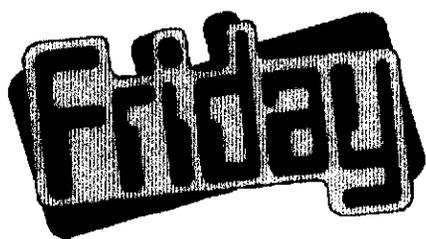
一 二 三 四 五 。
yī èr sān sì wǔ



对 话

老师：今天是几月几日星期几？
lǎoshī jīntiān shì jǐ yuè jǐ rì xīngqī jǐ

小朋友：今天是四月二十五日星期五？
xiǎopéngyǒu jīntiān shì sì yuè èrshíwǔ rì xīngqī wǔ



歌 曲

我 的 朋 友 在 哪 里

Wǒ De Péng You Zài Nǎ Li

一 二 三 四 五 六 七 ，
yī èr sān sì wǔ liù qī

我 的 朋 友 在 哪 里 ？
wǒ de péng yǒu zài nǎ li

在 这 里 ， 在 这 里 ，
zài zhè li zài zhè li

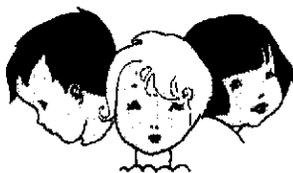
我 的 朋 友 就 是 你 。
wǒ de péng yǒu jiù shì nǐ

歌 曲

十 个 小 孩 子

Shí Ge Xiǎo Hái Zi

(Sung to the *Ten Little Indians*)



一 个 ， 两 个 ， 三 个 小 孩 子 ，

yí ge liǎng ge sān ge xiǎo hái zi

四 个 ， 五 个 ， 六 个 小 孩 子 ，

sì ge wǔ ge liù ge xiǎo hái zi

七 个 ， 八 个 ， 九 个 小 孩 子 ，

qī ge bā ge jiǔ ge xiǎo hái zi

十 个 小 孩 子 。

shí ge xiǎo hái zi



课 文

我 的 家
Wǒ De Jiā

我 叫 王 小 宝。
wǒ jiào wáng xiǎo bǎo

我 家 有 七 个 人。
wǒ jiā yǒu qī ge rén

爸 爸、妈 妈、哥 哥、姐 姐、
bà ba mā ma gē ge jiě jie

弟 弟、妹 妹 和 我，
dì dì mèi mei hé wǒ

还 有 一 只 狗。
hái yǒu yì zhī gǒu

我 爱 他 们、他 们 爱 我。
wǒ ài tā men tā men ài wǒ



爸 爸
bāba



妈 妈
māma



哥 哥
gēge



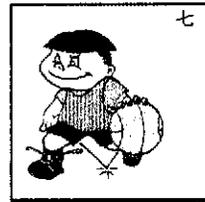
姐 姐
jiějie



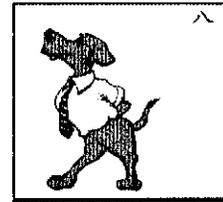
弟 弟
dìdi



妹 妹
mèimei



王 小 宝
Wángxiǎobǎo



狗
gǒu

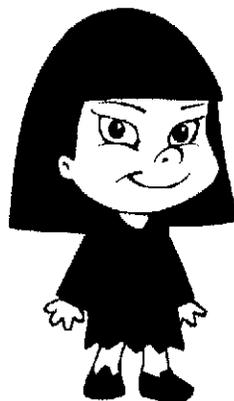
对 话

大卫：这是谁？
dàwèi zhè shì shéi

小宝：这是我哥哥。
xiǎobǎo zhè shì wǒ gēge

大卫：这是你姐姐吗？
dàwèi zhè shì nǐ jiějie ma

小宝：不是，这是我妹妹。
xiǎobǎo bú shì zhè shì wǒ mèimei



儿 歌

找 妈 妈
Zhǎo Mā Ma

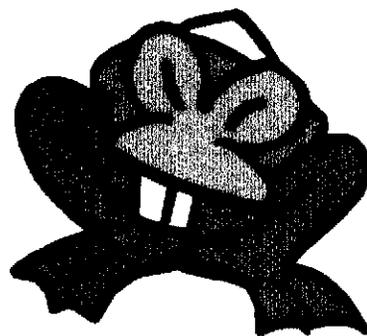
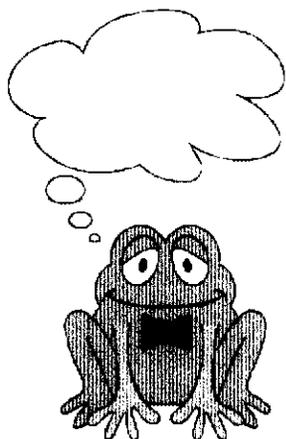
小 蝌 蚪 儿 小 尾 巴 ，
xiǎo kē dòu er xiǎo wěi ba

游 来 游 去 找 妈 妈 。

“ 妈 妈 ， 妈 妈 ， 你 在 哪 儿 ！ ”
mā ma mā ma nǐ zài nǎr

“ 来 了 ， 来 了 ， 我 来 啦 ！ ”
lái le lái le wǒ lái la

来 了 一 只 大 青 蛙 。



歌 曲

雨
Yǔ

天
Tiān

(念白：轰隆隆，轰隆隆，轰隆隆，轰隆隆)
hōnglōnglōng hōnglōnglōng hōnglōnglōng hōnglōnglōng

淅 沥 ， 淅 沥 ，
xī lì xī lì

哗 啦 ， 哗 啦 ，
huā lā huā lā

雨 下 来 了 ！
yǔ xià lái le

我 的 妈 妈 来 了 ， 来 了 ，
wǒ de mā ma lái le lái le

拿 着 一 把 伞 。
ná zhe yì bǎ sǎn

淅 沥 ， 淅 沥 ，
xī lì xī lì

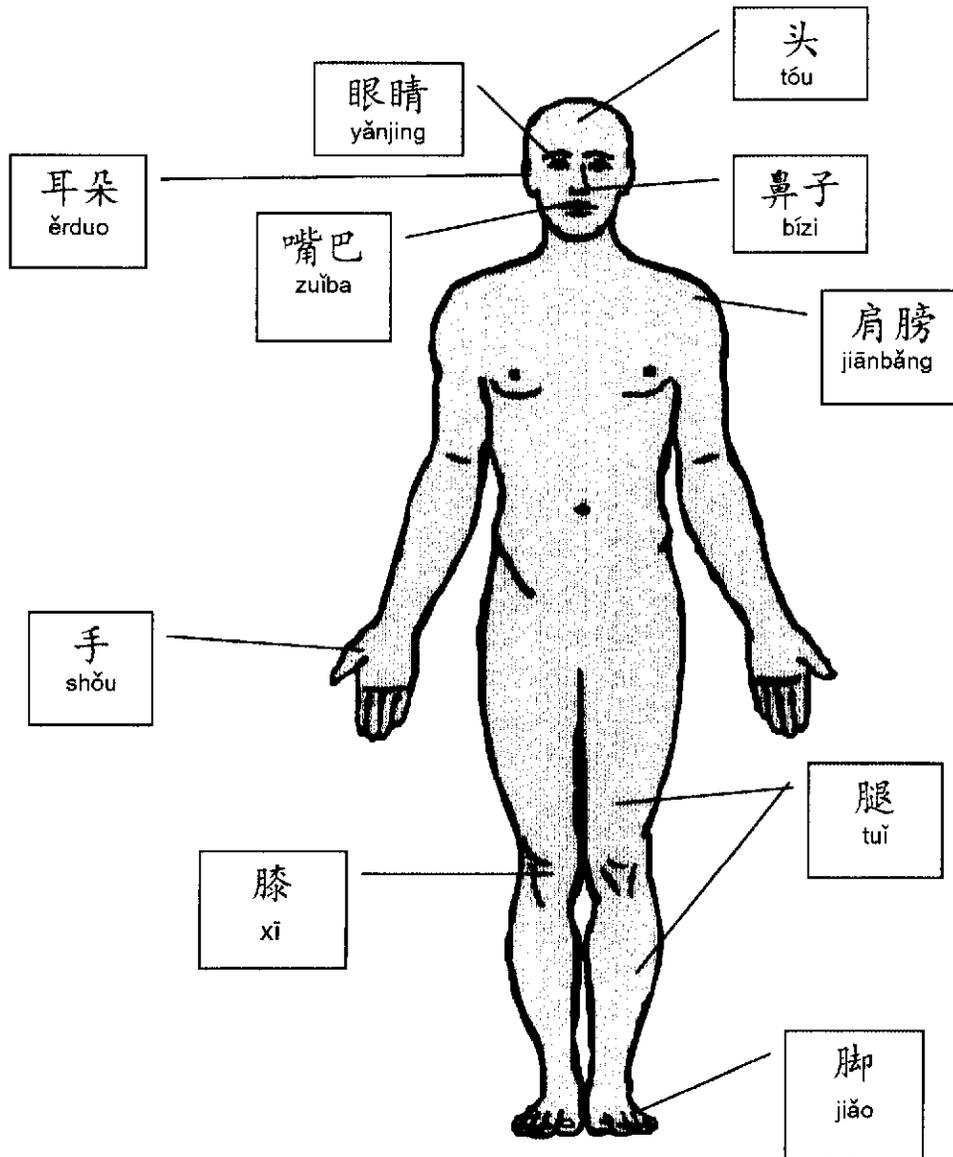
哗 啦 ， 哗 啦 ，
huā lā huā lā

啦 啦 啦 ！
lā lā lā

(换：爸爸，哥哥，姐姐，弟弟，妹妹)



Look and Say



课 文 (1)

说 真 话
Shuō Zhēn Huà

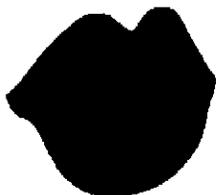


小 小 眼 睛 ， 看 看 世 界 ，
xiǎo xiǎo yǎn jing kàn kan shì jiè

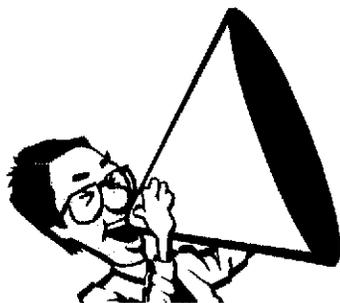


小 小 鼻 子 ， 闻 闻 东 西 ，
xiǎo xiǎo bí zi wén wen dōng xi

小 小 耳 朵 ， 听 听 声 音 ，
xiǎo xiǎo ěr duo tīng ting shēng yīn



小 小 嘴 巴 ， 要 说 真 话 。
xiǎo xiǎo zuǐ ba yào shuō zhēn huà



课 文 (2)

体 操 选 手 Tǐ Cāo Xuǎn Shǒu

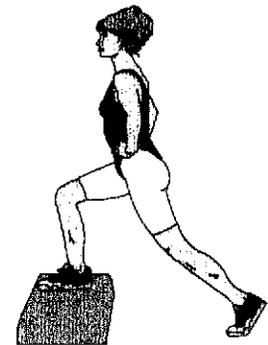
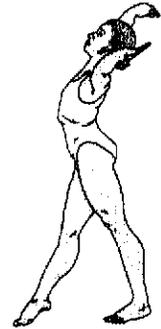


前 后 左 右 点 点 头 ，
qián hòu zuǒ yòu diǎn diǎn tóu

动 动 肩 膀 甩 甩 手 ，
dòng dòng jiān bǎng shuǎi shuǎi shǒu

扭 腰 抬 脚 翻 跟 头 ，
niǔ yāo tái jiǎo fān gēn tóu

我 是 体 操 小 选 手 。
wǒ shì tǐ cāo xiǎo xuǎn shǒu

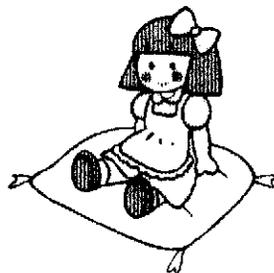


对 话

小丽：你的娃娃大眼睛，小嘴巴，真可爱！她叫
xiǎoli nǐ de wáwa dà yǎnjīng xiǎo zuǐba zhēn kě ài tā jiào

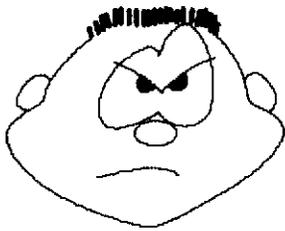
什么名字？
shénme míngzi

玲玲：谢谢！她叫 Alice 。
línglíng xièxie tā jiào



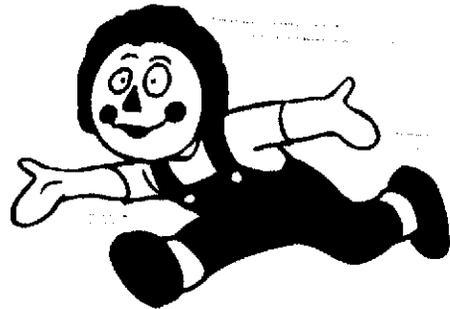
儿 歌

头 儿 肩 膀 膝 脚 趾
Tóu Ér Jiān Bǎng Xī Jiǎo Zhǐ



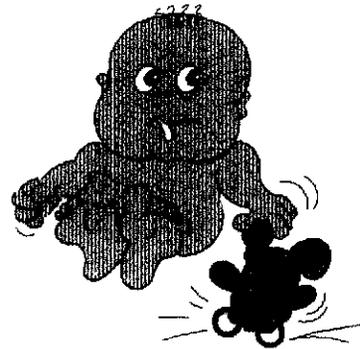
头 儿 ， 肩 膀 ， 膝 ， 脚 趾 ，
tóu ér jiān bǎng xī jiǎo zhǐ

膝 ， 脚 趾 ，
xī jiǎo zhǐ



膝 ， 脚 趾 ，
xī jiǎo zhǐ

眼 ， 耳 ， 鼻 ， 和 口 。
yǎn ěr bí hé kǒu



Look and Say

—这是什么？

zhè shì shénme

—那是什么？

nà shì shénme

—这是铅笔。

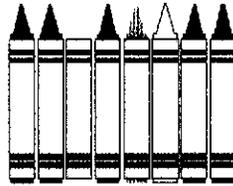
zhè shì qiānbǐ

—那是蜡笔。

nà shì làbǐ



铅笔
qiānbǐ



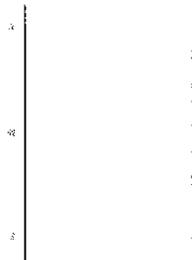
蜡笔
làbǐ



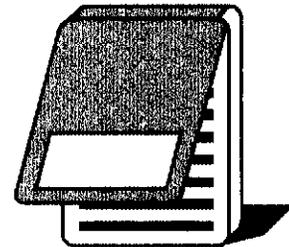
圆珠笔/原子笔
yuánzhūbǐ / yuánzǐbǐ



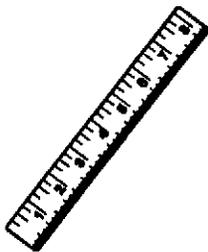
活页夹
huóyèjiā



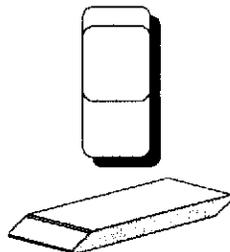
纸
zhǐ



本子
běnzi



尺子
chǐzi



橡皮
xiàngpí



剪刀
jiǎndāo

课文 (1)

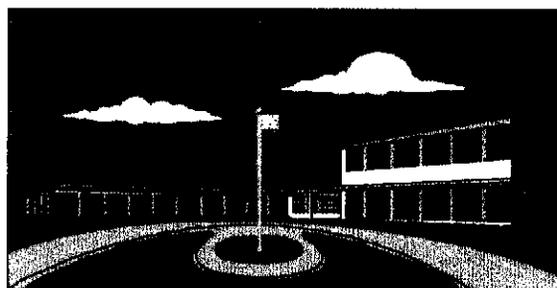
我的书包 Wǒ De Shū Bāo

我的书包里，
wǒ de shū bāo lǐ

有书又有笔，
yǒu shū yòu yǒu bǐ

我爱我的新书包，
wǒ ài wǒ de xīn shū bāo

背上书包上学校。
bēi shang shū bāo shàng xué xiào



课文 (2)

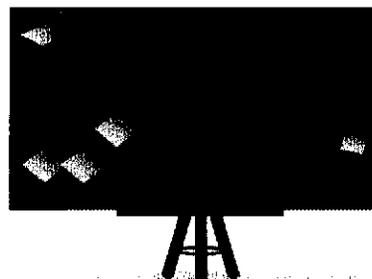
教室 里
jiào shì lǐ

教室 里 ，
jiào shì lǐ



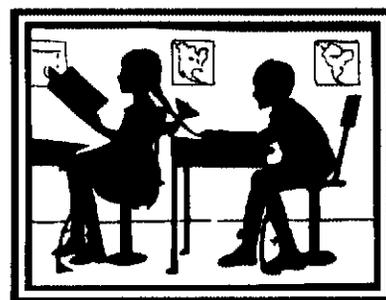
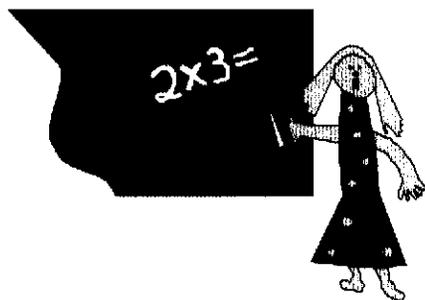
有 桌 子 ，
yǒu zhuō zi

有 椅 子 ，
yǒu yǐ zi



有 黑 板 ，
yǒu hēi bǎn

我 们 在 教 室 里 上 课 。
wǒ men zài jiào shì lǐ shàng kè



对 话

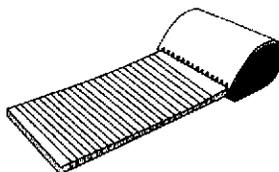
大卫：你的书包在哪儿？
dàwèi nǐ de shūbāo zài nǎr



小宝：在桌子上。
xiǎobǎo zài zhuōzi shang

大卫：书包里有什么？
dàwèi shūbāo lǐ yǒu shénme

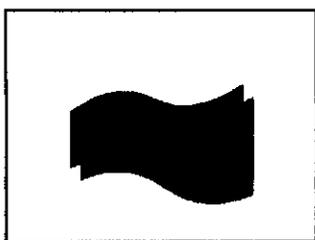
小宝：有铅笔，橡皮，本子和尺子。
xiǎobǎo yǒu qiānbǐ xiàngpí běnzi hé chǐzi



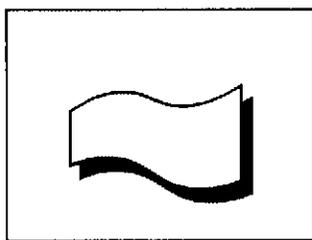
Look and Say

—这 / 那 是什么颜色？
zhè nà shì shénme yánsè

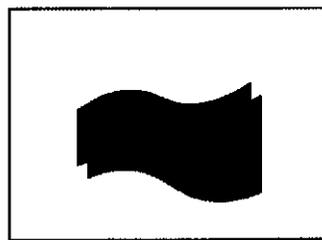
—这 / 那 是红色。
zhè nà shì hóngsè



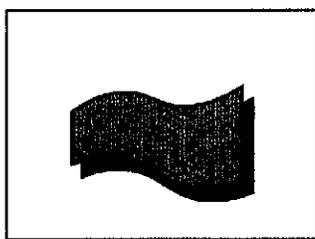
红
hóng



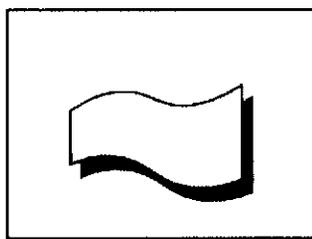
黄
huáng



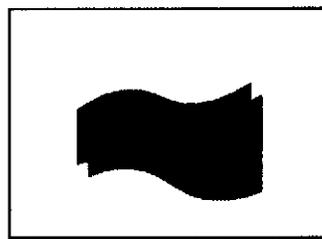
蓝
lán



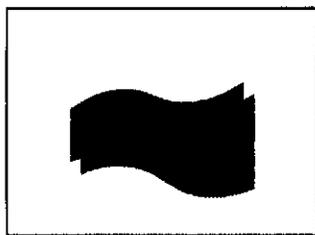
橙
chéng



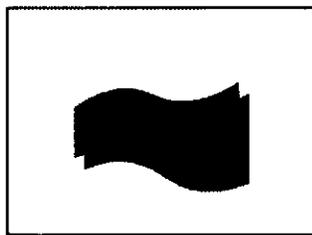
白
bái



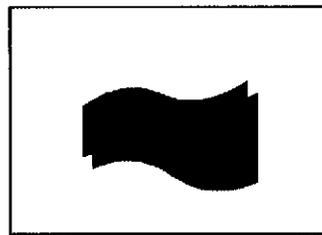
黑
hēi



咖啡 / 棕
kāfēi / zōng



绿
lǜ

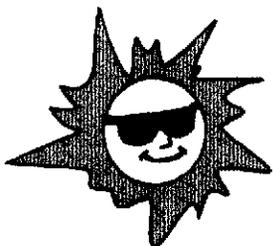


紫
zǐ



课 文

彩 虹
Cǎi Hóng



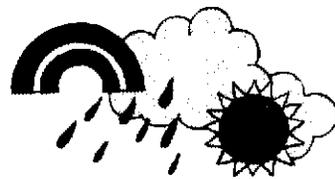
云 散 啦 ， 雨 停 啦 ，
yún sǎn la yǔ tíng la



太 阳 公 公 笑 眯 眯 ，
tài yang gōng gong xiào mī mī

小 朋 友 ， 望 天 边 ，
xiǎo péng yǒu wàng tiān biān

一 道 彩 虹 真 美 丽 ，
yí dào cǎi hóng zhēn měi lì



彩 虹 颜 色 有 几 样 ？
cǎi hóng yán sè yǒu jǐ yàng ?

红 橙 黄 绿 青 蓝 紫 ，
hóng chéng huáng lǜ qīng lán zǐ

一 二 三 四 五 六 七 。yī èr sān sì wǔ liù qī 。



对 话

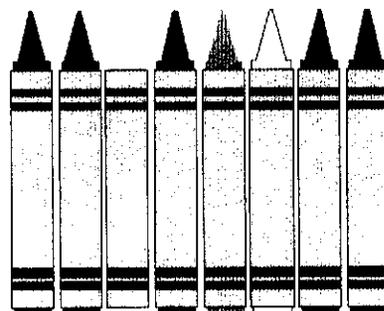
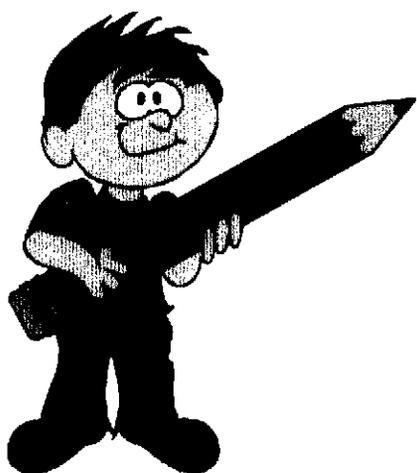
小丽：你有红色的蜡笔吗？
xiǎoli nǐ yǒu hóngsè de làbǐ ma

玲玲：我有。
línglíng wǒ yǒu

小丽：我可以用一下吗？
xiǎoli wǒ kěyǐ yòng yíxià ma

玲玲：可以！给你。
línglíng kěyǐ gěi nǐ

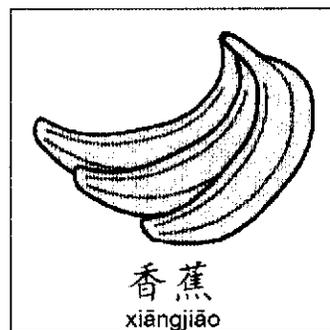
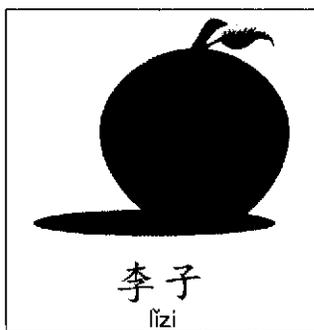
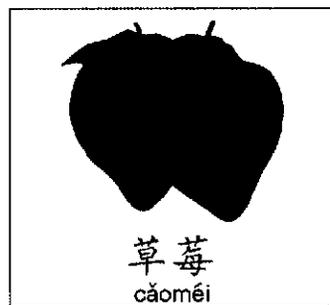
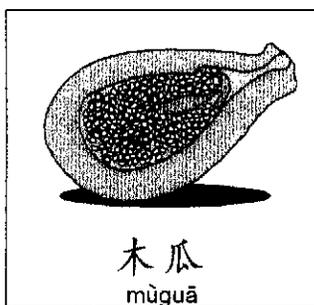
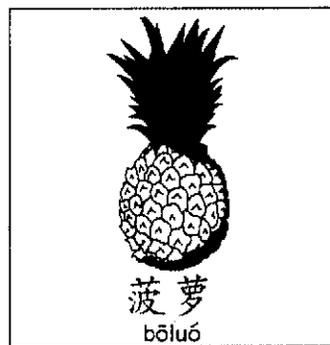
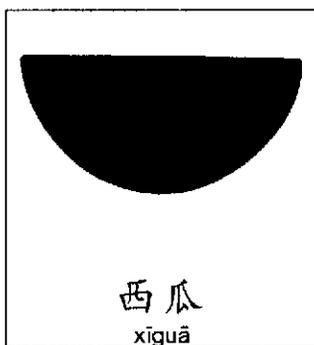
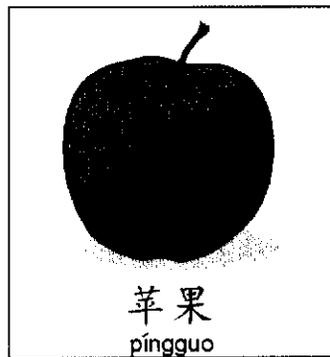
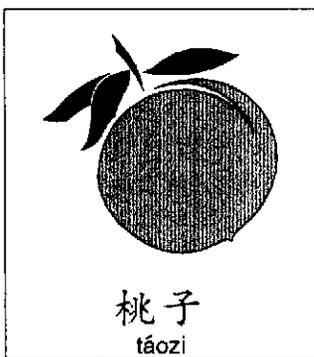
小丽：谢谢你！
xiǎoli xièxiè nǐ

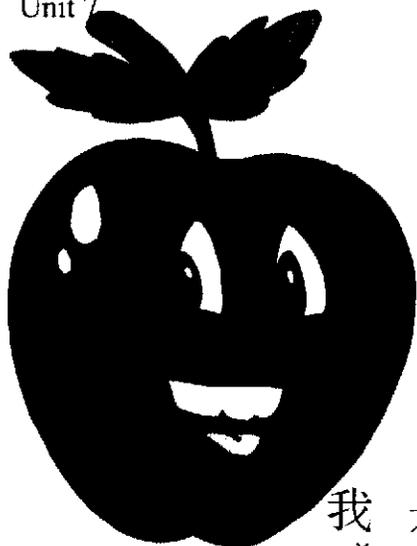


Look and Say

你喜欢吃什么水果？

nǐ xǐhuān chī shénme shuǐguo





课 文 (1)

