

THEMATIC UNIT
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Chinese Language Curricular Unit

Unit title: Sightseeing and Travel

Grade: 9-12

Target Proficiency Level: Intermediate Mid

National Foreign Standards:

Major standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2

Supporting standards: 4.1, 4.2, 5.1, 5.2

Brief Summary of Unit

In this unit, students will learn about major tourist attractions in Beijing and describe their travel experiences. They will also learn to describe travel plans and design itineraries, offer suggestions and recommendations. The unit will end with an integrated performance task in which students introduce a Korean city to their Chinese friends.

Number of days for activity:

8 class periods (75 minutes each) in the duration of two weeks

Materials and Resources:

Materials:

- Teacher handouts and worksheets
- Power Point
- Attraction brochures and map
- 《中文听说读写》 Level II 第九课「旅行」(Travel)
- 《中文听说读写》 Level II 练习本
- 中国交通旅游图集
- 中国国家地理杂志
- China Highlights
<http://www.chinahighlights.com>
- 首尔文化旅游网 (Official Seoul City Tourism):
<http://chinese.visitseoul.net/visit2008ck/submain01.html>
- 首尔国际中心 (Seoul Global Center)
<http://global.seoul.go.kr/chinag/view/index.jsp>
- 朝鲜日报中文网
<http://chinese.chosun.com/>
- 韩国旅游发展局
<http://chinese.visitkorea.or.kr/chs/index.kto>

Resources:

- Smartboard
- Audio/Video equipment
- Internet

What Enduring Understandings are Desired:

Students will understand that:

It is not necessary to know all the words in order to understand the main ideas and details of what someone says or writes in another language. By using comprehension strategies, it is possible to infer meaning and author intent.

Learning the history and background of a historical site helps one understand its cultural implication and importance to a nation.

What Essential Questions Will Guide this Unit and Focus Teaching/Learning?

How do I plan a trip itinerary? What kind of information should I include in the itinerary?

How do I conduct research and acquire information on historical sites and tourist attractions?

How do I communicate successfully with native speakers when I need clarification or additional information?

Content:

Students will know:

- Major tourist attractions in Beijing – their cultural and historical significance, local delicacies, and means of transportation
- Geography and environment of different parts of China
- Taiwan's night market
- Tourist attractions in Seoul in Chinese

Skills:

Students will be able to:

- Describe travel plans and itineraries
- Offer suggestions, recommendations and reminders
- Consult with and persuade someone to accept the recommendations
- Introduce a Korean city to Chinese friends (Example: Seoul)

Key Linguistic Structure, Grammar, and Vocabulary:

Vocabulary:

假期 移民 曾经 大陆 确实 除非 否则 腻了 出国 火炉 既然 趟 旅行社 订 机票 直飞 路线 航空公司 然后 商量 顺便 做生意 机场 导游 吃醋 不过 来不及 待 护照 签证 礼拜 照相 打听 领事馆 地址 韩国 南京 墨西哥 香港 名胜 古迹 胡同 故宫 天安门 景点 大巴 地铁 安排 考虑 逛 夜市 应有尽有 特色 满载而归 乐趣 读万卷书，行万里路

Grammar Structures:

- Verb + 过 (indicating past experience)
- 除非
- 哪儿/哪儿, 什么/什么, 怎么/怎么, 谁/谁 (interrogative pronouns)
- 既然..., 就...
- 先然...后
- 从来不/没 (never)
- 曾经 (indicating past action)
- 就要...了
- 不是...就是...
- 像...一样
- 顺便

Connections to Other Disciplines:

- Geography: map skills
- History of major historical sites in Beijing and Seoul
- Language Arts: comprehension strategies, process writing, presentational speaking

Technology Integration:

- Power point presentation
- Online research

What Do They Already Know that Will Help Them Learn New Information?

- Vocabulary on transportation, weather, food, names of major Chinese cities

Assessments:

What evidence will show that students understand and can perform?

