Adapting TBLT Curriculum

Unit 1: Greeting

TCSOL 2014 Final Group Project

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Section 1

Introduction

For our 2014 TCSOL Practicum, our class was assigned to adapt the textbook Integrated Chinese, Book 1, for use in a task-based language teaching (TBLT) environment. As members of the group modifying Unit I we had a unique challenge. We had both the advantage and disadvantage of adapting the very first unit and exposing new learners to Chinese for the first.

An advantage is that we had the opportunity to set the tone for the syllabus—a full 8-unit course in beginning Chinese. We were able to use our creativity and our understanding of TBLT to design authentic activities and tasks with real-world application that we paired with SLA research to introduce our students to the Chinese language. We took, as a basic assumption, that our students—10 young adults from various countries staying in Shanghai for summer language study—had already gone through a brief introductory lesson to the sound system of Chinese. This assumption allowed us to develop the “Greetings” unit without addressing vowels, consonants, tones, etc., and begin with the initial vocabulary students of Chinese need at the outset of their studies.

On the other hand, the disadvantage of working on the first unit is that we were developing activities and tasks for students with no prior knowledge of Chinese to activate. For novices at using TBLT methodology, we initially found that to be challenging. How could we concentrate on meaning, when the students had no meaning-based command of the language? Where to begin?

We turned to our course slides, our class notes, our practicum reading, our classroom discussions, and our APA studies, and drew upon our theoretical knowledge of second language acquisition (SLA) and the techniques of INFO—optimizing and maximizing input, negotiation, feedback, and output. For theoretical underpinnings, we relied specifically on “interactionism,” as articulated in psychologist Lev Vygotsky’s theory of the Zone of Proximal Development (ZPD). ZPD posits that children’s cognitive development (of which language is a part) is primarily the result of social interaction. We also relied on Merrill Swain’s “Comprehensible Output Hypothesis,” a theory that in negotiating meaning with others, the demands of producing comprehensible output ‘pushes’ learners ahead in their language development.

One additional parameter we used to structure our unit syllabus was Robinson’s (2003) Task Complexity Model. By using this model, we were able to principally judge and scale out different tasks and put them in an appropriate order of ascending complexity. Robinson claims that as task complexity increases, so does linguistic complexity. By utilizing this theory and increasing task complexity, we can also guarantee that students are supplied with more linguistically complex task as well. One important point to note in the complexity of charts below is that Task 6 (complexity 1) is between two tasks ranked complexity 4. Our rationale for implementing Task 6 in that position is to give students self-reflection time.
<table>
<thead>
<tr>
<th>Task 1 Self-Introduction</th>
<th>Task 2 Pronouns/學生/老师</th>
<th>Task 3 Character Practice</th>
<th>Task 4 Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ few elements</td>
<td>+ few elements</td>
<td>- few elements</td>
<td>- few elements</td>
</tr>
<tr>
<td>- no reasoning</td>
<td>- no reasoning</td>
<td>+ no reasoning</td>
<td>+ no reasoning</td>
</tr>
<tr>
<td>+ Here-and-Now</td>
<td>+ Here-and-Now</td>
<td>+ Here-and-Now</td>
<td>+ Here-and-Now</td>
</tr>
<tr>
<td>- planning</td>
<td>- planning</td>
<td>- planning</td>
<td>+ planning</td>
</tr>
<tr>
<td>- prior knowledge</td>
<td>+ prior knowledge</td>
<td>- prior knowledge</td>
<td>+ prior knowledge</td>
</tr>
<tr>
<td>+ single task</td>
<td>+ single task</td>
<td>+ single task</td>
<td>+ single task</td>
</tr>
<tr>
<td><strong>Complexity 2: High</strong></td>
<td><strong>Complexity 1: Low</strong></td>
<td><strong>Complexity 2: High</strong></td>
<td><strong>Complexity 2: High</strong></td>
</tr>
<tr>
<td>Performative and Low Developmental Complexity</td>
<td>Performative and Low Developmental Complexity</td>
<td>Performative and Low Developmental Complexity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Complexity 4: High</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performative and High Developmental Complexity</td>
</tr>
</tbody>
</table>

