Unit 1: My Daily World Compared to My Chinese World  
Lesson 1: Greetings - Formal and Casual

Room Environment  
The language classroom should be rich with literacy, with visuals, words, charts, diagrams, timelines, etc., figuratively dripping from the walls. Ideally, a high proportion of these visuals should be created in front of the students’ eyes for “brain imprinting” and a “vested interest” in the charts, so the beginning of the year or series will have fewer visuals than the end.

Standards

<table>
<thead>
<tr>
<th>World Language Content Standards (California Department of Education)</th>
<th>Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)</th>
</tr>
</thead>
</table>
| Content 1.1  
Students address discrete elements of daily life, including greetings and introductions. | Communication  
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| Communication 1.0  
Students use formulaic language. | Comparisons  
4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| Cultures 1.0  
Students use appropriate rehearsed cultural situations. | |
| Settings 1.0  
Students use language in highly predictable common daily settings. | |

Objective  
Students will identify and use appropriate greetings in a conversation.

Student Work

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Presentational</th>
<th>Interpretive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play: In a classroom setting. Greet the teacher and classmates.</td>
<td>Have each student greet and introduce him/herself to the class.</td>
<td>Read the book and look at the pictures on each page. Explain what the characters are doing.</td>
</tr>
</tbody>
</table>

Domains of Language

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to each other during the pair activity.</td>
<td>Greet and introduce themselves. Find out other people’s names.</td>
<td>Recognize Chinese vocabulary. Read the book.</td>
<td>Write pinyin on the book as teacher introduces them.</td>
</tr>
</tbody>
</table>
Evidence of Learning – Assessment

<table>
<thead>
<tr>
<th>Informal or Formal (Underline the appropriate form of assessment)</th>
</tr>
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<td>Using a worksheet, students will orally produce language by forming sentences using appropriate greetings in pair work. The students’ responses will be assessed informally by the teacher as the students have a conversation.</td>
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</tbody>
</table>

Greetings at the Door
Always begin with a smile. Every student is greeted by the teacher in the target language and is encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or is accessible all year and new ideas are added.

Warm Up with Language Through Repetition-Rhythm-Rhyme
Repetition of songs, chants, and poems should be a daily routine in the world language classroom. Ideally, the song or chant should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language.

Teacher Modeling of Communication Followed by Student’s Structured Practice

<table>
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<th>Message Functions/Structures</th>
<th>Key Vocabulary/Phrases</th>
<th>Strategies for Oral Practice</th>
</tr>
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<tbody>
<tr>
<td>Initiate and respond to general greetings</td>
<td>你(您)好。 你(您)好吗？我很好。老师好。</td>
<td>Pair activity: Pair the students up and practice greeting.</td>
</tr>
<tr>
<td>Self introduction and ask someone’s name</td>
<td>我叫…。你叫什么名字？</td>
<td>Pass the Ball: Have Student A introduce his/her name. Throw a ball to Student B and ask his/her name. Student B gets the ball and answers the question. Student B will then throw to Student C and ask his/her name.</td>
</tr>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Goodbye</td>
<td>再见</td>
<td>Repetition with TPR movements.</td>
</tr>
<tr>
<td>Thank you</td>
<td>谢谢</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)**

- Briefly introduce the topic in English.
- Introduce vocabulary from the book.
- Have students repeat after teacher each phrases as you introduce them.
- Pair students to complete the following role-play:
  - **A:** 你好吗？
  - **B:** 我很好。谢谢。
  - **A:** 你好。我叫________。你叫什么名字？
  - **B:** 我叫________。
- Give students the worksheet to do the interview activity.
- Teach the students the “你好” song.

**Debrief in English**

- Go over some of the confusing words, such as “你” and “您”.
- Answer questions that students might have regarding the lesson.

**Extend the Learning: School-Home Connection**

- Have students teach one of their family members to greet and introduce him/herself in Chinese. Practice greeting with the family member.
- Practice reading the book to someone at home. Use a different voice for each character to make the story interesting. What was your favorite voice? Why?

**Instructional Resources & References**


California Department of Education *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve (World Language Content Standards)* were adopted January 7, 2009. Learn more at [http://www.cde.ca.gov/nr/ne/yr09/yr09rel1.asp](http://www.cde.ca.gov/nr/ne/yr09/yr09rel1.asp).

California Department of Education *Foreign Language Learning Framework for California Public Schools, Kindergarten Through Grade Twelve* is available online. Learn more at [http://www.cde.ca.gov/ci/fl/cf/](http://www.cde.ca.gov/ci/fl/cf/).
Flying with Chinese KA series may be ordered online. Learn more at http://www.cheng-tsui.com/store/products/flying_chinese.

A Challenge to Change: The Language Learning Continuum developed by the College Board, which describes stages for language learning, is available to order online. Learn more at http://store.collegeboard.com/sto/productdetail.do?Itemkey=006062.