CPI Unit Plan Template

Target Students: X middle school students ☐ high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Unit Theme: Directions: An Adventure

Designed by: Tamula Drumm, Hong Zhang, Heidi Chun

Brief Description of the Unit:
In this unit, students will learn how to give and take directions for navigating.

Desired Enduring Understandings:
Students will learn
• Communicative styles of giving and taking directions are somewhat similar in Chinese and in English.
• The importance of preciseness and detail for the successful communication of directions.
• The difference between giving street directions and non-street directions; street directions involve intersections and city blocks, other directions to destination tend to rely on landmarks. Chinese tend to use north-south-east-west more than Americans do and they use the order east-west-south-north.
• How to use different sorts of maps (campus, tourist, country) to navigate.

Essential Questions that Guide this Unit and Focus Teaching/Learning:
• How important is accurate comprehension and production of location directions to getting around foreign locations and helping others?
• How important is the specificity of directions for reaching desired locations?
• Why is the Forbidden City central to Chinese history and identity?

National Foreign Language Standards:
1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1

Content Knowledge:
• Words and grammar needed to ask for and provide directions.
• Words and grammar needed for inquiring about and providing instructions (怎么, 别)
• Knowledge of some key locations in Beijing.

Key Linguistic Structures/Grammar and Vocabulary:

<table>
<thead>
<tr>
<th>Key Structures/Grammar</th>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>别 + V</td>
<td>找, 担心, 游泳池, 走, 东, 西, 南, 北, 路口, 十字路口, 右, 左, 拐, 等, 前, 后</td>
</tr>
<tr>
<td>怎么 + V (走/去)</td>
<td></td>
</tr>
<tr>
<td>从/到…向__走</td>
<td></td>
</tr>
<tr>
<td>从/到…向__拐</td>
<td></td>
</tr>
<tr>
<td>在干什么</td>
<td></td>
</tr>
<tr>
<td>一直+V</td>
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</tbody>
</table>
Skills:
Interpersonal, Presentational, Interpretive

Connections to Other Disciplines:
- Geography: map-reading skills
- History: Introduction to the Forbidden City
- Cross-cultural Studies: college campuses from Beijing, Nanjing, Xi’an, and Tokyo (Japan)

Technology Integration:
Music: karaoke version of 面对的女孩看过来 may be used for song
Internet: Online research on the Forbidden City
  Option to explore the Forbidden City in 3-D

Assessments:
Performance tasks
Students complete tasks guiding 王朋 and/or 美月 to different locations on a map.
Performances from memory in pairs before class

Quizzes, Tests, Prompts, Work Samples
Production of written and oral instructions on demand, in class and during exercises
Creation of own maps of stores and areas around colleges
Reading exercises

Unprompted Evidence (observations, dialogues)
Successful performance in games and activities
Dialogues between partners use new words and grammar abundantly and correctly
Ability to give and follow directions

Can Do Statements from Linguafolio
I can…
- Inquire about and offer directions to different locations
- Ask for and give street directions in a culturally appropriate manner
- Locate places on street maps

Required Resources:
- Map of China that includes Japan
- Paper and materials for map drawing (in pairs)
- Campus maps of Chinese universities (find online)
- Map of Forbidden City (available at http://academic.reed.edu/art/courses/art392f07/PDF%20files/PlaneMap001.pdf )
- Internet access (students who do not have internet may go to library during study hall)

Differentiation of Instruction:
- Students complete tasks in pairs or small groups so students with stronger language skills may help those with less strong ones.
- To accommodate different learning styles, directions are presented in both oral and written form during the classroom-based instruction periods.
• Students may vary the level of detail they use in their map creation and research on the Forbidden City to fit their own levels of interest.

**Instructional Strategies:**
- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Hands on activities (map drawing/usage)
- Games and competitions

**Prior knowledge that will help students learn the new information:**
- Ability to give directions in a clear and concise manner in native language.
- Basic familiarity with maps.
- Ability to use the internet.

**Links to relevant web sites:**
Forbidden City introduction for students: [http://www.kinabaloo.com/forbidden_city.html](http://www.kinabaloo.com/forbidden_city.html)
Another Forbidden City introduction: [http://www.chinahighlights.com/beijing/attraction/forbidden-city.htm](http://www.chinahighlights.com/beijing/attraction/forbidden-city.htm)
Website for students to explore the Forbidden City in 3-D: [http://www.beyondspaceandtime.org/](http://www.beyondspaceandtime.org/)

**Lessons that support the unit:**
- Activities for Essential Question 1
  Map activities
- Activities for Essential Question 2
  Map activities
- Activities for Essential Question 3
  Research and Forbidden City activity.

  **A Culminating Event:**
The homework for the fourth day is completing some individual research on the Forbidden City and choosing some places of interest. On the fifth day, students complete a task navigating [王朋](http://example.com) through the Forbidden City to find [美月](http://example.com) and then taking them to different locations of interest in the Forbidden City (see Day 5).
**Day One: Lovers & Thieves**

**Lesson Objectives:** Students will be able to understand and use a variety of questions using “zěnme?” 怎么?

**Learning Outcomes:** 1) Students can understand and perform a story using “zěnme?” 怎么?

2) Students can create their own stories using “zěnme?” 怎么?

**Standards:** ☐ interpersonal communication ☒ interpretive communication ☒ presentational ☐ communication ☒ cultures ☒ connections ☐ comparisons ☐ communities

<table>
<thead>
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| Setting the stage            | **Lovers and Thieves**  
   1. Write on board theme strand for the day: “Here we meet 王朋 王朋 and his girlfriend 小芳 小芳. 
   Wáng Péng is leaving his small town to attend Peking University and parting with Xiǎo Fāng for the first time.
   2. Put pictures of Wáng Péng and Xiǎo Fāng on the board
   3. Hand out vocabulary list for unit. | Pictures of Wáng Péng and Xiǎo Fāng, unit vocabulary list |
| Comprehensible input         | Handout worksheet 小爱情的故事 Xiǎo àiqíng de gūshì.  
   1. Have students read instructions and complete vocabulary prediction in box.
   2. Have students fold the handout so that only the character version of the dialogue is visible. Practice reading skills by going over together.
   3. Students unfold worksheet. Teacher conducts chorus practice with half the class acting as Wáng Péng and the other half as Xiǎo Fāng . | Worksheet |

**Comprehensible input** (10 minutes)

- 小爱情的故事 Xiǎo àiqíng de gūshì

  - Nǐ zěnme yàng? 你怎么样？
  - Wǒ bú tài hǎo. 我不太好。
  - Wǒmen zěnme bàn? 我们怎么办？
  - Wǒ bùzhī dào. 我不知道。
  - Gāi zěnme shuō? 该怎么说？
  - Nǐ gāosù wǒ. 你告诉我。
  - Wǒ zěnme néng zǒu? 我怎么能走？
  - Nǐ qù Běijīng. 你去东北，
  - Nǐ gēn wǒ zǒu. 你跟我走。
| Guided practice (10 minutes) | Students practice 小爱情故事 in pairs, then perform for the class from memory, either by acting/chanting or singing. The other students rate the pairs and rank them. |  |
| Assessment and wrap-up (10 minutes) | Pairs of students perform 小爱情故事. The other students rate the performance for different categories on a sheet, and the winning group gets a prize. | Score Sheet |
| Comprehensible Input (5 minutes) | Teacher introduces pattern 怎么+ V. They explain usage of 怎么办，怎么样，怎么说，怎么走 using examples. Teacher shows students card trick about four thieves encountering a policeman. | Playing cards |
| Guided Practice (8 minutes) | Students work in groups of 3 or 4 to produce a dialogue to narrate the card trick in Chinese. Teacher will come around to check students work. |  |
| Assessment and wrap-up (5 minutes) | Students perform card trick with narration. Perform as many as time allows. |  |
| Homework/preview (1 minute) | Write out dialogue in pinyin and be prepared to hand in. |  |
Day Two: Dōng, xī, nán, běi 东，西，南，北

**Lesson Objectives:** Students will be able to distinguish the four directions and use them in map skills

**Learning Outcomes:** Students can write 东，西，南，北 and discuss directions

**Standards:** □ interpersonal communication X interpretive communication X presentational communication □ cultures □ connections □ comparisons □ communities

<table>
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<tbody>
<tr>
<td>Setting the stage/review</td>
<td>1. Teach students to write the characters for 东，西，南，北 and make sure they know what they mean.</td>
<td>Character practice sheets</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>2. Explain to students: Four sisters, including our main character Méi Yuè, are leaving their home city of Zhèngzhōu 郑州 to attend universities. They are going in different directions.</td>
<td></td>
</tr>
<tr>
<td>Comprehensible input</td>
<td>1. Using the map of East Asia, read the following description and chart where each sister goes to university.</td>
<td>Map of China and Japan</td>
</tr>
<tr>
<td>(8 minutes)</td>
<td>Si ge jièmèi dōu yào shàng dà xué. 四个姐妹都要上大学</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dà jiè yào dào Běijīng qù. 姐要到北京去</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Èr jiè yào dào Dōngjīng qù. 二姐要到东京去</td>
<td></td>
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<tr>
<td></td>
<td>Sān jiè yào dào Xī’ān qù. 三姐要到西安去</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sì mèi yào dào Nánjīng qù. 四妹要到南京去</td>
<td></td>
</tr>
<tr>
<td>Guided practice</td>
<td>1. As teacher reads the above description, students write sisters’ names on their map handouts in conjunction with the</td>
<td>Map handout</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>appropriate direction.</td>
<td></td>
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<td></td>
<td>2. Have students go to the board to manipulate characters (paper figures) and put in the right direction.</td>
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<td></td>
<td>3. Write out a paragraph describing where each sister goes. Be prepared to report to the class using the manipulatives on</td>
<td></td>
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<tr>
<td></td>
<td>the board.</td>
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</tr>
<tr>
<td>Application and extension</td>
<td>1. Give students an instruction sheet explaining that the four sisters have arrived at their respective campuses. Students will</td>
<td>Campus maps, paper with four squares</td>
</tr>
<tr>
<td>(15 minutes)</td>
<td>work in groups of three or four. Each student is given a map of one of the campuses where a sister is studying and must describe where five locations of interest on campus are located. The listeners will draw a sketch map according to what they hear and then compare with the original.</td>
<td></td>
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<tr>
<td></td>
<td>Dà jiè (Méi Yuè) → Běijīng Shǐfàn Dàxué 大姐（美月）→ 北京师范大学</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Èr jiè → Zǎo dào tián Dàxué (Waseda University in Japan)</td>
<td></td>
</tr>
<tr>
<td>Assessment and wrap-up (5 minutes)</td>
<td>Culture point: discuss the famous universities in the story and how to read the name of the Japanese university (Japanese proper nouns composed of Chinese characters).</td>
<td></td>
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<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>二姐 → 早稻田大学</td>
<td>三姐 → 西安外国语大学</td>
<td></td>
</tr>
<tr>
<td>Sān jiě → Xī’ān Wàiguóyǔ Dàxué</td>
<td>Si mèi → Nánjīng Dàxué</td>
<td></td>
</tr>
<tr>
<td>三姐 → 西安外国语大学</td>
<td>四妹 → 南京大学</td>
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</tr>
<tr>
<td>Sì mèi → Nánjīng Dàxué</td>
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</tr>
</tbody>
</table>
Day Three: Wáng Péng's Restaurant Adventure

**Lesson Objectives:** Students can inquire about what others are doing and give suggestions and directives.

**Learning Outcomes:** Students can use 在干什么? and 别 in the appropriate contexts to express themselves.

**Standards:** X interpersonal communication X interpretive communication X presentational communication ☐ cultures ☐ connections ☐ comparisons ☐ communities

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<tr>
<td><strong>Setting the stage / review</strong></td>
<td>Charades: students review verbs 走 zǒu, 怕 pà, 听 tīng, 说 shuō, 吃 chī, 等 děng, and 担心 dānxīn. The teacher chooses a student to start. Each time the student starts doing a new action, teacher asks 他在干什么? Tā zài gàn shénme? Then the teacher models how to answer by providing it: 他在…. Tā zài…. If the students have studied how to write the character for the guessed word, the teacher follows with _____怎么写? Zěnme xiě?</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensible input / Guided practice</strong></td>
<td>Charades continues. Each time students start doing a new action, teacher asks 他在干什么? Tā zài gàn shénme? The students guess in Chinese. After a few tries, the teacher has students take turns asking the question. If students guess the answer in English, the teacher takes the opportunity to say ____中文怎么说? Zhōngwén zěnme shuō?</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensible input</strong></td>
<td>The teacher introduces 别 bié, offers some examples, and then asks students to provide verbs that may follow 别 bié. (The students are primed to use verbs from the charades activity.)</td>
<td>Handout</td>
</tr>
</tbody>
</table>
| **Guided practice**           | The restaurant that 王朋 Wáng Péng frequents has had some issues with food poisoning. Students work in pairs to create a dialogue that unfolds at the restaurant using 别 + V. The following guidance is provided on the handout:  
  ~ when giving someone a directive:  
  别走 别走 bié zǒu don’t leave  
  别吃 别吃 bié chī don’t eat  
  别听 别听 bié tīng don’t listen  
  别说 别说 bié shuō don’t say  
  别等 别等 bié děng don’t wait  
  ~ when comforting someone | Handout                  |
<table>
<thead>
<tr>
<th></th>
<th>别担心  bié dānxīn  don’t worry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>别哭  bié kū  don’t cry</td>
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</table>

**Assessment & Extension (8 minutes)**

Students perform their dialogues to the class. Students rate one another’s dialogues, and a winning pair is chosen.
Day Four: At the Crossroads

Lesson Objectives: Learn direction words and how to use them in navigation.

Learning Outcomes: Students may give and understand simple navigational instructions.

Standards: ☐ interpersonal communication X interpretive communication X presentational
☐ communication X cultures ☐ connections ☐ comparisons ☐ communities

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<tbody>
<tr>
<td>Setting the stage/review</td>
<td>Review and teach direction words with the chant (included with pinyin on worksheet):</td>
<td>Handout</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>上上下下 上上下下 前前后后 前前后后 左左右右 左左右右 东西南北 怎么走</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher gives oral instructions for how to move using the structure 向__拐 and 向__走__步. They first model the game by saying the instructions and moving the correct way themselves.</td>
<td></td>
</tr>
<tr>
<td>Comprehensible input</td>
<td>After the teacher models the actions that go with the different instructions, they have the students stand up and follow the instructions as recited by the teacher. As they do the actions, they say what they are doing (repeating after the teacher). After a few minutes, the students are broken into groups of 3-4 students and they take turns leading the group with directions.</td>
<td>Handout</td>
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<tr>
<td>(3 minutes)</td>
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<tr>
<td>Guided practice</td>
<td>Students see the vocabulary in-context in the song 十字路口. Teacher goes through song and helps students understand the song’s different meanings.</td>
<td>Handout</td>
</tr>
<tr>
<td>(8 minutes)</td>
<td></td>
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<tr>
<td>Application and extension</td>
<td>Students sing the song as a group.</td>
<td>Handout</td>
</tr>
<tr>
<td>(15 minutes)</td>
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<tr>
<td>Assessment and wrap-up</td>
<td>Students explore online and decide some places they would like to visit in the Forbidden City for the following day’s activity. Direct them to <a href="http://www.kinabaloo.com/forbidden_city.html">http://www.kinabaloo.com/forbidden_city.html</a>, and mention the <a href="http://www.beyondspaceandtime.com">www.beyondspaceandtime.com</a> website for students</td>
<td>Online Resources</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td></td>
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<tr>
<td>Homework/preview</td>
<td></td>
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<tr>
<td>(2 minutes)</td>
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</tbody>
</table>
who want to explore the Forbidden City in 3-D on their own time.
Day Five: Forbidden City

Lesson Objectives: Students are able to follow directions, ask directions and give directions.

Learning Outcomes: Students understand the maps and follow and give directions.

Standards: X interpersonal communication X interpretive communication X presentational X communication X cultures X connections ☐ comparisons ☐ communities