Complexity of the tasks were considered to **scaffold** learners.
Since our students have no prior Chinese vocabulary, we begin with an “input flood,” offering teacher modeling, several YouTube videos, self-made videos to be peer critiqued, student-made business cards, a world map, and many visuals and photographs of people and Chinese characters. It is our expectation that our students will be inspired and motivated by the entertaining activities and tasks to fully participate and quickly acquire some very basic sentence patterns and vocabulary. They will need to quickly learn their Chinese names, how to greet each other and exchange names and name cards, how to describe their nationalities and distinguish their roles as “students” from the teacher’s occupation, and describe an object or photo representative of their home country. All these meaning-based exchanges will set the foundation for the students to have an enjoyable and productive summer session, learning to be bold in speaking Chinese, making friends, and learning how to interact in a Chinese environment.

Section 2

Project Overview

Topic: Greetings and Self-Introduction

Target students: Absolute beginners, young adult college students ages 18-25, from different countries (varying L1 background)

Class size: 10 students

Class time: Each “lesson” is planned for a session of 80 minutes

Setting: Summer Chinese language camp at a university in Shanghai, China (access to local university students)

Conditions: Students will work, depending the task, individually or cooperatively to achieve completion of the assigned tasks. The tasks involving group work in this lesson are convergent.

Procedures: pair/group work, individual and interview homework

Goals of the Project:

1. Integrate SLA theory into practical task based tasks to imitate natural learning environments for student language acquisition

2. Create a sequenced, integrated, scaffolded task based sequence lesson plan adapted from Unit 1 (focused on “greetings) of Integrated Chinese, Book 1

3. Engage students in classroom with authentic input and give them the optimal environment to develop their language tools to utilize in the study abroad environment

4. By the end of the unit, students will have developed confidence to approach native speakers and introduce themselves in Chinese

Materials:

1. Video clips (youtube)  5. Calligraphy Brush
2. Worksheets  6. Maps
3. Business Cards  7. iMovie (or other program to create personal video)
4. Pictures
Section 3

Unit 1 Design

1. Lesson 1
   a. Task 1 – Self-Introduction
      i. Homework: Find (at least 3 people on campus and interview them); production: get 3 names with pinyin/make new friends

2. Lesson 2
   a. Task 2 – Occupations: 学生 / 老师
   b. Task 3 – Chinese Character and Name Writing
      i. Homework: Create business cards (rubric)

3. Lesson 3
   a. Task 4 – Countries
      i. Homework:
         1. Add your country to the business card
         2. Self-introduction upload to youtube

4. Lesson 4
   a. Task 5 - Business card exchange
   b. Task 6 – Peer Critique of self-introduction homework
      i. Homework:
         1. Revise self-introduction video based on peer critique
         2. Find a show and tell item to introduce yourself and country

5. Lesson 5
   a. Task 7 – Show and Tell
Section 4

Task Sequence

Unit 1: Lesson 1, Task 1

Task 1: Self-Introduction

Approximate Time: 65 minutes
Task Complexity: 2

Objective:
1. Students will be able to greet each other and introduce themselves by names, using the right vocabulary and sentence structure.
2. Students will be able to imitate appropriate tones and pronunciation.

Materials:
1. Video-clip: https://www.youtube.com/watch?v=JK4nGnh3Gk0.
2. A little prize (bookmark or pen with university logo)
3. Vocabulary Card:
4. Sentence Card:

Side 1:

a. 你  
ob. 我  
c. 的  
d. 好

e. 名字  
f. 叫  
g. 什么  
h. 呢

Side 2:

a. nǐ  
b. wǒ  
c. tā  
d. hǎo

e. míng zi  
f. jiào  
g. shén me  
h. ne

2. A little prize (bookmark or pen with university logo)

3. Vocabulary Card:

Side 1:

1. 你好。
2. 你叫什么名字？
3. 我的名字叫____。
4. 你呢？

Side 2:

1. nǐ hǎo？
2. nǐ jiào shén me míng zi？
3. wǒ de míng zi jiào____。
4. nǐ ne？
Preparation (before class; teacher):

1. Search online and get the most appropriate video-clip for beginners.
2. Get the roster and prepare Chinese names for the students.
3. Arrange the classroom in such a way that students sit at a round table.

