THEMATIC UNIT TEMPLATE for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy

Theme: Meeting the Hosting Family

Proficiency Level: Novice Low

Grade Level: 9-12

Time frame: Three 50 minutes lessons

Learning Objectives:

By the end of the day, you will be able to:
1. Give and respond to compliments in Chinese culture;
2. Act in a culturally appropriate way to visit a Chinese home: giving your hosts presents, accepting foods and beverage, thanking them, etc.;
3. Express likes and dislikes;
4. Make plans with your Chinese host siblings and other family members to do different things during your visit in Beijing.

Standards:
1.1, 1.2, 1.3
2.2
3.1

Materials:

Teaching PPT
Actual beverage, such as 瓶装可乐, 雪碧, 水, 茶, 咖啡, 果汁, 杯子,

Pictures of Chinese family and house 大,很漂亮,中国家的照片,礼物,生日歌,视频

Picture and video of Beijing 北京风光的图片和视频

Key vocabulary/structures:

喝, 可乐, 雪碧, 水, 茶, 咖啡, 果汁, 瓶, 杯,

是谁? 欢迎? 请进, 请坐, 很大, 很漂亮, 认识你们很高兴

故宫, 长城, 鸟巢, 天坛, 王府井, 先 再

Procedures:

The 1st hour
1. Warm up: Review the preview’s day hobbies by asking “你周末想做什么?“我周末想…”
2. Practice this conversation with a partner and be ready to present to the class.
A: 你叫什么名字？ Nǐ jiào shénme míngzi?
B: 我叫 _______。 Wǒ jiào _______。
A: 认识你很高兴！ Rènshí nǐ hěn gāoxìng！
B: 认识你很高兴！ Rènshí nǐ hěn gāoxìng！
A: 请坐。 Qǐng zuò。
B: 谢谢！ Xiè xiè。

Practice:

Part 1: 可乐，喝可乐，雪碧，喝雪碧
你喜 hē _______ 吗？
Nǐ xǐ huān hē _______ ma？
我喜欢喝 _______。
Wǒ xǐ huān hē _______。
我不喜欢喝 _______。
Wǒ bù xǐ huān hē _______。

师生互演，生生互演，演示，两人一组在坐位上互练，老师抽检，学生到前面演示。

Part 2: 咖啡，茶，水，果汁，
Practice with the same sentence pattern above.
师生互演，生生互演，演示，两人一组在坐位上互练，老师抽检，学生到前面演示。

Part 3: 喜欢 vs. 想，杯 vs. 瓶
Survey two class members about their preference for beverages.

<table>
<thead>
<tr>
<th>A: 你喜欢 hē _______ 吗？</th>
<th>Nǐ xǐ huān hē _______ ma？</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: 我不喜 hē _______。</td>
<td>Wǒ bù xǐ huān hē _______。</td>
</tr>
<tr>
<td>A: 你喜欢 hē _______ ？</td>
<td>Nǐ xǐ huān hē shénme？</td>
</tr>
<tr>
<td>B: 我喜欢 hē _______。</td>
<td>Wǒ xǐ huān hē _______。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>夏雅伯</th>
<th>不喜 hē 咖啡。</th>
<th>他喜 hē 可乐。</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xià Yābó</td>
<td>bù xǐ huān hē kāfēi。</td>
<td>Tā xǐ huān hē kělè。</td>
</tr>
</tbody>
</table>

Part 4: Role Play: ordering a drink at a restaurant (A: waiter/waitress; B: customer)

A: 你想 hē _______？ Nǐ xiǎng hē _______？
B: 我想 hē _______。 Wǒ xiǎng hē _______。
A: 给你，一杯 _______。 Gěi nǐ，yī bēi _______。

The 2nd hour

1. **Warm up:** Looking at the drinks on the table, repeat each drink’s name. Pick one ask students what it is and if you like it. Then, passing each drink down the line to practice the sentence pattern until the students become more comfortable with the drinks. Ask students tomorrow will be weekend, and what they want to do. After short information sharing, The teacher will tell the student she wants to visit her friend’s house.

