

Unit 1: My Daily World Compared to My Chinese World  
 Lesson 2: Introductions – 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**

World Language Content Standards (California Department of Education)	Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)
Content 1.1 Students address discrete elements of daily life.  Communication 1.0 Students use formulaic language.  Settings 1.0 Students use language in highly predictable common daily settings.	Communication 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.  Connections 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

**Objectives**

Students will be able to introduce themselves and others formally and informally.  
 Students will be able to respond to others' introductions.

**Student Work**

Interpersonal	Presentational	Interpretive
Student introduces oneself and responds to other's introduction.	Student introduces oneself to others.	Student understands basic introduction in Chinese.

**Domains of Language**

Listening	Speaking	Reading	Writing
Listen to the teacher and other students' introductions.	Introduce themselves orally.	Recognize Chinese characters of introduction words.	Practice writing Chinese characters of introduction words.

**Evidence of Learning – Assessment**

<u>Informal</u> or Formal (Underline the appropriate form of assessment)
The assessment will be conducted informally throughout the lesson by teacher observation and monitoring through pair practice, presentation, and game.

**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.

Casual Everyday Greetings	Formal, Polite Greetings
你好！	你好吗？ 我很好。 马马虎虎。 我不好。

**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.

**Preview the Lesson in Primary Language**

Review how to greet in Chinese. Practice the routine classroom greetings. Ask students how they introduce themselves to others in English.

- 1) Hello, I am Mike. What's your name?
- 2) This is Mr. Zhang, my English teacher.

**Teacher Modeling of Communication Followed by Student's Structured Practice**

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Introduce someone formally.	你好，我叫徐可。你叫什么名字？	Repetition Games

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
Introduce someone informally.	是 我是徐可	Pair the students up and practice the sentence: 我是 .....
Use different pronouns.	我, 你, 他, 她	TPR

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

- 1) 你好，我叫徐可。你叫什么名字？  
 他叫什么名字？他叫 John。（Mike, Louise, Tom）  
 她叫什么名字？她叫 Lisa。（Mary, Linda, Tina）  
 Ask students what's the meaning of 我, 你, 他, 她
- 2) Teacher shows how to write the characters.
- 3) Students repeat the text line by line and echo read it several times, adding kinesthetic gestures to aid in comprehension and recall of new vocabulary.
- 4) Students form pairs to introduce themselves in Chinese.
- 5) Teacher introduces himself then passes along the question to a student, and continues the “answer and question”.
- 6) Fly swatter game to practice “我, 你, 他, 她”.

**Debrief in English**

Debrief in English what was learned in the target language and have students plan what they will teach their parents or siblings for homework. Have a “School-Home Connection” form for parents to write and students to sketch and write what they talked about together. The teacher will have created a prompt for the student to discuss with family members so the words in the target language will be connected to the learning.

Lesson allows focus on which specific connections, similarities, and differences?

Point out the difference between Chinese names and English names. Chinese name is last name first.

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

Ask students to teach a family member or friend how to introduce oneself in Chinese.

**End with a Good-bye Chant or Song! "See You Next Time!"**

再见！明天见。

**Instructional Resources & References**

Fly swatters.