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<tbody>
<tr>
<td>Review &amp; Comprehensible input</td>
<td>1. Sentence making Students are divided into 3 groups. Each group will have a different pile of cards. The 1st pile is persons’ names. The 2nd pile is 从 + locations,从</td>
<td>Handouts</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>The 3rd pile is 向 + 直走，向 + 直走，xiàng + yǐzhé zǒu</td>
<td></td>
</tr>
<tr>
<td>Guided practice</td>
<td>2. Wèn lù (asking for directions) Students work in pairs, student A gets map A, student B gets map B. Student A writes 5 names of places on map A in Chinese (use the odd-number). Student B writes 5 names of places on map B in Chinese (use the even-number). Students should not let their partners see what you have written, because he or she has to find these places. Mark where you are on the map and tell their partners. When they asked, they will give their partners directions.</td>
<td>Handouts</td>
</tr>
<tr>
<td>(5 minutes)</td>
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<td></td>
</tr>
<tr>
<td>Comprehensible input</td>
<td>Forbidden City Wáng Péng and Měi Yuè meet at the gate of the Forbidden City to begin their tour. Měi Yuè wants to buy postcards at the Forbidden City, but when they get inside they get separated. They have a short phone conversation. Unfortunately, the phone cuts off… 王朋：你在干什么？ 美月：我在找你。 王朋：你在哪儿？我去找你。 美月：我在 Yíhéxuān 颐和轩…(click)</td>
<td></td>
</tr>
</tbody>
</table>
| Guided practice (15 minutes) | 3. Help 王朋 find 美月.  
Students help 王朋 find 美月 with the map of Forbidden City.  
Students work in pairs. Each student has a map of the Forbidden City. Student A is Wáng Péng and has a map with his starting location. Student B has a map showing the location of both Wáng Péng and Měi Yuè and must guide the partner to Měi Yuè. Student A (Wáng Péng) should draw the route on the map as directed. Students are given a checklist of vocabulary that they should use for this exercise. The student acting as Wáng Péng is responsible for checking off the vocabulary as it is used. | Handout: The map of Forbidden City |
| Guided practice (15 minutes) | Going to sites in Forbidden City:  
Students work in groups of three with the map of the Forbidden City. Using the research they have done the night before, students take turns asking directions and telling their partners how to get to their sites. After they finish their own group jobs, the three groups will be regrouped.  
A: 你去哪儿？  
B：我要去。。。。  
A：去那儿怎么走？  
B：从 …. 到，  
向 …. 拐, | |
| Wrap-up/ Homework (5 minutes) | Students will briefly give their predictions for the end of the story orally. For homework, students will write a short paragraph in pinyin for the ending of the story. | |
**Unit: Zěnme zǒu? 怎么走？**

**Day 1**

**Instructions:** Wáng Péng 王朋 is leaving his hometown to become a student at Peking University 北京大学。He is saying a tearful ‘goodbye’ to his girlfriend, Xiǎo Fāng 小芳。You will practice the dialogue below with the teacher, then with a partner. Be prepared to perform for the class either by acting (biǎoyǎn) or singing (chàngē) the dialogue.

**Xiǎo àiqíng de gùshì**

| Wáng Péng 王朋 | 小芳          | 你怎么样？
|---------------|---------------|------------------
| Nǐ zěnme yàng? | Wǒ bú tài hǎo. |

| Wáng Péng 王朋 | 小芳          | 我们怎么办？
|---------------|---------------|------------------
| Wǒmen zěnme bàn? | Wǒ bùzhī dào. |

| Wáng Péng 王朋 | 小芳          | 该怎么说？
|---------------|---------------|------------------
| Gāi zěnme shuō? | Nǐ gàosù wǒ. |

| Wáng Péng 王朋 | 小芳          | 你去北京...。
|---------------|---------------|------------------
| Wǒ zěnme néng zǒu? | Nǐ qù Běijīng. |

| Wáng Péng 王朋 | 小芳          | 你跟我走。
|---------------|---------------|------------------
| Nǐ gēn wǒ zǒu. |                |

What do you think each of these phrases means in the dialogue above.

<table>
<thead>
<tr>
<th>Zěnme yàng?</th>
<th>怎么样？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zěnme bàn?</td>
<td>怎么办？</td>
</tr>
<tr>
<td>Gāi zěnme shuō?</td>
<td>该怎么说？</td>
</tr>
</tbody>
</table>

Rate the performance of each pair and then rank your top three choices:

Unit: Zěnme zǒu? 怎么走？

Day 3

The word 别 bié means “don’t”. When used, it appears in front of the verb in a sentence. In general, it is used in two ways:

~ when giving someone a directive:

<table>
<thead>
<tr>
<th>别走</th>
<th>bié zǒu</th>
<th>don’t leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>别吃</td>
<td>bié chī</td>
<td>don’t eat</td>
</tr>
<tr>
<td>别听</td>
<td>bié tīng</td>
<td>don’t listen</td>
</tr>
<tr>
<td>别说</td>
<td>bié shuō</td>
<td>don’t say</td>
</tr>
<tr>
<td>别等</td>
<td>bié děng</td>
<td>don’t wait</td>
</tr>
</tbody>
</table>

~ when comforting someone

| 别担心 | bié dānxīn | don’t worry |
| 别哭 | bié kū | don’t cry |

王朋 frequents a local restaurant. Rumors have spread that the restaurant has not been meeting sanitation guidelines. With your partner(s), make up a dialogue that shows a scene that unfolds in the restaurant one day.