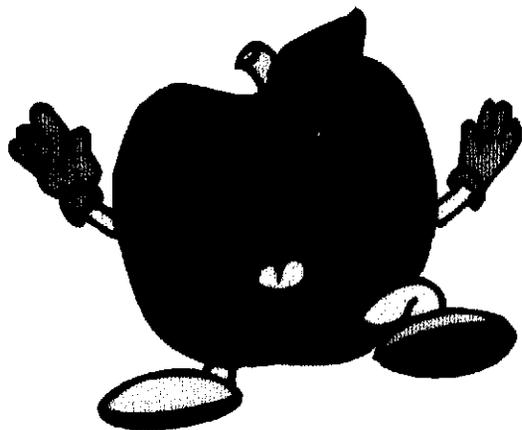
大 苹 果
Dà Píng Guǒ

我 是 一 只 大 苹 果 ，
wǒ shì yì zhī dà píng guǒ

小 朋 友 们 都 爱 我 ，
xiǎo péng yǒu men dōu ài wǒ

请 你 先 去 洗 洗 手 ，
qǐng nǐ xiān qù xǐ xǐ shǒu

要 是 手 脏 别 碰 我 。
yào shì shǒu zāng bié pèng wǒ

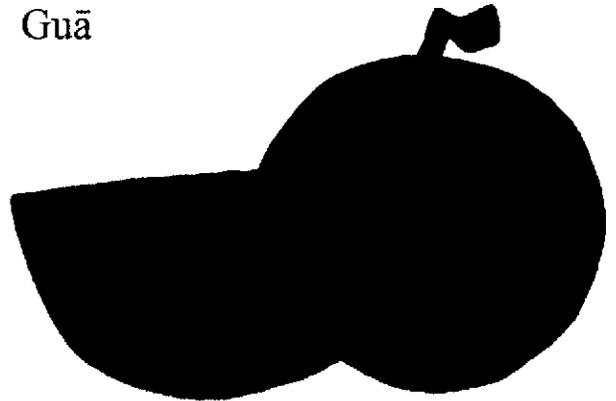


课 文

大 西 瓜
Dà Xī Guā

大 西 瓜 ，
dà xī guā

圆 又 圆 ，
yuán yòu yuán

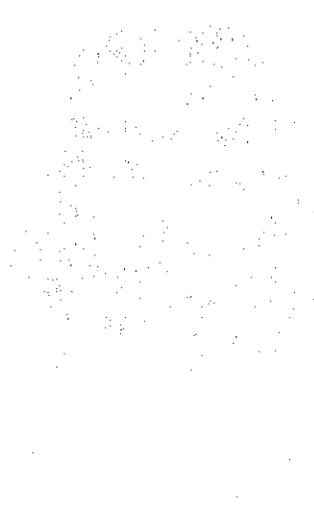


切 开 就 变 两 大 碗 。
qiē kāi jiù biàn liǎng dà wǎn

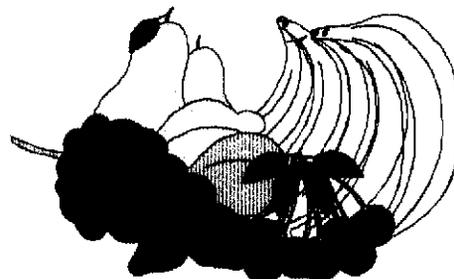
你 吃 一 大 碗 ，
nǐ chī yí dà wǎn

我 吃 一 大 碗 ，
wǒ chī yí dà wǎn

留 下 空 碗 当 小 船 。
liú xià kōng wǎn dāng xiǎo chuán



对 话



大卫：你喜欢吃水果吗？

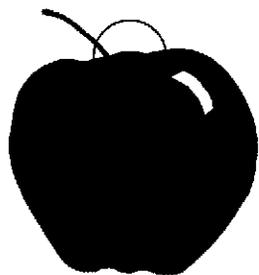
dàwèi nǐ xǐhuān chī shuǐguo ma

小宝：喜欢。我喜欢吃苹果，你呢？

xiǎobǎo xǐhuān wǒ xǐhuān chī píngguo nǐ ne

大卫：我不喜欢吃苹果，我喜欢吃葡萄。

dàwèi wǒ bù xǐhuān chī píngguo wǒ xǐhuān chī pútáo



Look and Say

—你喜欢吃什么？

nǐ xǐhuān chī shénme

—你喜欢喝什么？

nǐ xǐhuān hē shénme

—我喜欢吃鸡蛋。

wǒ xǐhuān chī jīdàn

—我喜欢喝果汁。

wǒ xǐhuān hē guǒzhī



蔬菜
shūcài



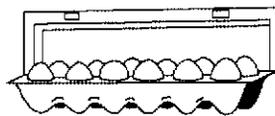
水果
shuǐguǒ



果汁
guǒzhī



牛奶
niúǎi



鸡蛋
jīdàn



面包
miànbāo



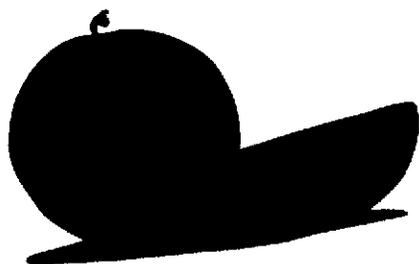
牛肉
niúròu



鸡肉
jīròu



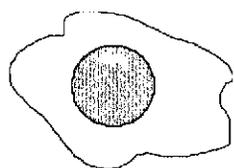
猪肉
zhūròu



课 文

洗 个 手 儿 尝 一 尝
 Xǐ Ge Shǒu Er Cháng Yī Cháng

西 瓜 甜 ， 香 蕉 香 ，
 xī guā tián xiāng jiāo xiāng

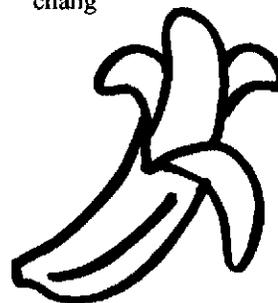
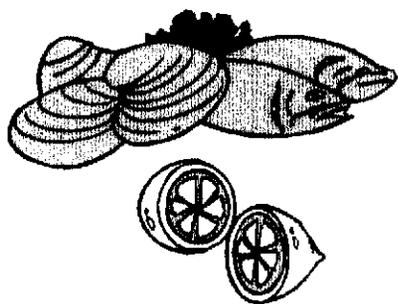


蛋 菜 鱼 肉 有 营 养 。
 dàn cài yú ròu yǒu yíng yǎng



肚 子 饿 ？ 到 厨 房 ，
 dù zi è dào chú fāng

洗 个 手 儿 尝 一 尝 。
 xǐ ge shǒu ér cháng yī cháng

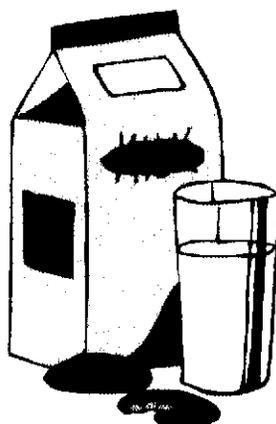
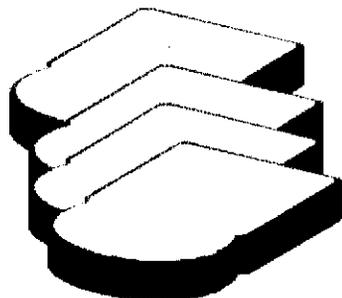
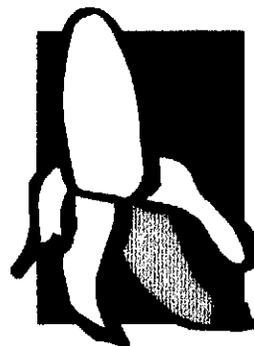


对 话

小宝：妈妈，我饿了。
xiǎobǎo māmā wǒ è le

妈妈：你要不要吃香蕉？
māmā nǐ yào bú yào chī xiāngjiāo

小宝：我不要，我要吃面包，喝牛奶。
xiǎobǎo wǒ bú yào wǒ yào chī miànbāo hē niú'nǎi



唐 诗



锄
Chú

禾
Hé

锄 禾 日 当 午 ，
chú hé rì dāng wǔ

汗 滴 禾 下 土 。

谁 知 盘 中 餐 ，
shéi zhī pán zhōng cān

粒 粒 皆 辛 苦 。



儿 歌



摇 摇 摇
Yáo Yáo Yáo



摇 啊 摇 ，
yáo à yáo

摇 啊 摇 ，
yáo à yáo

船 儿 摇 到 外 婆 桥 ，
chuán ér yáo dào wài pó qiáo

外 婆 说 好 宝 宝 ，
wài pó shuō hǎo bǎo bao

外 婆 给 我 一 块 糕 。
wài pó gěi wǒ yí kuài gāo



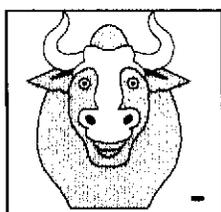
Look and Say

—这(那)是什么动物?

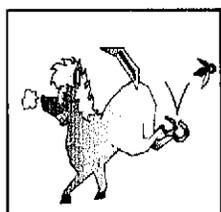
zhè nà shì shénme dòng wu

—这(那)是……

zhè nà shì



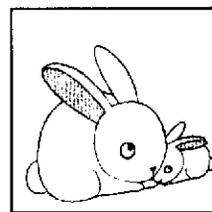
牛
niú



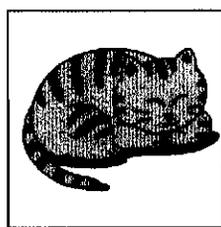
马
mǎ



羊
yáng



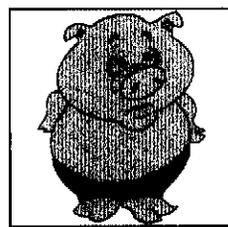
兔
tù



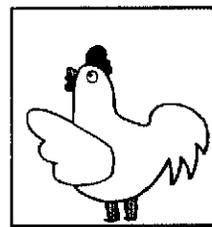
猫
māo



狗
gǒu



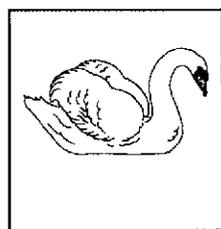
猪
zhū



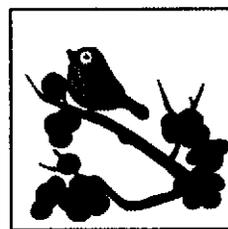
鸡
jī



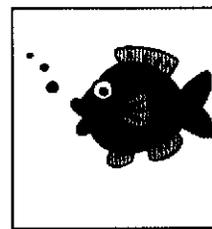
鸭
yā



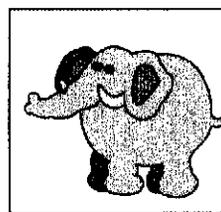
鹅
é



鸟
niǎo



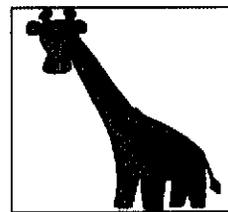
鱼
yú



大象
dàxiàng



老虎
lǎohǔ

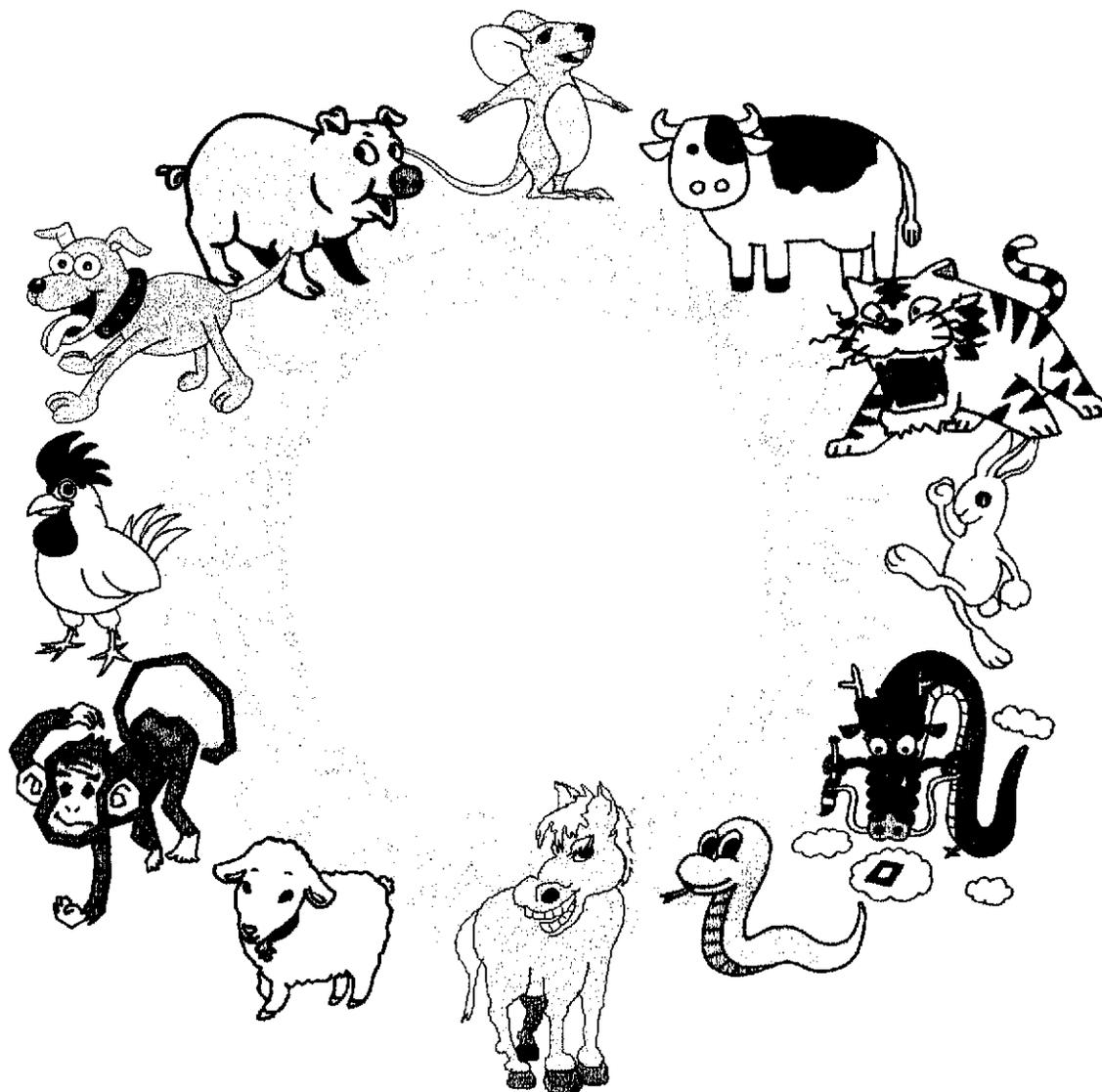


长颈鹿
chángjǐnglù



熊猫
xióngmāo

Chinese Zodiac



—你属什么？
nǐ shǔ shénme

—我属牛。
wǒ shǔ niú

- | | | | | | |
|--------------|---------------|--------------|--------------|---------------|---------------|
| (1) 鼠
shǔ | (2) 牛
niú | (3) 虎
hǔ | (4) 兔
tù | (5) 龙
lóng | (6) 蛇
shé |
| (7) 马
mǎ | (8) 羊
yáng | (9) 猴
hóu | (10) 鸡
jī | (11) 狗
gǒu | (12) 猪
zhū |

课 文

爱 唱 歌 的 鸟
Ài Chàng Gē De Niǎo

小 鸟 小 鸟 枝 头 坐 ，
xiǎo niǎo xiǎo niǎo zhī tóu zuò

春 天 来 了 爱 唱 歌 ，
chūn tiān lái le ài chàng gē

小 鸟 ， 小 鸟 ，
xiǎo niǎo xiǎo niǎo

你 唱 什 么 歌 ？
nǐ chàng shén me gē



花 儿 香 ， 花 儿 多 ，
huā ér xiāng huā ér duō

我 爱 唱 个 百 花 歌 。
wǒ ài chàng ge bǎi huā gē

对 话

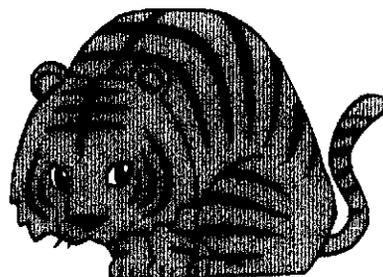
小宝：昨天，爸爸妈妈带我们去动物园了。
xiǎobǎo zuótiān bàba māma dài wǒmen qù dòngwuyuán le

大卫：你最喜欢什么动物？
dàwèi nǐ zuì xǐhuān shénme dòngwu

小宝：我最喜欢大老虎。
xiǎobǎo wǒ zuì xǐhuān dà lǎohu

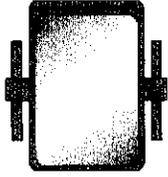
大卫：动物园好玩吗？
dàwèi dòngwuyuán hǎowán ma

小宝：很好玩。
xiǎobǎo hěn hǎowán



儿 歌

照 镜 子
Zhào Jǐng Zi



小 花 猫 ，
xiǎo huā māo

喵 喵 喵 ，
miāo miāo miāo

不 洗 脸 ，
bù xǐ liǎn

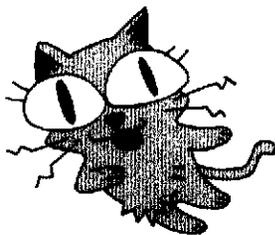
把 镜 照 ，
bǎ jìng zhào

左 边 照 ，
zuǒ biān zhào

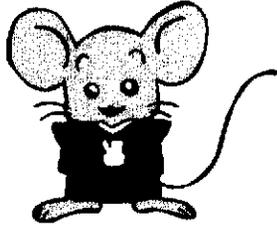
右 边 照 ，
yòu biān zhào

埋 怨 镜 子 脏 ，
mán yuàn jìng zi zāng

气 得 胡 子 翘 。
qì de hú zi qiào

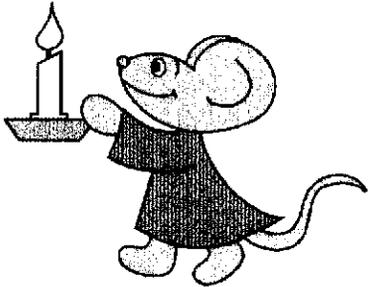


歌 曲 (1)



小 老 鼠
Xiǎo lǎo shǔ

小 老 鼠 ，
xiǎo lǎo shǔ



上 灯 台 ，
shàng dēng tái

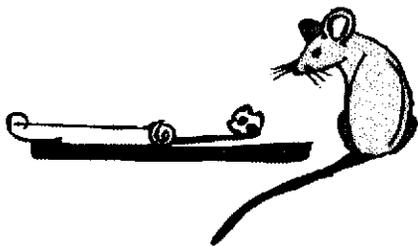
偷 吃 油 ，
tōu chī yóu

下 不 来 ，
xià bù lái

喵 喵 喵 ，
miāo miāo miāo

猫 来 了 ，
māo lái le

叽 哩 咕 噜 滚 下 来 。
jī lǐ gū lū gǔn xià lái 。



歌 曲 (2)

我 爱 我 的 小 猫
Wǒ Ài Wǒ De Xiǎo Māo



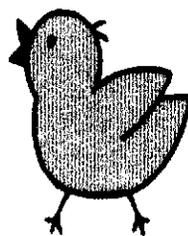
我 爱 我 的 小 猫 ，
wǒ ài wǒ de xiǎo māo
小 猫 怎 么 叫 ？
xiǎo māo zěn me jiào
喵 ！ 喵 ！ 喵 ！
miāo miāo miāo
小 猫 这 么 叫 。
xiǎo māo zhè me jiào

我 爱 我 的 小 狗 ，
wǒ ài wǒ de xiǎo gǒu
小 狗 怎 么 叫 ？
xiǎo gǒu zěn me jiào
汪 ！ 汪 ！ 汪 ！
wāng wāng wāng
小 狗 这 么 叫 。
xiǎo gǒu zhè me jiào



我 爱 我 的 小 鸭 ，
wǒ ài wǒ de xiǎo yā
小 鸭 怎 么 叫 ？
xiǎo yā zěn me jiào
嘎 ！ 嘎 ！ 嘎 ！
gā gā gā
小 鸭 这 么 叫 。
xiǎo yā zhè me jiào

我 爱 我 的 小 鸡 ，
wǒ ài wǒ de xiǎo jī
小 鸡 怎 么 叫 ？
xiǎo jī zěn me jiào
唧 ！ 唧 ！ 唧 ！
jī jī jī
小 鸡 这 么 叫 。
xiǎo jī zhè me jiào



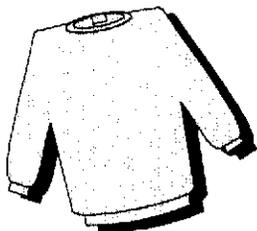
Look and Say

— 这是什么？
zhè shì shénme

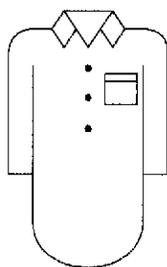
— 这是衬衫。
zhè shì chènshān

— 那是什么？
nà shì shénme

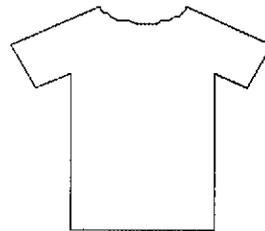
— 那是袜子。
nà shì wǎzi



套头衫
tàotóushān



衬衫
chènshān



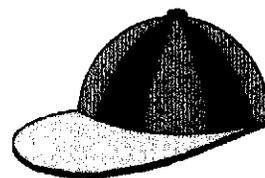
T-恤衫
tī
xùshān



连衣裙
liányīqún



背心
bèixīn



帽子
màozi



裤子
kùzi



短裤
duǎnkù



袜子
wǎzi



课 文

蝴
Hú

蝶
Dié

蝴 蝶 ， 蝴 蝶 ，
hú dié hú dié

生 得 真 美 丽 ，
shēng de zhēn měi lì

头 戴 着 金 丝 ，
tóu dài zhe jīn sī

身 穿 花 花 衣 。
shēn chuān huā huā yī

你 爱 花 儿 ，
nǐ ài huā ér

花 儿 也 爱 你 ，
huā ér yě ài nǐ

你 来 跳 舞 ，
nǐ lái tiào wǔ

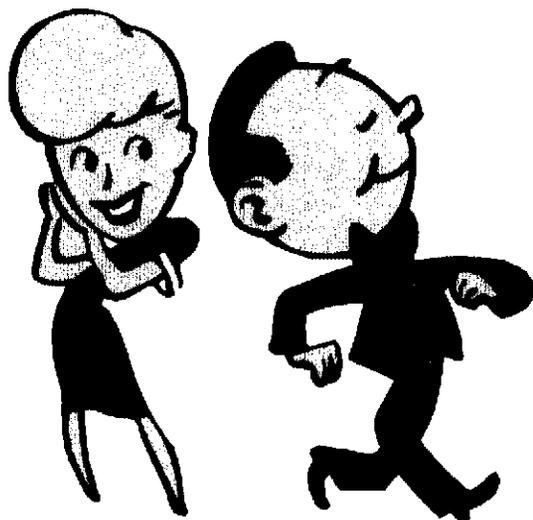
花 儿 来 唱 歌 。
huā ér lái chànggē



对 话

Mary : John , 你的衬衫真好看 。
nǐ de chènshān zhēn hǎokàn

John : 谢谢 , 你的裙子也很漂亮 。
xièxie nǐ de qúnzi yě hěn piàoliang



Look and Say

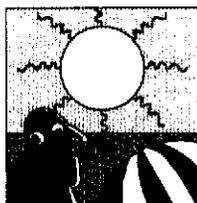
你喜欢春天吗？

nǐ xǐhuān chūntiān ma



春

chūn



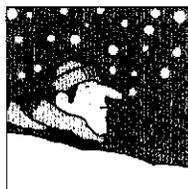
夏

xià



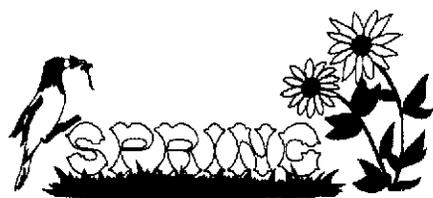
秋

qiū



冬

dōng



课 文(1)

四 季 歌
Sì Jì Gē



春 天 到 了 我 知 道 ，
chūn tiān dào le wǒ zhī dào ,

花 儿 盛 开 小 鸟 叫 。
huā ér shèng kāi xiǎo niǎo jiào 。

夏 天 到 了 我 知 道 ，
xià tiān dào le wǒ zhī dào ,

大 家 衣 服 穿 得 少 。
dà jiā yī fu chuān de shǎo 。

秋 天 到 了 我 知 道 ，
qiū tiān dào le wǒ zhī dào ,

满 地 树 叶 大 家 扫 。
mǎn dì shù yè dà jiā sǎo 。

冬 天 到 了 我 知 道 ，
dōng tiān dào le wǒ zhī dào ,

北 风 吹 来 雪 花 飘 。
běi fēng chuī lái xuě huā piāo 。



课 文(2)

小 雨 点
Xiǎo Yǔ Diǎn

小 雨 点 ，
xiǎo yǔ diǎn

沙 沙 沙 ，
shā shā shā

落 在 花 园 里 ，
luò zài huā yuán li

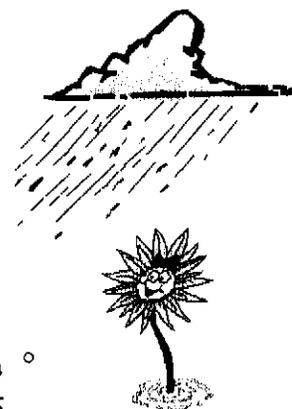
花 儿 乐 得 张 嘴 巴 。
huā ér lè de zhāng zuǐ bā

小 雨 点 ，
xiǎo yǔ diǎn

沙 沙 沙 ，
shā shā shā

落 在 池 塘 里 ，
luò zài chí táng li

鱼 儿 乐 得 摇 尾 巴 。
yú ér lè de yáo wěi bā





对 话

大卫：小宝，北京的冬天冷吗？
dàwèi xiǎobǎo běijīng de dōngtiān lěng ma

小宝：很冷。夏威夷呢？
xiǎobǎo běijīng xiàwēiyí ne

大卫：夏威夷的冬天不冷，很暖和。
dàwèi xiàwēiyí de dōngtiān bù lěng hěn nuǎnhuo



Look and Say

— 你喜欢干什么？

nǐ xǐhuan gān shénme

— 我喜欢游泳。

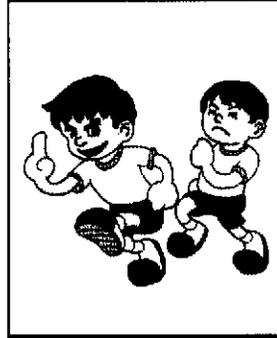
wǒ xǐhuan yóuyǒng



唱歌
chànggē



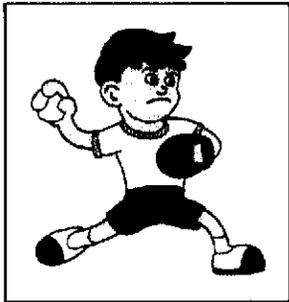
看书
kànshū



跑步
pǎobù



画画
huàhuà



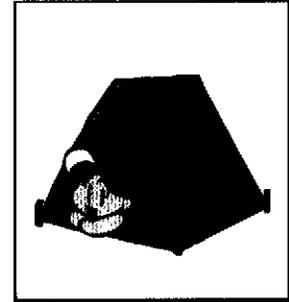
打球
dǎqiú



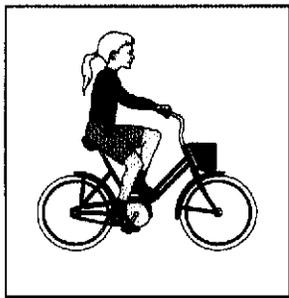
跳绳
tiàoshéng



游泳
yóuyǒng



露营
lùyíng



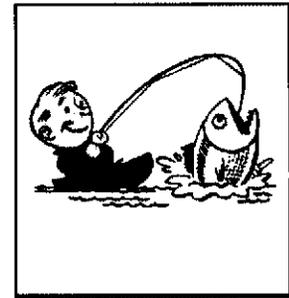
骑车
qíchē



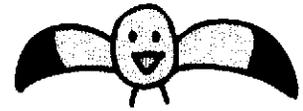
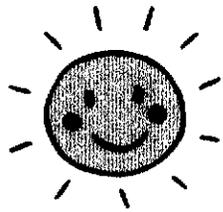
骑马
qímǎ



跳舞
tiàowǔ



钓鱼
diàoyú



课 文

可爱的早晨

Kě Ài De Zǎo Chén

太 阳 公 公 微 微 笑 ，
tài yang gōng gong wēi wēi xiào

快 乐 小 鸟 吱 吱 叫 ，
kuài lè xiǎo niǎo zhī zhī jiào

小 朋 友 ， 起 得 早 ，
xiǎo péng yǒu qǐ de zǎo

大 家 排 队 做 早 操 。
dà jiā pái duì zuò zǎo cāo

伸 伸 手 ， 弯 弯 腰 ，
shēn shēn shǒu wān wān yāo

踢 踢 腿 ， 蹦 蹦 跳 ，
tī tī tuǐ bèng bèng tiào

天 天 做 操 身 体 好 。
tiān tiān zuò cāo shēn tǐ hǎo



对 话

玲玲：你会游泳吗？
línglíng nǐ huì yóuyǒng ma

小丽：我会。你呢？
xiǎoli wǒ huì nǐ ne

玲玲：我不会，我会滑冰。你也会滑冰吗？
línglíng wǒ bù huì wǒ huì huábing nǐ yě huì huábing ma

小丽：我想学滑冰。你教我好吗？
xiǎoli wǒ xiǎng xué huábing nǐ jiāo wǒ hǎo ma

玲玲：没问题！
línglíng méi wèntí



你要玩什么

Nǐ Yào Wán Shén Me



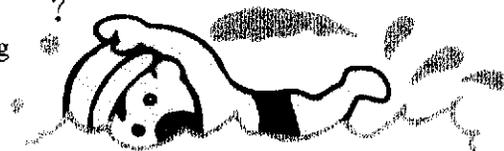
— 你 要 玩 什 么 ？
 nǐ yào wán shén me ?
 要 不 要 打 篮 球 ？
 yào bú yào dǎ lán qiú ?
 — 打 篮 球 ？ 打 篮 球 ？
 dǎ lán qiú ? dǎ lán qiú ?
 要 ！ 要 ！ 要 ！
 yào ! yào ! yào !



— 你 要 玩 什 么 ？
 nǐ yào wán shén me ?
 要 不 要 踢 足 球 ？
 yào bú yào tī zú qiú ?
 — 踢 足 球 ？ 踢 足 球 ？
 tī zú qiú ? tī zú qiú ?
 要 ！ 要 ！ 要 ！
 yào ! yào ! yào !



— 你 要 玩 什 么 ？
 nǐ yào wán shén me ?
 要 不 要 去 游 泳 ？
 yào bú yào qù yóu yǒng ?
 — 去 游 泳 ？ 去 游 泳 ？
 qù yóu yǒng ? qù yóu yǒng ?
 要 ！ 要 ！ 要 ！
 yào ! yào ! yào !



— 你 要 玩 什 么 ？
 nǐ yào wán shén me ?
 要 不 要 去 爬 山 ？
 yào bú yào qù pá shān ?
 — 去 爬 山 ？ 去 爬 山 ？
 qù pá shān ? qù pá shān ?
 要 ！ 要 ！ 要 ！
 yào ! yào ! yào !

RESOURCES

Chinese popular songs and rhymes:

1. 找朋友
2. 我的朋友在哪里
3. 雨天
4. 摇摇摇
5. 小老鼠
6. 蝴蝶
7. 打老虎
8. 小雨点

From 《中国通》:

1. 十个小孩子
2. 说真话
3. 四季歌
4. 你要玩什么? (Format adopted from 《中国通》)

From 《365夜儿歌》:

1. 找妈妈
2. 大苹果
3. 大西瓜
4. 爱唱歌的鸟
5. 照镜子

From 《初级中国语文》:

1. 我的书包
2. 教室里

From 《儿童文学诗歌选集》:

1. 洗个手儿尝一尝

From 《新学友辅助教材系列》:

1. 体操选手

Sung to the English song:

1. 头儿，肩膀，膝，脚趾 (Heads, shoulders, knees, and toes)

Sources unknown:

1. 彩虹
2. 我爱我的小猫

林武宪主编：《儿童文学诗歌选集》1991. 台北：幼狮文化事业公司

鲁兵：《365夜儿歌》1986. 上海：少年儿童出版社

National Chinese Curriculum Project. 1993. 《中国通》. Carlton: Curriculum Corporation.

《初级中国语文》1987. 北京：华语教学出版社 (Sinolingua)

《新学友辅助教材系列》1991. 台北：幼狮文化事业公司



ZHŌNG



WÉN

MANDARIN CHINESE
FOR
ELEMENTARY STUDENTS
STUDENT WORKBOOK

(LEVEL 1)

Project CLASS

Chinese Language Achievement
through
Sequential Study

练习本

Liàn

Xí

Běn



Prepared by
Project CLASS staff

Project CLASS is supported by
US Department of Education
Office of Bilingual Education and Minority Language Affairs
in coordination with
University of Hawaii at Manoa
College of Education
Hawaii State Department of Education
Queen Ka'ahumanu Elementary School

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FOREWORD

One of the primary objectives of U.S. schools is to prepare graduates to communicate effectively as global citizens. Successful second language acquisition requires that students begin their studies as early as possible and continue their foreign language study as long as possible. One of the significant contributions to Mandarin Chinese instruction at the elementary schools is made by Project CLASS (*Chinese Language Achievement through Sequential Study*).

Mandarin Chinese for Elementary Students (Curriculum Package) is a comprehensive curriculum package developed by Project CLASS for the teaching of Mandarin and Chinese culture to elementary students.

Mandarin Chinese for Elementary Students (Curriculum Package) has five characteristics. First, communicative approach is adopted as guidelines for instruction. Project CLASS addresses content and context, helping students to comprehend and react in a culturally appropriate manner to oral and written messages.

The second characteristic of this curriculum package is context-dependence. Children do not learn about languages abstractly. They learn them in context and through a natural process such as being immersed in their daily situations. In this curriculum package, texts and characters are contextualized to serve as catalysts for the internalization of the language. High interest activities are designed and used as dynamics to foster natural acquisition (see High Interest Activities in the Appendix).

The Integration of the four language skills is the third characteristic of this curriculum package. The four language skills, listening, speaking, reading, writing, are integrated to become the basis of an "escalator" to enhance learning. For elementary students, the focus is usually on the development of listening and speaking skills. In order to expose children to the written form of Chinese, this curriculum package has carefully selected the characters that began as pictographs so that it makes reading and writing more enjoyable and rewarding.

Next, memorization of Chinese characters and texts is emphasized in language instruction. Chinese writing has no alphabet and a different character represents a different word. In this way, children must memorize thousands of separate representations in order to be able to read the language. In order to spark students' interest in memorization, the curriculum is organized thematically, with topics that are geared to a child's world. In addition, popular children's rhymes and songs with a potential for action and dramatization are carefully selected and adopted in each unit which makes the memorization meaningful and fun for children.

Finally, language is the heart of a group's culture. The integration of language to the other culture aspects is highly desirable to emphasize to children that language is an integral part of culture. Each unit includes cultural notes and activities to help students appreciate the Chinese culture. One of the ways to learn about Chinese culture is to learn about the colorful festivals. Important aspects of Chinese festivals include food, costumes, customs, song-and-dance performances and symbolism. Certain supplements in the way of the celebration of Chinese festivals are in the *Student Textbook and Student Workbook*.

ACKNOWLEDGMENTS

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Queen Ka'ahumanu Elementary School

Jenny Yee, Parent
Queen Ka'ahumanu Elementary School

Lawrence F.H. Zane
Director, Project CLASS

COMPONENTS OF CURRICULUM PACKAGE

Mandarin Chinese for Elementary Students includes a *Teachers' Manual*, *Student Textbook*, and *Student Workbook*. The *Teacher's Manual* includes 12 thematic units. Each theme is developed for a period of two weeks. Each thematic unit is sequentially organized as follows: objectives, text, vocabulary, characters to write, suggested high interest activities, cultural notes and activities, and assessment.

Objectives have been derived from each thematic unit in terms of the mastery of the four language skills and cultural awareness. Texts for each thematic unit are created or adopted as contents and contexts, helping students to comprehend and react in a culturally appropriate manner to oral and written messages. Each theme unit includes a list of vocabulary, which appears as "Look and Say" in *Student Textbook* and also suggested activities. Characters are carefully selected for students to practice writing in the correct order of strokes. High interest games and activities appropriate to children are designed and used as vehicles to achieve the objectives. Teaching aids in each thematic unit are suggested to enhance the language learning and teaching. Cultural notes and activities are included to ensure that students appreciate the Chinese culture. Assessment in each unit is made in the form of an in-class worksheet, which is used to evaluate whether the students can recognize and understand the words and phrases of what is taught.

The *Student Textbook* and *Student Workbook* are created to accompany the *Teachers' Manual*. The *Student Textbook* contains Look and Say, Texts (mostly in the form of rhymes in Level 1), Songs and Dialogues. The *Student Workbook* contains a variety of worksheets that are designed to meet four purposes. First, the worksheets with the illustrations, *pinyin* romanization, and the breakdown of the strokes for each character, are designed to expose children to the pictographic and ideographic features of Chinese characters. Second, the worksheets with illustrations enable children to receive and internalize the content of what is taught. Third, the worksheets with illustrations are designed for the purpose of assessment. In each thematic unit, worksheets for assessment are designed to evaluate whether children can identify and recognize the representative characters and phrases that have been taught. Finally, the *Student Workbook* includes worksheets that heighten awareness and appreciation of Chinese culture.

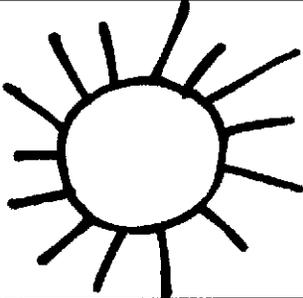
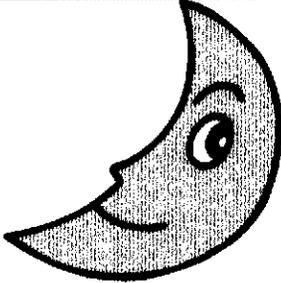
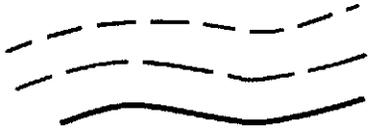
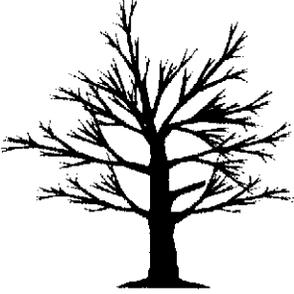
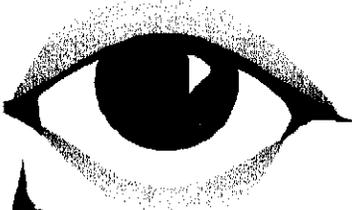
THE LESSON FORMAT

The class session is made up of three dimensions: interpersonal, informational, and aesthetic. The interpersonal dimension includes 15 minutes of socializing and interacting. It includes greeting between the teacher and the students, listening to roll calls and replying, announcing the day and date, and talking with an individual student about what was taught in the previous class, etc.

The informational dimension includes 15 minutes of receiving information and 15 minutes of giving information. It means that the teacher can spend 15 minutes teaching new information about the thematic unit in contexts and then have students communicate verbally and non-verbally. The teacher can conduct high interest activities, which are geared around the information of what is taught, or have students work on the worksheets. The last 15 minutes can be used for aesthetic purpose, i.e., reading aloud rhymes and texts, singing songs, or making arts and crafts for creative purposes.

Unit 1 Creating Symbols

Draw sketches of the following pictures, and then create symbols representing them. Compare your creations with the present version of those Chinese characters given by your teacher and make a match.

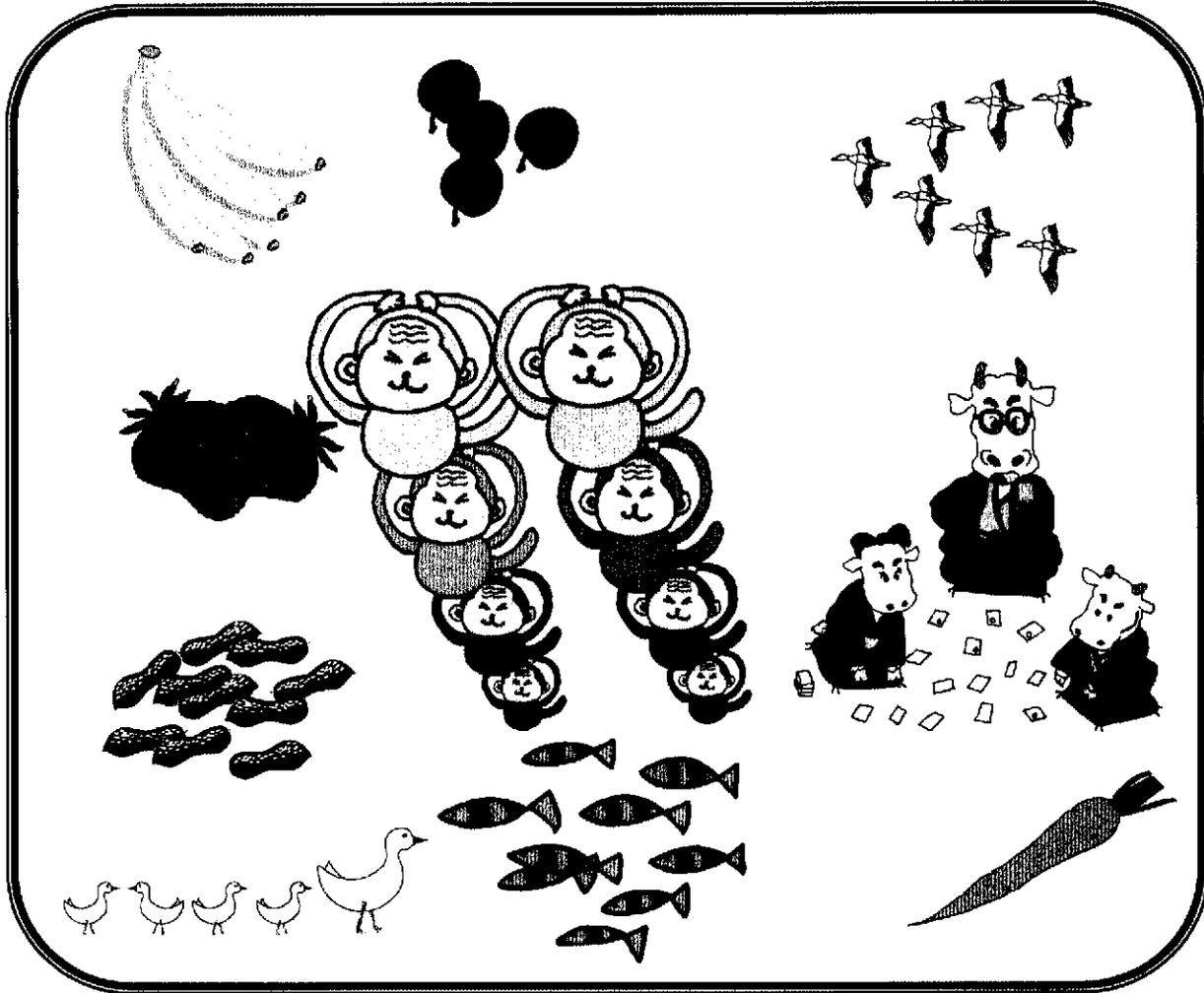
		
		
		

BASIC CHINESE STROKES

名称	点	丶		么	撇折	㇇
一	横	一		弋	斜勾	㇇
中	竖	丨		勺	横折勾	㇇
人	撇	丿		七	竖折勾	㇇
八	捺	㇇		又	横折	㇇
江	提	㇇		狗	弯勾	㇇
子	横勾	㇇		饮	竖提	㇇
小	竖勾	丨		过	横折折捺	㇇

Unit 2

Please match the Chinese characters with the objects:



① 一
yī

② 二
èr

③ 三
sān

④ 四
sì

⑤ 五
wǔ

⑥ 六
liù

⑦ 七
qī

⑧ 八
bā

⑨ 九
jiǔ

⑩ 十
shí

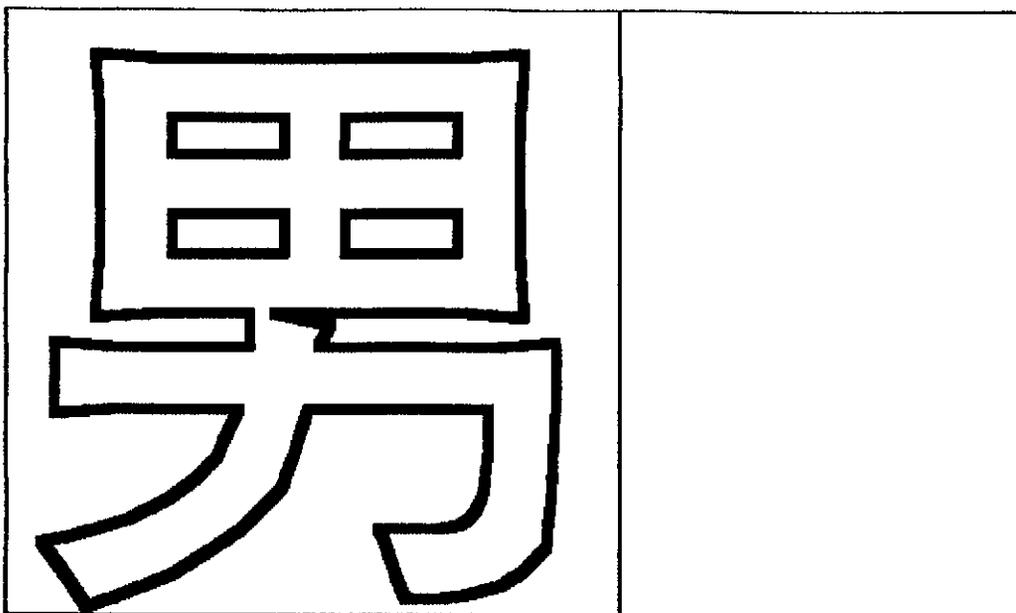
Unit 2

一	二	三	四	五
一	一二	一三三	一 四 四 四 四	一 二 五 五
六	七	八	九	十
一 六 六 六	一 七	一 八	一 九	一 十

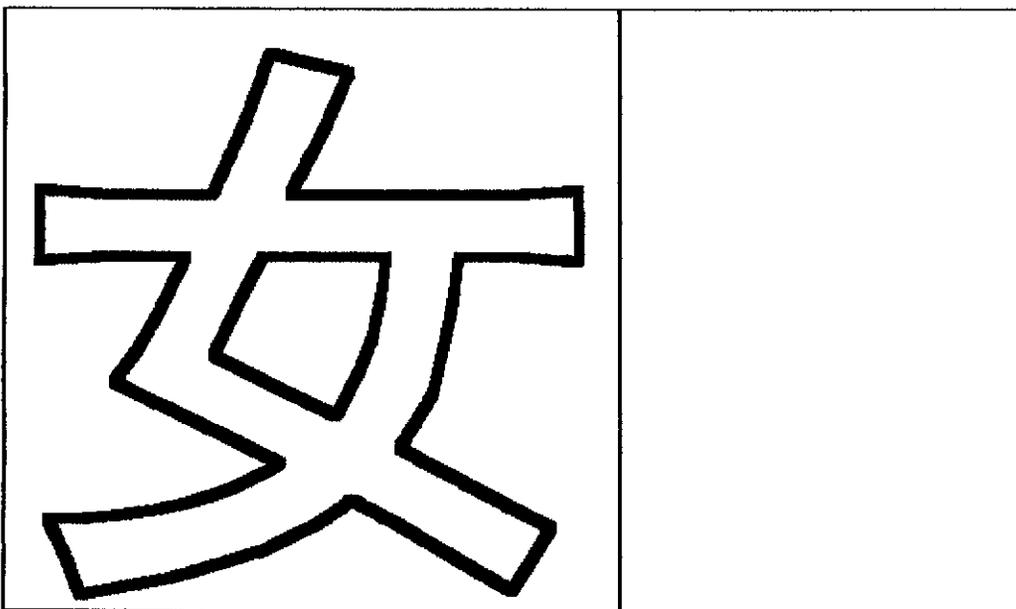
Unit 2

Directions: Color the following characters and draw a picture to match each of them.

nán



nǚ



Unit 2

About Me

你好，我叫 _____ 。

nǐ hǎo wǒ jiào

我是 _____ (男, 女) 孩子。

wǒ shì _____ nán nǚ hái zi

我今年 _____ 岁，上 _____ 年 级 。

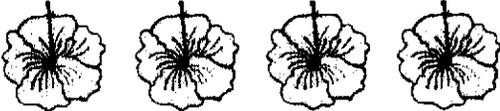
wǒ jīn nián _____ suì shàng _____ nián jí

这是我的自画像：(Draw your self-picture below)

zhè shì wǒ de zì huà xiàng

Unit 2

Please count the following objects and write the appropriate number in the boxes:

Project CLASS

Worksheet 2.7

姓名 _____

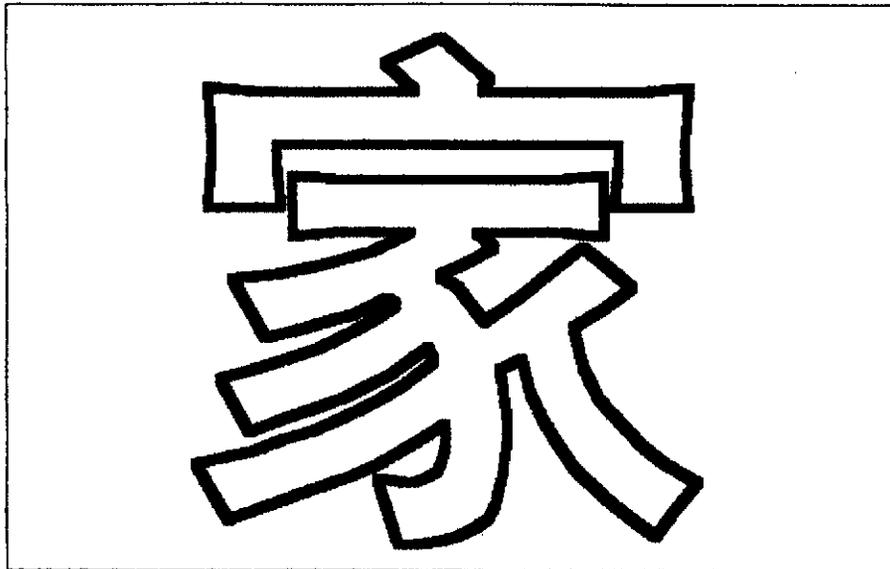
班级 _____

一九九 年 月 (199)

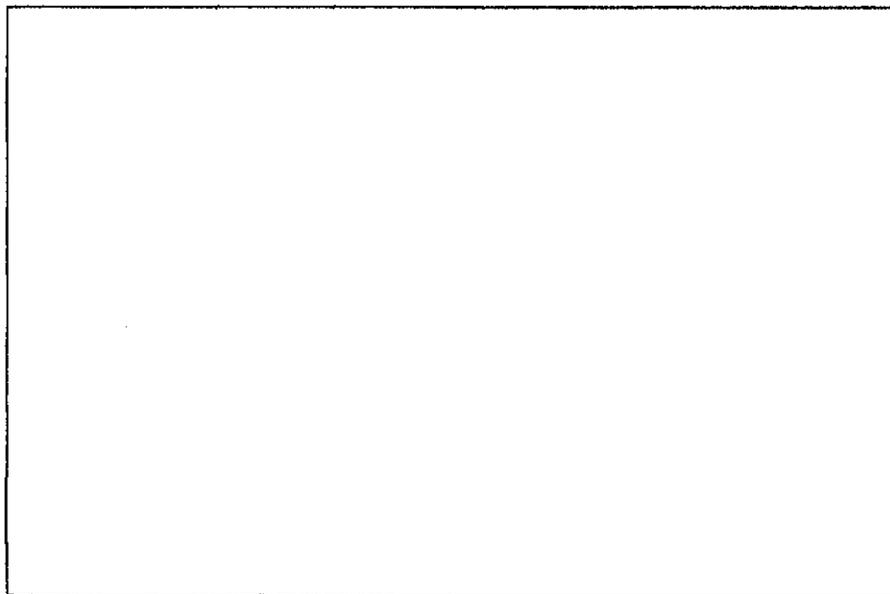
SUN 星期() xīngqī rì	MON 星期() xīngqī yī	TUE 星期() xīngqī èr	WED 星期() xīngqī sān	THU 星期() xīngqī sì	FRI 星期() xīngqī wǔ	SAT 星期() xīngqī liù

Unit 3

Directions: Please color the character and draw a picture.



jiā



Unit 3

My Family

我的名字叫_____。
wǒ de míng zi jiào _____。

我家有_____个人。
wǒ jiā yǒu _____ gè rén。

这是我家的一家。
zhè shì wǒ de yì jiā。

Now draw your family members in the following space
(including your pet) and write the Chinese characters.

Unit 3

Please match the following pictures with the characters:



爸爸
bàba



妈妈
māma



哥哥
gēge



姐姐
jiějie

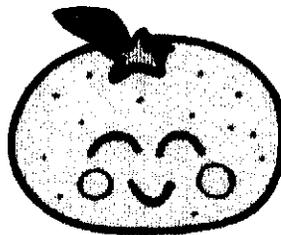
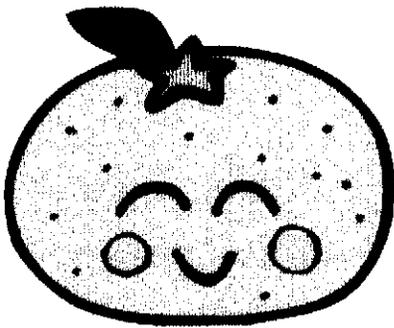


弟弟
dīdi



妹妹
mèimei

Unit 3



大	dà 一 十 大

中	zhōng 口 中

小	xiǎo 丿 小 小

Unit 3

上 shàng
丨 丿 上

下 xià
一 丨 下

左 zuǒ
一 丨 左

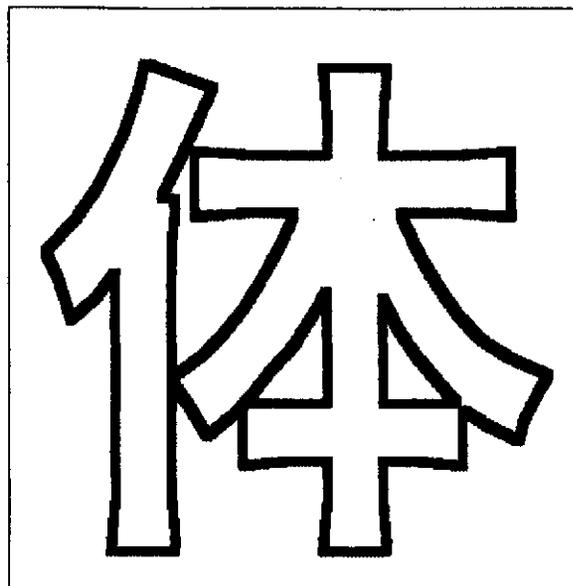
右 yòu
一 丨 右

Unit 4

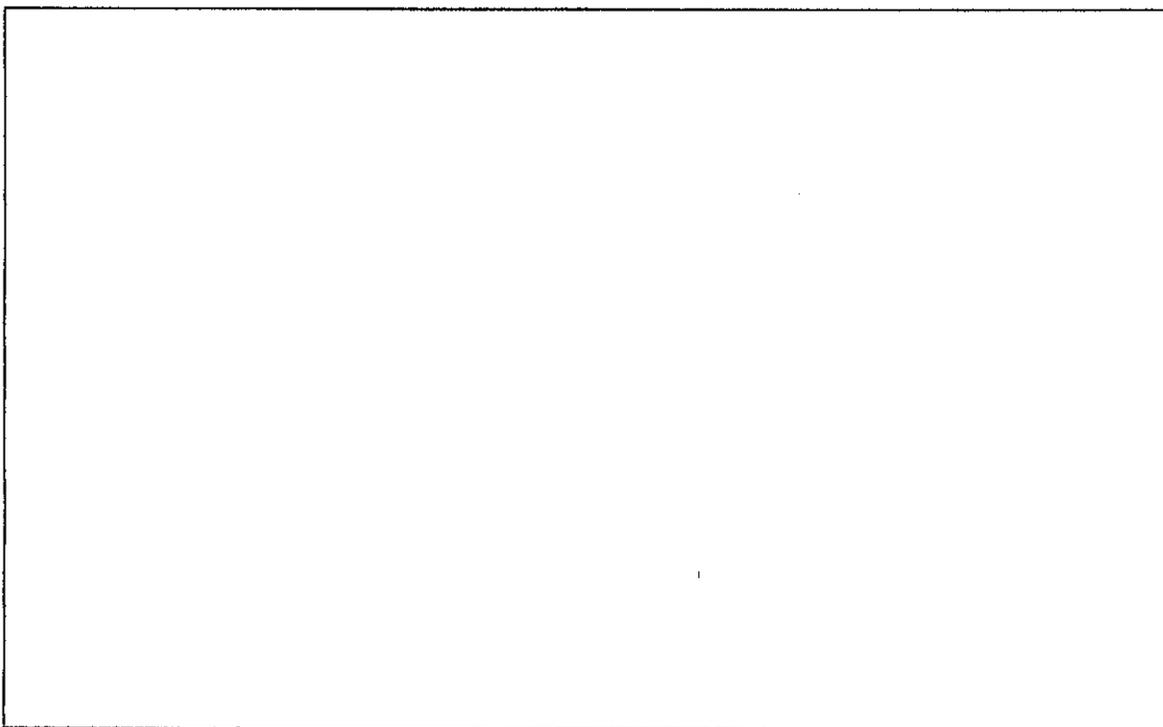
Directions: Please color the characters and draw a picture that represents the characters.



shēn

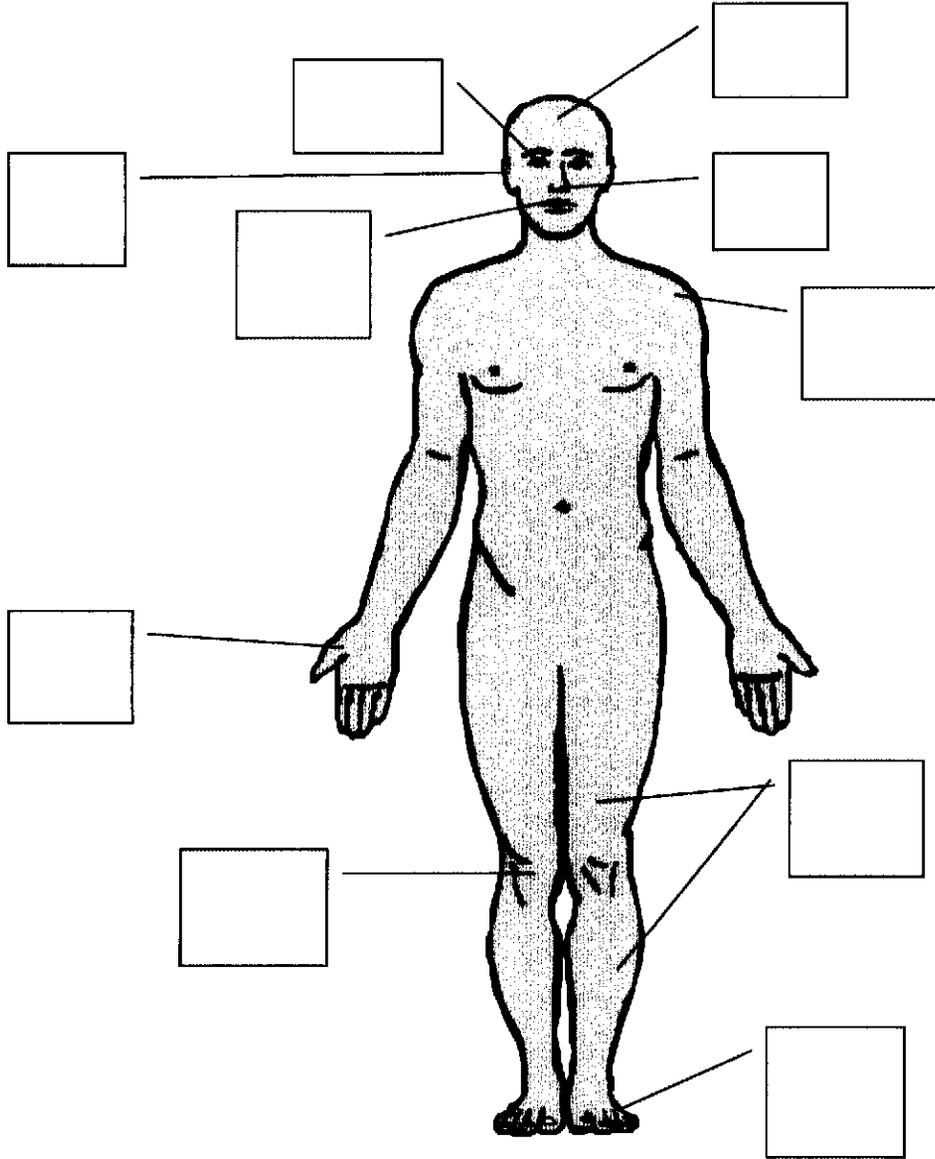


tǐ



Unit 4

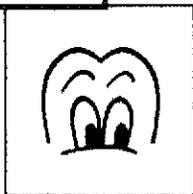
Please match the following characters to the body parts. Write the number:



- | | | | | |
|-----------------|---------------|---------------|--------------|------------------|
| ① 手
shǒu | ② 头
tóu | ③ 脚
jiǎo | ④ 腿
tuǐ | ⑤ 肩膀
jiānbǎng |
| ⑥ 眼睛
yǎnjīng | ⑦ 耳朵
ěrduo | ⑧ 嘴巴
zuǐba | ⑨ 鼻子
bízi | ⑩ 膝
xī |

UNIT 4

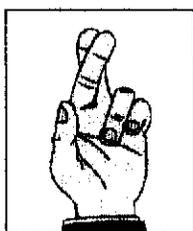
目	mù 丨 冂 月 月 目



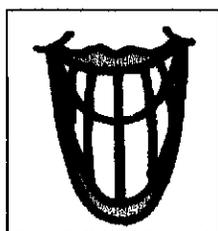
口	kǒu 丨 冂 口



头	tóu 丶 丨 土 头 头



手	shǒu 一 二 三 手



牙	yá 一 二 牙 牙



耳	ěr 一 丨 冂 耳 耳 耳

Assessment

Choose the proper words from below to fill in the blanks (you can write just the number):

我用 _____ 看世界，
wǒ yòng _____ kàn shì jiè

我用 _____ 闻东西，
wǒ yòng _____ wén dōng xi

我用 _____ 听声音，
wǒ yòng _____ tīng shēng yīn

我用 _____ 说真话。
wǒ yòng _____ shuō zhēn huà

① 鼻子
bízi

② 耳朵
ěrduo

③ 眼睛
yǎnjīng

④ 嘴巴
zuǐba



Unit 4



你	nǐ	ノイ你 你你						
---	----	-----------	--	--	--	--	--	--



or



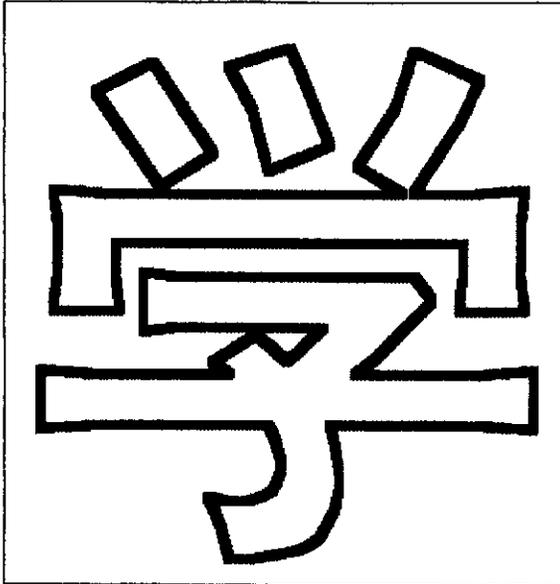
我	wǒ	一ニ于手 我我我						
---	----	-------------	--	--	--	--	--	--



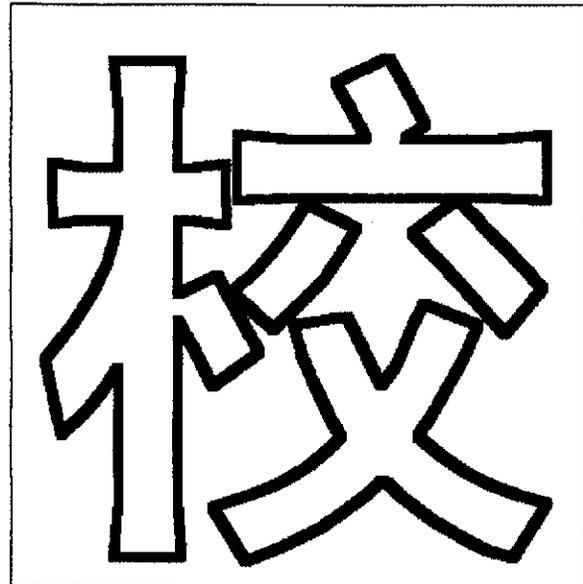
他	tā	ノイ他 他他						
她	tā	く女女 如如她						

Unit 5

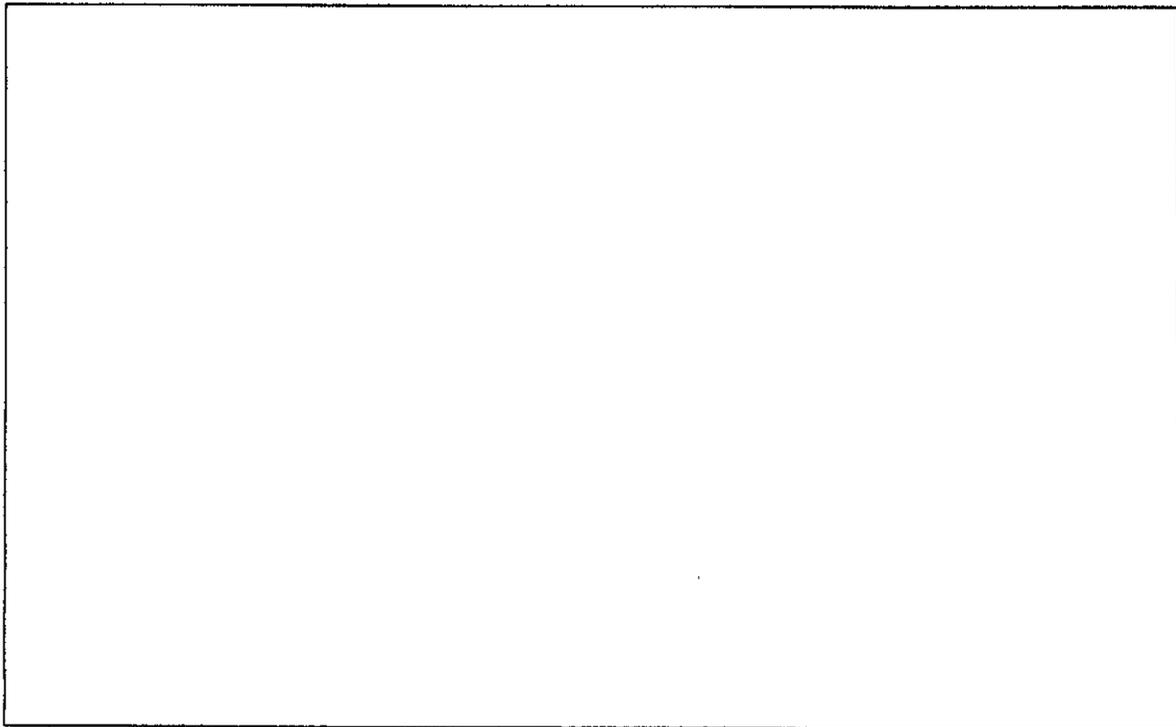
Directions: Please color the following characters and then draw your school.



xué

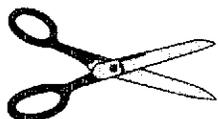


xiào



Unit 5

Please match the following pictures with the characters:



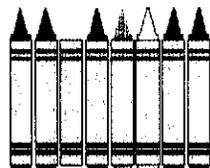
铅笔
qiānbǐ



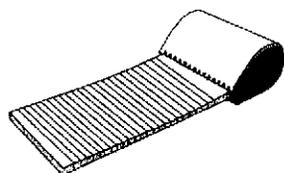
本子
běnzi



纸
zhǐ



橡皮
xiàngpí



剪刀
jiǎndāo



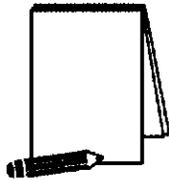
蜡笔
làbǐ

UNIT 5



书
包

shū ㄊㄨㄨ 书 书				
bāo ㄅㄠ 勺 勺 勺 包				



本

běn ㄇㄨㄣˋ 才 木 本				
----------------------	--	--	--	--



尺

chǐ ㄇㄨㄣˋ 尺				
---------------	--	--	--	--

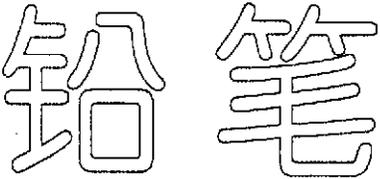
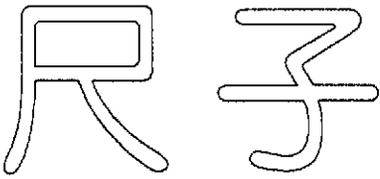
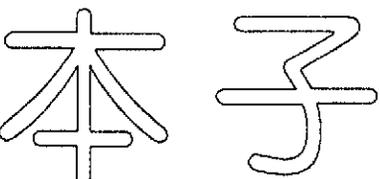
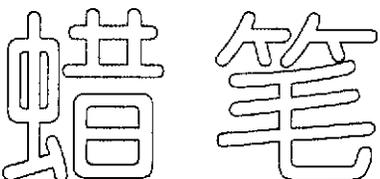


笔

bǐ ㄅㄧˇ 笔 笔 笔 笔 笔 笔				
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Unit 5

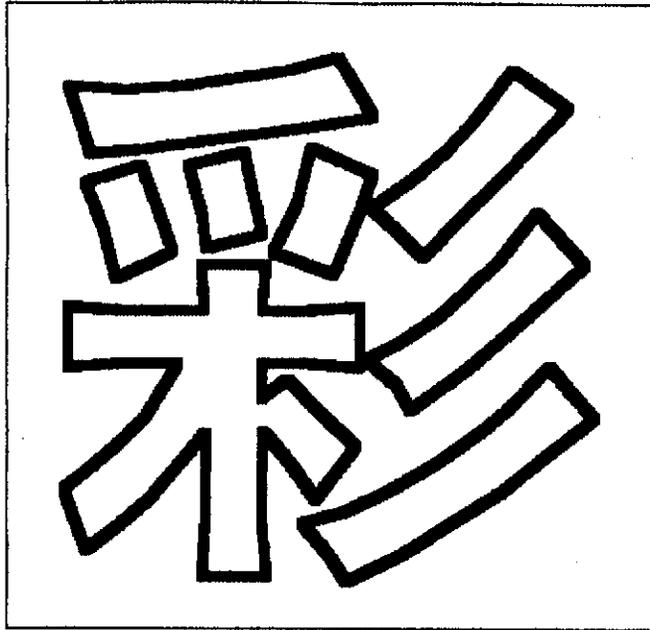
Directions: Trace the following characters and draw pictures that represent the characters.

Character	Picture
 <p>铅笔</p> <p>qiānbǐ</p>	
 <p>尺子</p> <p>chǐzi</p>	
 <p>剪刀</p> <p>jiǎndāo</p>	
 <p>本子</p> <p>běnzǐ</p>	
 <p>蜡笔</p> <p>làbǐ</p>	

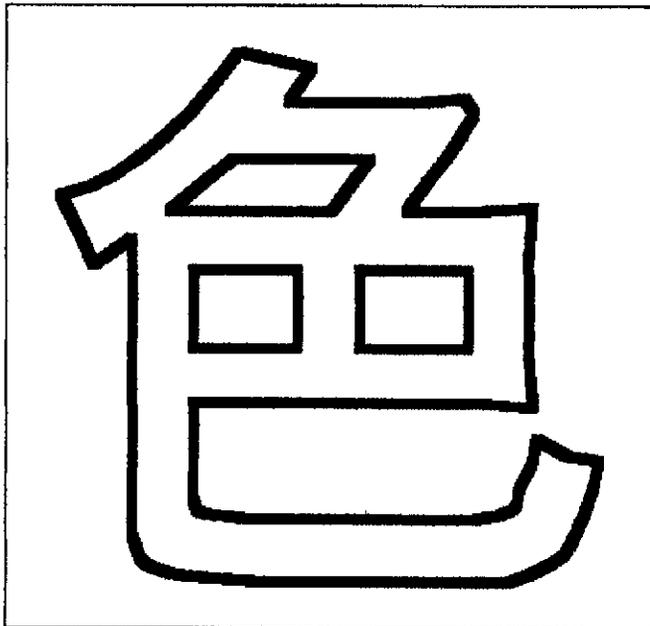
Unit 6

Directions: Please color the following characters (Your teacher will tell you what color to use for different strokes).

cǎi

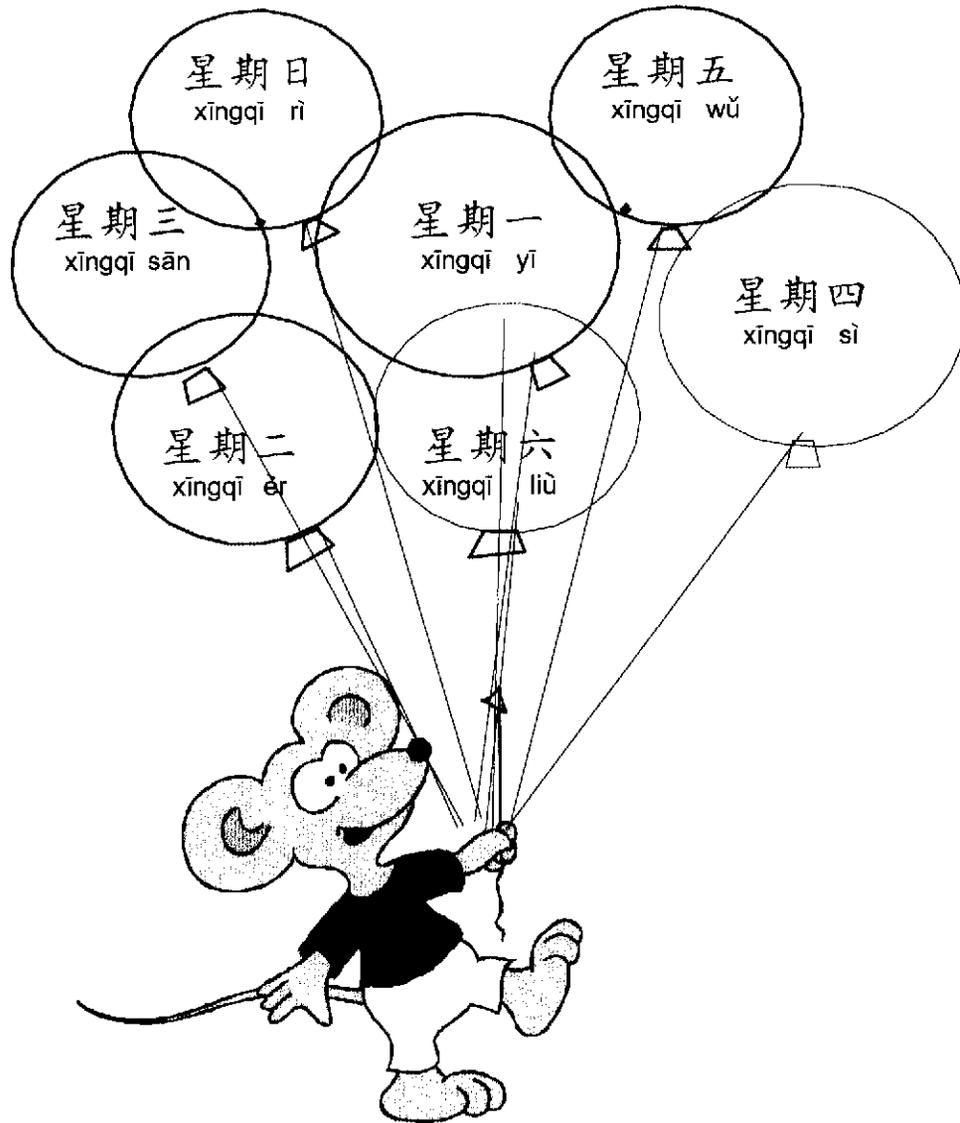


sè



Unit 6

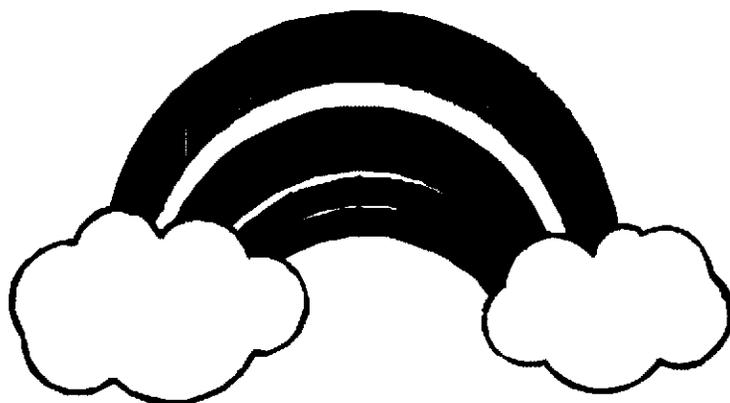
Please color the balloons according to the directions given below:



1. 星期日 (红) xīngqī rì hóng
2. 星期一 (黄) xīngqī yī huáng
3. 星期二 (蓝) xīngqī èr lán
4. 星期三 (绿) xīngqī sān lǜ
5. 星期四 (橙) xīngqī sì chéng
6. 星期五 (紫) xīngqī wǔ zǐ
7. 星期六 (咖啡) xīngqī liù kāfēi

Unit 6

Please match the characters with the rainbow colors:



黄
huáng

橙
chéng

青
qīng

红
hóng

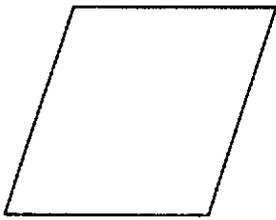
紫
zǐ

蓝
lán

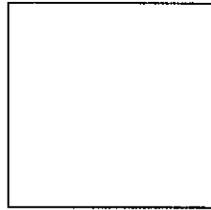
绿
lǜ

Unit 6

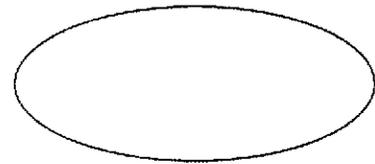
Please color the following different shapes according to the colors given:



