

CHINESE FLAGSHIP SECONDARY CURRICULUM

CHINESE – Level 1 Topic Plan

Unit 2 Theme: My family . . .

Topic 3: Chinese vs. American Families

What will students be able to do by the end of the topic?

Speaking/ Listening (interpersonal and presentational)	<ul style="list-style-type: none"> • I can ask and answer questions about nationality. • I can engage in conversations about my family structure. • I can talk about the size of my family, my family’s origins, and compare with a family from another culture.
Reading (interpretive)	<ul style="list-style-type: none"> • I can read and comprehend information about others’ families and nationalities.
Writing (presentational)	<ul style="list-style-type: none"> • I can write and compare my family with a family from other cultures.

Vocabulary	Phrases	
China 中国	What is your nationality? 你是哪国人？	
America 美国	I am an American. 我是美国人。	
Japan 日本	What’s your mom’s nationality? 你的妈妈是哪国人？	
England 英国	My mom is Chinese. 我的妈妈是中国人。	
France 法国	Where do you live? 你住在哪儿？你住在哪里？	
Chinese people 中国人	I live in (city). 我住在（各人的的城市）	
American 美国人		
Japanese 日本人		
British 英国人		
French 法国人		

法国人 live, dwell住 at, on 在 Where 哪儿？哪里？		
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Planning for Instruction
What instructional activities will be used?
<p>Lesson 1: Students ask and answer questions about countries/nationality. Students can recognize some characters that represent different countries.</p> <p>Vocabulary and Structure: 中国, 美国, 日本, 英国, 法国, 中国人, 美国人, 日本人, 英国人, 法国人 (optional other countries and people based on students family backgrounds), 你的妈妈是哪国人？我的妈妈是中国人</p> <p>Teach Vocabulary: Teacher introduces his/her family members' nationalities using photos then shows 你是哪国人PPT</p> <ul style="list-style-type: none"> ● Flashcards ● Vocabulary List <p>Activity A: Bicycle Chain Instructions Students ask and answer nationality.</p> <p>Activity B: Character Race Game Instructions Students practice reading characters.</p>

Planning for Instruction
What instructional activities will be used?
<p>Lesson 2: Students can ask and answer questions about the nationality and can write sentences about nationality.</p> <p>Vocabulary and Structure: 中国人, 美国人, 日本人, 英国人, 法国人。你是哪国人？我是xx国人。</p> <p>Teach Vocabulary: 你是哪国人PPT</p>

Activity A:

[Nationality Survey instructions](#). Students ask and answer questions about nationality using the [Nationality Survey Sheet](#)

Activity B:

Students write up and present the data from the [Nationality Survey Sheet](#)

Planning for Instruction

What instructional activities will be used?

Lesson 3: Students can exchange information about where they live and write brief descriptions of their families

Vocabulary and Structure: 住, 在, 哪儿/哪里。你住在哪儿/哪里? 我住在(city name). or 你家在在哪儿? 我家在(city name) 爱, 我爱我的家人。

Teach Vocabulary:

Project a world map and place or draw a stick figure on different parts of the map according to the countries, which have already been learned (China, America, Japan, English, France etc.). Ask 他/她 住在哪里? 他/她 住在XX?

Activity A:

[Community Map Think Pair Share Instructions](#). Students will tally on a map where they live.

Activity B:

After watching the video“让爱住我家”. <http://www.youtube.com/watch?v=oM9OXNY2F8g>

Each student writes a short description of their family. [Family description Switch Instructions](#)

Planning for Instruction

What instructional activities will be used?

Lesson 4: Students can use graphic organizers to compare families from different cultures.

Teach Vocabulary: Review - read some of the family descriptions from the previous lesson.

Activity A:

Teacher takes students to the computer lab and instructs them to read about three high school students' families. See the webpage link below: <http://www2.kenyon.edu/Depts/MII/Chinese/Class03/Classmates.htm#Top>

Activity B:

Students read through the page and choose three students' families to compare and contrast on a [Venn diagram](#).

Adapted from Jefferson County Public Schools, KY, 2011