Rate the performance of each pair and then rank your top three choices:

王朋 frequents a local restaurant. Rumors have spread that the restaurant has not been meeting sanitation guidelines. With your partner(s), make up a dialogue that shows a scene that unfolds in the restaurant one day.

Rate the performance of each pair and then rank your top three choices:

歌词：十字路口

漂亮的女孩请等我

向前走

向前走

别担心我

在十字路口

灯变绿了我就会走

漂亮的女孩等我来

向左拐

向右拐

你给我的地图

我看不明白

不要生气，我会快来

我左看右看上看下看

我在路上找你，我找不到

我找了很长时间不知道

歌词：十字路口

漂亮的女孩请等我

向前走

向前走

别担心我

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我看不明白

不要生气，我会快来

我左看右看上看下看

我在路上找你，我找不到

我找了很长时间不知道
东西南北，迷路了
dōngxī nánběi，mí lù le

我怎么办？
wǒ zěnmebàn ？

我怎么办…..
wǒ zěnmebàn …..

<table>
<thead>
<tr>
<th>Character</th>
<th>Pinyin</th>
<th>Definition</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>十字路口</td>
<td>shízǐ lùkǒu</td>
<td>a four-way intersection</td>
<td>[The character (字) for 十 looks like a four-way intersection; 路口 is the “mouth of the roads”]</td>
</tr>
<tr>
<td>变</td>
<td>biàn</td>
<td>to change</td>
<td></td>
</tr>
<tr>
<td>就</td>
<td>jiù</td>
<td>just</td>
<td></td>
</tr>
<tr>
<td>明白</td>
<td>míngbai</td>
<td>to understand [bright/clear-white]</td>
<td></td>
</tr>
<tr>
<td>生气</td>
<td>shēngqì</td>
<td>angry [give birth to anger]</td>
<td></td>
</tr>
<tr>
<td>迷路</td>
<td>mí lù</td>
<td>to be/get lost [be lost-path]</td>
<td></td>
</tr>
</tbody>
</table>

Translation:
Pretty girl, please wait for me.
[I] move forward,
[I] move forward,
Don’t worry, I am at a four-way intersection,
As soon as the light turns green, I will [just] go

Pretty girl, wait for me to come.
[I] turn left,
[I] turn right,
The map that you gave me,
I look at it [but] don’t understand
Don’t be mad, I will come soon.

I look left, look right, look up, look down
I look for you on the street, [but] I can’t find [you]
I’ve looked for a long time, but [I] don’t know
North-south-east-west, I got lost.
What should I do?
What to do…..

Chant:
上上下下 shàng shàng xià xià up up, down down
上上下下  shàng shàng xià xià  up up, down down
前前后后  qián qián hòu hòu  front front back back
前前后后  qián qián hòu hòu  front front back back
左左右右  zuǒ zuò yòu yòu  left left right right
左左右右  zuǒ zuò yòu yòu  left left right right
东西南北  dōng xī nán běi  east west south north
怎么走  zěnme zǒu  how to get there? [how to walk]

Unit: Zěnme zǒu? 怎么走？
Handout

Day 5

Activity 1:

Students are divided into 3 groups. Each group will have a pile of cards. The 1st pile is about persons’ names, the 2nd pile is “从（cóng）+ locations”, the 3rd pile is about Prep. Phrases：向（xiàng）…. + 一直走（yīzhé zǒu）, zai xiang….

Míngzi：(You may repeat the names based on your sentences.)

王朋  Wáng Péng,
美月  Měi Yuè
大姐  dà jiě
二姐  èr jiě
三姐  sān jiě
四妹  sì mèi

Prep. Cóng + Locations:

从学校  cóng xuéxiào
从邮局  cóng yóujú
从医院  cóng yīyuàn,
从电影院 从比萨饼店 从饺子馆 从游泳池 从王朋的家 从美月的家

Prep. Phrases: (You may repeat the phrases based your sentences.)

向前一直走 向后走 向左拐 向右拐 向东走 向西走 向南走 向北走