Presenter
Attended UC Berkeley STARTALK Program in summer, 2009
How I connect the following topics and grammar points using “i+1”

- **Major theme:** names of the animals
- **Sub themes:** measure words, action words
- **Major grammar points:**
  - Have/don’t have
  - Demonstrative pronouns: this and that
  - I was born in the year of _____ (zodiac sign).
Types of learning styles

- Visual learners
- Auditory learners
- Kinesthetic learners
Types of Multiple Intelligences

- **Bodily/kinesthetic** - body movements, hands-on activities
- **Interpersonal** - the ability to interact and cooperate with others (group project, presentation)
- **Intrapersonal** - self-reflective, deep understanding of oneself
- **Logical/mathematical** – like to work with numbers and solve problems
- **Verbal/Linguistic** – ability to analyze syntax/grammatical rules
- **Musical/rhythmic** - singing, reciting chants or playing with musical instruments
- **Visual/spatial** - word search, reading and writing
Three modes of communication

- **Interpersonal** – teacher-student and student-student interactions

- **Interpretive** – answer questions based on what you hear (i.e. a dialogue) or after reading a passage

- **Presentational** – oral presentation, skit, play
Beginning CSL Level (Level one)

Students’ prior knowledge:
- subject pronouns
- Numbers

New information:
- Have/don’t have
- Names of animals
- Measure words
Warm up by teaching the “Two Tigers” song.
Sing the song with body movements to make it fun for the learners.
This is a great song for a warm-up activity as it includes a measure word “zhi” for most of the animals, the name of the animal “tiger”, and body parts such as ears and tail.
Names of Animals and Action Words

Incorporate action-words into names of the animals taught

- Fill in the boxes with correct names of animals and action words from the word bank

- Word bank:

<table>
<thead>
<tr>
<th>跳</th>
<th>走</th>
<th>跑</th>
<th>爬</th>
<th>飛</th>
</tr>
</thead>
<tbody>
<tr>
<td>貓會走</td>
<td>兔子會跳</td>
<td>狗會跑</td>
<td>小鳥會飛</td>
<td></td>
</tr>
</tbody>
</table>
Names of the animals and Measure words
Grammar Point: Have/Don’t have

- A: 你家有什麼小動物？
- B: 我家有一隻狗，兩隻鳥和三條魚。(v)
- A: 你家有沒有兔子？(v?X?)
- B: 我家有／沒有兔子。(v/X)

Use body language especially gestures, facial expressions, pictures or realia when introducing the above dialogues.
Animals and Measure Words
Reinforce the grammar Point: Have/Don’t have

Hands on activity (kinesthetic learners):
1. Cut out the phrases below.
2. Make a sentence according to what the teacher says.

<table>
<thead>
<tr>
<th>牛</th>
<th>四頭</th>
<th>狗</th>
</tr>
</thead>
<tbody>
<tr>
<td>兩匹</td>
<td>我有</td>
<td>一隻</td>
</tr>
<tr>
<td>馬</td>
<td>三條</td>
<td>魚</td>
</tr>
</tbody>
</table>
CSL Level 2

Students’ prior knowledge:

- Subject pronouns
- Numbers
- Several animal names: dog, cat, bird, fish, turtle, rabbit
- Action words: walk, run, jump, fly, crawl
Animals and Measure Words
Grammar Point:
Demonstrative Pronouns (This and That)

■ A: 這是什麼動物？
■ B: 那是一隻兔子。
■ A: 這是什麼動物？
■ B: 那是一條蛇。
■ A: 這是什麼動物？
■ B: 那是一匹馬。
■ A: 這是什麼動物？
■ B: 那是一頭牛。
Song: the twelve zodiac signs

Sing the song to the tune of the “Two Tigers” song

Lyrics:
鼠牛虎兔 龍蛇馬羊 猴雞狗豬 猴雞狗豬
鼠牛虎兔 龍蛇馬羊 猴雞狗豬 猴雞狗豬

- This is a great way to learn to recite the zodiac signs in the correct order.
- The “Two Tigers” song is very catchy.
- A former student of mine came up with the idea of using the tune to sing the zodiac signs.
The Twelve Zodiac Signs
Word Cards (double-sided)

<table>
<thead>
<tr>
<th>鼠</th>
<th>牛</th>
<th>虎</th>
</tr>
</thead>
<tbody>
<tr>
<td>兔</td>
<td>龍</td>
<td>蛇</td>
</tr>
<tr>
<td>馬</td>
<td>羊</td>
<td>猴</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tiger</th>
<th>ox</th>
<th>rat</th>
</tr>
</thead>
<tbody>
<tr>
<td>snake</td>
<td>dragon</td>
<td>rabbit</td>
</tr>
<tr>
<td>monkey</td>
<td>sheep</td>
<td>horse</td>
</tr>
<tr>
<td>雞</td>
<td>狗</td>
<td>豬</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>隻</td>
<td>頭</td>
<td>條</td>
</tr>
<tr>
<td>匹</td>
<td>十二生肖</td>
<td>我屬</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pig</th>
<th>dog</th>
<th>rooster</th>
</tr>
</thead>
<tbody>
<tr>
<td>a measure word for long objects or animals with long body features</td>
<td>a measure word for ox</td>
<td>a measure word for most animals</td>
</tr>
<tr>
<td>I was born in the year of (animal sign)</td>
<td>the twelve zodiac signs</td>
<td>a measure word for horse</td>
</tr>
</tbody>
</table>
Wheel of the Twelve Zodiac Signs

1. Cut out the word/picture cards
2. Glue them to the paper plate
十二生肖

Q&A

A: 你屬什麼生肖?
B: 我屬_____。

Draw your animal birth sign on the space given below.

我的生肖是_____

我的生肖是_____。
CSL Level 3

Students should have prior knowledge of:

- Subject pronouns
- Numbers
- Colors
- Body parts
- Several animal names: dog, cat, bird, fish, turtle, rabbit
- Action words: walk, run, jump, fly, crawl
- Have/don’t have
- Likes/dislikes
Presentational (written and oral)

1. Write down a minimum of 6 sentences to describe your pet or stuffed animal. Be sure to include what type of pet/stuffed animal, age, name, food he/she likes to eat (if it’s a live pet), his/her body and facial features.

2. Share the picture with the class and give a presentation.

Example:

我有一隻狗。牠叫來富。
牠今年五歲了。
牠喜歡吃餅乾。
牠有棕色的毛。
牠有大眼睛和小嘴巴。
大中：你有沒有養小動物（寵物）？
小玉：有啊！
大中：你養了什麼小動物（寵物）？
小玉：我養了一隻狗、兩隻貓、三隻小鳥。你呢？
大中：我養了五條魚和七隻小蝌蚪。我的小蝌蚪已經開始長出腳來了。
小玉：真的嗎？我可不可以去你家看看牠們？
大中：當然可以。
小玉：什麼時候方便去你家？
大中：明天放學後怎麼樣？
小玉：沒問題，明天見。
大中：明天見。
大中：你有沒有養小動物?
小玉：有啊！
大中：你養了什麼小動物？
小玉：我養了一隻狗、兩隻貓、三隻小鳥。你呢？
大中：我養了五條魚和七隻小蝌蚪。我的小蝌蚪已經開始長出腳來了。
小玉：真的嗎？我可不可以去你家看看？
大中：當然可以。
小玉：什麼時候方便去你家？
大中：明天放學後？
小玉：沒問題，明天見。
大中：明天見。

Wordbank:
牠們、魚、怎麼樣、狗、什麼時候、小動物
十二生肖的故事
Q&A

- Q：請將十二生肖裡的動物按照順序唸出來？
  - A：
- Q：十二生肖是怎麼選出來的？
  - A：
- Q：貓最後得了第幾名？
  - A：
- Q：自從比賽後，貓和老鼠的關係如何？
  - A：
- Q：如果老鼠和貓沒有坐在水牛的背上，你認為誰會得第一？
  - A：
Play - Chinese Zodiac

分配角色 (Assigning roles):

- 旁白
- 天帝
- 土地公公
- 鼠 牛 虎 兔 龍 蛇 馬 羊 猴 雞 狗 豬 貓