

第十四天 Day 14

Age:	14-16 Years
Time:	40 mins
Standards:	<ul style="list-style-type: none"> • Communication • Culture • Comparisons • Connections • Communities
Objective:	<ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> ○ Be able to carry on a discourse about travels ○ Be able to convey the excitement of going on a trip: expectations, preparation, questions asked by others about the destination, etc. ○ Be able to consider the basics in preparation for a trip: devise an itinerary, fill out forms, be able to read the dos and don'ts of traveling to a foreign land, etc. • Culture <ul style="list-style-type: none"> ○ Become familiar with the significance and usage of Chinese sayings related to dragons and phoenixes. ○ Learn about the origin of the name China in Chinese and the different ways in which Chinese people refer to China. ○ Understand the symbol and significance of the panda and other endangered animals. • Comparisons <ul style="list-style-type: none"> ○ Think about what other animals in the world hold the same significance as the panda does for China. Where do such animals live? Why are they important to that country, culture or region? ○ Compare and contrast the image of the “dragon” in Chinese and Western cultures. • Connections <ul style="list-style-type: none"> ○ Become familiar with the geography of China by looking at the topographical map. ○ Examine the different elevations between various regions in China by looking at a topographical map. • Communities <ul style="list-style-type: none"> ○ Discuss with classmates who have been to China about their visit and ask them to share their impressions with the rest of the class.

第一课 Lesson 1

我们要去中国

We Are Going to China

	<ul style="list-style-type: none"> ○ Share with others information gathered from readings about and travels in China. How have students' experiences and the people they've met on their travels influenced them?
Structures:	<ul style="list-style-type: none"> • 要 will, be going to; used to indicate future tense • 看 to see, watch • 一 一家/一家人 the whole family • 除了...以外... • 太 + adjective + 了 • 是不是 + verb?
Target Vocab:	<p>Noun: 凤(fèng), 好消息(hǎo xiāoxi), 旅行(lǚxíng), 复活节(fùhuójié), 叔叔(shūshu), 孩子(háizi), 儿子(érzi), 榜样(bǎngyàng), 芭比(bā bǐ), 露营(lùyíng), 麦当劳(mài dāng láo),</p> <p>Verb: 告诉(gào sù), 旅行(lǚxíng), 进步(jìnbù), 准备(zhǔnbèi), 露营(lùyíng),</p> <p>Adverb: 当然(dāng rán), 已经(yǐ jīng),</p> <p>Adjective: 地道(dìdào), 慢慢(màn mǎn), 忙(máng), 开心(kāixīn)</p> <p>Expression: 一路上(yí lù shàng), 太棒了(tài bàng le), 噢(ò),</p> <p>Particle: 着(zhe),</p>

Overview:

- Warm up
- New learning and practice
- Wrap up

Lesson procedure:

1. Warm up

- Homework check.
- Review the lesson vocabs list and the sentence structures. Record in WeChat.
- Brainstorm a significant national or cultural symbols from different parts of the United States. Record in WeChat.

2. New Learning and Practice

Today, you will

- Compile a report on significant national or cultural symbols from the US titled with 关于民族或文化象征的报告.
- Your report should answer such questions:
 - ✓ In what ways does the symbol surface?
 - ✓ Why is it used by that region?
 - ✓ Are the origins of the symbol endemic to the area?
 - ✓ Was its usage spurred on by the arrival of or interaction with outsiders?
- Present your report to class. You can make ppt. or poster. And record it in Wechat.

You will be graded using the rubrics:

- Do you exhibit some cultural understanding and the ability to compare and contrast cultural symbols?
- How many lesson vocabularies and sentence structures do you use?
- Do you use them correctly?

3. Wrap up

a. Homework:

What did you learn from doing this project? How does it help with your Chinese learning?