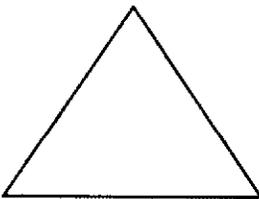
蓝
lán



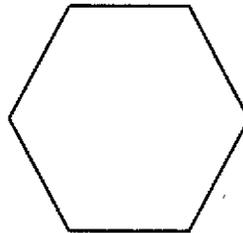
黄
huáng



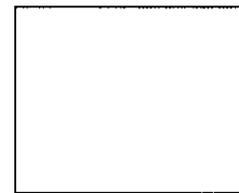
绿
lǜ



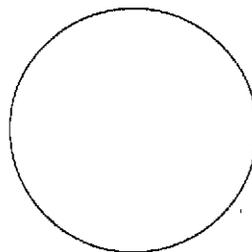
红
hóng



紫
zǐ



橙
chéng



青
qīng

Unit 6



日

日				
日				
日				
日				



月

月				
月				
月				
月				



山

山				
山				
山				
山				



水

水				
水				
水				
水				



白

白				
白				
白				
白				



兰

兰				
兰				
兰				
兰				

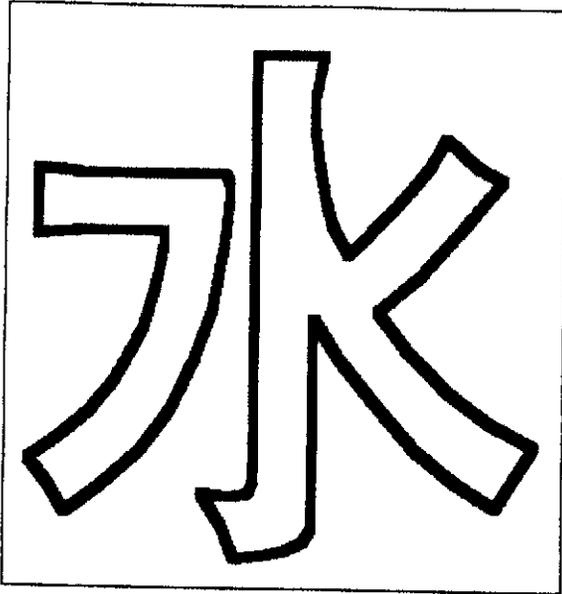


红

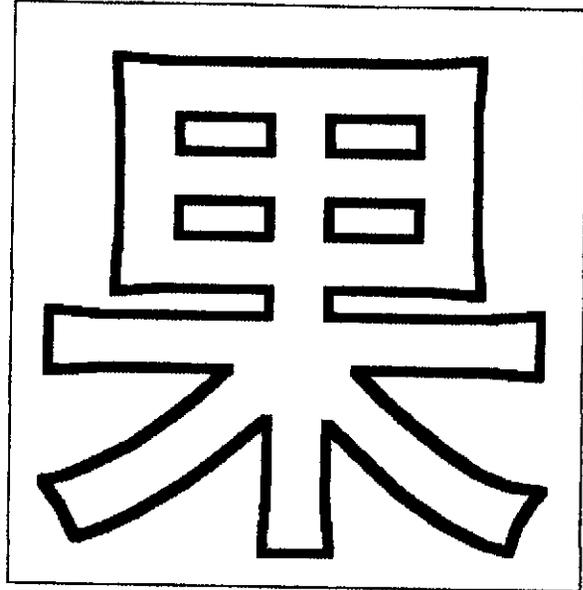
红				
红				
红				
红				

Unit 7

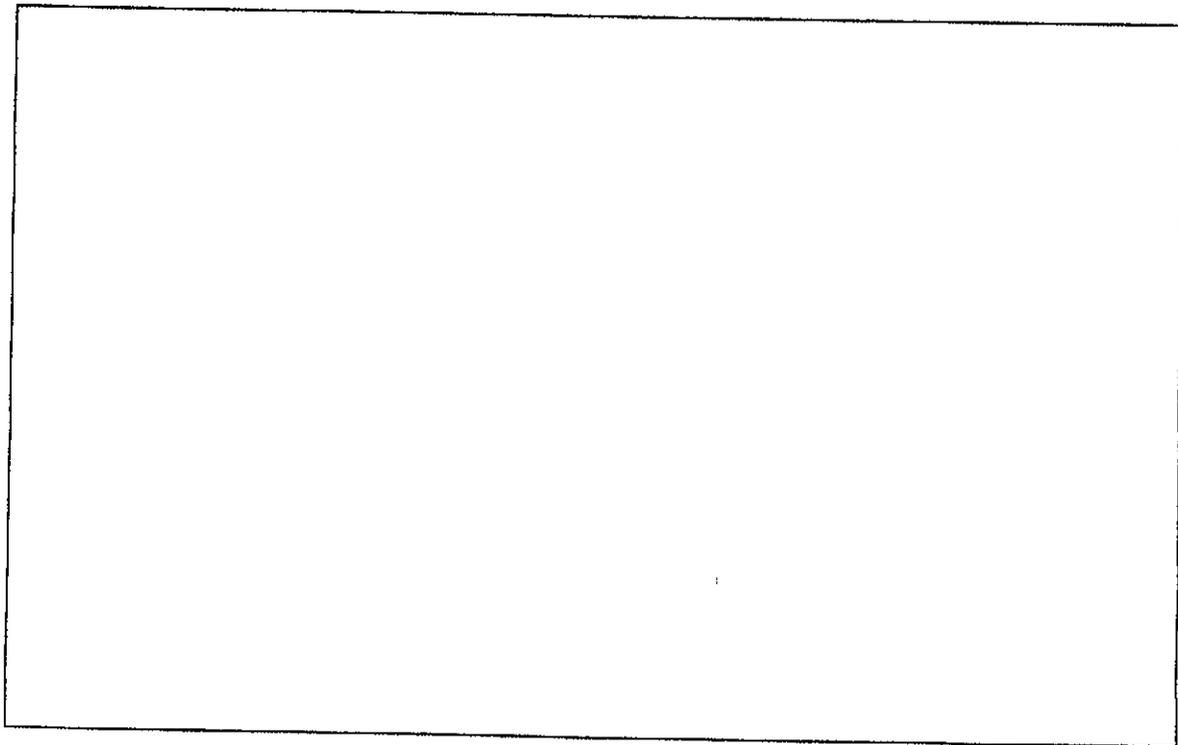
Directions: Please color the strokes of the following characters with different colors, and then draw your favorite fruits below.



shuǐ



guǒ



Unit 7

Please draw fruits according to the instruction given below:

妈妈喜欢吃 <u>苹果</u> māma xǐhuān chī píngguo

爸爸喜欢吃 <u>西瓜</u> bàba xǐhuān chī xīguā

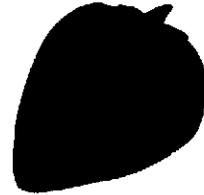
姐姐喜欢吃 <u>香蕉</u> jiějie xǐhuān chī xiāngjiāo

弟弟喜欢吃 <u>葡萄</u> dìdi xǐhuān chī pútáo

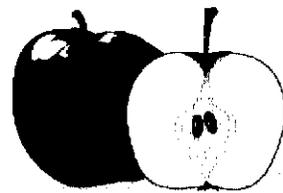
Unit 7

Please circle the word of each group that matches the corresponding picture:

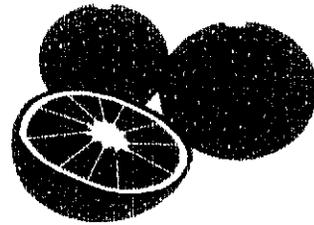
1. ① 草 莓
cǎo méi
② 葡 萄
pú tao
③ 柠 檬
níng méng



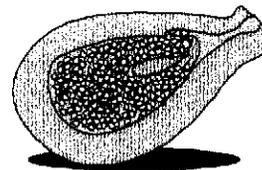
2. ① 西 瓜
xī guā
② 苹 果
píng guǒ
③ 香 蕉
xiāng jiāo



3. ① 桔 子
jú zi
② 李 子
lǐ zi
③ 菠 萝
bō luó

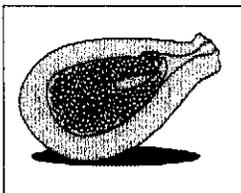


4. ① 樱 桃
yīng tao
② 桃 子
táo zi
③ 木 瓜
mù guā



Unit 7

Circle the following characters that indicate the name of fruits.



妈妈

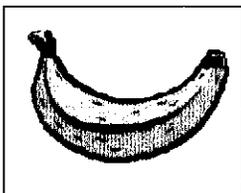
māma

耳朵

ěrduo

木瓜

mùguā



狗

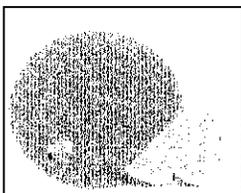
gǒu

香蕉

xiāngjiāo

本子

běnzǐ



书

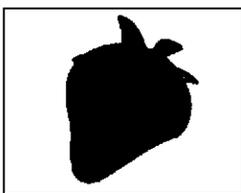
shū

桔子

júzi

红色

hóngsè



草莓

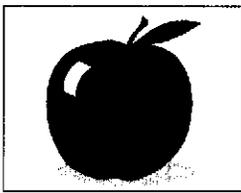
cǎoméi

笔

bǐ

眼睛

yǎnjīng



苹果

píngguo

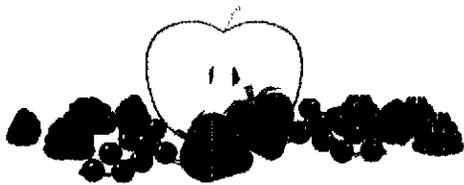
弟弟

dìdi

头

tóu

UNIT 7



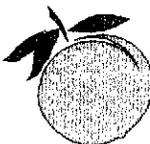
果	guǒ						
	日旦早 果果						



西瓜	xī						
	一 一 一 斤 两 西						
瓜	guā						
	一 厂 瓜 瓜 瓜						



草莓	cǎo						
	一 一 一 草 草						
莓	méi						
	一 一 一 莓 莓 莓						



李子	lǐ						
	木 李						
子	zǐ						
	一 了 子						

Unit 7

Please match the following characters of fruits by drawing a line:

西

果

草

桃

柠

子

苹

蕉

葡

萄

香

瓜

桔

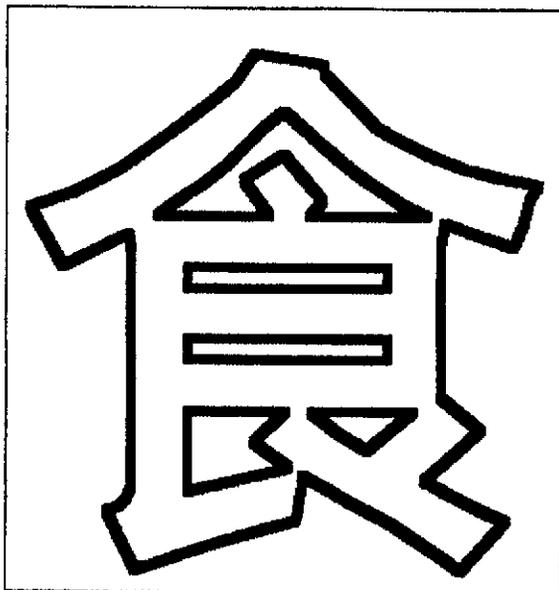
莓

樱

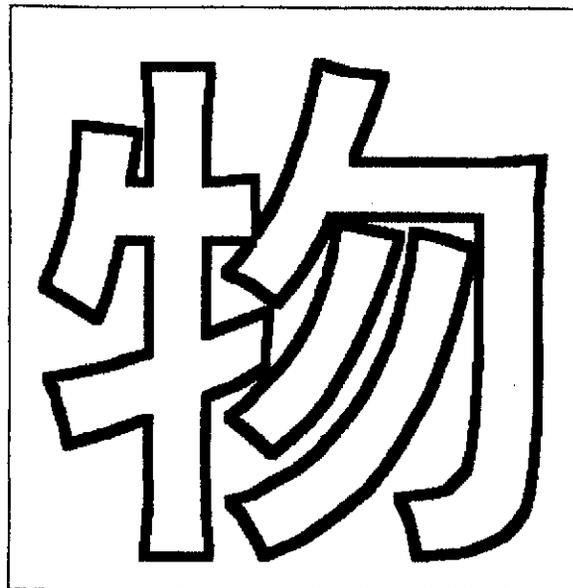
檬

Unit 8

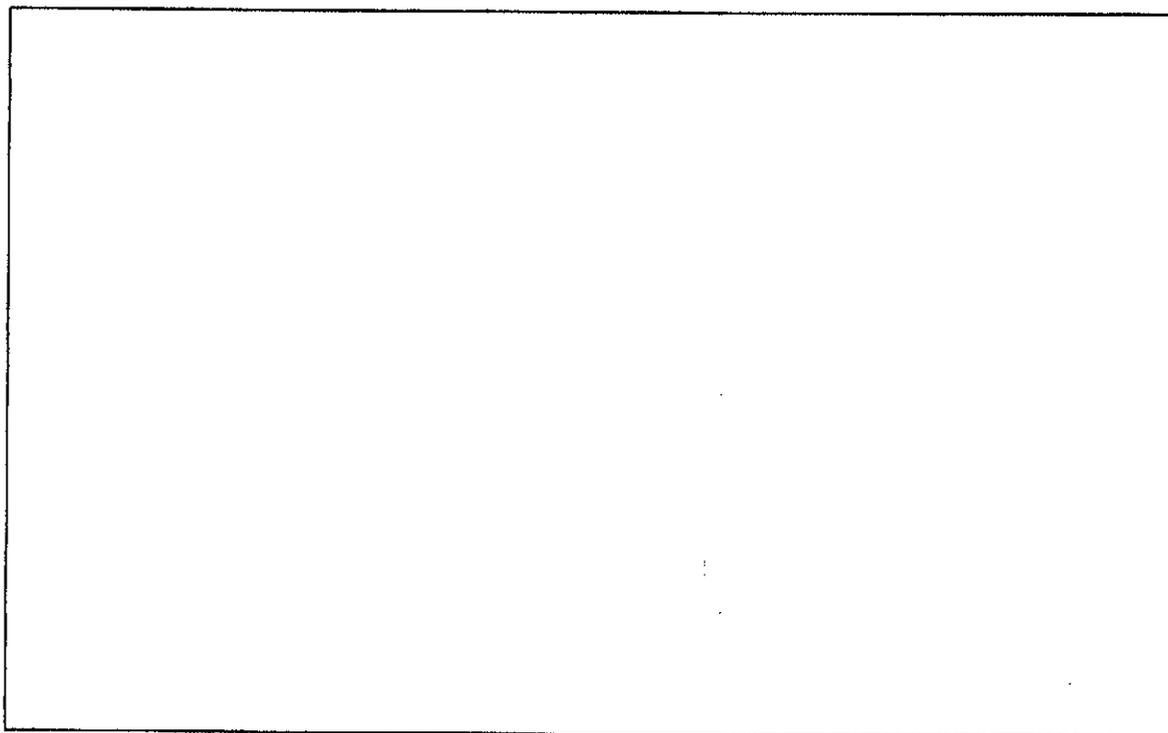
Directions: Please color the strokes of the following characters and then draw your favorite food below.



shí



wù



Unit 8

Directions: Match the words with pictures.



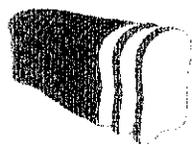
面包 miànbāo



茶 chá



米饭 mǐfàn



汤圆 tāngyuán



面条 miàntiáo

Unit 8

米
饭

mǐ 丶 丶 丶 丶 半 半 米				
fàn ノ ㄣ ㄣ ㄣ ㄣ ㄣ 饭				



汤
圆

tāng 丶 丶 丶 汚 汚 汤				
yuán 丨 冂 冂 冂 冂 冂 圆				



面
条

miàn 一 一 一 一 而 而 面 面				
tiáo ノ 夕 夕 夕 条 条 条				



Unit 8
BINGO

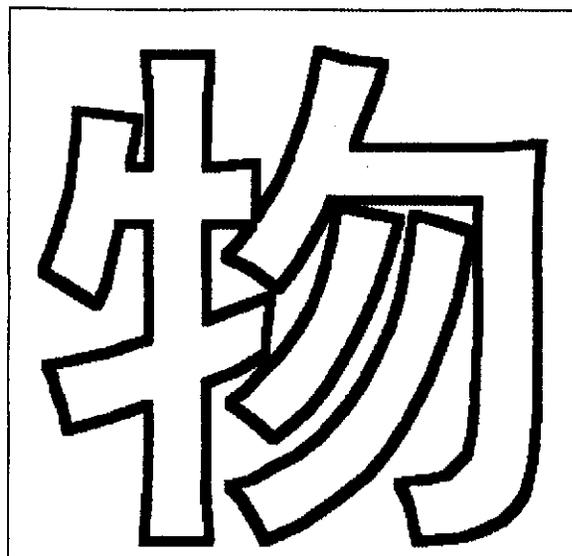
水果 shuǐguǒ	牛肉 niúròu	鸡蛋 jīdàn
牛奶 niúnnǎi	果汁 guǒzhī	鸡肉 jīròu
猪肉 zhūròu	面包 miànbāo	蔬菜 shūcài

UNIT 9

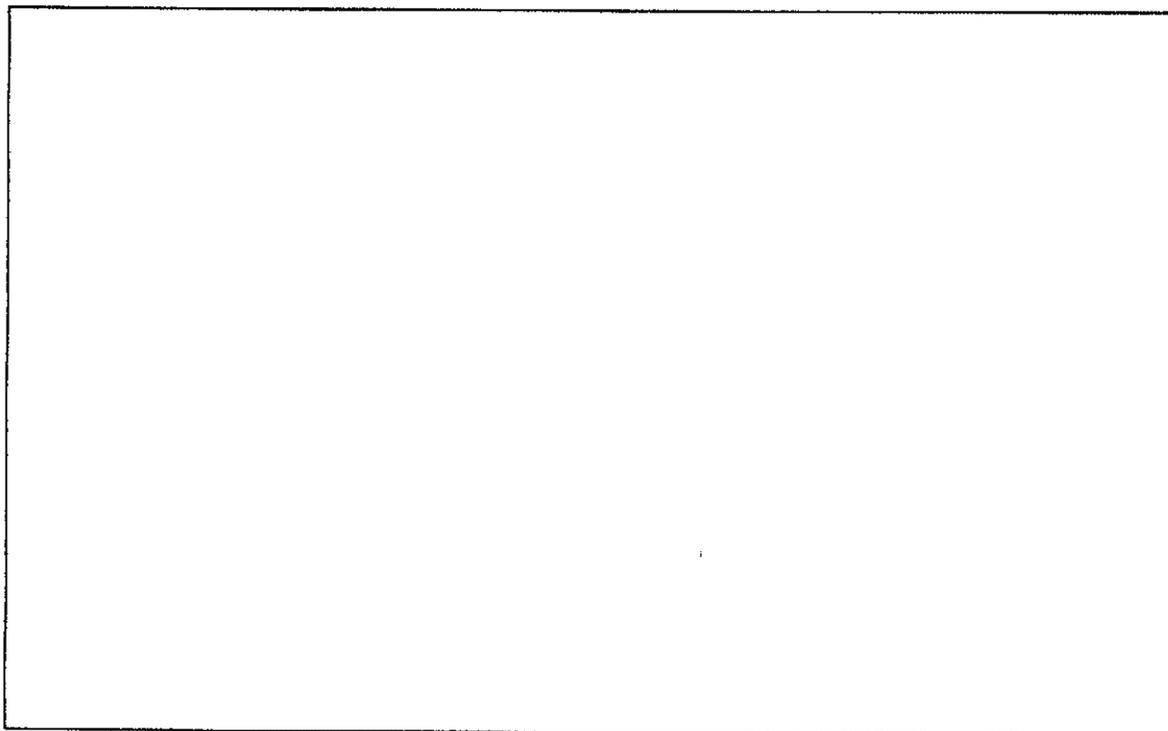
Directions: Please color the strokes of the following characters according to the colors given by your teacher and draw your favorite animal.



dòng



wù



Unit 9

Xiao-Bao went to the zoo with his class last Saturday. Work with your partner and tell each other what animals they saw at the zoo according to the following picture and then match the picture with the characters.

① 鸟
niǎo② 牛
niú③ 兔
tù④ 猫
māo⑤ 猴子
hóuzi⑥ 老虎
lǎohu⑦ 熊猫
xióngmāo⑧ 马
mǎ⑨ 狗
gǒu⑩ 鸭
yā

Unit 9

我的宠物 Wǒ De Chǒng Wù

我喜欢的小动物是一只 _____ 。

wǒ xǐhuān de xiǎo dòngwù shì yì zhī

它很可爱：

tā hěn kě ài

Now draw your pet below:

我的生肖

Wǒ De Shēng Xiāo

我叫 _____ 。
wǒ jiào

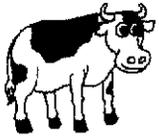
我是 _____ 孩子 。
wǒ shì hái zi

我是 _____ 年 _____ 月 _____ 号 生的 。
wǒ shì nián yuè hào shēng de

我属 _____ 。
wǒ shǔ

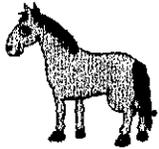
Now draw your animal of the year below:

UNIT 9



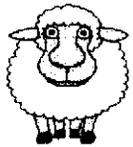
牛

niú ㄋㄩˊ 牛				
--------------	--	--	--	--



马

mǎ ㄇㄚˇ 马				
-------------	--	--	--	--



羊

yáng ㄧㄤˊ 羊				
---------------	--	--	--	--



鸟

niǎo ㄋㄧㄠˇ 鸟				
----------------	--	--	--	--



兔

tù ㄊㄨˋ 兔				
-------------	--	--	--	--



狗

gǒu ㄍㄡˇ 狗				
--------------	--	--	--	--



猫

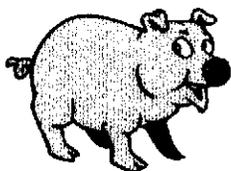
māo ㄇㄠ 猫				
-------------	--	--	--	--

Unit 9

Please match the following pictures with the characters:



猫
māo



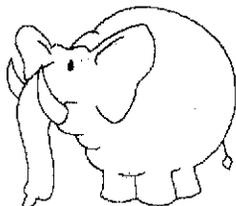
狗
gǒu



猪
zhū



熊猫
xióngmāo



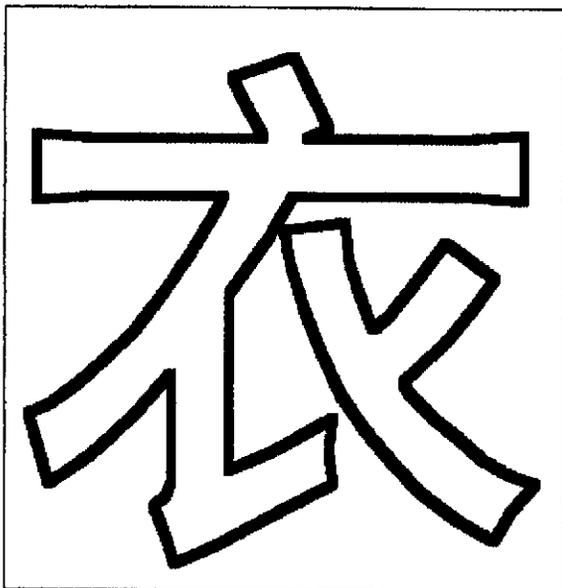
鸭
yā



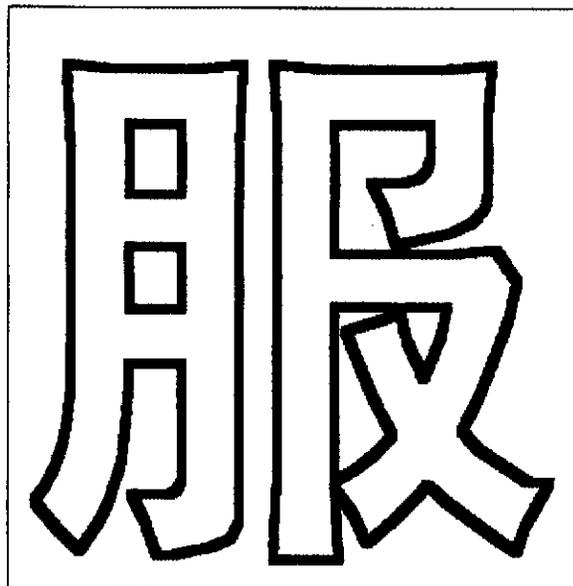
大象
dàxiàng

Unit 10

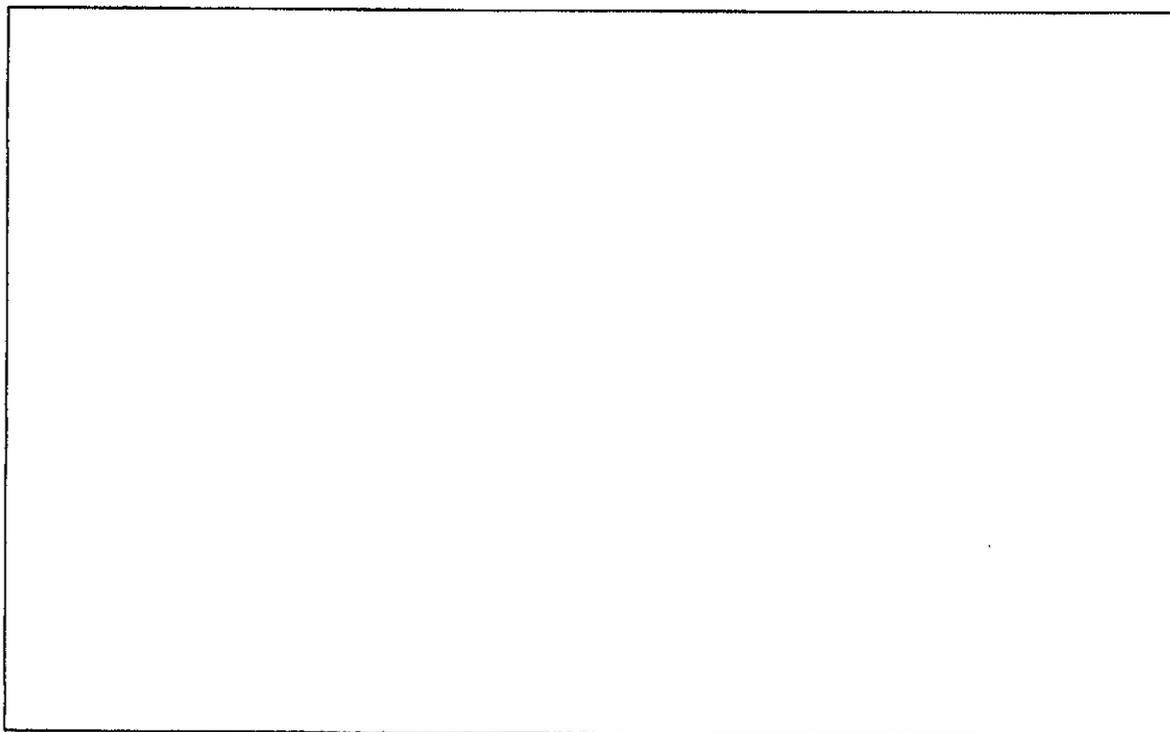
Directions: Please decorate the strokes of the following characters with the designs you like and then draw a picture that represents the characters.



yī



fú



Unit 10

Matching:

衣服
yīfu



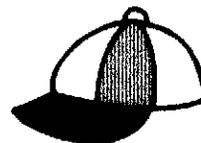
帽子
màozi



鞋子
xiézi



袜子
wàzi



裤子
kùzi



UNIT 10

Clothing



衣服

yī 一 衣 衣 衣 衣				
fu 月 月 月 服 服 服				



毛巾

máo 一 二 三 毛				
jīn 巾 巾 巾				



裤子

kù 一 子 子 裤 裤 裤 裤				
zi 了 子				

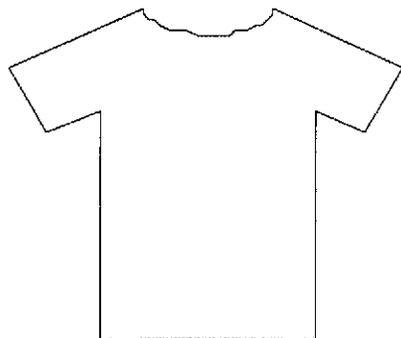
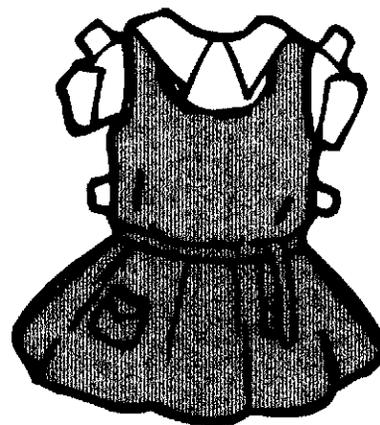


布

bù 一 布				
-----------	--	--	--	--

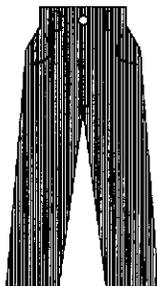
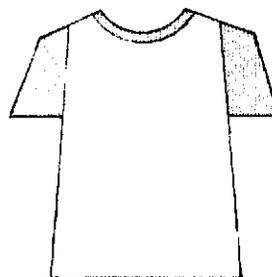
Unit 10