Input:

1. Teacher modeling
2. Video-clip:
3. Textbook

Procedures:

<table>
<thead>
<tr>
<th>Pre-task priming activities/mini-tasks (listing)</th>
<th>Interaction</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Teacher modeling: teacher walks around and shakes hands with students by greeting 你好，我的名字叫。。。</td>
<td>T-S</td>
<td>20”</td>
</tr>
<tr>
<td>Step 2: Teacher asks the students: what am I doing here? Guess what I said to you just now.</td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td>Step 3: Play video clip for the 1st time and ask the students what the people in the video are doing.</td>
<td>S-S (group work)</td>
<td></td>
</tr>
<tr>
<td>Step 4: Play video clip for the 2nd time and invite students to identify utterances from the video clip.</td>
<td>T-S</td>
<td></td>
</tr>
</tbody>
</table>

Task: Greeting and self-introduction of names:

Step 1: Teach pronunciations one by one, giving Chinese names to those who don’t have one:

1. nǐ hǎo.
2. nǐ jiào shén me míng zi?
3. wǒ de míng zi jiào _____.
4. nǐ ne?

Step 2: Students practice in pairs; teacher walks around to give individual feedback.

Step 3: Students rotate as a whole class, greeting the student sitting to his/her right.

Step 4: Students vote for the best learner for today.

Step 5: A little prize will be awarded to the best learner.

Post-task, Homework:

Go out and interview 3 Chinese students at the university and find out their name in Pinyin. Try places that require a campus ID, such as library and gym, to guarantee your credibility!

Evaluation

The teacher should follow closely students’ response while trying to reproduce the utterances from the video-clip.
Unit 1: Lesson 2, Task 2 & 3

Task 2: Introducing Occupations: 学生/老师

Approximate time: 40 minutes
Task Complexity: 1

Objective:
1. Students will be able to use 学生 and 老师 properly.
2. Students will be able to demonstrate understanding of 我, 你, 他/她, 他们/她们 pronouns.

Materials:
5. Assorted pictures:
   a. Harry Potter: Dumbledore (老师 / 他), Harry (学生 / 他), Hermione（学生 / 她）
   b. X-Men: Professor X(老师 / 他), Kitty (学生 / 她)
   c. Group pictures: （学生 / 他们 / 她们）
6. Cards:

   Side 1:
   a. 老师
   b. 学生
   c. 我
   d. 你
   e. 他
   f. 她
   g. 他们
   h. 她们
   i. 朋友

   Side 2:
   a. lǎoshī
   b. xuéshēng
   c. wǒ
   d. nǐ
   e. tā
   f. tā
   g. tāmen
   h. tāmen
   i. péngyǒu

Preparation (before class; teacher):
1. Create information gap worksheet.

Procedure:

<table>
<thead>
<tr>
<th>Pre-task priming activities/mini-tasks</th>
<th>Interaction:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Lesson 1 homework review.</td>
<td>T-S</td>
<td>5”</td>
</tr>
<tr>
<td>o 你的朋友叫什么？他 / 她是学生吗？</td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td>o With these questions, can use pictures of students (prepared) to show students meaning of 学生。</td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td>Step 2: 我是学生吗？我不是学生，我是老师。</td>
<td>T-S</td>
<td>2”</td>
</tr>
</tbody>
</table>
**Task 3: Information Gap Worksheet**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Break students into pairs. Give them each a worksheet. Worksheet A has information that worksheet B does not.</td>
<td>T-S</td>
</tr>
<tr>
<td>2</td>
<td>The students must interact and work together to fill in the information gap. (Teacher circulates around the classroom to listen and give help as necessary)</td>
<td>S-S (pair work)</td>
</tr>
<tr>
<td>3</td>
<td>Students look at both worksheets and compare answers after they have completed task.</td>
<td>S-S</td>
</tr>
</tbody>
</table>

**Post-task,**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Go over the worksheet as a class.</td>
<td>T-SS</td>
</tr>
<tr>
<td>2</td>
<td>Teacher calls attention to any problematic forms that he/she noticed while listening to the S-S interaction in Task, Step 2.</td>
<td>T-SS</td>
</tr>
</tbody>
</table>

**Evaluation**

The teacher should see if the students seemed to be grasping the concepts during the task work.