1. **Practice:**

**Part 1:** 她的家很大，很漂亮

First, teacher asks student what they did over the weekend. Then, tells students the teacher has visit her friend and show her friend’s house. The teacher leads students on how to say 她的家很大，很漂亮

师生互问，生生互问，演示，两人一组互练，老师抽检。

**Activity handout-** Describe the 4 houses with your partner. See attached activity sheet.

**Part 2:** 请进，欢迎，请坐

Teacher acts out how she has visited her friend’s house followed by PPT, then 师生互演，生生互演，演示，两人一组在坐位上互练，老师抽检，学生到前面演示。

**Part 3:** 和第一个小时连起来，表演出从敲门，进门，到请坐，让茶

师生互演，生生互演，演示，两人一组在坐位上互练，老师抽检，学生到前面演示。

**Part 4:** 礼物，很漂亮

The teacher will bring out the gift, review how to say gift and comment on 这个礼物很漂亮 and be able to say 谢谢，不客气. The lesson will be ended on singing “Happy Birthday Song” since it will be the teacher’s friend’s birthday.

**Assessment & Rubrics**

Refer to learning objectives.
Keep record of learners’ performance by constantly check on every student.
Keep track of students need special attention in pronunciation, tone, and sentence pattern.

**Before-class/After-class planning**
What activities or tasks might students prepare or complete at home or outside of class to preview, strengthen or extend their skills?

1. Students should know how to say the drinks before the class.
2. Students will be suggested to learn more about Chinese housing and what gift are appropriate after the class.
Describe the four houses with your partner.

**Word bank:**
- 大 dà - big;
- 小 xiǎo - small;
- 漂亮 piàoliang - beautiful;
- 不漂亮 - bu piàoliang - not beautiful

<table>
<thead>
<tr>
<th>Image</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
<td><img src="image4.png" alt="Image 4" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A: 她的家很大吗？</th>
<th>A: 他的家很大吗？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tāde jiā hěn dà ma?</td>
<td>Tāde jiā hěn dà ma?</td>
</tr>
<tr>
<td>B: 她的家 ____。</td>
<td>B: 他的家 ____。</td>
</tr>
<tr>
<td>Tāde jiā ____。</td>
<td>Tāde jiā ____。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A: 她的家很漂亮吗？</th>
<th>A: 他的家很漂亮吗？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tāde jiā hěn piàoliang ma?</td>
<td>Tāde jiā hěn piàoliang ma?</td>
</tr>
<tr>
<td>B: 她的家 ____。</td>
<td>B: 他的家 ____。</td>
</tr>
<tr>
<td>Tāde jiā ____。</td>
<td>Tāde jiā ____。</td>
</tr>
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<tr>
<th>A&amp;B: 她的家很 ____，很 ____。</th>
<th>A&amp;B: 他的家很 ____，很 ____。</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tāde jiā hěn____, hěn____。</td>
<td>Tāde jiā hěn____, hěn____。</td>
</tr>
</tbody>
</table>
The 3rd hour

1. Warm up:

Then students watch “北京欢迎你” Youtube video.

Teacher asks: “你家有几个人?”

Student answer: “我家有四个人。”

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):

Student 1: 北京大吗?

Student 2: 北京很大。

Student 1: 北京有什么?

Student 2: 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: 这是几点?

Student: 这是8点。

Teacher: 他在做什么?

Student: 他在吃饭。

Second, teacher presents a picture of another action with time in the same PowerPoint slide and proceeds the same teacher-student dialogue:
Teacher: 这是几点？
Student: 这是 9 点。
Teacher: 她在做什么？
Student: 他 9 点在看电视。

Third, teacher presents “先……再” combining the above two actions: “他先吃饭，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……。

Part 3: 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……。

Par 4: (Communicative Activity) Making plans for two-day activities.
Groups in two.
Three students design a plan for two-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---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

Refer to learning objectives and the Can-do statements in the Linguafolio as a guide.

How will you keep record of learners’ performance?

How will you keep track of which students need special attention in what areas?

Before-class/After-class planning

What activities or tasks might students prepare or complete at home or outside of class to preview, strengthen or extend their skills?