# 探索中國

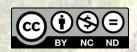
## Discovering China

Virgínia Carrion & Montse Parera

UAB tutor: Oriol Pallarés School mentor: Salvador Orquín

UAB

TED Master's Degree, 2011



Teacher's book



We would like to extend our most sincere thanks to our tutor at UAB, Oriol Pallarés for his invaluable help and advice throughout the creation and development of our Teaching Unit, to our mentor at Escola Industrial, Salvador Orquín for his valuable quidance and support during implementation of our Teaching Unit, to teachers of Escola Industrial Maria Calzada, Patrícia Martínez, Joan Rocamora & Maria Ortega for their help and guidance, to Professor Zhou Minkang for his generosity in lending us calligraphy material and, last but not least, to our families for their help, patience and understanding support, throughout the Teaching Unit and master. Without any of them, our Teaching Unit would not have been possible.

We would also like to thank 2<sup>nd</sup> ESO C and 2<sup>nd</sup> ESO D students of Escola Industrial (academic year 2010-2011) for their positive attitude, eagerness, cooperation, respect and liveliness throughout the implementation of our Discovering China Teaching Unit. It has been a pleasure working with them.





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#### **PLANNING TEMPLATE**

**UNIT TITLE:** Discovering China

AUTHORS: Virgínia Carrion & Montse Parera

CLASS/AGE: 2<sup>nd</sup> ESO

SUBJECT, LANGUAGES and/or TEACHERS INVOLVED: English. Salvador Orquín

**NUMBER OF LESSONS: 10** 

**COE LEVEL:** A1~A2

#### INTRODUCTION TO THE UNIT

This Teaching Unit will bring students through a brief journey around China, giving them a brief insight of Chinese culture.

#### **OBJECTIVES / GOALS**

- To value language and communication as a way to understand different cultures as well as their own, so students be able to be integrated in a plural society
- ✓ To understand oral and written texts in different contexts within academic, social and cultural activities
- ✓ To be competent in foreign languages as a tool for learning different contents
- ✓ To maintain a receptive attitude and be self-confident in language-learning ability
- ✓ To understand instructions, questions and messages produced in class related to the usual activities which happen in class

## DOMAIN or TOPIC RELATED CONTENTS MAIN TARGET KNOWLEDGE

Brief knowledge of:

- ✓ Geography of China
- ✓ Chinese tones
- ✓ Chinese calligraphy
- ✓ Chinese Traditional Medicine
- ✓ Chinese Art
- √ Feng Shui
- ✓ Chinese Horoscope
- ✓ Use of abacus

#### DOMAIN or TOPIC RELATED CONTENTS MAIN TARGET KNOWLEDGE

Know how to:

- ✓ Create stories from scratch
- ✓ Use maps
- Use of ICTs for information retrieval and for production (WikispaceS, Glogster, Voki)
- ✓ Cooperate with classmates when in groups





#### **CONTENT OBLIGATORY / CONTENT COMPATIBLE LANGUAGE**

#### **DISCOURSE GENRE (TEXT TYPE)**

- ✓ Description of China
- ✓ Explanation of Chinese language
- ✓ Description of a video
- ✓ Narrative of steps leading to a recipe
- Explanatory text of TCM approaches
- ✓ Research project on Chinese Art
- Description of Chinese horoscopes
- ✓ Definition of Feng Shui
- ✓ Creative writing

#### **TERMINOLOGY**

#### **DOMAIN or TOPIC SPECIFIC**

Border, Great Wall, Himalayas, Mount Everest, Gobi desert, mountain range, tones, name tags, counters, dice, yin yang, qi, Traditional Chinese Medicine, Cupping, five elements, acupuncture, stir fry, bamboo steamer, strokes, simplified and traditional characters.

#### **GENERAL ACADEMIC**

I would change, I would not do, I am compatible with, I get along with, therefore.

#### SOCIAL & CULTURAL VALUES and PERSONAL & EMOTIONAL DEVELOPMENT

**SOCIAL & CULTURAL VALUES:** foreign culture consciousness and respect, Chinese language awareness, learn how to collaborate in groups, respect for classmates with different learning abilities.

PERSONAL & EMOTIONAL DEVELOPMENT: gaining self-confidence when speaking English

#### **SUMMATIVE ASSESSMENT**

TASK: What students produce and is assessed; Crossreferenced to materials

#### **Examples:**

Written report of China
Oral presentation of Glogs
True/false activity of Feng Shui
Visual recipes on Wikispaces
Calligraphy production
Board game about TCM
Listening about Feng Shui

#### **SUMMATIVE ASSESSMENT**

#### ASSESSMENT CRITERIA and/or ASSESSMENT INSTRUMENTS:

Cross-referenced to materials

Examples:

Rubric (criteria: 1 to 3)

Peer assessment (Yes, No, Sometimes)

Checklist (Yes, No)





#### **MATERIALS & RESOURCES**

**Materials:** Dossier with learner's material: videos, cards for dictogloss, powerpoint, worksheets, tests, physical abacus, Chinese cooking utensils, pictures. Cross-referenced to PROCESS & ASSESSMENT

**Resources:** computer, projector, assistant teacher

#### **CREDITS**

Oriol Pallarés, Salvador Orquín, Maria Calzada, Patrícia Martínez, Joan Rocamora, Maria Ortega & Zhou Minkang. Ferran Vilà and Tang See Wong for their drawings.

