THEMATIC UNIT  去上海看世博（Go to Shanghai Expo）

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Unit title: Greetings / Hobbies / Visiting /Dinning

Grade: 9 - 12

Level: Novice learners

Number of days for activity: 3 instructional days with 150 minutes each day.

Standards:

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

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1

1.1: Interpersonal communication

1.2: Interpretive communication

1.3: Presentational communication

2.1: Practices of cultures - Greetings / ping-pong / play Jian zi / Chinese yoyo / gongfu / taiji / Chinese number gestures

2.2: Products of cultures - Jian zi / Chinese Yoyo / Tea

3.1: Making connections - PE
3.2 Connection (Culture) – Chinese names, Chinese sports, Gift giving

4.1 Comparison (Language) – Placement of time Adv.

4.2: Culture comparisons – Chinese names, Gift giving, Tea ceremony

5.1: School and community - dine in Chinese restaurant

**Teaching Approaches:** Communicative approach

**Brief Description of the Unit:**

The thematic unit includes three days of three periods per day. Students will learn about the basic greetings, personal pronoun, self-introduction (including occupation and nationality), numbers, express likes/dislikes, describing their hobbies, imitative and invite for a date, visiting a Chinese family, ordering Chinese dishes. They will experience how they are welcomed and introduced in Chinese families. The second part is about eating in a local Chinese restaurant. Students will learn names of some Chinese dishes, discuss about their favorite food, including what they likes and dislikes, practice how to order food and pay bills in Chinese. They will also learn how to prepare a Chinese dish in class.

Through the content covered in the theme, Students will learn how to welcome a visitor, how to eat in a restaurant, and reinforce their Chinese proficiency including the four domains: speaking, listening, reading and writing.

**Subject/Topic Area(s):**

1. Self Introduction, Greetings
2. Hobbies, Sports
3. Visiting a Chinese family in Shanghai.

**Objective and Expected Outputs:**
Students will be able to learn and use the key words and grammar structures in the task-based activities and gain the knowledge of the culture embodies in the unit.

**Unit Key Vocabulary:**

**Self-introduction (greetings):** 一你好, 很, 请问, 贵姓, 我, 叫, 呢, 什么, 名字, 先生, 小姐, 中国, 台湾, 美国, 上海, 人, 是/不是, 也, 老师, 学生, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 他, 她

**Hobby/Sports:** 唱歌, 跳舞, 听音乐, 看电影, 看电视, 看书, 打球, 网球, 篮球, 足球, 橄榄球, 棒球, 乒乓球, 羽毛球,

**Visiting a Chinese family:** 谁呀, 快, 进来, 请进, 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

**Dine in a Chinese 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
**Grammar Structures:**

是...不是...
是...还是...
吗?
呢?
喜欢...吗?
喜欢....还是喜欢....?
去....
去....好吗? / 去...怎么样?
为什么...?
因为...
“要”与“想” 的区别
“常常”与 “有时候”的区别
“到”与 “到了”的区别
量词总结: 杯，碗，瓶，盘，个
先...再...然后...最后

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

1. PowerPoint slides
2. Realia: drinks, all different sports equipments
3. Authentic material: Chinese calendar, Chinese tea pot and cups, Chinese maps, national flags, Chinese menu
4. Video clips and music from YouTube,
5. Vocabulary, grammar handouts
**What essential questions will guide this unit and focus teaching/learning?**

1. What is the proper way to introduce your-self?
2. How to express one's like and dislike?
3. What you expect in the Chinese restaurant, and how to order Chinese dishes?

**What enduring understandings are desired?**

Students will use the vocabulary of hobbies, sports, Chinese dishes to express their likeness and dis-likeness, thus to introduce themselves in a detail way.

**Assessments:**

Students will be able to perform the designed tasks and activities, which are the assessment of the language learning.

1. Tasks:
   
   a. **Interpretive tasks:**
      
      By listening and understanding the coach’s (teacher) order, students show the correct sports movements.
   
   b. **Interpersonal tasks:**
      
      Read and order from a Chinese Menu
      
      Students will learn to discuss the similarities and differences between Chinese name and American names
   
   c. **Presentational tasks:** Students prepare the following:
      
      Skits of visiting a Chinese family, dining in the Chinese restaurant
2. Activities

a. Role plays:
Visiting a Chinese friend
Ordering food in Chinese restaurant

b. Interview and survey:
Comparing and contrast likes and dislikes
Looking for your sports partners
Interviewing about what’s your classmates’ favorite Chinese dishes and drinks

3. Singing:
Number and personal pronoun rap
Weekday song
Fruit song
Chinese food song

Can Do Statements from Linguafolio

1. Interpretive
I can

- understand longer conversations and narratives on some unfamiliar topics in live and recorded materials;
- begin to identify main ideas in a limited number of topics presented on TV, radio, film, and computer-generated presentations;
- use contextual clues to help me understand live or recorded spoken language;
- skim authentic written materials to find relevant, basic facts such as prices, locations, times, etc;
- Understand familiar words, phrases, and sentences in authentic written materials with minimal re-reading.
2. Interpersonal

I can

- start, maintain, and end a simple face-to-face conversation on topics that are familiar or of personal interest;
- ask for and follow simple directions and instructions in a variety of contexts;
- express and react to feelings such as preferences;
- engage in simple conversation in complete sentences on most topics pertinent to everyday life such as family, household tasks, hobbies, and interests;
- describe myself, my family, and other people using several simple sentences;
- describe where I live using several simple sentences;
- talk about my needs, wants, and preferences;
- summarize short passages in a simple fashion;
- talk about unfamiliar topics by using familiar phrases and gestures;
- Write about unfamiliar topics by using familiar phrases.

3. Presentational

I can

- describe myself, my family, other people using several simple sentences;
- describe where I live using several simple sentences;
- describe my interests and personal experiences using several simple sentences;
- talk about things that are happening and are going to happen;
- talk about my needs, wants, and preferences;
- summarize short passages in a simple expression;
- sometimes talk about unfamiliar topics by using familiar phrases and gestures;
- write a series of simple sentences about myself and describe aspects of everyday life;
- write simple questions about aspects of everyday life;
- Write about unfamiliar topics by using familiar phrases.
Differentiating Instruction:

To meet the need of different learning styles, new language items are presented with various forms of assistance, such as visual aids, written language (pinyin and characters), body movements and videos.

Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- TPR
- Video clip watching