

THEMATIC UNIT

By Chyichuan Chi/Zhiqin Wu

戚其娟/吴志勤

Unit Title: Weather/Time/Sightseeing/Visiting/Dining

Grade: 9-12

Level: Novice-mid to Novice-high

Subject/Topic Area(s):

- ❖ **Calendar:** year, month, date, weekday, segment of a day, hour, minute, today, tomorrow, yesterday, day after tomorrow, day before yesterday
- ❖ **Season:** Spring, Summer, Fall, Winter
- ❖ **Weather:** sunny, cloudy, rainy, snowy, thundering, lightening
- ❖ **Colors:** red, blue, black, green, pink, yellow, white, purple, orange, brown
- ❖ **Fruits:** apple, orange, watermelon, strawberry, banana, grape
- ❖ **Clothes:** gloves, socks, shirt, t-shirt, pants, hat, shoes, skirt, dress
- ❖ **Money:** dollar, cent, getting changes, bargaining, purchasing
- ❖ **Sightseeing:** Beijing, Great Wall, Forbidden City, TianTan, TianAnMen, Bird Nest.
- ❖ **Visiting:** greeting, gift, etiquette
- ❖ **Dining:** taste, food, dishes, utensils, table manners

Key words:

- ❖ **Weather:** 天气/预报/四季/春天/夏天/秋天/冬天/晴天/阴天/多云/下雨/下雪/冷/热/暖和/刮风/打雷/闪电/比/更/会/
- ❖ **Time:** 昨天/今天/明天/前天/后天/星期/日/月/年/早上/上午/下午/晚上/半夜/点/分/刻/半/几号
- ❖ **Shopping:** 买东西/卖/颜色/黄/红/黑/白/蓝/咖啡/穿/条/件/双/号/中/贵/钱/块/毛/分/百/找售货员/衣服/衬衫/裤子/鞋/裙子/牛仔裤/T恤衫/帽子/水果/苹果/桔子/草莓/葡萄/西瓜/果汁短/长/便宜/售货员/一共/大/小/合适/不用/找钱/对/错/筷子
- ❖ **Sightseeing:** 长城/故宫/鸟巢/天安门广场/天坛
- ❖ **Visiting:** 请进/欢迎/光临/请坐/喝茶/介绍一下/认识/高兴
- ❖ **Dining:** 餐馆/服务员/位子/桌子/点菜/来/要/先/再/然后/最后/喝/酸辣汤/蛋花汤/春卷/家常豆腐/甜酸鸡/蒙古牛/红烧牛肉/北京烤鸭/饺子/虾炒饭/白饭/放味精/可乐/雪碧/盘/碗/杯/瓶/饿/上菜/做好/吃素/中餐/西餐/快餐/好吃极了/别的/还要/一点/都

Standards:

THEMATIC UNIT

National Foreign Language Standards:

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1

- ❖ Standard 1.1: Interpersonal communication
- ❖ Standard 1.2: Interpretive communication
- ❖ Standard 1.3: Presentational communication
- ❖ Standard 2.1: Practices of cultures
- ❖ Standard 2.2: Products of cultures
- ❖ Standard 3.1: Making connections
- ❖ Standard 4.2: Culture comparisons
- ❖ Standard 5.1: School and community

Brief Summary of Unit:

- ❖ The thematic unit includes five days of a 150-minute block per day.
- ❖ This unit is designed for non-heritage high school students.
- ❖ They will learn about the weather, four seasons, express likes/dislikes, calendar, time, shopping and bargaining for fruits, and clothes.
- ❖ They will learn about some major tourist attractions in Beijing and describe their trip experience.
- ❖ They will learn about the table manners and etiquette of Chinese.

Number of days for activity: 5 instructional days.

Materials and resources:

- ❖ Multimedia Aid: PowerPoint/Flash/Video clip/Blog/Moodle class/Music/Internet
- ❖ Property: Play money/ Birthday chart/Flash card/
- ❖ Realia: clothes/fruits/jellybeans/fortune cookies/crayon
- ❖ Authentic material: Chinese calendar
- ❖ Vocabulary/Grammar/Text handouts

Identifying Desired Results:

What enduring understandings are desired?

Students will acquire:

- ❖ A good deal of real-world Chinese language and cultural proficiency, thereby building confidence in themselves as successful learners;
- ❖ Knowledge of how to move on to advanced-levels of proficiency in Chinese;
- ❖ Awareness that people from different cultures have far more in common than not;

THEMATIC UNIT

- ❖ Awareness of the interconnectedness of humanity from coming to understand some of the rich interplay of Chinese and Western culture

What essential questions will guide this unit and focus teaching/learning?

- ❖ What is important for people from other countries to know about you, your family and community?
- ❖ What role does food culture play in the lives of people in China?
- ❖ How to recognize the steps of a negotiating process?
- ❖ How the Chinese language has some words used in spoken Chinese while some in written Chinese?
- ❖ What is the similarity and differences in daily life in the lives of Chinese and American?

