GROUP SEVEN

STUDYING CHINESE

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**Words from us:** It is very difficult, or shall we say insecure, for many of us who were used to structure-based teaching and learning to fully embrace the TBLT approach. We have to be rewired in order to be update; we have to be daring in order to be creative. However, as long as we hold strong believes, any change is possible.

**Rationale of the Design:**

**Goal:** We want to design a unit of tasks ready to be implemented into classroom by using a TBLT approach, the tasks which really can promote the language use for real communicative purposes. By using authentic materials and providing real-life like tasks, we try to optimize conditions for learning. We give priority to meaning in communication without neglecting of form.

**Procedure:** After studied the given material: Unit 7 of *Integrated Chinese*, we started our designs with adopting the topic: studying Chinese. First thing we did was asking ourselves: What would leaners like to know when they talk about studying Chinese? What knowledge would benefit learners to study Chinese? What tasks would leaners might do to help their Chinese learning? With these questions in mind, we designed a Unit Project: Create A Class Portfolio of Studying Chinese. We dived the main topic into four sub-topics, for each sub-topic, we designed a sub-project. The following figure explains the structure of our design.

![Figure 1. Project Design Structure](image)

We also paid a close attention to some grammar features pointed out in the textbook for the interest of the focus on form activities in our unit tasks.
Sequence of the sub-projects:

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Developmental Complexity</th>
<th>Performative Complexity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Here &amp; Now</td>
<td>Few Element</td>
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<tr>
<td>Sub-project 1</td>
<td>+</td>
<td>+</td>
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<td>Sub-project 2</td>
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<td>+</td>
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<tr>
<td>Sub-project 3</td>
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<td>-</td>
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<tr>
<td>Sub-project 4</td>
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</tbody>
</table>

Figure 2. Task Complexity Analysis

We analyzed the complexity of each sub-project. Since the performative complexities are similar, we sequenced them according to its developmental complexity, from low to high. Relatively sub-project 1 and 2 has lower developmental complexity than sub-project 3 and 4 since they involve relatively less elements and do not require reasoning. Sub-project 4 has the highest developmental complexity.

In our task sequence descriptions, we adopted the terms suggested in the book: *Doing Task-Based Teaching* (Dave Willis & Jane Willis, 2007).

Unit Project Description:

- **Topic**: Studying Chinese
- **Target**: College students, Lower-intermediate Level
- **Time**: 2.5 - 3 weeks/13 - 15 hours of class time

Figure 3. Basic Description
**Project Briefing:** The class is going to create a class portfolio of studying Chinese in which it shows useful information for the interest of anyone who wants to study or is studying Chinese. Also the class portfolio is a showcase of students learning outcomes. The class portfolio includes collective materials consisting of 4 parts:

Part 1: a) Group designed interview outlines of interviewing a successful Chinese learner (handwrite & printed).
Part 2: a) Group designed mind maps of language partner poster (handwrite).
        b) Individual designed Language partner posters (handwrite & printed).
Part 3: a) Individual online profiles (Printed)
Part 4: a) Group designed summer camp schedules (Printed).

**Procedures:** In order to complete this unit project, all leaners should work collaboratively and complete the following four sub-projects.

**Sub-project 1: Interview Language Learners**

**General Introduction:** You are studying Chinese. If you had a chance meeting with a person who is also studying Chinese and this person is a successful Chinese learner, you would have an opportunity to inquire his/her learning experiences and ask this person for some learning tips. What would you be interested in this person? What are your concerns about Chinese study? How will you ask him/her for learning suggestions?

**Goal:**

a) The students will be able to conduct an interview of inquiring about other people’s learning experiences and learning suggestions.

b) To provide an opportunity for the use of wh-words and personal Chinese studying experience related phrases in a real life situation, such as “什么”, “多久”, “为什么”, “怎么样”, “学习情况”, “学习感受”, “学习经验”, “我觉得”, “对你来说”, “难”, “容易” etc.

**Input:**

a) A stack of paper slips with written text, one sentence on each. Sentences are chosen from a transcript of an interview with a successful Chinese language learner, only responses of the interviewee are included. (Appendix 1.1)

b) An audio recording of the interview. (Attachment 1.1)

**Conditions:**

a) All types of input are shared in the whole group.

b) The written input is used in a convergent manner.

c) Audio recording is used in a divergent manner.

**Procedures:**

**Priming:**

1. **Pair Sorting Work:** two students work together with the paper slips (Appendix 1.1). According to their understandings of the sentences, students sort the slips into three categories.
2. **Teacher-led Whole Class Sorting Work:** Teacher gives out three pieces of papers titled with “学习情况”/“学习感受”/“学习建议” separately. Teacher leads the whole class to discuss, sort answers into these categories and list them under each category by taping the slips accordingly.

