Unit title: 北京九日游

Grade Level: rising 8-grade

Subject/Topic Area(s): Shopping in Beijing

Time frame: 9:00am-12:00pm

Standards:

1.1 Interpersonal: pair work and interview classmates
1.2 Interpretive: board game recognize characters
1.3 Presentational: tell us what clothes some of your classmates going to bring for trip
2.1 Culture (Practice): greeting and bargain
2.2 Culture (Product): Traditional Chinese clothes and shopping locations
3.1 Connection (other discipline): math & music
4.1 Comparison (Language): measure words and bargain language
5.1 Community (Beyond school): homework assignment; go to the Chinese online shopping website Taobao.com, and order 3 of your favorite clothing style; bargain in a real Chinese clothing store

Brief Summary of Unit (including curricular context and unit goals)

➢ Students will be able to say name of six fruits
➢ Students will be able to say nine different colors
➢ Students will be able to express likes of dislikes of these fruits and colors.
➢ Students will be able to say names of clothes.
➢ Students will be able to express likes and dislikes of different clothes
➢ Students will be able to describe what someone is wearing
➢ Students will be able to use correct measure words for different clothes
➢ Students will be able to buy clothes in the market and bargain the price
➢ Students will know about traditional Chinese clothes
➢ Students will know about shopping culture in China

Materials and resources (including technology and multimedia):

1. Authentic daily clothes and fruits;
2. Authentic Special Chinese clothes, like qipao, hanfu, etc.;
3. Powerpoint slides;
4. Video clip
5. Checklists, pencils, markers, blank papers
6. Two suitcases
7, Two phones
9, Pictures of Silk Alley,
10, Index cards,
11, Authentic Chinese money.

**Key vocabulary/structures:**

颜色, 黄色, 红色, 蓝色, 绿色, 咖啡色, 黑色, 白色, 粉红色, 橙色
水果, 苹果, 橙子, 草莓, 葡萄, 西瓜
衣服, 衬衫, T恤衫, 上衣, 裤子, 牛仔裤, 裙子, 鞋(子), 袜子, 长, 短,
商店 买东西 售货员 太贵了 便宜一点 人民币 秀水

喜欢/不喜欢
我想吃+fruits.
他穿+color+clothes, 他是谁?
我有+number+measure+clothes.

**Lesson 1:**
1) Warm up: 班歌 (PPT) (1 minute)
2) Practice:
   a) Fruits (6 minutes)
      i) Show fruits and use questions: 你喜欢吃苹果吗? Answer: 我喜欢吃苹果/我不喜欢吃吃苹果.
      ii) Pair-work (4 minutes) “你喜欢吃吗?” “我喜欢吃__.” “我不喜欢吃__.” and report to the class.
      iii) Review fruits by playing a game (10 minutes): "You are going on a picnic, and you will bring some fruits with you. 3-4 students a group.
The first person of each group will say one fruit he/she wants to bring. The next person will say the fruit which the last person mentioned plus one new fruit you want to bring.
The winner will be the person who can remember all the fruits people mentioned and plus one fruit he/she wants."
Modeling (2 minutes): 1. 我想吃苹果 2. 他/她想吃苹果, 我想吃香蕉. 3 他们想吃苹果, 香蕉, 我想吃____.
   b) Colors: (5 minutes)
      i) Show pictures, 颜色, 黄色, 红色, 蓝色, 绿色, 咖啡色, 黑色, 白色, 粉红色, 橙色
      iii) Pair-work “你他喜欢__色吗?” “我他喜欢/不喜欢__色.” and report to the class.
   c) Review Colors and Fruits by playing (3-4 students a group): (5-8 minutes)
Role-play: You (students) are going to buy some fruits your guest.
You need to ask your guest which kind of fruit he/she likes and what's the color of the fruit he/she likes.

i) Modeling: Q: 你喜欢____色的____吗? A: 我喜欢____色的____。 (2 minutes)
d) Watch a slide show. Review fruits with different colors.
e) Activity: Let's talk (8-10 minutes)
   • 3-4 students a group.
   Students can use the colors and fruits they've learned to ask funny questions in Chinese. E.g. "Do you like brown banana?" Answer "I don't like brown banana, I like yellow banana."

3) Closure: Students communicate, made their own conversation and report to the class.
   * Before the class the students were assigned to preview the materials they were going to learn today on www.gochinese.net.

Lesson 2:
1. Warm up: Chinese traditional clothes fashion show video (1 minutes)

2. Practice:
   a. Introduce vocabulary and sentences (using visual aid on PPT)
   To use real clothes to introduce new words and also ask
   你喜欢+clothes吗?
   谁穿+clothes?
   b. Teacher models before students pair up to practice (communicative teaching)
   c. Activities for students to get familiar with vocabulary and sentence structures

Activities:
   • board activities to recognize characters for clothing words.
     Students will be divided into two teams to recognize the characters on the whiteboard, they will touch the character with a marker after they hear the teacher.
   • pair conversation “guess who is that?” describe what clothes somebody is wearing today
     teacher will demonstration 3 times for students to understand and use
     • 他/她+穿+color+clothes.
     • Tā/tā chuān+lánsè de Txùshān. Tā shì shéi?
   • Pack for your trip, interview 2 classmates what and how many clothes they are going to bring for the trip
     It’s time to pack for your trip to Beijing this summer. How many pairs of pants, socks, etc. will you bring?
     我有两条裤子, 三件T恤衫, 两双袜子…
     wǒ yǒu liǎngtiǎo kùzi. sān jiàn T xùshān, liǎng shuāng wàzi.
Teacher will demonstrate with real clothes and real suitcase. Students will be instructed to draw what they want to bring on a sheet of blank paper within 1 minute.

