THEMATIC UNIT TEMPLATE for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy
By Wei Gao 高薇, Jenny Qin 秦艳, Jenny Huang 黄水君

Theme: Family
Proficiency Level: Novice low
Grade Level: 8th & 9th
Time frame: 3 hours

Learning Objectives:
1. Students can identify kinship terms: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹
2. Students can ask and give information regarding family members.
3. Students can ask and give information regarding family member’s occupation.
4. Student can introduce themselves in Chinese to their Chinese host families through phone.

Standards:
1.1 Interpersonal communication
1.2 Interpretive communication
1.3 Presentational communication

Materials:
- PowerPoint slides
- Authentic family photos
- Class handout
- Worksheets

Procedures:

The 1st hour: Family members

1. Warm up: 10 minuets
   a. Review: numbers, greeting, conversation based on the previous day’s teaching curriculum
   b. Pair students up to ask them greet and ask questions concerning names.
   c. Ask students to introduce themselves to the teacher

2. Practice:
   - Key vocabulary/structures:
     爸爸, 妈妈, 哥哥, 弟弟, 姐姐, 妹妹, 有, 没有, 几个, 谁
   - Activities
1.) 10 minuets
Teacher teach the key vocabulary in combination to the sentence structure:
    我有一个。。。。
    这是我的。。。。

2.) 10 minuets: Interpretative and Presentational
Students practice in pairs by using their own family photo:
Teachers check on the students’ correct usage of the sentence structures.

3.) 15 minuets:
Teacher teaches sentence structure:
    你家有几人？
    我家有... 人。
    有谁？
    有....

Activity: students pair up and do conversation

3. Closure: 15 minuets Presentational Communication

1) Students present on their family pictures and exchange information with each other about their family
2) Students take turn to present on one of the students they have interviewed.

The 2nd hour:

Learning Objectives:

- Identify the different kinship terms of family 哥哥，姐姐，弟弟，妹妹。
- Ask for /give information regarding to family members.

Standards:
1.1 Interpretative communication
1.2 Interpersonal communication
1.3 Presentational communication
2.1 Cultural products

Materials:
- Power point
- Picture chart for family members,
- Handout worksheet.

Key vocabulary:
- 大，中，小
- 大学/大学生，中学/中学生，小学/小学生

Structures:
• 你有……吗？ 我有/我没有……
• 这是……的……；他/她是……吗？
• 那是……的……；
• 这个人是谁？他/她是……
• 那个人是谁？他/她是……

Procedures:

1. Warm up: review 1st session content 爸爸,妈妈,哥哥,姐姐,弟弟,妹妹和我.
   我家有………,
2. Presenting new words: 大,中,小,大学-大学生,中学-中学生,小学-小学生.
3. Student centered activity: pair work question and answer: ____是大学生,中学生,还是小学生？我____是____.
4. Presenting new words: 有/没有,有几个……
5. Student centered activity: students use their real picture to introduce family members to others.
6. Presenting new words: 这是,这个人是,那是,那个人是
7. Student centered activity: Survey--interview 3-4 students, ask them “How many college/ high school/ middle school / elementary school students are in their family”? “Who are them”?

Closure:
Students present their survey at front of class.

The 3rd hour

Standards:
1.1 Interpersonal communication
1.2 Interpretive communication
1.3 Presentational communication

Materials:
• PowerPoint slides
• Authentic family photos
• Class handout
• Worksheets

Key vocabulary/structures:

医生、律师、商人、工程师、家庭主妇、老师、学生、工作、做、什么

❖ What’s his occupation? He is a _________. 他做什么工作？他是______.
❖ What’s your occupation? I am a _________. 你(or family member)做什么工作？
   我(or family member)是______.
Procedures:

1. Warm up (5 minutes)


2. Practice: (35 minutes)

Part 1: Learn and practice the structure of ask for occupation

A. Teacher-modeling (10 minutes)

(1) Use PowerPoint to go over vocabulary
老师，学生，工程师，医生，律师，商人，家庭主妇
(2) Ask yes/no questions to check understanding
(3) The teacher models the dialogue and starts with teacher-student modeling/practice

Q: 你做什么工作?
A: 我是学生。
Q: 你做什么工作?
A: 我是老师。
Q: 你做什么工作?
A: 我是医生。
Q: 你做什么工作?
A: 我是律师。
Q: 你做什么工作?
A: 我是商人。
Q: 你做什么工作?
A: 我是工程师。
Q: 你做什么工作?
A: 我是家庭主妇。

B. Student-centered activity- (10 minutes) — Interpretive & Interpersonal

(1) Teacher distributes pictures of profession to students. The students are going to looking for their friend who has the same pictures of profession, and then ask/answer the questions: 你做什么工作? 我是老师/工程师/医生...
(2) Students will be given a checklist of profession. Students need to go around the classroom to ask/answer the questions, 你爸爸/妈妈/哥哥/姐姐/弟弟/妹妹做什么工作? 我爸爸/妈妈/哥哥/姐姐/弟弟/妹妹是老师/工程师/医生...
Part 2: Review the sentences and vocabulary in this unit

A. Teacher modeling (5 minutes)

A: 你家有几个人？ B: 我家有____个人。
A: 你家有谁？ B: 我家有______。
A: 你爸爸做什么工作？ B: 我爸爸是____（occupation）。
A: 你妈妈做什么工作？ B: 我妈妈是____（occupation）。
A: 你哥哥/姐姐/弟弟/妹妹做什么工作？ B: 我你哥哥/姐姐/弟弟/妹妹/是____。

B. Student-centered (10 minutes)-Presentational

Describe family members and their occupation with a picture.

我家有____个人。我爸爸是____。我妈妈是____。我哥哥/姐姐是____。我弟弟/妹妹是____。我是____。

Interview three of your classmates. Students pick one of the students they interviewed and write a report about that students’ family and their occupation, and then report to the class.

3. Closure: (10 minutes) — Interpersonal & Presentational

Task: Before you leaving for China, you want to chat with your host Chinese family via a Skype call to introduce yourself and your family in Chinese.

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 and homework assignment