THEMATIC UNIT Family/Jobs/Hobbies/Visiting a Chinese Family/Dining at a Chinese Restaurant

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Based on a template selected from p. 144-146 in Languages and Children: Making the Match (New Languages for Young Learners, Grade K-8), by Helen Curtain and Carol Ann Dahlberg, 3rd ed. 2004.

Chinese Language Curricular Unit

Unit title: 去上海看世博（Go to Shanghai to see 2010 Shanghai World EXPO）
Grade: 9-12
Level: Novice-low
Subject/Topic Area(s):
1. Family: kinship terms, son and daughter, common jobs, elementary student, middle-school student and college student, age, making a phone call.
2. Hobbies: terms for different sports and hobbies, weekend, often, sometimes, like, dislike, think, interesting, go to
3. Visiting a family: come in, welcome, introduce, meet, happy, very, drink, a cup of tea/ice water, present, together, etiquette
4. Dining at restaurant: Chinese restaurant, place, order, menu, first, then, last, measure words for drinks, dishes and soup, sweet, sour, salty, delicious

Key words:
Family: 家，有/没有，几，个，爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，孩子，女，男，儿子，女儿，谁，做，工作，什么，医生，律师，商人，工程师，家庭主妇，小/中/大学生，高中生，年级，的，喂，…在吗，哪位，我们
Hobbies: 唱歌，跳舞，听音乐，打球，网球，篮球，足球，橄榄球，棒球，乒乓球，羽毛球，看电影，看电视，看书，吃饭，睡觉，喜欢，有意思，觉得，周末，有时候，常常，去，怎么样，请客，哪（么）
Visiting a Family: 谁呀，快，进来，欢迎光临，介绍，一下，认识，高兴，漂亮，请坐，哪儿，喝，点（儿），咖啡，茶，啤酒，可乐，雪碧，吧，那，给，水，杯，可以，吧，礼物，聊天儿，对不起，了，一起，才，回家
Dining at restaurant: 餐馆，服务员，位子，桌子，点菜，来，先，再，然后，最后，酸辣汤，蛋花汤，春卷，家常豆腐，甜酸鸡，北京烤鸭，饺子，凉拌黄瓜，红烧牛肉，糖醋鱼，白菜，米饭，盐，放味精，盘，只，碗，杯，瓶，饿，吃素，好吃，上菜，还要，冰茶

Standards:
1.1 Interpersonal:
1.2 Interpretive:
1.3 Presentational:
2.1 Culture (Practice) - greeting
2.2 Culture (Product) – traditional Chinese names, Chinese games and sports

Supporting standards:
3.1 Connection (Language) – Math, physical Ed. Social studies, Culinary
3.2 Connection (Language/Culture)
4.1 Comparison (Language) –
4.2 Comparison (Language/Culture) – different customs of entertaining a guest
5.1 Community (Beyond school) – homework assignment
5.2 Community (Lifelong learning)

**Brief Summary of Unit (including curricular context and unit goals)**
The thematic unit is composed of 3 days of a 150-minute block per day.

This unit is designed for non-heritage high school students who will learn about family, hobbies, likes and dislikes, visiting a family and dining at a Chinese restaurant.

**Number of days for activity:** 3 instructional days

**Materials and resources (including technology and multimedia):**

- Power-point slides
- Realia: calendar, family photos, tennis ball, tennis racks, pinpong sets, badminton sets, bottled drinks, fruits, condiments, bowls, plates, cups, gift box.
- Authentic materials: family photos, soy sauce, Chinese tea set, chopsticks, Chinese restaurant menu, diabolo, Chinese jianzi, movie clip, music vocabulary, handouts

**Identifying Desired Results:**
What essential questions will guide this unit and focus teaching/learning?

1. What is the difference in family member make-up between a typical Chinese family and American family?
2. Talk about my needs, wants, and preferences;
3. What are the traditional sports or exercise Chinese like to do?
4. How to make appointment by phone or in person either to visit or for outing with native speakers?
5. What are the appropriate gift-giving etiquette in China?
6. How to order drinks and dishes in a Chinese restaurant?
7. How are language and culture linked?

What enduring understandings are desired?

1. Students will understand the different kinship terms of Chinese family members.
2. Students will understand the common sports among Chinese people.
3. Students will understand what to bring and what not to bring when visiting a Chinese a family.
4. Students will understand the eating habits and cooking art.
5. Students will understand the structures and writing systems of Chinese and English have similarities and differences.
What key knowledge and skill will students acquire as a result of this unit?
(include all relevant structures, grammar, vocabulary, etc.)
1. Vocabulary listed above.
2. Grammar, sentence structures:
   a. The usage of “有”
   b. Measure word “个”
   c. The usage of “二” and “两”: 两个…
   d. The particle “的”: …possessive
   e. The adverb “都”:
   f. Word order in Chinese (Subject + Adverbial + Verb + Object)
   g. 去(qù)+Verb
   h. The auxiliary verb 想 (would like to); 要(want to)
   i. 标 question with 好吗 (hǎo mā)
   j. 一下，一点儿 Moderating the Tone of Voice
   k. Adjectives as Predicates “很”
   l. The particle 吧
   m. Measure words: 盘, 只, 碗, 杯, 瓶 (pán, zhī, wǎn, bēi, píng)
   n. 先…再…然后…最后…(xiān… zài… rán hòu… zú hòu…)
   o. Reduplication of adjectives

Students will be able to:
1. address the different Chinese family members.
2. introduce themselves as well as their family.
3. talk about their family members’ professions.
4. talk about their hobbies.
5. make a phone call.
6. carry out a simple conversation when visiting a family.
7. entertain a visitor in a culturally appropriate way.
8. visit a Chinese family in a culturally appropriate way.
9. order drinks and dishes in a Chinese restaurant.