#### **COMMENTS**

Students' productions in Annex 3 (screenshots of Wikispaces, Glogs, Vokis and other projects made by students)
Creative Commons license in Annex 4





#### THE PROCESS

### LESSON BY LESSON PLANNING OUTLINE Activities and steps to follow

#### SESSION 1: INTRODUCTION TO CHINA

- 1. Guessing the topic
- 2. Pre-assessment test
- 3. Geography of China
- 4. Discovering China
- 5. Conclusion activity
- 6. Chinese name tags

#### **SESSION 2: LANGUAGE**

- 1. Introductory video of Chinese language
- 2. Explanation of tones in Chinese language and learning few words in Chinese
- 3. Running Victation
- 4. Match characters and pinyin

#### SESSION 3: FOOD

- 1. Visual Recipes
- 2. Visual recipes presentations

#### SESSION 4: TCM

- 1. TCM Introduction
- 2. Becoming experts
- 3. Let's play

#### **SESSION 5: CALLIGRAPHY**

- 1. Guessing game
- 2. Horoscope

#### APPROXIMATE TIMING and TYPE OF INTERACTION

#### SESSION 1:

#### INTRODUCTION TO CHINA

<ol> <li>T-Class</li> </ol>	10′
2. S	10′
3. S-S	20′
4. T-Class	10'
5. S	5′

6. T-S

#### **SESSION 2: LANGUAGE**

1. T-S	20'
2. T-S /S	15′
3. S-S	25′
4. S-S	10'

#### SESSION 3: FOOD

1.S-S	40′
2.S-S	20'

#### SESSION 4: TCM

1. T-S	15′
2. S-S	20′
3. S-S	25′

#### **SESSION 5: CALLIGRAPHY**

1.	T-S/S-S	25′
2.	S	20'





#### SESSION 6: ART

- 1. Introduction to Chinese art
- 2. Exploring Chinese art
- 3. Art Glog

#### **SESSION 7: CURIOSITIES**

- 1. Abacus listening
- 2. Voki about Chinese Horoscope

#### SESSION 8: FENG SHUI

- 1. Introduction to Feng Shui
- 2. Feng Shui True or False

#### SESSION 9: WRAP-UP

- 1. China dictogloss
- 2. Creative Writing
- 3. Glogster presentations

#### SESSION 10: FINAL SESSION

- 1. Final reflexions & Post-assessment test
- 2.Glog presentations

#### SESSION 6: ART

- 1. T-S 20'
- 2. S-S 20'
- 3. S 20'

#### **SESSION 7: CURIOSITIES**

- 1. T-S/S-S 25'
- 2. T-S/S-S 25'

#### **SESSION 8: FENG SHUI**

- 1. T-S/S-S 35'
- 2. S-S 15'

#### SESSION 9: WRAP-UP

- 1. T-S 15'
- 2. S-S 30'
- 3. S-S 10'

#### SESSION 10: ASSESSMENT

#### AND PRESENTATIONS

- 1.S 15'
- 2.S-S 45'





#### **KEY COMPETENCES**

#### 1. Communication in the mother tongue

Although the language used in the implementation of this unit is English, whenever students have problems to communicate in this language they can use their mother tongue.

#### 2. Communication in foreign languages

Throughout this unit, students learn to communicate orally in English. The unit also enhances the competences of listening, writing and reading in English. Students also learn how to interact in English.

## 3. Mathematical competences and basic competences in science and technology

Students listen to a brief explanation about how to count with a different counting device other than the calculator, which is the Abacus, the traditional ancient Chinese counting device. The Abacus is brought in class and they can practice with it.

#### 4. Digital competences

Throughout this unit, students learn how to deal with information, how to find it and transmit it using different ICTs. They get used to dealing with Computer-mediated communication and Computer-supported collaborative learning is enhanced.





#### 5. Learning to learn

In this unit, students are given different resources to discover information about some topics of the unit. The do not receive the information directly from the teacher, so they must find it and select it. This is a chance for them to learn how to learn.

#### 6. Social and civic competences

With group work and pair work they learn how to work and live in society, they learn how to interact and be respectful with other people. Throughout the implementation of this unit students must also be responsible for their duties.

#### 7. Sense of initiative and entrepreneurship

As students mostly work in groups, they are given the responsibility to share tasks and cooperate and collaborate in order to complete collective projects. This unit also gives them the chance to be creative in many projects and the opportunity to learn from self-criticism using self-assessment.

#### 8. Cultural awareness and expression

This unit focuses on Chinese culture. Every single task makes the student culturally aware and open-minded to other cultures and people. Although the unit deals with China, there are plenty of values that can be applied to all cultures and people.





#### **SESSION-BY-SESSION OVERVIEW**

Session	Activities	Timin g	Intera	Skills	ICT	Asses sed	Comments
	Guessing the topic	10′	T- Class	•	<b>V</b>		
1 Introduction	Pre-assessment test	10′	Ss				
to China	Geography of China	20′	Ss-Ss	•			
	Discovering China	10′	Ss		<b>V</b>	<b>\</b>	
	Conclusion activity	5′	Ss	Ø			
	Chinese name tags	5′	T-Ss				Students are given their names in Chinese in a name tag holder
2	Introductory video of Chinese language	20′	T-Class	9 🖍	<b>V</b>		
Language	Explanation of tones in Chinese language and learning a few words in Chinese	15′	T- Class/Ss	9 🗪			
	Running victation	25′	Ss-Ss	9 🖍	<b>V</b>	<b>V</b>	
	Match characters and pinyin	10′	Ss-Ss				
3	Visual Recipes	40′	Ss-Ss		<b>V</b>	$\checkmark$	
Food	Visual recipes presentations	20′	Ss-Class	•		<b>√</b>	
4	TCM Introduction	15′	T-Class	9 🗪	<b>V</b>		
Traditional	Becoming experts	20′	Ss-Ss				
Chinese Medicine	Let's play	25′	Ss-Ss			<b>V</b>	
5 Calligraphy	Guessing game	25′	T-Class/ Ss-Ss	§ <b>•</b>			
	Horoscope	20′	Ss	Ø			
6 Art	Introduction to Chinese art	20′	T-Class	<b>᠀ •</b> ♣	<b>V</b>		
	Exploring Chinese art	20′	Ss-Ss		<b>V</b>		
	Chinese Art glog	20′	Ss	B	<b>V</b>	<b>V</b>	
7 Curiosities	Abacus listening	25′	T- Class/Ss- Ss	P	<b>√</b>	<b>√</b>	
	Voki about Chinese Horoscope	25′	T- Class/Ss- Ss		<b>V</b>	<b>√</b>	