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**Unit 1: Lesson 2, Task 3**

**Task 3 Character Practice**

Approximate time: 45 minutes

Task Complexity: 2

Objective:

1. Students will be able to write their name in Chinese
2. Students will be able to understand stroke order system as written in textbooks

Materials:

1. Each student will have a few sample handouts with characters to draw (example 安 below)
2. brush and ink
3. newspaper
Preparation (before class; teacher):

1. Prepare handouts with stroke order for 我，你，他，她，是，学，生
2. Prepare handouts with stroke order for individual student names

Procedures:

<table>
<thead>
<tr>
<th>Pre-task priming activities/mini-tasks</th>
<th>Interaction:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Teacher has discussion with students about characters</td>
<td>T-S</td>
<td>3”</td>
</tr>
<tr>
<td>o Teacher writes 木 and 请 on board, and asks students what these characters look like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2: Students think about the two characters on board, come up with possible meanings for them.</td>
<td>S-S</td>
<td>2”</td>
</tr>
<tr>
<td>o Some characters do look like their meanings, some do not! Explain with 请, sometimes characters indicate pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: Distribute handouts, draw 安 on the board and explain basics about stroke order: left to right, top to bottom</td>
<td>T-S</td>
<td>5”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task (Character Writing)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Students complete basic character handouts (我，你，他，她，是，学，生) with pen</td>
<td>S only</td>
<td>15”</td>
</tr>
<tr>
<td>o Teacher walks around room and critiques students’ handwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2: Peer critique of characters.</td>
<td>S-S (pair work)</td>
<td></td>
</tr>
<tr>
<td>Step 3: Teacher hands out individual name characters to each student. Students practice characters.</td>
<td>S only</td>
<td></td>
</tr>
<tr>
<td>o Teacher walks around room and critiques students’ handwriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: Teacher hands out newspapers (to put on the desk), paper, brushes, and ink. Students can practice any character they want with brushes.</td>
<td>S only</td>
<td>10”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-task</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Teacher collects the best character each student drew (decided by student) and hangs it up in the classroom.</td>
<td>T-SS</td>
<td>5”</td>
</tr>
<tr>
<td>Step 2: Teacher explains that learning characters is a life long practice, but by increasing repertoire little by little, students will eventually be able to read newspapers and novels in Chinese.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher can judge success based on the outcomes of their character production.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to make 10 business cards (one for each other student) with name, “occupation” (学生), and several drawings that identify them and their home country.</td>
<td>T-S</td>
<td>5”</td>
</tr>
</tbody>
</table>
Unit 1: Lesson 3, Task 4

Task 4: Countries

Approximate Time: 80 minutes
Task Complexity: 2

Objective:
1. Students will be able to add their country of origin to their greetings
2. Students will be able to ask others where they are from

Materials:
1. World map
2. Post-its (or halves of index cards) with Chinese characters for countries (characters on one side; pinyin on the other side [in bold, large type]—add tones)
   - Faguo (France) 法国
   - Yingguo (England) 英国
   - Meiguo (America) 美国
   - Riben (Japan) 日本
   - Deguo (Germany) 德国
   - Hanguo (Korea) 韩国
   - Yuenan (Vietnam) 越南
   - Aherenting (Argentina) 阿根廷
   - can fill in any country from which you have students
   - ___guo 国
3. post-its with questions:
   - naguo? (which country?) 哪国？
   - ni ne? (…and you?) 你呢？
4. On the board (and on one post-it):
   a. Ni shi naguo ren? (Where are you from?) 你是哪国人
   b. Wo shi ___guo ren. (I am from___/I am a ____ ) 我是 ______( 国) 人
5. Ni ne? (…and you?) 你呢？

Preparation (before class; teacher):
1. familiarize yourself with the countries of origins of the student group (on which to base preparation)
2. post-its or index cards, described above
3. Teacher tapes up world map (with the post-its taped or pinned to the locations of the countries of origins of the students in the class).
### Procedure:

<table>
<thead>
<tr>
<th>Pre-task priming activities/mini-tasks</th>
<th>Interaction:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: (T-S/S-S) : quick review of Lessons 1 &amp; 2 T, in Chinese, introduces him/herself (by name) and says s/he’s the teacher (in Chinese); then s/he asks the SS (in Chinese) for their names and models &amp; motions that they should introduce themselves to each other and say whether they are students or the teacher.</td>
<td>T-S, S-S</td>
<td>10&quot;</td>
</tr>
<tr>
<td>Step 2: T, in English: We are all from different countries. We are going to learn how to tell each other where we are from.</td>
<td>T-SS</td>
<td></td>
</tr>
</tbody>
</table>

### Task:

| Step 1: Teacher models the exchange. T: picks appropriate post-it off the world map with Meiguo on it  | T-SS          | 55"   |
| Step 2: T: T points to one student (S). T asks the S: Ni shi naguo ren? And invites the one S to come up to the map and choose one post-it. | T-S           |       |
| Step 3: S: then the student responds with his/her country of origin: Wo shi ____ ____ ren. | T-S           |       |
| Step 4: Continue in the same manner with each student, and then have the SS ask each other the same question and then respond to each other. | SS-SS         |       |
| Step 5: Teacher models the alternative form of the question: Ni ne? | T-SS          |       |
| Step 6: SS respond and then question each other. | SS-T, SS-SS   |       |

### Post-task,

| Step 1: each S (quickly) introduces him/herself, giving name/student/and country of origin | T-SS          |       |

### Evaluation

**Teacher notes:**
- indicate what worked/what didn’t work
- suggestions for using activity another time based on time management

### Homework:

**Teacher explains homework:**
- Add your country to the business card
- Self-introduction upload to youtube

**Time:**
- 5"
# Unit 1: Lesson 4, Task 5 & 6

## Task 5 Business Cards

**Approximate Time:** 45 minutes  
**Task Complexity:** 4

### Objective:
1. Students will be able to introduce themselves in Chinese and exchange business cards  
2. Students will review lesson thus far in an integrated manner.

### Materials:
1. Video: youtube link: https://www.youtube.com/watch?v=EKUU-Vok35Q  
2. Business cards

### Preparation (before class):
1. Students will be expected to have completed 10 name cards for homework prior to coming to class.

### Procedures

<table>
<thead>
<tr>
<th>Pre-task priming activities/mini-tasks</th>
<th>Interaction:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Everyone takes out his or her homework from last night.</td>
<td>T-S</td>
<td>15”</td>
</tr>
<tr>
<td>Step 2: How do we exchange business cards in the US?</td>
<td>T-SS</td>
<td></td>
</tr>
<tr>
<td>a. Brief Class Discussion; teacher makes a list on the board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: Watch business card video</td>
<td>S-S</td>
<td></td>
</tr>
<tr>
<td>a. What words seemed important.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Discuss with partner; write down some important words or phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: Teacher models a name card exchange with two students.</td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td>a. Students exchange cards with partner.</td>
<td>S-S</td>
<td></td>
</tr>
</tbody>
</table>

### Task:
Step 1: Using their grasp of Chinese thus far, students will circulate the class and collect a name card from every student.
Students should:
- Greet the other person
- Say their name
- Say they are a student
- Present their name card

After students have collected all the cards, they sit down.

Step 2: After students have all sat down, have a few students come to the front of the room and demonstrate their interaction.

<table>
<thead>
<tr>
<th>Post-task, Step 1: Go over anything that was noticed as a teacher when the students were interacting. Perhaps pronunciation if it was inaccurate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Teacher notes the performance of the students during the interaction.</td>
</tr>
</tbody>
</table>

**Task 6 Self-intro Critique**

Approximate Time: 40 minutes
Task Complexity: 1

Objective:
1. Students will be critiquing the self-introduction video of their peers.

Students will be introduced to the “this is...” concept.

Materials:
1. Video prepared by each student.
2. Photo/or object of about teacher’s country.

Preparation (before class):
1. Students should have a prepared a short video of 1-2 minutes. The video is an introduction about themselves and their countries.

