

Day 2 Family LESSON PLAN for 北京九日游
2013 Virginia STARTALK Chinese Teacher Academy
By 赵宏 Elizabeth Hong Zhao-Kanode

Topic/Subtheme: Family Members

Proficiency Level: Novice Low

Grade Level: 11,12

Time frame:50 minutes, Period 1, Day 2: Tuesday, 06/25/2013

Learning Objectives:

- Identify the different kinship terms of 哥哥(older brother),姐姐 (older sister),弟弟(younger brother) 妹妹(younger sister), etc. in Chinese culture
- Ask for/give information regarding to family members

Standards:

- 1.1 Interpersonal communication
- 1.2 Interpretive communication
- 1.3 Presentational communication
- 3.1 Making connections
- 4.1 Language comparisons

Materials: Chinese song video: 《你好吗? 》 *How are you?*

- Instructors' family photos & each student's family photos
- 3-generation family photo vs. 2-generation family photo
- Single-child family photo vs. 2- or 3-child family photo

Key vocabulary/structures:

爸爸 妈妈 哥哥 姐姐 弟弟 妹妹
个 这个(人) 那个(人)
谁 这是 那是

Extra: 爷爷 奶奶 外公 外婆 叔叔 阿姨

这是我的爸爸, 那是我的妈妈/我的哥哥/我的姐姐/我的弟弟/我的妹妹/我。
这个人是谁? 这个人是我的爸爸。
那个人是谁? 那个人是我的妈妈/爷爷/ 奶奶/ 外公/ 外婆。
那个人是我的爷爷, 那个人是我的奶奶。

Procedures:

1. Warm up: Start the class with the class rhyme, get acquainted with the students by conversations about greetings and self introductions learned from Day 1.

2. Practice:

Introduce family members by showing a teacher's two generation family photo, mom, dad, grandpa and grandma. Recycle the words in the communicative mode with the sentence patterns learned from Day 1, "Is the mom a Chinese?..."

Use clip art and the teacher's sisters' pictures to introduce siblings, and recycle the words as above. Recycle all the family members by singing a Chinese song *Hello!* Point to the Changcheng Class and say "**This** is Changcheng Class", and point to Gugong class to introduce **that**. And then introduce the sentence This is... That is ... by using the students as models. And then recycle by using the new family members terms. Introduce 谁 by knocking at the door and the sentence 这是谁 by asking about the students and the pictures. Count the students and say one student, two students... to introduce measure word 个, and recycle with 这个人是谁? using the students and the pictures. All the above practice all followed with pair work and two pairs of presentations in the class to reinforce and check the comprehension and pronunciation.

3. Closure: The students will present in pairs to talk about family members-

A. 你好! 认识 你很高兴!

B. 你好!认识你很高兴!

A.这 (个人) 是谁?

B.这(个人) 是我的_____。

A. 那(个人) 是谁?

B. 那(个人)是我的_____。

A. 再见! A.再见!

Assessment & Rubrics

#3 Closure serves as the assessment, videotape it as the record. Follow the checklist as the rubric, play the video to have the students to do the peer review by following the checklist, the teacher will check as well as the conclusion after the students' peer review.

Telling family Checklist

Student	A	B
Greeted by hello and nice to meet you?		
Asked about who is this person?		
Could ask original question?		
Could talk about own family members?		
Had pronunciation correctly most of the time?		
Notes		

Key

✓ Accomplished

~ Needs work

X Not accomplished

Before-class/After-class planning

Before the class, ask the students to take their family photos to class for show and tell.

Day 5 Meeting your Chinese host family for 北京九日游
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Topic/Subtheme: Drinks

Proficiency Level: Novice Low

Grade Level: 8-10

Time frame: Period 1, 50 minutes, Day 5

Learning Objectives:

- Name different drinks
- Express your likes and dislikes of drinks
- Act in a culturally appropriate way to accept drinks and express thanks

Standards:

- 1.1 Interpersonal communication
- 1.2 Interpretive communication
- 1.3 Presentational communication
- 2.1 Practices of cultures
- 2.2 Products of cultures
- 4.1 Language comparisons
- 4.2 Culture comparisons

Materials:

- Tea and typical snacks that might be offered to a visitor.
- Cups and bottles of drink.

Key vocabulary/structures:

饮料：咖啡，茶，可乐，雪碧，水，果汁，喝，想，什么，杯，瓶，你想喝什么？
我想喝一杯/瓶_____。
好！给你！
谢谢！
不客气！

Procedures:

1. Warm up: Start the class with reviewing Day 4 contents of hobbies in a communicative mode, pair work with inside circle and outside circle.

2. Practice:

Introduce drink and drinks naturally after talking about hobby of playing soccer, easily with the aid of the real drinks. Recycle the new words in a communicative mode of What is this? Do you like to drink or not? Play a sprite commercial featuring Kobe, recycle the sentences of Is he a Chinese? What is his hobby? What does he like to drink?

Introduce the measure words of cup and bottle with real cups and bottles, check comprehension by showing cups and bottles of drinks.

Recycle with a class interview.