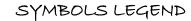


Session	Activities	Timing	Interac	Skills	ICT	Assess	Comments
8	Introduction to Feng	35′	T-	§ 🖍			
Feng Shui	Shui		Class/Ss-		1		
			Ss				
	Feng Shui – True or	15′	Ss-Ss			/	
	False					•	
9	China dictogloss	15′	Ss-Ss	9 🖍	<b>V</b>		
Wrap-up	Creative writing	30′	Ss-Ss	No.	<b>V</b>		
	Glog presentations	10′	Ss-Class	•	<b>V</b>	<b>/</b>	
10	Final reflexions &	15′	Ss	Z Z		/	
Final Session	Post-assessment test						
	Glog presentations	45′	Ss-Class	<b>\$</b> {	<b>V</b>	<b>V</b>	









Writing activity

Speaking activity

Reading activity



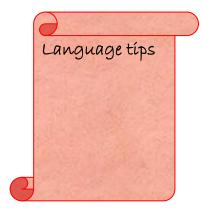
Working with computers



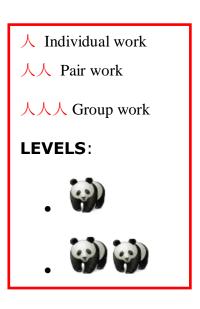
Listening activity



Presentation

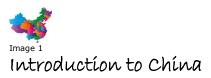












## SESSION-BY-SESSION DETAILED INSTRUCTION FOR IMPLEMENTATION

Resources: computer, projector, internet connection, loudspeakers, Wiki.

#### Materials for this session:

- Unit Introduction.ppt
- Cards with some sentences related to the power point
- Assessment power point
- Pre-assessment test
- Photocopies of Student's Book
- Chinese name tags

#### Assessment:

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson Planner in Annex 2
- Discovering China Composition assessed as per *Discovering China Composition Rubric* (Figure 1) in CD, Annex 2

#### Activity 1: Guessing the topic

**Materials**: Unit\_Introduction.ppt (CD, Annex 1, Session 1), Guessing the topic cards with some sentences related to the power point (CD, Annex 1, Session 1)

**Grouping**: whole class **Notes for the teacher**:

- Tell students that they will start working on a new unit. Do not tell them what it is going to be about
- Give the students the cards with some sentences related to the power point.

  There must be one card for each pair of students
- Explain them that they are going to see some images and tell them to raise their hands if their sentence corresponds with any of the images
- Show them the Unit introduction power point
- When you have found all the sentences related to each image, elicit from students some information about the image

Time:

~ 10′

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Session 1

#### **Guessing the topic cards**

The Five Elements Theory...

...is the world's longest manmade structure. ...Mount Everest...

...is the basis of the Traditional Chinese Medicine.

Feng Shui

...is the world's highest mountain.

Chopsticks...

At 8,848 meters above sea level...

It is located in the Himalayas.

...are used for eating in Asian countries.

Abacus

Chinese characters...

...are formed by different strokes.

The Great Wall of China...

#### Slide 1:

At 8,848 meters above sea level...

- ...Mount Everest...
- ...is the world's highest mountain.

It is located in the Himalayas.



#### Slide 2:

Chopsticks...

...are used for eating in Asian countries.

#### Slide 3:

The Five Elements Theory...

...is the basis of the Traditional Chinese Medicine.

#### Slide 4:

Abacus

#### Slide 5:

Feng Shui

#### Slide 6:

The Great Wall of China...

...is the world's longest man-made structure.

#### Slide 7:

Chinese characters...



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#### Activity 2: Pre-assessment

Materials: Pre-assessment test (CD, Annex 1, Session 1)

**Grouping**: individual work **Notes for the teacher**:

- Present the topic of the unit, what they are going to learn and how will it be assessed.
- Give each student a Pre-assessment test. Tell them that it will not count for the final mark; you just want to know their previous knowledge about the topic of the unit.

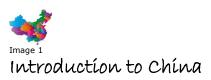
#### Time

□ 10′

Presentation of the topic T-----Class Pre-assessment test Ss







#### **Pre-assessment test**

## **What do we know about China?**

#### 1. What is the capital of China?

- a. Shanghai
- b. Tianjin
- c. Beijing
- d. Tokyo

#### 2. China is in:

- a. Africa
- b. Oceania
- c. Asia
- d. Europe

#### 3. In China they speak:

- a. Mandarin and Japanese
- b. Mandarin and other dialects
- c. Mandarin only
- d. Japanese

#### 4. It is said that the Great Wall:

- a. Was built 100 years ago
- b. Was built by the British
- c. Can be seen from the moon
- d. It goes from China to Europe

#### 5. A wok is:

- a. A Chinese box
- b. A kind of ancient toy
- c. A counting device
- d. A cooking utensil



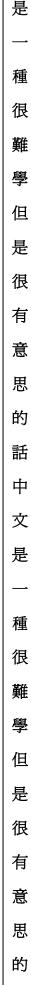
Date:

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## What do we know about China?

Name:

Date:

- 6. The Yin and Yang are:
- a. Twins in China
- b. A Chinese brand of shoes
- c. Two opposing elements of the Universe
- d. A Chinese famous singer

#### 7. Acupuncture is:

- a. A traditional Chinese medical approach
- b. A traditional Chinese game
- c. Needles
- d. A Chinese TV programme

#### 8. Feng Shui is:

- a. The Chinese art of cooking
- b. The Chinese art of positioning things so the yin and yang are balanced
- c. A kind of Chinese food
- d. A kind of Chinese religion

#### 9. The Forbidden City is:

- a. A place in China which is forbidden to foreigners
- b. A castle on the Great Wall

#### c. An imperial palace

d. A city in the North of China

#### 10. An abacus is:

- a. The name of a plane
- b. The name of a football team in China

#### c. An ancient counting device

d. A music instrument









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#### Activity 3: Geography of China

Materials: Student's photocopy (Student's Book, Session 1, Exercise 1,

pages 10 and 11)

Grouping: pair work

Notes for the teacher:

- Put the students in pairs and give them A and B photocopies. In each pair, one student will be A and the other one B
- Student A and B must ask questions to each other to know where are the different pictures in the map. They can use the language tips below. Once they know the answer, they have to draw an arrow from each picture to the place in the map where it is situated
- Before they start the activity, give them an example of a question and an answer
- Correct it orally by asking some pairs to make a question and an answer

Time

□ 20′

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STUDENT A



Look at your map. By asking questions to Student B, try to find where the pictures can be placed in the map:







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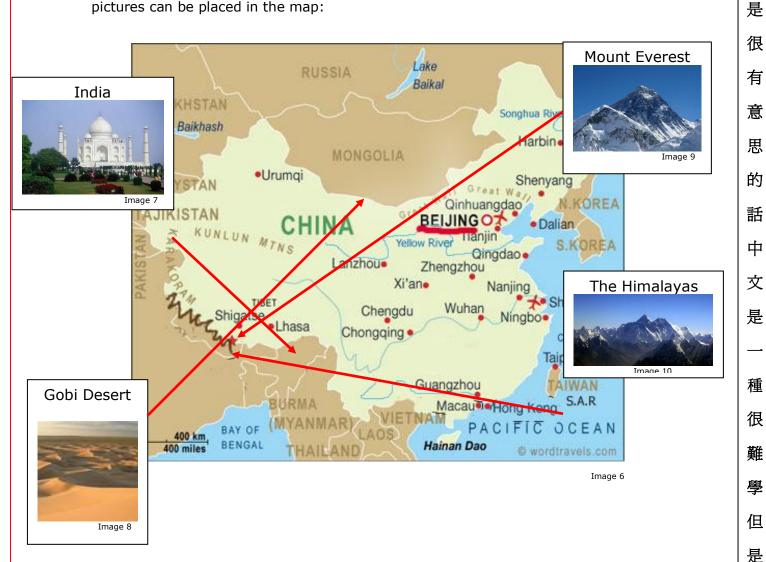
話







Look at your map. By asking questions to Student A, try to find where the pictures can be placed in the map:









Session 1

#### Activity 4: Discovering China

Materials: Student's photocopy (Student's Book, Session 1, Exercise 2,

page 12), Wikispaces

Grouping: individual work

Notes for the teacher:

- Students must write a description about China using the sentences provided and adding pictures of places in China for homework
- Once they have finished it, they have to upload it in the Wikispaces (http://china-composition.wikispaces.com/), in Session 1: Introduction to China
- Explain them how to upload the file in the Wikispaces

**Time:** □ 10′

Activity
Explanation of the Wikispaces T<→ Class

#### Activity 5: Conclusion activity

Materials: Student's photocopy (Student's Book, Session 1, page 12)

**Grouping**: individual work **Notes for the teacher**:

• Tell students to write what they have learnt in this lesson. It can be sentences, words or drawings

**Time** □ 5′

#### Activity 6: Chinese name tags

**Materials**: Chinese name tags (paper, plastic folder). (CD, Annex, Session 1)

#### Notes for the teacher:

• Give the students their Chinese name tags. Tell them that throughout the lessons they may be called by their Chinese name









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**Resources:** computer, projector, loudspeakers, Windows Media Player **Materials for this session:** 

- Introductory video of Chinese language (*Language\_film*)
- Student's photocopies

#### Assessment:

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson planner in Annex 2
- Running Victation written production assessed as per *Running Victation Rubric* (Figure 2) (written part) in CD, Annex 2
- Running Victation oral production assessed as per *Running Victation Rubric* (Figure 2) (speaking part) in CD, Annex 2

#### Activity 1: Introductory video of Chinese Language

Materials: Language\_film (CD, Annex 1, Session 2)

**Grouping:** Whole class **Notes for the teacher:** 

- Play the video called Language as to introduce the topic of different languages in China
- After watching the video elicit students knowledge by asking what do they know about Chinese, different dialects and contrast with languages spoken in Spain
- Discuss with students how many languages are spoken in Spain apart from the official ones

#### Time:

- □ 5′ video
- □ 10′ elicitation
- □ 5' discussion

#### Video:

Video T··· Class ◆· Elicitation T·· Ss Discussion T Ss





Activity 2: Explanation of tones in Chinese Language and learning few words in Chinese

Materials: Student's photocopy (Student's Book, Session 2, page 13) **Grouping:** Whole class Notes for the teacher:

- Explain 4 different tones in Mandarin
- Put some examples of 4 tones and ask students to repeat and
- Give few expressions in Chinese and match the meaning in English (Session 2, Exercise 1, page 14)

#### Time:

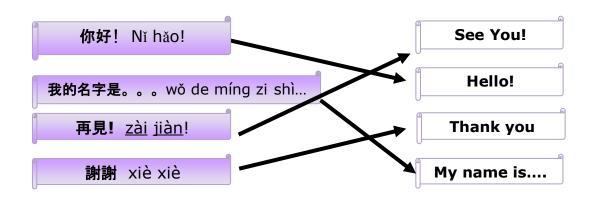
- □ 5' explanation□ 5' examples
- □ 5' learning expressions in Chinese

Explanation & examples T Class Match expressions Ss ◆ Ss





Link each Chinese expression with the English one.







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#### Activity 3: Running Victation

**Materials:** Student's photocopy (Student's Book, Session 2, page 14 and 15), language tips (Student's Book, Session 2, page 15), videos (CD, Annex 1, Session 2) or:

http://www.youtube.com/watch?v=FE-R92M1LeU http://www.youtube.com/watch?v=5peC9wFu64w

http://www.youtube.com/watch?v=X6CGs9lyGOc&feature=related

http://www.youtube.com/watch?v=40DykbPa4Lc http://www.youtube.com/watch?v=3NoILxSREbg

http://www.youtube.com/watch?v=BYr1IS7ERmQ&NR=1

**Grouping:** Groups of 4 **Notes for the teacher:** 

- Give language tips page and explain words which are not understood
- Each member of the group is allocated a number from 1 to 4. Then call number 1 of each group. These students will watch the first video and report what they have seen to members of their group.
- One group representative will write the information other group mates report
- Then call number two and so on until all numbers are called
- Each group will produce a summary of each video

#### Time:

- □ 5' explanation of activity
- □ 20' for video watching & summary □

Explanation T——Class Video reporting Ss <-> Ss

#### Activity 4: Match Characters and pinyin

Materials: Student's photocopy (Student's Book, Session 2, page 16),

**Grouping:** Whole group **Notes for the teacher:** 

- Give answer for number 1. Ask students to guess number 2
- Write on the board the numbers and practice pronunciation
- Count all together from 0 to 10 and practice writing