**Preparation:**

3. **Individual Inferring Work:** Based on the listed interview answers, student infers and writes down corresponding interview questions, one for each answer, 9 in total.

4. **Individual Work:** Listen to the recording of an interview of a successful Chinese language learner, Jiajie. For the first time of listening, each student writes down as much noticed questions as possible; the second and/or third time, each student makes sure to have recorded corresponding questions for answers they have taped under the three categories.

5. **Group evaluating on writings:** groups of 3. First, each student reads another person’s writing, compares the questions the person has recorded with the questions the person has inferred, grades the similarity and exchanges opinions of which way of asking is better.

6. **Individual Work:** Listen to the recording again, starts playing it at 1’15”, which is about learning suggestions. Each student writes down three suggestions they heard they think are worth to be asked further.

7. **Save the last words for me:** Within a group formed with 3, A, B and C students. Starts from A, shares the first recorded suggestion with the group by reading it aloud, then B tells the group he/she thinks what further questions would A ask about this suggestion. C does the same task and then A explains. Continue to finish discussing all the suggestions.

8. **Class Vote:** The class will interview three best Chinese learners of the class. Who do you want to interview? By an anonymous voting, the whole class nominates 3 best Chinese learners of the class.

**Planning:**

9. **Group Designing:** Non-nominee students work in groups of 3, design a written interview outline with 8-10 questions; 3 nominees works as a group, predict and write down questions would be asked and prepare for answers in speaking.

**Target Task:**

10. **Group Interview Task:** Every group will interview all three nominees. Each member in a group interviews a different nominee, using the designed outline questions. While one person is doing the interview, other members should listen.

11. **Homework:** A focus on form practice (Appendix 1.2)

**Predicted Outcomes:**

**Product:**

a) Students collaboratively design the interview outlines and conduct it successfully in the classroom.

b) Collected materials part 1 for the Class Portfolio: A group designed interview outline in written from each group.

**Process:**

a) Cognitively requires students doing: from simply listing, sorting, matching to comparing, grading and finally designing and interviewing another person.

b) Linguistically provides opportunity for students to use wh-words and personal Chinese studying experience related phrases in reading, writing, listening and speaking.
Sub-project 2: Language Partner Poster

General Introduction: A language partner may benefit your Chinese learning only if you could find one. How to design a quality language partner poster in order to find a language partner? What information should you included in this poster?

Goal:

a) Students will be able to identify and analysis needed information in a language partner poster and be able to design one for their own interests.
b) Students will be able to appropriately express sequence; such as using: 第一，第二，第三”“首先，然后，最后”， also will be able to use language partner related words in speaking, listening, reading and writing.

Input:

a) A recording about how to design a language partner poster. (Audio 2.1)
b) A sample language partner poster. (Appendix 2.2)

Conditions:

a) All input are shared within the class.
b) All input are used in a convergent manner

Procedures:

Priming:

1. Pair Listing: each pair needs to discuss and lists three benefits of having a language partner: 第一: _____, 第二: _____, 第三: _____.
2. Teacher-led Discussion: First, each pair shares their results and the whole class agree on three benefits; then, discuss: If you want to make a poster to find a Chinese language partner, how would you design it. What should you write in your poster? Priming words: “首先要…, 然后要…, 最后要…, 介绍, 要求, 联系方式” and etc.

Preparing:

3. Listening, Listing & ordering: The whole class listens to a recording of a conversation about looking for a language partner. (See attachment 2.1). After 1-2 times of listening, students work in pairs to list the steps of design the poster in the order that speakers suggested.
4. Listening and adding: Listen again, finalize their list and add a tip the speaker suggested.
5. Presentation: each group should present their list to the class by using: 首先；然后；最后
6. Mind Map: each pair needs to discuss and fills out a mind map of designing the poster. (See appendix 2.1)
7. Peer Editing: Each two pairs switch the mind maps and edit for each other. Give the edited mind map back to the pair and explain why they did such editing.
8. Pair Analyzing: Teacher shows a language partner poster sample to students, ask each pair to find the missing part by using their mind maps. (See appendix 2.2)

Planning:

9. Pair Discussion: Look at your group mind map and poster sample, discuss with your partner: If you start to design your own poster, how would you design it.
**Target Task:**
10. Individual Design: make a language partner poster.

**Peer Evaluation:**
11. Display and Peer Evaluation: Display all the posters on the wall. Students talk to each other and provide feedbacks on how to improve it.
12. Homework: Each student improves the poster based on the feedbacks received in the class. Post the poster in school’s information board.

**Predicted Outcome:**

**Product:** Collected materials for the Unit Project Part 2.
- a) Group designed mind maps.
- b) Individual designed language partner posters.

**Process:**
- a) Cognitively requires students doing: listing, sorting, comparing, analyzing, composing, designing and evaluating.
- b) Linguistically provides opportunities for students to appropriately express sequence, such as using “first, second, third”, “firstly, then, last”, also fluently and correctly use language partner related phrases in speaking, listening, reading and writing.

**Sub-project 3: Sign up, Log in and Manage Account**

**General Introduction:** For learners of 21st century, using computer to use Internet resources is a basic learning skill. In order to use Chinese websites, leaners should be able to read and type characters on computers.

**Goal:**
- a) The Students will be able to use characters to sign up, log in and manage account on a Chinese website.
- b) The students will be able to distinguish online resources in simplified and traditional characters, will have opportunity to use basic internet related words and expressions in a real life task in speaking, listening, reading, writing and typing, such as “免费注册, 登录, 邮箱, 密码, 验证码, 编辑个人介绍, 保存” etc.

**Input:**
- a) Two screenshots of BBC news webpage. With the same content, one is in simplified characters and another is in traditional characters. (Appendix 3.1.1)
- b) 10 websites with URL ending with CN/TW/HK/MO, choosing randomly. see an example list:
  - http://www.pku.edu.cn
  - http://www.tsinghua.edu.cn
  - http://www.hanban.edu.cn/confuciousinstitutes/
  - http://www.ntu.edu.tw
  - http://www.ebc.net.tw
  - https://www.hku.hk
  - http://www.hkpl.gov.hk
  - http://www.umac.mo/chi/
  - http://www.gov.mo
- c) Xiami Music Website: front page, sign up page and log in page. (Sample screenshots provided in Appendix 3.3)
Conditions:

a) All input are shared in the whole class.
b) Screenshots of BBC news is used in a divergent manner.
c) 10 websites are used in a convergent manner.
d) Screenshots of Xiami Music Website is used in convergent manner.

Procedures:

Pre-class Preparation: Teacher works with computer lab staff to install pinyin input software into computers. Reserve computer lab for classes. (All classes will be conducted in computer lab.)

 Priming:
1. Individual Comparing: Give each student two screenshots of BBC news webpage (Appendix 3.1). First, students need to decide which page is using simplified characters and which is using the traditional characters. Then, students scan the screenshots carefully, find 5 characters that are identical between their simplified style and the traditional style and 5 characters that are different, meanwhile, copy down the characters in both writing styles in the chart (Appendix 3.2) accordingly.
2. Pair Comparing: Share your findings with a partner, find out characters you can recognize and compare their writings of two styles to see the differences.
3. Pair Classifying: Give each group a list of random websites with URL ending with CN/TW/HK/MO. Students use the computer to visit the websites, according to their character display, categorize these websites into two, “简体字网站”and “繁体字网站”.
4. Teacher-led Discussion: Teacher leads the class to discuss about: How did the students categorize the websites? Why? Is here a short cut to decide which website uses what characters? (CN vs. TW/HK/MO)

Preparing:
5. Teacher-led Prediction, word meaning: Direct student to Xiami Music Website: 
http://www.xiami.com. Teacher gives students two words: “注册” vs. “登录”, by using the website, students work in pairs to figure out which is “sign up” and which is “log in”. Then teacher gives a new word list: “邮箱，昵称，密码，验证码”, again, students use the website to figure out the meanings. During the whole time, teacher uses those words to talk to students, checks understandings and provides assistance. For example: 你们注册了吗？你有邮箱吗？你想用什么 呢称？想好了吗？密码不能太简单，不安全.
6. Teacher-led Problem-solving, how to type? Each student is going to sign up the website, but they must type in their Chinese names for “昵称”. On the big screen, teacher shows how to open the pre-installed pinyin input software, then student works in pairs to figure out how to use the software to type their Chinese names.

Planning:
8. Peer Editing: Read a partner’s personal introduction, check the pinyin and characters and provide editing suggestions. Students finalize the writings after receiving suggestions.

Target Task:
9. Sign up, log in and manage account information: Every student signs up and logs in the website. Then goes to “我的主页”(see example screenshots in Appendix 3.3). There is a box for “编辑个人介绍”. Each student uses the pinyin input software to type the personal introduction into the box.
10. **Homework:** choose 1 of the 2 tasks and send the result to teacher via email: 1) Design an electronic language partner advertisement. 2) Use the interview outline previously designed, interview a Chinese language learner and write and type the interview report.

**Predicted Outcomes:**

**Product:**
- a) Students all sign up, log in and manage their account online.
- b) Students can use Character type personal profiles/language partner poster/interview report.

**Process:**
- a) Cognitively requires students doing: from simply observing, sorting and predicting, to comparing and applying, finally composing and creating.
- b) Linguistically provides opportunity for students to establish ability to distinguish simplified and traditional characters, to use Internet related words and expressions in reading, writing, listening and speaking as well as in typing.

**Sub-project 4: Chinese Summer Camp**

**General Introduction:** There are all kinds of Chinese summer camps offered by schools and agents. Do all of them suit you? If you had a chance to study in a Chinese summer camp in Beijing, what topics do you want to learn? What Chinese cultures do you want to encounter? What Chinese food do you want to try? What sightseeing do you want to visit? If there were no perfect ones why not design your own?

**Goal:**
- a) Students will be able to design a seven-day summer camp schedule based on their own preference in which it includes four parts: learning topics, culture, food, and travel.
- b) Students will be able to use summer camp schedule related words and expressions, such as ordinal numbers: 第一天, 第二天; 课程, 文化, 活动; VO collocations, 参观展览馆, 爬长城, 打太极拳 etc.

**Input:**
- a) A video of a Chinese summer camp in Beijing. (Video 4.1)
- b) Two written samples of summer camp schedule. (Appendix 4.2.1 & 4.2.2)
- a) A summer camp design instructions. (Appendix 4.4)

**Conditions:**
- a) All types of input are shared in the whole class.
- b) The video is used in a divergent manner.
- c) The two written samples of summer camp schedule are used in a divergent manner.
- d) The summer camp design instruction is used in a convergent manner.

**Procedures:**

**Priming:**
1. **Teacher-led Brainstorm:** what do you want to do in Beijing for a summer camp?
2. **Individual Listing:** Watch a short video of a Chinese summer camp in Beijing. For the first time of watching, each student lists five things people did in the video. After second time of watching, each student checks the list and adds three more things. [video link](http://www.youtube.com/watch?v=A_XxMNQVzwg)
3. **Pair Listing:** Compare their lists. Each pair makes a written list of 10 things on a piece of paper. Present their lists to the class.
4. **Teacher-led Listing:** Watch the video again. Evaluate and discuss each pair’s list. Teacher leads the class work together to make a class list of 15 things.

**Preparing:**
5. **Pair Sorting:** Discuss with the partner, sort the 15 things into three categories- 文化/饮食/旅游 and fill out the activity chart accordingly (Appendix 4.1). Then ask the partner to give you his/her favorite 3 activities from each category, 9 in total.
6. **Report:** Invite some students to tell the class about their partners’ three favorite activities.
7. **Individual Comparing:** Read two written samples (Appendix 4.2.1 & 4.2.2) of summer camp schedule. Find out at least three similarities and three differences and fill out the comparing chart (Appendix 4.3).
8. **Group Opinion Exchange:** within a group of 3, students share results and agree on the decision of choosing a better schedule between these two.

**Planning:**
9. **Group Reading and Report:** Teacher gives students the Summer Camp design instructions (Appendix 4.4). Students work in a group of 4 and read the instruction together. Sign different roles to each group member including a reader who reads the instruction aloud, a leader who leads discussion, a secretary who writes notes and a reporter who will report their reading results later in the class. After finish reading and discussing, the reporters tell the class what are their groups’ understandings.
10. **Group Designing:** students discuss the format and content of their summer camp schedules in class. Use class time and after class time, students research online or consult teacher. Members in each group work collaboratively and design a summer camp schedule, it can be an electronic one or hand designed.
11. **Group members present together and display all the schedules on the wall. Each student reviews other groups’ designs and votes for the favorite with a given reason (Voting ticket, Appendix 4.5)**

**Predicted Outcomes:**

**Product:**
a) Students work collaboratively to design a schedule.
b) A written/printed summer camp schedules.

**Process:**
a) Cognitively requires students doing: listing, sorting, comparing, ranking, problem solving, and designing, presenting and evaluating.
b) Linguistically provides opportunities for students to fluently and accurately use summer camp schedule related words and phrases and expressions, such as ordinal number “第一天，第二天”; “课程，文化，活动”; VO collocations, “参观展览馆，爬长城，打太极拳” etc. in speaking listening, reading and writing.
Appendix

