

Theme 1

History and Modern Cities



Two Cities: Comparing Chicago and Beijing

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Language Proficiency Level: Chinese 3/Intermediate Low - Intermediate High

Age Range: 15-17

Class Size: 25-30 students

Time Frame: 1 block schedule class (102 minutes) for each class, with two lessons in total

Essential Questions:

- What is special about me and what do I share in common with others?
- To what extent or in what ways do I connect to others in my community and in the world?

Sub-Unit Goals and Outcomes:

- Support students' development of their abilities to use simple but coherent language to express ideas/opinions on various aspects of daily life, compare differences and identify similarities of two cities, and interact with/challenge one another on topics concerned.

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- Assess students' abilities to use simple but coherent language to express ideas/opinions on various aspects of daily life, compare differences and identify similarities of two cities, and interact with/challenge one another on topics concerned.

Standards: Based on National Standards for Foreign Language Learning

- **Communication:**
 - Interpersonal (1.1)
 - Interpretive (1.2)
 - Presentational (1.3)
- **Connection:**
 - Relate discussion topics to researched or learned information from social science subjects, such as world geography, historical events, consumer education, etc.
 - Evaluate the information received or present a topic with personal views.
- **Comparison:**
 - Aspects of city life such as weather, population, dining, pastimes, traffic, sports, etc. are compared between Chicago and Beijing.
- **Culture:**
 - Typical Chinese pastimes and hobbies such as 打太极拳, 跳传统/民族舞蹈, 逛公园 / 在公园锻炼 are discussed in the umbrella unit.
 - Rules/regulations about public facilities are discussed using authentic materials such as the 天坛 website and information from previous lessons in the unit.
 - Other aspects of life in Beijing such as traffic, population, and food learned from previous units.
- **Community:**
 - Students are encouraged to learn beyond the classroom.

Standards: Illinois State Foreign Language Standards

- 28.A. Understand oral communication in the target language.
-2b; -4
- 28.B. Interact in the target language in various settings.
-2a; -3a; -4b
- 28.D. Use the target language to present information, concepts, and ideas for a variety of purposes to different audiences.
-2b
- 29.E. Understand geography of various target language societies.
-3

Unit Questions:

- Can students talk about the selected topics in a coherent manner?
- Can students compare a variety of aspects of city life?
- Can students comprehend one another when interacting in the target language?
- Can students challenge one another on topics of discussion in the target language?
- Can students relate their own ideas on topics of discussion?

Lesson Outlines:**Context of the Sub-Unit:**

- Chicago public schools have a school year of 40 weeks. Every five weeks is a progress report cycle in the official grading system. For convenience, all Chinese courses are broken down into 5-week units.
- This featured unit is a sub-unit of one 5-week unit. It covers a week (two block schedule classes) of lesson planning, emphasizing how to develop speaking proficiency via interaction with comprehensive assessment.
- The Theme of the Unit: 芝加哥与北京
- **Week 1:** 大都市的休闲生活
Learning Focus: Introduction to the new unit; final project requirements and

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rubrics; identify interesting spots in Chicago; review topics related to city life.

- **Week 2: 芝加哥**

Learning Focus: Four-word expressions, such as 数一数二, 五花八门, and compound sentences.

- **Week 3: 北京**

Learning Focus: Online resources and authentic reading.

- **Week 4: 芝加哥与北京 —— 谈不同、找相同**

Learning Focus: Comparison and oral assessment.

- **Week 5: 你的最爱 —— 介绍一个好去处**

Learning Focus: Individual project and assessment.

The Profiled Week 4 Sub-Unit Lesson Outlines (2 days of classes; 102 minutes per class)

Talking about differences and similarities of the two cities 北京 - 芝加哥——谈不同、找相同

Day 1: Let's do it together! 大家合作

Day 2: Let's see who does it better! 竞赛

Learning Objectives:

Students will be able to:

Day 1

- Work together to talk about characteristics and personal views of Beijing and Chicago (interpersonal);
- Work together to compare Compare characteristics and personal views of Beijing and Chicago (interpersonal);
- Ask about characteristics and personal views of Beijing and Chicago (interpersonal);
- Suggest possible questions when making comparisons between cities (interpersonal).

Day 2

- Collaborate with a partner to prepare for a presentation on given topics (interpersonal);
- State characteristics and one's opinion of the selected topics of city life (presentational);
- Compare the selected topics on city life (presentational);
- Request/challenge other speakers to elaborate on certain assertions (interpersonal).

Teaching Focus:

Comprehensive use of all previously learned sentence patterns and vocabulary

Speaking:

- Express logically developed and well-thought-out ideas (presentational)
- Ask spontaneous and intelligent questions (interpersonal)

Grammar (Review/Recycle/Spiral):

- Compound sentences (Students identified nine compound sentences to use; see attached Course Material 1)
- Comparisons (Students identified four ways to compare; see attached Course Material 2)
- Interrogative sentences
- Word order of a statement:

Subject + (Time/Place/Manner) + Action: 老年人早上在公园跟朋友一起打太极拳。

Vocabulary (Comprehensive Use):

- Four-word expressions (四字成语) (See attached Course Material 3)
- Vocabulary (See attached Course Material 4)

Learning Difficulties:

- Word order: Due to possible interference from their native language (English),

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students may make mistakes with basic Chinese word order.

- For compound sentences, students may make mistakes with 要是……就…… by putting a subject after 就: * 要是有时间, 就芝加哥人去湖边。 Also with 先……然后……: * 先我去北京然后去上海。

Of all the four comparison sentence patterns (see attached Course Material 2), students make the most mistakes with the 比 sentence: * 北京人比芝加哥人很多得多。 To prevent this kind of mistake from happening, two simple steps are taken:

1. Avoid translating – When students are given preparation time before delivering an oral report, only individual words are allowed as talking points;
2. Prompt with a mental alert – Write the sentence pattern on the board: if a student uses it incorrectly, point at the visual on the blackboard so that student may immediately self-correct.

Teaching Difficulties:

- Keeping a large number of students engaged when an individual student is speaking;
- Teaching students at various levels of proficiency in one class.

Teaching Materials and Resources:

- Printed handouts (See Course Materials 1, 2, 3, 4, 5 attached at the end of this lesson plan)
- Authentic materials:
<http://www.tiantanpark.com/cn/a>
Photos of Chicago and Beijing
- Stacks of colored paper cards, markers, and worksheets
- PowerPoint slides
- Internet access (optional)
- *Chinese Essentials* Book 1

Instructional Strategies:**To address development of coherent speech:**

The key to any coherent discourse begins with clear thinking. A solid speech, regardless of depth or sophistication, contains a beginning, middle, and an end. To help students talk coherently, teachers rely on designing coherent instructions:

1. Selecting Instructional Goals:

Presentational and Interpersonal Communication: The topic of this lesson is to compare two cities. Each student is expected to talk about one aspect of the comparison at paragraph length for 1-2 minutes. Then the audience must spontaneously ask three questions to interact with their fellow speakers during the course of this event.

Major Linguistic Components: Four-word expressions (四字成语), four ways of comparison, and compound sentences have been developed during the previous lessons and emphasized as the required elements in the assessment rubrics.

2. Scaffolding Learning:

It is important that new vocabulary is introduced based on the students' needs, and through use; that new sentence patterns are developed one at a time and accumulated to express more sophisticated ideas; that new information is integrated through a variety of means; and that new inquiries are expanded upon in statements.

