



CLV Chinese Language Lessons

Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	1	Minutes	60
Unit Theme and Question:	Train Travel What is traveling by train like in China?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Understand specialized vocabulary about train tickets • Read information given on a Chinese train ticket • Tell a partner about the information on a train ticket: destination, departure location, time/date of departure and arrival, type of seat, train number, car number, seat number, price 	<ul style="list-style-type: none"> • Vocabulary: 火车, 火车站, 火车票, 硬座, 软座, 硬卧, 软卧, 号, 元, 到达站, 车次, 始发站, 座位 • Culture: Chinese trains • Radicals: 火, 车, 立 • Sentence structures: Questions 车次多少? 是什么样的座位? 车号多少? 他的到达站是什么? 他什么时候去?

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Take notes on new train vocabulary
- Practice the vocabulary according to the activity selected by the teacher
- Read the information on a Chinese train ticket
- Compare American train tickets to Chinese train tickets
- Relay to a partner the information on a Chinese train ticket
- Ask questions about the information on a train ticket
- Identify vocabulary related to images of train vocabulary

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

How can you capture the students' energy and commitment for today's lesson?

	Time	Materials
<p>Introduce Train Theme</p> <p>a. T shows a picture of a train. T asks Ls if it is an American or Chinese train.</p> <p>b. T asks Ls the following questions: Who has traveled in a train in the USA? Has anyone traveled by train in another country? Where did you go? Do you think train travel is different in the US than in China?</p>	5	Picture of an American or Chinese train

Learning Episode

<p>Introduce Train Vocabulary</p> <ol style="list-style-type: none"> T will hand out a list of the new vocabulary in Chinese. T asks Ls to read it over and see if they can recognize any of the characters and then guess any of the meanings of the new vocabulary. T shows Ls pictures that match the vocabulary. Ls match their vocabulary with the images. 	15	<p>List of train vocabulary in Chinese</p> <p>Visuals for vocabulary</p>
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Learning Episode

<p>Practice: Train Vocabulary</p> <ol style="list-style-type: none"> T will review vocabulary, giving prompts with pictures of a train station, inside a train, a train ticket and a map with itinerary marked on it. <p>Options for engaging the learners.</p> <ol style="list-style-type: none"> Teacher places prompts around the room, learners must physically move to the vocabulary word when they hear it or hear it in a sentence. Learners are given a piece of paper with pictures of vocab. Learners touch the picture when the teacher says the word individually or in a sentence. Same activity as #2 except that written on the paper are characters with/without pinyin and the teacher shows a visual as a prompt. Teacher says a vocabulary word and learners do a gesture to show the meaning. Teacher inputs the vocabulary being studied into Quizlet.* The teacher or a volunteer learner will go through the flashcard function on the board with the class to review the vocabulary. 	10	<ol style="list-style-type: none"> Paper visuals of vocabulary or characters Handout with vocabulary visuals Handout with characters Agreed upon gestures for vocabulary Set of vocabulary on Quizlet
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Learning Episode

<p>Introduce: Train Ticket</p> <ol style="list-style-type: none"> T will hand out a picture of a train ticket to Ls. In small groups Ls will make a list of as many facts as they can regarding the train ticket. T will discuss with Ls the results as a large group, so all Ls understand the different information that is given on a train ticket. 	20	Handouts with train tickets
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<ul style="list-style-type: none"> d. T will also review or introduce basic questions used to get information about a train ticket e. T will show a picture of an American train ticket and Ls and T will briefly compare the two tickets. f. T will instruct Ls to place a #1 by the destination on each ticket, #2 by time the train leaves, etc. g. Ls make a Venn diagram with information that is the same on both tickets and information that is different. 		
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Learning Episode

<p>Practice: Reading a Train Ticket</p> <ul style="list-style-type: none"> a. T places copies of train tickets taped to the walls around the room. Each ticket will be unique. b. T explains the activity: <ol style="list-style-type: none"> 1. Ls work with a partner. 2. T gives Ls a chart to fill out with data from the tickets. 3. T gives them a specific goal: Each group should complete the information for at least 2 tickets, but at the same time challenging Ls to get the most information possible in the time given. 4. ONLY 1 L from each pair can get up out of their chair at a time. 5. One L asks a question in Chinese and their partner has to go look at the ticket to get the answer. 6. T reviews questions used before starting, possibly by leaving them on the board for Ls to reference. 7. Ls are not allowed to yell the answers across the room. Ls need to be standing next to their partner when relaying the information, speaking all in Chinese. 8. Halfway through the activity, T has Ls change roles. 9. T stops the activity after a set amount of time to tally how much data they collected. 10. T could give a sticker as a reward for all Ls who meet the goal. 	15	One copy of 5-7 different train tickets, tape Worksheet for train ticket information for each group of 2 students
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Final Learning Episode

