THEMATIC UNIT

北京九日游
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Theme/ Topic: 北京九日游 / Meeting your Chinese Host Family

Proficiency Level: Novice

Grade Level: Ages 16-17

Time frame: 3 hours

Learning Objectives:

Students will be able to:
  a. Give and respond to compliment in Chinese culture.
  b. Act in a culturally appropriate way to visit a Chinese home: giving your hosts presents, accepting foods and beverage, thanking them, etc.
  c. Express your likes and dislikes
  d. Make plans with your Chinese host siblings and other family members to do different things during your visit in Beijing.

Standards:
  1.1 Interpersonal: interview, pair work and role-play
  1.2 Interpretive: reading dialogues from provided information
  1.3 Presentational: role-play
  2.1 Culture: Chinese calendar, Spring Festival
  3.1 Connections: math counting-calendar
      (13 months in Chinese calendar and dates in each month)
  4.1 Comparison: Spring Festival and Thanksgiving compare
      (compare food items, dates, customs, clothing)
  4.2 Comparisons-compare the culture of traditional Chinese tea with popular American beverage
  5. 1 Community: Chinese culture day on Spring Festival
      (visit Chinatown on Spring Festival to see the celebration; make dumpling for Chinese New Year party)

Materials:
Video clips, power point, beverage, interview worksheet

Key vocabulary/structures:
First period:
欢迎、请进、请坐、给、很高兴认识你们、礼物、很漂亮
______很______、这是______，给你。

Second Period:
喝、想喝什么、饮料、咖啡、茶、可乐、雪碧、水、果汁、牛奶、橙汁、杯、瓶、谢谢、不客气

你喜欢喝______吗？/我喜欢喝______。/我不喜欢喝______。
你想喝什么？/我想喝______。

Third Period:
长城，故宫，鸟巢，天坛，王府井

Procedures: The 1st hour

1. Every teaching point has either a PowerPoint slide or a movie clip to illustrate the vocabulary and sentence pattern.
2. Teacher models a task or an activity first (teacher or teacher-student), and then students practice by themselves or with peers (student-student). Teacher-center and students-center alternate.
3. Teacher gives instant feedback by saying right or great (对了、很好、非常好), after students practice every time. If students do not practice correctly, teacher demo again and ask students to practice again.

1. Warm up:
   a. Students will be randomly asked “今天是几月几号？”“现在是几点几分？”“你的生日是几月几号？”“你几岁？”“你属什么？”“你喜欢______吗？” for reviewing the content they learned.
   b. Students will watch video which shows them how does a American student visits a host family in China.
   c. Students will be instructed to know how to play roles in short drama.
   d. Students will be assigned roles and play in the drama.
   e. Students will give people compliment with “很”.

2. Practice:

Part 1. A：欢迎，欢迎。请进，请进。
   B：你们好，我是______
   C：我是______。这是我的爸爸，这是我的妈妈。
   B：很高兴认识你们。
a. Teachers demonstrate the role play of the first scene.
b. Teacher shows students 欢迎、请进 on PPT slides. (teacher-student)
c. Teacher asks two students to demo the first two sentences. (student-student)
d. Teacher shows students 很高兴认识你们 on a PPT slide. (teacher-student)
e. Teacher assigns students roles and let students do role play for the first scene. (student-student)

Part 2 “____很____”、“这是____，给你”
“谢谢”、“不客气”

a. Teacher shows slide of _____很漂亮、_____很大、_____很小
b. Teacher instructs students 很 and connect to sentence 你家很大很漂亮 in the second scene. (teacher-student)
c. Teacher shows slide of 这是礼物，给你。 (teacher-student)
d. Students pass the gift box and say 这是礼物，给你 to the next person.(student-student)

Part 3 D：欢迎欢迎请坐
    B：你家很大很漂亮
    D：谢谢
    B：这是礼物 给你
    D：谢谢你
    B：不客气

a. Teacher demos the role play in second scene. (teacher-student)
b. Teacher assigns students roles and let students do role play for the second scene. (student-student)

3. Closure:
    Task: Students are going to do role play of visiting a Chinese host family in Beijing.
    Review new vocabularies: 很大很漂亮、给、谢谢、不客气

