CPI Unit Plan Template

Target Students: ☐ middle school students ☐ high school students

Target Proficiency Level: Novice-Low to Novice-Mid

Unit Theme: Hobbies

Designed by: Su Liu & Lihui Qian

Brief Description of the Unit:
In the Hobbies unit, Novice-Low to Novice-Mid students will research issues related to the unit theme through the three-mode communication activities in the following contexts:
- sports
- musical instruments
- others hobbies

Desired Enduring Understandings:
Students will understand:
- Sports activities, musical instruments and other activities that they like to do;
- Some Chinese sports to enrich their knowledge of Chinese hobbies.

Essential Questions that Guide this Unit and Focus Teaching/Learning:
- What kind of sports you like to play?
- How to invite someone to do activity with you and how to answer?
- Describe whom you like to do activities with?
- Ask someone how s/he does their hobby?
- What do you like to you on your weekends?
- How to write to your Chinese friend about your weekend?

National Foreign Language Standards:
1.1, 1.2, 1.3, 2.1, 2.2; 4.1, 4.2; 5.1

Content Knowledge:
- Names of sports
- Introduce two typical Chinese sports: 打乒乓球 dǎ pīngpǎngqiú, 踢毽子 tī jiànzi
- Names of musical instruments
- Introduce one Chinese musical instrument
- Names of miscellaneous hobbies
- Introduce tea culture

Key Linguistic Structures/Grammar and Vocabulary:
我们去（做什么）吧。
－我们去看比赛吧。
－我们去打篮球吧。
－下午我们去打乒乓球吧。
－好的。/对不起，我不想去。

（do … with somebody）
“和谁一起（做什么）”
我和朋友一起打篮球。
我和弟弟/哥哥一起打棒球。
我和爸爸一起打高尔夫球。
我和老师一起打乒乓球。

（for describing how well someone does something）
（唱歌）唱得怎么样，
（打篮球）打得
（弹钢琴）弹得好 / 不好 / 马马虎虎

你周末做什么？
……在做什么？
我喜欢 ……
我爱 ……

Skills:
• Make an appointment with friends to play sports or do some hobby together.
• Accept or refuse an invitation of doing some activities together.
• Describe doing some activities together with somebody.
• Ask someone how well s/he does hobbies, such as singing, dancing, playing basketball, swimming, playing guitar, etc.
• Describe how well someone does hobbies: good, not good, or so so.
• Write to a Chinese pen pal about your hobby time on weekend

Connections to Other Disciplines:
• Physical Education: sports
• Music: Chinese song “茉莉花”

Technology Integration:
• Power point presentations, videos and internet research on what kind of hobbies American and Chinese people have and related topics.
Assessments:
Performance tasks
- Making an itinerary for your vacation which include playing sports games, musical performance, camping, riding a bike, tǐ jiàng & dǎ píngqiú with Chinese people
- Asking your classmates about their hobbies
- Simple presentations on trip to China

Quizzes, Tests, Prompts, Work Samples
- Vocabulary quizzes through Charades
- The following new structures of
  - Make an appointment with friends to play sports or do some hobby together.
  - Accept or refuse an invitation of doing some activities together.
  - Describe doing some activities together with somebody.
  - Ask someone how well s/he does hobbies, such as singing, dancing, playing basketball, swimming, playing guitar, etc.
  - Describe how well someone does hobbies: good, not good, or so so.
- Characters
- Listening comprehension
- Presentation

Unprompted Evidence (observations, dialogues)
- Classroom participation
- Skits
- Performances in activities and presentations

Can Do Statements from Linguafolio
I can
- understand and answer simple questions and give simple responses;
- express what I like and do not like with regard to hobbies;
- name activities and times in my vacations;
- describe how well I do my hobbies.