<p>Closing: Review Vocabulary</p> <ul style="list-style-type: none"> a. T shows either a picture of a train ticket or some pictures of the new 	5	Different train ticket visual or handout or collage of pictures for vocabulary with numbers
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vocabulary. b. With a partner Ls share what they know, with the T encouraging them to show what they have learned in the lesson that day.		
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Enhance Retention

Practice Vocabulary a. T hands out pictures of vocabulary or a cartoon from a train scenario. b. T asks students to label the pictures or write some original sentences describing what is happening in each frame using at least __#_ of the new vocabulary.		Images of vocabulary or cartoon with train scene
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Resources

<http://www.nciku.com/theme/detail?catg2ID=53&initial=&page=1> Train vocabulary on nciku with pictures
<http://chinese.travel-way.net/page87z.html> Vocabulary with audio for the different seats on a train in China
<http://blogs.transparent.com/chinese/traintravel/> Quality images of inside of Chinese trains
<http://blogs.transparent.com/chinese/how-to-buy-train-tickets-in-china/> Explanation of information on train tickets
<http://www.seat61.com/China.htm> Great video of traveling on a bullet train. Many views of train station and information about train travel in China
 *Quizlet www.quizlet.com



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Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	Midway	Minutes	60
Unit Theme and Question:	Train Travel What is traveling by train like in China?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
Learners will be able to: <ul style="list-style-type: none"> Understand a dialogue that takes place during a train ride. Use 准备 in sentences Answer questions with 让 	<ul style="list-style-type: none"> Vocabulary: 车厢, 乘客, 准备, 关, 开, 床头灯, 影响, 亮, 让不让, 过, 麻烦 Culture: Train Travel Radicals: 广, 火 Sentence structures: 准备 + verb = to get ready to + verb 让不让 + person + verb = to make or allow to + verb

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Listen to the dialogue multiple times and fill in the blanks with the new vocabulary from a word bank
- Use 准备 in original sentences
- Answer questions using 让不让

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

How can you capture the students' energy and commitment for today's lesson?

Time

Materials

	Time	Materials
<p>Set the scene for the dialogue</p> <p>a. T shows a video clip of a Chinese train trip such as this one: https://www.youtube.com/watch?v=F8On2BUAej4 (4:00-5:36) (T may want to play it without any sound)</p> <p>b. The video should be shown for only 1-2 minutes to help Ls imagine what it would be like to sleep on a train.</p> <p>c. T asks students if they think they would sleep well on a train. If no, ask why not. If they are unable to express themselves, maybe suggest some problems that may arise: too noisy, too much light, uncomfortable bed, etc.</p>	5	A means to show a video clip from youtube

Learning Episode

<p>Listening activity with video clip</p> <ol style="list-style-type: none"> T gives Ls a written copy of a segment of the dialogue from the curriculum video clip. Pinyin has been added to the dialogue where necessary. Focus words have been removed from the dialogue and put in a word bank at the top of the page. Learners read through the dialogue to familiarize themselves with it. Ls watch and listen to this segment of the dialogue 2-4 times, attempting to fill in the blanks with the appropriate vocabulary word. T gives Ls the correct answers. 	20	Handouts with dialogue and word bank
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Learning Episode

<p>Introduction of new vocabulary</p> <ol style="list-style-type: none"> Ls are asked if they can make any guesses as to the meaning of the new vocabulary given the context of the dialogue. Teacher goes through the new vocabulary again using Quizlet or visuals to convey meaning. Learners write down the meaning of the vocabulary on their handouts. 	10	Visuals to match vocabulary
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Learning Episode

<p>Practice: 准备</p> <ol style="list-style-type: none"> T shows a picture and gives some examples using 准备 + verb. T has a list of verbs previously learned that they can use for making their own expressions. T shows some more pictures and asks Ls to come up with appropriate sentences with a partner. T will have various pairs share their answers with the class. 	10	Interesting pictures preferably from China or of high interest for Ls
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Learning Episode

<p>Practice: 让不让</p> <p>a. T shows pictures of different activities and asks Ls if their parents or teachers allow them to do these activities.</p> <p>b. Ls will answer first telling their partner. T will ask a few Ls to check for understanding.</p> <p>c. T takes a survey, asking Ls to raise their hands and tally the results. Examples: 你父母让不让你铲雪? 你父母让不让你打扫房间?</p>	10	Questions with corresponding visuals
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Final Learning Episode

Rewatch the video clip, this time watching the entire clip. T tells Ls that they will study the next segment the following day.	5	A means to watch a video clip on-line
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Enhance Retention

Ls write original questions asking other Ls what they are allowed to do by their parents. Ls will ask their classmates the following day.		
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Expansion Ideas

<p>Teacher first discusses briefly the train system in the USA and in China. Learners compare maps of the train routes in each country with teacher. Teacher shows data about the number of train passengers in various countries.</p> <p>Teacher has learners point out similarities and differences upon examining the two maps. If learners don't notice any, teacher asks questions such as: Which country has more train lines? In which map are the train lines more evenly distributed? Why would there be certain areas on a map without any train lines? In your opinion which country has more train passengers? Why would certain areas have more train lines?</p> <p>http://en.wikipedia.org/wiki/Rail_usage_statistics_by_country</p>	15	Maps of train routes in USA and China. Data on train use in both countries. Prepare questions to ask
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人物：南方人，北方人

场景：晚上在车厢里，一乘客准备睡觉，另一位乘客还在看书。

北方人：你能把灯关了吗？

南方人：我开我自己的床头灯，影响你了吗？

北方人：太亮了，还让不让人睡了呀！

南方人：行，行，行，过 5 分钟我关灯行了吧，诶呦，这北方佬真够麻烦。

北方人：这南方人真自私。



CLV Chinese Language Lessons

Sen Lin Hu Chinese Language Camp Lessons For the Classroom

Date:		Class:	Chinese				
Language Level:	Novice High	Grade:	High School	Day in Unit	Final Project*2	Minutes	60
Unit Theme and Question:	Train Travel What is traveling by train like in China?						

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO <i>What are the learning targets for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i>
Learners will be able to: <ul style="list-style-type: none"> • Use on-line resources to plan a train trip to China • Write out the itinerary of a trip with estimated costs of travel • Locate their chosen cities on a map of China 	<ul style="list-style-type: none"> • Vocabulary: 价格, 多长时间, 终点, 座位 (chart categories) • Culture: Cities and tourist sites in China, Train travel in China

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learners will:

- Use on-line resources to plan a train trip to China
- Write out the itinerary of a trip by filling out a chart with pertinent information
- Highlight the chosen cities on a map of China

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can-do? What will the teacher be doing? What will the students be doing?

Opening Activity:

How can you capture the students' energy and commitment for today's lesson?

	Time	Materials
Teacher shows a picture of an interesting historical site in China. Teacher asks learners if they think they would want to go there. Why or why not? How would could they travel to go there? Bus? Plane? Train? Which mode of transportation would they prefer?	3	Photo

Learning Episode

Introduction of planning a train trip on-line a. T uses a smart board or projector to go on-line and go through the steps to plan a train trip. T uses the location from the previous picture for the example. b. T finds the length of journey and price for the trip. c. T selects different types of seating to compare prices. As the T does this, he/she begins to fill out a chart for train information that includes: destination, type of seat, type of train trip (e.g. express), price, length of journey. d. T refers to a map, so Ls know where this place is located in China. e. T gives Ls an opportunity to do exactly what he/she modeled. Ls need to fill out a chart as they do their research.	27	A map of China Chart for train information Computer lab access or ipads on-line
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Learning Episode

<p>Project Introduction with independent work time</p> <ol style="list-style-type: none"> Ls will plan a trip within China. The final product will include: an itinerary that includes at least 4 cities, a completed chart with travel information, a map highlighting the travel route. Ls need to decide how they will travel by train: fast/slow train, hard/soft sleeper, hard/soft seat and which cities they would like to visit. The cities must be located in two provinces other than Henan province with everyone starting from Beijing. T shows Ls an example of a finished project. 	<p>25 minutes in class time.</p>	<p>Handout explaining the project Rubric for project Example of project finished product</p>
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Final Learning Episode

<p>T asks some Ls where they will be going on their trip. T asks Ls which type of ticket they will buy for the train.</p>	<p>5</p>	
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Enhance Retention

<p>T is clear with Ls about project deadlines. Different aspects of the project may be due at different times.</p>		
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Expansion Ideas

<p>Presentations</p> <ol style="list-style-type: none"> With the finished product of this project, T has Ls present their itinerary by describing their itineraries to a small group before hanging them up on the walls. OR Ls either use power point or a Smart notebook document to present their itinerary to the class. Be specific about what is expected on each slide. 		<p>Guidelines for presentations Software for presentations</p>
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<p>Display projects</p> <ul style="list-style-type: none">a. When Ls finish their projects have them hang them up in a certain area of the room.b. Ls will be required to read another classmate's project and note specific information to either fill out a chart or to answer questions and then share with a small group or the class.	20	Space to display information and tape Chart or Questions for student activity
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