#### Time:

☐ 5' explanation of activity

☐ 5' for number and pinyin matching

Explanation T Class
Practice Ss Ss





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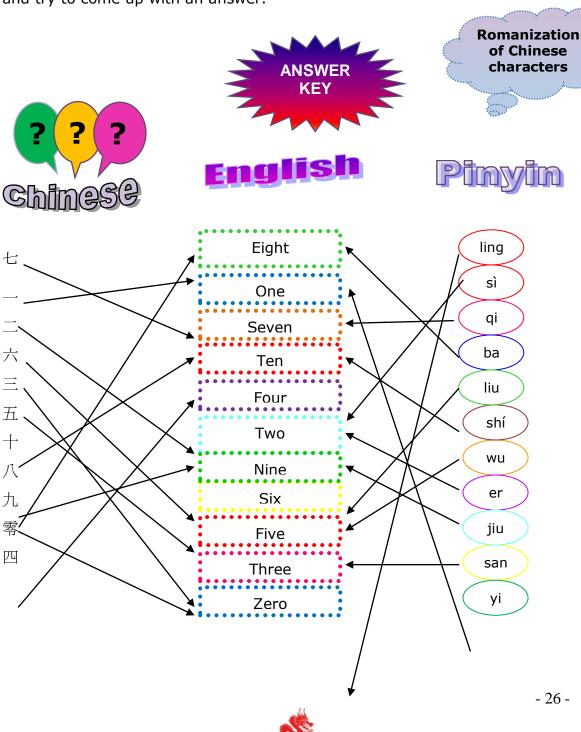
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## 从 Exercise 3

寫字

Can you guess what the following characters mean? Work in pairs and try to come up with an answer.







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Food Session 3

**Resources:** computer, projector, loudspeakers, Windows Media Player, MS Office, Wikispaces

#### Materials for this session:

• Student's photocopy (Student's Book, Session 3, Exercise 1, pages 17 and 18).

#### **Assessment:**

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson planner in Annex 2
- Visual recipes written production assessed as per *Visual Recipes Rubric* (Figure 3) (written part) in CD, Annex 2
- Visual recipes oral presentation assessed as per Visual Recipes Rubric (Figure 3) (speaking part) in CD, Annex 2

#### Activity 1: Visual Recipes

Materials: Student's photocopy (Student's book, Session 3, pages 17

and 18)

**Grouping:** groups of 3 **Notes for the teacher:** 

Explain example of visual recipe

- Give Chinese recipe to produce visually as per example
- Explain how to upload files in the Wikispaces (http://chinacomposition.wikispaces.com/)
- Once finished, visual recipe should be uploaded in the Wikispaces in Session 3 Food

#### Time:

- ☐ 5' explanation of activity
- ☐ 25′ for making the visual recipe
- □10′ for explaining how to upload in

Wikispaces

☐ 20 for oral presentations

Explanation T——Class







#### Activity 2: Presentation of visual Recipes

Materials: Student's photocopy (Student's Book, Session 3, page 18)

**Grouping:** groups of 3 **Notes for the teacher:** 

 Once visual recipe has been finished and uploaded in Wikispaces, in Session 3 - Food, a representative of each group should present the ingredients and how to make their own recipe

#### Time:

☐ 20 for oral presentations

Presentation Ss Ss





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#### Traditional Chinese Medicine

Session 4

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**Resources**: computer, projector, loudspeakers

#### Materials for this session:

- TCM video
- TCM Snapshots.ppt
- TCM Board Game
- Counters and dices
- Envelopes with cards inside
- Photocopies of Student's Book

#### **Assessment:**

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson Planner in Annex 2
- Students participation and use of English assessed as per Board Game Rubric (Figure 4) in CD, Annex 2

#### Activity 1: TCM introduction

Materials: TCM video (CD, Annex 1, Session 4); TCM\_Snapshots.ppt (CD,

Annex 1, Session 4) **Grouping**: whole class

#### Notes for the teacher:

- · Ask students what they remember about last session as a warmingup activity
- Play TCM video
- Use TCM\_Snapshots.ppt in order to introduce the topic of this session and elicit information from students
- Follow the guidelines you will find below

#### **Time**

□ 15′

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Traditional Chinese Medicine

Session 4

#### **Guidance for TCM\_Snapshots.ppt:**

- ✓ **Slide 1**: ask students what they can see in the screen.
- ✓ **Slide 2&3**: ask students if they know something about this Traditional Chinese Medicine technique (name, places where it is used, if they have ever tried it...).
- ✓ **Slide 4**: ask students whether they know the meaning of this character.
- ✓ **Slide 5**: ask students if they know something about this Traditional Chinese Medicine technique (name, places where it is used, if they have ever tried it...).

#### Activity 2: Becoming experts

Materials: Student's photocopies (Student's Book, Session 4, 4 texts about

TCM, pages 19, 20, 21, 22). **Grouping**: groups of 4 **Notes for the teacher**:

- Put the students in groups of 4 and assign one number to each person. Give each student one of the 4 texts according to the number you have assigned them
- Ask them to find classmates who have the same text as them and form new groups. There must be a group of students that work with text number 1, another group with text number 2, another one with text number 3 and a group working with text number 4
- Explain them that they must read the text individually and then work together to understand the meaning and the general idea of the text
- Walk around the class to help students with the texts

#### **Time**

□ 20′

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Traditional Chinese Medicine

Session 4

#### Activity 3: Let's play

**Materials**: TCM Board Game (CD, Annex 1, Session 4), counters, dice and envelopes with cards inside (CD, Annex 1, Session 4), Student's Book,

Session 4, Exercise 2, page 23

**Grouping**: groups of 4 **Notes for the teacher**:

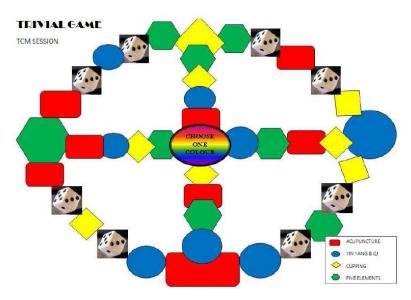
- Tell the students to go back to the previous group
- Explain them that each member of the group is the expert of one of the four topics. Give a board game, a counter, a dice and an envelope to each group
- Explain them the rules of the game. They must complete the cards inside the envelope. There are cards of different colors; each color corresponds to one of the texts. When they land in a square, they must take a card of the same color of the square and complete it
- Tell them they must speak in English. They have language tips they can use

#### Time

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**Resources**: arts and crafts room, if possible

#### Materials for this session:

- Chinese paintbrushes
- Ink
- Guessing game cards
- Newspapers
- Photocopies of Student's Book

#### Assessment:

• Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson Planner in Annex 2.