你的娃娃穿什么？
nǐ de wá wa chuān shén me



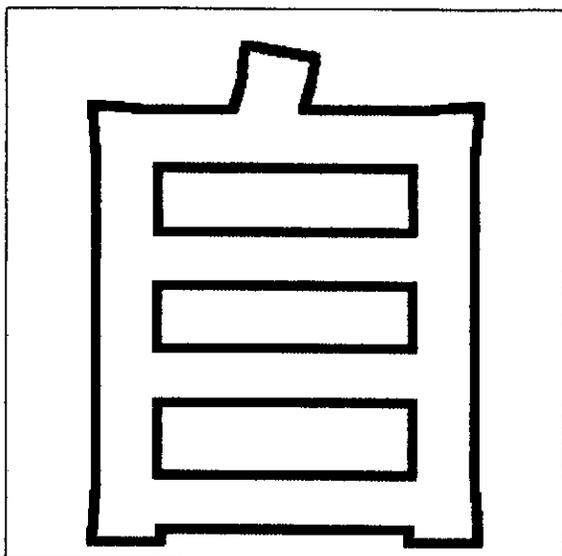
Unit 10

你的娃娃穿什么？
nǐ de wá wa chuān shén me

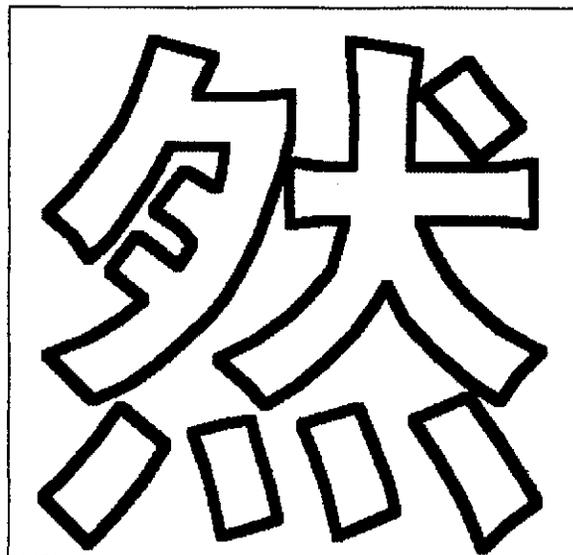


Unit 11

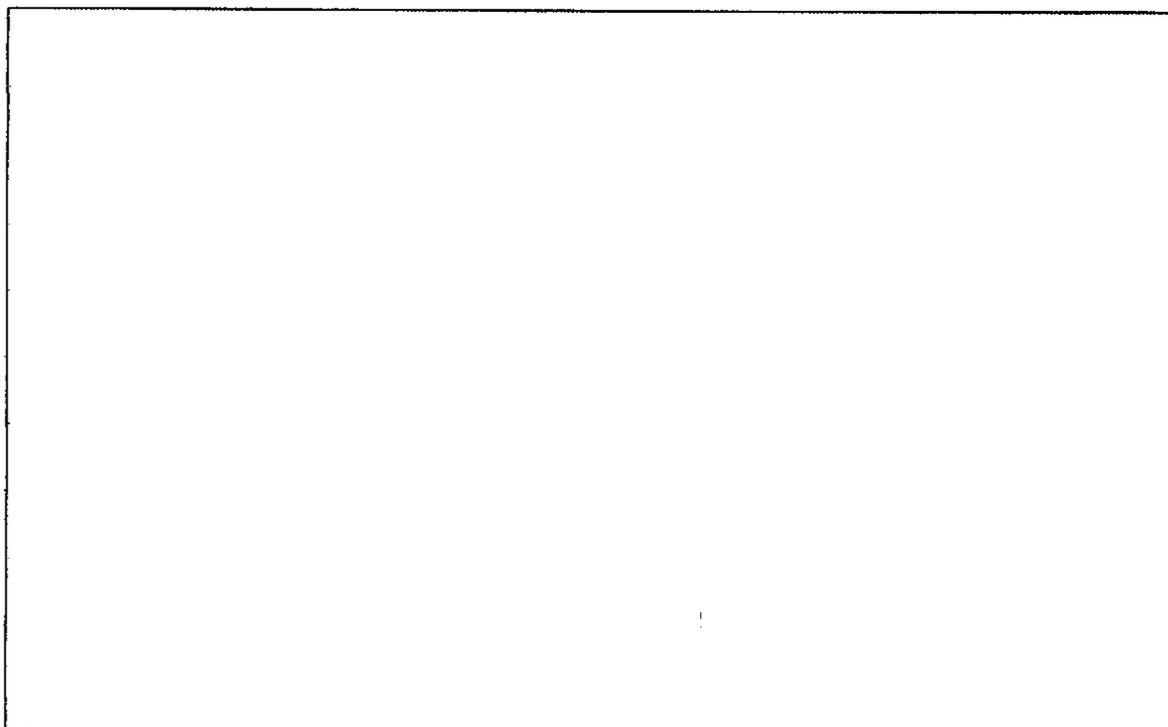
Directions: Please decorate the strokes of the characters with things you can find in the nature, and then draw a picture.



zì

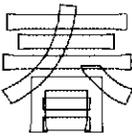
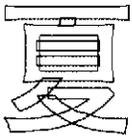
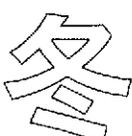


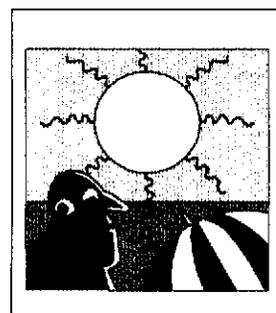
rán



Unit 11

Cut and paste the pictures to match the words. Trace the names of four seasons.

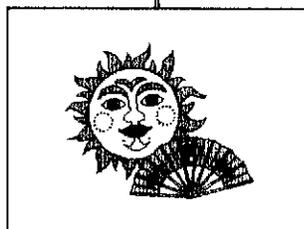
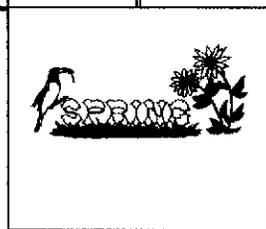
	 chūn
	 xià
	 qiū
	 dōng



Unit 11

春	chūn 一 二 三 𠂇 夫 春	

夏	xià 一 百 夏	

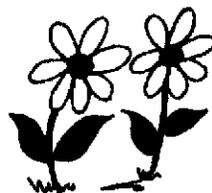


秋	qiū 一 禾 禾 和 秒 秋	

冬	dōng 一 夕 夕 冬 冬	

Unit 11

雨	yǔ 一 冫 雨 市 雨 雨 雨 雨		

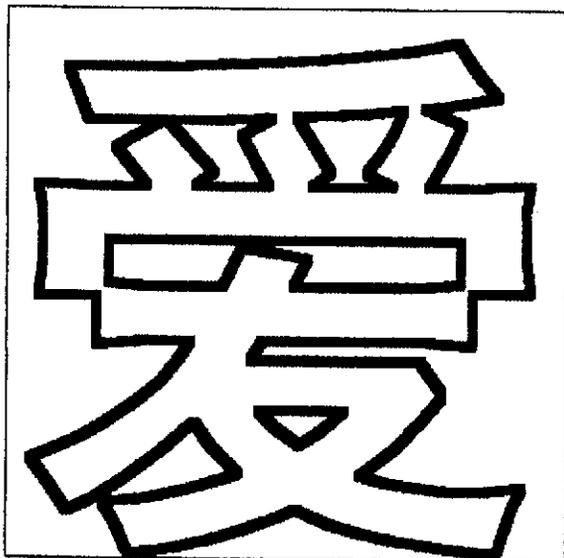


草	cǎo 一 艹 艹 苗 苜		

花	huā 一 艹 艹 艹 艹 花 花		

Unit 12

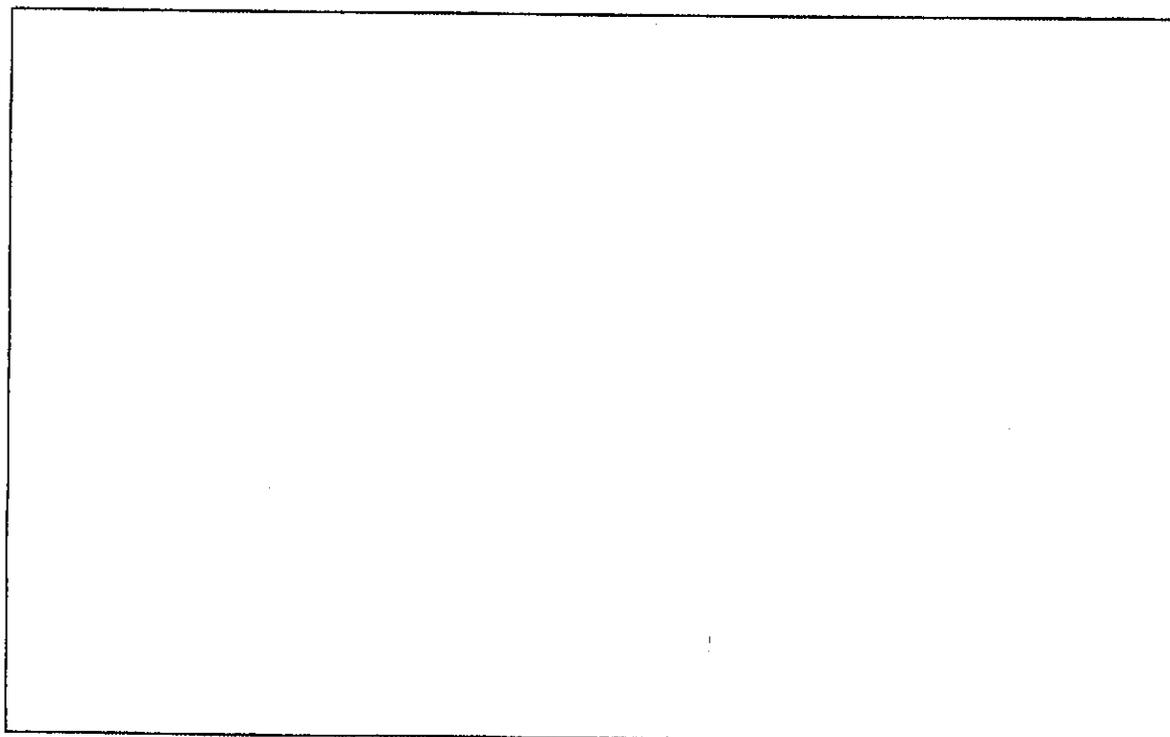
Directions: Please color the characters and draw some of your hobbies.



ài



hào



Unit 12

Please match the following pictures with the characters:



看电视
kàn diànshì



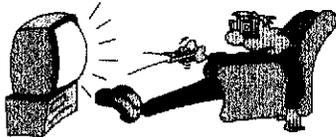
画画
huà huà



跳舞
tiàowǔ



唱歌
chàngē



打球
dǎqiú



钓鱼
diàoyú

Unit 12



<h2>看书</h2>

kàn 一 二 三 看 看				
shū 一 二 三 书 书				



<h2>画</h2>	huà 一 二 画 画
------------	-------------------



--	--	--	--	--

<h2>跳</h2>	tiào 一 二 三 四 跳 跳 跳 跳
------------	----------------------------



--	--	--	--	--

<h2>玩</h2>	wán 一 二 三 四 玩 玩 玩 玩
------------	---------------------------



--	--	--	--	--

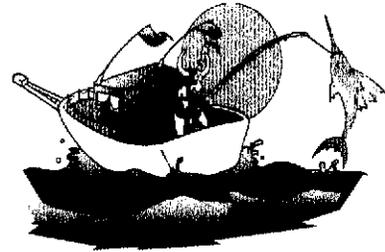
<h2>唱</h2>	chàng 一 二 三 唱 唱 唱					
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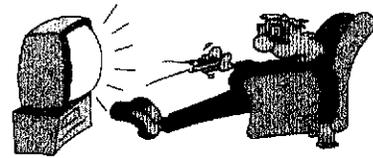
Unit 12

Assessment: Please circle the character to fill in the blanks:

(1) 小牛在 _____ 鱼。(钓, 打)
xiǎo niú zài diào yú



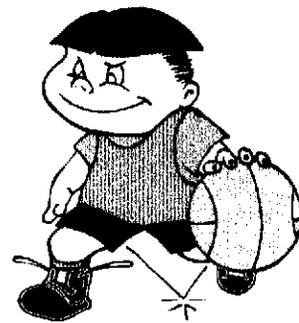
(2) 爸爸在 _____ 电视。(画, 看)
bà ba zài kàn diàn shì



(3) 小鸟在 _____ 歌。(跳, 唱)
xiǎo niǎo zài chāng gē



(4) 王小宝喜欢 _____ 球。(打, 踢)
wáng xiǎo bǎo xǐ huān dǎ qiú





ZHŌNG



WÉN

MANDARIN CHINESE
FOR
ELEMENTARY STUDENTS
TEACHERS' MANUAL

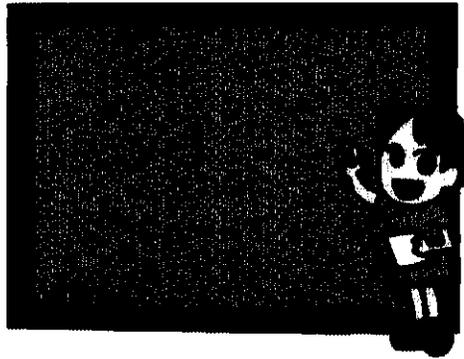
(LEVEL 1)

Project CLASS

Chinese Language Achievement
through
Sequential Study

教师手册

Jiào Shī Shǒu Cè



Prepared by

Project CLASS staff

Project CLASS is supported by
US Department of Education
Office of Bilingual Education and Minority Language Affairs
in coordination with
University of Hawaii at Manoa
College of Education
Hawaii State Department of Education
Queen Ka'ahumanu Elementary School

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FOREWORD

One of the primary objectives of U.S. schools is to prepare graduates to communicate effectively as global citizens. Successful second language acquisition requires that students begin their studies as early as possible and continue their foreign language study as long as possible. One of the significant contributions to Mandarin Chinese instruction at the elementary schools is made by Project CLASS (*Chinese Language Achievement through Sequential Study*).

Mandarin Chinese for Elementary Students (Curriculum Package) is a comprehensive curriculum package developed by Project CLASS for the teaching of Mandarin and Chinese culture to elementary students.

Mandarin Chinese for Elementary Students (Curriculum Package) has five characteristics. First, communicative approach is adopted as guidelines for instruction. Project CLASS addresses content and context, helping students to comprehend and react in a culturally appropriate manner to oral and written messages.

The second characteristic of this curriculum package is context-dependence. Children do not learn about languages abstractly. They learn them in context and through a natural process such as being immersed in their daily situations. In this curriculum package, texts and characters are contextualized to serve as catalysts for the internalization of the language. High interest activities are designed and used as dynamics to foster natural acquisition (see High Interest Activities in the Appendix).

The Integration of the four language skills is the third characteristic of this curriculum package. The four language skills, listening, speaking, reading, writing, are integrated to become the basis of an "escalator" to enhance learning. For elementary students, the focus is usually on the development of listening and speaking skills. In order to expose children to the written form of Chinese, this curriculum package has carefully selected the characters that began as pictographs so that it makes reading and writing more enjoyable and rewarding.

Next, memorization of Chinese characters and texts is emphasized in language instruction. Chinese writing has no alphabet and a different character represents a different word. In this way, children must memorize thousands of separate representations in order to be able to read the language. In order to spark students' interest in memorization, the curriculum is organized thematically, with topics that are geared to a child's world. In addition, popular children's rhymes and songs with a potential for action and dramatization are carefully selected and adopted in each unit which makes the memorization meaningful and fun for children.

Finally, language is the heart of a group's culture. The integration of language to the other culture aspects is highly desirable to emphasize to children that language is an integral part of culture. Each unit includes cultural notes and activities to help students appreciate the Chinese culture. One of the ways to learn about Chinese culture is to learn about the colorful festivals. Important aspects of Chinese festivals include food, costumes, customs, song-and-dance performances and symbolism. Certain supplements in the way of the celebration of Chinese festivals are in the *Student Textbook and Student Workbook*.

ACKNOWLEDGMENTS

Mandarin Chinese for Elementary Students (Level 1) was prepared under the direction of the Western Curriculum Coordination Center (WCCC), the College of Education, University of Hawaii at Manoa. This curriculum package would not be possible without key personnel who made invaluable contributions throughout the process of curriculum development. They are as follows:

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Jonathan Wang
Evaluator

Noel Yu
Staff Assistant

We also wish to acknowledge the contribution of WCCC staff, Cheryl Kaneshiro, Leatrice Haas, Patrick Nakamura and Ichiro Fukumoto in the early development of this project; and to Anita Bruce, Dr. Janet Lu, Dr. Tao-Chung Yao and Diane Murakami who served as curriculum reviewers.

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A special expression of appreciation goes out to the following individuals and organizations that provided resource materials for the development of this curriculum:

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Jian Jun Zai, Consul of Education

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Brand, Karimoto and Company (CPA)

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Jenny Yee, Parent
Queen Ka'ahumanu Elementary School

Lawrence F.H. Zane
Director, Project CLASS

COMPONENTS OF CURRICULUM PACKAGE

Mandarin Chinese for Elementary Students includes a *Teachers' Manual*, *Student Textbook*, and *Student Workbook*. The *Teacher's Manual* includes 12 thematic units. Each theme is developed for a period of two weeks. Each thematic unit is sequentially organized as follows: objectives, text, vocabulary, characters to write, suggested high interest activities, cultural notes and activities, and assessment.

Objectives have been derived from each thematic unit in terms of the mastery of the four language skills and cultural awareness. Texts for each thematic unit are created or adopted as contents and contexts, helping students to comprehend and react in a culturally appropriate manner to oral and written messages. Each theme unit includes a list of vocabulary, which appears as "Look and Say" in *Student Textbook* and also suggested activities. Characters are carefully selected for students to practice writing in the correct order of strokes. High interest games and activities appropriate to children are designed and used as vehicles to achieve the objectives. Teaching aids in each thematic unit are suggested to enhance the language learning and teaching. Cultural notes and activities are included to ensure that students appreciate the Chinese culture. Assessment in each unit is made in the form of an in-class worksheet, which is used to evaluate whether the students can recognize and understand the words and phrases of what is taught.

The *Student Textbook* and *Student Workbook* are created to accompany the *Teachers' Manual*. The *Student Textbook* contains Look and Say, Texts (mostly in the form of rhymes in Level 1), Songs and Dialogues. The *Student Workbook* contains a variety of worksheets that are designed to meet four purposes. First, the worksheets with the illustrations, *pinyin* romanization, and the breakdown of the strokes for each character, are designed to expose children to the pictographic and ideographic features of Chinese characters. Second, the worksheets with illustrations enable children to receive and internalize the content of what is taught. Third, the worksheets with illustrations are designed for the purpose of assessment. In each thematic unit, worksheets for assessment are designed to evaluate whether children can identify and recognize the representative characters and phrases that have been taught. Finally, the *Student Workbook* includes worksheets that heighten awareness and appreciation of Chinese culture.

THE LESSON FORMAT

The class session is made up of three dimensions: interpersonal, informational, and aesthetic. The interpersonal dimension includes 15 minutes of socializing and interacting. It includes greeting between the teacher and the students, listening to roll calls and replying, announcing the day and date, and talking with an individual student about what was taught in the previous class, etc.

The informational dimension includes 15 minutes of receiving information and 15 minutes of giving information. It means that the teacher can spend 15 minutes teaching new information about the thematic unit in contexts and then have students communicate verbally and non-verbally. The teacher can conduct high interest activities, which are geared around the information of what is taught, or have students work on the worksheets. The last 15 minutes can be used for aesthetic purpose, i.e., reading aloud rhymes and texts, singing songs, or making arts and crafts for creative purposes.

Unit 1 GREETINGS

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- use the basic greeting and leave-taking patterns,
 - use simple formulaic expressions to express gratitude and apology,
 - introduce each other appropriately by using their Chinese names,
 - answer roll calls,
 - familiarize themselves with some basic classroom expressions, and
 - be aware of the pictographic and ideographic features of Chinese characters.

TEXT: 讲礼貌

SONG: 找朋友

VOCABULARY:

早, 好, 谢谢, 不用谢, 对不起,
没关系, 再见, 我, 你, 他(她),
名字, 老师, 同学, 朋友

SUGGESTED ACTIVITIES:

1. Hello and Goodbye
Customary Greetings and leave-takings:
Teacher: “小朋友好!” (大家 / 同学们 / 你们)
Student: “老师好!”
Teacher: “小朋友再见!”
Student: “老师再见!”
2. Game: “Meet Wang Xiao-bao, the puppet friend”
The puppet, Wang Xiao-bao, is from China. He cannot speak English. Hold the puppet and introduce him to everybody by shaking hands with each other and saying: “你好, 我叫王小宝, 很高兴见到你!”

Teacher should encourage students to greet Wang Xiao-bao by saying: “你好，王小宝！”

Suggestion: The puppet, Xiao-bao, can be used in every class session.

3. Adopting a Chinese name
Give a meaningful Chinese name to each student (refer to the Cultural Notes) and have students wear their Chinese name tags during class.
4. Roll calls
Always call the roll in Chinese:
Teacher: “王小宝”
Student: “到！”
5. Game: “My name is
Procedures:
 - 1) Seat the students in a circle.
 - 2) Hold a tennis ball and begin by introducing yourself: “我叫...,” then pass the ball to a student by asking: “你叫什么名字？” The student replies: “我叫...,” and passes the ball to somebody else while asking the same question: “你叫什么名字？”
 - 3) Repeat the same procedure until every student gets a chance to say and ask.
6. “Where is my friend?”
Procedures:
 - 1) Seat the students in a circle.
 - 2) Count the students while singing “我的朋友在哪里？” (See the Attachment in Unit 2). When the song ends, locate a student by saying: “我的朋友在这里”
 - 3) The located student stands up and the rest of the students ask him/her: “你叫什么名字？”
He /she answers: “我叫...”

- 4) Then ask the whole class:
“他/她叫什么名字?” and the students answer:
“他/她叫...”
Suggestion: Borrow students' Chinese names and sing: “一 二 三 四 五 六 七, 王小宝在哪里?”
Students point to the person whose name is being used in the song and reply: “在这里!” or “在那里?”.

7. Role - plays
Pair the students and act out the scene when they meet each other. The students say: “你好!” to each other while shaking hands, and say: “再见” while waving hands to each other.
Pair the students and act out the scene when the teacher introduces: “谢谢!” “不用谢” and “对不起!” “没关系!”

8. Sing the song “找朋友”(See Textbook: Unit 1)
Suggestion:
Pair the students and act out the song while learning to sing the song.

9. Total Physical Response (TPR)
The teacher gives the following commands and ask the students to respond physically either in groups or individually.
“起立!”
“坐下!”
“举手!”
“ (拍) 拍手!”
“ (跺) 跺脚!”
“跳!”
Suggestion: TPR can be utilized during every class session, and the commands given should become more and more complicated with the students progressing in the target language.

10. Introducing Chinese characters
The teacher first use the poster to introduce the Chinese

writing system characterized by pictographs, ideographs, and strokes, and then do the following:

- 1) The students do worksheet 1.1 and create symbols representing some characters.
- 2) When students finish, the teacher gives them the chosen Chinese characters in scrambled order and students compare their own creations with the characters and try to make a correct match.

TEACHING AIDS:

- Puppets
- Name-tags with Chinese names
- A poster with Chinese characters

CULTURAL NOTES AND ACTIVITIES:

Greetings-- the Chinese Way

In China, it is customary to shake hands when people are introduced.

People greeting each other in China usually say something like “你吃了吗?” “你到哪里去?” or, if someone has just arrived, “你来了!”

Chinese Names

Chinese names are made up of individual characters. Normally, names may be chosen to express the parents' expectations for the future of the child, to commemorate a significant event, or to mark the time of the baby's birth, etc. The names, thus chosen, are expected to fit the character of the individual, sound pleasing, or easier to remember. There are names suitable for male and female babies. You can also find some English names that are compatible with Chinese names.

Chinese Characters

According to one legend, it was 仓颉 *Cangjie* who created Chinese Characters. The footprints of birds and beasts inspired him so some Chinese characters are stylized pictures of physical objects.

歌 曲

找 朋 友



找呀找呀找朋友，找到一个朋友，



敬个礼，点点头，笑嘻嘻，握握手，



你是我的好朋友，再 见 ！

Unit 2 NUMBERS

OBJECTIVES:

Upon the completion of this unit, the students will be able to

- count from 1 to 100,
- identify numbers 1 to 30 in Chinese,
- tell their age and grade,
- tell the year, month, date and day, and
- tell their phone-numbers.

TEXT: 打老虎

SONGS: 十个小孩子
我的朋友在哪里？

VOCABULARY:

一 二 三 四 五 六 七 八 九 十
朋友, 哪里, 这里, 岁, 年级,
男孩, 女孩, 年, 月, 日, 星期,
拍, 数

CHARACTERS TO WRITE:

一, 二, 三, 四, 五, 六, 七, 八, 九, 十

SUGGESTED ACTIVITIES:

1. Introducing the numbers

Activities:

- 1) The teacher holds up his/her hands and counts the fingers and encourages students to do the same.
- 2) The teacher lines up the students and leads them to count the heads.

Suggestion:

The students can line up according to their gender, age, or grades.

- 3) The students count things in the classroom (e.g., tables, chairs, etc.).
2. Rope-jumping and ball-bouncing
Procedures:
 - 1) Divide the class into two groups.
 - 2) Choose one student from each group by saying the rhyme “打老虎”(see Textbook).
 - 3) Have the two students from each group bounce the ball or jump the rope while the rest of the students count.
Teacher: “xxx来拍球(跳绳),
我们来数,好不好?”
Students: “好!”
 3. Game “Pass the Ball”(传球)
Procedures:
 - 1) Students sit in a circle.
 - 2) The teacher throws a ball to a student by saying “one” in Chinese. The student who gets the ball passes it to another student while saying the next number.
 - 3) The process continues until everyone has a chance.
 4. Number Chart Game (After students have finished the “Look and Say”)
 - 1) Hang up a big number chart (1-30) on the board.
 - 2) Divide students into two groups and choose one from each group to come to the forefront.
 - 3) The teacher says a number and the students locate it on the chart.
 - 4) Tally the points. The group that gets the most points wins.
Suggestion:
The teacher may also write some math problems on the board, e.g. $5 + 8 = ?$ $20 - 9 = ?$ (Depending on students' grade level) and have students pinpoint the answer on the number chart.

5. Number application activities

1) Tell phone numbers

The teacher writes down some phone numbers on the board and teaches students how to read them.

The teacher then asks individual student his/her phone number. He/She answers, for example:

Teacher: “你的电话号码是多少？”

Student: “957-1579.”

The students work in pairs and tell each other their phone numbers.

2) Tell the date (年月日星期)

The teacher tells the date, and students respond by pointing to the appropriate date on a calendar.

Suggestion:

Telling the date and day can be used as a routine during each class session.

3) Tell the age and grade

Seat the students in a circle. The teacher holds up the puppet and sings the song

“我的朋友在哪里？” while going around.

Locate a student when the song ends and ask him/her about his/her name, age, and grade.

Teacher: “你叫什么名字？”

Student: “我叫_____？”

Teacher: “你几岁？”

Student: “我_____岁。”

Teacher: “你上几年级？”

Student: “我上_____年级。”

6. Flashcard game “Number Identification”

Procedures:

1) Divide the students into groups. Each group gets a set of number cards (1-10).

2) Have them mix up the cards and then arrange them back into sequence. The group that finishes first wins.

