

Unit 5: Having Fun at Home and Elsewhere
Lesson 3: Vacation and Travel

Recommendation:

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

Standards

California World Language Standards - Stage I
<p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">h. Vacations and travel, maps, destinations, and geography</p>
<p>Communication</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>
<p>Functions</p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>
<p>Cultures</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>
<p>Structures</p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p>
<p>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students think about what they know about having fun through vacation and travel and learn the Mandarin language equivalents of several ways to share their thoughts and experiences.

Student Work

Interpersonal	Presentational	Interpretive
Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning.	Students speak and write language to express information or opinions to an audience.	Students individually listen to, read, and view content without interpersonal interaction.

Domains of Language

Listening	Speaking	Reading	Writing
<p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or realia, or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p>	<p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p>	<p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p>	<p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p>

Evidence of Learning – Assessment

Informal or Formal
<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in to student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p>

The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

Background on Teaching Tones with Color-Coding and Kinesthetics to Aid Long-term Memory Color-coding Scheme for Mandarin Tones

(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)

1st oral: “First tone – **blue, up high, like the clear, blue sky.**”

[hand at forehead level, palm down, flat] examples in pinyin: **fēi jī** **chē**

2nd oral: “Second tone – **green, going up, like a tree reaching to the sun.**”

[hand at nose goes upward] examples in pinyin: **huán yóu** **méi**

3rd oral: “Third tone – **brown, swinging down and up, like a monkey in a tree.**”

[hand starts near mouth, goes down below chin, then up to nose level] example in pinyin: **xiǎng**

4th oral: “Fourth tone – **red, like an angry slap on the top of your head.**”

[hand does slap movement from forehead to chin levels] examples in pinyin: **zài jī huà**

5th oral: “Fifth tone – **neutral black, like a gentle tap.**”

[fingers of hand close as hand makes tap movement] examples in pinyin: **de, ge** and **ma**

Important Note: The Mandarin third tone is rare in speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

Warm Up with Language through Repetition-Rhythm-Rhyme

Poems, Chants, and Songs

English	Chinese Characters	Pinyin
Chant (with clapping) for this lesson:		
Let's think about a vacation today! We need a vacation! Let's plan a trip today! Let's talk about travel today!	让我们想想假期！ 我们需要假期！ 让我们计划旅行 让我们谈论旅行！	ràng wǒ mén xiǎng xiǎng jià qī wǒ mén xū yào jià qī ràng wǒ mén jì huà lǚ xíng ràng wǒ mén tán lùn lǚ xíng
Poems for this lesson:		
Going on vacation! Planning a road trip! So fun to travel around the world!	我们度假！ 计划陆行！ 环游世界多有趣！	wǒ mén dù jià jì huà lù xíng Huán yóu shì jiè duō yǒu qù
Song for this lesson (can be sung to the tune of “Mary Had a Little Lamb”):		
Vacation and travel is lots of fun! Many places under the sun. Planning, dreaming, is fun, too. Thinking of all you want to do. You may get there on a plane, In a car, a ship, or on a train.	放假旅行多有趣！ 众多地方可以去。 想想你要做的事， 计划梦想多有趣。 飞机、汽车和轮船， 坐上火车也能去。	Fang jià lǚ xíng duō yǒu Zhòng duō dì fāng kě yǐ qù xiǎng xiǎng nǐ yào zuò de shì Jì huà mèng xiǎng duō yǒu qù fēi jī qì chē hé lún chuan Zuò shàng huǒ chē yě néng qù

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
Asking a yes/no question	Are you going on vacation? 你想去度假吗？ nǐ xiǎng qù dù jià ma Are you planning a trip? 你在计划旅行吗？ nǐ zài jì huà lǚ xíng ma Do you like to travel to foreign countries? 你喜欢去国外旅行吗？ nǐ xǐ huān qù guó wài lǚ xíng ma	<u>Hand up, stand up, pair up</u> for multiple opportunities to practice all these questions and answers. <i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i>
Answering yes/no questions	Yes, I am going on vacation. No, I'm not going on vacation.	