What do they already know that will help them learn new information?
1. Basic greetings
2. Counting from 1-100.
3. Tell the dates and time
4. Measure words for different nouns.
5. Names of fruits
6. Money

Where and when did they learn it?
During the previous lessons taught in class.

Determining Acceptable Evidence
What evidence will show that students understand?

a. Performance Tasks:
   i. Interpretive tasks:
      1. Students will model what they hear and see.

   ii. Interpersonal tasks:
      1. Students will discuss their family members’ professions.
      2. Students will discuss their hobbies.
      3. Students will make appointment for dinner or an outing.
      4. Students will ask each other’s likes and dislikes.
      5. Students will order drinks and dishes in a Chinese restaurant.

   iii. Presentational tasks:
      1. Students will bring or draw a family picture to tell the class about your family members, including information such as their age (for children) and professions (for adults).
      2. Students will present what they plan to do on a certain day.
      3. Students will role play visiting a Chinese family.
      4. Students will present their likes and dislikes of hobbies, dishes, drinks.
      5. Students will role play ordering food at a Chinese restaurant.

b. Other evidence:
   1. Oral presentations/skit
   2. Report of their discussions
   3. In-class worksheet
   4. Homework

c. Unprompted Evidence
   1. Observations in class.
   2. Reviews in the following lessons.

Lessons:
Lesson 1: Family Members
Lesson 2: Family
Lesson 3: Common Professions
Lesson 4: Hobbies
Lesson 5: Hobbies - Likes and Dislikes
Lesson 6: Hobbies - Wants and Preferences
Lesson 7: Visiting a Chinese Family
Lesson 8: Food
Lesson 9: Ordering Food at a Chinese Restaurant
Assessment Blueprint (Performance Tasks)

Task Title (for L.1 on family): My family: 1. Introduce one’s family by using a family photo (speaking), 2. Talk about my family (written via Palm Computer)

Approximate Time Frame: after 150 minutes

Standards: 1.1, 1.2, 1.3, 2.1

Purpose:
- Formative
- Summative: an integrated performance task

Description of Task: Each student was asked to bring a family photo to the class. Students were paired with one or two partners. They introduced their family members by names, the relationships, their professions and their ages.

Evidence of desired understanding: three teachers participated in the conversation

Criteria of judgments: task completion, pronunciation, grammar, clarity and volume, teamwork

Assessment Blueprint (Performance Tasks)

Task Title (for L.2 on hobbies): 1. We like to do. 2. What do you often do on the weekdays and weekends

Approximate Time Frame: after 250 minutes

Standards: 1.1, 1.2, 1.3, 2.1

Purpose: (Check those that apply)
- Formative
- Summative: summative assessment: an integrated performance task

Description of Task: 1. We like to do: Students were assigned in small groups. They were asked to interview each other about each other’s hobbies. They made a chant based on their findings. 2. What do you often do on the weekdays and weekends: Students played spin the wheel. The wheel had 2 layers. Top layer had the time words (Monday, Tuesday…), the lower layer had different activities (indoors and outdoors). Student A spine the time word layer, then asked: 你星期五去踢足球吗? Student B replied based on the reality. They took turn to check each other’s weekdays and weekend’s activities.

Evidence of desired understanding: three teachers participated in the conversation, students reported
Criteria of judgments: task completion, pronunciation, grammar, clarity and volume, teamwork

Assessment Blueprint (Performance Tasks)
Task Title (for L.3 on visiting a family/dining at a restaurant): 1. Role play: visiting a family and order drink and food at a restaurant, 2. A birthday party at a Chinese restaurant (written via Palmphone)
Approximate Time Frame: task 1: after 350 minutes, task 2: after 400 minutes
Standards: 1.1, 1.2, 1.3, 2.1
Purpose: (Check those that apply)
   Task 1: Formative
   Task 2: Summative: summative assessment: an integrated performance task

Description of Task 2: Each student was asked to design their birthday party at a Chinese restaurant. They will cover the 5Ws (when is the birthday, where to go, why, who will go, what to order)

Evidence of desired understanding: check the HW

Criteria of judgments: task completion, grammar and accuracy

Evaluative Tools: (check those that apply)
   Analytic Rubric

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<th>Name:</th>
<th>1. need improvement</th>
<th>2. fair</th>
<th>3. good</th>
<th>4. Excellent</th>
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<td>(task incompletes with several significant errors and wrong tones or no tones)</td>
<td>(complete the task with some errors that obscure meanings. Careless on tones.)</td>
<td>(complete the task clearly. Some minor errors in sentences and tones).</td>
<td>(complete the task neatly and correctly. Right tones)</td>
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