3. Engaging All Students:

To further enhance differentiated instruction, an extended list of vocabulary is provided.

Certain students' weaknesses or difficulties are to be identified and problems solved on the spot and right after class.

Many language tasks/projects are designed to include cooperative learning, where individual roles and obligations are clearly defined, recorded, and assessed.

4. Involving Students in Assessment:

The required elements and rubrics are communicated to the students as a rule of classroom practice. The students participate in making the rubrics, and they provide the language they feel strongly about.

5. Developing Critical Thinking:

Chicago Public Schools' new teacher evaluation system emphasizes students

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asking “good” questions in class. To break the stereotype that students in world language classrooms with limited language skills only use “baby talk”, world language teachers need to rationalize and secure critical thinking skills in our practice.

Teacher modeling is crucial. A teacher in the language classroom needs to not only model the use of the target language to initiate inquiries, but also use questions to press students to think critically for deeper meanings. To start, a simple question “为什么” or “为什么不” will serve the purpose. Also, always guide the students to think out of the box: “还有什么可能性? 还有什么其他的选择?” Furthermore, acknowledge, and thus encourage, good questions at all times.

This is the reason why there is a built-in session of the teacher modeling question forms in the warm-up session and a “required but spontaneous Q&A” after each oral presentation.

The byproduct of this design (required free Q&A) is that students are fully engaged when others are presenting.

Day 1

Learning Objectives:

Students will be able to:

- Work together to talk about characteristics and personal views of Beijing and Chicago (interpersonal);
- Work together to compare characteristics and personal views of Beijing and Chicago (interpersonal);
- Ask about characteristics and personal views of Beijing and Chicago (interpersonal);
- Suggest possible questions when making comparisons between cities (interpersonal).

Instructional Steps:

Part I – Housekeeping: Daily Routine (5 minutes)

1. Teacher takes attendance while students practice characters either on the board or at their desks to prepare for daily dictation.

2. Formative Assessment – Dictation (10 minutes)

1) Students write their names and the date in Chinese on the dictation sheet.

2) Teacher says 10 phrases selected from the reading by the students from the previous class: 踢毽子, 忙碌, 轻松, 热闹, 温馨, 聚, 愉快, 丰富, 免费, 优惠, and students write them down. It will be helpful that teacher repeats the phrases in sentences as they appear in the reading:

人们在那儿散步、跑步、踢毽子、跳舞、打拳、唱歌、唱戏。他们三三两两或者成群结队地一起活动，慢中有快、动中有静，既忙碌又轻松，既热闹又温馨。为什么这样说呢？因为人们每天聚在一起，交了不少朋友，除了锻炼，还有社交。身体好了，心情愉快了，生活也丰富了。天坛不是一个免费的公园，去那儿要买票。不过月票、季票和年票都不太贵，老年人还有优惠。

3) Students swap papers and quickly check each other's writing, circling mistakes and signing their names at the bottom.

4) All papers are collected and submitted to teacher.

(Practicing the characters or using new vocabulary in written homework serves as part of the homework. Also, an extra phrase will oftentimes be selected as a bonus point for grading as an incentive to practice more characters.)

3. Review – Check Homework (10 minutes)

(The previous day's homework was to write about Beijing. Integrating new vocabulary and compound sentences is a requirement.)

1) Teacher asks students if there are questions concerning the homework.

2) Students read a neighbor's written homework and select a good sentence or something they would like to share with the class.

Sample Sentences:

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- 1)除了最有名的北京小吃以外,北京还有各种各样的美食,比如说烤鸭、饺子等。
- 2)虽然北京的公园里早上非常热闹,有很多活动,比如唱歌、跳舞、打太极拳,可是早上去公园锻炼的人常常是老人。年轻人因为要上班,所以不喜欢早上去公园锻炼。

4. Homework Collection

Part II – Main Content: Comparing Two Cities

Pre-Activity 1 (10 minutes)

1. Teacher-student (T-S) and student-student (S-S) interaction (Interpersonal)

Purpose: To brainstorm topics of comparison.

我们现在知道了芝加哥和北京都是非常大、特别有意思的城市。谁能说一说这两个城市有哪些地方差不多?又有哪些地方不一样呢?比如说:

Students name the topics for comparison, and teacher projects class notes onto the big screen. If topics from previous learning are overlooked, teacher gives hints: 芝加哥的东西贵还是北京的东西贵呢?谁知道?

2. Summarize the notes and list 12 topics:

- ① 城市(人口、地理等) ② 天气 ③ 交通 ④ 活动 ⑤ 物价 ⑥ 公园
⑦ 名胜古迹 ⑧ 历史 ⑨ 名人 ⑩ 运动 ⑪ 动物 ⑫ 饭馆和食品

(Class notes are to be posted at the end of day on Google Drive to share with the whole class.)

Pre-Activity 2 (10 minutes)

Teacher-student (T-S) and student-student (S-S) interaction (Interactive)

Purposes:

- To establish parameters of the language task;
- To set to work collaboratively on content of the comparison;
- To provide a sample to scaffold learning.

1. Organize students into groups of 3-4; each group has a computer to work with.

2. Communicate format, requirements, and rubrics for the oral presentation due next class.
3. Teacher discusses with the class briefly but very clearly the format and required grammatical elements of the oral presentation. Teacher also invites students to review the oral presentation rubrics that have been established for Chinese 3. (Show quick visual now and post details online after class.)

<p>Format:</p> <p>Two-minute oral presentation on one randomly chosen topic</p> <p>Two on the spot questions for Q&A sessions</p>
<p>Required Elements:</p> <p>Use of compound sentences – see Course Material 1</p> <p>Use of all four ways of comparisons – see Course Material 2</p> <p>Use of four-word expressions (四字成语) – See Course Material 3</p>
<p>Five Categories to Be Assessed:</p> <p>Content – Five facts</p> <p>Pronunciation and tones</p> <p>Fluency and speed of speaking (absolutely no reading)</p> <p>Accuracy (grammar)</p> <p>Logic of speech</p>

4. Warm-up activity – Scaffolding before group work (Interpersonal)

我们选了这么多可以比较的题目，怎么比呢？请每个小组的同学一起想一想每个题目的“talking points”，然后我们来说一说。

Teacher asks students to pick a topic as a working sample: 物价

<p>比物价 (5 facts)</p> <p>买房 / 租房</p> <p>日常生活: 吃饭、穿衣</p> <p>休闲: 看电影、运动</p> <p>你觉得</p>

Teacher projects class notes onto the big screen while students are talking. Teacher guides the conversation.

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Activity 1 (15 minutes)

For Learning Objectives 1 and 2

Purpose: To organize ideas and lay out talking points.

1. Students sit together in groups. Each group is given four topics to work with. Students follow the sample to create talking points for each topic (interpersonal);
2. Students post group-generated talking points on a class Google document to share (interpersonal and presentational);
3. The whole class reviews the final document and comments on it (interpersonal).

Activity 2 (15 minutes)

For Learning Objectives 3 and 4

Purpose: To review sentence patterns and brainstorm questions.

Students sit in groups as before. Teacher asks each group to create two lists: learned compound sentences and four ways of comparisons (interpersonal);

Each group generates 10 possible questions on various topics for comparison, then shares them with the class (interpersonal).

