

第九天 Day 9

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

- a. Homework check.

2. New Learning and Practice

- a. Do the Worksheet G 写作练习 by following the steps below:

- I. Look at the words in the box. You are required to use all these words in your composition. Brainstorm a topic you want to write.

II. Who is your audience?

III. Make a Mind-Web for your topic.

IV. Write your first draft here.

- V. Check over your writing and make any change. Be sure look for grammatical errors. If in class, share your writing with your classmates and give each other comments.
- VI. Write your final draft on your Worksheet or type it in Google Doc and share it with your class.
- VII. Record your writing in WeChat.

3. Wrap up

a. Homework:

Use the Rubric below to evaluate your classmates' writing.

- **Does the writing include all the required words ?**
Classmate 1:
Classmate 2:
- **Does the writing has 100 words?**
Classmate 1:
Classmate 2:
- **Do you understand the writing easily?**
Classmate 1:
Classmate 2:
- **How many errors can you find in the writing?**
Classmate 1:
Classmate 2:
- **Do the composition give enough details?**
Classmate 1:
Classmate 2:
- **What do you like the most about the composition?**
Classmate 1:
Classmate 2: