Lesson Plan for 北京九日游

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**Topic/Subtheme:** Family, Age, School, Occupation

**Proficiency Level:** Novice Low-mid

**Grade Level:** 9-12 Grades

**Time frame:** 5 class periods, 50 minutes for each period, 250 minutes totally

**Learning Objectives:**
- students can understand words and expressions related to topic of family, age, school and occupation
- students can understand short simple written messages on the topic of family, age, school and occupations
- Students can ask questions in simple terms about family members, age, school and occupation
- Students can give information about family members, age, school and occupation

**Standards:**
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
4.1 Language comparison
4.2 Culture comparison

**Materials:**
- Powerpoint slides
- authentic family photos
- worksheets
- school logo badges
- sticker/poster
- celebrities/cartoon star pictures

**Key vocabulary/structures:**

家、有/没有、几、个、和/两、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、爷爷、奶奶、外公、外婆、医生、律师、商人、工程师、家庭主妇、初/高中生、大/中/小学生、谁、工作、做、什么、这是、那是、这个人、那个人、几岁、年级

1. How many people? 几个人?
2. Who is this? This is my _________. 这是谁？这是我的 ____。
3. Is this your ______? This is not my _______. 这是你的 ____ 吗？这不是我的 ____。
4. Do you have _________? Yes, I have. /No, I don’t have. 你有 ____ 吗？是，我有。/不，我没有。
5. I have ____ brothers and ____ sisters. 我有 ____ 个哥哥和 ____ 个姐姐。
6. How old are you? 你几岁？你多大？
7. I/he/she am/is _____ years of old. 我他她____岁。
8. Which grade? …is in___th Grade. …上几年级？ …上____年级。
9. What’s his occupation? He is a _________ . 他做什么工作？他是_____。

Procedures:

First period: 50 min
- Language of focus: vocabulary of family kinship titles, the structure of “how many people”, “who is he/she”, “my/your/his/her”.

1. Warm up (3 minutes)
   - Greet students
   - Sing the class song together

2. Practice: (40 minutes)
   A. Review numbers and nationality
      - Teacher uses PowerPoint and hand gestures to review numbers
      - show different persons on screen with different personality to review nationality
   
   B. Learn new vocabulary about numbers/measureword: 几, 个, 两, 几个人? ～个人, 两个人
      - Teacher uses Powerpoint slide to help students to practice 几个人? and provide answers. then bring in the concept of quantity two, 两.
      - Student-centered activity- pair up and practice 几个人? ～个人-interpersonal
        Using different family pictures given by teachers
      - Student-centered activity- Go to Great Wall -interpersonal
        Each student receives a picture of 1-5 people. Students ask around to find 10 people to form a group.

   C. Learn new vocabulary of family members: 的, 家, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 谁, 这是谁? 他是谁? 她是谁?
      - Teacher uses a family picture to introduce the kinship of family and ask comprehension questions to help students to practice the family members.
      - Student activity – Introduce the family member –presentational
        Pair up students and students introduce his/her family members in the pictures using 这是我的～(family member title)
      - Teacher uses celebrity’s family picture to ask questions about who these peoples are in the picture.
      - Student-centered activity - Who is he/her? -interpersonal
        Each student receives a make-believe family picture, then pair up and ask the partner who are the persons in his/her picture. Required sentences: 这是谁? 他是谁? 这是我的～. 他是我的～。
3. Closure (5 minutes)
   - Teacher uses a family picture to ask questions to review and assess students’
     acquisition.

Second period: 50 minute
   - Language of focus: vocabulary of family kinship titles, the structure of “有/没有”
     (has/have), “和”(and).

1. Warm up (3-4 minutes)
   Review the terms to describing kinship terms

2. Practice (35 minute)
   A. Learn more family member vocabulary: 爷爷、奶奶、外公、外婆、女儿、儿子
      - Teacher will use powerpoint slides to show family pictures of three generations
        and introduce the vocabulary
      - Teacher will show more family pictures and asks students to practice the terms
      - Student-centered activity: information gap – Interpersonal
      - Students in pairs will be provided worksheets. Each student in a pair has different
        information about a family’s members of three generation. (name, family kinship
        title, in sentence. Eg. “David 是爷爷，Linda 是奶奶”) students are asked to ask
        each other to fill in a blank worksheet about each name’s family kinship title.

