

CHINESE FLAGSHIP SECONDARY CURRICULUM

CHINESE – Level 1 Lesson Plan

Unit 3 Theme: Making Friends

Topic 3: Contacting Friends

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 respond to a request for friendship and exchange information • I can ask and answer questions about addresses |
| Reading (Interpretive) | <ul style="list-style-type: none"> • I can read and demonstrate understanding of addresses • I can read short paragraphs about friends' basic contact information • I can recognize some common characters taught in this lesson |
| Writing (Presentational) | <ul style="list-style-type: none"> • I can write my address and contact information • I can write some common characters taught in this lesson |

| Vocabulary | Phrases | Grammar/Structures |
|--|--|---|
| Address 地址 Zip code 邮编 Email 电子邮件 Postcard 明信片 Street/road 街/路 To send 发 To mail 寄 Phone number 电话号码 Glad 高兴 Receive 收到 Mail/letter 信 (More) Colors 颜色 Friends 朋友 Boyfriend 男朋友 Girlfriend 女朋友 Make friends 做朋友 Pen pal 笔友 Net pal 网友 | May I ask please 请问 What is your address? 你家地址是什么? What is your zip code? 你的邮编是多少? Do you have email? What is your email? 你有没有电子邮件? 你的电邮地址是什么? I send a letter to you. 我寄/发信给你。 I got your letter. 我收到你的信。 It's a pleasure to get your [types of message] 很高兴收到你的信/电子邮件/明信片。 Let's make friends. 我们做朋友吧! Make a phone call 打电话 Give me a call! 给我 打电话吧! | 打(电话): to place a call or to make a call 给...打电话: to give someone a phone call |

Planning for Instruction

What instructional activities will be used?

Lesson 1: Students can tell their address and tell the difference between the way addresses are organized in Chinese and English.

Vocabulary and Structure: 地址 州/省市/城区 街/路 号
你家地址是什么？我家地址是__号__路/街__市__州美国。
中国__省__市/城__区__街/路__号。

Teach Vocabulary: [Address PPT](#)

- [Flashcards](#)
- [Vocabulary List](#)

Activity A:

Group activity to practice [Flashcard Flip](#)

Activity B:

Practice oral language by having a [Address Survey](#) to acquire others' addresses

Planning for Instruction

What instructional activities will be used?

Lesson 2: Students can comprehend addresses on letter envelopes/postcard.s

Vocabulary and Structure: 信 明信片 邮编 收信人 收到 寄信人/发信人 寄给/发给 很高兴
你的邮编是什么？我的邮编是_____。
我是发/寄信人。我发/寄信给你。
我是收信人。很高兴收到你的信。

Teach Vocabulary: [Address PPT](#)

[Envelope PPT](#)

Activity A:

Teach the students to read the characters to the song [我的朋友在哪里？](#) (slides 1-3). [See Instructions](#)

Activity B:

Students write addresses on letters and postcards [Chinese Envelopes](#)

Planning for Instruction

What instructional activities will be used?

Lesson 3: Students can communicate with friends using various methods such as email, texts, letters, etc.

Vocabulary and Structure: 朋友(男/女朋友) 打电话 发短信 笔友 写信 网友 发电子邮件

A: 你有没有电子邮件? 你的电子邮件是什么?

B: 有/没有。 我的电子邮件是_____.

我们做朋友/笔友/网友吧! 给我写信吧。给我发短信吧。给我发电子邮件吧。给我打电话吧。

Teach Vocabulary: Review [Address PPT](#)

[Envelope PPT](#)

[我的朋友在哪里?](#) (slides 1-3)

Activity A:

Oral practice [Card Sentences](#)

Activity B:

Reading and oral practice of [Ways to Connect Survey](#)

Planning for Instruction

What instructional activities will be used?

Lesson 4: Students can write and receive letters with proper details

Vocabulary and Structure: 很高兴收到你的信/电子邮件/明信片

Activity A:

Reading and writing activity: [Sending a Letter](#)

Activity B:

Reading and oral activity: [Read Pen Pal's letter](#)

Adapted from Jefferson County Public Schools, KY, 2011