

Topic 2: My Friends in Foreign Lands

What will students be able to do by the end of the topic?

Speaking/ Listening (interpersonal and presentational)	<ul style="list-style-type: none"> I can demonstrate understanding when someone states where he/she lives and where he/she is from (nationality and hometown). I can demonstrate understanding when someone talks about the languages he/she speaks. I can ask and answer about where one lives and where one is from (nationality & hometown). I can converse about languages that someone can or cannot speak. I can introduce my nationality & hometown and where I live. I can ask and answer about one's nationality, hometown, & residence.
Reading (interpretive)	<ul style="list-style-type: none"> I can recognize some Chinese characters of major countries, major Chinese cities and other famous cities. I can understand short passages telling about one's nationality, hometown, residence, and language skills.
Writing (presentational)	<ul style="list-style-type: none"> I can write down/list my nationality, hometown, residence, and languages I can speak. I can write/list down some major countries and cities in China and US.

Vocabulary	Phrases	
Where 哪里/哪儿 Country 国家 State 州 Province 省 City 城市 Can 会 Speak 说 Languages 语言 English 英文 Chinese 中文 From 来自 From 从 A little bit 一点儿 Live in 住在 To live 住 In/at 在	<p>Which country are you from? (I.e., What is your nationality?) 你是哪国人?</p> <p>I am American (or other nationality). 我是 [美国人] ([country name] + 人)。</p> <p>Where are you from? (I.e., one's hometown?) 你来自哪里? 你从哪里来? 你是哪里人?</p> <p>I am from [place] (Arizona, Utah, Beijing, etc.). 我来自亚利桑那州。我从亚利桑那州来。我是犹他州人。我是北京人。etc.</p> <p>I live in [Place] . (Utah, SLC, Shanghai, etc.) 我住在 [犹他州] (盐湖城、上海, etc.)。</p> <p>I can speak [language] . 我会说 [英文] 。</p> <p>I can speak a little bit Chinese (or others). 我会说一点儿中文 (or other languages)。</p> <p>Grammar/Structures: * Question words: 哪、哪里/哪儿</p>	<p>Culture Connection:</p> <ul style="list-style-type: none"> * Students can understand how Chinese differs in inquiring one's nationality and hometown than that in English. * Students can appreciate the Chinese concept about hometown, which is different from current residence. * Students can understand the similarities and differences between Chinese and American administrative units (i.e., 省 vs. 州) <p>Notes for teacher's discretions:</p> <p>(1) Please feel free to teach several other country names according to student demographics, such as、</p>

	<p>Example: 你是哪国人? Example: 你住在哪里/哪儿? Example: 你是哪里人?</p> <p>* Coverb 在 As verb: Example – 北京在中国; 我的朋友在哪里? As preposition: Example – 我住在美国。</p> <p>* Modal verb: 会 (negation: 不会) Examples: 我会说英语。我不会说西班牙语。 我会说一点儿汉语。</p>	<p>韩国、墨西哥等, etc.</p> <p>(2) It is now a good time to introduce important cities in China and in your state, e.g., 北京、上海、西安、香港、盐湖城、凤凰城等。</p> <p>(3) It is critical to differentiate between ways to ask about one's nationality versus inquire about one's hometown. For example, “我是美国人” is different from “我是纽约人”。</p> <p>(4) It is important to introduce the similarities and differences between Chinese and American administrative units now: 省 vs. 州。</p>
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Planning for Instruction
What instructional activities will be used?
<p>Lesson 1: Students can discuss others' nationalities.</p> <p>Vocabulary and Structure: 澳大利亚, 德国, 印度, 加拿大, 西班牙, 墨西哥, 澳大利亚</p> <p><i>Teach Vocabulary:</i> Review Nationalities PPT 你是哪国人? 你是不是____人? Choose additional Nationalities not included in Unit 2, Topic 3 Flags Handout</p> <ul style="list-style-type: none"> • Flashcards • Vocabulary List <p><i>Activity A:</i> Oral Practice Instructions 他是哪国人? Activity Plan Nationality Q&A video Oral Practice Celebrity Worksheet. (See Video 2)</p> <p><i>Cultural Activity:</i> Group Discussion about different ways countries are named in Chinese.</p>

Planning for Instruction

What instructional activities will be used?

Lesson 2: Nationality vs. Hometown – 哪国人 vs. 哪里人

- * Learn some important cities in China, US, and some countries
- * State and inquire about someone's hometown by using question word “哪儿/哪里”
- * Understand the different political administrative units in China and the US (省 vs. 州)

Vocabulary List: 北京、上海、香港、西安. 我是北京人; 我是犹他州人. 你是哪里人?

Teach Vocabulary: [Famous Cities PPT](#)

- * 我是[city or region]人 (e.g., 我是北京人; 我是犹他州人)
- * 你是哪里人? (Inquire someone's hometown)

Instructional Steps: [Teach major cities in China](#)

Activity A:

Survey Activity, See [Survey Activity Plan](#)

Activity B:

Review card game in groups. See [Cards Activity Plan](#)

Link to [Video \(你是哪里人?\)](#); Link to video ([哪里人? vs. 哪国人? Group Review Video](#))

Planning for Instruction

What instructional activities will be used?

Lesson 3: Where are you from?

- * Review some important cities in China, US, and some countries
- * Learn alternative ways to state and inquire about someone's hometown

Teach Vocabulary and Structure:

- * 我是[city or region]人 (e.g., 我是北京人; 我是犹他州人)
- * 我从 [city or region] 来
- * 我来自 [city or region] (e.g., 我从北京来 / 我来自北京)
- * 你是哪里人 / 你从哪里来 / 你来自哪里? (Inquire someone's hometown)

Activity A:

Review countries and cities with the [Bingo Game, Game Board Sheet](#) &

[List of Vocabulary Words](#))

Activity B:

[Survey Activity Instructions](#) for 你是哪里人? 你从哪里来? 你来自哪里? [Survey Activity Form](#)
[Survey Video](#)

Planning for Instruction

What instructional activities will be used?

Lesson 4: Residence – 我住在 XX, 你住在哪儿/哪里? and the use of 在

- * Learn the pattern “I live in [place]” (我住在 [place])
- * Ask where someone lives by using the pattern “你住在哪儿/哪里?”
- * Review and learn more important cities around the world

Teach Vocabulary and Structure:

- [“I live in ...” PPT](#)
 - * 我住在[place] (e.g., 我住在北京; 我住在美国; 我住在亚利桑那州) (I live in [place])
 - * 你住在哪儿/哪里? (Inquire someone’s residence – where do you live?)
 - * The use of 在 (e.g., 北京在中国, 纽约在美国; 我住在上海)

Activity A:

[Survey Activity Instructions](#) for 你住在哪儿/哪里?

[Survey Form](#)

Activity B:

[Group Competition Activity](#) of the use of 在 (e.g., 北京在中国)

[这个城市在哪儿? \(Activity Table\)](#)

[这个城市在哪儿? Video Footage](#)

Planning for Instruction

What instructional activities will be used?

Lesson 5: Languages people speak - [X] 国人说 [X] 文/语

- * Learn some major languages around the world
- * State what languages different nationalities speak (e.g., 英国人说英语 (or 英文))
- * Understand the differences between 语 and 文

Teach Vocabulary and Structure:

- * 语言: 中文/汉语, 英文/语、法文/语、日文/语、西班牙文/语, etc.
- * Verb 说
- * [Country people] 说 [language] (e.g., 英国人说英语; 加拿大人说英语和法语)
- * “Specific” languages: 墨西哥人说西班牙语 (not 墨西哥语)

Activity A:

Small group practice activity: X 国人说 Y 语 (Link to [Instructions](#))

[What Do People Speak? Activity Plan](#)

[Handout](#)

Activity B: Small group practice activity: [someone] 说 Y 语

([Celebrity Activity plan](#))

Planning for Instruction

What instructional activities will be used?

Lesson 6: I can speak (a little bit) of Chinese – 我会说(一点儿)中文

- * State what languages one can speak (“我会说中文 [other language]”)
- * Ask if someone can speak a certain language (“你会说中文[other language]吗? ”)

Teach Vocabulary and Structure:

- * (Review) 中文 / 汉语, 英文 / 语、法文 / 语、日文 / 语、西班牙文 / 语, etc., 说
- * 会、不会、一点儿
- * [Someone] 会说 [language] (e.g., 我会说汉语)
- * [Someone] 会说 一点儿 [language] (e.g., 我会说一点儿汉语)
- * 你会说 [language] 吗? (Inquire if someone speaks certain language)

Activity A:

[What Languages Do You Speak? Instructions:](#) 你会说什么语言?

[Activity Chart](#)

Activity B:

Role play: The “UN Representative” Activity

- Link to [Activity Plan](#) and [Video Footage](#)

Adapted from Jefferson County Public Schools, KY, 2011