	<p>是的，我想去度假。 shì de, wǒ xiǎng qù dù jià 不，我不想去度假。 bù, wǒ bù xiǎng qù dù jià</p> <p>Yes, I'm planning a trip. No, I'm not planning a trip. 是的，我在计划旅行。 shì de, wǒ zài jì huà lǚ xíng 不，我没有计划旅行。 bù, wǒ méi yǒu jì huà lǚ xíng</p> <p>Yes, I like to travel to foreign countries. No, I don't like to. 是的，我喜欢去国外旅行。 shì de, wǒ xǐ huān qù guó wài lǚ xíng 不，我不喜欢去国外旅行。 bù, wǒ bù xǐ huān qù guó wài lǚ xíng</p>	
<p>Asking where questions</p>	<p>Where are you going on vacation? 你 想 去 哪 度 假 ？ nǐ xiǎng qù nǎ dù jià</p> <p>Where are you planning to travel? 你 计 划 去 哪 旅 行 ？ nǐ jì huà qù nǎ lǚ xíng</p> <p>Where do you like to travel? 你 喜 欢 去 哪 旅 行 ？ nǐ xǐ huān qù nǎ lǚ xíng</p>	
<p>Answering where</p>	<p>I'm going to _____ on vacation. 我 想 去 _____ 度 假 。 wǒ xiǎng qù _____ dù jià</p> <p>I'm planning to travel to _____. 我 在 计 划 去 _____ 旅 行 。 wǒ zài jì huà qù _____ lǚ xíng</p> <p>I like to travel in _____. 我 喜 欢 去 _____ 旅 行 。 wǒ xǐ huān qù _____ lǚ xíng</p>	
<p>Asking and answering an evaluation follow-up question</p>	<p>Why are you going to _____ on vacation? 为 什 么 你 想 去 _____ 度 假 ？ wèi shén me nǐ xiǎng qù _____ dù jià</p> <p>Why are you planning to travel to _____? 为 什 么 你 计 划 去 _____ 旅 行 ？ wèi shén me nǐ jì huà qù _____ lǚ xíng</p> <p>What do you like best about traveling to _____? 你 最 喜 欢 去 哪 旅 行 ？ nǐ zuì xǐ huān qù nǎ lǚ xíng</p>	

**Teacher Bridges to the Content Connection or Builds Schema for Students
 (Direct Instruction: Age and Stage-appropriate)**

Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson.

To make sure the topic of this lesson connects to the previous two lessons, the teacher brings over the **world map chart used in unit 5 lesson 1** to provide an overview of leisure time, games, and sports, and uses it to talk about vacations and travel. For example, have the students come close to the big world map chart (preferably sitting on the rug, or pulling up chairs within 10-15 feet of the chart) and provide a contextualized mini-lecture on vacation and travel.

The teacher should have several colorful picture file cards related to the lesson. S/he might start the lesson by telling (in the target language as much as possible, between 85-90% of the time) about favorite vacations s/he has taken, including some pictures with the teacher and his/her family in them or postcards received from or sent to family or friends. Teacher points out places on the map related to the vacations and travel being discussed. Then, teacher asks students to think of a vacation they or someone they know has taken and turn to a partner to talk about it (in L1 if necessary) during a short think-pair-share. The teacher has volunteers share what they talked about and charts some of their statements to be translated to the target language.

[During this input or direct instruction, the observers were watching for students making good decisions, showing respect, and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” award card to someone who has **earned** it, and tell specifically what they saw the person do that earned it! The scouts or observers get an award card for themselves at the end of the mini-lecture.]

Next, the teacher will add a few pictures to the world map (the next lesson focuses more on key destinations) of places the teacher has visited on vacation with their names in the target language. As each picture file card is presented, the teacher will talk about it in the target language, having students repeat key words, point to the place on the map where they belong, tell each other the country’s name in L1 and learn the target language’s name, and make kinesthetic gestures to assist memory and retention.

[Again, pause for students to think-pair-share on which interesting place they’d live to visit, then ask the observers to report out on a couple of students who were making good decisions, showing respect and/or solving problems, giving them a “Mandarin Miscellany” award card to someone who has **earned** it, and tell specifically what they saw the person do that earned it!]

End this mini-lecture with the activity Four Corners by selecting four of the places the students seemed to react to most and posting them in the four corners of the room. Students are told, “When I give you the signal word, stand up and move to the corner that represents the place you would most like to visit if you had the chance. SIGNAL WORD.” After they’ve made their selections and each student has moved to one of the four corners, tell them, “When I give you the signal word, turn to someone near you and tell each other why you would like to go there. SIGNAL WORD.”