Required Resources:
- Ping-pong,
- Jiàngzi
- Tea & a set of tea pot
- MP 3 of “茉莉花”
- A map of China
- Computer with internet connection

Differentiation of Instruction:
- To meet the needs of different learning styles, new language items are presented with various forms of assistance such as visual aids, written language (pinyin and characters), body movements, audio tapes, videos and TPR.
- To master the new words and expressions, students are provided with contextualized and personalized practices.
Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

**Instructional Strategies:**
- TPR
- Scaffolding
- Teacher-student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Hands on activities
- Self-assessment

**Prior knowledge that will help students learn the new information:**
- Common knowledge of hobbies
- Students interests in hobbies that will serve as the motivation of this unit
- Basic knowledge about sports, musical instruments, and outdoor activities
- Traditional Chinese sports and songs
- Tea culture
- Comparison between Chinese family and American family in hobbies

**Links to relevant web sites:**

Table Tennis Beijing 2008 Olympic Men's Final
[http://www.youtube.com/watch?v=jtxiX6L5m-I](http://www.youtube.com/watch?v=jtxiX6L5m-I)

Graceful Chinese Hacky Sack
[http://www.youtube.com/watch?v=t4Zhv9Wmbg8&feature=PlayList&p=BB991D8066BE1D92&index=0&play next=1](http://www.youtube.com/watch?v=t4Zhv9Wmbg8&feature=PlayList&p=BB991D8066BE1D92&index=0&play next=1)

Chinese tea ceremony
[http://www.youtube.com/watch?v=H_7JLC-EoAg](http://www.youtube.com/watch?v=H_7JLC-EoAg)

**Lessons that support the unit:**

**Activities for Essential Question 1**
What kind of sports you like to play?

- Teacher introduces new words by the approach of TPR.
- Students practice reading the new vocabulary after the teacher and do TPR at the same time.
- Teacher does TPR, and students speak out what kind of sports it is.
- Students do pair work: one does TPR, another one speak out the name, and then exchange role
- Charades
- Search and Report
Students look for cards of different sports activities they like to do, and then report to the whole class.

Activities for Essential Question 2
How to invite someone to do activity with you and how to answer?
• Pair work: Students practice the invitation with accepting or refusing.
• Skit: (Students are divided into three groups.)
• Make a phone call to your friends. Say Hi and your names to each other. Then invite him/her to go playing basketball/ baseball/ golf, etc. with you on weekend.

Activities for Essential Question 3
Describe whom you like to do activities with?
• Teacher prepare cards of WHO and DO WHAT. Each student gets one WHO and one DO WHAT. Students do pair work by exchanging “我和 xxx 一起…”. Each student reports to the whole class.

Handout work.
Filling the chart with three things you like to do. Find out people who also like to do the same sports activities, and ask them “你和谁一起_______?”

<table>
<thead>
<tr>
<th>Things I like to do</th>
<th>Name of people who also like to do this</th>
<th>wǒ hé ___ yī qǐ ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>(example) dǎ lànqiú</td>
<td>Dàshān</td>
<td>Pénghū</td>
</tr>
</tbody>
</table>

Activities for Essential Question 4
Ask someone how s/he does their hobby?
• Teacher introduces new expressions
• Students practice with contextualized and personalized questions
• Bloomington Idol
• Three students will be judges. The rest of the students will be contestants taking roles of 唱歌, 跳舞, 弹钢琴, 弹吉它, 拉小提琴, 敲鼓。
• Each contestant will introduce himself/herself and what s/he wants to perform.
• Judges should make comments after each contestant’s performance.

Activities for Essential Question 5
What do you like to do on your weekends?
• Ask three of your classmates to know what kind of hobbies they have.
• Make a phone call to invite one or couple of your friends to join any activity you can choose from what we learned today. Tell you friends the details about your plan, such as when, where and what time, whom will participate.

Activities for Essential Question 6
How to write to your Chinese friend about your weekend?
• Briefly introduce the pattern of Chinese letter and envelope to students since there are some difference between English letter and Chinese letter.

• Pretend that you have a Chinese pen pal and you would like to write to him or her. Please tell your friend how you spend your weekends, such as you may play several sports and attend some party or you may play instruments or tell him or her vacation. At the same time, you may tell your friend that you really have an interest in learning more about Chinese sports or Chinese musical instruments.