Post-Activity (15 minutes)

Purpose: To assess correct use of the sentence patterns and questions.

1. Review and reinforce: Teacher shows the required compound sentences (Course Material 1) and four ways of comparison chart (Course Material 2) on the projector so that students can revise their lists (interpretive);
2. Assessment: Teacher asks the students which patterns tend to be problematic; students give examples of correct use of the sentences (interpretive and presentational);
3. Teacher draws students' attention to:
 - “要是……, S 就 Verb” (就 can only be placed before a verb, not a subject);
 - “S 先 Verb, 然后 Verb” (先 can only be placed after a subject not before);
 - “A 比 B Adjective by How Much (很 cannot appear before the adjective)”;

“A 跟 B 一样 (Adjective)” (Use “跟 / 和”, not “比”).

4. Assessment: Teacher asks each student to share with the class one question that they think is the best (presentational).

Summarize and give homework assignments (5 minutes)

Teacher does the following:

1. He/She repeats performance assessment requirements and rubrics;
2. He/She reminds students what all course materials and supporting documents are, and where to find them;
3. He/She gives homework assignment: Ask students to prepare for oral presentation and assessment.

By this time, teacher has communicated with students at least three times the tasks that they must perform on their own with sufficient support. If that is not enough, ask students to verbalize one or more times.

Part III: Communication after Class

Teacher makes sure that all students have access to the course materials and related documents for learning after school. Besides printed materials, teacher may also post all course materials, class notes, and homework assignments online. If any students do not have Internet access, a hard copy has to be provided.

Google Drive Postings

Homework:

Prepare to talk about 12 topics about Beijing and Chicago. Your presentation will be for two minutes on one of the 12 topics, chosen at random. You will also improvise two questions in total during the interactive part of the presentation.

Your speech must include use of all four categories of comparison patterns, some four-word expressions, and some compound sentences.

Refer to the postings on the Google Drive “Chinese 3/compare 2 cities” folder for your presentation.

Posting 1: Comparison Topics

Comparison Topics for next class speaking assessment:

- ① 城市(人口、地理等) ② 天气 ③ 交通 ④ 活动 ⑤ 物价 ⑥ 公园
⑦ 名胜古迹 ⑧ 历史 ⑨ 名人 ⑩ 运动 ⑪ 动物 ⑫ 饭馆和食品

Posting 2: Sample Questions

问题:

北京在哪儿? 芝加哥在哪儿?

北京是首都吗? 人口有多少? 人口多元化吗? 芝加哥呢?

芝加哥很现代化, 北京有那么现代化吗?

为什么你说北京没有芝加哥现代化?

芝加哥和北京还有什么一样和不一样的地方?

相同点还有哪些? 请举例。

不同点还有哪些? 请举例。

请再比较一下北京和芝加哥的交通(地理、历史、文化、经济等)。

Posting 3: Required Sentence Patterns¹

复句:

1. 因为……所以……

2. 要是……, (S)就V…… (如果……, (S)就V……)

3. 虽然……, 可是/但是……

4. 不但……而且……

5. 又……又……

6. 一边……一边……

7. 除了……以外, ……也(Inclusive)/都(Exclusive)……

8. (S)先……, 然后……, (再)……

9. 有时候……, 有时候……

¹ Postings 3 and 5 have been repeatedly used throughout Chinese 2 and 3. Students should be familiar with them by now, but still may need to be reminded from time to time in order to use them for more sophisticated language tasks.

Four Ways to Provide Comparison (visual on board)

摆事实	谈看法	比不同	找相同
例子： 芝加哥是一个大城市。 北京也是大城市。	例子： 我觉得芝加哥大，可是北京更大。	例子： 北京比芝加哥大(得多)。	例子： 北京跟芝加哥一样四季分明。

Posting 4: Four-Word Expressions

首屈一指	数一数二	风景如画	三三两两	三五成群	五花八门
车水马龙	四面八方	七嘴八舌	讨价还价	十全十美	多姿多彩

Posting 5: Speaking Rubric

Speaking Rubric

Evaluation	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
Content	Fewer than 5 facts	5 facts with details	More than 5 with additional information
Pronunciation and Tones	Major flaws and incomprehensible at times	Minor flaws but quite comprehensible	No flaws
Fluency	Unnecessary pauses; speaks with visual cues	Artificial flow; no reading	Native-like, natural flow; no reading
Speed of Speaking	Slow	Natural speed	Natural speed
Logic of Speech	Random sentences	Organized point by point with supporting details	Organized speech with supporting details and natural transitions
Accuracy	Contains grammatical errors	No grammatical errors	Self-expression and creative use of sentence patterns

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Differentiated Instruction:

- Allow Student A extra time for preparation and speaking
- Provide Student B with handout that has *pinyin* for key vocabulary

Teacher Self-assessment:

- What went well?
- What would need more review in the next class?
- Did the activities help students learn effectively?
- What should be done differently?

Day 2

Learning Objectives:

Students will be able to:

- Collaborate with a partner to prepare for a presentation on given topics (interpersonal);
- State characteristics and one's opinion of the selected topics of city life (presentational);
- Compare the selected topics of city life (presentational);
- Request/challenge other speakers to elaborate on certain assertions (interpersonal).

Teaching Materials and Resources:

- Handouts: List of compound sentences
- A basket with X number of hidden topics (X = # of students, with some topics repeated)

- Visual of four ways of comparison on blackboard (highlight the “比” sentence)
- Computer projector

Teaching Focus:

Students speak individually as well as interact with one another in target language.

Instructional Steps:

Part I – Housekeeping: Daily Routine and Pre-Activity (5 minutes)

1. Teacher takes attendance;
2. Students each pick a partner to prepare for the presentation (see procedures below);
3. Students pick up the compound sentences handout;
4. Teacher explains the procedures and restates the requirements and rubrics once again briefly and clearly.

Format:

Two-minute oral presentation on one randomly chosen topic

Two questions for on the spot Q&A sessions

Required Elements:

Use of compound sentences – See Course Material 1

Use of all four ways of comparison – See Course Material 2

Use of four-word expressions – See Course Material 3

Five Categories to Be Assessed:

Content – five facts

Pronunciation and tones

Fluency and speed of speaking (absolutely no reading)

Accuracy (grammar)

Logic of speech

Part II – Main Content: Comparing Two Cities

Warm-up Activity 1 (10 minutes)

For Learning Objective 1

Purpose: Students prepare for oral presentation with support from a partner (interpersonal).

Instructional Procedures:

1. Teacher prepares a basket in which there are folded slips that bear the 12 topics for today's comparison presentation. There are 2-3 slips with the same topics and a total number of slips equal to the number of the students in class.
2. List of the 12 topics and the order for presentation:
① 城市(人口、地理等) ② 天气 ③ 交通 ④ 活动 ⑤ 物价 ⑥ 公园
⑦ 名胜古迹 ⑧ 历史 ⑨ 名人 ⑩ 运动 ⑪ 动物 ⑫ 饭馆和食品
3. Students come into the classroom, draw a topic at random, and are automatically paired with another student who happens to pick the same topic. The two students work together to prepare for the oral presentation.
4. While students are working together, teacher writes the four ways of comparison on the blackboard as a visual reminder.

Warm-up Activity 2 (2 minutes)

Purpose: Teacher models the Q&A to scaffold the oral presentations.

- Teacher emphasizes that asking relevant questions is also part of today's assessment. Each student is required to improvise two questions. 每人必须问两个问题。
- Tips on how to ask good questions: 怎么问问题?
 1. 注意听。
 2. 问有意思的问题。可以问的问题有很多, 比如: 为什么你觉得北京没有芝加哥现代化? 你是怎么知道的? 对这个问题你有什么看法?

Main Activity (70 minutes)

For Learning Objectives 2, 3, 4

Purpose: To assess students' speaking performance.

Teacher-student (T-S) and student-student (S-S) interaction (interactive and presentational)

1. Students take turns talking for two minutes about the topic they picked, then ask two relevant questions during on the spot Q&A sessions.
2. Teacher serves as the time manager and occasional grammar reminder, but only when the “比” sentence is stumbled on. Usually, if students make a mistake, teacher points at the sentence pattern demonstrated on the blackboard to draw attention, and students will correct themselves immediately.
3. Teacher assesses each presentation and interaction with quick notes or check marks on the rubrics.
4. Teacher pays full attention to all student speakers, uses eye contact and facial expressions to show agreement and encouragement during the whole process, and expresses emotions through body language, short comments such as “很好！有意思！是吗？”，laughter, etc., in order to make these presentations and interactions a true communicative experience for everyone.

Sample Presentation and Exchanges:

Student A:

Talking Points:

- 历史长短
- 城市现状
- 历史故事
- 历史人物
- 我的看法

Sample narration:

今天我要比较的题目是历史。这个题目很难。你们知道美国的历史不太长，只有二百多年，可是中国的历史特别特别长，几千年。中国的历史比美国长得多得多得多得多。因为美国的历史短，芝加哥的历史也短。因为中国的历史长，北京的历史也长。芝加哥不是美国的首都。北京不但中国的首都，而且是中国第二大城市，可是以前不是。芝加哥数一数二的最有名的历史故事是芝加哥的大火。北京最有名的历史故事五花八门，

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可是常常在天安门。芝加哥有名的历史人是林肯，还有奥巴马。北京有名的历史人我不太知道，Chairman Mao? Jet Li? 虽然芝加哥的历史没有北京的长，可是我觉得芝加哥的历史比北京的有意思。

Q & A

Student B: 什么？为什么你说芝加哥的历史比北京的有意思？可是芝加哥历史太短了。

Student A: 因为我家住在芝加哥，我爱芝加哥。

Student B: 那不应该是原因。

Student A: 好吧。因为我了解芝加哥所以我觉得芝加哥有意思。我不了解北京。

Student C: 为什么你说 Jet Li 是北京有名的历史人？他不是历史人。

Teacher: 历史人物。Jet Li 算不上一个历史人物。

Student A: Jet Li 可能不是历史人物，可是很多美国人知道他。

Teacher: 非常好，谢谢，下一个。

Post-Activity (5 minutes)

Purpose: To summarize today's lesson and connect with the next sub-unit.

Summarize and Give Homework Assignment (5 minutes)

Teacher does the following:

1. He/She makes general comments and generously appraises what students have done well;
2. He/She draws attention via projector to guiding questions and writing rubrics of Final Unit Project;
3. He/She reminds students what and where to find all course materials and supporting documents;
4. He/She gives homework assignment: Ask students to work on written draft (handwritten or typed) by answering questions.

Part III: Communication after Class

Teacher makes sure that all students have access to the course materials and related documents for learning after school. Besides printed materials, teacher may also post all course materials, class notes, and homework assignments online. If any students do not have Internet access, a hard copy has to be provided.

Google Drive Postings

Posting 1: Class Notes

Class Notes: Suggested questions for the next part of the project:

1. 休闲活动有哪些?
2. 经常在哪些地方活动?
3. 什么时间是最好的时间?
4. 都有什么人参加这些活动?
5. 需要什么器械/设备(东西)?
6. 怎么做? 为什么大家都参加活动?
7. 要不然, 怎么样?

Homework:

Revise the draft of your own place of interest

Reminder:

Project due date

Posting 2: The End of Unit Project

The End of Unit Project (Written and Oral) 介绍一个好去处

简介:

1. 大概情况
2. 地方/方位
3. 吸引人的 Attractions/ 特色
4. 注意事项(公共场所)
5. 历史、故事
6. 你的故事: 为什么去那儿?
7. 开放时间

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8. 门票
9. 交通

Posting 3: Writing Rubric

Evaluation	Does Not Meet Requirements	Meets Requirements	Exceeds Requirements
Functional Language Use	Lack of four-word expressions	Some proper use of four-word expressions/ mostly imitation of the sample	Creative and proper use of four-word expressions
Functional Language Use	Lacks proper use of compound sentences	Proper use of frequently used compound sentences	Uses a variety of compound sentences correctly
	Lack of comparison	Some use of comparisons	Uses a variety of comparisons in both positive and negative forms
Technical Aspects of Writing	Text is developed without proper beginning-middle-end format	Text is developed with proper format	Text is developed with proper format and creative/interesting features
	Information is not provided in a recognizable sequence and with adequate details	Information is provided in a recognizable sequence and with some details	Information is provided with specific/additional details
	Sentences have major grammatical errors (suggesting computer generated text)	Sentences have a few minor grammatical mistakes	Rare grammatical errors
	Not all in characters; too many characters are mistakes (or typos)	All sentences are in characters; a few characters contain writing mistakes	All characters are correct without mistakes in writing

Teacher Self-assessment:

- What went well?
- What would need more review in the next class?
- Did the activities help students learn effectively?
- What should be done differently?

Course Handouts:

Course Material 1 (List of compound sentences)

Compound Sentences:

1. 因为……所以……
2. 要是……, (S)就V…… (如果……, (S)就V……)
3. 虽然……, 可是/但是……
4. 不但……而且……
5. 又……又……
6. 一边……一边……
7. 除了……以外, ……也(Inclusive)/ 都(Exclusive) ……
8. (S)先……, 然后……, (再)……
9. 有时候……, 有时候……

Course Material 2 (List of four ways of comparison)

Four Ways to Provide Comparison (visual on blackboard)

摆事实	谈看法	比不同	找相同
例子: 芝加哥是一个大城市。 北京也是大城市。	例子: 我觉得芝加哥大, 可是北京更大。	例子: 北京 <u>比</u> 芝加哥大(<u>得多</u>)。	例子: 北京 <u>跟</u> 芝加哥 <u>一</u> 样四季分明。

Course Material 3 (Four-word expressions)

Sample Text

美丽的城市——芝加哥

芝加哥是美国中西部首屈一指的大城市。那里有全国数一数二的博物馆、科学馆和天文台，最有名的是风景如画的密歇根湖。

在湖边，你会看到三五成群的人们：有的人跑步，有的人骑自行车，有的人打球，夏天还有许多人游泳。

如果你喜欢逛街和买东西，密歇根大道上五花八门的商品更是不可错过。在这里，你每天可以看到车水马龙的街道和从四面八方来的游客，他们在店里七嘴八舌地讨价还价，非常热闹。

要是你有趣趣爬上 Sears Tower，你可以试试看。不过你得用上九牛二虎之力，等站在上面的时候，你可能害怕得手脚发软，心里七上八下的，完全六神无主了。

虽然芝加哥不是一个十全十美的城市，但是它却是一个多姿多彩、多元化的美丽城市。

生词表

- ① 首屈一指：to come first on the list/ 芝北预科中学是芝加哥首屈一指的中学。
- ② 数一数二：one of the top ones/ 他是全校数一数二的数学天才。
- ③ 三五成群：in small groups; in threes and fives/ 午饭的时候，学生们三五成群地在花园聊天。
- ④ 四面八方：from all sides; all around; all directions/ 参加这次比赛的人来自全国四面八方。
- ⑤ 五花八门：all kinds of / 商店里的东西五花八门，什么都有。
- ⑥ 六神无主：scared out of your mind/ 我吓怕得六神无主。
- ⑦ 七嘴八舌：everyone talking at the same time/ 下课时，同学们七嘴八舌地说个不停。
- ⑧ 七上八下：to be flustered, perturbed or upset/ 公车迟到了，他的心里七上八下的。
- ⑨ 九牛二虎：extreme effort/ 我用了九牛二虎的力气，才把电视机搬进来。
- ⑩ 十全十美：perfect/ 天下没有十全十美的事。
- ⑪ 风景如画：scenic beauty/ 这公园有山有水，真是风景如画。
- ⑫ 逛街：shopping/ 我最喜欢逛街了。
- ⑬ 车水马龙：busy street/ 街上车水马龙，非常热闹。

- ⑭ 讨价还价: to negotiate a price/ 姐姐买东西时, 最喜欢讨价还价了。
- ⑮ 手脚发软: to be so scared that you are powerless/ 只要看到老鼠, 我就手脚发软。
- ⑯ 却是: but; yet; however; while/ 我以为今天会下雨, 结果却是个大晴天。
- ⑰ 多姿多彩: colorful/ 这次活动, 真是多姿多彩。
- ⑱ 多元化: variety; pluralism/ 芝加哥是个多元化的城市。

(Made by Hong 2010)²

Course Material 4 (Vocabulary list)

主要词汇:

休闲 芝加哥的好玩儿的地方

市中心

立体电影院(3D) 平面2D 博物馆/美术馆 文化中心 商场/百货公司
超市 湖边 新千年公园 植物园 海军港 露天音乐厅 教堂 摩天大楼
免费动物园 夏令营 森林保护区

多元文化

背景

夜生活

在湖边你可以

跑步 走路 散步 骑自行车

做义工

游泳 玩儿水 玩儿沙子 野餐 看风景

忙碌 热闹 五颜六色 拥挤 吵闹 肮脏 干净 (黑)暗 (明)亮

四面八方 世界各地 现代化 自然景观

(All vocabulary is selected by students during class)

2 C. Hong was a student teacher in 2010. She made this text based on an old version of class materials and texts.

Course Material 5 (Texts for Chicago and Beijing)

Sample Reading 1

芝加哥是一个大城市，是美国第三大城市，在美国的中西部。（不在美国的东部，也不在西部。）

芝加哥不是美国的首都。（美国的首都是华盛顿。）

芝加哥地区有五百万人口，人很多，人口多元化。

芝加哥是一个非常重要的国际城市。政治、经济、文化和教育都很发达。

芝加哥的历史不长，只有几百年。但是芝加哥非常漂亮，也非常现代化，还有很多有趣的去处。

芝加哥有很多免费对外开放的公园，其中最方便去的就是密歇根湖边。



Sample Reading 2

北京是中国的首都，在中国的北方，是中国第二大城市。

北京现在的常住人口差不多有两千二百万。

北京是一个非常重要的国际城市，是中国的政治、文化和教育中心。

北京是一个古老的城市，有三千多年的历史，所以北京有很多名胜古迹。

北京是一个非常漂亮的城市。除了著名的故宫、颐和园以外，还有很多其他的皇家公园，比如天坛、地坛、日坛、月坛等。

北京现在也是一个特别现代化的城市。

傅老师是在北京出生、在北京长大的。傅老师的父母现在还住在北京。

天坛是古代皇帝祭天的地方。北京的天坛离市中心不太远，现在是一个很大的公园。一年到头，从早到晚，天坛都有许许多多的游客，有的是从全国各地来参观的，有的是从世界各国来游览的。但是天坛的早上是一天中最有意思、最热闹的时刻。

每天天一亮，就有很多人去天坛锻炼身体，多数



是老年人。人们在那儿散步、跑步、踢毽子、跳舞、打拳、唱歌、唱戏。他们三三两两或者成群结队地活动，慢中有快、动中有静，既忙碌又轻松，既热闹又温馨。为什么这样说呢？因为人们每天聚在一起，交了不少朋友，除了锻炼，还有社交。身体好了，心情愉快了，生活也丰富了。

天坛不是一个免费的公园，去那儿要买票。不过月票、季票和年票都不太贵，老年人还有优惠。

Haiyan Fu (傅海燕), author of *Chinese Essentials: What and How*, has been teaching Chinese to speakers of other languages professionally since 1982. She teaches at Northside College Preparatory High School in Chicago. She has research interests in second language acquisition, teaching methodology, and learning resource development.

A Significant Historical Figure: Qin Shihuang

Xiaolin Chang (常小林)
Lowell High School, San Francisco, California

Language Proficiency Level: AP Chinese/Intermediate High

Age Range: 15-18

Class Size: 25-30 students

Time Frame: 50 minutes per day, with about 10 lessons in total for the entire unit

Essential Questions:

- What could be learned about a country's history by examining a historical figure's contributions?
- How could historical events impact modern daily life?

Unit Goals:

Students will be able to:

- Describe the significance of Qin Shihuang;
- List Qin Shihuang's contributions, in both written and oral presentations;
- Use the expression 在……方面 to state their opinions more formally.

Standards: Based on the National Standards for Foreign Language Learning

- **Communication:**
 - Interpersonal (1.1): conversations; e-mail writing
 - Interpretive (1.2): reading
 - Presentational (1.3): presentations
- **Connection:** Learning Chinese history.
- **Comparison:** Looking at influential people in US history.
- **Culture:** Learning about Chinese characters, the Great Wall, etc. through studying Qin Shihuang.
- **Community:** Learning more about Chinese history at the local Asian Art Museum.

Learning/Teaching Focus for Instructional Sessions:

- Can students identify in which dynasty Qin Shihuang played a significant role?
- Can students name Qin Shihuang’s contributions to the unification of China?
- Can students use the phrase 在……方面 to express what they know about Qin Shihuang’s historical impact on different areas of Chinese society?

Lesson Outlines:

- Day 1:** Introduction to Qin Shihuang’s name, dynasty, and his efforts to unify China.
- Day 2:** Reviewing and reading, checking students’ understanding of learned content, and helping them learn more specific vocabulary and expressions.
- Day 3:** Grammar practice focusing on 在……方面 and how to use this structure in sentences and discourse.
- Day 4:** E-mail practice and cultural presentation preparation; practice interpersonal writing with the learned materials.
- Day 5:** Cultural presentation: Practice presentational skills using the learned topic.
- Day 6:** Listening practice and reading: Practice comprehension skills related to Chinese history.

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Days 7-8: Students' PPT presentations: Create opportunities for students to organize their research results for their presentations.

Day 9: Lesson quiz: Design a quiz or quizzes depending on how much time is available. They could be oral, written, or reading quizzes.

Day 10: Additional information related to Qin Shihuang or more discussions about Chinese history: Chinese proverbs, movies, or any extra stories about Qin Shihuang.

Learning Objectives:

Students will be able to:

Day 1

- Identify in which dynasty Qin Shihuang lived;
- Tell what China was like before it was unified by Qin Shihuang;
- Name some of Qin Shihuang's contributions to the unification of China.

Day 2

- Demonstrate their knowledge by answering questions about what they have learned about Qin Shihuang;
- Recognize newly learned vocabulary items and pronounce them correctly.

Day 3

- Use the 在……方面 structure in sentences and discourse;
- Translate sentences from English to Chinese and Chinese to English using the newly learned structures.

Day 4

- Comprehend an e-mail requesting information about important historical figures;
- Reply to an e-mail and give suggestions regarding important historical figures.

Day 5

- Organize information gathered about Qin Shihuang;
- Give an oral presentation about Qin Shihuang with accurate information, pronunciation, and intonation, which will also demonstrate oral presentation skills such as formatting, organization, etc.

Day 6

- Choose correct answers about Qin Shihuang from listening comprehension practice;
- Correctly pronounce new vocabulary words and identify their English meaning.

Days 7-8

- Use PPT to show the class their extended knowledge of important historical figures;
- Collaborate with classmates to work on group presentations;
- Demonstrate oral presentation skills by sharing their PPT with the class.

Day 9

- Show what they've learned from this lesson by recapping Qin Shihuang's historical impacts in their oral presentations.

Day 10

- Tell additional stories related to Qin Shihuang, such as Chinese proverbs derived from Chinese history related to Qin Shihuang, or learned from a movie about Qin Shihuang.

Suggested Lesson Plan

Day 1 (Sample Lesson)

Learning Objectives:

Students will be able to:

- Identify in which dynasty Qin Shihuang lived (interpretive);
- Tell what China was like before it was unified by Qin Shihuang (presentational);
- Name some of Qin Shihuang's contributions to the unification of China (presentational).

Teaching Focus:

Introducing Qin Shihuang and his contributions to the unification of China

Learning Difficulties:

There might be too many new vocabulary items for students. The historical background of Qin Shihuang's unification of China might be too difficult for some students to understand.

Teaching Materials and Resources:

- Pictures of the Great Wall
- PPT slides about Qin Shihuang (Google Images is a good source of pictures)
- A list of key vocabulary (Co-reference: see the Chinese text below)
- *Integrated Chinese* Level 2 Part 2 by Yuehua Liu and Tao-chung Yao (Lesson 18)
- 《中国历史常识》“中国第一位皇帝——秦始皇” by 国务院侨务办公室 / 中国海外交流协会, 高等教育出版社

Instructional Strategies:

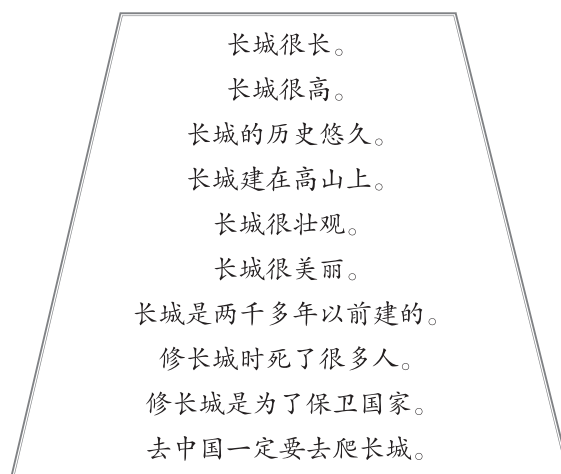
Set-up Stage (10 minutes)

1. Ask students warm-up questions such as:

- 1) How far back does the history of China go? 中国历史有多长?
- 2) What do you know about the Great Wall? 你听说过长城吗?
- 3) Do you know any important people in Chinese history? 你知道中国历史上的要人吗?

These questions can be in Chinese or English. The purpose is to get students interested and engaged. At this point, students might not have enough vocabulary to share their knowledge of the topic.

2. Show pictures/slides of the Great Wall. Each student says one sentence about it. They can repeat what is already said if they do not have anything new to add or do not know what to say. The teacher can start with:



Teacher can model one or two sentences, and then ask each student to say one sentence. Depending on the class size, students may take turns and say one or more sentences. If students have difficulty thinking of sentences, teacher can give them a hint by asking questions about the Great Wall. If possible, teacher can assign homework the previous day, asking students to do research on the Great Wall.

Comprehensible Instructional Input (20 minutes)

1. Based on the Chinese language text below, share facts about the Great Wall with students. The following questions serve as advance organizers:

- 1) 长城是什么时候修建的？
- 2) 长城是谁修建的？
- 3) 谁把长城连接起来了？
- 4) 为什么修长城？
- 5) 修长城用了多长时间？用了多少人力？死了多少人？

Teacher can ask students to share their knowledge of the Great Wall. After the introduction to the Great Wall, teacher starts the presentation on Qin Shihuang.

2. Introduce Qin Shihuang to students. Teacher starts the presentation by asking:

- 1) 谁是秦始皇？
- 2) 谁听说过秦始皇？

Teacher's presentation about Qin Shihuang includes the following:

- 1) Give students a brief history of 战国七雄 and show them a map of 战国七雄 using Google Maps.
- 2) Introduce Qin Shihuang PPT (Google Images)

Teacher can find pictures on Google Images such as: <http://china-mike.com/wp-content/uploads/2011/03/chinese-characters-writing-evolution.gif> to give students a visual aid to understand why Qin Shihuang had to do what he did.

Guided Practice (20 minutes)

1. Give students a copy of the vocabulary list. The list can be as-is; ask students to look up definitions on their own after class, or the teacher can give the *pinyin* and definitions depending on time and students' language proficiency. If time is an issue or most students are non-heritage, provide the definitions and *pinyin*. Tell students when the vocabulary quiz will be and how they will be tested.
2. In groups, have students study vocabulary together. Make sure they know the meaning of all the words, and know how to pronounce the bold-faced words.

Vocabulary:

秦始皇 秦国 公元前 通过 战国 七雄 强国 灭 统一 统治 称为
 巩固 在……方面 政治 设立 郡县制 划分 直接 任免 统管
 经济 度量衡 标准 货物 长度 容量 重量 货币 促进 交流
 车轨 运输 文化 下令 种植 烧 批评 活埋 焚书坑儒 军事 打
 败 修筑 安定 保护 暴君 残暴 产生 不良

3. Show the PPT about Qin Shihuang again. One slide at a time, groups of students describe in Chinese the information presented in the slides.
4. Independent practice and assessment: Show the PPT of Qin Shihuang and ask individual students to say one or two sentences about Qin Shihuang and his contributions.

Independent Practice

Homework: Read 中国第一位皇帝——秦始皇 and answer the comprehension questions below. (This reading sample was simplified from an article in *Common Knowledge about Chinese History*《中国历史常识》published by 高等教育出版社)

中国第一位皇帝——秦始皇

公元前 770 年秦国只是一个小国，后来变得越来越强大，成为一个强国。秦王嬴政用了十年的时间，先后消灭了六个国家，在公元前 221 年统一了中国。

秦王希望能永远统治中国，称自己为“始皇帝”，历史上称他为“秦始皇”。

秦始皇统一中国后，做了很多巩固统一的事情。

首先，在政治方面，秦始皇把全国划分为 36 郡，郡下面设县。秦始皇直接任免每个郡的郡守，每个县的县令，用这样的方法来统一管理全国。

在经济方面，秦始皇首先统一了度量衡。以前各国的度量衡都不一样。秦始皇把全国的度量衡改成同一个标准。人们在购买货物时，在长度、容量和重量等方面都用同样的标准。秦始皇还统一了货币，人们用同样的货币买卖东西，促进了各个地方的经济交流。另外，秦始皇还统一了车轨，加快了货物的运输与交流。

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在文化方面，秦始皇统一了文字。以前每个地方都有自己的文字。秦始皇统一了中国以后，因为各个地方使用的文字不同造成文化交流上的很多不便，所以秦始皇下令统一文字，促进了文化交流。不过在文化方面，秦始皇也做了一些坏事。他统一中国以后很怕有人反对他的统治，于是除了医药、种植等方面的书籍以外，把其他的书都烧了。后来有些读书人批评秦始皇的一些做法，秦始皇就活埋了四百多名读书人。烧书和活埋读书人这两件事在中国历史上叫作“焚书坑儒”。

在军事方面，秦始皇打败了匈奴，修筑了长城，安定了北方，保护了统一后的中国。

秦始皇统一了中国，是中国第一个皇帝。他在历史上有很重要的作用。但秦始皇又是一个暴君，他的残暴统治也对中国历史产生了不良影响。

Comprehension Questions

1. Who is Qin Shihuang?
2. In terms of the political system, what did Qin Shihuang do?
3. In terms of the economy, what did Qin Shihuang do?
4. Why is it so important to have the same money?
5. What did Qin Shihuang do to protect unified China?

Note: These questions will be answered by students in English first (interpretive). After practice reading, teacher asks the questions again in Chinese, and students are expected to answer them in Chinese (interpersonal).

Day 3 (Brief Outline)

Activity 1 (20 minutes)

Purpose: Instructional input on the language forms 在……方面，在……上 (in terms of...)

1. Teacher first shows PPT slides of the content studied the previous day. Each slide has both a sentence with 在……方面 and a picture for comprehensible input; see the first four sentences below.
2. Teacher models the sentences orally. Students follow the teacher as a class, then individually.
3. Teacher-student interaction: Teacher asks a student questions (在文化方面/上, 秦始皇做了什么? 在军事方面, 秦始皇做了什么? etc.) and the student answers by using 在……方面/上. Then students ask each other questions, as a class divided into two groups, or in pairs.
4. Class presentation on the dialogue just practiced by students in pairs or groups.

Examples:

- 1) 在政治方面, 秦始皇统一了中国。
- 2) 在文化方面, 秦始皇统一了文字/焚书坑儒。
- 3) 在军事方面, 秦始皇修建了长城/打败了其他六国。
- 4) 在经济方面, 秦始皇统一了货币/度量衡。

Activity 2 (15 minutes)

Purpose: To relate specific content from the previous activity on 秦始皇 to students' general life by using the language form 在……方面/上.

1. See the instructional input (the four sentences below). Teacher shows the sample sentences to students and explains the linguistic elements which may pose difficulties for comprehension.
2. Pair work: Pass out the sentences below and ask students to read for comprehension.
3. Student interview: All students are required to stand up and walk to the front of the room to find partners with whom they have not talked this week. Each student will ask three students two questions by using 在……方面/上 based on the sentences they just practiced in pairs.
4. Report the interview: Teacher asks two or three volunteers to report their interview results to the class.
 - 1) 在听力方面, 他没有什么太大的问题; 在写作方面, 他有点儿吃力。
 - 2) 在工作方面, 他很努力; 在生活方面他很马虎, 常常丢三落四的。

- 3) 在学习方面，他的成绩还不错；在体育方面，他不喜欢运动，所以成绩稍微差点。
- 4) 在性格方面，他很活泼；他姐姐比较严肃。

Activity 3 (15 minutes)

Purpose: To consolidate understanding and usage of the expression 在……方面/上.

1. The previous instructional input on the expression 在……方面/上 was limited to the sentential initial position. Based on the previous two main activities, the instructional input will extend to a more flexible position of 在……方面/上 by placing it either before or after a subject and always before a verb.
2. Teacher provides sentences below by PPT and leads a discussion of the differences between this group of four sentences and the previous eight sentences: 这四个句子跟以前的八个句子在形式 (form) 上有什么不同? Students' meta-linguistic awareness and meta-cognitive strategies are encouraged.
3. After discussion, teacher sums up the language form and functions of 在……方面/上.
4. Class practice: Have students individually (or in pairs if the task is difficult) do the following exercise.

选择正确的短语，填入句子中。

在生活方面 在工作方面 在体育方面 在听力方面

在性格方面 在说话方面 在学习方面

- 1) 他_____很努力，每次考试都能考到很好的成绩。
- 2) 她_____不是太好，因为她从小身体不好，不能像别的小朋友那样锻炼身体。
- 3) 最近我们_____遇到了一些困难，周末都得到公司开会解决问题。
- 4) 我的老师_____对我们的帮助很大，现在我看电影的时候比以前听懂的多。
- 5) _____，她对自己的要求很高，从来不乱花钱买不需要的东西。
- 6) _____，他和他弟弟完全不一样，他比较内向，他弟弟比较爱讲话。

7) 因为她练习得不多, 所以她_____还不太有信心。每次发言时, 她都有点紧张。

Homework:

1. Students will review and finish the task of filling in the blanks above if they did not have time to do so in class.
2. Students will prepare for an in-class discussion on Day 4. The topic of the discussion is “Who is a very influential person in American history?” Put students in groups of 2-3. They will choose one person and describe their significance using 在……方面. Provide students the vocabulary if needed. Students report back to the class with a group PPT presentation using 8-10 slides.

Rubric for PPT Presentation (Total Points: 10)

Rating	Excellent 5	Good 4	Adequate 3	Poor 2-1
Content Delivery (Group Points)	Information accurate; well organized	Information mostly accurate; good organization	Some information errors; poor organization in some parts	Many information errors; poor organization for the entire presentation
Language Competency (Individual Points)	Excellent pronunciation and grammar; clear voice	Sporadic errors in pronunciation and grammar; mostly clear voice	Some errors in pronunciation and grammar; voice not clear	Many errors in pronunciation and grammar; voice not clear

Day 4 (Brief Outline)

Activity 1 (25 minutes)

Purpose: To practice interpretive and presentational skills via reading and replying to an e-mail.

E-mail practice:

The following e-mail response practice could be done in a language lab with a time limit or assigned as homework. Teacher discusses this with students before they do the task.

1. Reading strategies practice:

- 1) Look for key words: Teacher helps students find the key words via techniques such as putting distinct stress on key words in boldface while reading the passage loud.
- 2) Look for requests: Teacher leads students to focus on linguistic clues such as 能不能……?
- 3) Look for meaning via language forms (the underlined sentences below) by asking students questions such as 李文和谁好久没有联系了? 老师让学生做什么?, etc.

发件人: 李文

邮件主题: PPT 报告

张明:

你好!

