THEMATIC UNIT Time & Date/Planning an Itinerary/Visiting Shanghai and the Expo

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Unit Title:  Time / Date/ Itinerary/Shanghai Expo

Grade: 11-12

Level: Novice-Low to Novice-mid

Subject/Topic Areas:

1. Numbers:  (0, 11-100)
2. Time: hour, half an hour, minute, segment of a day
3. Calendar: year, month, date, weekdays, weekend, segment of a day, hour, minute, today tomorrow, yesterday, day after tomorrow, day before yesterday
4. Age & Birthday
5. 12 Chinese Zodiands: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, cock, dog, boar
6. Food: Chinese dish, American dish
7. Travel: itinerary, travel materials preparation, phone call with a travel agency
8. Money: dollar, hundred, thousand, purchasing
9. Transportation: means of transportation, connection, subway map
10. Expo: countries, continents, pavilions, tickets, facilities

Key words:

数字： 零，十一至一百

时间： 点，半，分，几， 早上，上午，下午，晚上，半夜

星期/礼拜：星期一，星期二，星期三，星期四，星期五，星期六，星期日；礼拜一，礼拜二，礼拜三，礼拜四，礼拜五，礼拜六，礼拜天， 几

日期： 年，月，日， 几

年龄： 岁， 多大， 几， 生日

十二生肖： 鼠， 牛， 虎， 兔，龙， 蛇，马， 羊，猴， 鸡， 狗， 猪

食物： 中国菜， 美国菜， 喜欢， 还是
旅行资料：护照，签证，机票

旅行时间：年代，几月几号，暑假

旅行手续：旅行，旅行社，打电话，上网，买机票

地方：维吉尼亚，华盛顿，纽约，洛杉矶，巴黎，伦敦，英国，法国，德国，加拿大，日本，爱尔兰，墨西哥，刚果

钱：千，百，块

比较：贵，便宜

交通工具：公共汽车，汽车，地铁，出租车，飞机，自行车，坐车，开车，骑，走路

方向：东边，西边，南边，北边，上边，下边，前边，后边，左边，右边

展馆：中国馆，欧洲馆，亚洲馆，美洲馆，非洲馆，澳洲馆

Key Structures:

1. 现在（是）几点几分？
2. 今天（是）星期几？
3. 今天（是）几月几号？
4. 你几岁？/你多大？
5. 你喜欢中国菜还是美国菜？
6. 打电话：喂，你好！你是…吗？我想…
7. 多少钱？
8. …先…然后…
9. …从…到…
10. 怎么去…？
11. …先…然后…
12. …在…的西边/南边/北边/上边/下边/前边/后边/左边/右边

Standards:

National Foreign Language Standards: 5 C’s and 3 modes

1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
2.1 Culture Practice - Phone manners

2.2 Culture products - Expo representative Hai Bao, Shanghai Subway Map, 12 zodiacs, calendar

3.1 Connection (Language) - Geography, Math

3.2 Connection (Culture) - Birthday gift

4.1 Comparison (Language) - date format, Birthday gift, direction format

4.2 Comparison (Culture) - date format, direction format

5.1 Community (Beyond school) - buying tickets

5.2 Community (Lifelong learning)

Brief Unit Description

This thematic unit is comprised of 3 days of 150 mins/day teaching. It is designed for non-heritage novice-low high school students. They will learn about time, date, travel itinerary, Shanghai Expo and sightseeing in Shanghai.

Teacher-fronted scaffolding and student activities take turns frequently in the class, almost exclusively in Chinese. Once teacher provides new input to students, students will have the opportunity to produce output.

By the end of each lesson, students will be able to finish some tasks. The task titles for the three lessons are as follows: (1) Tell the important days in a year; (2) Be able to say what zodiac years they and their friend/family were born; (3) Buy flight tickets from travel agent; (4) Plan an itinerary to Shanghai Expo; (5) Know how to get to Shanghai Expo by public transportation means; (6) describe directions of Expo pavilions.

Objectives:

By the end of the lesson, students will be able to:

1. tell numbers: (0, 11-100)

2. tell time using segment of the day, hour, half an hour, and minute

3. tell date using year, month, date and weekday in a correct order

4. tell days, including today, yesterday, tomorrow, the day before yesterday, the day after tomorrow
5. ask and answer questions about one’s age and birthday

8. tell Chinese zodiacs: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, cock, dog, boar

9. tell food: Chinese dish, American dish

10. tell terms of preparation for travel

11. call a travel agency regarding travel date, ticket price and itinerary

12. recognize and tell Chinese currency

13. purchase with Chinese currency

14. describe one’s travel itinerary

15. identify different means of transportation.

16. describe one’s choices through comparison

19. describe the locations of various Expo pavilions.

17. explain how to travel from one station to another.

18. purchase Expo tickets

Material and resources:

- PPT
- Pictures
- Authentic materials such as Chinese calendar, Chinese flag, world map, Shanghai map, pictures, clock, passport, visa, tickets, etc.
- Realia: play money
- Videos from You Tube about shanghai Expo
- Skits
- Teacher -designed handouts and exercises

Lessons:

Lesson 1: Numbers, Time
Lesson 2: Day, Dates
Lesson 3: Birthday, Chinese and American dish, like and dislike, Chinese zodiacs
Lesson 4: Travel materials, Phone conversation with travel agency
Lesson 5: Money
Lesson 6: Planning an Itinerary
Lesson 7: Transportation means, Ways to go to somewhere
Lesson 8: How to go to Shanghai Expo, direction
Lesson 9: More directions, Shanghai Expo pavilions

Instructional Strategies:
- Surrounding learners with Chinese language by establishing and maintaining a target language environment from the outset.
- Extending language production through questioning strategies
- Cooperative learning strategies including the following techniques:
  - Think/Pair/Share, Interview/ Numbered heads, information gap

Links to Relevant Web Sites:
http://en.expo2010.cn/
http://www.youtube.com/watch?v=BX_Wsh3MUpk
http://www.youtube.com/watch?v=3c2prCCveJs&feature=related
http://www.youtube.com/watch?v=8hE44tHAZrk&feature=related
http://www.visarite.com/China_Visa_Form.htm
http://www.fotosearch.com/
http://www.urbanrail.net/index.html

Summative Assessment
Students are randomly paired up and assigned roles to perform the summative task through phone conversation. (1.1, 1.2, 1.3)

The tasks of Student A, the traveler, includes, but not limited to:
1. Buying flight tickets to Shanghai, based on his/her own preferences and the agent’s reply regarding the following factors: date, airlines, price, itinerary
2. Ordering Expo tickets- day or evening
3. Inquiring ways to get to the Expo Park
4. Asking suggestions for dining and other tourist attractions and in Shanghai

The tasks of Student B, the travel agent, are to respond to all of the traveler’s inquires and to give a basic introduction about the location of the pavilions and facilities in the park.
### Evaluative Tools:
**Analytic Rubric**

<table>
<thead>
<tr>
<th>Can the audience understand me? (Comprehensibility)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The audience understands me without difficulty even though I may have some hesitation when I speak.</td>
<td>• The audience generally understands me. I may have some hesitations or unnatural pauses when I speak.</td>
<td>• I am not clearly understood. I have frequent hesitations and many unnatural pauses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I use the language? (Language Control &amp; Vocabulary Use)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am correct with memorized language but as I begin to create (produce simple sentences) with the language, I have difficulty being correct. • My presentation is rich in appropriate vocabulary.</td>
<td>• I am mostly correct with memorized language. • I accurately use vocabulary that I have been taught.</td>
<td>• I am correct only at the word level. • My vocabulary is limited and/or repetitive.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How well do I capture and maintain my audience’s attention? (Impact)</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I use gestures, visuals and tone of voice to maintain my audience’s attention.</td>
<td>• I use some gestures and visuals to maintain my audience’s attention.</td>
<td>• I make no effort to maintain my audience’s attention.</td>
<td></td>
</tr>
</tbody>
</table>