TEACHING AIDS:

- Puppets
- 2 balls
- 2 jump ropes
- Beans (or peanuts), chopsticks & plates (or bowls)
- A number chart (1-30)
- Flash cards with numbers 1- 10

CULTURAL NOTES AND ACTIVITIES:

Lucky and Unlucky Numbers in Chinese

The number “8,” especially in southern China, is considered a lucky number because in Cantonese “8” is pronounced as “fa” which sounds the same as the word “发” meaning “prosperous.”

The number “6” is another lucky number because it symbolizes that everything goes smoothly.

The number “4” is considered an unlucky number because its pronunciation sounds like “死” which means “to die.”

Suggested Activity: Pick up beans with Chopsticks

Procedures:

- 1) Divide the class into groups of 3 (those children who know how to use chopsticks should be spread evenly among the groups).
- 2) Have the students from each group take turns to pick up beans with chopsticks and to put them into plates while the rest of the students are counting.
- 3) Time the game.
- 4) The group that picks up the most beans and counts correctly wins.

Suggestion:

This activity can be adapted into a relay game (接力赛) that shows group effort.

ASSESSMENT:

- Student Worksheet 2.6

我的朋友在哪里？



一 二 三 四 五 六 七 ，



我的朋友在哪里？



在这里，在那里，



我的朋友在这里。

十 个 小 孩 子

Sung to the "Ten
Little Indians"



一 个 两 个 ， 三 个 小 孩 子 ，



三 个 四 个 ， 五 个 小 孩 子 ，



七 个 八 个 ， 九 个 小 孩 子 ，



十 个 小 孩 子 。

选 自 《 中 国 通 》

Unit 3 MY FAMILY

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- identify and name the members of the nuclear family,
 - exchange personal information about their families (i.e., the number of the family members, their ages),
 - read the texts with understanding, and
 - identify and write the names of the nuclear family.

TEXTS:

我的家
找妈妈

SONG:

雨天

VOCABULARY:

家, 有, 人, 妈, 爸, 姐, 妹, 哥, 弟, 狗, 爱

CHARACTERS TO WRITE:

大, 中, 小, 上, 下, 左, 右

SUGGESTED ACTIVITIES:

1. Introducing the nuclear family members
Procedures:
 - 1) Use the poster to introduce the family members.
 - 2) Have students come to the front and point to the pictures when the teacher says the names of the family members.
 - 3) Have students identify aloud the names of the family members when the teacher points to the pictures.
2. Individual work
“爸爸在哪里？”（妈妈，etc.）(Refer to the text 我的家)
Procedures:

- 1) Have students give the numbers representing the family members. When the teacher asks 爸爸在哪里? (妈妈, etc.)
 - 2) The teacher gives the number and students identify aloud the family members in the picture.
3. Pair-work “说说你的家庭” (Say something about your family)
Have the students bring a family photo or draw a picture of their family and work in pairs. Each tells something about his or her family using the photo or picture they have drawn.
Sentence patterns to be used:
我家有_____个人。
这是我的_____。
我的_____岁。
我爱我的_____。
4. Game “大风吹”
Procedures:
- 1) Divide the students into two groups. One group gets a set of flashcards of the family member's pictures and the other group gets a set of flashcards of Chinese characters.
Teacher: “大风吹!”
Student: “吹什么?”
Teacher: “吹妈妈(爸爸, etc.)”
 - 2) The students who have the cards of the picture and the characters stand up and show the class.
 - 3) Have students exchange flashcards when everybody has been “blown.”
5. Role-play “我的家”
Procedures:
- 1) Divide the students into groups of eight. Assign the roles of family members (refer to the text). Every student in each group gets a card with a role to be played.
 - 2) Have the students rehearse in their own groups.
Sentence patterns to be used:

王小宝：我是王小宝 (Showing the card)
我家有七口人 (Counting the heads)
这是我的爸爸 (Pointing to "daddy")
爸爸：大家好！我是爸爸。(Showing the card)
王小宝：这是我的妈妈 (Pointing to "mom")
妈妈：大家好！我是妈妈 (Showing the card)
The play goes on until all the members of the family (including the dog) are introduced.

7. Read the rhyme “找妈妈” (see Textbook) and role-play it.
After students have learned the rhyme, divide students into two groups. One group role-plays “妈妈,” the other “小蝌蚪.”
8. Sing the song “雨天” and role-play it.
(念白：轰隆隆，轰隆隆，轰隆隆，轰隆隆！)
淅沥，淅沥，哗啦，哗啦，雨下来了！
我的妈妈来了，来了，拿著一把伞。
淅沥，淅沥，哗啦，哗啦，啦啦啦！
(换：爸爸，哥哥，姐姐，弟弟，妹妹)
9. Tell the story “小蝌蚪找妈妈” (See the attachment).

TEACHING AIDS:

- An umbrella
- A family picture
- Flash-cards of pictures and characters of family members
- Stuffed animals for the story-telling

CULTURAL NOTES AND ACTIVITIES:

Chinese Families

Chinese people attach much importance to family. There exists an enormous vocabulary of kinship terms that can identify precisely how one relative is related to you. Chinese people also value boys or males because they can carry on the family line. Traditional Chinese families are very big. Chinese

people prefer to live together, and their ideal family is to have three or four generations live in one house. Once family members are separated, they write to each other in order to keep the connection. Chinese people celebrate a traditional festival---the full-moon festival, which falls on August 15th of the Chinese lunar calendar. As a tradition, family members try to get reunited (团圆) wherever they may be living.

Suggested Activity: Make a “Family Tree”:

Divide students into small groups and have each group make a family tree.

小蝌蚪找妈妈

池塘里，有一群小蝌蚪在快乐地游玩着。有一天，一只蝌蚪忽然问大家有没有见过妈妈，大家都说没有。它们好想妈妈。于是，它们决定一起去找它们的妈妈。

它们在大池塘里游来游去。这时，一只大白鹅游过来了。

小蝌蚪们： 请问，你是我们的妈妈吗？

大白鹅： 我不是你们的妈妈。你们的妈妈有大眼睛。

小蝌蚪们继续(continue)往前游；过了一会儿，游过来了一条大鱼。

小蝌蚪们： 请问，你是我们的妈妈吗？

大 鱼： 我不是你们的妈妈。你们的妈妈有白肚皮。

小蝌蚪们又继续往前游；又过了一会儿，游过来了一只大乌龟。

小蝌蚪们： 请问，你是我们的妈妈吗？

大乌龟： 我不是你们的妈妈。你们的妈妈有大嘴巴。

这时候，游过来一只大青蛙。

小蝌蚪们： 它一定是我们的妈妈！它有大眼睛，白肚皮，还有大嘴巴。

小朋友们，你们说，小蝌蚪说对了吗？那只大青蛙是不是它们的妈妈呢？

Unit 3

歌 曲

雨 天



晰 沥晰 沥哗 啦哗 啦雨 下来



了 ， 我 的妈 妈来 了来 了



拿 一 把伞 ， 晰 沥晰 沥



哗 啦哗 啦 啷 啷 啷 ！

选 自 《 中 国 通 》

[“ 妈 妈 ” 换 爸 爸 ， 哥 哥 ， 姐 姐 ， 弟 弟 ， 妹 妹]

Unit 4 MY BODY

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- identify and name the main body parts,
 - associate verbs with the relevant body parts,
 - read and act out the texts with understanding, and
 - write the Chinese characters of the main body parts in the correct order of strokes.

TEXTS:

说真话
体操选手

SONG:

头儿，肩膀，膝，脚趾

VOCABULARY:

头, 眼睛, 耳朵, 鼻子, 嘴巴, 肩膀, 腰,
手, 腿, 膝, 脚, 看, 听, 闻, 说, 尝, 摸

CHARACTERS TO WRITE:

目, 口, 头, 手, 牙, 耳

SUGGESTED ACTIVITIES:

1. Game "The teacher says..."
The teacher names a body part and students point to it.
Suggestions:
At a later stage, the teacher may point to a body part and have students identify it aloud. The students may also work in groups or pairs, with one student giving commands.
2. "Listen and Draw"
Teacher gives the instructions (saying the body parts) and the students draw either individually or in groups.
3. Matching Game
Procedures:

- 1) Hang a poster of the human body on the board.
 - 2) Divide students into three groups. Each group gets a set of flashcards of the body part vocabulary in Chinese with *pinyin*.
 - 3) The teacher names a body part and the group that finds the character cards and makes a correct match on the poster gets a point. The group that gets the most points wins the game.
4. Sensory Game (adapted from “中国通”)
The students take turns, two at a time, wearing a blindfold and do the following:
- 1) Identify the classmate who calls out: “我是谁？”
And then the teacher unties the blindfold, saying: “看看，他（她）是谁？”
 - 2) Guess what kind of sound it is when hearing something (suggestion, turning on the water faucet or pouring water into a cup) with the teacher or students asking: “你听听，这是什么声音？”
 - 3) Guess what it is when given something to smell (suggestion, tooth paste, soup, mint etc.) when asked: “你闻闻，这是什么？”
 - 4) Guess what it is when given something to taste (e.g. fruit) “你尝尝，这是什么？”
 - 5) Guess what it is when given something to touch and feel (e.g. stuffed animals) “你摸摸，这是什么？”
 - 6) Suggestion: students with blindfold can give the answer in English if they cannot do it in Chinese.
5. Sing songs and recite rhymes related to the body parts (refer to Textbook) and act them out.
6. Game “木头人”

木头人

我们都是木头人，
不能说话，不能动，
也不能笑。

Pair the students and have them play the game.
Whoever speaks, moves, or laughs loses.

TEACHING AIDS:

- A poster of human body
- Flashcards of body parts vocabulary
- A blindfold
- Various objects for the sensory game (refer to activity 4)

CULTURAL NOTES AND ACTIVITIES:

Chinese “Kongfu”(功夫)

A very famous traditional Chinese physical exercise is “Kongfu,” or “Martial Art.” Kongfu is attractive because it is both good for your health and your personal safety. People can build up their body and learn ways of protecting themselves once they are attacked.

There are a variety of Kongfu schools in China nowadays. Kongfu is also a feature in Chinese action movies. Chinese operas, such as Beijing Opera, are characterized by Kongfu performance, too.

Suggested Activities:

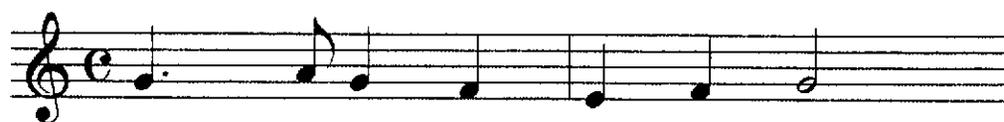
- 1) Watch a Kongfu videotape as described above or a clip of a movie or Beijing Opera with Kong Fu performance.
- 2) Teach students and let them do the warm-up step in Kongfu -- 蹲马步 (bending knees to a certain degree while keeping the upper body straight).

ASSESSMENT:

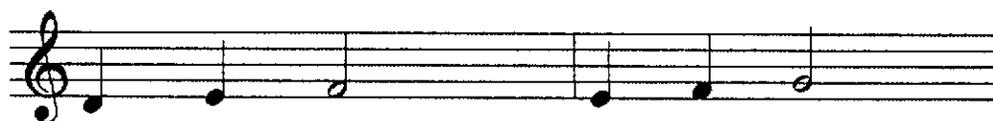
- Worksheet 4.4

歌 曲

头 儿 肩 膀 膝 脚 趾



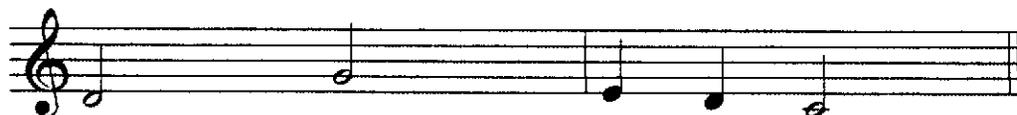
头 儿 肩 膀 膝 脚 趾 ，



膝 脚 趾 ， 膝 脚 趾 ，



头 儿 肩 膀 膝 脚 趾 ，



眼 耳 鼻 和 口 。

Unit 5 SCHOOL

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- identify and name some basic school supplies and classroom objects,
 - communicate in games and activities related to a school setting,
 - read the text with understanding, and
 - write the Chinese characters they are required to.

TEXTS:

我的书包 教室里

VOCABULARY:

铅笔，蜡笔，彩笔，橡皮，圆珠笔，
剪刀，书包，纸，本子，活页夹，
尺，教室，黑板，粉笔，书桌，
椅子，学校

CHARACTERS TO WRITE:

书，本，纸，尺，笔

SUGGESTED ACTIVITIES:

1. Game: "Magic box"
Procedures:
 - 1) The teacher prepares a box or a paper bag with all the school supply items intended to teach in it.
 - 2) The teacher asks students to guess the items in it.
 - 3) The teachers shows the items that the students have guessed correctly and identify them in Chinese.
 - 4) When all the items are shown and taught, individual students can be asked to identify the items that the teacher names. Students can also be asked to name the items that are shown by the teacher.

2. Group Work

Procedures:

- 1) Divide students into groups of four.
- 2) Give the school supplies to each group.
- 3) Have students show the items that the teacher names.
- 4) Tally the points and decide the winner.
- 5) Choose a representative from each group and have him/her name the school supplies while the rest of the students in each group respond by showing the items.

3. Matching card game

Procedures:

- 1) The teacher prepares flashcards of the school supply vocabulary.
- 2) The teachers shows the character flashcards together with a certain school item while saying it aloud, then have students follow what the teacher says.
- 3) The teacher only shows the character cards and then ask students to identify the characters.
- 4) Have students match the character cards with the school supply items.

4. "Shopping Around"

Procedures:

- 1) The teacher identifies the classroom items such as desks, chairs, chalkboard, etc. and has students follow.
- 2) The teacher asks individual students to come to the front to point to the items that the teacher names.
- 3) The teacher teaches the vocabulary of the classroom items written on the flashcards.
- 4) The teacher asks students to match the character cards with the items.

TEACHING AIDS:

- A variety of school supplies
- Flashcards of school supply vocabulary

CULTURAL NOTES AND ACTIVITIES:

Chinese Traditional Writing Implements

One of the “four great inventions” of the Chinese was paper. The Chinese started to use paper several centuries earlier than in Europe. Paper that had been mainly used from the Tang Dynasty for about 1,000 years is called “*Xuan*” paper (宣纸), a kind of white, soft, and absorbent paper used for calligraphy.

Another traditional writing implement is the brush (毛笔). The tip of a writing brush may be made of the hair of goat, hare, yellow weasel, or wolf. When you write, you dip the writing brush in black Chinese ink, drain the extra ink on the inkstand, and then write on “*Xuan*” paper.

School children today in China still learn to write with a brush in their calligraphy and painting class. In addition, brush writing today is regarded as a form of art and is reserved for special occasions to prepare inscriptions, dedications, formal invitations, decorative signs, etc.

Suggested Activity: Fun with brush

Have students write some characters that they have learned on “*Xuan*” paper.

ASSESSMENT:

- Student Worksheet 5.4

Unit 6 COLORS

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- identify and name basic colors,
 - express their preferences for colors,
 - read aloud the text with understanding, and
 - write the Chinese characters of the basic colors in the correct order of strokes.

TEXT:

彩虹

VOCABULARY:

红，橙，黄，绿，青，蓝，紫，黑，白，灰，咖啡，粉红

CHARACTERS TO WRITE:

日，月，山，水，白，兰，红

SUGGESTED ACTIVITIES:

1. Introducing colors
Procedures:
 - 1) Each student gets a set of color paper or markers.
 - 2) While the teacher shows a color and identifies it in Chinese, the students follow suit.
 - 3) Next, when the teacher names a color, the students try finding it and show the class.
 - 4) At a later stage, when the teacher shows a color, the students try identifying it aloud.
2. Listen, Draw, and Color
Procedures:
 - 1) The students draw some shapes according to your instruction by the teacher (refer to worksheet 6.4).
 - 2) Then they color the shapes according to the color given by the teacher.

3. Craft "Making a Color Book"
Procedures:
 - 1) Each student gets a set of color paper in scrambled order.
 - 2) The teacher gives the class the order of the color book.
 - 3) Have students number the pages in Chinese and staple them.
 - 4) After they have learned the characters of the colors, have them try writing the characters on the appropriate page.

4. Pair Work: "Do you have the color..."
 - 1) Pair the students. Each student take out his/her markers or crayons.
 - 2) Students take turns to ask, "你有 ____ 色吗?" Their partner finds the right color and holds it up, saying "我有!"

5. Game "The Big Wind Blows"
Teacher: "大风吹。"
Students: "吹什么?"
Teacher: "吹 ____ 色。"
The students wearing a certain color stand up and those who fail to do so are out.

6. Pair work "I (don't) like the color..."
Each student has a family picture in hand and tries to tell the favorite color(s) of each of his family members.
我(妈妈, etc.)喜欢 ____ 色。
我(爸爸, etc.)不喜欢 ____ 色。

7. Game "Find the color"
Procedures:
 - 1) Divide students into groups of five. Each group gets two sets of flashcards of vocabulary of colors (refer to the teaching aids).
 - 2) When the teacher says a color, the group responds by sorting out the right character flashcards. The teacher should keep the points of each group.

- 3) When the teacher finishes saying all the colors, he/she may have each group identify aloud the characters.
- 4) Tally the points. The group that has the most points wins the game.

TEACHING AIDS:

- Colored paper
- Two sets of color vocabulary flashcards (one set written with the corresponding colors of the characters, and the other written with any single color);
- Crayons or markers
- A family picture

CULTURAL NOTES AND ACTIVITIES:

Colors in Chinese Culture

Different colors may be associated with different people or different situations in the Chinese culture. For example, the color yellow is usually associated with the Chinese emperor or royalty because it is the color of gold. The color red is usually used in happy events or events that are worth celebrating because it is believed that the color red brings good luck. Therefore, children in China are usually given lucky money contained in a “red envelope” for the celebration of the Chinese New Year. In addition, Chinese brides are dressed in pure red for the wedding ceremony.

On the other hand, the color white and black carry the feelings of sadness and is used in situations such as funerals. So to give money on such occasions, Chinese usually put the money in a “white envelope,” and to attend a funeral they normally dress in black or white.

Suggested Activity: Make “red envelope”

ASSESSMENT:

- Student Worksheet 6.3

Unit 7 FRUIT

OBJECTIVES:

Upon the completion of this unit, the students will be able to

- identify and name some common fruits,
- understand the words for size, color, shape, and taste,
- express their preferences for fruit,
- identify aloud a certain fruit according to the description given by the teacher,
- read aloud the texts with understanding, and
- write the Chinese characters of some fruits in the correct order of strokes.

TEXTS:

大苹果
大西瓜

VOCABULARY:

苹果, 香蕉, 桃子, 葡萄, 菠萝, 梨子, 草莓,
柠檬, 杏子, 西瓜, 芒果, 桔子, 李子

CHARACTERS TO WRITE:

果, 西瓜, 草莓, 李子

SUGGESTED ACTIVITIES:

1. Introducing fruits with flashcards
Procedures:
 - 1) Divide students into two groups.
 - 2) The teacher asks students to guess what fruits he/she has. If they guess any of the fruits correctly, the teacher shows them the flashcard and identifies it in Chinese. The group that gives the correct answer gets a point.
 - 3) The process continues until students have guessed all the flashcards. The group that gets the most points wins the game.

2. Game "Identification"

Procedures:

- 1) Divide students into groups of four. Each group gets a set of fruit flashcards.
- 2) When the teacher names a fruit, students respond by locating the right card. Each student should keep his/her own points. Those students who get the most points win the game.

3. Activity "Learn to Say"

Procedures:

- 1) Divide students into groups of five. Have each group sit in a straight row, and place the sets of flashcards in front of each group.
- 2) When the teacher calls out a fruit, the first student in each group locates the right card and passes it to the student behind him/her while saying it aloud.
- 3) The next student says the fruit name and passes it to the next student. The game continues until all the cards are done with.

4. Game "Whisper"

Procedures:

- 1) Divide students into two groups, and have each group line up.
- 2) The teacher whispers a fruit name to the first students in both groups, and have them whisper to the next students and so forth. When the message gets to the last student in each group, he/she should find the right card.
- 3) The first student switches position with the last student in each group, and the game continues until all the students have a chance to be first.

5. Guess "What fruit is it?"

Procedures:

- 1) The teacher shows a fruit, and, with the help of gestures, describe it by its color, size (大小), shape (圓, 橢圓), and taste (酸, 甜), etc.

- 2) Have students name the fruit.
 - 3) At a later stage, the teacher describes a fruit without showing the picture, and have students guess what fruit is being described. The teacher then can have one student find it on the poster.
6. Pair work. (Refer to “ Look and Say ” in the Textbook)
- Procedures:
- 1) Pair students.
 - 2) Have students take turns asking and answering:
A: “你喜欢吃什么水果?”
B: “我喜欢吃西瓜。”
7. Matching card game (巧结连理)
- Game 1: Match the pictures of fruit with the appropriate characters.
- Game 2: Match the characters with fruit
(Refer to worksheet 7.6 in the workbook).
8. Group project: Make a Fruit Poster
- Procedures:
- 1) Divide the students into groups of four.
 - 2) Have them draw their favorite fruits and try writing the names of the fruits they have drawn in Chinese.

TEACHING AIDS:

- 3 sets of fruit flashcards
- Flashcards of fruit names which are cut in half, e.g.,
西 / 瓜

CULTURAL NOTES AND ACTIVITIES:

Fruits in Chinese Culture

In America, it is believed that “An apple a day keeps the doctor away.” In China, apples are believed to help digestion, just as bananas do. Fruit is an important part of Chinese medicine, which emphasizes much on the healing power of food and herbs provided by Mother Nature. Instead of talking about fruit in terms of vitamin

C, the Chinese speak of fruit in terms of how they contribute to the “warming up” or “cooling down” of the energy circulating in the human body. For example, mangos are believed to warm or even to heat up your body energy, and watermelons and pears are believed to cool down the energy. Ideally, you want to “balance” the energy in your body so that you can keep healthy. Therefore, the Chinese, especially the older generations, would advise you to pay special attention to the condition of the body energy or body heat when choosing what fruits to eat.

Suggested Activities: Story-telling: 孔融让梨 (See the attachment)

ASSESSMENT:

- Student Worksheet 7.3

孔融让梨

孔融有五个哥哥，一个小弟弟。一天家里吃梨，一盘梨放在大家的面前。哥哥让弟弟先拿，你猜，孔融拿了个什么样的梨？他不挑好的，不拣大的，只拿了一个最小的！爸爸看见了，心里很高兴，心想：别看这孩子才四岁，真懂事。

“孔融啊，这么多的梨，你为什么拿大的，只拿了个小的呢？”

“我年纪小，应该拿小的。大的让给哥哥们吃！”

“哦，那你还有个弟弟哩！弟弟不是比你还小吗？”

“我比弟弟大，我是哥哥，应该把大的让给弟弟吃！”

“好孩子，好孩子！”

孔融四岁知道让梨，上面让哥哥，下面让弟弟，大家都称赞他。

选自《故事盒》（五）中国唱片广州公司出版

Unit 8
FOOD

OBJECTIVES:

- Upon the completion of this unit, students will be able to
- identify and name some food items and eating utensils,
 - exchange ideas about their preferences for food,
 - read the text with understanding,
 - write the Chinese characters of some basic food in the correct order of stroke, and
 - identify and name some ethnic/cultural foods.

TEXT: 洗个手儿尝一尝

SONG: 摇摇摇

CLASSIC POEM: 锄禾

VOCABULARY:

米饭, 面条, 汤圆, 面包, 茶, 蔬菜, 水果, 果汁, 牛奶,
牛肉, 鸡肉, 猪肉, 勺子, 筷子, 碗, 盘, 杯子, 刀, 叉,

CHARACTERS TO WRITE:

面条, 米饭, 汤圆

SUGGESTED ACTIVITIES:

1. Introducing the basic food by using a food poster.
2. "Do you like to eat..."
The teacher asks students about their preferences for food by pointing to a certain food on the poster.
Sentence pattern to be used:
Teacher: "你喜欢吃---吗?"
Students: "不/喜欢。"
3. "What food am I eating?"
Procedures:
 - 1) Divide students into two groups. One student from each group comes to the forefront.

- 2) When the teacher acts out eating a certain food. the class guesses what it is and the student representatives pinpoint the food on the poster. Keep the points and the group that gets the more points wins the game.

4. TPR (Total Physical Response)
After students have been taught the names of the eating utensils, have them act out while the teacher gives the instructions as follows:
 - 1) 洗洗手。
 - 2) 摆好餐具。
 - 3) 拿起筷子(勺子, 叉子, 餐刀, etc.)。
 - 4) 拿起碗, 吃饭。
 - 5) 拿起杯子, 喝水。
 - 6) 拿起餐巾纸, 擦擦嘴。

5. Musical Chairs
 - 1) Put the chairs back-to-back in two rows (one chair less than the students) and have students form a circle around the chairs.
 - 2) Say the rhyme “米果”
排排坐,
吃米果,
米果甜,
好过年。
 - 3) At the end of rhyme, every student has to find a chair and the student who cannot find a chair to sit on is out.

6. Interview
Procedures:
 - 1) Teach students the following sentence patterns:
-你喜欢吃什麼?
-我喜欢吃...
 - 2) Have students go interviewing as many classmates as possible about their favorite food(s).
 - 3) Have student volunteers report to the class about their interviewing results.

CULTURAL NOTES and ACTIVITIES:

Jiaozi (饺子)

There are several Chinese snacks known in English as dumplings. The best known of these is *Jiaozi*, which is made of a paste wrapper with seasoned minced meat as the filling and is usually shaped like a crescent moon. To the Chinese, especially the northern Chinese, *jiaozi* is a symbol of festivity and is, therefore, served as the main dish for the traditional Chinese New Year or the Spring Festival (Adapted from “Things Chinese and Their Stories”).

Chopsticks (筷子)

The Chinese have been using chopsticks for over 3,000 years. Chopsticks may be made of several materials: bamboo, wood, plastic, silver, ivory, or even gold. Some of them are engraved with pictures or calligraphy for decoration. Ordinary chopsticks used at Chinese home are usually made of bamboo or wood. You need a lot of practice to be able to use chopsticks skillfully, especially to pick up small things like beans, peanuts, and sliced mushrooms.

Food Demonstration: Learn to make *Jiaozi*

The students learn to make *Jiaozi* and use chopsticks to eat the meal.

TEACHING AIDS:

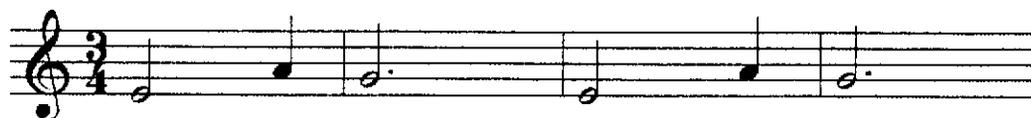
- Chopsticks
- Spoons, forks, knives
- Plastic cups
- Napkin

ASSESSMENT:

- Student Worksheet 8.2

摇摇摇

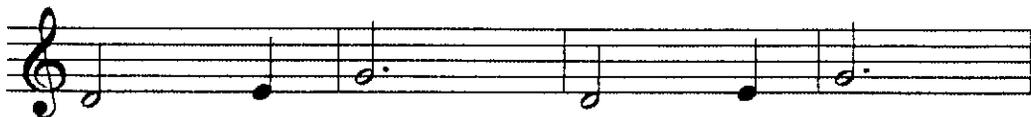
中国传统童谣



摇 啊 摇 ， 摇 啊 摇 ，



船 儿 摇 到 外 婆 桥 ，



外 婆 说 好 宝 宝 ，



外 婆 给 我 一 块 糕 。

Unit 9 ANIMALS

OBJECTIVES:

Upon the completion of this unit, the students will be able to

- identify and name some farm and wild animals,
- name the animal when the teacher imitates its sound,
- associate the proper action words with certain animals,
- read aloud the texts with understanding,
- identify and write Chinese characters of certain animals, and
- learn about Chinese Zodiac and panda.