好久没有和你联系了。你学习怎么样? 忙不忙? 我们现在在历史课上学对人类文明有影响的人物。老师让我们选一个历史名人, 做一个报告, 哪个国家的都可以。我想选一个中国历史名人介绍给我的同学们。听说你在学中国历史。能不能给我推荐一个人? 还有, 你对怎样在班上做好一个报告有什么建议?

希望能很快收到你的建议。谢谢!

李文

2015.1.24

2. Writing skill practice:

- 1) Clearly specify the requirements for the reply. Provide students with the following list of points to which they are required to respond:
 - Greet and tell Li Wen about your school work.
 - Recommend an important person in Chinese history.
 - Explain why this person is recommended.
 - Suggest how to make a good PPT presentation.

- 2) Discuss linguistic organizers and connectors for students to use. The list may include as follows:

既然……, 那就 V……

你看……怎么样?

之所以……, 是因为……

就我所知, ……

- 3) Provide a sample for students to discuss or critique. It is necessary to use a couple of student samples to critique before or after they finish the task. The advantage of showing the sample before the task is that students know what will be expected.

Activity 2 (25 minutes)

Purpose: To further practice oral presentational skills on a significant person in Chinese history.

Prepare a cultural presentation: Qin Shihuang

When students practice recording cultural presentations, the following points may be useful for pedagogical consideration:

1. There is no time limit for students' first practice recording.
2. Allow students to make several recordings and submit the one which satisfies them.
3. Ask a couple of students to present their work in person to the class. Teacher and other students critique the presentations.

Teacher's Sample of Cultural Presentation

秦始皇是中国第一个皇帝。他在公元前 221 年统一了中国。统一后，秦始皇做了很多重要的事情，为中国的统一和发展做出了很大的贡献。

在经济方面，秦始皇统一了车轨，方便了各地的交通和经济交流；他还统一了货币、度量衡，对促进经济发展也起了很大的作用。

在文化方面，秦始皇统一了文字，方便了各地人们之间的交流。

在军事方面，为了保护中国不受北方的侵犯，秦始皇还修了长城。

在政治上，秦始皇把中国分成 36 个郡，方便了他的中央集权统治。

秦始皇也是一个暴君，做了一些坏事。比如历史上有名的“焚书坑儒”。他烧了很多书，杀了四百多个读书人。在修长城的时候还累死了很多人，民间故事像“孟姜女”讲的就是这样的故事，一直流传到今天。

秦始皇是中国第一个皇帝，也是中国历史上一个重要的人物，对中国的影响很大。

Sample Topics for Supplementary Materials:

故事：荆轲刺秦王、孟姜女哭长城

成语：图穷匕见、焚书坑儒

Xiaolin Chang (常小林) has been teaching AP Chinese and serving as the World Language Department Chair at Lowell High School in San Francisco. In the professional development field, she was on the committee of the Chinese section for the National Standards for Foreign Language Learning for K-12. Her professional experience in AP Chinese Development includes being a member of the AP Chinese Language and Culture Exam Development Committee and the Professional Development Advisory Group, co-author of the Pre-AP Summer Institute manual, and one of the syllabi contributors to the AP Chinese Teacher's Guide. She also serves as a College Board AP Chinese workshop consultant.

Critique

Two Cities: Comparing Chicago and Beijing – Haiyan Fu
A Significant Historical Figure: Qin Shihuang – Xiaolin Chang

A good curriculum and instructional plan integrates effective implementation of National Standards for Foreign Language Learning in the classroom, methods that help learners acquire communicative skills, and classroom management in a student-centered environment. The two designs in this section, *Two Cities: Comparing Chicago and Beijing* by Haiyan Fu and *A Significant Historical Figure: Qin Shihuang* by Xiaolin Chang, are such examples. Each chapter provides rich pedagogical information and detailed advice that is beneficial not only to Chinese language teachers but to classroom teachers of other subjects as well.

In applying the national and state standards, Fu’s primary concerns are how to effectively facilitate students’ learning, and how to assess their language performance. The designs show that keeping standards-guided “instructional purposes” in mind for every class activity is critical.

With clear and focused goals, Fu carefully designs classroom activities that scaffold students’ learning and performance. For example, in the section “Instructional Strategies”, Fu offers both rationale and methods of five important components of instruction design. They are conceptualized and integrated with scaffolding steps to optimally facilitate learning:

1. Selecting instructional goals that will be assessed via learning outcomes
2. Facilitating learning through scaffolding where a variety of teaching techniques are required, such as questioning, feedback, reviewing, and spiraling
3. Engaging all students via differentiated instruction and cooperative learning
4. Conducting student-centered assessments where students can participate in deciding the test contents and format
5. Developing critical thinking skills by triggering students' curiosity and promoting their logical thinking, as well as provoking them to ask interesting (有意思的) questions and alternatives such as “还有什么可能性?”

Activities presented in the second part of Fu's design vividly detail how these concepts and techniques are executed. Students perform real-world tasks regarding daily life topics ranging from history and geography to traffic, food cultures, and leisure. Step-by-step instruction fosters students' learning in a standards-guided, communication-oriented, and performance-based classroom.

In Chang's design, the stage is set by asking questions that trigger students' curiosity. Content-based activities immediately engage students in studying historical facts on the Great Wall and Qin Shihuang. Students create meaning from their readings, and construct their knowledge via discussion. History, culture, and biography are internally linked by the Chinese language that students are using as a tool for their discoveries.

Drawing upon their teaching experience, both authors insightfully select instructional focuses that include not only language forms, but appropriate contexts in which students map forms to meaning and function. Fu's design provides pedagogical grammar, pinpointing errors that English-speaking learners frequently make, such as the word order of adverbs and the comparison construction. Chang's design uses e-mail as a tool to help students develop their specific learning strategies at the discourse level, with suggestions such as “Look for requests”, “Look for key words”, and

“Look for meaning via language forms”. Guiding students in the use of meta-cognitive skills is crucial in helping them learn how to learn. Both designs present skillful combinations of language form, content, and function to encourage students to use language correctly and appropriately. Furthermore, both authors have created curriculum materials which are pedagogically sound, authentic, and innovative.

Chang constantly offers classroom management strategies and instructional tips throughout her design. In a similar manner, Fu also provides a “Housekeeping: Daily Routine” section that offers practical skills by showing how to create a good class tone and rapport between the instructor and students. For example, the requirements for assignments to students should be well-planned and detailed, and the instructor’s speech should be brief and very clear. In such an instructional setting, students become autonomous in their learning, with a clear understanding of their work and responsibilities. To visualize the concepts and practice, interested readers may also see Fu’s teaching demonstration, published by Annenberg Learner at <http://www.learner.org/channel/libraries/tfl/chinese/fu/>.

Both designs raise concerns worthy of discussion. Fu’s design is rich in content with myriad information related to linguistic, cognitive, social, and emotional aspects. Her students meet the challenges competently, as demonstrated in the *Sample Presentation and Exchanges* section of her design. It is important for readers to first clearly see the rationales and principles behind her designed activities, and then adapt these to their own instructional situations. The vocabulary requirements of Chang’s design seem to be at a very high level of difficulty in comparison with the rest of the content and exercises given to students. Balancing new and infrequently used vocabulary in a content-based curriculum remains a challenge in both curriculum design and instructional implementation.

