Group 2 Project: My Family and I

第二组：我和我家

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Introduction

Number of Students:
16

Student's Chinese Level
Elementary N

Class Duration
2 sessions
1 hour per session

Objectives

Communicative objectives
1. To introduce one’s family members and their occupations
2. To ask and answer questions concerning families and occupations
3. To proceed with a conversation by talking about something shared in common between one another

Language objectives
1. Vocabulary about family members and occupations
2. Negations 不; Sentence final particle 呢; Discourse connector 那; Adv 也; Conj 和; Conj/Prep 都
3. Structures: 从....来; 是.....的; 在哪儿; 我家有....

Rationales
The lesson plan is an adaption of non TBLT textbook materials for TBLT, aims to optimize the conditions for acquisition and to promote learners’ communicative competence. It designs four tasks as competitions, which shall well engages learners’ enthusiasm; It engages learners in a meaning-based, learner-centered, four-skill-integrated context; It modifies textbook dialogues to make the input more authentic, enhanced and diversified; It offers authentic practices sequenced upon task complexity for various pedagogical and real-world contexts, which promotes oral and written output, and meanwhile facilitates TAP ; It involves individual, pair and group work, which maximizes opportunities for negotiation, and the focus-on-form activity encourages “metatalk”. In a word, the task designs and implementation shall boost leaners’ fluency and appropriacy, and advances their discourse competence, pragmatic competence and strategic competence.

Task Types
- Matching
- Jigsaw
- Prediction
- Comparing and contrasting
- Listing
- Sorting
- Problem-solving

Four Skills in 5 Focused Tasks
Task Complexity and Sequence

<table>
<thead>
<tr>
<th>Task</th>
<th>Here-And-Now</th>
<th>Few Elements</th>
<th>No Reasoning</th>
<th>Planning Time</th>
<th>Prior Knowledge</th>
<th>Single Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Task 2</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
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<tr>
<td>Task 3</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Task 4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Task 5</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

+ = 0
- = 1

Task Complexity

TAP

Family relations
Occupation info
wherefrom
Talk about similarities and differences
Task Sequences and Descriptions

Task 1 Family Photo Jigsaw
（10 min; Contest）

Interim Goal
➢ Recognize vocabularies of family relations
➢ Introduce one’s family members briefly

Products
➢ Two complete family photos with vocabularies
➢ Oral introduction of the photos

Descriptions

Round 1
Step1: Show the Simpsons’ family photo to the class for 30 seconds;
       The teacher introduces the family, pointing to each character “我家有五口人，这个是我，这是我
       爸爸、妈妈、哥哥和妹妹。”
Step2: Hide the photo;
       Pair students up;
       Hand out the vocabulary stickers(我、爸爸、妈妈、姐姐…… )
       Hand out the “blank” family photo with no characters on it.
Step3: Ask students to put the appropriate stickers on the “blank” family photo as quickly as possible;
       Make it a competition.
Step4: The quickest pair introduces the photo to the class by saying “我家有五口人。这个是我，这是我
       爸爸……”, pointing out each character’s position in the photo;
       If the answer is correct, the pair gets a coupon, if not, the second fast pair is to introduce their
       version of the photo.

Round 2
Repeat the steps of Round 1
Use the photo of another family.
Why do we need Round 2: Round2’s step-ups from Round 1

- MORE COMPLEX family relations
- NO teacher’s sample introduction in step 1
- SHORTER TIME for the class to look at the photo (15 seconds)

Task 2 Video: The Steward's

(20 min; Contest)

Interim Goal

- Expand vocabularies of occupations
- Comprehend a family introduction
- Introduce family members with additional information such as occupations and wherefrom

Products

- Written: A complete family tree of the Steward’s with names and occupational info
- Oral: Introduce the family tree and occupational info
  Ask and answer questions concerning occupations and wherefrom

Descriptions

Part 1

Step1: Watch Video-Part1:

At their first encounter, Richard talks about his families, their names and occupations and where they live, and Alexandra
Step2: Each pair fills the blanks of the Steward’s family tree with First NAMES.
Step3: The quickest pair presents and explains the family tree briefly (Richard 家有*口人，这是 Richard 爷爷，这是……).
A coupon will be offered upon correct accounts.
Step4: The winning pair ask questions regarding some Steward family members’ occupations (eg. Richard 爸爸是做什么的？Richard 的妹妹在那里上班？) and also people’s wherefrom (eg. Alexandra 是从哪儿来的？).
The questions are drawn from a box.
The other pairs race to answer the questions.
One coupon upon each correct answer.

Part 2
Step1: Hand out the occupation glossary (see Appendix2).
Step2: Let the class GUESS the occupations of some Steward’s members whose occupations have not been mentioned by Richard in Video-Part1.
Students may use the occupation glossary as reference.
Step3: Watch Video-Part2.
Complete the Steward’s family tree with each member’s occupational info.
Step4: The quickest pair presents an introduction of the family by offering the family relations, names and their occupations. (Steward 家有*口人，Richard 是摄影师，他的爸爸 Philip 是……);
One coupon for the winning pair.

Task3 Info Exchange: Your Family and Mine
（30 min; No contest）

Interim Goal
➢ Comprehend your desk mate’s family introduction
➢ Find something in common between your family and the others’ in order to proceed with a conversation by using “和”、“也”、“都”

Products
➢ Written: Family trees with occupational info
   Bingo Chart
➢ Oral: Introduction of one’s own family members
   Briefings of commonalities between families

Descriptions
Step1: Set the students in NEW pairs
Step2: Student A introduces his/her family members, their occupations, wherefrom to Student B
Student B draws a family tree accordingly with occupational and residential info.
Step3: Swap the roles.
Step4: Student A and Student B exchange the family trees drawn for each other.
   Point out the mistakes and missing information. Add a family totem to the tree (eg. animals)
   Correct and complete the family trees.
Step5: Family Bingo (see Appendix3)
Students talk around to find out commonalities between his or her family and the others;

Step5: Ask some students who has achieved a Bingo to brief the information (eg. 我妈妈和**的哥哥都是老师。**的爷爷是律师，我的爸爸也是律师。)

**Task4 Game(Problem-solving): Mr.&Mrs. Smith Under Interrogation**

(25min; Contest)

Interim Goal

- Consolidate the questions and answers about family info

Products

- Written: Notes on a fake family (Smith’s) ’s info
  - Lists of questions and answers regarding family info
- Oral: Ask and answer questions about family info

Descriptions

Step 1: Students get back in their original pairs (the same pairs when doing task1&2)
  - Give each pair a number
Step 2: Pairs with an odd number are the Smith’s, each pair prepares their notes on the family info
  - Pairs with an even number are the interrogators, each pair lists out 10 family info questions
Step 3: Set one pair of Smith’s and one pair of interrogators in each group
  - Let each interrogator conduct an one-on-one interrogation on either Mr. or Mrs. Smith
  - Interrogators take notes of the answers
Step 4: Mr. And Mrs. Smith recall and compare their answers to predict the possibility of imprisonment
  - Each pair of interrogators compares their notes of the answers
  - Find the gaps between the couple’s answers
Step 5: If there are more than 3 inconsistent answers, the Smith’s will be “jailed”, the interrogation pair wins
  - If there are less than 3 inconsistent answers, the Smith’s will be “released”, the Smith’s pair wins
  - Each winning pair gets a coupon

**Task5 Sorting and Focus on Form---Based on the textbook dialogue**

(35 min; Contest)
**Interim Goal**
- Sort and match the texts in accordance with listening materials
- Understand the typical pattern and sequence of a real-world conversation about family info
- Consolidate specific grammatical structures

**Products**
- Written: Complete the scripts with missing lines
  - Fill in blanks
- Oral: Read aloud a dialogue
  - Read aloud a summary

**Descriptions**

**Part 1: The Textbook Conversation**
Step 1: Hand out scripts of the textbook dialogue to each pair
  - Student A gets 中国学生’s part, disordered and with a few lines missing
  - Student B gets 王小年’s part, disordered lines and with a few lines missing
  - The missing lines contain important language structures to be noticed and focused on (eg. 不、跟、和、都 etc.)
Step 2: Each pair negotiate and sort the lines, if necessary they may add some lines to make it a conversation, (5 min)
Step 3: Ask one pair to read aloud their version of the conversation
Step 4: Listen to the recording (Appendix 4)
  - Reorganize the lines accordingly
  - Fill in the missing lines
Step 5: Ask another group to read aloud the final version of the conversation

**Part 2: Fill in the blanks (focus on form)**
Step 1: Hand out the summary (Appendix 5) of the textbook conversation with blanks to each student
Step 2: Students fill in the blanks to complete the summary individually.
Step 3: Each pair compares answers and reaches to an agreement.
Step 4: The pairs that get all the correct answers win a coupon
Step 5: Closing ceremony of the Contest
  - Rank the top three pairs based on the number of coupons they have earned.
  - Award them candies, chocolate etc.

**Homework**
1. Oral: Watch “非诚勿扰”
   - To know how to make an impressive introduction of oneself and the families.
   - Imitate one of the most impressive introductions.
2. Written: Find Chinese contacts in your Facebook or classes
   - Email them to introduce yourself and your family, and invite them to be your pen-pals, or invite your Chinese classmates to a lunch, party etc. (something ahead into Unit 3)
Appendix 1 Video Scripts

Part 1

男：来，我帮你拍。
女：好啊，谢谢！
男：你是从纽约来的吗？
女：不是，我是从希腊来的。是交换学生。
男：什么时候来这儿的？
女：三个月前
男：你的中文说得不错。
女：谢谢夸奖。我是在学校学的中文。
男：你喝咖啡吗？
女：不用了，谢谢。请教一下，您写的书是关于什么内容的？
男：噢，还没写完。但是我手头有一些照片。要不要看一看？
女：好啊，我很想看看。
男：在这儿。书名是《美国家庭相册》，里面全是关于美国的摄影作品，有城市的、风景的，还
有人物的照片。这些都是各行各业的工作人员，建筑工人啦、银行职员啦、警察、街头小
贩、救护车司机、医生……
男：这是我爸爸 Philip，他是个医生。这是我妈妈，
女：她叫什么名字？
男：Ellen。这是我弟弟 Robbie，在上高中。妹妹 Susan，在一家玩具公司上班。
女：这是我的爷爷，住在佛罗里达。这个，是我太太，Marilyn
女：她好漂亮啊！
男：谢谢。那你呢？你有兄弟姐妹吗？
女：没有，我家就三口人，我是独生女。
男：哎呀！已经五点半了。对不起，我得去接我太太下班。
女：没关系，你快走吧。很高兴认识你。
男：我也是。对了，我叫 Richard，你呢？
女：我叫 Alexandra。
男：好。再见，Alexandra！
女：再见！

Part 2 Focus In 旁白

Richard 是个摄影师，他要出书，书名是《美国家庭相册》。他拍摄各行各业的人们：警察、救护车
司机、建筑工人、医生。
Richard 的爸爸叫 Philip，他是个医生，专门给小孩子看病，是一个儿科医生。
Richard 的妈妈 Ellen Stewart，是个家庭主妇。
弟弟 Robbie，在上高中，今年 17 岁
Richard 有一个妹妹，叫 Susan，她在一家玩具公司上班。
爷爷 Malcolm，已经 72 岁了，住在佛罗里达。
这是 Richard 的太太 Marilyn，她是个服装设计师。
这就是 Steward 一家。
## Appendix 2 Occupation Glossary

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Chinese (Pinyin)</th>
<th>Chinese (Wade-Giles)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>医生 (yī shēng)</td>
<td>yī shēng</td>
<td>doctor</td>
</tr>
<tr>
<td>professor</td>
<td>大学教授 (dà xué jiào shòu)</td>
<td>dà xué jiào shòu</td>
<td>professor</td>
</tr>
<tr>
<td>restaurant owner</td>
<td>餐馆老板 (cān guǎn lǎo bān)</td>
<td>cān guǎn lǎo bān</td>
<td>restaurant owner</td>
</tr>
<tr>
<td>accountant</td>
<td>会计 (kuài jì)</td>
<td>kuài jì</td>
<td>accountant</td>
</tr>
<tr>
<td>middle/high school teacher</td>
<td>中学老师 (zhōng xué lǎo shī)</td>
<td>zhōng xué lǎo shī</td>
<td>middle/high school teacher</td>
</tr>
<tr>
<td>college student</td>
<td>大学生 (dà xué shēng)</td>
<td>dà xué shēng</td>
<td>college student</td>
</tr>
<tr>
<td>photographer</td>
<td>摄影师 (shè yǐng shì)</td>
<td>shè yǐng shì</td>
<td>photographer</td>
</tr>
<tr>
<td>homemaker</td>
<td>家庭主妇 (jiā tīng zhǔ fù)</td>
<td>jiā tīng zhǔ fù</td>
<td>homemaker</td>
</tr>
<tr>
<td>police officer</td>
<td>警察 (jǐng chá)</td>
<td>jǐng chá</td>
<td>police officer</td>
</tr>
<tr>
<td>fashion designer</td>
<td>服装设计师 (fú zhuāng shè jì shī)</td>
<td>fú zhuāng shè jì shī</td>
<td>fashion designer</td>
</tr>
<tr>
<td>singer</td>
<td>歌手 (gē shǒu)</td>
<td>gē shǒu</td>
<td>singer</td>
</tr>
<tr>
<td>sales clerk</td>
<td>售货员 (shòu huò yuán)</td>
<td>shòu huò yuán</td>
<td>sales clerk</td>
</tr>
<tr>
<td>cashier</td>
<td>收银员 (shōu yín yuán)</td>
<td>shōu yín yuán</td>
<td>cashier</td>
</tr>
<tr>
<td>contractor</td>
<td>建筑工人 (jiàn zhù gōng rén)</td>
<td>jiàn zhù gōng rén</td>
<td>contractor</td>
</tr>
<tr>
<td>street vendor</td>
<td>街头小贩 (jiē tóu xiǎo fàn)</td>
<td>jiē tóu xiǎo fàn</td>
<td>street vendor</td>
</tr>
<tr>
<td>bank teller</td>
<td>银行职员 (yín háng zhī yuán)</td>
<td>yín háng zhī yuán</td>
<td>bank teller</td>
</tr>
<tr>
<td>dentist</td>
<td>牙医 (yá yī)</td>
<td>yá yī</td>
<td>dentist</td>
</tr>
<tr>
<td>astronaut</td>
<td>宇航员 (yǔ háng yuán)</td>
<td>yǔ háng yuán</td>
<td>astronaut</td>
</tr>
<tr>
<td>pilot</td>
<td>飞行员 (fēi xìng yuán)</td>
<td>fēi xìng yuán</td>
<td>pilot</td>
</tr>
<tr>
<td>chef</td>
<td>厨师 (chū shī)</td>
<td>chū shī</td>
<td>chef</td>
</tr>
<tr>
<td>driver</td>
<td>司机 (sī jǐ)</td>
<td>sī jǐ</td>
<td>driver</td>
</tr>
<tr>
<td>barber hairdresser</td>
<td>理发师 (lǐ fà shī)</td>
<td>lǐ fà shī</td>
<td>barber hairdresser</td>
</tr>
</tbody>
</table>
Appendix 3 Family Bingo