• Show students a sample letter in Pinyin. So students may get some idea how to write.
Day One

Lesson Objectives:
to teach 球类运动: 篮球，足球，棒球，高尔夫球，橄榄球，乒乓球；看比赛；我们去（做什么）吧。

Learning Outcomes:
Students learn to talk about the sports they like; make invitation of playing a kind of sport

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

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the stage/</td>
<td>Review: 喜欢，体育，打太极拳，好玩 Teacher provides visual aid of sports and Taiji, and ask students if they like them.</td>
<td>PPT</td>
</tr>
<tr>
<td>review (5 minutes)</td>
<td>你喜欢体育吗？</td>
<td></td>
</tr>
<tr>
<td></td>
<td>你喜欢打太极拳吗？</td>
<td></td>
</tr>
<tr>
<td></td>
<td>打太极拳好玩吗？</td>
<td></td>
</tr>
<tr>
<td>Comprehensible</td>
<td>1. Teacher introduce today’s new vocabulary（球类）by the approach of TPR: 打篮球，打棒球，打高尔夫球，打橄榄球，踢足球，打乒乓球</td>
<td>PPT</td>
</tr>
<tr>
<td>input (8 minutes)</td>
<td>2. Students practice reading the new vocabulary after the teacher.</td>
<td></td>
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<tr>
<td></td>
<td>3. Teacher asks students personalized questions.</td>
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<tr>
<td></td>
<td>你喜欢打篮球吗？</td>
<td></td>
</tr>
<tr>
<td></td>
<td>谁喜欢打棒球？</td>
<td></td>
</tr>
<tr>
<td></td>
<td>打橄榄球好玩吗？</td>
<td></td>
</tr>
<tr>
<td></td>
<td>打乒乓球难吗？</td>
<td></td>
</tr>
<tr>
<td>Guided practice</td>
<td>1. Charades and Pictionary:</td>
<td>PPT;</td>
</tr>
<tr>
<td>(10 minutes)</td>
<td>1) 打太极拳, 打篮球, 打棒球, 打高尔夫球, 打橄榄球, 踢足球, 打乒乓球</td>
<td>Cards for Charades and Pictionary;</td>
</tr>
<tr>
<td></td>
<td>2) 我喜欢打篮球。</td>
<td>Paper for students to practice writing characters.</td>
</tr>
<tr>
<td></td>
<td>我不喜欢打高尔夫球。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>打橄榄球好玩。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>打太极拳不好玩。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>我下午踢足球。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>我周末打棒球。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>我想学打乒乓球。</td>
<td></td>
</tr>
</tbody>
</table>
2. Students learn two characters: 是, 不。
   1) Teacher explain these two characters as in 我是学生。我不
       是中国人。我不喜欢打太极拳。我不想学习。
   2) Students practice writing on a sheet of paper and then on the
       board.

Application and extension
(20 minutes)

1. Teacher introduces the expression of: “看比赛”
   “我们去________吧。” “好的。”/ “对不起，我不想去。”
   “对不起，我想学习。”
   我们去看比赛吧。
   我们去打篮球吧。
   我们去踢足球吧。
   我们去打棒球吧。

2. Pair work: Students practice the invitation with accepting or
   refusing.
   Teachers model first:
   下午我们去打乒乓球吧。
   好的。/对不起，我想学习。

3. Skit: (Students are divided into three groups.)
   Make a phone call to your friends. Say Hi and your names to
   each other. Then invite him/her to go playing basketball/
   baseball/ golf, etc. with you on weekend.
   e.g.
   nǐ hǎo.
   Nǐ hǎo.
   wǒ shì XXX.
   wǒ shì XXX.
   zhōumò nǐ xióng zuò shénme?
   wǒ bù zhī dào.
   Wǒmen qù dō lónqiú ba.
   dō lónqiú hǎowanér mǒ?
   Hǎowanér.
   Hǎode.

Assessment and wrap-up
(5 minutes)

PPT;

Culture Time:

1. 乒乓球 is regarded as the national ball in China. Part of the
   reason why the sport is so ingrained in Chinese culture is because
   during the hard times of the 1960s when people were extremely
   poor and struggling to eat, Ping-Pong was one of the few sports
   anyone could afford to play.

   The enthusiasm for the sport helped lead to a memorable episode
in recent U.S.-China relations, when "Ping-Pong diplomacy" in the 1970s – the exchange of table tennis players from China and the United States – led to a warming of relations between the two countries and helped pave the way for President Nixon’s historic visit to Beijing in 1972.

The game has stood the test of time and is still extremely popular among young people, as well as retirees.

2. Ask students: what is the national ball of U.S.?

| Homework/preview (2 minutes) | Practice writing two characters. |
### Day Two

**Lesson Objectives:** to teach 跑步, 游泳, 骑自行车, 做瑜珈, 踢毽子; 和 xxx 一起（做什么）

**Learning Outcomes:** Students can talk about the sports activities they like, and play with whom.

**Standards:** interpersonal communication, interpretive communication, presentational communication, cultures, connections, comparisons, communities

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<tr>
<td>Setting the stage/ review (5 minutes)</td>
<td>Review the sports activities they’ve learned on Day One. Teacher provides visual aids. 1. Teacher name one sport activity, students act out. (打篮球，打棒球，踢足球，打高尔夫球，等。) 2. Q &amp; A Teacher asks students questions: 你喜欢打太极拳吗？ 打乒乓球难吗？ 你周末做什么？ 打橄榄球好玩吗？</td>
<td>PPT; pictures</td>
</tr>
<tr>
<td>Comprehensible input (8 minutes)</td>
<td>Teacher introduce 跑步, 游泳, 骑自行车, 做瑜珈, 踢毽子 by the approach of TPR. Students practice reading the new vocabulary after the teacher and do TPR at the same time. Teacher does TPR, and students speak out what kind of sports it is. Students do pair work: one does TPR, another one speak out the name, and then exchange role.</td>
<td>PPT</td>
</tr>
<tr>
<td>Guided practice (10 minutes)</td>
<td>1. Charades. 跑步, 游泳, 骑自行车, 做瑜珈, 踢毽子 打篮球, 打棒球, 打高尔夫球, 打橄榄球, 踢足球, 打乒乓球 2. Search and Report Students look for cards of different sports activities they like to do, and then report to the whole class. 3. Characters: 今, 有</td>
<td>PPT; Charades cards; Sports cards; Character handout</td>
</tr>
<tr>
<td>Application and extension (20 minutes)</td>
<td>1. Teacher introduces the expression of “和谁一起(做什么)” 我和朋友一起打篮球。 我和弟弟/哥哥一起打棒球。 我和爸爸一起打高尔夫球。</td>
<td>PPT; Handouts</td>
</tr>
</tbody>
</table>
我和老师一起打乒乓球。

2. Teacher prepare cards of WHO and DO WHAT. Each student gets one WHO and one DO WHAT. Students do pair work by exchanging “我和 xxx 一起…” Each student reports to the whole class.

3. Handout work.
Filling the chart with three things you like to do. Find out people who also like to do the same sports activities, and ask them “你和谁一起_______?”

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<th>Things I like to do</th>
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<th>你和谁一起 _______</th>
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</thead>
<tbody>
<tr>
<td>(example) yóuyǒng</td>
<td>Dòoshǒn</td>
<td>Póngyǒu</td>
</tr>
</tbody>
</table>

4. Students make presentation.

Assessment and wrap-up (5 minutes)
Culture Time:
踢毽子 is a popular activity in China. People of all age levels love it.

Invite students to practice 踢毽子 together.

Homework/preview (2 minutes)
Practice writing two characters: 今，有
### Day Three

**Lesson Objectives:** to teach 弹钢琴, 弹吉它, 拉小提琴, 敲鼓,乐队; 唱卡拉O K; 表演; （唱歌）唱得怎么样,（弹钢琴）弹得好/不好/马马虎虎

**Learning Outcomes:** Students can talk about the above-mentioned activities, and how well they can do them.

**Standards:**
- interpersonal communication
- interpretive communication
- presentational
- communication
- cultures
- connections
- comparisons
- communities