#### Activity 1: Guessing game

Materials: Chinese paintbrushes, ink, Guessing Game cards (CD, Annex 1,

Session 5), newspapers

Grouping: individual work

Notes for the teacher:

- Give some newspapers to each student
- Explain them the stroke order, which is left to right and top to bottom
- Ask for one volunteer to stand up and look at one of the cards in the envelope. The student must describe the picture in the card without saying its name. On one side of the card the student can see the picture and the name of the picture in English; on the other side, the student can see the corresponding Chinese character
- Once the other students have guessed the name of the picture, model on the whiteboard how to write the Chinese character of the picture. After that, students can practice calligraphy writing the word on the newspaper with ink and paintbrushes
- Let them practice a few minutes and repeat it with the other cards

#### **Time**

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#### Activity 2: Horoscope

Materials: Chinese paintbrushes, ink, Chinese horoscopes (CD, Annex 1,

Session 5), newspapers, Student's Book, Session 5, pages 24 and 25

**Grouping**: individual work **Notes for the teacher**:

- Give each student his or her Chinese horoscope character. In CD, Annex 1, Session 5, you will find the examples of the ox and the rat characters
- Ask them to practice the character on a newspaper
- After that, ask them to write their horoscope character in one side of the paper and their Chinese name in the other side

#### Time

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Session 5







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Art Session 6

**Resources**: computer, projector, internet connection, Wikispaces

#### Materials for this session:

- Chinese\_art.ppt
- Photocopies of Student's Book

#### Assessment:

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson Planner in Annex 2.
- Glog completion assessed as per Glogster Rubric (Figure 5) in Annex 2.

#### Activity 1: Introduction to Chinese art

Materials: Chinese\_art.ppt (CD, Annex 1, Session 6)

**Grouping**: whole class **Notes for the teacher**:

- Make a brief explanation of the four topics they are going to work on about Chinese art with the help of Chinese\_art.ppt
- Follow the guidelines you will find below

#### Time:

20'

T Class

#### **Guidance for Chinese\_art.ppt:**

- ✓ **Slide 1:** elicitation of the subject. Ask them what do they know about art in general and Chinese art in particular.
- ✓ **Slide 2 & 3:** elicitation of information about the Silk Road from the students.
- ✓ Slide 4: a very brief explanation of the Silk Road.
- ✓ **Slide 5:** elicitation of information about the Warriors of Xi'an from the students.
- ✓ **Slide 6:** a short video of the Warriors of Xi'an. Link of the video: http://www.youtube.com/watch?v=zfPhmlFJEOo
- ✓ **Slide 7:** elicitation of information about the Forbidden City from the students.
- ✓ Slide 8: a very brief explanation of the Great Wall.
- ✓ **Slide 9:** elicitation of information about the Great Wall from the students.
- ✓ **Slide 10:** tell them they are going to work on the topics you presented.







Art Session 6

### Activity 2: Exploring Chinese art

Materials: Student's photocopies (Student's Book, Session 6, pages 26, 27,

28 and 29).

**Grouping**: pair work

Notes for the teacher:

- Give one of the four topics to each pair of students
- Tell them to complete the exercise searching the information in the internet

**Time** 

20'

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### Activity 2: Art Glog

**Materials**: Wikispaces

Grouping: individual work or pair work, depending on level of English of the

students

### Notes for the teacher:

- Tell students to create a Glog with the information they have found about the topic they have worked on
- Once they have finished it, tell them to upload it in the Wiki

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Curiosities Session 7

Resources: computer, projector, loudspeakers, Windows Media Player, MS Office, physical abacus, Voki, Wikispaces

### Materials for this session:

- MATHEMATICSabacus.wmv video
- Abacus Vs Calculator.wmv video
- Physical abacus
- Student's photocopy (Student's Book, Session 7, Exercise 1, page 30 and
- Student's photocopy (Student's Book, Session 7, Exercise 2, page 32).

### **Assessment:**

- Active participation & good attitude in the activities of the session to be recorded in the Weekly Lesson planner in Annex 2
- Listening comprehension of video MATHEMATICSabacus.wmv video
- Production of Voki assessed as per Voki rubric (Figure 8) in CD, Annex 2

### Activity 1: Abacus listening

Materials: Student's photocopy (Student's Book, Session 7, pages 30 and 31), physical abacus, MATHEMATICSabacus.wmv video (CD, Annex 1, Session 7), Abacus Vs Calculator.wmv video (CD, Annex 1, Session 7)

**Grouping:** Individual Notes for the teacher:

- Elicit information about different ways of calculating
- Watch MATHEMATICSabacus.wmv video
- Correct listening
- Use physical abacus to demonstrate the use of it
- Watch Abacus Vs Calculator.wmv video
- Discuss video

- □ 10' explanation of activity & watching 1<sup>st</sup> video
- □ 5' for correcting listening□ 5' for 2<sup>nd</sup> video
- □ 5' for discussion

Explanation T Class Practice Ss Ss







Image 26 Curiosities

Session 7





### 人 Exercise 1



Watch the video and answer the following questions:

- 1. The Abacus is
  - o A new invention
  - o An ancient Asian counting device
  - An ancient toy
- 2. What does the first column represent?
  - Number ones
  - Number tens 0
  - Number twenties
- 3. What does the second column represent?
  - Number ones
  - Number tens
  - Number hundreds
- 4. The beads in the lower column represent
  - o Twenty
  - o A single value
  - Two thousand
- 5. What do the beads in the upper column represent?
  - o 4 units
  - o 10 units
  - o Groups of 5 of the lower column





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Session 7

### Activity 2: Voki about Chinese Horoscope

Materials: Student's photocopy (Student's Book, Session 7, pages

32 and 33)