Survey two classmates and one teacher in the classroom by following the example, and then prepare to present in the class:

Extra drinks:

Cherry soda yīngtáoqìshuǐ 樱桃汽水

Lemonade níngméngqìshuǐ 柠檬汽水

Orange juice chéngzhǐ 橙汁

Cheer wine yīngtáojiǔqìshuǐ 樱桃酒汽水

A. 你 喜欢 喝 什么?

B. 我 喜欢 喝_____。

A. 我 喜欢 喝_____。

B. 我 喜欢 喝_____。

Example: xxx 姓 名 xìngmíng	喜 欢 喝 xǐhuān hē	茶、水和果汁。
	喜 欢 喝 xǐhuān hē	
	喜 欢 喝 xǐhuān hē	
	喜 欢 喝 xǐhuān hē	

3. Closure:

Role play of a Chinese host family and the visiting student, the host family member offer drinks and ask the visiting student's favorite drinks. The student tell the drink choice and express thanks. To compare and introduce the Chinese culture of using two hands when offering and receiving drinks to show respect.

A. 你 想 喝 什么?

B. 我 想 喝 一 杯 (瓶) _____, 好 吗 ?

A. 好。 给 你 !

A. 谢 谢 !

B. 不 客 气 !

Assessment & Rubrics

#3 Closure serves as the assessment, videotape it as the record. Follow the checklist as the rubric, play the video to have the students to do the peer review by following the checklist, the teacher will check as well as the conclusion after the students' peer review.

Drinks Checklist

Student	A	B
Asked about what drink do you like?		
Could ask original question?		
Could talk about own favorite drink?		
Had pronunciation correctly most of the time?		
Culture: Could offer or receive the drink with both hands?		
Could express thanks or you are welcome?		
Notes		

Key

- ✓ Accomplished
- ~ Needs work
- X Not accomplished

Before-class/After-class planning

Before the class, ask the students of their favorite drinks, prepare the list with characters, pinyin and English for the drinks which will not be covered in the new vocab. list.

Day 7 Shopping in Beijing for 北京九日游 2013 Virginia STARTALK Chinese Teacher Academy By 赵宏 Elizabeth Hong Zhao-Kanode

Topic/Subtheme: Shopping and bargaining

Proficiency Level: Novice Low

Grade Level: 8-10

Time frame: Period 3, 50 minutes, Day 5

Learning Objectives:

You will be able to

- Request your need-what to buy
- Ask about price
- Bargain for a better price

Standards:

- 1.1 Interpersonal communication
- 1.2 Interpretive listening
- 1.3 Presentational communication

2.1 Practices of cultures

2.2 Products of cultures

4.2 Culture comparisons

3.1 Making connections

5.2 Lifelong learning

Materials:

- Clothing: shirt, T-shirt, pants, skirt, hats, socks, shoes
- Photographs of a variety of types of Beijing stores, including Wangfujing, a small vendor market such as Hongqiao
- Chinese bills: play money

Key vocabulary/structures:

买东西, 多少钱, 太贵了, 便宜一点儿

你要 大号的, 中号的, 小号的?

你要 红色的 还是 绿色的?

Procedures:

1. Warm up: Start the class with reviewing Day 7 Period 2 contents of clothing and colors in a communicative mode, ask what clothes the students are wearing, and what color.

2. Practice:

Introduce the class with a question of do you like to go shopping? And then present the pictures of Beijing Wangfujing Store and Hongqiao Market. Then ask the students to state what does the Hongqiao Market have for sale.

Introduce "What do you want to buy? I want to buy____." Pair work and then check comprehension by pair presentation.

Modeling "Do you want to buy big size, medium size or small size? I want to buy ____." Pair work and present with recycling of I want to buy.

Modeling "Do you want to buy red or green? I want to buy____." Pair work and recycle with the previous parts, then have two pairs to present.

Practice "How much money?" by listening to the amount said by the teacher and find the correct amount of Chinese currency as fast as possible to get ready for the pair work.

Pair work: How much money? ____kuai. Recycle the previous parts between A and B and then present. The teacher will show two identical shirts but with two different prices, one cheap and one expensive to introduce the opposite meanings, and then modeling "Too expensive, please be a little bit cheaper" with several scenes. Pair work, recycle with the previous sections and then present with play money.

Modeling of the agreement to the bargaining request with "Ok and a reduced price". Pay with Chinese money and say thanks and goodbye. Recycle the previous sections, pair work and get ready for the final role play.

3. Closure:

Role play of a shopping and bargaining skit. Two students will stand on the opposite side of the desks to play the seller and buyer. They are going to choose the clothing items to shop and bargain.

A. 你们好, 欢迎! 你要买什么?

B. 我要买 ____。

A. 你要大号的, 中号的, 小号的?

B. 我要 ____的。

A. 你要红色的 还是绿色的?

B. 我要____的。多 少 钱?

A. 五十块钱!

B. 太贵了! 便宜一点!

A. 好吧! _____块钱!

B. 谢谢! 不客气!

Assessment & Rubrics

#3 Closure serves as the assessment, videotape it as the record. Follow the checklist as the rubric, play the video to have the students to do the peer review by following the checklist, the teacher will check as well as the conclusion after the students' peer review.

Shop and Bargain Checklist

Student	A Seller	B Buyer
Greeted the buyer and asked what the buyer want to buy?		
Could ask original question?		
Could talk about what to buy?		
Could ask/tell what size to buy?		
Could ask/tell what color to buy?		
Had pronunciation correctly most of the time?		
Could bargain successfully?		
Could agree to the bargain and settle the final price?		
Could pay with the correct amount of money?		
Could express thanks you are welcome, and goodbye?		
Notes		

Key

✓ Accomplished

~ Needs work

X Not accomplished

Before-class/After-class planning

Tell your family and friends how to bargain in China.