北京九日游 - Family Thematic Unit
2012 Virginia STARTALK Chinese Teacher Academy
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Topic/Subtheme: Family
Proficiency Level: Novice
Grade Level: 8th grade
Time frame: 9:00 AM --- 12:00 PM

Learning Objectives: Students will be able to

a. Identify the different kinship terms of 哥哥, 姐姐, 弟弟, 妹妹 in Chinese
b. Ask for/give information regarding to family members.
c. Ask for /give information regarding to family member’s occupations
d. Introduce yourself in Chinese to your future host family through telephone

Standards:
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
2.1 Practices of cultures
3.1 Making connections
4.2 Comparisons

Materials:
PPT; Skype; Family photo/picture printouts; worksheets; flash cards; post-it notes

Key vocabulary:

1） 这是,那是,爸爸,妈妈,哥哥,姐姐,弟弟,妹妹
2） 家,有,没有,几,个,谁,和
3） 小学生,初中生,高中生,老师,医生,律师,商人,工程师,家庭主妇,做,工作
4） 这个人,那个人,喂,打电话

Key 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……
4） 你家有 几个人？我家有……
5） 有谁？
6） ……做什么工作？……是……
Before-class
Students need to bring their own family photos to class.

Session 1

a. **Warm-up:** review--teacher greet each student, asking their name.
b. **Presenting new words:** 这是，那是，爸爸，妈妈，哥哥，姐姐，弟弟，妹妹，的 through family photos.
c. **Student-centered activity: Presentational**
   Students will introduce their family members to their classmates with their family photos.
d. **Presenting 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. **Presenting new words:** question word 谁 and new word 家.
g. **Student-centered activity: Interpersonal**
   Survey—Students ask their friends about their family members.

Session 2

a. **Warm up:** welcome chants; review words taught in session 1 using picture input.
b. **Presentation of new information 1:** describing and asking how many people are there in your family and who they are: 你家有几个人? 有谁? 我家有__个人: …… 和我。
c. **Practice 1:** Teacher uses different family photos to practice describing and asking students about their own family members.
d. **Student-centered activity 1: Interpersonal**
   Students interview each other about the members in their families.
e. **Presentation of new information 2:** Use pictures to introduce occupation words: 小学生，初中生，高中生，大学生
f. **Practice 2:** Teacher asks students questions about the school occupations.
g. **Student-centered activity 2: Interpersonal**
   your class is going to china and you are assigned to six host families. On your card, you will see your host family information. Walk around the classroom and find other students who also go to the same host family as you go.
h. **Presentation of new information 3:** Use family photo to teach how to ask about the occupation in Chinese: 他做什么工作？

Session 3

a. **Warm up:** Class Chant; Review counting 1-10 with gestures
b. **Presentation of new information 1:** Review the contents of the first two sessions
c. **Student centered activity 1:** Each student interviews 5 classmates to find out how many family members they have and who are they.
d. **Presentation of new information 2:** Use TPR to introduce occupations
e. **Student centered activity 2:** Am I a (occupation)? Students each assume one with certain occupation, but they don’t know what, they have to find out by ask a lot of questions

f. **Student centered activity 3:** Students ask each other what the occupations of their parents, then tell the class

### Session 4

a. **Warm up:** review family members, occupations
   
   **Teacher’s presentation of information 1:** Using the family and occupation pictures to teach 这个，那

d. **Practice 2:** Review numbers 1-10; Pair work. Practice in group. Students ask each other’s phone number, write it down. Then practice calling each other.

e. **Student-centered activity 2: prank phone calls:** teacher collects all phone numbers.
   Students make a circle facing out. One student calls (or read) the number, the student whose number is called, answers the call. Then the student picks another number and call

f. **Student-centered activity 3: Skyping:**
   Students are divided into 4 groups; each group consists of two American students and a Chinese student who is the other two’s host sibling. The students call each other to get to know each other’s families better on Skype

g. **Closure:** review and Chinese class chants

### Session 5:

a. **Warm up:** ask students about family members and occupations, students will answer the questions according to their real situation.

b. **Practice 1:** Use different family photos in the past and present in China to show students, and have them contrast the change of family structure in China due to one-child policy

c. **Practice 2:** Use different family photos in US and in China, and have students to compare the family structures.

d. **Presentation:** Students are given the chance to create an imaginary family. They will work in groups and create a family tree. Later they will share with the whole class the family and the occupation.

e. **Closure:** review and Chinese class chants.

### Assessment & Rubrics
Students’ performance will be constantly checked by teachers in class on how well they can accomplish their tasks.

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

Presentational Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I understood?</td>
<td>I am easily understood; I express my ideas clearly</td>
<td>I am generally understood and my ideas are clear</td>
<td>I am sometimes difficult to understand; most ideas are clear</td>
</tr>
<tr>
<td>How rich is my vocabulary?</td>
<td>I use a wide variety of vocabulary, incorporating several new expressions from the unit</td>
<td>I use some variety in vocabulary choice, incorporating some expressions from the unit</td>
<td>I use basic vocabulary with limited inclusion of expressions from the unit</td>
</tr>
<tr>
<td>Is my presentation interesting?</td>
<td>I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience</td>
<td>I am able to engage my audience with visuals, accurate content, and some attention to audience reactions</td>
<td>I use visuals to engage the audience; my content is accurate.</td>
</tr>
<tr>
<td>How smooth is my presentation?</td>
<td>My presentation is well-organized; I speak with fluency and confidence</td>
<td>My presentation is logical; I speak with occasional pauses to think of words</td>
<td>I presented my topic; I speak with pauses and some uncertainty</td>
</tr>
<tr>
<td>How are knowledge and understanding of the target culture evident?</td>
<td>I link cultural products with practices and perspectives in my presentation</td>
<td>I include cultural products, practices, and perspectives without consistently linking them to each other</td>
<td>I include cultural products or practices in my presentation</td>
</tr>
</tbody>
</table>