TEXTS:

爱唱歌的鸟
照镜子

SONGS:

小老鼠
我爱我的小猫

VOCABULARY:

牛, 马, 羊, 狗, 猫, 猪, 兔, 鸡, 鸭, 鹅

老虎, 猴子, 熊猫, 鸟, 鱼

CHARACTERS TO WRITE:

牛, 马, 羊, 鸟, 猫, 狗, 兔

SUGGESTED ACTIVITIES:

1. Introducing the farm animals by using a poster
Activities:
 - 1) Teacher points to the picture while naming the animal.
 - 2) Teacher points to the picture and say “...叫(狗叫)” and the students mimic the sound of an animal.
 - 3) Students come to the forefront and pinpoint to the appropriate picture while the teacher names an animal.

- 4) Teacher imitates the sound of an animal and the students name the animal in Chinese.

2. TPR (Total Physical Response)

Procedures:

- 1) The teacher introduces by acting out the following action words: 飞, 跑, 跳, 游, 爬.
- 2) The students try to follow the teacher physically.
- 3) The teacher associates the action words with appropriate animals such as:
鸟儿飞, 鱼儿游, 马儿跑, 兔儿跳, 虫儿爬
- 4) The students respond physically to the commands given by the teacher.

3. Group Activity

Divide students into two groups (boys and girls). Act out the following rhyme "Birds Can Fly."

鸟会飞

鸟会飞，
鸟儿怎样飞？
鸟儿这样飞。

马会跑，
马儿怎样跑？
马儿这样跑。

兔会跳，
兔儿怎样跳？
兔儿这样跳。

鱼会游，
鱼儿怎样游？
鱼儿这样游。

虫会爬，
虫儿怎样爬？
虫儿这样爬。

4. Game: "Can you guess?"

The teacher describes the characteristics of an animal (e.g. 长耳朵, 红眼睛, 短尾巴, 会跑会跳, etc.) and students guess what kind of animal it is.

5. Chinese Zodiac (refer to “Chinese Zodiac” in the Textbook.)
The students learn the Chinese Zodiac and draw their animal of the year.
6. Matching Card Game
Procedures:
 - 1) Divide the students into groups of four.
 - 2) Give each group a set of animal picture cards and a set of character cards (you can use “Look and Say” sheet in the Textbook).
 - 3) Have group members work together to match the pictures with the characters.
 - 4) Have students identify aloud the characters when they are done with matching.
7. “Stuffed Animal Party”
Have the students bring their favorite stuffed animals to class.
Procedures:
 - 1) The students hold their stuffed animals and shake “hands” with each other while saying:
“你好，我是小狗熊。”
 - 2) The students introduce their stuffed animals to the whole class including names and their preferences for the stuffed animals (很可爱，很乖， etc.).
 - 3) The students hold their stuffed animals and shake “hands” with each other while saying:
谢谢，再见.
8. Art work: Make Panda Magnets
Procedures:
 - 1) The teacher introduces the panda, “China’s Endangered Animal,” and includes the origin of the country, habitat, food, color, etc.
 - 2) The students draw and color a panda on a piece of construction paper, and write “熊猫” on it. On the back, the students can write the following:
Country: 中国

Habitat: 森林

Food: 竹子

Colors: 黑白

- 3) Glue a magnet on the back.
9. Sing the Songs “小老鼠”，“我爱我的小猫”
10. Role-play. “小猫钓鱼” (See the Attachment)
Procedures:
 - 1) Story-telling (小猫钓鱼).
 - 2) Artwork: make paper fish and masks for the cats, butterfly, dragonfly, etc.
 - 3) Role-assigning.
 - 4) Role-playing.

TEACHING AIDS:

- A poster of farm animals
- A poster of the Chinese zodiac
- Stuffed animals
- Construction paper
- Magnets
- Two fishing poles

CULTURAL NOTES AND ACTIVITIES:

Chinese Zodiac (十二生肖)

The Chinese calendar is divided into 12-year cycles. Each of the 12 years is named after a different animal. The zodiac cycle starts with the Rat, followed by the Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog, and Pig.

Suggested activities:

- 1) Ask the students to find out what year of the animal they were born into and have them design their own zodiac animal (do Student Worksheet 9.4)
- 2) Craft: Making the Twelve Zodiac Animals.
Assign individual student to make a different animal using construction paper. When they are done, glue them in a circle on a big piece of paper. Write the

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Chinese characters corresponding to the animals.

ASSESSMENT:

- Student Worksheet 9.6

小老鼠



小老鼠，上灯台，



偷油吃，下不来，



喵喵喵，猫来了，



叽·哩咕噜滚下来。

我爱我的小猫



我爱我的小猫，小猫怎麼叫？
我爱我的小狗，小狗怎麼叫？
我爱我的小鸭，小鸭怎麼叫？
我爱我的小鸡，小鸡怎麼叫？



喵喵喵，喵喵喵，小猫这麼叫。
汪汪汪，汪汪汪，小狗这麼叫。
嘎嘎嘎，嘎嘎嘎，小鸭这麼叫。
叽叽叽，叽叽叽，小鸡这麼叫。

Short Play

小猫钓鱼

[旁白] 一天，猫妈妈和小猫一块儿在河边钓鱼。
yì tiān māo māma hé xiǎo māo yì kuài zài hé biān diàoyú,

一只蜻蜓飞来了。小猫看见了，放下钓鱼竿，
yì zhī qīngtíng fēi lái le xiǎo māo kàn jiàn le fàng xia diàoyú gān,

就去捉蜻蜓。
jiù qù zhuō qīng tíng.

蜻蜓：Help! Help!

[旁白] 蜻蜓飞走了。小猫回到河边继续钓鱼。
qīngtíng fēi zǒu le xiǎo māo huí dào hé biān jì xù diào yú

一只蝴蝶飞来了。小猫看见了，放下钓鱼竿，又去
yì zhī hú dié fēi lái le xiǎo māo kàn jiàn le fàng xia diàoyú gān yòu qù

捉蝴蝶。
zhuō hú dié

蝴蝶：Help! Help!

[旁白] 蝴蝶飞走了。小猫空着手回到河边，这时，小猫
hú dié fēi zǒu le xiǎo māo kōng zhe shǒu huí dào hé biān zhè shí xiǎo māo

看见猫妈妈钓了一大筐鱼。
kàn jiàn māo mā ma diào le yì dà kuāng yú

小猫：“真气人，我怎么一条鱼也钓不着？”
zhēn qì rén wǒ zěn me yì tiáo yú yě diào bù zhāo



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猫妈妈：钓鱼就钓鱼，不要这么三心二意的。一会儿
diào yú jiù diào yú bú yào zhèi me sān xīn èr yì de yí huìr

捉蜻蜓，一会儿捉蝴蝶，怎么能钓到鱼呢？
zhuō qīng tíng yí huìr zhuō hú dié zěn me néng diào dào yú ne

[旁白]小猫听了妈妈的话，就一心一意地钓鱼了。蜻蜓又
xiǎo māo tīng le mā ma de huà jiù yì xīn yí yì de diào yú le qīng tíng yòu

飞来了，蝴蝶又飞来了，小猫就象没有看见一样。
fēi lái le hú dié yòu fēi lái le xiǎo māo jiù xiàng méi yǒu kàn jiàn yí yàng

不一会儿，小猫钓着了一条大鱼。
bù yí huìr xiǎo māo diào zhe le yì tiáo dà yú

Unit 10 CLOTHING

OBJECTIVES:

Upon the completion of this unit, the students will be able to

- identify and name common clothing items,
- use proper verbs 穿 and 戴 to associate with the clothing items,
- identify aloud the clothing items their classmates are wearing,
- write the characters in the correct order of stroke, and
- recognize the traditional Chinese costumes and other costumes of different ethnic groups.

TEXT & SONG: 蝴蝶

VOCABULARY:

衣服, 套头衫, 衬衫, T-恤衫, 裙子, 长裤, 短裤, 袜子, 帽子,
鞋子, 毛巾, 布

CHARACTERS TO WRITE:

衣服, 毛巾, 裤子, 布

SUGGESTED ACTIVITIES:

1. Introduce the basic clothing items
 The teacher introduces certain clothing items by pointing to what the students are wearing and asking the students to follow.
2. Group Activity
 - 1) Divide the students into two groups of five.
 - 2) Assign the numbers (1 – 5) to every student in each group.
 - 3) When the teacher calls a number, the students who have the same number stand up and tell the clothing item the teacher is showing. The student who answers first wins.

3. Game: The Big Wind Blows (大风吹)
Teacher: “大风吹”
Students: “吹什么?”
Teacher: “吹穿红(绿, 白, etc.)衣服(裤子, etc.)的小朋友。”
Those students who are “blown” should stand up.
4. Guessing game: “Who is she/he?”
Describes a student by saying his/her sex, age, grade level, and what colors of clothing items she/he is wearing, etc. Students have to guess who she/he is.
5. Paper folding: shirt, pants, hat, and watch.

TEACHING AIDS:

- Basic clothing items

CULTURAL NOTES and ACTIVITIES:

Qipao (旗袍)

Qipao is a kind of female dress with distinctive Chinese features and is becoming increasingly popular in the international world of high fashion. In English vocabulary, it is called “cheongsam,” which comes from the Cantonese dialect “长衫”. *Qipao* is usually made of silk or satin and is decorated with beautiful embroidery. It can be worn either on casual or formal occasions depending on its length (Adapted from “Things Chinese and Their Stories”).

Suggested Activity: “Fashion show”

Students wear or bring to the class their ethnic clothes, uniforms, costumes, etc. The teacher asks students, one by one, introduces their ethnic clothes to the class.

ASSESSMENT:

- Student Worksheet 10.2

歌 曲

蝴 蝶



蝴 蝶 蝴 蝶 生 得 真 美 麗 ，



頭 戴 金 絲 身 穿 花 花 衣 ，



你 愛 花 兒 花 兒 也 愛 你 ，



你 會 唱 歌 花 兒 會 跳 舞 。

Unit 11 NATURE: FOUR SEASONS

OBJECTIVES:

- Upon the completion of this unit, the students will be able to
- identify and name four seasons when shown related pictures,
 - name any of the four seasons when being described,
 - describe the basic characteristics of the four seasons,
 - read aloud the texts with understanding, and
 - recognize and write some words related to the four seasons.

TEXTS:

四季
小雨点

VOCABULARY:

春天，暖和，花，草，风，
雨，鸟；夏天，热，太阳，
雷，闪电，秋天，凉，落叶；
冬天，冷，北风，雪

CHARACTERS TO WRITE:

春, 夏, 秋, 冬, 花, 草, 雨

SUGGESTED ACTIVITIES:

1. Introducing the four seasons with a poster
The teacher describes a season in English and has students guess what season it is. After the right answer has been given, the teacher shows students how to say the name of the season in Chinese.
2. Introducing the seasonal features
The teacher teaches the seasonal features by acting them out and have students follow your actions.
春天暖和, 花儿开, 小鸟叫;
夏天热, 打雷, 打闪, 下大雨;
秋天凉快, 树叶飘落, 扫落叶;
冬天冷, 雪花飘, 滑雪, etc.

3. Draw, Tell, and Write
Procedures:
 - 1) Have students draw the pictures of the four seasons.
 - 2) Pair students and share with each other what they have drawn by using the following sentence patterns:
这是春天 (太阳, 花, 小鸟, etc.)
夏天热 (冬天冷, etc.)
我喜欢春天 (夏天)
 - 3) Write the Chinese characters they have learned on their pictures.

4. Guessing game: "What season is it?"
Teacher describes a season in Chinese and has students guess what season is being described.

5. Card Game
Procedures:
 - 1) Divide students into groups of four. Each group gets a set of the character cards of the four seasons.
 - 2) The teacher describes a season by saying its seasonal features.
 - 3) Students find the right card and show it to the class while identifying it aloud.
 - 4) The student who finds the card first gets a point and the one who gets the most points in a group wins the game.

6. Short Play: 拔萝卜
Procedures:
 - 1) Story Telling (see the attachment).
 - 2) Artwork: making props including paper turnip, mouse mask, dog masks, etc.
 - 3) Role-assigning.
 - 4) Role-playing.

7. Field trip to a park.

TEACHING AIDS:

- Poster of the four seasons
- Four sets of character cards of the four seasons.
- Chinese flower pots, rocks, sandstone, twigs, roots, and plants.

CULTURAL NOTES and ACTIVITIES:

Potted Landscapes (盆景)

The early Chinese worshipped nature. Probably, that is why they invented the potted or miniature landscape more than 1,200 years ago. The miniature landscapes have become very popular today and have been known as a kind of a common sight in China—in parks, galleries, conference and reception rooms, and most of all in Chinese people's gardens or even at their homes. Over long ages, the art of miniature landscape has been praised as “wordless poetry and sculptured painting” (Adapted from “ Things Chinese and Their Stories”).

Group Project: Making Potted Landscapes

Assign students, in advance, to bring to the class rocks, sandstone, twigs, roots, or plants. Students work in groups to make their own potted landscape. Each group should be provided with a flowerpot (the kind used for planting narcissus).

ASSESSMENT:

- Student Worksheet 11.2

拔萝卜

春天的时候，老爷爷在地里种下了萝卜。他每天给萝卜浇水，还对它说：长吧！萝卜，快快长大吧！

萝卜长呀，长呀！长得好大，好大。老爷爷来到地里拔萝卜。

他拉着萝卜的叶子，拔了又拔，拔不动。

老爷爷叫来了老奶奶，帮他一起拔萝卜。

(Chorus) 拔萝卜，拔萝卜，

嘿哟嘿哟拔萝卜。

拔呀拔呀拔不动。

老奶奶叫来了小姑娘，三个人一起拔萝卜。萝卜还是拔不出来。

小姑娘叫来了小黄狗，小黄狗叫来了小花猫，大家一起拔萝卜，也拔不出来。

最后，小花猫叫来了小老鼠。小老鼠拉着小花猫的尾巴，小花猫拉着小黄狗的尾巴，小黄狗拉着小姑娘，小姑娘拉着老奶奶，老奶奶拉着老爷爷，大家一起拔萝卜。

(Chorus) 拔萝卜，拔萝卜，

嘿哟嘿哟拔萝卜。

大家都用力地拔，最后，嘿哟！萝卜拔出来了。

Unit 12 HOBBIES

OBJECTIVES:

Upon the completion of this unit, the students will be able to

- respond physically when hearing a leisure activity,
- identify and name different hobbies,
- exchange ideas about likes and dislikes with partners,
- read aloud and act out the texts with understanding, and
- write the required characters in the correct stroke orders.

TEXTS: 可爱的早晨

VOCABULARY:

唱歌 跳舞 打球 画画 爬山 钓鱼
游泳 骑马 看电视 跳绳 跑步 露营

CHARACTERS TO WRITE:

看，画，唱，跳，跑

SUGGESTED ACTIVITIES:

1. Introducing leisure activities
 Teacher demonstrates an activity by acting it out and asking students to guess what kind of activity it is in English. Then name the activity in Chinese.
2. Game :“老师说...”
 - 1) When the teacher names an activity, the students act it out.
 - 2) At a later stage, have a student give the commands (leisure activities) and the rest of the students respond physically.
3. Guessing game: “What am I doing?”
 The teacher acts out an activity asks:
 “我在干什么？” and students identify it aloud.

4. Pair Work

Distribute “Look and Say” and have students work in pairs using the following sentence patterns to exchange opinions about likes and dislikes.

我喜欢……

我不喜欢……

5. Interview

Procedures:

1) Teach the students the following sentence patterns:

A: “你喜欢干什么?”

B: “我喜欢…”

A: “你喜欢…吗?”

B: “我(不)喜欢.”

2) Have students go interviewing as many classmates as possible about their favorite things to do.

3) Have student volunteers report to the class about their interview results.

6. “Rope-jumping”

Procedures:

1) Divide the students into two groups.

2) Choose three students from each group.

3) Have two students swing the rope and the third one jump while the rest of the students sing “The Song of Rope-jumping”:

绳子扔得团团转，

妹妹进来跳跳看，

一二三四五六七，

跳得过的尽你玩，

跳不过的就要换。

4) Keep jumping until he/she fails and be replaced by the next.

Suggestion:

妹妹 in the song can be replaced by students' names.

TEACHING AIDS:

- Balls
- Jump-ropes
- Posters
- Flash cards

CULTURAL NOTES AND ACTIVITIES:

Chinese School Children's Leisure Activities

Much attention is given to physical fitness in Chinese schools and all students are encouraged to take part in sport activities. Chinese school children are usually involved in a lot of out-of-school activities. They like to watch TV and listen to radio programs. They also read a lot and many are interested in dancing, painting, or music. Most schools have their own dance troupe, orchestra, or choir and all students are encouraged to participate. Students may also go to the municipal Children's Palace and join one of many groups doing painting, singing, dancing, or playing instruments.

Suggested activities:

- 1) 踢毽子.
- 2) Make Chinese jacks and learn how to play.

ASSESSMENT:

- Student Worksheet 12.4

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Appendix

HIGH-INTEREST GAMES AND ACTIVITIES

High interest activities and games are popularly utilized as teaching methods to facilitate children's acquisition of languages. In addition to creating context for language learning, games also provide motivation and a sense of play that can enhance both learning and retention. It is for this reason that teachers interested in communication often select or create games as a means to introduce and practice the language skills that students will need in natural settings for communicative purposes.

The games and activities presented here are intended to arouse students' interest in practicing the Chinese language that they have learned or are learning in class. They combine the learning of Chinese with high-interest activities, making the process of language learning a truly fun and interesting experience. With modification, all these games can be used in lessons of various themes.

1. **Magic-Mystery Box** “深山探宝”

Materials:

A box.

Cards (with Chinese characters, phrases, commands, or pictures, etc.)

A drum or a cassette player with music tape

Procedures:

- 1) Put the cards in the box.
- 2) Seat students in a circle. When the drum or music starts, let the students pass the box around till the drum or music stops (the teacher or one of the students controls the drum or music).
- 3) Have the student with the box draw one card from it and say aloud, or do whatever is written/printed on the card.
- 4) Continue the game until all the cards are exhausted.

Suggestions:

- The characters, phrases, or pictures on the cards vary with themes and depend on the level of the students.
- Instruments other than a drum or cassette player can be used to time the game.

2. **Mirror Word** “破镜重圆”

Materials:

Cards with Chinese characters.

Procedures:

- 1) Prepare sets of cards with Chinese characters printed or written on them.
- 2) Cut each set of cards in half and mix them up.
- 3) Put students in pairs or groups of 3 or 4.

- 4) Provide each pair or group with one set of cards (cut and mixed up).
- 5) Let the students work together to put the cards back together so that they form meaningful Chinese characters.
- 6) Have the students articulate the words they have reassembled.

Suggestions:

- The characters selected for this game should be the ones that the students have already learned.
- The characters selected for the game can also be from among those that are formed by two distinctive parts, each of which has its own meaning and thus can stand alone as an independent character such as “明”，“李”。...
- The game is intended as a vehicle for peer learning. Therefore, co-operation between and among students should be encouraged.

3. Composition “出口成章”

Materials:

A rhyme or verse to a song.

Cards with Chinese characters and phrases taken out of a rhyme or song the students have learned.

Procedures:

- Put students in pairs or groups of 3 or 4.
 - Provide each group with a set of cards with Chinese characters and phrases on them that can form a rhyme or the verse of a song that the students have learned.
- 1) Let the students put the characters or phrases in such an order that they form a rhyme or verse to a song that they have learned.
 - 2) Have each group of students read aloud or sing in chorus the rhyme or the song they have just ‘composed’.

Suggestions:

- It is better to use the game after the students have learned several but not just one rhyme or song.
- To make the game easier or more time-efficient, cards containing larger language units (e.g., a complete line of a rhyme) rather than single characters can be used.
- The game can also be used for team competition.

4. Match Word Cards “巧结联理”

Materials:

Cards (with Chinese characters and pictures).

Procedures:

- 1) Put students in two groups, A and B.
Give each student in Group A card with a Chinese character, and each one in Group B a card with a picture that matches one of the Chinese characters that Group A has.
- 2) Let students in Group A go to Group B and find the student who has the picture that matches the Chinese characters they have on their cards, or vice versa.

- 3) Ask the two students to hold up their cards and read aloud the character when they can identify with each other.

Suggestions:

- The teacher can also ask the students to put their cards on the board, with the Chinese character and the matching picture side by side.

5. **Whisper “暗渡陈仓”**

Materials:

- A list of Chinese characters or phrases.
- A poster of Chinese characters/phrases, or pictures.
- A score chart.

Procedures:

- 1) Seat students in two lines (groups).
- 2) The teacher whispers a word, phrase, or short sentence to the first student in each line and let him/her pass it on to the closest person next to him/her at the same time.
- 3) Have the last student in the line identify on the poster the item he has heard and speak it out, or write it on the board.
- 4) Give the group one point if its representative is successful in performing the desired task; and one student should stand ready as the score keeper.
- 5) Let students rotate each time the whispered word reaches the last person in the line. The game continues until after all the students have got their chance to say or write at least one of the words.
- 6) Tally the points, and the group with more points wins the game.

Suggestions:

- To make it a fair game, the teacher should make sure that the groups are somewhat equal in terms of language ability.
- Children tend to get excited easily when involved in competitive games. The teacher should make sure that all students play according to the 'rules' and be ready to intervene when unintended arguments occurs.

6. **Word Path “山重水复”**

Materials:

- A “road map” (with a winding path that starts at location A and leads to the destination B. On each side of the road are pictures of various animals, plants, mountains, rivers, buildings and other landscapes. Different sections of the road are marked with numbers ranging from 1 to 20 in circles. Each number is associated either with a certain Chinese character or a picture representing the character that the students have learned, or obstacles such as a trap or a landmine).

A list of Chinese characters or pictures marked with numbers.

A die.

Procedures:

- 1) Put students in pairs or groups.
- 2) Provide each pair or group with a “road map” and a numbered list aforementioned.

- 3) Let students take turns to play the game.
- 4) Have students move according to the number shown on the die,
- 5) Articulate in Chinese things that they encounter along the path.
- 6) Suspend one turn if one falls into a trap; or start all over again if one land on a mine.
- 7) The student or group that finishes first wins the game.

Suggestions:

- While it is better to play the game near the end of each teaching unit, it can also be used after several units are taught.
- The game can be played in such a way that one student wanders through the path first, and then tells the other student(s) what he has seen along the way.

7. The Big Wind Blows “大风吹”

Materials:

- Cards with Chinese characters or pictures matching the Chinese characters.
- Chairs.

Procedures:

- 1) Put the chairs in a circle in the middle of the room.
- 2) Let the students each pick up a card with a Chinese character or picture representing a Chinese character and stand in a circle inside the circle formed by the chairs with one student standing in the middle of the circle away from the chairs.
- 3) The student, who stands in the middle starts the game by saying to the class, “The strong wind is blowing!” “大风吹”
- 4) The whole class then asks, “What is it blowing?” “吹什么？”
- 5) The teacher picks up a card and shows it to the student in the middle.
- 6) The student who initiates the game then answers the question according to what is shown on the teacher’s card.
- 7) Students with cards that have the thing mentioned should try to look for and sit on a chair.
- 8) The one who ends up without a chair has to replace the one in the middle.

Suggestions:

- The teacher should have a set of cards that are identical to the cards that the students have.
- The content of the game varies with the theme, and materials other than cards can also be used.

8. Measure hunting “深山探宝”

Materials:

- Objects, or cards with Chinese characters or pictures.
- A list of objects (or characters or pictures of objects).

Procedures:

- 1) Hide objects (or characters or pictures of objects) in different locations of the classroom.
- 2) Give each student a list of things you want him or her to find.

Time the game.

- 3) Let the students come to the front one after another, and show and say to the class the “treasure(s)” that they have found.
The one who finds the most treasures wins.

Suggestions:

- The game can also be used with groups, in which case it turns into a group effort.
- Make sure that the “treasures” are hidden in places clear of danger so as to avoid potential injuries to students.

9. Fishing “姜太公钓鱼”

Materials:

Magnets.

Cards with Chinese characters or pictures on one side only.

Sticks and strings which can be used as ‘fishing poles’, or ‘fishing lines’.

Procedures:

- 1) Designate an area of the classroom as a ‘fish pond’.
- 2) Put the ‘fish’ inside the pond.
- 3) Divide students into groups of four or five.
- 4) Provide each group with a ‘fishing pole’.
- 5) Line up each group of students around the ‘fish pond’
- 6) Let the groups start ‘fishing’ simultaneously.
- 7) When one student catches a ‘fish’, he has to pass the ‘fishing pole’ to the student standing next to him or her in his or her group.
- 8) Time the game.
- 9) When time is called, count the number of ‘fish’ each group has caught.
- 10) Ask students to flip over the cards and read aloud the Chinese characters or pictures on the cards.
- 11) The group that has caught the most ‘fish’ and is able to name all of them correctly in Chinese wins the game.

10. Tour over China “神州揽胜”

Materials:

A sketch outline map of China.

Cards or pictures of some historical places, major cities, mountains and rivers.

Dice.

Procedures:

- 1) Put the students in pairs or groups.
- 2) Provide each pair or group with a sketch outline map of China.
- 3) Mark some historical places, famous cities, mountains and rivers on the map with pictures or characters.
- 4) Let students take turns throwing the dice and moving according to the number he/she got on the dice.

- 5) Ask students to articulate in Chinese the name of a historical place, city, mountain or river that they encounter along the way.
- 6) The route is divided into several sections, marked with numbers starting from one and continuing as long as needed.
- 7) Have the student suspend his chance if he missed the train or plane; start all over again if he encounters a natural disaster such as flood, typhoon, or earthquake.
- 8) The student who finishes first wins the game.

Suggestions:

- This game is especially useful in helping students learn about the Chinese culture and geography.
- The content of the game can vary according to the theme of the lesson and level of students, and gradually builds up as the study progresses.

11. Total Physical Response (TPR) “全身反应”

Remarks:

TPR or Total Physical Response is a systematized approach to the use of commands. It has become a common and effective way of introducing children and adult learners to a foreign language, especially in early stages of foreign language instruction. Teachers interact with students by delivering commands, and students demonstrate their comprehension through physical response. TPR is especially effective in teaching listening skills. One very important aspect of this strategy is the creation of novel commands, which encourages careful and creative listening, and the combination of commands so that students are able to perform several actions in sequence.

Procedures:

- 1) (When giving a command for the first time), the teacher models the desired behavior, and removes the model after several repetitions of the same command.
- 2) After students are able to respond confidently to a single command, the teacher starts to combine commands in original and unexpected ways, leading students to discover that they can understand and respond to language expressed in ways that they have never heard before.

Suggestions:

- Students are not expected to respond orally till they feel comfortably ready, and early responses involve role reversal (a student takes on the role of the teacher and gives commands to others in the class), and some yes-no and one-word replies to the teacher's questions. This strategy involves little or no pressure to speak in the early stages.
- The sequence of commands must never be predictable, and students must be confident that the teacher will never embarrass them.