What key knowledge and skill will students acquire as a result of this unit?

Students will know:

- ❖ Vocabulary listed above in the key word.
- ❖ Grammatical structures:
 - 几月几号、星期几
 - 穿与戴的区别
 - 量词总结
 - 要与想的区别
 - 跟/和...(不)一样
 - 可是
 - 比字句

Students will be able to:

- ❖ Tell date using year, month, date and weekday in a correct order.
- ❖ Tell time using segment of the day, then hour and minute.
- ❖ Plan and describe daily schedule.
- ❖ Tell what one's daily class schedule is.
- ❖ Ask and answer questions about one's birthday.
- ❖ Describe if a given month is cold or hot.
- ❖ Describe the months within each season.
- ❖ Shop intelligently by asking about the price; bargain in a culturally appropriate way
- ❖ Identify famous tourist attractions in Beijing.
- ❖ Participate in casual conversations pertaining to daily life.
- ❖ Describe the weather/seasons

What do they already know that will help them learn new information?

- ❖ Greet others, express and acknowledge thanks.
- ❖ Perform self introduction with name, age and where they live.
- ❖ Describe their family and tell the age of each member, and ask others for similar information.
- ❖ Ask about and express likes and dislikes.
- ❖ Name a few sports and describe hobbies.

Where and when did they learn it?

- ❖ During the previous week of the Academy.

Determining Acceptable Evidence:

What evidence will show that students understand?

- ❖ **Performance Tasks:** Integrated Performance Task: Plan A Trip To Beijing, China

Interpretive tasks:

- From printed materials about Beijing, students identify scenic spots they wish to visit, the spots' locations.
- Students will set a skeleton for planning a trip to China with his/her family/friend: Online research of weather report in Beijing and sites they plan to visit during the travel time.
- Students will set a skeleton when visiting China for sightseeing: Gathering information about the visited sites in terms of transportation and map.

Interpersonal tasks:

- Students role play selecting a cultural site in Beijing and talk about why they want to go there.
- They will also ask for directions and provide information about how to get there.
- Students will discuss with his/her family/friends on planning a trip to China: When to go, how to get there, what souvenirs to buy, etc
- Students will exchanges to gather information about the sites and the preparations by email/phone/internet

THEMATIC UNIT

Presentational tasks:

- Back at school, students may choose to prepare (1) a PowerPoint or (2) a Scrap book about their trip to Beijing, China. They will present their products to their friends/class.
 - Cover page
 - Weekly weather forecast report
 - Daily schedule and activity
 - What would you like to shop for food/cloth in the night market
 - Where to go and how to get there

❖ Other evidence:

- Works Samples,
- Oral Presentations,
- Role play

❖ Unprompted Evidence (Observations, dialogues):

- Teachers will assess learners using rubric for interpersonal speaking/writing, interpretive reading, and presentational speaking and writing.
- Student Self-Assessment –Students will self-assess daily by writing journal entries describing what they learn using ‘Can do statements’ from Linguafolio. e.g. Interpersonal Speaking

Lessons: instructional lesson plan provided for each lesson:

- ❖ Lesson 1: Weather
- ❖ Lesson 2: Time
- ❖ Lesson 3: Sightseeing
- ❖ Lesson 4: Visiting
- ❖ Lesson 5: Dining

Links to Relevant Web Sites:

- ❖ <http://www.weather.com.cn/html/weather/101010100.shtml>
- ❖ http://www.fhcbeijing.com.cn/cn/main5_4.html
- ❖ <http://www.youtube.com/watch?v=VoVXQQrvEAY>
- ❖ <http://www.youtube.com/watch?v=2mHHjkHwmKc>
- ❖ <http://www.youtube.com/watch?v=ZdwwZHhHV9w>

THEMATIC UNIT

- ❖ <http://www.youtube.com/watch?v=rdZ27GMevo0>
- ❖ <http://www.youtube.com/watch?v=SSBH7o4fsUU>
- ❖ <http://www.youtube.com/watch?v=Mj2xdHZ1x9o>

Assessment Blueprint (Performance Tasks):

- ❖ **Task Title: A Trip to Beijing, China**
Approximate Time Frame: 150 minutes
Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1,4.2,5.1
Purpose: (Check those that apply)

- Formative: on-going assessment: Comprehension throughout the multimedia aid, authentic materials, and conversations based on class activities.
- Summative: integrated performance task

Description of Task: A Trip to Beijing, China

- **Direction:**
 - You are going to travel to China for visiting a Chinese family in Beijing for one week.
 - You will decide the travel time and call the travel agent for booking air tickets.
 - You would like to find out the weather and climate in Beijing during the seven days in Beijing.
 - You will have sightseeing with your family and Chinese friends.
 - During your sightseeing, you, your family, and your friends want to go to the night market in the city.

