

UNIT 3: My Friends . . .

Unit Map

ENDURING UNDERSTANDING:	ESSENTIAL QUESTIONS :
Students will understand that each individual has a personal and special definition of friendship.	<ul style="list-style-type: none"> • Who are my friends at school? • How are my friends different from me? • Who are my friends in foreign countries? • How do I communicate with my friends from different places?

What will students be able to do by the end of this unit:

Speaking/Listening (interpersonal and presentational)	<ul style="list-style-type: none"> • I can understand when someone tells about a person’s physical appearance and personality characteristics. • I can understand one’s nationality and address. • I can ask and answer about one’s grade level in school. • I can ask and answer about someone’s nationality, the language he/she speaks, and the address. • I can introduce a friend. • I can tell about someone’s physical and personality characteristics. • I can state and ask where someone is from (nationality & hometown).
Reading (interpretive)	<ul style="list-style-type: none"> • I can understand the passage telling about someone’s physical appearance and personality. • I can recognize someone’s nationality and address. • I can understand a passage that tells or inquires about someone’s nationality and hometown, school and grade information, and language ability.
Writing (presentational)	<ul style="list-style-type: none"> • I can write/list basic information about my friends, including his/her physical appearance and personality. • I can write basic characters and phrases taught in this lesson. • I can write a short passage that introduces my nationality and hometown, my school and grade information, and language ability.

Topic 1: My Friends at School

Duration: 2 Weeks (about 10 hours)

Vocabulary	Phrases
Which 哪 School 学校 Attend 上 Grade 年级 Eyes 眼睛 Hair 头发 Long 长	<p>My school is XX. 我的学校是XX [校名].</p> <p>Which school do you go to? 你上哪个学校?</p> <p>I go to XX school. 我上XX 初/高中。</p> <p>I am in # grade. 我上# 年级。</p> <p>Which # grade are you in? 你上几年级?</p> <p>How does he/she look? 他/她长得怎么样?</p> <p>I am/He is/She is [adj.] 我/他/她很[好看、帅、高、矮、胖、瘦 etc.]。</p>

<p>Short 短 Ordinary 一般 Appearance 长相 / 长得 Tall 高 Short 矮 Fat 胖 Thin 瘦 Pretty 漂亮 Handsome 帅 Cool 酷 Good looking 好看 Colors 颜色</p>	<p>My/His/Her appearance is [adj.] 我/他/她的长相一般。 My/His/Her hair is [color]. 我/他/她的头发/眼睛是 [XX 色的]。</p> <p>Notes for teacher’s discretion: 他/她的长相怎么样？他/她长得怎么样？ (If you think “长相 / 长得” is a bit too difficult for students at this point, you may simply demonstrate how to describe a person without using this question.)</p> <p>Notes for teacher’s discretion : (1) Please feel free to teach the body parts you consider fit your curricular pace & classroom needs(如鼻子、嘴巴、耳朵等。 (2) You are welcome to introduce different color words that are used to describe body parts, such as 金色的头发或蓝色的眼睛等。</p>
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Topic 2: My Friends in Foreign Lands

Duration: 2 Weeks (about 10 hours)

Vocabulary	Phrases
<p>Where 哪里/哪儿 Country 国家 State 州 Province 省 City 城市 Can 会 Cannot 不会 Speak 说 Language 语言 English 英文 Chinese 中文 From 来自 From 从 A little bit 一点儿 Live in 住在 To live 住 In/at 在</p> <p>Notes for teacher’s discretion : (1) Please feel free to</p>	<p>* Which country are you from? (I.e., What is your nationality?) 你是哪国人？ * I am American (or other nationality). 我是[美国人] (country name + 人)。 * Where are you from? (I.e., inquire about one’s hometown)? 你来自哪里？你从哪里来？你是哪里人？ * I am from [place] (Utah, Beijing, etc.). 我来自亚利桑那州。我从亚利桑那州来。我是犹他州人 / 我是北京人。 * I live in [Place]. 我住在 [犹他州] (盐湖城、上海, etc..). * I can speak [language]. 我会说[英文]。 * I can speak a little bit Chinese (or others). 我会说一点儿中文 (or other languages)。</p> <p>Notes for teacher’s discretion: (1) It is critical to differentiate between asking about one’s nationality versus one’s hometown. For example, 我是美国人是 different from 我是纽约人。 (2) It is important to introduce the similarities and differences between Chinese and</p>

<p>teach several other countries according to the student demographics, such as 英国、日本、韩国、墨西哥等。</p> <p>(2) It is now good time to introduce important cities in China and in your state, such as 北京、上海、西安、香港、盐湖城、凤凰城等。</p>	<p>American administrative units now: 省 vs.州</p>
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Topic 3: Making Friends

Duration: 2 weeks (about 10 hours)

Vocabulary	Phrases
<p>Address 地址</p> <p>Zip code 邮编</p> <p>Email 电子邮件</p> <p>Postcard 明信片</p> <p>Street/road 街/路</p> <p>To send 发</p> <p>To mail 寄</p> <p>Phone number 电话号码</p> <p>Glad 高兴</p> <p>Receive 收到</p> <p>Mail/letter 信</p> <p>(More) Colors 颜色</p> <p>Friends 朋友</p> <p>Boyfriend 男朋友</p> <p>Girlfriend 女朋友</p> <p>Make friends 交朋友</p> <p>Pen pal 笔友</p> <p>Net pal 网友</p>	<p>* May I ask please 请问</p> <p>* What color(s) do you like? 你喜欢什么颜色？</p> <p>* It's a pleasure to get your [types of message] 很高兴收到你的信/电子邮件明信片。</p> <p>* Do you have email? What is your email? 你有没有电子邮件？你的电邮是什么？</p> <p>* Let's make friends. 我们交朋友吧！</p> <p>* Make a phone call 打电话</p> <p>* Give me a call! 给我打电话吧！</p> <p>Notes for teacher's discretion:</p> <p>(1) To make friends, it is common to find what they have in common. We believe that asking about one's color preferences is a neutral starting point. So, feel free to teach more color words at this point.</p> <p>(2) Please feel free to teach students some common phrases regarding exchanging messages, such as 发短信, 请跟我联系, etc.</p>

CULTURAL CONNECTIONS

1. Students can compare and contrast how Chinese address writing is different from that of the US'. (I.e., Chinese always from big to small, but the in the US, the opposite.)
2. Students can show understanding of different customs regarding comments on one's appearance, personality, and personal questions. (For example, it is sensitive to ask about one's height and weight.)
3. Students will understand that Chinese respond to other people's praises differently. For example, Chinese will say 哪里哪里 instead saying “谢谢” (like the Americans do) when responding to others' praises.
4. Students will understand the similarities and differences between Chinese and American administrative units (省 vs. 州).
5. Students can tell the different viewpoints regarding having boyfriends and girlfriends during teenage years between Chinese and American societies.

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