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<tbody>
<tr>
<td>Setting the stage/ review (5 minutes)</td>
<td>Review: Teacher provides visual aids for students to review sports activities and other activities they like. 打篮球, 打棒球, 踢足球, 打高尔夫球, 打乒乓球, 跑步, 游泳, 骑自行车, 做瑜伽, 踢毽子, 唱歌, 跳舞, 画画</td>
<td>PPT</td>
</tr>
</tbody>
</table>
| Comprehensible input (8 minutes)  | 1. Teacher introduces new vocabulary by the approach of TPR: 弹钢琴, 弹吉它, 拉小提琴, 敲鼓,乐队  
2. Students practice reading the new vocabulary after the teacher and do TPR at the same time.  
3. Teacher does TPR, and students speak out what kind of sports it is.  
4. Students do pair work: one does TPR, another one speak out the name, and then exchange role. | Handouts 1               |
| Guided practice (10 minutes)      | 1. Listen & Identify:  
Teach plays a short part of music, and students identify if it’s 弹钢琴, 弹吉它, 拉小提琴, 敲鼓.  
2. Role Play: Students are divided into two groups. Each group is a band. Both groups should first name themselves, and then decide who does what, then report to the whole class. | Handouts 1               |
| Application and extension (20 minutes) | 1. Teacher introduces the expression of (…)得怎么样? (…)得好 / 不好 / 马马虎虎,  
2. 唱歌唱得怎么样?  
跳舞跳得好。  
打篮球打得不好。  
打棒球打得马马虎虎  
3. Teacher introduces “表演”。  
Students practice:  
“今天你要表演什么?”  
“我要表演唱歌 / 跳舞 / 弹钢琴. . . .”  
4. Skit: Bloomington Idol | Handouts 2               |
Three students will be judges. The rest of the students will be contestants taking roles of 唱歌, 跳舞, 弹钢琴, 弹吉它, 拉小提琴, 敲鼓。
Each contestant will introduce himself/herself and what s/he wants to perform.
Judges should make comments after each contestant’s performance.

<table>
<thead>
<tr>
<th>Assessment and wrap-up (5 minutes)</th>
<th>Culture:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. U.S. weekend: 看比赛, 看球赛</td>
</tr>
<tr>
<td></td>
<td>China: 唱卡拉ok</td>
</tr>
<tr>
<td></td>
<td>2. appreciate a Chinese song “茉莉花”</td>
</tr>
<tr>
<td>Characters: 和, 打</td>
<td>PPT:</td>
</tr>
<tr>
<td></td>
<td>M P 3</td>
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</table>

<table>
<thead>
<tr>
<th>Homework/preview (2 minutes)</th>
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</tbody>
</table>
**Lesson Objectives:** Learn names of miscellaneous hobbies

**Learning Outcomes:** make a date with a friend and get together for some hobby

**Standards:** interpersonal communication, interpretive communication, presentational communication, cultures, connections, comparisons, communities

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<tr>
<td>Setting the stage/ review (5 minutes)</td>
<td><strong>Simon Says to review what students learn on Day 3.</strong> One student chooses one of his/her classmates and says one word or one sentence, another student acts out. The rest will count down from 10 to 1. If he or she could not figure out what the word is, the rest of the class may help them.</td>
<td>Picture</td>
</tr>
<tr>
<td>Comprehensible input (8 minutes)</td>
<td>By using pictures to introduce new words and expression: 看电影，打电话，爬山，野营，烧烤，聚会，吃饭，喝咖啡，喝茶，来我家玩，开... (聚)会，你周末做什么？</td>
<td>Pictures</td>
</tr>
<tr>
<td>Guided practice (12 minutes)</td>
<td>Ask two of your classmates what kind of hobbies they have and then report what you know about their hobbies in the class. For example, A: nǐ xǐhuān zhōumò zuò shénme? B: wǒ xǐhuān hé wǒ de péngyǒu yǐqì póshān. A: wǒ yè hěn xǐhuān pō shān / wǒ bù xǐhuān póshān B: xiàng gè zhōumò wǒmen yǐqì qù póshān. A: hǎo de.</td>
<td>Handouts 1</td>
</tr>
<tr>
<td>Application and extension (15 minutes)</td>
<td>Make a phone call to invite one or couple of your friends to join any activity you can choose from what we learned today. Tell you friends the details about your plan, such as when, where and what time, whom will participate...e.g. A: nǐ xiǎng jiào péngyǒu ma? Wǒmen zhè gè xīngqī liù yǒu jūhuì. B: hǎo. Qǐng wèn shì shènhénme jǔhuì? A: shèngrì jǔhuì B: shuí de shèngrì? Zài nǔr? A: wǒ de shèngrì. Zài wǒ jiā. B: jǐ diān? A: xiàng wǒ liǎng diān. B: xiàng xiè, zài jiān. A: zài jiān.</td>
<td>Handouts 2</td>
</tr>
<tr>
<td>Chinese characters (3 minutes)</td>
<td>Teach them how to write friends in Chinese: 朋，友</td>
<td></td>
</tr>
<tr>
<td>Culture (3 minutes)</td>
<td>Brief introduction of Chinese Tea Culture</td>
<td>PPT</td>
</tr>
<tr>
<td>Assessment and wrap up (3 minutes)</td>
<td>Students ask each other what they learn in turn. Each student need to share with the class at least two words or expressions</td>
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<tr>
<td>Homework/preview (1 minutes)</td>
<td>Ask each student to make some flashcards since we will use them next day for the review. In flashcards, they put Pinyin and Chinese characters on them.</td>
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</table>
Day Five

Lesson Objectives: Review this week’s lesson

Learning Outcomes: students can write a simple letter in Pinyin talking about their weekends.
Students can make an itinerary in Pinyin

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

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review (15 minutes)</td>
<td>1. Time for Charades Make flash cards of all words we learned and ask students to act them out.</td>
<td>Handouts 1</td>
</tr>
<tr>
<td>Make a travel plan to China</td>
<td>1. Fill in Visa information, such as your name and birthday and nationality in Pinyin</td>
<td>Handouts 2</td>
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<td>2. Make a travel itinerary to China or make a plan for your Summer Holiday.</td>
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<td>e.g. 7 yuè 8 hào ---9 hào: qù běijīng</td>
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<td></td>
<td>shèngwǔ 7 diăn – shèngwǔ 11 diăn: pán chángchéng</td>
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<tr>
<td></td>
<td>wǔshíhào: zài chángchéng yěyíng</td>
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<td>7 yuè 9 hào ---11 hào qù shènghái</td>
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<tr>
<td></td>
<td>shèngwǔ 6 diăn – shèngwǔ 7 diăn: qù gōngyuán xué dǎ dāi jí quán</td>
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<tr>
<td></td>
<td>xiào wǔ 2 diăn – xiào wǔ 5 diăn: mài dōngxī</td>
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<tr>
<td></td>
<td>7 yuè 11 hào ---13 hào qù hónán</td>
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<tr>
<td></td>
<td>shèngwǔ 9 diăn – shèngwǔ 11 diăn běn: yóngyǒng.</td>
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<tr>
<td>Write to Chinese pen pal</td>
<td>1. Briefly introduce Chinese way writing a letter to students</td>
<td>Handout 3</td>
</tr>
<tr>
<td>who live in China</td>
<td>2. Pretend that you have a Chinese pen pal and you would like to write to him or her. Please tell your friend how you spend your weekends, such as you may play several sports and attend some party or you may play instruments or tell him or her vacation. At the same time, you may tell</td>
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</tbody>
</table>
your friend that you really have an interest in learning more about Chinese sports or Chinese musical instruments.

3. Show students a sample letter in Pinyin. So students may get some idea how to write. E.g.:

xiǎo mǐn:

nǐ hǎo!

wǒ shàng gè xīnqí liù cànjiāo tíòuwú bīsài. wǒ tiào de hěn hǎo. wǒ dì yī míng. bāba mōmǎ hé wǒ de liōng gè jiējìe gěi wǒ kōi jūhuì. wǒ de péngyǒu lói wǒ jià wón.

nǐ ne? nǐ zhōumo zuò shénme? nǐ zhōumò yōu méiyǒu qù kěn diényíng?

nǐ de péngyǒu
bó ēn
2009 nián 8 yuè 10 hào