   B. Learn and practice the structure of 有/没有 (have/not have) (10 minute)
      - Teacher uses family pictures to teach the structure of 有/没有 in contextual sentence (eg.
        王老师有哥哥吗? 没有哥哥。)
      - Student-centered activity - Pair work: -interpersonal
        Interview about sibling information using the structure 有/没有. Material: worksheets
        that has chart of sibling information

   C. Learn and practice 和, practice asking and giving information about family members in
      sentence
      - Teacher uses picture to help students practice the term 和 to describe family members
      - Student-centered activity: -interpersonal
        Guess which is my family? Students work in pairs. There will be four family pictures
        shown on screen. Each students take turns to describe the family pictures shows on slide
        and the partner guess which family it is based on the information he/she hear. Students
        take turns to guess. Material: See attachment.

3. Closure (10 min): Learn culture & compare cultures about family
   - Teacher will shows slides on Powerpoint that shows the change of the family structure in
     China over the years (three generations – single-child generation) and asks students
     questions using structure learned “有几个人/有/没有”
   - Teacher will use pictures to compares the structure of a typical Chinese family and an
     American family today and asked students comprehension questions
Third period: 50 min

Language of focus: ask questions and describing about age “几岁/多大/__岁”

1. Warm up (5-7 minutes)
   - Review the terms of family kinship titles by using pictures on slides
   - Teacher asks students information about their family.
   - Teacher will review the numbers (1-99) with students

2. Practice: (40-45 minute)
   A. Learn and practice describing age using the structure “你几岁？我___岁.”
      - Teacher will use Powerpoints slides that shows family trees to describe each family member’s age. (eg.弟弟五岁，爸爸四十岁) to introduce the structure of “岁”
      - Teacher will use the structure “你几岁” to ask students to introduce the question
      - Student-centered activity: interview your classmates #interpersonal
         Each student will be given a worksheet and will circulate around the class and ask different classmates about their age information and fill in the table

   B. Learn and practice describing age using the structure “他多大&他几岁”
      - Teacher will use slides on Powerpoint to show the difference between “他多大&他几岁” (多大 for elderly/几岁 for younger people)
      - Teacher will show different people on slides and asks students to decide which questions to use to ask age
      - Student-centered activity: #interpersonal
         Each student will be given a card of new identity with pictures (of different age); students will circulate around the class to use different question patterns to ask each other’s age

   C. Review and practice about asking and answer about age
      - Teacher reviews the expressions about age using pictures on powerpoint slides
      - Teachers demonstrates a dialogue with student: ask about family member’s information (name & age)
      - Student-centered activity: pair work #interpersonal
         Student will bring his/her family picture and ask their partner about the name and age of each family member on the picture. After interview, students will introduce their partner’s family information to the class.

Fourth period: 50 Min

Language of focus: expressions of school information, vocabulary of “elementary/middle/high school/college (students)”, culture about Chinese school system

1. Warm up (5 min)
   - Review about family member titles
   - Review about describing age of family members
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2. Practice (40 min)
   A. Learn and practice the terms of school
      • Teacher uses pictures to teach students the terms of “大学/中学/小学，初中/高中”
      • Teacher uses pictures to teach “大/中/学生，高/初中生”
      • Student-centered activity: Bingo game - interpersonal
      • Every student will be assigned a student identity. Students will ask classmates their student identity to fill out the bingo sheet.

   B. Learn and practice the terms of grade “年级”
      • Teacher will introduce the expression “你上几年级？我上___年级”
      • Student-centered activity: Pairwork - interpersonal
      • Students will ask each other’s siblings’ information about which grade he/she is in.

   C. Culture: Compare the school systems in China and America
      • Student-centered activity: Pair discussion – # Interpretational & interpersonal
      • Teachers will give students a short passage (in Chinese) about school systems in China and worksheets to students. Students in pairs will read the passage individually and discuss in pairs about the school systems in China and in America. Each pair will work together to create two system chart/tables that represents two countries’ school system.
      • After discussion, their work will be shown on the dock cam and students in pairs will present their findings in front of the class.