“Return to your seats to write in your learning log about where you would like to go on vacation, if time and money were no object. SIGNAL WORD.”

Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — can also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.

Circling on the phrase, “___ (a famous person the class likes or one of the students in the class) is planning to go on vacation to China.” “___ 计划去中国度假” ___ **jì huà qù zhōng guó dù jià**

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as pointing to a picture on the wall of Brad Pitt or whoever the class likes as the person going to China, pointing to head for “planning” and pretending to fly for going on vacation, and pointing to a map of China for “China.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

The following is a short example of circling for this lesson (which should go on for approximately ten minutes or when the teacher has repeated the key vocabulary 50-75 times) — focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures. The following example might go through the “circle” a few times and the teacher would respond to the students’ answers making it fun and surprising:

[opening statement, circling begins] ___ **is planning to go on vacation to China.**

Is ___ *planning to go on vacation to China?*

Yes, ___ is planning to go on vacation to China.

___ *is planning to go on vacation to China, right?*

That’s what I said! ___ is planning to go on vacation to China.

___ *is not planning to go on vacation to China?*

No, ___ is planning to go on vacation to China.

Is ___ *planning to go on vacation to China or to Canada?*

___ **is planning to go on vacation to China.**

Is ___ *planning to go on vacation to China or is* _____ *(someone else) planning to go on vacation to China?*

I told you, ___ is planning to go on vacation to China.

Is China *the place* ___ *is planning to go to on vacation?*

Yes, ___ is planning to go on vacation to China.

Is Canada *where* ___ *is planning to go on vacation?*

No, ___ is planning to go on vacation to China.

Who *is planning to go on vacation to China?*

___ **is planning to go on vacation to China.**

Is ___ *or is Jackie Chan planning to go on vacation to China?*

___ **is planning to go on vacation to China.**

Where *is* _____ *planning to go on vacation?*

_____ is planning to go on vacation to China.
Oh, _____ is planning to go on vacation to China.

[closing statement, circle completed]

Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

SCHOOL-HOME CONNECTION

- 1) Students survey family members and friends about their favorite vacations and ways to travel.
- 2) Students draw a picture of their favorite vacation and write a short description of it using the phrases taught in class.
- 3) Students make a travel brochure on a place they have never visited but would like to visit.
- 4) Students bring a souvenir they have kept from one of their vacations.

ADDITIONAL ACTIVITIES

If at all possible, students should be given the opportunity to learn about China as a vacation destination and share their impressions using sentence frames and word banks to help them use as much of the target language as they can without putting a damper on the fun!

CLASS PROJECTS

Give students the opportunity to play a domino game or mah jong, using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun! Teacher and students can prepare the sentence frames and word banks in advance (see *Instructional Strategies Matrix* in Resources).

Instructional Resources and References

How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

Vacation and Travel

Chinese tourist spots

<http://sitara.com/china/tour.html>

<http://www.chinahighlights.com/travelguide/china-attraction-guide.htm>

National Parks of the United States

<http://www.us-national-parks.net/>

Seven Wonders of the Ancient World

<http://www.unmuseum.org/wonders.htm>

http://en.wikipedia.org/wiki/Seven_Wonders_of_the_Ancient_World

Seven Wonders of the Natural World

<http://sevensnaturalwonders.org/>

<http://science.howstuffworks.com/environmental/earth/geophysics/7-wonders-of-the-natural-world.htm>

Lesson Materials

Mandarin Miscellany

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Let's think about a vacation today!

让我们想想假期

ràng wǒ mén xiǎng xiǎng jià qī

We need a vacation!

我们需要假

wǒ mén xū yào jià qī

Let's plan a trip!

让我们计划旅行！

ràng wǒ mén jì huà lǚ xíng

Let's talk about travel today!

让我们谈论旅行

ràng wǒ mén tán lùn lǚ xíng

Going on vacation!

度假

dù jià

Planning a trip!

计划旅行

jì huà lǚ xíng

So fun to travel around the world!

环游世界多有趣

huán yóu shì jiè duō yǒu qù

On a plane!

坐飞机

zuò fēi jī

On a train!

坐火车

zuò huǒ chē

Road trip!

陆行

lù xíng

In a car!

坐汽车

zuò qì chē

On a ship!

坐轮船

zuò lún chuán

Picture File Cards – Shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures or find online.