Appendix 1.1 Slips of written answering sentence

1. 我觉得学汉字不太难。

2. 我觉得有很多不一样的办法，可是最重要的就是，找到一个对你来说，有趣的方法。

3. 我去过，我去中国，是为了提高我的中文水平。

4. 学汉语，有的时候难得不可思议，有的时候非常容易。

5. 提高阅读水平，办法很简单，就是多读。

6. 我学中文学了四年，两年在高中，两年在大学。

7. 我学汉语是因为，我特别喜欢中文的声调和汉字。

8. 提高写作水平的办法也很简单，就是多写，但是，口语跟写作水平也有关系。

9. 简体字和繁体字都学。
1. 你设计的采访问题中，用了哪些疑问词？请都写下来。

2. 你设计的采访问题，根据句子语法的不同，可以分成几类？怎么分？

3. 上课的时候，如果你想说出自己的看法，你会用什么词开始？

4. 请再听一听录音，说话的人有说错的地方，请找出至少一个语法错误。应该怎么说？

Appendix 2.1 Mind Map of Chinese Language Partner Poster

Appendix 2.1 Mind Map
Appendix 2.2 Photos of Sample Poster
Appendix 3.1 BBC News in Simplified & Traditional Characters
看一看两张网页图，有什么是一样的？什么是不一样的？请找一找，写下来。

<table>
<thead>
<tr>
<th></th>
<th>简体字</th>
<th>繁体字</th>
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Appendix 3.3 Screenshots of Xiami Music Website: Sign up & Log in

虾米网的首页

注册：

邮箱：请输入邮箱地址
昵称：请输入昵称
密码：请输入密码
验证码：请输入验证码

快速注册
- 用淘宝帐号登录
- 用微博帐号登录
- 用QQ帐号登录

我已阅读并接受《使用协议》
编辑和保存个人介绍:
### Appendix 4.1 Activity Chart

**日期：**

**姓名：**

<table>
<thead>
<tr>
<th>文化</th>
<th>饮食</th>
<th>景点／旅游</th>
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</table>
## Appendix 4.2 Sample Schedules

### 汉语夏令营七天行程安排

<table>
<thead>
<tr>
<th></th>
<th>上午</th>
<th>下午</th>
<th>晚餐</th>
<th>晚上</th>
</tr>
</thead>
<tbody>
<tr>
<td>第1天</td>
<td>首都机场接机</td>
<td>学校会议中心用餐</td>
<td>参观校园及熟悉周边环境</td>
<td></td>
</tr>
<tr>
<td>第2天</td>
<td>上汉语课</td>
<td>汉语一对一定班课/汉语听说课</td>
<td>品尝老北京风味小吃</td>
<td></td>
</tr>
<tr>
<td>第3天</td>
<td>上汉语课</td>
<td>参观北京市城市建设规划馆</td>
<td>品尝老北京东来顺涮羊肉</td>
<td>夜游王府井</td>
</tr>
<tr>
<td>第4天</td>
<td>上汉语课</td>
<td>汉语一对一定班课/汉语听说课</td>
<td>吃饺子宴</td>
<td>梨园剧场听京剧</td>
</tr>
<tr>
<td>第5天</td>
<td>上汉语课</td>
<td>颐和园游玩</td>
<td>品尝西北特色风味小吃</td>
<td>游老北京大栅栏特色街</td>
</tr>
<tr>
<td>第6天</td>
<td>上汉语课</td>
<td>汉语一对一定班课/汉语听说课</td>
<td>老北京全聚德烤鸭店就餐</td>
<td>看中国杂技演出</td>
</tr>
<tr>
<td>第7天</td>
<td>爬司马台长城</td>
<td>红色经典主题餐厅吃晚饭</td>
<td>夜游后海</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 4.3 Comparing Chart

<table>
<thead>
<tr>
<th></th>
<th>行程一</th>
<th>行程二</th>
</tr>
</thead>
<tbody>
<tr>
<td>相同的</td>
<td></td>
<td></td>
</tr>
<tr>
<td>不同的</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
汉语夏令营行程安排设计要求

1. 地点：北京
2. 天数：七天
3. 格式：
   (1) 可以自己设计行程格式。
   (2) 如果选用老师给的行程例子，一定要有一些改进。
4. 内容包括：汉语课、学习了解中国文化、品尝当地饮食、参观当地的著名景点
5. 设计要求：
   (1) 第一天到第五天上午必须是上汉语课。
   (2) 每天学习一项中国文化，参观一个景点
   (3) 第六天、第七天自由安排
5. 成果汇报：
   (1) 时间：下个周五（四月二十日）
   (2) 形式：每个小组的四个成员一起展示本小组设计好的夏令营行程安排

最佳汉语夏令营行程安排

日期：_______________

姓名：_______________

我认为______________________________小组的汉语夏令营行程安排最好。

原因：__________________________________