Performance Tasks:

- Interpersonal tasks
 - Scenario while designing the itinerary of a three-day touring of Seoul with his/her friend
 - Email exchanges to gather information about the sites and the preparations
 - Discuss reading materials and present summary and post questions
 - Brainstorm and design the questions between the tour guide and the Chinese tourists
- Interpretive tasks
 - Online research of tourist attractions in Seoul
 - Scenario while designing the itinerary of a three-day touring of Seoul:
 - Gathering information about the visited sites in terms of transportation and map.

- Presentational tasks
 - Presentation of the tour

Other Evidence:

Work Samples, journal writing, dictations, grammar quiz, and a summative unit test.

Unprompted Evidence (Observations, dialogues): Teachers will assess learners using rubric for interpersonal speaking/writing, interpretive reading, and presentational speaking and writing.

Student Self-Assessment: student will self-assess daily as they write journal entries describing their learning using “Can do statements” from Linguafolio.

Can do Statements From Linguafolio

I can participate in a spontaneous discussion, but sometimes gaps in communication may occur.

I can ask and answer questions about food, shopping, travel, lodging and a variety of other topics in uncomplicated situations.

I can read short narratives and authentic materials on familiar and new topics and identify the main idea and some details.

I can guess the meaning of certain words by studying the context and looking for keywords.

I can frequently identify main ideas and specific information on more and more topics presented on TV, radio, film, and computer-generated presentations with some help.

I can explain and give reasons for my plans, intentions, and actions.

I can write guided compositions, descriptions, requests for information, and simple directions.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing

Description of Task:

Task A – Presentation of the Tour of Seoul

Two students act as the Korean hosts and one student the Chinese tourist visiting Seoul. The Korean hosts give a presentation on major tourist attractions in Seoul, and the Chinese host asks questions about different sites on the tour.

Presentation Rubric

Category	4	3	2	1	Points
Ideas and Content	Maintains a clear focus. Content is fully detailed and well-supported. Ideas are original and accurate.	Focus is clear, but there are tangents. Content is partially detailed and supported. Ideas are mostly original and accurate.	The focus is broad. Content is lacking support and details. Ideas are lacking in originality and/or accuracy.	There is no clear focus. Content is unsupported and void of details. Ideas are unoriginal and/or inaccurate.	
Organization	Clear beginning, middle and end. Logical arrangement of information throughout entirety of presentation.	Beginning, middle or end is missing. Logical arrangement of information throughout majority of presentation.	Beginning, middle or end is missing. Arrangement of information throughout presentation is occasionally logical.	Beginning, middle and end are missing. Logical arrangement of information is missing.	
Word Choice	Word choice is academic and rich. New vocab is explained in TL w/ English as a last resort. Specific and accurate.	Word choice is mostly academic and rich.	Word choice is occasionally academic and rich.	Word choice is not academic and rich.	
Fluency	Listens carefully and responds appropriately during entirety of presentation. Supports partner by initiating questions and stimulating conversation during entirety.	Listens carefully and responds appropriately during majority of presentation. Supports partner by initiating questions and stimulating conversation during majority.	Listens carefully and responds appropriately occasionally during presentation. Supports partner by initiating questions and stimulating conversation occasionally.	Does not listen carefully or respond appropriately during presentation. Does not support partner by initiating questions or stimulating conversation.	
Conventions	Grammar and usage correct throughout entirety of presentation. Complex sentence structures.	Grammar and usage correct throughout majority of presentation. Less complex sentence structures.	Grammar and usage correct occasionally throughout of presentation. Basic sentence structures.	Grammar and usage is not correct throughout presentation. Incorrect complex structure.	
Voice/Delivery	Audience feels strong interaction w/ speaker. Clear enunciation with good volume throughout entirety of presentation.	Audience mostly feels interaction w/ speaker. Clear enunciation and good volume throughout majority of presentation.	Audience feels strong interaction w/ speaker. Clear enunciation and good volume occasionally during presentation.	Audience does not feel interaction w/ speaker. Enunciation is not clear, and volume is inappropriate throughout entirety of presentation.	
				TOTAL	/24

Task B – Journal Entry

Write a short diary entry (approximately 250 characters) about one particular travel experience.

Journal Entry Rubric

CONTENT	9-10 Excellent	8-8.5 Good	7-7.5 Satisfactory	0- 6.5 Unsatisfactory
	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
Content score				
ACCURACY	9-10 Excellent	8-8.5 Good	7-7.5 Satisfactory	0-6 Unsatisfactory
	Accuracy enhances communication	Inaccuracies do not impede communication	Inaccuracies sometimes impede communication	Frequent inaccuracies are a major obstacle to communication
Accuracy score				
TOTAL SCORE (out of 20)				

Lessons:

Instructional lesson plan provided for each lesson (See *Two-Week Lesson Plan Overview* below) and a detailed lesson plan on *Day 3: Supplementing the background and in-depth reading of the text* attached.

Two-week Lesson Plan Overview:

Week 1

Day 1: Vocabulary and pre-reading activity

A vocabulary preview worksheet is assigned before class, so the students will have studied the vocabulary before the introduction of a new lesson. Students are asked to make simple sentences and explain some of the words listed in the worksheet. Class begins with a vocabulary dictation. In addition to the vocabulary preview worksheet, I also give students pre-reading questions, usually general background questions related to the topic of the lesson, to help them prepare for the reading and enhance their comprehension of the material. I use these questions to initiate class discussion, which take place in small groups first and then as a class.

***Pre-reading Questions**

《中文听说读写》第九课「旅行」

1. 如果你去中国，你最想去什么地方？为什么？
2. 旅游时最常乘坐的交通工具有哪些？
3. “读万卷书，行万里路” (dú wàn juàn shū, xíng wàn lǐ lù) 这句话是什么意思？

Day 2: Grammar and sentence patterns

Class begins with students asking questions about the grammar and sentence patterns that they are asked to study prior to class. Following a detailed explanation of the grammar, I will give students different types of exercise to improve their understanding and application of the new sentence patterns in different contexts. The exercises include providing students with specific situations to apply the new structures, fill-in the blanks, and composing a short paragraph using required sentence patterns by looking at a series of pictures (看图说故事)...etc. These exercises provide more focused practice on the new grammar and sentence patterns to prepare students for an in-depth reading of the text.

Day 3: Supplementing the background and in-depth reading of the text

I will begin the class with a Power point presentation on major tourist attractions in Beijing, using authentic print and Web-based travel information such as maps, tourist brochures, and travel-related blog. We will develop a vocabulary list together as students discuss the material presented. After presentation and discussion, students will have time to ask questions before moving on to an in-depth reading of the text. Emphasis will be placed on understanding the content and application of the new vocabulary, grammar, and sentence patterns.

Day 4: Discussion of the reading/reading comprehension/writing practice

Clarify questions (grammar/vocabulary/content) that students may have about the text and continue with the discussion of the reading. After the discussion, students will be asked to summarize the text as a post-reading activity. I will then instruct students to write a short composition on a given topic using the required vocabulary and sentence structures. The topic for this lesson is 我的旅行日记, and students will compose a short diary entry about a trip taken recently. They can talk about the overall experience, the food, the people, encounters on the trip and souvenirs purchased. The length of the composition is between 250 ~ 300 characters.

***Discussion questions about the text**

1. 天明为什么想去中国旅行？
2. 在他们的计划中，他们得乘坐哪些交通工具？
3. 丽莎给了天明哪些建议？
4. 他们计划在中国安排哪些行程？
5. 如果你也跟天明和丽莎一起去中国旅行，你会怎么安排旅游计划？

Week 2

Integrated Performance Task:

Design an itinerary of a three-day touring of Seoul using authentic materials

Links to relevant web sites:

- 首尔文化旅游网 (Official Seoul City Tourism):
<http://chinese.visitseoul.net/visit2008ck/submain01.html>
- 首尔国际中心 (Seoul Global Center)
<http://global.seoul.go.kr/chinag/view/index.jsp>
- 朝鲜日报中文网
<http://chinese.chosun.com/>
- 韩国旅游发展局
<http://chinese.visitkorea.or.kr/chs/index.kto>

Step 1: Research the tourist attractions in Seoul using the websites and handouts provided.

Step 2: Research the fare of local transportation, map, routes, food, and daily expense.
Discuss with group members.

Step 3: Design the itinerary. Discuss with group members.