3. Closure (5 min)
   Review expressions about school/students. Each student will tell the teacher about their student identity/grade information before they leave the classroom.

Fifth Period: 50 Min
- Language of focus: vocabulary of occupation, structure of “__做什么工作？” (what job does __ do?)

1. Warm up (5min)
- Review about age information & school information by asking students questions and ask students to ask each one

2. Practice (40 min)
   A. Learn and practice the structure of ask for occupation
      • Teacher uses powerpoint slides to introduce vocabulary 老师，学生，工程师，医生，律师，商人，家庭主妇, Teacher asks yes/no, either/or, wh-questions to check understanding
      • Teacher uses the same pictures to ask the questions-Q: 你做什么工作？A: 我/他/爸爸/妈妈/是老师/工程师/医生, Teacher Use yes/no, either/or, wh-questions to check understanding
      • Student-centered activity Q&A (8 minutes)- interpersonal
Teacher distributes pictures of profession to students. Students will be given a checklist of profession. Students need to go around the classroom to ask/answer the questions 你做什么工作？我是老师/工程师/医生…Check off the profession on the list, exchange pictures and continue asking/answering the questions until all the professions are all checked off.

B. Review the sentences and vocabulary in this unit
- Teacher reviews the structure- 你家有几个人？
- Describe family members and their occupation with pictures-我家有___个人。 我的爸爸是____（occupation）
- Student-centered activity: Information gap - “find your missing sibling”:
  #interpersonal
  Each student will receive a card that describes a sibling that he/she has never met before. (information: family member number/age/occupation). Students will circulate around the class and ask questions to find their missing sibling. (structure used:你家有几个人？你的___做什么工作？你是我的____。)
- After the activity, students will come to front to report about their newly found family member# presentational

C. Review the expressions of occupation & family members
- Teacher will show a family tree of family members (parents&siblings, the celebrity and cartoon stars’ image will be used for family members) Teacher will introduce the kinship and occupation of each family member. (eg. Harry Potter 是爸爸，他是工程师)
- Student-centered activity: Pair work - Create a family #interpersonal
  Each pairs will be provided a blank family tree chart and a set of celebrity and cartoon star’s pictures. Students will work in pairs to create a family together (family member names/kinship title/occupation)

3. Closure: (5 min)
   Each pair will bring their completed family tree to front and present to class about the family they create. #presentational

Assessment & Rubrics
In every section of the class, teacher will have teacher-student question and answer practice to check student’s comprehension. In every section, there will be at least one activity that requires students to provide language output (either verbally or in written form) which teacher will use to assess students’ learning.

There will be frequent comprehension checks in every section of the class. Teachers will circulate around the class during student-centereded activities and observe student’s performance to find out which aspect of the students need special attention.
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Rubric for assessment:

<table>
<thead>
<tr>
<th>Expectation</th>
<th>advanced</th>
<th>proficient</th>
<th>fair</th>
<th>Needs improvement</th>
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<tbody>
<tr>
<td><strong>INTERPRETIVE</strong></td>
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<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>Students can understand simple conversation/narratives of age, family, school, occupation</td>
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<tr>
<td><strong>Reading</strong></td>
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<td>Students can understand simple sentences and questions of age, family, school, occupation</td>
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<tr>
<td><strong>INTERPERSONAL</strong></td>
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<td><strong>Person-to-person communication</strong></td>
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<td>Students can exchange personal information of age, family, school, occupation</td>
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<td><strong>PRESENTATIONAL</strong></td>
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<td><strong>Spoken production</strong></td>
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<td>Student can give basic description of family, age, school, occupation</td>
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<td><strong>Written production</strong></td>
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<tr>
<td>Students can write simple sentences in pin yin describing family, age, school, occupation</td>
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**Before-class/After-class planning**

Before class:
- Ask students to complete survey about family (family member, name, occupation), collect the surveys to prepare for next class’ student-centered activities
- Ask student to bring their family pictures to next class which is to be used during activities

After class:
- Review the material and complete the homework about family members on smartphone. See details on GoChinese program website for practicum.