北京九日游
2012 Virginia STARTALK Chinese Teacher Academy
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Topic/Subtheme: Family
Proficiency Level: Novice
Grade Level: 8th grade
Time frame: 50 mins

Learning Objectives:
Students will be able to:
  a. Identify family members using appropriate kinship terms, such as 哥哥，姐姐，弟弟，妹妹
  b. Ask for/give information about family members.

Standards:
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational

Materials:
PPT; Family photo/picture printouts; worksheets

Key vocabulary/structures:
Vocabulary: 这是，那是，爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，有，没有
谁，和，的
Structures:
1) 这是……的……；那是……的……
2) 你有……吗？我有……；我没有……
3) 你有几个……？我有……个……

Procedures:
  a. Warm-up: Review – Teacher greets each student, asking his/her name.
  b. Presenting new words: 这是，那是，爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，的 通过家庭照片。
  c. Student-centered activity: Presentational
     Students use family photos to introduce their family members to their classmates.
  d. Present new words: The function of 有/没有，个，and 两。
  e. Student-centered activity: Interpersonal
     Role Play—Students visit their friends’ houses and ask about their family members by pointing the photos in their houses.
  f. Present new words: Question word 谁 and new word 家。
  g. Student-centered activity: Interpersonal
     Survey—Students ask their friends about their family members to complete a survey.

Assessment & Rubrics
Students’ performance will be constantly checked in class by the teacher to assess how well they can accomplish their tasks.

Homework: Students review the class material and complete homework about family members using a smartphone. See details on GoChinese program website for practicum.
Topic/Subtheme: Hobbies
Proficiency Level: Novice
Grade Level: 8th grade
Time frame: 50 mins
Learning Objectives:
Students will be able to:
  a. express their hobbies
  b. exchange information about their hobbies with others.

Standards:
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
2.1 Practices of cultures

Materials:
PPT; vocabulary list; pictures of different activities; hand-shaped paper for students to write on

Key vocabulary/structures:
Vocabulary: 唱歌, 跳舞, 听音乐, 看电影, 看电视, 看书, 吃饭, 睡觉, 逛街, 上网, 想
Structures: The auxiliary verb 想 (would like to): 我想＋Verb.

Procedures:
  a. Warm-up: Ask some students what they like (喜歡) to do.
  b. Present new words: 看电影, 看电视, 看书, 逛街, 上网
  c. Student-centered activity: Interpersonal
      Students ask each other “Do you like to ___?” with new vocabulary.
  d. Present new words: 唱歌, 跳舞, 吃饭, 睡觉
  e. Culture activity: Students follow the teacher’s example to practice Taiji.
  f. Presenting new word: 想 and the structure 我想＋Verb.
  g. Student-centered activity: Interpersonal
      Students ask their partners what they would like to do during the weekend and on weekdays.
  h. Student-centered activity: Presentational
      Students write down the activities they would like to do every day for the next week. Then they present their plans in front of the class.

Assessment & Rubrics
Students’ performance will be constantly checked in class by the teacher to assess how well they can accomplish their tasks.

Homework: Review the class material and use a smartphone to complete the homework about hobbies. See details on GoChinese program website for practicum.
Topic/Subtheme: Shopping in Beijing
Proficiency Level: Novice
Grade Level: 9th-11th Grade
Time frame: 50 mins
Learning Objectives:
Students will be able to:
   a. bargain for a better price
   b. request your needs
   c. ask about price

Standards:
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
2.1 Practices of cultures

Materials:
PPT; worksheets (for information gap activity); cards for colors and sizes; clothing items with price tags or cards.

Key vocabulary/structures:
Vocabulary: 太贵了, 便宜一点, 多少钱, 买东西
Structure: ....多少钱？; 的(de) structure

Procedures:
   a. Warm-up: Play a short shopping video, and ask questions to check comprehension.
   b. Presenting the new word/structure: 买/ Q:你要买什么？A:我要买___。
   c. Student-centered activity: Interpersonal
      Students practice with their partners: Q:你好，欢迎！你要买什么？A:我要买___。 Sample answers (clothing items) are provided on PowerPoint slides.
   d. Presenting a new structure.
      Review Q: 多少钱？A:___块钱。
      Introduce the new structure: Q: 这+measure word+item+多少钱？A:___块钱。
   e. Student-centered activity: Interpersonal
      Students ask prices in an information gap activity to practice the new sentence structure.
   f. Presenting the new words: Use的(de) structure to request needs: 你有大号的吗？你有红色的吗？
   g. Student-centered activity: Interpersonal
      Students play the “Go Fish” card game to practice the 的 structure. Four students form a group with the cards indicating sizes and colors. Then they have to ask “你有__的吗？” Others can answer “有，给你。” or “对不起，我没有。”
   h. Presenting new words/structures: Vocabulary 贵,便宜. Structure 太贵了！便宜一点。
   i. Student-centered activity: Interpersonal
      Students use the real clothing items and given prices to practice asking the price and bargaining.

Assessment & Rubrics
Students’ performance will be constantly checked in class by the teacher to assess how well they can accomplish their tasks.

Homework: Review the material and complete the homework about shopping on smartphone. See details on GoChinese program website for practicum.