Before-class/After-class planning
    Students will have these sentences for the final presentation of the program.
Procedures: The 2nd hour

Learning Objectives:
a. Act in a culturally appropriate way to visit a Chinese home: accepting foods and beverage, thanking them, etc.
b. Express your likes and dislikes

Standards:
1.1 Interpersonal: interview classmates to find out what they like and dislike drinks.
1.2 Interpretive: reading questions from provided information
1.3 Presentational: skit

2.2 Culture (practice): greeting

Materials: Video clips, power point, beverage

Key vocabulary/structures:
请坐, 谢谢, 不客气, 水, 咖啡, 可乐, 茶, 雪碧, 果汁
你想喝什么? 你喜欢喝___吗?

Procedures
1. Warm up:
TPR 请起立，请坐

2. New Knowledge and guided practices
Part 1: Drink Vocabulary 你喜欢喝___吗?
Step 1: New vocabulary introduction. The teacher shows real drinks to the student and practice how to name all drinks in Chinese.
Step 2: Teacher-to-student dialogue: 你喜欢喝___吗?

Interpretive activity- Pass around 你喜欢喝___吗?
Student-student conversation. All drinks pass around students. Student A asks student B 你喜欢喝___吗? and verse visa until all drinks are circulated among students.

Guided practice: Interpretive activity- Modified Go Fish 你喜欢喝___吗?
Play activity with drink cards. Ask what students like and dislike.
“你喜欢喝___吗?”
Each student is dealt 3 cards, Student A asks student B “你喜欢喝可乐吗?” If the partner has “可乐”, He/she gave this card to student A. If no, then find another one. The activity continues until all the cards are gone.

Part 2: 你喜欢喝什么?
Step 1: New vocabulary 喝 introduction. Teacher-to-student conversation and practice the complete sentences in Chinese.
Step 2: Teacher-to-student dialogue: 你喜歡喝什麼？

**Interpersonal activity**- students interview with your classmates to find out what they like and dislike.

**Presentation activity:** Students present the survey outcome.
Example: 康佳美和梅瑰喜歡喝茶。

**Part 3: 你想喝什麼？**
Step 1: New vocabulary 杯, 瓶 给vocabulary and review 想喝. Teacher-to-student conversation and practice the complete sentences in Chinese.
我想喝一杯茶。 (一瓶可乐，一瓶雪碧，一瓶水。。)

Step 2: Teacher-to-student dialogue: 你想喝什麼？
the teacher models the dialogue and starts with teacher-student modeling/practice
Teacher: 你想喝什麼？
Student: 给我一杯茶。
Teacher: (action) giving ~to the student
Student: 谢谢
Teacher: 不客气

**Part 4 – Communicative task-based assessment**
**Interpersonal / Presentation activity- Real life role play.**
Groups of 3. We are in the restaurant. One is a waiter/waitress and two are customers.
Waiter/waitress and customers conversation about 你想喝什麼？一杯，一瓶
Waiter/waitress : 你想喝什麼？
Customer1 : 给我______。
Waiter/waitress : 你想喝什麼？
Customer2 : 给我______。
Waiter/waitress : pick right drinks from table and give drink to customers.
Customers: 谢谢
Waiter/waitress: 不客气

3. Closure:
Ask students to give one drink they like and dislike (drink).
Ask for beverage and respond customers’ order in the cultural way. E.g. 请给，谢谢，不客气.

Procedures: The 3rd hour

1. Warm up:
   Start with “北京大吗?” “北京很大。”
   Teacher asks “北京有什么？” Then students watch “北京欢迎你” Youtube video clip.

2. Practice:
   Part 1: Names of landmarks in Beijing.
   First, teacher asks “北京有什么？” again.
   Second, teacher-student practice: teacher presents photos of 长城、鸟巢、故宫、天坛、王府井, students learn these words and answer question with “北京有长城（鸟巢、故宫、天坛、王府井）”.
   Third, teacher presents photos of her Beijing tour on Facebook. Teacher asks “北京有什么？” while presenting her photos.
   Fourth, student-student practice: practice a dialogue (pair work):
   Student1: 北京大吗？
   Student2: 北京很大。
   Student1: 北京有什么？
   Student2: 北京有长城（鸟巢、故宫、天坛、王府井）。

Part 2: Sequence of actions. (先……后……)