Grouping: Individual
Notes for the teacher:

- Explain Chinese Horoscope, Students photocopy (Student's Book, Session 7, page 32)
- Explain how to make a Voki (http://www.voki.com/) and how to link it to Wikispaces
- Explain what to include in the Voki, Student's Book, Session 7, page 33

### Time:

- □ 10' explanation of Chinese Horoscope
- □ 10 'explanation of how to make a Voki, with examples
- ☐ 5' for explaining content of Voki

Explanation T—— Class Practice Ss 

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Feng Shuí

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**Resources:** computer, projector, loudspeakers, Windows Media Player, MS Office **Materials for this session:** 

- Ppt\_fengshui Powerpoint
- Student's photocopy (Student's Book, Session 8, Exercise 2, page 34)
- Student's photocopy (Student's Book, Session 8, Exercise 4, page 35)

### Assessment:

 Active participation & good attitude in the activities of the session to be recorded in the Weekly Lesson planner in Annex 2

### Activity 1: Introduction to Feng Shui

**Materials:** Introductory power point presentation, *ppt\_fengshui* (CD, Annex 1, Session 8)

**Grouping:** Whole group **Notes for the teacher:** 

• Explain Feng Shui principles aided by power point

- Do exercises projected in power point with the whole group, orally
- Explain Student's photocopy, Session 8, Exercise 2 (Feng Shui tips) and correct with all group, orally

### Time:

- □ 20' power point of Feng Shui, including exercises
- ☐ 15 explanation and correction of exercise 2
- ☐ 15' explanation and correction of exercise 4

Explanation T——Class Practice Ss 
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### **Guidance for Feng \_Shui.ppt:**

- ✓ Slide 1: presentation of Feng Shui, elicitation of subject
- ✓ **Slide 2:** definition of Feng Shui, with examples of places more commonly used
- ✓ **Slide 3:** exercise of furniture positioning with language tips. Students use language tips to describe the difference between the two drawings
- ✓ **Slide 4:** example of how to explain changes, with language tips. Students will use language tips to describe different situations in which Feng Shui can be applied
- ✓ **Slide 5:** exercise of correct Feng Shui in different bedrooms. Students will describe the drawing and will compare it to their own rooms
- ✓ **Slide 6:** exercise of correct Feng Shui in a living room. One student will go to the board and draw what he/she thinks is the best option according to Feng Shui principles. The rest of the class will give their opinion about it

### Activity 2: Feng Shui - True or False

Materials: Student's photocopy (Student's Book, Session 2, Exercise

5, page 38).

**Grouping:** individual **Notes for the teacher:** 

 After the basic principles of Feng Shui are understood, explain Student's photocopy, Session 8, Exercise 5 (True or False) and correct with all group, orally

#### Time:

 $\hfill \square$  15' explanation and correction of the exercise

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Check the following sentences and according to what you have learned, circle the sentences which are **NOT** correct:

- 1) According to the principles of Feng Shui, no electronic device should be present in a bedroom
- 2) Feng Shui is a new fashion
  - 3) Feng Shui is based on the balance of yin and yang
- 4) It is important that gi flows for a good Feng Shui
- 5) Feng Shui is only used in China
  - 6) The Chinese characters of Feng Shui (風水) mean wind and water
- 7) According to the principles of Feng Shui, the head of the bed should not be facing the door directly
- 8) According to the principles of Feng Shui, you should not face the door directly with your back while working
- 9) The Chinese characters of Feng Shui (風水) mean sun and moon
  - 10) In many places around the world people build their houses according to the principles of Feng Shui







Wrap-up Session 9

**Resources:** computer, projector, loudspeakers, Windows Media Player, MS Office **Materials for this session:** 

- China Tourism Film.flv
- Dictogloss cards
- Mulan Fan Trailer video
- Student's photocopy, Session 9, Exercise 2 (Creative writing)
- Glogs presentations Students' own Glogs

#### **Assessment:**

- Active participation and good attitude in the activities of the session to be recorded in the Weekly Lesson planner in Annex 2
- Creative writing assessed as per Creative writing rubric (Figure 9) in Annex
   2
- Glogster presentation assessed as per *Glogster presentation rubric* (Figure 6) in Annex 2 and *Peer-assessment rubric* in Annex 2 (Figure 7)

### Activity 1: China Dictogloss

Materials: China Tourism Film.flv video (CD, Annex 1, Session 9), Dictogloss cards (CD, Annex 1, Session 9), Student's Book, Session 6, Exercise 1, page 39

**Grouping:** Groups of 3 **Notes for the teacher:** 

- Give an envelope with pictures inside to each group
- Explain students that now they should put pictures in the order they will appear in the video
- Watch the video
- Correct the order and elicit information about the places seen in the video

#### Time:

- □ 10' video and dictogloss
- 5 correction and explanation

Video & correction T Class





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Session 9 Wrap-up







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Wrap-up Session 9

### Activity 2: Creative writing

**Materials:** Mulan Fan Trailer video in CD, Annex 1, Session 9, or in http://www.youtube.com/watch?v=LbSRh-vI8d8&feature=related), Student's photocopy, Session 9, Exercise 2, page 40

**Grouping:** Groups of 3 **Notes for the teacher:** 

- Tell students to create a story with ALL the given words in the Student's Book, Session 9, Exercise 2, page 40
- Ask few groups to read their story to the rest of the class
- Watch the video
- Check if any group got closer to the story in the video

#### Time:

- □ 15' creative writing
- ☐ 5 'for few group stories
- □ 5' Video
- ☐ 5' comment of Creative writing story

Video T Class Creative writing Ss ✓ Ss

### Activity 3: Glog presentation

Materials: Students' own Glogs

**Grouping:** Individual **Notes for the teacher:** 

- Choose few volunteers to present their own Glogs
- Assess presentation
- Give peer-assessment sheets to students so they can assess the presentation

### Time:

☐ 10′ for few presentations

Peer-assessment Ss Ss Glogster presentations Ss Ss





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Session 10



Final Session

**Resources**: computer, projector, internet connection, Wikispaces

### Materials for this session:

- Students' Glogs uploaded in the Wikispaces.
- Post-assessment test

### Assessment:

- Active participation in class and good attitude in the activities of the session to be recorded in the Weekly Lesson Planner in Annex 2.
- Glog presentations assessed as per *Glogster Presentation Rubric* (Figure 6) in Annex 2 and *Peer-assessment rubric* (Figure 7) in Annex 2.