Step 4: Oral presentation (PowerPoint). Two students will act as the Korean hosts and one student the Chinese tourist visiting Seoul.

Day 1: Learning about Seoul in Chinese

The majority of the students at the school are Korean Americans living either short-term or long-term in South Korea, and they are often asked to introduce Seoul, a popular tourist attraction, to Chinese tourists. We will spend this class period learning about the major tourist attractions of Seoul such as Gyeongbokgung Palac (景福宫), Insadong (仁川寺), Myeongdong Shopping district (明洞), Yeouido (汝矣岛), the Han River (汉江), Namdaemun (南大门), Dongdaemun (东大门), and Cheonggyecheon (清溪川). I'll make a PowerPoint presentation and students will be given a handout on the tourist information taken from various sources such as travel magazines, websites or brochures.

Students will be assigned in three-person teams for this task, and each team has a budget of \$150 (appropriately \$170,000 Korean Won) for the three-day touring of Seoul. Each group assigns roles such as note-taker, report-giver, and accountant. Individuals negotiate with classmates to decide the mode of transportation within the city. Students have the choice of taking subway, taxi, or bus, and Official Seoul City Tourism (首尔文化旅游网) has information on transportation in both traditional and simplified Chinese characters. Therefore, students are able to find some of the required information in Chinese. As students work with their group, I walk around the room and join the conversation.

*Homework: Students work on the details of the itinerary such as map, route, food, and daily expense.

Day 2: Preparing to Tour/Role Play

The group will work together to brainstorm questions that the Chinese tourist might ask. These questions might include what the weather is like, how do you get from Insadong (仁川寺) to Myeongdong Shopping district (明洞), what do you do when you visit Cheonggyecheon (清溪川), how much is the fare for subway or bus, how much money they've spent on what. I'll then help students to elicit possible answers to all these questions.

The second half of the class will be devoted to student role playing the conversation between the Korean hosts and Chinese tourist. Students are encouraged to memorize the lines or practice each line several times until they can say it on cue. I will pick a few groups to present their dialogues to the class.

*Homework: Prepare for the presentation

Day 3: Presentation of the tour and wrapping-up

Students give PowerPoint presentations and perform the “touring” by role playing the conversation between the Korean hosts and Chinese tourist. For example, when students arrive at the Han River (汉江) during the touring, the student who plays the Chinese tourist might ask, “汉江有多长?” and the Korean hosts might answer “汉江差不多有 514 公里 or “我不知道多长, 但是汉江在首尔的中文, 把首尔分成南北两个部分。” After the presentations, we will wrap up the activity by reviewing the vocabulary, sentence patterns, and usages that students included in their presentations.

***This activity reflects the following standards:**

Targeted Standards	Reflections
1.1 Interpersonal Communication	● Students express preferences and negotiate with group members.
1.2 Interpretive Communication	● Students interpret spoken language of the presentation on Seoul as well as written language in tourist information materials and on websites.
1.3 Presentational Communication	● Students present group decisions about their itinerary and role play the conversation between the Korean hosts and Chinese tourist.
2.1 Practices of Cultures	● Students learn about the history of the city Seoul and the daily life of Korean people
3.1 Making Connections	● Students reinforce and further their knowledge of Seoul through acquiring information about Seoul directly from

	materials written in Chinese. ● Students calculate costs and compare various options for the itinerary.
5.1 School and Community	● Students expand their use of Chinese language to the community that they come from.
5.2 Lifelong Learners	● Students learn to interpret information and ask questions when traveling in China.

Day 4: A summative unit test

A summative unit test is given at the end of every unit/lesson. The test consists of a listening section, several reading passages, fill-in the blanks, multiple choices and sometimes composing a short paragraph. It is designed to be a forty-minute test which takes up the entire class period.

Evaluation and Assessment

In addition to frequent vocabulary dictations, students have daily homework assignments that include various vocabulary, grammar worksheets and written composition. Assessments on speaking skills include oral performance, skits, dialogue role-playing (memorized) and presentations. At the conclusion of every thematic unit/lesson, there is a summative unit test as described above. The oral part of the final evaluation consists of a listening section and a speaking section; the written part includes sections on vocabulary, grammar, reading comprehension, and writing.