First, teacher presents a picture of an action with time and proceeds a teacher-student dialogue:
   Teacher: 她做什么？
   Student: 她吃饭。
   Teacher: 她几点吃饭？
   Student: 她 9 点吃饭。
Second, teacher presents a picture of another action with time in the same PowerPoint slide and proceeds the same teacher-student dialogue:
   Teacher: 她做什么？
   Student: 她看电视。
   Teacher: 她几点看电视？
   Student: 她 10 点看电视。
Third, teacher presents “先……再” combining the above two actions: “她先吃饭，再看电视。”
Forth, teacher presents another two actions and proceeds a teacher-student dialogue:
Teacher: 他先做什么再做什么?
Student: 他先上网再睡觉。

Fifth, teacher presents more pictures of sequence of actions and proceeds teacher-student practices:
Teacher: 他先做什么再做什么?
Student: 他先……再……。

Part3: Talk about plans with sequence of visiting actions. (想先去……再去……)

First, teacher presents pairs photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds teacher-student and student-student dialogues:
Teacher: 他想先去哪儿?
Student: 他先去长城再去故宫。

Second, teacher presents photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and proceeds a teacher-student dialogue:
Teacher: 他想先去哪儿?
Student: 他先去长城再去故宫，再去鸟巢，再去天坛，再去王府井。

Third, student-student practice (pair work):
Teacher: 他想先去哪儿再去哪儿?
Student: 他想先去……再去……。

Par4: (Communicative Activity) Making plans for three-day activities.
Groups in three.
Three students design a plan for three-day activities.
Each student presents one-day plan to the other two group members.
Each group presents their plan in front of the class.

Procedure:
- Work with your partners and use the information the teacher provides to make a plan
- Use “他想先做什么再做什么”、“他想先去哪儿再去哪儿”、“他想先 go to a place 再 do something” while discuss
- Try to practice the conversation without reading from handouts
- Presentation
- Peer assessment

Before-class/After-class planning
1. Don’t forget to correct students’ pronunciation while being communicative in class.
2. Modify activities to make it more time-efficient. Reduce time when students have to wait for others to finish a task. Let them complete the task at the same time. Let students use as much as class time to talk.
3. Make activities more personal. Design activities that students can talk about themselves, so that they can apply what they practice during activities in their real lives.

**Assessment & Rubrics:**

**The 1st hour**

Students can act in a culturally appropriate way to visit a Chinese home with role play. Teacher’s observation is assessment.

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 Points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can act in a culturally appropriate way to visit a Chinese home with role play.</td>
<td>Students play the roles with the target sentences correctly without reading handouts.</td>
<td>Students play the target sentences correctly with handouts.</td>
<td>Students’ some pronunciation is not clear, but still finish and understand the content of the skit.</td>
<td>Students’ pronunciation is not clear but still can finish role play with not complete comprehension.</td>
<td>Students’ pronunciation is not clear. Need assistance to finish the role play.</td>
</tr>
</tbody>
</table>

**The 2nd hour**

**Assessment & Rubrics**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Function</td>
<td>Creates with language, able to express own meaning in a basic way.</td>
<td>Mostly memorized language with some attempts to create.</td>
<td>Memorized language only, familiar language.</td>
</tr>
<tr>
<td>Text type</td>
<td>Simple sentences and some strings of sentences.</td>
<td>Simple sentences and memorized phrases.</td>
<td>Words, phrases, chunks of language, and lists</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Generally understood by those accustomed to interacting with language learners.</td>
<td>Understood with occasional difficulty by those accustomed to interacting with language learners.</td>
<td>Understood primarily by very accustomed to interacting with language learners.</td>
</tr>
<tr>
<td>Language Control</td>
<td>Most accurate when producing simple</td>
<td>Most accurate with memorized language.</td>
<td>Most accurate with memorized language</td>
</tr>
<tr>
<td>degree of fluency</td>
<td>sentences in present time. Accuracy decreases as language becomes more complex.</td>
<td>including phrases. Accuracy decreases when trying to express own meaning.</td>
<td>only. Accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Act in a culturally appropriate way to visit a Chinese host family</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting beverage from a host family with two hands</td>
<td></td>
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<td></td>
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</tbody>
</table>