- Students will present the information gathered from classmates, the ones who are listening to the presentation will use a checklist to check what hear. Teacher will help students to do self-check for the results of the checklist.

3. Closure: (final task 15 minutes+ explain homework 3 minutes)

The airline delivered everyone’s luggage a day late and to the wrong homes. Call another of the exchange students from Virginia and tell what’s in the luggage you got…is it theirs? It sure isn’t yours…

Do a role play phone conversation between two exchange students to find your lost luggage (basic phone conversation words and phrases, use color, number, different kinds of clothes your bring to get back your suitcase)

- A: 我有两条牛仔裤，你呢？
  Wǒ yǒu liǎng tiǎo niúzǎikù,nǐ ne?
- B: 我有五条裤子。我有八件衬衫，你呢？
  Wǒ yǒu wǔtiǎo kùzi. Wǒyǒu bājiàn chènshān, nǐ ne?
- A: 我没有衬衫。….你呢？
  Wǒ méiyǒu chènshān。….nǐ ne?

Homework: go to www.taobao.com and order 3 of their favorite styles of clothes.

Lesson 3:

1. Warm up: Introduction: have a brief self-introduction and get to know each student.
   • Activate prior knowledge: Ask each student to tell time and today’s date.

2. Practice:
   • Show the entire class two pictures (e.g., talking to someone on the phone and a clothing store). Ask each student some questions. For example: 1. What is the person doing? What is the store selling?
   • Invite a teacher to “perform” the first dialogue (see PowerPoint slides for more details.) about making a phone call. (Perform this 2-3 times.)
   • Show the entire class the first dialogue.
   • Arrange six teams (have two students work together) and ask each team to practice the first dialogue.
   • Ask one team to “perform” in front of the class.
   • Invite a teacher to “perform” the second dialogue about making an appointment for shopping. (Perform this 2-3 times.)
   • Show the entire class the second dialogue.
   • Arrange six teams (have two students work together) and practice the second dialogue.
   • Ask one team to “perform” in front of the class.
• Show a picture of buying/selling clothes to the entire class. Ask the entire class who the person is. Also, ask the entire class what the person is holding.
• Teach the vocabulary word, (shòuhuòyuán) to the entire class and ask each student to say the word aloud.
• Have two students work together and ask each other what the person in the picture does for a living.
• Invite a teacher to “perform” the third dialogue about asking price of a T-shirt. (Perform this 2-3 times.)
• Show the entire class the third dialogue.
• Arrange six teams (have two students work together) and practice the third dialogue.
• Show the entire class a picture of a Chinese T-shirt and ask students how much the T-shirt costs.
• Teach the following vocabulary words, such as 太贵了 便宜一点 人民币 to the entire class and ask each student to say these words aloud.
• Invite a teacher to “perform” the fourth dialogue about bargaining. (Perform this 2-3 times.)
• Show the entire class the fourth dialogue.
• Divide the entire class into four teams. Three people (sales person, American student, & Chinese student) are on a team.
• Give each team some Chinese money and one T-shirt and then have each team “perform” the fourth dialogue.

3. Closure: end of unit task: role play clothing store clerk and customer

Some of the students didn’t pack enough for the 7 days in Beijing; some of the students want to buy some traditional Chinese clothes for their family and friends in the State; they all heard about Xiushui Jie, a place you can bargain to get cheap and nice clothes.
• You are planning to buy at least three pieces of different clothes,
• You are going to use color, size, number, measure words, name of clothes, as well as expressing want or don’t want, like or dislike, bargain for a cheaper price.

Links to Relevant Web Sites:
www.gochinese.com
www.taobao.com
http://www.youtube.com/watch?v=luWRGStKQNY&feature=related
Assessment Blueprint (Performance Tasks)

Rubric for end of class tasks

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>10 pts Excellent Complete task confidently and fluently with minimal to no error, Meet or exceed the standard.</th>
<th>8-9 pts Good Complete most of the task effectively and clearly with no significant errors. Meet standard adequately.</th>
<th>6-7 pts Fair Complete task minimally with some errors that obscure meaning. Meet standard partially.</th>
<th>0-5 pts Need improvement Task incomplete with several significant errors. Product incomprehensible</th>
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<tbody>
<tr>
<td>Pronunciation/Tones</td>
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<td>Vocabulary /Grammar</td>
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<td>Clarity</td>
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<td>Task completion</td>
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All the other activities before the tasks were designed to prepare students for the end of class tasks. They were designed to make sure students are learning throughout of the lesson, the assessment will be formative and informal, checklist is provided for students to do a self-check with the teacher’s help.

**Before-class/After-class planning**

Before –class, students will get the list of new vocabularies and sentences structures (www.gochinese.com).
Student job is to preview the words and get familiar with the sentences structures. In order to provide a full immerse classroom environment, and also to have as much as meaning communicative conversation as possible in the classroom, a good preview is required for every students.

After class, students will go to the Chinese online shopping website: www.taobao.com to order their choice of clothes. Type their ordering experience down in Chinese on the palm phone and show it to the teacher the following day.

Teacher will take students to a Chinese clothing store, students will practice bargaining there.