<table>
<thead>
<tr>
<th align="left">家和 ________</th>
<th align="left">跟 ________</th>
<th>________是独生子(女); ________也是独生子(女)。</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">家都有三口人。</td>
<td align="left">跟 都有哥哥。</td>
<td>也是独生子(女)。</td>
</tr>
<tr>
<td align="left">家和 ________</td>
<td align="left">________和 ________</td>
<td>一个妹妹。</td>
</tr>
<tr>
<td align="left">家都有一个人是老师。</td>
<td align="left">________</td>
<td>________都有一个妹妹。</td>
</tr>
<tr>
<td align="left">________</td>
<td align="left">________</td>
<td>________的爸爸上班都很辛苦。</td>
</tr>
<tr>
<td align="left">都来自纽约。</td>
<td align="left">________</td>
<td>________的弟弟(妹妹)是学会计的。</td>
</tr>
</tbody>
</table>

Appendix 4 Scripts---Adapted From Textbook

中国学生：请问你是中国人吗？
王小年：是啊，怎么啦？
中国学生：你的中文说得不流利？
王小年：我是华裔学生，在美国长大的。
中国学生：那你的老家在哪儿？
王小年：广东。[爷爷奶奶是从广东来美国的，我是第三移民。]
中国学生：真是太巧了。[我的老家也在广东。但是现在父母都在北京工作。]
王小年：那我们是老乡了。走，我们去 Ollies 吃点儿中国菜吧。
中国学生：好啊！
(在中国餐馆)
中国学生：一吃到中国菜，我就好像家。
王小年：你爸妈是做什么的？
中国学生：妈妈是医生，爸爸是大学教授。你呢？你家有几口人？
王小年：五口人。爸爸、妈妈、一个哥哥和一个妹妹。妈妈开了一家中餐馆。
中国学生：真是太巧了。有哥哥和妹妹。我是独生子，没有兄弟姐妹。你哥哥和妹妹都在上学吗？
王小年：没有。哥哥已经工作了，是中学老师。妹妹跟我都在纽约大学学习。我学电脑，妹妹在商学院学会计。
中国学生：我才到纽约，英文不好，以后要多教你啊。
王小年：没问题。我们可以互相帮助。你可以教我中文。
中国学生：那太好了！

*The sentences in the [.....] are the missing lines*
Appendix 5 Fill in the blanks with appropriate words or phrases

王小年是（华裔）大学生，在美国长大。他的爸爸（和）妈妈开了一家中餐馆。哥哥是（中学老师），妹妹（跟/和）王小年在纽约大学学习，妹妹（是）学会计（的）。今天，王小年在学校见到一个学生，他是（从）中国来的。他的妈妈是（医生），爸爸是（大学教授）。他才（到/来）纽约，英文不好，所以想（跟）王小年请教英文。王小年和这位中国学生的老家（都）是中国广东。