### Activity 1: Final reflexions and Post-assessment test

Materials: Final reflexions and Post-assessment test in CD, Annex 1,

Session 10, pages 41 and 42

Grouping: individual work

Notes for the teacher:

- Ask them to write what they have learnt throughout the unit. They can write words, sentences or they can draw pictures. They can write it in English or Catalan
- Give each student a Post-assessment test

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Final Session

Session 10

### Post-assessment test

## What have we learnt about China?

### 1. What is the capital of China?

- a. Shanghai
- b. Tianjin
- c. Beijing
- d. Tokyo

### 2. China is in:

- a. Africa
- b. Oceania
- c. Asia
- d. Europe

### 3. In China they speak:

- Mandarin and Japanese
- b. Mandarin and other dialects
- c. Mandarin only
- d. Japanese

#### 4. It is said that the Great Wall:

- a. Was built 100 years ago
- b. Was built by the British
- c. Can be seen from the moon
- d. It goes from China to Europe

### 5. A wok is:

- a. A Chinese box
- b. A kind of ancient toy
- c. A counting device
- d. A cooking utensil



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Final Session

Name:

Date:

## **learnt about China**?

Session 10

### The Yin and Yang are:

- Twins in China
- A Chinese brand of shoes

### Two opposing elements of the Universe

A Chinese famous singer

### **Acupuncture is:**

- A traditional Chinese medical approach
- A traditional Chinese game
- Needles
- A Chinese TV programme

### Feng Shui is:

The Chinese art of cooking

### The Chinese art of positioning things so the yin and yang are balanced

- A kind of Chinese food
- A kind of Chinese religion

### The Forbidden City is:

- A place in China which is forbidden to foreigners
- b. A castle on the Great Wall

### An imperial palace

A city in the North of China

### 10. An abacus is:

- The name of a plane
- The name of a football team in China

### An ancient counting device

d. A music instrument











Final Session Session 10

### Activity 2: Glog presentations

**Materials**: Student's Glogs uploaded in the Wikispaces, *Peer-assessment rubric* (Figure 7) in Annex 2.

Grouping: individual work Notes for the teacher:

- Ask the students to present their glogs in front of the class
- While each student is presenting the glog, the other students must complete the *Peer-assessment rubric* (Figure 7) in Annex 2

### **Time**

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### **ASSESSMENT CHART**

Session	Activities	Timing	Tool	Criteria
1 Introduction to China	Discovering China	10′	Rubric	<ol> <li>Production of a guided written text in digital support; production of a coherent, well-structured, complete and visually attractive description.</li> </ol>
2 Language	Running victation	25′	Rubric	<ol> <li>Comprehension of the main ideas of a Chinese commercial.</li> <li>Oral production of a brief description about a commercial.</li> </ol>
3 Food	Visual Recipes	40′	Rubric	<ol> <li>Production of a guided written text in digital support; production of a coherent, well-structured, complete and visually attractive recipe.</li> </ol>
	Visual recipes presentations	20′	Rubric	<b>5.</b> Oral production of a recipe using communication strategies.
4 Traditional Chinese Medicine	Let's play	25′	Teacher observation	<ol> <li>Interest in collaborating with group work.</li> <li>Participation in a basic oral interaction and use of strategies to initiate and finish communicative exchanges.</li> </ol>
6 Art	Chinese Art glog	20′	Rubric	<ol> <li>Production of a guided written text in digital support; production of a coherent, well-structured, complete and visually attractive poster.</li> </ol>
7 Curiosities	Abacus listening	25′	Questioning	2. Comprehension of the main ideas of a video.
	Voki about Chinese Horoscope	25′	Homework	6. Use of ICTs to present information.
8 Feng Shui	Feng Shui – True or False	15′	Questioning	<ol> <li>Comprehension of the main ideas of the teacher's oral explanation throughout the session.</li> <li>Comprehension of general and specific information from written texts about the topic of the session.</li> </ol>
9 Wrap-up	Glog presentations	10′	Rubric/peer- assessment	<ul><li>5. Oral production of a digital poster using communication strategies.</li><li>9. Participation in peer-evaluation.</li></ul>
10 Final Session	Final reflexions & Post-assessment test	15′	Checklist	<ol> <li>Comprehension of the main ideas of the teacher's oral explanation throughout the unit.</li> <li>Comprehension of general and specific information from written texts throughout the unit.</li> </ol>
	Glog presentations	45′	Rubric/peer- assessment	<ul><li>5. Oral production of a digital poster using communication strategies.</li><li>9. Participation in peer-evaluation.</li></ul>





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### **ANNEXES**

### **ANNEX 4. IMAGES REFERENCE**

Reference	Image	Source	Permission
Image 1	***	http://potnia.wordpress.com/201 0/07/	http://potnia.wordpress.c om/?s=china&submit=Bu scar
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Image 4		Picture taken in August 2007 by Virgínia Carrión	Virgínia Carrión
Image 5		Picture taken in August 2008 by Virgínia Carrión	Virgínia Carrión
Image 6	Grand Control	http://pro.wordtravels.com/	Permission as per mail from WordTravels
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Image 8		http://www.flickr.com/photos/pn p/1581859666/	080706-150715- Khongoryn Els-Gobi Desert-Mongolia.JPG Gobi Desert, Mongolia
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Image 19	9	From program Word 2007	Montse Parera





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Image 20	Water to Metal	Made by Montse Parera	Montse Parera
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Image 21	So. Sor.	http://www.daveluptoncartoons. co.uk/sox/acu.shtml	SOX Dave Lupton Cartoons, from www.daveluptoncartoons. co.uk
Image 22		Picture taken by Montse Parera	Montse Parera
Image 23		Picture taken by Montse Parera	Montse Parera
Image 24		http://commons.wikimedia.org/ wiki/File:2-Dice-Icon.svg	SVG icon of two standard gaming dice. Steaphan Greene
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