Task A – Travel Packet (You can use Multimeida/Poster/flash...,etc. to present)

- **Direction**
 - All students will be given a few sightseeing seeing sites in Beijing in terms of the activities, itineraries. This handout will be given for preview, to intend to create the interest group for the activity based on the city they choose
 - Each group will read and research information on the website <http://www.weather.com.cn/html/weather/101010100.shtml>
http://www.fhcbeijing.com.cn/cn/main5_4.html
 - Each group will decide the cities they would like to visit and explore.
 - In the end of planning, each group needs to have their cities' names, date, time, event/activities, and transportations shown in Chinese characters on the travel packet. Note: your travel packet needs to include:
 - Cover page to include all names from the group and "Title"

THEMATIC UNIT

- Weekly weather forecast report
- Daily schedule and activity
- What would you like to shop for food/cloth/souvenir/gifts in the night market
- Where to go and how to get the destination(transpiration)
- Plan for a full week of activities.

❖ Task B – Dining in a Chinese Restaurant (Role Play)

Student directions: 3 students as a group to fulfill a performance task with 5 episodes.

- Each group needs to design a menu first, the menu has to include soup, food (rice, beef, fish, dumplings, chicken...etc), and drinks (cola, sprite, water, juice...etc). Don't forget to put price on the menu.
- A is a waitress. B & C are standing at the entrance of a restaurant.

A	B	C
Greet B & C, and ask them to come in.	Comment on the situation of the restaurant (there are many people and it looks like that there are no seats/tables available.)	Ask if there are tables available.
Say yes and ask for the number of guests.		Answer A.

- A is a waitress. B & C are reading the menu.

A	B	C
Ask what B & C would like to drink .	Ask what is available at the restaurant.	

THEMATIC UNIT

Answer B.	Say that you would like to have a bottle of ___ .	Tell A that you would like to have a cup of ___ because (the weather is too hot or you're very thirsty, ...)
-----------	--	---

- A is a waitress. B & C are reading the menu.
Please note the table below is just a sample for you, you should create your own skit. You have to order at least 4 dishes (dumplings, beef, shrimp, chicken, fish, egg roll....etc), 1 soup, and 2 drinks.

A	B	C
Ask what B & C would like to order.	Ask C to order.	Say OK and then order ___ veggie dumplings.
Ask in addition to dumplings, what else they would like to order.	Ask if <u>home-style tofu</u> has meat.	
Say that <u>the home-style tofu</u> doesn't have meat.	Tell A that you want (a dish of) <u>home-style tofu</u> .	Say you want two bowls of ___ soup without any MSG.
Repeat what B & C ordered and ask if they want anything else.	Say that you don't want anything else.	
Tell B & C that the food will be ready soon.		

- B/C just got the food he/she ordered and ready to pay.

B&C	A
-----	---

THEMATIC UNIT

Ask how much you have to pay.	Numerate the items (4 dishes + rice/dumplings+drinks): _____ \$ _____ _____ \$ _____ _____ \$ _____ _____ \$ _____ _____ \$ _____ _____ \$ _____ Altogether _____
Give A \$_____.	Give B&C change (with one dollar more or less)
Say "It's OK."	Say "Thanks and Goodbye."
Say "Bye."	

Evidence of desired understanding:

- ❖ Student is able to:
 - Acquire information for planning a trip and dining in a Chinese restaurant.
 - Describe the scenic spots and the taste of food.
 - Discuss and comment on the scenic spots, food, and restaurant.
 - Order dishes, drinks, and tell the waiter/waitress when and how to serve.
 - Count money and verify correct change.

Criteria of judgments:

- ❖ Task completion, pronunciation, grammar, clarity and volume, teamwork.

THEMATIC UNIT

Evaluative Tools:

Analytic Rubric:

Task Completion			
Excellent: 10pts	Good: 8-9 pts	Fair: 7pts	Poor: 0-6 pts
Very attractive, neat, followed directions. Excellent product. Above what was asked.	Neat, attractive, followed directions and completed task adequately.	Somewhat neat/ attractive. Partly followed directions.	Not attractive or neat. Barely followed directions. Incomplete.
Vocabulary			
Excellent: 10pts	Good: 8-9 pts	Fair: 7pts	Poor: 0-6 pts
Excellent variety and correct use of vocabulary. No major errors of calligraphy.	Good variety and correct use of vocabulary with minor errors of calligraphy.	Some variety of vocabulary. Some errors of calligraphy	Little variety in expressions used and/or not correct. Poor calligraphy.
Content			
Excellent: 10pts	Good: 8-9 pts	Fair: 7pts	Poor: 0-6 pts
Goes beyond requirements, many details and excellent use of vocabulary	Meets requirements, some details and good use of vocabulary	Minimally meets requirements, few details, some use of unit vocabulary	Does not meet requirements, inaccurate or inadequate vocabulary