Procedures:

<table>
<thead>
<tr>
<th>Task: Step 1: Everyone takes out his or her homework from last night. Step 2: Students will get in groups of two. They will review the video of their teammates and critique about it. The teacher will walk around the groups listening to the feedback that students give to their peers and provide additional comments if needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction:</td>
</tr>
<tr>
<td>T-SS</td>
</tr>
<tr>
<td>S-S</td>
</tr>
<tr>
<td>T-S</td>
</tr>
<tr>
<td>Time: 15”</td>
</tr>
</tbody>
</table>
**Post-task,**

1. Based on the common mistakes made by students, the teacher will be making general comments or feedback, which will be helpful to all students.
2. Time will be dedicated to specific questions that students have on how to say a something (for their revised video). This is students would like to add something more the their self introduction video.
3. Teacher can ask if any student is willing to show their video to their entire class and do a group critique.

<table>
<thead>
<tr>
<th>Priming “Introducing 这是。。。的”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Teacher shows a pair of chopsticks and asks the students “这是什么？, 这是筷子。”</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Teacher points at the map (pointing China) 这是中国的。</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Teacher provides another example by showing a picture of the great wall.</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Teacher asks the students 这是什么？ 这是长城</td>
</tr>
</tbody>
</table>

**Evaluation**
Teacher notes the performance of the students during the interaction.

**Homework**
Students have to bring something from their country and find what is called/written in Chinese.
Unit1: Lesson 5, Task 7

Task 7 Show and Tell

Approximate: 45 minutes
Task Complexity: 4

Objective:
1. Students will be presenting something about their home country using 这是。。。的

Materials:
1. Photo/or object of about student’s country.

Preparation (before class):
1. Students should have brought an object or photo from home.
2. Students should have researched how this item is called/written in Chinese.

Procedures:

<table>
<thead>
<tr>
<th>Priming - review</th>
<th>Interaction:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher repeats the priming stage from yesterday</td>
<td>T-S</td>
<td>15”</td>
</tr>
<tr>
<td>Step 1: Teacher shows a pair of chopsticks and asks the students “这是什么?”</td>
<td>T-SS</td>
<td></td>
</tr>
<tr>
<td>Step 2: Teacher shows a picture of the forbidden City and asks the students “这是什么?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: Teacher shows a picture of the Great Wall and asks the students “这是什么?”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task:
Each student will show what he/she has brought to class.
Step 1: Student X shows the class what he/she has brought.
Step 2: Teacher asks student x, “这是什么?”
Step 3: Student should know the word in Chinese and replies: 这是。。。和 writes the characters of the item on the blackboard.

| Evaluation | |
|------------||
| Teacher notes the performance of the students during the interaction. | |

| Q&A | |
|-----||
| The rest of the class will be for answering any additional questions the students have about the chapter before moving forward. | T-S |

10”
Section 5

Homework:

Between each lesson, we planned a homework assignment that

1. Homework 1 (Following Lesson 1, Task 1): Find at least 3 people on campus and interview them. Students should have the people they interview write down the interviewee’s name in pinyin.
   a. The objective of this homework is to have students begin to interact with their local surroundings and perhaps make some local friends.

2. Homework 2 (Following Lesson 2, Task 3): Create business cards
   a. Using the information the students have learned thus far (names, 学生 / 老师) they can start to make business cards. These will eventually be used for Task 5

3. Homework 3 (Following Lesson 3, Task 4):
   a. Add their country to each business card
   b. Self-introduction upload to youtube. The self introduction can be done as they like, but should at least include their name, that they are a student, and their country. They can record as many times as they want until they get a product they are happy with.

4. Homework 4 (Following Lesson 4, Task 6):
   a. Revise self-introduction video based on peer critique
   b. Find a show and tell item to introduce yourself and country
**Section 6**

Appendix

**Appendix 1: Task 2 Worksheets (Pronoun; 学生 / 老师 Task)**

Worksheet A

<table>
<thead>
<tr>
<th>他們是谁？ Tamen shi shéi?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td></td>
</tr>
<tr>
<td>![Image 2]</td>
<td></td>
</tr>
<tr>
<td>![Image 3]</td>
<td></td>
</tr>
<tr>
<td>![Image 4]</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet B

<table>
<thead>
<tr>
<th>他們是谁？ Tāmen shì shéi？</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Appendix 2: Task 3 Worksheet (Character Writing Task)

安 ān Character

![Character Writing Practice]
Appendix 3: Task 4 (Countries)

Appendix 4: Task 5 (Business Cards)
Example: