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Peer reviewed

*Adaptable*  
**Communicative Activities**  
*for*  
**Chinese, Japanese, and Korean**  
**Language Textbooks**

*Volume 1*



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**EDITED BY MICHIKO KANEYASU**



**ADAPTABLE COMMUNICATIVE ACTIVITIES FOR  
CHINESE, JAPANESE, AND KOREAN  
LANGUAGE TEXTBOOKS**

***VOLUME 1***

**Contributions by**

Shenghan Li

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**Edited by**

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## **Adaptable Communicative Activities Volume 1**

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# Table of Contents

<b>Acknowledgments</b> .....	vi
<b>Preface</b> .....	vii
<b>Japanese Activity 1</b> .....	1
Interactive Meet-up: Making Meaningful Connections <i>Michiko Kaneyasu</i>	
<b>Chinese Activity 1</b> .....	9
Exchanging Greetings in Diverse Contexts <i>Liqing Rao</i>	
<b>Chinese Activity 2</b> .....	20
Meeting and Discovering Commonalities with New Acquaintances <i>Liqing Rao</i>	
<b>Chinese Activity 3</b> .....	38
Exploring Family Relationships and Commonalities <i>Liqing Rao</i>	
<b>Chinese Activity 4</b> .....	49
Weekend Hangout <i>Shenghan Li</i>	
<b>Chinese Activity 5</b> .....	56
Plan a Trip in China <i>Shenghan Li</i>	
<b>Chinese Activity 6</b> .....	63
Weather Report <i>Shenghan Li</i>	

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# Preface

This volume is the first in a series of three that provide adaptable communicative activities designed for beginning-level Mandarin Chinese, Japanese, and Korean language textbooks. Although many university language programs use ‘communicative’ language textbooks, these resources often provide only discrete sets of questions and fictional dialogues that do not resonate well with the students. To develop communicative and interactional competence for unrehearsed real-world situations, students need extensive practice using language and other resources for meaningful purposes. This volume addresses this need with activities that emphasize practical communication skills, authentic and up-to-date resources, and real-life situations.

The activities are intended as supplemental materials that can be easily integrated with commonly used language textbooks in the university language programs mainly in the United States. The current volume includes one Japanese activity and six Chinese activities. We anticipate more Korean and Japanese activities in the next volume. Each activity includes:

- Activity title
- Textbook/chapter/section
- Target learner level
- Learning objectives
- Length (in minutes)
- Relevant vocabulary and grammar
- Materials
- Teacher preparation steps
- Activity steps (and teacher guidelines)
- Worksheets and other materials as appendices

Some activities feature hyperlinks to other resources, which include video clips, authentic websites, and images. The links were active as of July 2024. However, it is possible that they may become unavailable at a later date. In such cases, readers are advised to look for alternative resources. The type and purpose of each link is described within the respective activities.

Editable versions of the worksheets and other materials included in the appendices are available in the Supplemental Material section. We encourage readers to customize any aspect of these activities to better meet the specific requirements of their teaching contexts and students’ needs. While the activities are primarily designed for university-level language instructors, they are versatile enough to be adapted by educators at all levels and can also serve as practical examples in language teacher training programs. We hope you find the activities in the volume both engaging and beneficial to your teaching!



# JAPANESE ACTIVITY 1

Interactive Meet-up: Making Meaningful Connections

**Suggested citation:** Kaneyasu, Michiko. (2024). “Japanese Activity 1: Interactive Meet-up: Making Meaningful Connections.” *Adaptable Communicative Activities Volume 1*. CC BY-NC 4.0.

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## Activity title

- Japanese Activity 1: Interactive Meet-Up: Making Meaningful Connections

## Textbook/chapter/section

- Genki I: Lesson 1 “New Friends”
- Tobira I: Unit 1, Lesson 1 “I’m Ai. Nice to meet you.”

## Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

## Learning objectives

- Students will be able to exchange basic information about themselves with their classmates or other Japanese speakers in a spontaneous interaction.
- Students will be able to use communication skills to address and solve communication challenges.

## Length (in minutes)

- 10-25 minutes x 5 (over four to six class periods)

## Relevant vocabulary

- See the list of vocabulary/expressions in Appendix A

## Relevant grammar

- Those covered in Lesson 1 of the above-named textbooks

## Materials

- Class slides (if necessary)
- List of vocabulary/expressions (Appendix A)
- Step 5 Part 2: Commonality worksheet (Appendix B)

## Abbreviations

- T = Teacher; S = Student; Ss = Students

## Teacher preparation steps

- The goal of this activity is to help students develop communication skills and strategies they can use during spontaneous interaction.
- Therefore, it is important that the activity steps are implemented over several class periods so that students have a chance to practice, recall and reflect, and practice repeatedly.
- Go over the Activity Steps and decide during which class period you will incorporate each activity.
- Teacher should encourage students to continue using the practiced communication skills throughout the rest of the semester/quarter.

## Activity steps (and teacher guidelines)

### Step 1: Confirming information (15-20 minutes)

- **Timing for implementation:** After the students have learned how to say はじめまして and よろしくおねがいします, and how to introduce their names ([Name]です ‘I’m [Name].’)
- **Part 1: Confirming**
  - Instruct students to “Repeat the other person’s name with falling intonation to confirm that you received and understood the information.” Also, “Add さん (san) to the other person’s name to show politeness.”
    - [Name] さん (ですか) ↘ (falling intonation)
  - Have students practice the following pattern with different partners. The key point is that the students pay attention to what the other person has said and react meaningfully to the utterance.
    - Example

A: はじめまして。  
 B: はじめまして。  
 A: アンです。  
 B: (あ、) アンさん (ですか) ヲ (to confirm)  
 A: はい、アンです。 (or そうです ‘that’s right.’)  
 よろしくおねがいします。  
 B: よろしくおねがいします。

• **Part 2:** Showing difficulty

- Instruct students “When you could not catch everything the other person has said, show your difficulty by repeating the part you have heard with rising intonation.” Practice a few times.
  - [Part of the name] ʌ (rising intonation)
- Instruct students “When you finally understand the other person’s name, confirm the information with (あ ‘Oh’ followed by) the person’s name and さん.
  - (あ、) [Name]さん (ですか) ヲ (falling intonation)
- Have students practice the following pattern, first a few times with the teacher (T-Ss), then among themselves with different partners (S-S). Both the teacher and students can use different names from their own.
  - Example

A: はじめまして。やなぎはら です。  
 B: やな . . . ʌ (rising intonation)  
 A: やなぎはら (です)。  
 B: (あ、) やなぎはら さん (ですか) ヲ (to confirm)  
 A: はい、やなぎはら です。 (or そうです ‘that’s right.’)

• **Part 3:** Class mingling activity

- Instruct students “Greet and introduce yourself to as many classmates as possible in 2 minutes. Make sure to confirm/check your understanding by repeating the names.”
- Students may use a different name from their own and one(s) they used for the previous part (e.g., their favorite historical figure’s or anime character’s name) for this activity.

**Step 2:** Asking how to say a word (10-20 minutes)

- **Timing for implementation:** During the lesson in which students learn how to say their majors or hobbies
- **Part 1:** Asking how to say a word in Japanese
  - Teach students the following phrase to ask how to say their majors or hobbies in Japanese:
    - [Major or hobby in English] って にほんごで なんですか？
  - Have each student ask the teacher how to say their major or hobby and write down the response. Encourage them to use the communication strategies they learned in Step 1 as well.
- **Part 2:** Asking the meaning of a Japanese word
  - Teach students the following phrase to ask the meaning of an unknown Japanese word:
    - [Major or hobby in Japanese] って えいごで なんですか？
  - Have students share their majors or hobbies with classmates in Japanese. If they do not understand a classmate's major or hobby, they should use the above phrase to ask for its meaning in English.

**Step 3: Displaying difficulty in hearing or understanding (10-20 minutes)**

- **Timing for implementation:** After students have learned how to say their name, what they do (e.g., university student), class standing (e.g., freshman), major, age, their hometown, where they live, hobby, etc.
- **Teach and practice:**
  - Teach students the following ways to show difficulty in hearing or understanding:
    - えっ？ (Eh?) ‘Pardon?; Sorry?; Huh?; What?’
    - えっ？ すみません。
    - すみません。もういちど いいですか？
    - [Part of the information] ↑ (rising intonation)
  - Have students practice using the expressions by having them introduce each other with one or two pieces of information about themselves (e.g., what they do, their class standing).

**Step 4: Displaying thinking (10-15 minutes)**

- **Timing for implementation:** After students have learned how to say their name, what they do (e.g., university student), class standing (e.g., freshman), major, age, their

hometown, where they live, hobby, etc.

- **Teach and practice:**
  - Teach students the following filler:
    - えっと (or ええと)...
  - Encourage students to use the Japanese filler instead of English one (e.g., 'uh') when they need time to think or formulate their response.
  - Review the communication skills introduced in the previous steps and have students introduce themselves to each other again. This time, pay particular attention to their use of fillers.

**Step 5: Finding and expressing commonality (25-40 minutes)**

- **Timing for implementation:** After the students have learned how to say their name, what they do (e.g., university student), class standing (e.g., freshman), major, age, their hometown, where they live, what they like to do, etc.

- **Part 1: Me too! (10-20 minutes)**

- Teach students the following phrase to show they have something in common with the other person:
  - わたしも (です) !
- Practice the new phrase with the students (T-Ss).
- Have students introduce each other in pairs. Ask them to use the above phrase right away whenever they find something in common with the partner.
  - Example:
    - A: わたしは だいがくせい です。
    - B: わたしも ! 3ねんせい です。
    - A: そうですね。わたしは 2ねんせい です。
    - B: 2ねんせい ↘ そうですね。
    - えっと... せんこうは、にほんご です。
    - A: (あ、) わたしも (です) !
- Have some pairs share what they have in common with the rest of the class.
  - Example:

Aさんの せんこうは にほんご です。

わたしの せんこうも にほんご です。

- **Part 2: Class mingling activity (15-20 minutes)**

- Goal of the activity: Find out which classmates have the most things in common with each other.
- Materials: Commonality worksheet (Appendix B)

- Instructions:
  - Go around the classroom and greet and introduce yourself to a classmate. Pretend that you are meeting them for the first time:
    - こんにちは。はじめまして。[Name]です。
  - Share one more piece of information about yourself.
    - 21さいです。
  - If you share that information in common, say the following, mark the worksheet with a check mark, and share another piece of information.
    - わたしも（です）！
    - だいがく3ねんです。
  - If you do not share that information in common, say the following and go separate ways.
    - [Repeat the info.] with falling intonation. OR そうですか。
    - よろしくおねがいします。じゃあ、また！
  - **Notes:** Encourage students to use all the communication skills and strategies they have learned, including filler words, displaying difficulty in hearing or understanding, repeating information to confirm, and asking what a Japanese word means in English.
- Results:
  - Ask students to identify and share the classmate with whom they had the most things in common.
  - Example:

Dさんは 2ねんせいです。

わたしも 2ねんせいです。

Dさんの せんこうは えいごです。

わたしの せんこうも えいごです。

Dさんは ノーフォークに すんで(い)ます。

わたしも ノーフォークに すんで(い)ます。

## Appendix A: Japanese Activity 1

- Japanese Activity 1: List of vocabulary and expressions (Download an editable version in the Supplemental Material section.)

Word/expression		Meaning
<b>Step 1: Confirming information</b>		
(あ) [word/phrase] (ㇵ)	Ah [word/phrase] (ㇵ)	<Repeat the word/phrase with a falling intonation to confirm your understanding> <(あ (Ah) expresses change of state from unknown to known)>
[(Part of) the name you heard] (ㇶ)	[(Part of) the name you heard] (ㇶ)	<Repeat the part of the name you heard with a rising intonation to show partial hearing/ understanding>
<b>Step 2: Asking how to say a word</b>		
にほんご	nihongo	Japanese language
[English word]って にほんごで なんですか?	[English word] tte nihongo de nan desu ka?	What is [English word] in Japanese?
えいご	eego	English
[Japanese word]って えいごで なんですか?	[Japanese word] tte eego de nan desu ka?	What is [Japanese word] in English?
<b>Step 3: Displaying difficulty in hearing or understanding</b>		
え?	Eh?	Pardon?/Sorry?/Huh?/What (did you say)?
すみません	Sumimasen	I'm sorry.
もういちど いいですか?	Moo ichido ii desu ka?	Could you say it one more time?
<b>Step 4: Displaying thinking</b>		
えっと... / ええと...	etto.../ eeto...	uh [filler]
<b>Step 5: Finding and expressing commonality</b>		
わたしも	watashi MO	Me too
わたしは	watashi WA	“I” used in a sentence <Only use ‘watashi wa’ in a sentence when the context makes it less than clear that you are talking about yourself or when you want to make a contrast. It is more common <u>not</u> to use ‘watashi wa’ in Japanese>
(あ) そうですね (ㇵ)	(Ah) soo desu ka (ㇵ)	(Oh,) I see.

**Appendix B: Japanese Activity 1**

- Japanese Activity 1: Step 5 Part 2 “Commonality worksheet” (Download an editable version in the Supplemental Material section.)

Instructions: Write down the name of your classmate you talk to under the leftmost column. Whenever you find something in common with the classmate, place a check mark under the corresponding column.

Name	What they do	Class standing	Major	Age	Where they live	Hobby	Additional notes



# CHINESE ACTIVITY 1

## Exchanging Greetings in Diverse Contexts

**Suggested citation:** Rao, Liqing. (2024). “Chinese Activity 1: Exchanging Greetings in Diverse Contexts.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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### Activity title

- Chinese Activity 1: Exchanging Greetings in Diverse Contexts

### Textbook/chapter/section

- Integrated Chinese 1 textbook: Lesson 1 <Dialogue 1 “Exchanging Greetings”>

### Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

### Learning objectives

- Students will be able to carry out real-life greeting tasks across diverse contexts in a natural manner.

### Length (in minutes)

- 45–65 minutes

### Relevant vocabulary

- Those covered in Lesson 1, Dialogue 1 of the Integrated Chinese 1 textbook

### Relevant grammar

- Those covered in Lesson 1, Dialogue 1 of the Integrated Chinese 1 textbook
- Additional relevant grammar: <L2, G1> The particle 的 (de) (I)
  - For clarity on which specific characters are used in the name, similar to 's in English. Similar expression as in English: G as in George.

- Additional relevant clause: 很高兴认识你(们)

## Materials

- Class slides (images)
- Step 1 Part 1 & 2: Images for context delivery (Appendix C)
- Step 1 Part 1 & 2: Number/Image Pairing for Language Partners (Appendix D)
- Step 1 Part 1 (Appendix D)
- Step 1 Part 2 (Appendix D)
- Step 2 & 3: Authentic video clips
- Step 2 (Appendix E, mini-worksheet)

## Teacher preparation steps

- The goal of these activities is to help students master greetings in diverse contexts, enabling them to respond with ease in similar real-world situations.
- Students will be able to use additional grammar <L2 G1 The particle 的(de) (I) > to articulate the specific characters in their names more precisely.

## Activity steps (and teacher guidelines)

### Step 1: Exchanging Greetings Using Plain Form and Honorific Form (15-25 mins)

- **Time for implementation:**
  - After the students have acquired the grammar rules and vocabulary in Lesson 1 Dialogue 1.
  - After the students finished creating their own Chinese names.
  - After introducing the dialogues in the way that the teacher prefers.
- **Part 1: Exchange Greetings Using Plain Form <“初次见面” Meeting for the First Time>**
  - Goal of the activity: Meet up a potential language partner among the classmates.

- Materials for context:
  - Fig.1 & 2 Context images (Appendix C)
  - Worksheet (Appendix D)
  - The teacher can choose to use either numbers or culturally relevant images, such as landmark buildings, at the top-left corner of Appendix D for students to find their potential language partner. For example, the number '1' or a picture of the Forbidden City can be placed on two or three worksheets.
  
- Describe the context to the class:
  - You are meeting your potential language partner for the very first time. You have been eagerly looking forward to this encounter, and now it is finally happening. Please introduce yourself to each other.
  - After exchanging greetings, please verify the number or image located in the top-left corner of the worksheet (Appendix D). Your language partner should have the same number or images as yours.
  
- Teacher guidelines:
  - Have students walk around the classroom and get to know at least 3 classmates (or keep talking until 3 minutes is up), and see if they can find their language partner.
  - Please write down the name of the person you spoke to.
  - Encourage students to use plain form in this round.
    - Instruct students to follow the provided pattern:
      - A: 你好!
      - B: 你好!
      - A: 请问你叫什么名字?
      - B: 我姓\_\_, 我叫\_\_\_\_。 [Word] 的 [Family name], [Word] 的 [First character of the first name], ([Word] 的 [Second character of the first name])。 你呢?
      - A: 我叫\_\_\_\_。 [Word] 的 [Family name], [Word] 的 [First character of the first name], ([Word] 的 [Second character of the first name])。

B: [Student A's given/full name], 很高兴认识你。

A: 我也很高兴认识你。

- **Results:** The instructor can ask students to tell the class the name of the classmate that they just met. Students may have found their language partner—who has the same numbers/images on the top-left corner of the worksheet (Appendix D).
- **Part 2: Exchange Greetings Using Honorific Form <“初次见面” Meeting for the First Time>**
  - **Goal of the activity:** Use the honorific form in a business context or to someone older; Keep looking for the language partner if they have not been found yet.
  - **Materials for context:**
    - Fig. 3 & 4 Context images (Appendix C)
    - Worksheet (Appendix D)
  - **Describe the context to the class:**
    - Imagine you are meeting someone older than you for the first time in a business setting.
    - Same as Part 1, please confirm the number or image located in the top-left corner of the worksheet (Appendix D) after exchanging greetings. Your language partner should have the same number or picture as yours.
  - **Teacher guidelines:**
    - Have students walk around the classroom again. Talk to someone that they have not spoken to. Encourage students to use honorific forms.
    - Instruct students to follow the provided pattern:

A: 您好!

B: 你好。

A: 我姓\_\_\_, 我叫\_\_\_\_\_。请问, 您贵姓?

B: (我-)免贵姓\_\_\_。/我姓\_\_\_。

A: \_\_\_先生/小姐。很高兴认识你。

B: 我也很高兴认识你。

- Results: The instructor can ask whether students have found their language partner. If they have, ask them to announce their partner's name to you. If not, pair them up in class.

**Step 2: ‘探索问候’ Exploring Greetings’ Using Authentic Materials (15-20 minutes)**

- Goal of the activity: To understand and interpret the exchanging of greetings between a young lady and a middle-aged man within a business setting.
- Materials for the Authentic video clip:
  - <https://www.ixigua.com/6491220747011228174?logTag=a238ab2daf523c0995cb>
  - Interpretive mini-worksheet (Appendix E)
- Teacher guidelines:
  - Distribute the mini-worksheet to class (Appendix E)
  - Go over the worksheet with your students before playing the video.
  - Play the video three times at normal speed, pausing when necessary. Use the version without subtitles for the first and second play and incorporate subtitles for the third play. After watching the clip, go over the scene one by one (3 total)
  - Allocate 5 minutes for the intercultural free discussion section.
- Results: Students will gain a better understanding of the appropriate ways to exchange greetings across generational gaps in real-world contexts and acquire some cultural knowledge.

**Step 3: Role Play Assessment (15-20 minutes)**

- **Part 1: Presenting Greetings in Diverse Contexts Using Authentic Videos**

- Goal of activity: Have students delve deeper into diverse interactions when asking for someone’s name and responding name to others.
- Materials for context (links):
  - Interviewer – interview
    - Option 1: <0’33”-0’38”>
      - <https://v.douyin.com/i2PwN1wQ/>
    - Option 2: <0’19”- 0’24”>
      - <https://v.douyin.com/i2PwM6PP/w@S.lc 09/17 GvY:/>
    - Option 3: <0’15” - 0’20”>
      - <https://v.douyin.com/i2PwYYbn/tre:/O@X.MW>
  - Between the same age group
    - Option 1: <0’00” - 0’04”>
      - <https://v.douyin.com/i2PKJVQh/>
    - Option 2: <0’05” - 0’12”>
      - <https://v.douyin.com/i2PwsACC/>
  - Teacher – student
    - <0’00-0’06”>
      - <https://v.douyin.com/i2PKfUgp/>
- Teacher guidelines:
  - Select videos based on the teacher’s preference.
  - Introduce to your class how many contexts they will be exploring (1, 2, or 3)
  - Ask students to take notes while the teacher goes over the selected videos with the class, pausing as needed, and **categorize** the different ways of greeting together.
    - The teacher will categorize the types where students can easily view them, such as on the blackboard or in a Word document.
  - Discuss the categorized types of greetings before proceeding to Part 2.
- Result: Students at this point will have a clear understanding of when to use each greeting expression, and will be ready for the in-class role play assessment in Part 2.

- **Part 2: Preparing and Presenting Greetings in the Scripts Selected**
  - Goal of the activity: Practice asking for and providing names in role-playing scenarios with peers, and choose the appropriate form for the selected script.
  - Materials for context: Teachers are encouraged to find context images that match the scenes or simply select one scene from the video.
  - Describe the context to the class:
    - Pair up with your language partner or the person next to you, select one of the following scripts and conduct a simple role play exercise. Students are encouraged to use their real names in this exercise.
  - Teacher guidelines:
    - In 3-5 minutes, have students select and practice with their peer(s) from one of the following script options.
    - Please refer to the patterns introduced in Step 1, Part 1 & 2 for references and the notes that students wrote down in Step 3, part 1.
      - Option A: Social Media (e.g., TikTok)
        - Interviewer (Age 20s) — interviewee (Age 50)
      - Option B: Daily Life
        - You — friends of your friends (Around the same age)
      - Option C: School
        - Teacher — student

## Appendices

Download editable versions in the Supplemental Material section.

### Appendix C: Chinese Activity 1

- Chinese Activity 1: <Step 1: Part 1 & 2 Context Images>



Fig.1 Meeting on Campus [ChatGPT 4.0 (2024)]

Fig.2 Meeting in Class [ChatGPT 4.0 (2024)]



Fig.3 Meet in Business Context [ChatGPT 4.0 (2024)]

Fig.4 Meeting Elderly [ChatGPT 4.0 (2024)]

Name Tags revised by the author



## Appendix D: Chinese Activity 1

- Chinese Activity 1: <Step 1: Part 1 & 2 worksheet>

Number/ Image to be added by the instructor
--

Instruction: Write down your classmate's name that you have spoken to in the corresponding section. If you have found your language partner, circle their name and be ready to tell your teacher.

	Name	Name	Name	Name	Name
<b>Greetings done in plain form</b>					
<b>Greetings done in polite form</b>					

## Appendix E: Chinese Activity 1

- Chinese Activity 1 <Step 2: mini-worksheet>
- <https://www.ixigua.com/6491220747011228174?logTag=a238ab2daf523c0995cb>

Instruction: The video is 0' 46" seconds, and it contains 3 mini excerpts that reinforce the use of the grammar pattern < The verb 姓(xìng) L1, G1 >

### Appendix E

<<https://www.ixigua.com/6491220747011228174?logTag=a238ab2daf523c0995cb>>

< Step 2: mini-worksheet >

姓名 **Name** \_\_\_\_\_

1. Intercultural Question: Did you discover any cultural differences? E.g., Did they shake hands when meeting for the first time in a business setting? Did the lady receive the business card with one hand or both hands?

2. Multiple choices:

Choose and write the correct character in the blanks.

1) 老板姓\_\_\_\_\_。

a.徐 b.张 c.李

2) 免贵姓\_\_\_, \_\_\_小洁。

a.白 b.张 c.王

3) 我姓\_\_\_, 叫我老\_\_\_。

a.徐 b.龚 c.张

**For Teacher's use: Answer key:** 1. Answers may vary, open-ended.

2. 1) a; 2) b, b; 3) b, b

### Author's Notes for the Instructors:

- The instructor can add *pinyin* when needed.
- The instructor can replace or add traditional Chinese when needed.

#### Additional Way of Greetings

- Another commonly used form of greeting is: 怎么称呼(您/你)? (How may I address you?) This sentence can be used interchangeably in both plain and polite forms.
  - Based on the author's experience, this expression sounds more polite and formal than the plain form, yet less formal than the polite form. It is a preferred way to inquire about one's name in contemporary business settings.
  - FYI: An authentic video clip in Step 2 depicts a conversation between a young lady and a middle-aged man; therefore, the honorific form is preferred.

#### Additional Relevant Grammar <Step 1, Part 1>

- Grammar pattern: The particle 的 (de) (**I**) from < L2, G1>.
  - This grammar point is included in the activity for the purpose of realistic communication.
  - Tip to introduce the particle 的 (de) (**I**): often used to link attributes to noun, similar to how we use possessive 's or the word "of" in English to show ownership or relation. When clarifying the character for one's name in Chinese, 的 (de) can be used to connect a descriptive word to a person's name, giving more information about the person. This is helpful since there are many homophones in Chinese.

#### Appendix E < Question #1 >

- Cultural nuances comparison samples:
  - Exchanging business cards in China: exchanging business cards is a ritual in itself. It is done with both hands and received with a slight bow. The card should be studied carefully before putting it away, as a sign of respect for the person.
    - How about in the US?
  - Exchange greetings: A firm handshake is typical and often seen as the first step in networking in the U.S.
    - Do people shake hands when they greet and exchange names in China?
      - Yes, handshakes are very common nowadays.

## CHINESE ACTIVITY 2

Meeting and Discovering Commonalities with New Acquaintances

**Suggested citation:** Rao, Liqing. (2024). “Chinese Activity 2: Meeting and Discovering Commonalities with New Acquaintances.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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### Activity title

- Chinese Activity 2: Meeting and Discovering Commonalities with New Acquaintances

### Textbook/chapter/section

- Integrated Chinese 1 textbook: Lesson 1 <Dialogue 2 “Where Are You From?”>

### Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

### Learning objectives

Students will be able to:

- Ask and acquire information from new acquaintances (nationality, occupation), and respond effectively, appropriately, and naturally using the following grammar patterns:
  - The verb 是(shì) (to be) and the question ending 吗(ma) to initiate conversation with new acquaintances.
  - The adverb 也(yě) (too, also) to indicate commonalities and the negative adverb 不(bù) (not, no) to negate statements naturally.
- Give a brief introduction and find commonalities on a virtual collocative platform (e.g., Padlet, Canvas)

### Length (in minutes)

- 33-50 minutes

### Relevant vocabulary

- Those covered in Lesson 1, Dialogue 2 of the Integrated Chinese 1 textbook
- See Vocabulary Bank in Appendix F

### Relevant grammar

- Those covered in Lesson 1, Dialogue 2 of the Integrated Chinese 1 textbook

### Materials

- Step 1 Part 1: Vocabulary Bank (Appendix F); Class slides and pre-recorded audios (Appendix G)
- Step 1 Part 2: Vocabulary Bank (Appendix F); Class slides (Appendix H)
- Step 2: Vocabulary Bank (Appendix F)
- Step 3: Virtual collaboration worksheet (Appendix I)

### Teacher preparation steps

- The goal of this activity is to enable students to initiate simple questions using the new grammar patterns.
- Remind students that appending 吗 (ma) to the end of a sentence converts a declarative statement into a question.
- During the activity, point out to the students how they can extend the structures to ask and confirm other information, such as one's occupation (e.g., teacher, doctor, artist, university student).
- Provide the form and meaning pair of the grammar patterns to the class where needed:

S/(Pro)noun + 是(shì)(to be) + Noun + the Question ending 吗(ma)
S/(Pro)noun + 也(yě)(too, also) + Verb + Noun
S/(Pro)noun + 不(bù)(not, no) + Verb + Noun
S/(Pro)noun + 也(yě)(too, also) + 不(bù)(not, no) + Verb + Noun

### Activity steps (and teacher guidelines)

### **Step 1: Identity Discovery** (10-20 minutes)

- **Part 1:** < Pre-Task > Meeting Chinese Instructors and Learners Worldwide
  - Goal of the activity: Able to use the grammar pattern the verb 是 ‘to be’, the Question ending 吗(ma) in asking questions, and use the negative adverb 不 bù ‘not, no’ to indicate negation where appropriate.
  - Materials:
    - Vocabulary Bank (Appendix F); Class slides and audio script (Appendix G)
    - How to add pre-recorded audio in slides:
      - PowerPoint: <https://www.youtube.com/watch?v=BlVC4f-fBrI>
      - Google Slides: [https://www.youtube.com/watch?v=JY\\_1EvatN-8](https://www.youtube.com/watch?v=JY_1EvatN-8)
  - Describe the context to the class:
    - Just like you, many people around the world are currently studying Chinese. Let’s find out who they are, where are they from, and how long they have been learning Chinese.
  - Teacher guidelines:
    - Proceed through the slides in Appendix G one by one. Have the pre-recorded audios interact with the class by going over the dialogues in Part 1.
      - Introduce the vocabulary in Appendix F where needed.
      - 大一、大二、大三、大四
    - In Part 2, facilitate teacher-student or student-student interaction by confirming the information they acquired in Part 1.
- **Part 2:** < Pre-Task > Finding Commonalities and Differences
  - Goal of the activity: Able to use adverb 也 to indicate ‘too, also’ and negative adverb 不 (not, no) to indicate negation.
  - Materials: Vocabulary Bank (Appendix F); Class slides (Appendix H)
  - Teacher guidelines:
    - First, go over the slides one by one in Appendix H, have students identify the commonalities and differences between the characters regarding nationality and occupation according to the given information.

- Second, instruct student to compare themselves and the characters, find their commonalities and differences and discuss it orally.
- Starting from Slide 3, select students to pose questions and have other students respond to it to create a learner-centered environment.

**Step 2:** <Cultural Connections> Discovering Nationality and Academic Year (8-10 minutes)

- Goal of the activity: Find out the commonalities and differences among the students themselves.
- Materials: Vocabulary Bank (Appendix F)
- **Part 1:** Exchanging Information
  - Context: Imagine you start chatting with a new acquaintance after bumping into them on campus.
  - Teacher guidelines:
    - Teach the class the vocabulary and sentence chunk listed in Appendix F, including the following:
      - 哈喽: the causal way to say “Hello”;
      - 新生 (freshmen); 今年 (this year);
      - “真的吗” to express surprise (See Appendix F).
    - In groups of two or three, have students select and practice one of the dialogue options provided below. Ensure that each student has the opportunity to practice both roles by rotating.
  - Dialogue pattern Option 1:
    - A: 你好/哈喽, 你是[school name]的学生吗?
    - B: 是, 我是[school name]的新生。
    - A: 真的吗? 我也是新生。你叫什么名字?
    - B: 我叫[Student’s name]。你呢?
    - A: 我叫[Student’s name]。
    - B: [Address Student A’s first name], 你是哪里人?
    - A: 我是[nationality/state]人。
    - B: 我是[nationality/state]人。
    - A: 很高兴认识你。
    - B: 我也是。

- Dialogue pattern Option 2:
  - A: 你好/哈喽，你是[school name]的学生吗？
  - B: 是。你呢？
  - A: 我也是。我今年大一。
  - B: 我大四。
  - A: 我叫[Student's name]。你叫什么名字？
  - B: 我叫[Student's name]。
  - A: [Address Student B's first name], 你是哪里人？
  - B: 我是[nationality/state]人。
  - A: 我是[nationality/state]人。
  - B: 很高兴认识你。
  - A: 我也是。

- **Part 2: Find Out What Is Common and What Is Not**

- Teacher guidelines: After students finished practicing the dialogue, have some pairs share their commonalities and differences with the rest of the class (use the following sentence patterns for guidance):
  - Expressing commonality:
    - [X's name]是[nationality/state]人，我也是[nationality/state]人。
    - [X's name] [Academic Year], 我也[Academic Year]。
  - Expressing differences:
    - [X's name]是[nationality/state]人，我不是[nationality/state]人。
    - [X's name] [Academic Year], 我[Academic Year]。

**Step 3: Self-Introductions: Navigating Virtual Interactions (15-20 minutes)**

- **Timing for implementation:** When students have their Chinese keyboards ready and instructors have finished setting up a virtual collaboration platform (e.g., Canvas, Padlet).
  - Goal of the activity: Students will be able to deliver short self-introductions in a logical sequence and make connections with their classmates by replying to their posts.
  - Materials: Virtual collaboration platform and worksheet (Appendix I).
- **Part 1: Make the Introduction Flow <Assessment>**
  - Teacher guidelines:



- Present an authentic, unarranged sample of a self-introduction with visual cues (see Appendix I).
  - Have the class help the instructor rearrange their sentences into a logical sequence to improve the flow of their introduction.
  - Instruct students to number the sentences to establish the correct order.
  - Review the correct sequence with the class.
- **Part 2: Virtual Self-Introduction and Common Ground Interaction**
    - Teacher guidelines:
      - Instruct students to post their self-introduction in 2-3 sentences on a virtual collaboration platform (e.g., Canvas, Padlet), either by typing or audio recording. Ask them to include either one selfie or images of flag(s) to represent their nationality.
      - Then, ask students to reply to 2-3 posts where they find commonalities, using the grammar pattern ‘也.’ Remind them to start their replies with greetings.

## Appendices

Download editable versions in the Supplemental Material section.

### Appendix F: Chinese Activity 2

#### Vocabulary Bank

<b>Name</b>	约翰、艾莉丝、艾米丽、李姗、白英爱、卡米拉
<b>Country</b>	中国、加拿大、韩国、墨西哥、美国
<b>State/City</b>	北京、多伦多、首尔、坎昆、纽约、加利福尼亚
<b>Other</b>	哈喽、她、他、哪里、来自、歌手、新生、大一、大二、大三、大四、 今年、一、年、名、中文

**(Step 2, Part 1) Sentence Chunk:** 真的吗? (Zhēn de ma? ‘For real?’)

“真的吗?” can be used to express surprise, indicating interest, or showing disbelief.

## Appendix G: Chinese Activity 2

### Teacher guidelines:

- Instructors are encouraged to pre-record the audio and insert it into PowerPoint/Google slides for Part 1 for conversation interaction use (Part 1 = bottom left of the slides).
- The instructor can insert/replace any country, state, province, or city of their choice to tailor the class with more suitable elements.
- The instructor needs to add *pinyin* for the slides.
- The instructor can replace or add traditional Chinese when needed.

### Character 1 (Slide 1 & 2)



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[Insert a Picture of Beijing (北京),(China)]

Click the following link to view and select an image based on the instructor's preference:

<https://www.tripsavvy.com/top-things-to-do-in-beijing-4685181>

#### **Part 1** < Slide audio & Class>:

Slide Audio: 你好，我叫李珊。

Class: 李珊，你是哪里人？

Slide Audio: 我是中国人。我来自北京。

Class: 李珊，你是中文老师吗？

Slide Audio: 我是中文老师。

#### **Part 2:**

Instructor: 李珊是北京人吗？

Student: 李珊是北京人。

Instructor: 李珊是中文老师吗？

Student: 李珊是中文老师。

**Character 2 (Slide 3 & 4)**



Generated by ChatGPT 4.0

[Insert a Picture of Toronto (多伦多),(Canada)]

Click the following link to view and select an image based on the instructor's preference:

<https://www.telegraph.co.uk/travel/canadian-affair-holidays/toronto-guide/>

**Part 1 < Slide audio & Class>:**

Slide Audio: 你好，我叫艾莉丝(Alice)。

Class: 艾莉丝，你是哪里人？

Slide Audio: 我**是**加拿大人。我来自多伦多。

Class: 你**是**老师吗？

Slide Audio: 不，我**是**学生。今年大二。

Class: 你学中文多久了？

Slide Audio: 一年了。

**Part 2:**

Instructor: 艾莉丝(Alice)**是**多伦多**人**吗？

Student: **是**。

Instructor: 艾莉丝**是**老师吗？

Student: 不，艾莉丝**是**学生。

**Character 3 (Slide 5 & 6)**



Generated by ChatGPT 4o

[Insert a Picture of California (加利福尼亚), (The United States of America)]

Click the following link to view and select an image based on the instructor's preference:

<https://www.thoughtco.com/geography-of-california-1435723>

**Part 1** < Slide audio & Class>:

Slide Audio: 你好, 我叫艾米莉(Emily)。

Class: 艾米莉, 你<sup>是</sup>哪里人?

Slide Audio: 我<sup>是</sup>美国人。我来自加州。

Class: 你<sup>是</sup>老师吗?

Slide Audio: 不, 我<sup>是</sup>学生。

Class: 你读几年级? /你大几?

Slide Audio: 我大四了。

Class: 你学中文多久了?

Slide Audio: 四年了。

**Part 2:**

Instructor: 艾米莉<sup>是</sup>美国人<sup>吗</sup>?

Student: <sup>是</sup>。

Instructor: 艾莉丝<sup>是</sup>老师<sup>吗</sup>?

Student: 不, 艾莉丝<sup>是</sup>学生。

**Character 4 (Slide 7 & 8)**



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Flag modified by the author

[Insert a Picture of Seoul (首尔), (South Korea)]

Click the following link to view and select an image based on the instructor's preference:

<https://voyagefox.net/best-things-to-do-in-seoul-with-map/>

**Part 1** < Slide audio & Class >:

Slide Audio: 你好，我叫白英爱。

Class: 白英爱，你~~是~~哪里人？

Slide Audio: 我~~是~~韩国人。我来自首尔。

Class: 你~~是~~学生吗？

Slide Audio: 我~~是~~学生。

Class: 你读几年级？/你大几？

Slide Audio: 我大一。

Class: 你学中文多久了？

Slide Audio: 一年了。

**Part 2:**

Instructor: 白英爱~~是~~首尔人~~吗~~？

Student: 白英爱~~是~~首尔人。

Instructor: 白英爱~~是~~学生~~吗~~？

Student: 白英爱~~是~~学生。

**Character 5** (Slide 9 &10)



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Flag added by the author

[Insert a Picture of Cancún (坎昆), (Mexico)]

Click the following link to view and select an image based on the instructor's preference:

<https://www.cancunshuttle.com/blog/interesting-facts-about-the-cancun-beaches/>

**Part 1** < Slide audio & Class>:

Slide Audio: 你好，我叫卡米拉(Camila)。

Class: 卡米拉，你**是**哪里人？

Slide Audio: 我**是**墨西哥人。我来自坎昆。

Class: 你**是**学生吗？

Slide Audio: 我**是**学生。

Class: 你读几年级？/你大几？

Slide Audio: 我今年大三。

Class: 你学中文多久了？

Slide Audio: 三年了。

**Part 2:**

Instructor: 卡米拉(Camila)**是**坎昆人**吗**？

Student: 卡米拉**是**坎昆人。

Instructor: 卡米拉**是**学生**吗**？

Student: 卡米拉**是**学生。

**Character 6 (Slide 11 & 12)**



Generated by ChatGPT 4o

[Insert a Picture of New York (纽约), (The United States of America)]

Click the following link to view and select an image based on the instructor's preference:

<https://unsplash.com/s/photos/new-york-city>

**Part 1** < Slide audio & Class>:

Slide Audio: 你好，我叫约翰(John)。

Class: 约翰，你**是**哪里人？

Slide Audio: 我**是**美国人。我来自纽约。

Class: 你**是**老师吗？

Slide Audio: **是**，我**是**中文老师。

**Part 2:**

Instructor: 约翰**是**纽约人**吗**？

Student: **是**。

Instructor: 约翰**是**学生**吗**？

Student: 不，约翰**是**老师。

The instructors are encouraged to create more slides themselves for this section.



## Appendix H: Chinese Activity 2

Instructions: Based on the information provided for the image on the left, identify commonalities and differences regarding nationality and occupation for the image on the right.

Slide 1

	<p>[Insert Chinese singer Bichen Zhang's image]</p> <p>Click the following link for image:</p> <p><a href="https://zh.wikipedia.org/zh-cn/%E5%BC%A0%E7%A2%A7%E6%99%A8">https://zh.wikipedia.org/zh-cn/%E5%BC%A0%E7%A2%A7%E6%99%A8</a></p>
<p>ChatGPT 4.0</p>	

<#1> T: 李珊是中国人, 张碧晨呢?

S: 张碧晨也是中国人。

<#2> T: 李珊是老师, 张碧晨也是老师吗?

S: 不, 张碧晨是歌手(gēshǒu 'singer')。

Slide 2



ChatGPT 4.0

Flag modified by the author



ChatGPT 4o

<#1>. T: 白英爱是韩国人,艾米莉(Emily)也是韩国人吗?

S: 艾米莉(Emily)不是韩国人, 艾米莉是美国人。

<#2>. T: 白英爱是学生, 艾米莉呢?

S: 艾米莉也是学生。

<#3> T: 白英爱学中文, 艾米莉(Emily)也学中文吗?

S: 艾米莉(Emily)也学中文。

Slide 3



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ChatGPT 4.0

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- <#1> S1: 卡米拉(Camila)是墨西哥人,白英爱也是墨西哥人吗?  
S2: 不, 白英爱是韩国人。
- <#2> S1: 卡米拉(Camila)是学生,白英爱也是学生吗?  
S2: 是, 白英爱也是学生。
- <#3> S1: 卡米拉学中文, 白英爱也学中文吗?  
S2: 白英爱也学中文。

Slide 4




- <#1> S1: 李珊是中国人, 约翰(John)也是中国人吗?  
S2: 不, 约翰(John)是美国人。
- <#2> S1: 李珊是中文老师, 约翰(John)也是中文老师吗?  
S2: 是, 约翰(John)也是中文老师。

The instructors are encouraged to create more slides themselves for this section.

## Appendix I: Chinese Activity 2

Teacher guidelines: Ask the class to rearrange the following sentence on a virtual collaboration platform (e.g., Canvas, Padlet, etc):

Slide 1

	<p>Task: Help your instructor rearrange their sentences into a logical sequence to improve the flow of their introduction.</p> <ol style="list-style-type: none"><li>1 你们好!</li><li>2 很高兴认识你们。</li><li>3 我姓李, 我叫李珊。</li><li>4 我是一名中文老师。</li><li>5 我是中国人, 我来自北京。</li></ol>
<p>ChatGPT 4.0</p>	<p>Answer Key: 13542</p>

- Slide 2 is a presentation slide demo of 李珊's self-introduction in a logical sequence.

Slide 2

	<p>Post the following self-introduction with a logical sequence on the selected virtual collaboration platform:</p> <p>你们好! 我姓李, 我叫李珊。我是中国人, 我来自北京。我是一名中文老师。很高兴认识你们。</p>
<p>ChatGPT 4.0</p>	

### Author's Notes

Link for students to explore:

- The Top 19 Things to Do in Beijing:

<https://www.tripsavvy.com/top-things-to-do-in-beijing-4685181>

Reference for Instructor: The characters being introduced in the activity.

Chinese teacher (Beijing) 李珊	Chinese teacher (New York) 约翰	American student (California) 艾米莉
Mexican student (Cancún) 卡米拉	Korean student (Seoul) 白英爱	Canadian student (Toronto) 艾莉丝

# CHINESE ACTIVITY 3

Exploring Family Relationships and Commonalities

**Suggested citation:** Rao, Liqing. (2024). “Chinese Activity 3: Exploring Family Relationships and Commonalities.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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## Activity title

- Chinese Activity 3: Exploring Family Relationships and Commonalities

## Textbook/chapter/section

- Integrated Chinese 1 textbook: Lesson 2 <Dialogue 1 “Looking at a Family Photo”>

## Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

## Learning objectives

Students will be able to:

- Initiate questions using the question pattern ‘这是谁?’ to inquire about one’s identity.
- Apply the grammar pattern ‘Number + Measure word + Noun’ and ‘the particle 的(de) (I)’,  
where appropriate when getting to know their classmate’s family members.
- Make a brief description of a classmate’s family members and a well-known figure.
- Raise meaningful questions and answer the questions received from classmates on the virtual collaborative platform.

## Length (in minutes)

- 45-65 minutes

## Relevant vocabulary

- Those covered in Lesson 2, Dialogue 1 of the Integrated Chinese 1 textbook

- See Vocabulary Bank in Appendix J

### Relevant grammar

- Those covered in Lesson 2, Dialogue 1 of the Integrated Chinese 1 textbook

### Materials

- Step 1 Part 1: Vocabulary Bank (Appendix J)
- Step 1 Part 1: Question initiating worksheet (Appendix K)
- Step 1 Part 1: Family tree worksheet (Appendix L)
- Step 1 Part 2: (Appendix J)
- Step 2: Family photos of students; Worksheet for Section 1 and 2 (Appendix M)
- Step 3: Virtual collaboration platform (e.g., Padlet, Canvas)

### Teacher preparation steps

- To make the activity compelling and engaging for students, the author suggests that instructor introduces their own family members while teaching Lesson 2: Family. Alternatively, the instructor could replace the family member introduction section in Step 1 Part 1 with an introduction to the family members of a selected celebrity or well-known figure.
- Provide the form and meaning pair of the grammar patterns to the class where needed:

S/(Pro)noun + Particle 的(de) (I) + Noun
Number + Measure word + Noun
S/(Pro)noun + 没(méi)(not, no) + V有(yǒu)(to have) + Noun + Question ending 吗(ma)
S/(Pro)noun + V有(yǒu)(to have) + Number + Measure word +Noun
S/(Pro)noun + 没(méi)(not, no) + V有(yǒu)(to have) + Noun

### Activity steps (and teacher guidelines)

**Step 1:** Exploring the Instructor's Family Members (16 -30 minutes)

- **Timing for implementation:** The instructor should prepare their family photo in advance. Print each family member's photo on an individual sheet of paper, trim the edges, and be prepared to assemble a family tree in a visible location (e.g., whiteboard, blackboard). The instructor can select which family members to introduce.
  
- **Part 1:** <S-T> Meet the Family: An Interactive Introduction (8-15 minutes)
  - Goal of the activity: Initiate questions to identify the instructor's family members.
  - Materials: Vocabulary Bank (Appendix J); Question initiating worksheet (Appendix K); Family tree worksheet (Appendix L)
  - Describe the context to the class: You will meet your instructor's family members on a field trip. Before meeting them in person, you will learn about their relationships to the instructor.
  - Teacher guidelines:
    - Have students initiate questions to get to know the instructor's family members using the question patterns in Appendix K Table 1.
    - Have students repeat the kinship terms that the instructor introduces and instruct them to circle the corresponding words on the sample family tree handout (Appendix L). Keep repeating until the instructor completes introducing all family members selected.
    - Instructor concludes the introduction section using the pattern '这是我(的) [Family member]。' while pointing to the corresponding family member's photo on the family tree.
      - For example, '这是我(的)爸爸。这是我(的)妈妈。' etc.
  
- **Part 2:** Inquiring About Additional Family Members (7 -10 minutes)
  - Goal of the activity: Use the grammar 有(yǒu)(to have) , 没有 (méiyǒu)(to not have), and question ending 吗(ma) to form question-and-answer about family members. Add the measure word '个' where appropriate.
  - Materials: Vocabulary Bank [Spoken form] (Appendix J)
  - Teacher guidelines:
    - Have students go over the spoken form kinship terms in the vocabulary bank in Appendix J.
    - Using 有(yǒu) or 没有 (méiyǒu), have students ask the instructor if there



are family members who have not been introduced. Refer to the example pattern below.

- Student: [Instructor's surname]老师有[Family member that have not been introduced]吗?
- Instructor: 我有[Number][Measure word][Family member asked by the students]。 /我没有[The family member asked by the students]。
- After students have asked the instructor a moderate number of times, have the class ask similar questions to a selected classmate.
- After the selected student has given their response, instruct the class to relay this response to the instructor by replacing the first person pronoun '我' to a third person pronoun '他/她', or by addressing the classmate's name.
  - <Question asked by the instructor and the class>: [Selected student's name], 你有[Randomly selected family member]吗?
  - <Answer given by the selected student>:  
我有[Number][Measure word][Family member]。  
/ 我没有[Family member]。
  - <Information reported by the class using a third-person pronoun or by addressing the classmate's name >: [Student's name/ 他 (tā) (he)/她(tā)(she)]有[Number][Measure word][Family member]。  
/[Student's name/ 他(tā)(he)/她(tā)(she)]没有[Family member]。

## **Step 2: Family Portrait Gallery: Exploring Connections Through Photos** (15-20 minutes)

- **Timing for implementation:** Students have prepared their family photos and are ready to share them in a poster format; These can be real photos of their own family members or creative drawing/printout of fictional family members.
- **Goal of the activity:** Get to know the classmates' family members by looking at their photos and find commonalities.
- **Materials:** Family photos of the students; Worksheet for Part 1 and 2 (Appendix M)
- **Teacher guidelines:**
  - In one minute, have students place a checkmark next to the family member term(s) in the left column of Worksheet Section 1 (Appendix M) that are shown on their family

photos.

- In groups of two or three, have students present their family photos to each other. Then, instruct them to review all the kinship terms listed in Worksheet Section 1 (Appendix M).
- Instruct students to place a check mark in the right column of Worksheet Section 1 (Appendix M), to indicate the family members their partners have as they go over the kinship terms.
  - Instruct students to use the following patterns to introduce their family members while going over the kinship terms.
    - Two options:
      - 这是我的[Family member]。
      - 我有[Number][Measure word] [Family member]。
- After students have completed Section 1, instruct them to find and conclude the commonalities in Section 2.
- After they are done, have some students share their commonalities to the rest of the class.

### **Step 3: Intercultural Activity: Exploring Well-known Figures (15-20 minutes)**

- **Goal of the activity:** Students can use kinship terms, occupation vocabulary, and grammar patterns in real-life scenarios.
- **Materials:** Virtual Collaboration platform (e.g., Padlet, Canvas)
- **Teacher guidelines:**
  - Set up a virtual collaboration platform for students to collaborate on (e.g., Padlet, Canvas).
  - Instructors need to release a sample post before instructing the class to work on it.
    - **Sample Post:** Inserting a picture of a well-known figure (e.g., 张碧晨). Provide a brief description under the inserted picture in 2-3 sentences (e.g., 她是张碧晨。她是一个歌手。她有一个女儿。)
  - Instruct students to search for a well-known figure (e.g., real person or cartoon character) they would like to share with the class.
  - Instruct students to post a picture of the selected figure on the virtual collaboration platform, accompanied by a brief description in 2-3 sentences.
  - After posting a picture and a short description, instruct students to reply to 2

classmates' posts by asking 1 question under each post.

- Reply options:
  - [Well-known figure's name OR third person pronoun (她/他)]是 [nationality]人吗?
  - [Well-known figure's name OR third person pronoun (她/他)]有 [Family member]吗?
- Instruct students to reply to the questions they received from their classmates.

## Appendices

Download editable versions in the Supplemental Material section.

### Appendix J: Chinese Activity 3

- Chinese Activity 3: Vocabulary Bank

Spoken Form	Written Form	English
爸爸 (bàba)	父亲 (fùqīn)	Father
妈妈 (māma)	母亲 (mǔqīn)	Mother
哥哥 (gēge)	哥哥 (gēge)	Older Brother
弟弟 (dìdi)	弟弟 (dìdi)	Younger Brother
姐姐 (jiějie)	姐姐 (jiějie)	Older Sister
妹妹 (mèimei)	妹妹 (mèimei)	Younger Sister
爷爷 (yéye)	祖父 (zǔfù)	Grandfather (paternal)
奶奶 (nǎinai)	祖母 (zǔmǔ)	Grandmother (paternal)
姥爷/外公 (lǎoyé/wàigōng)	外祖父(wàizǔfù)	Grandfather (maternal)
姥姥/外婆 (lǎolao/wàipó)	外祖母 (wàizǔmǔ)	Grandmother (maternal)

#### **Additional vocabulary to be considered for incorporation into the activity (Optional):**

儿子(érzi)	Son
女儿(nǚ'ér)	Daughter
老公/丈夫(lǎogōng/zhàngfū)	Husband
老婆/妻子(lǎopó/qīzi)	Wife
男朋友 (nán péngyǒu)	Boyfriend
女朋友(nǚ péngyǒu)	Girlfriend

**Third Person Pronoun:** 他(tā)(he) ; 她(tā)(she)

## Appendix K: Chinese Activity 3

Teacher guidelines: Have students initiate questions using the question pattern on the left side of Table 1, the instructor answers correspondingly using the pattern on the right (Step 1, Part 1).

**Table 1**

<i>Question Patterns:</i>	<i>Answer Patterns:</i>
1. 这是谁?	这是我的妈妈。
2. 这个人是谁?	这个人是我的妈妈。
3. 这个男/女孩子是谁?	这个男孩子是我的哥哥。 这个女孩子是我的妹妹。

## Appendix L: Chinese Activity 3

Teacher guidelines: The instructor arranges their family tree using the prepared materials in a location that is easily visible to students (e.g., blackboard, whiteboard, PowerPoint slides) while teaching Step 1, Part 1 & 2.

Instructors can choose the desired family tree from the links provided below for the worksheet handout used in Step 1, Part 1 and 2:

1. <https://www.pinterest.com/pin/422564377532945016/>
2. <https://ling-lingchinese.com/2015/03/14/the-complicated-chinese-family-system/>
3. <https://quizlet.com/250287778/chinese-family-tree-diagram/>

## Appendix M: Chinese Activity 3

### Teacher guidelines:

- Instruct students to work in groups of 2 or 3, go over all the basic kinship terms in section 1 using the Q&A pattern.
- Then, instruct students to Appendix M Section 2 after they have completed Section 1.

### Appendix M: Exploring Connections Through Photos

姓名 Name: \_\_\_\_\_

**Section 1:** Put a checkmark (v) in the bracket to indicate the family members you and your partners have.

Q: 这(个人)是谁?

A: 这个人是我(的)[Family member]。

My Family Members	My Partner's Family Members
姥爷/外公 (lǎoyé/wàigōng) [ ]	姥爷/外公 (lǎoyé/wàigōng) [ ]
姥姥/外婆 (lǎolao/wàipó) [ ]	姥姥/外婆 (lǎolao/wàipó) [ ]
爷爷 (yéye) [ ] 奶奶 (nǎinai) [ ]	爷爷 (yéye) [ ] 奶奶 (nǎinai) [ ]
爸爸 (bàba) [ ] 妈妈 (māma) [ ]	爸爸 (bàba) [ ] 妈妈 (māma) [ ]
哥哥 (gēge) [ ] 姐姐 (jiějie) [ ]	哥哥 (gēge) [ ] 姐姐 (jiějie) [ ]
弟弟 (dìdi) [ ] 妹妹 (mèimei) [ ]	弟弟 (dìdi) [ ] 妹妹 (mèimei) [ ]
儿子 (érzi) [ ] 女儿 (nǚ'ér) [ ]	儿子 (érzi) [ ] 女儿 (nǚ'ér) [ ]
老公/丈夫 (lǎogōng/zhàngfū) [ ]	老公/丈夫 (lǎogōng/zhàngfū) [ ]
老婆/妻子 (lǎopó/qīzi) [ ]	老婆/妻子 (lǎopó/qīzi) [ ]
Optional:	Optional:
男朋友 (nán péngyǒu) [ ]	男朋友 (nán péngyǒu) [ ]
女朋友 (nǚ péngyǒu) [ ]	女朋友 (nǚ péngyǒu) [ ]

**Section 2:** Discover the commonalities between you and your partners.

1. Create one sentence to indicate the family member that you and your partners have in common, if applicable.

[Your partner's name]有[Number][Measure word][Family member],  
我也有[Number][Measure word][Family member]。

\_\_\_\_\_。

2. Create one sentence stating that neither you nor your partner have a particular family member.

[Your partner's name]没有[Family member], 我也没有[Family member]。

\_\_\_\_\_。

3. Create one sentence to indicate one family member that you have but your partner doesn't.

我有[Family member], [Your partner's name]没有[Family member]。

\_\_\_\_\_。



# CHINESE ACTIVITY 4

## Weekend Hangout

**Suggested citation:** Li, Shenghan. (2024). “Chinese Activity 4: Weekend Hangout.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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### Activity title

- Chinese Activity 4: Weekend Hangout

### Textbook/chapter/section

- Integrated Chinese 1: Lesson 4 “Hobbies”

### Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

### Learning objectives

- Students will be able to express their likes and dislikes in terms of their hobbies with their classmates or other Chinese speakers in a spontaneous interaction.
- Students will be able to use communication skills to discuss with classmates or other Chinese speakers regarding organizing hangouts.

### Length (in minutes)

- 45-60 minutes

### Relevant vocabulary

- All vocabulary learned in Lesson 4.

### Relevant grammar

- (A not A) questions (Grammar point 2)
- The conjunction 那 (么) (Grammar point 3)

- To go + action (Grammar point 4)
- Questions with 好吗 (Grammar point 5)
- The modal verb 想 (Grammar point 6).

## Materials

- Student worksheet (Appendix N)

## Teacher preparation steps

- Create and print out the student worksheet prior to class and distribute to students (unless the instructor wants to do it digitally).
- Create and print out a fictitious schedule and hand it out to students (optional) (Appendix O).
- Prepare and provide students supplemental vocabulary related to hobbies (optional).

## Activity steps (and teacher guidelines)

### Step 1: Indicating preferences (3-5 minutes)

- **Ranking**
  - The first section of the activity will show a list of hobbies in Chinese (all learned from the textbook and, if applicable, supplemental vocab provided by the instructor). Students will rank them from their most favorite to their least favorite (handwriting or typing in Chinese).

### Step 2: Mingle time (15-20 minutes)

- **Look for a partner and start a conversation in Chinese**
  - Students' goal is to find a suitable partner to hang out with over the weekend. That is to say, to find a classmate who has the same/similar top ranking hobbies.
    - Encourage students to use the grammar points introduced in Lesson 4 during the conversation.
    - If the instructor provided a schedule for students, they must account for their schedule in order to decide whether hanging out with that particular

partner is feasible (i.e., without time conflicts).

- During or after each conversation, students will take some notes regarding the partner's responses. If you find someone with similar interests, ask if they want to hang out on a specific time with a specific activity; students will note that on the worksheet as well (see Appendix N).
- Repeat for 3-5 classmates (or at the discretion of the instructor).

### **Step 3: Teacher-student interaction** (15-20 minutes)

- **Question and Answer:**

- The instructor will ask each (or selected) student (depending on class size/at the discretion of the instructor) a few questions about the interactions. Students need to respond in Chinese using their notes. Make sure students are using grammar points from this lesson. Example questions include:
  - Where are you going this weekend, with whom?  
你这周末去哪里玩? 和谁?
  - Why didn't you go with xxx?  
为什么没有和xxx去?
  - Why didn't you want to do xxx?  
为什么不想和她/他去?
  - etc....
- This step can be understood as an aid for the forthcoming writing assignment (the next step).

### **Step 4: Writing assignment** (15-20 minutes) (optional for classes of young students, as it can be challenging)

- **Summarize:**

- Now students will write a short paragraph to one of their friends that's outside of this class summarizing their interaction with fellow classmates. Things to include (but not limited to):
  - What are you doing for a weekend hangout, and with whom?
  - Who did you talk to whose hobbies are in line with yours?
  - Who did you talk to whose hobbies are not in line with yours?

- etc...
- The teacher will decide whether to make it typed or handwritten. This can either be homework or classwork.

## Appendix N: Chinese Activity 4

- Chinese Activity 4: Student worksheet

### Weekend Hangout

Directions: Your task is to mingle with a few of your classmates and identify the person(s) you would like to hang out with for a weekend.

**Step 1:** Rank the following activities from the most favorite to least favorite (rewrite them in Chinese based on your ranking)

[examples:] 唱歌, 看电影, 跳舞, 打球, 看书 (more if necessary)

- 1.
- 2.
- 3.
- 4.
- 5.

(more if necessary)

**Step 2:** Go talk to a few of your classmates, and see if you would like to hang out with them. Your goal is to find a suitable partner to hang out with over the weekend. That is to say, to find a classmate who has the same/similar top ranking hobbies. During or after each conversation, you will take some notes regarding the partner's responses. If you find someone with similar interests, ask if they want to hang out on a specific time with a specific activity.

Classmate 1:

Name:                      Hangout? Yes/no (circle)

Notes:

Classmate 2:

Name:                      Hangout? Yes/no (circle)

Notes:

Classmate 3:

Name:                      Hangout? Yes/no (circle)

Notes:

(more if necessary)

**Step 3:** Now, you would write to one of your friends who's not from this class. Summarize your interactions with your classmates in a short paragraph in Chinese.

## **Appendix O: Chinese Activity 4**

- Chinese Activity 4: Sample student schedules

Schedule 1:

Saturday: 9 am - 12 pm: Volunteer

Sunday: 9 am - 1 pm: Church

Schedule 2:

Saturday 2 pm - 4 pm: Tutoring

Sunday 1pm - 5 pm: Part-time job

Schedule 3:

Saturday 10 am - 12 pm: Gym session

Sunday 2pm - 3 pm: Piano lesson

(more if necessary)

# CHINESE ACTIVITY 5

## Plan a Trip in China

**Suggested citation:** Li, Shenghan. (2024). “Chinese Activity 5: Plan a Trip in China.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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### Activity title

- Chinese Activity 5: Plan a Trip in China

### Textbook/chapter/section

- Integrated Chinese 1: Lesson 10 “Transportation”

### Target learner level

- Beginning level; first or second semester/quarter [Novice-Mid (ACTFL); A1 (CEFR)]

### Learning objectives

#### Students will be able to:

- Acquire new vocabulary from authentic material related to transportation.
- Gain a cultural appreciation of the Chinese transportation system.
- Navigate transportation websites in Chinese and achieve related tasks such as booking tickets.
- Verbally communicate with others related to transportation, for example, discussing and choosing transportation services.

### Length (in minutes)

- 60-75 minutes

### Relevant vocabulary

- The first vocabulary list in the textbook in Lesson 10.



## Relevant grammar

- Indicating Alternatives (Grammar point 2)
- Indicating Sequence (Grammar point 3)
- Pondering alternatives (Grammar point 4)

## Materials

- PPT slides to introduce the Chinese transportation system and culture (created by the instructor)
- Activity worksheets (See Appendix P, Appendix Q, and Appendix R)

## Teacher preparation steps

- Review the activity worksheet (Appendix P), which consists of 1) an empty section for students to develop a supplemental vocabulary list; 2) a section to write down their own itinerary; and 3) a section to list all other groups' itineraries.
- Prepare a brief lecture on Chinese transportation systems, especially the railway system, with many visuals (also considering other Chinese-speaking countries such as Taiwan, Hong Kong, Macau, Singapore, etc). Recommended format: PPT presentation.
- Find appropriate Chinese transportation websites for students to explore and navigate during the activity. Recommended websites: [12306.cn](http://12306.cn), [ctrip.com](http://ctrip.com) (both of which are simplified Chinese and widely used in mainland China as of 2024). For the traditional Chinese curriculum, teachers should find appropriate websites from Hong Kong and/or Taiwan.

## Activity steps (and teacher guidelines)

### Step 1: Preliminary Exploration (15-20 min)

- **Part 1:** Distribute the activity worksheet (Appendix P) and go over instructions. Give a short presentation on the background of Chinese transportation, especially the railway system, with many visuals.
- **Part 2:** In pairs, go on the chosen Chinese travel website such as [ctrip.com](http://ctrip.com), and the dedicated railway website [12306.cn](http://12306.cn). Ask students to find vocabulary words that they have already learned from the transportation chapter in the textbook, write them down, and

provide an English translation on the worksheet.

- **Part 3:** Encourage students to use non-linguistic cues from the website to develop a supplemental vocab list—they can include terms very similar to those already learned such as 飞机票 v.s. 机票 but also new terms such as 酒店 and 火车, which are not from the textbook. List each term and provide an English translation based on students’ understanding.
  - The reason for the supplemental worksheet is to: 1) Get to know vocabulary related to transportation outside of what’s included in the textbook, and 2) Gain an understanding of the authentic usage of vocabulary related to Chinese transportation.
  - Working in pairs in this stage allows students to help each other when locating new vocabulary words. Also, working in pairs allows students to discuss the vocabulary with each other; it can promote their confidence and speed up the activity process.

### Step 2: Itinerary Planning (20-25 min)

- **Part 1:** Two pairs will now get together to form a group of four. Everyone will go on [12306.cn](http://12306.cn) or another website chosen by the teacher to collectively plan a railway itinerary for the whole group. Students navigate on the website purely relying on existing knowledge and non-linguistic cues. Students must discuss with fellow group members about their choice. Every group member is responsible for one trip (from one city to another city, with the selection of the particular train and class).
- **Part 2:** Students fill out their itinerary in the worksheet (Appendix Q). The instructor will circulate around the classroom to provide aid and ensure students are participating in the activity. Example sentences are below.
  - Student 1 (S1): 我们寒假去上海还是北京? (“Should we go to Shanghai or Beijing during winter break?” Grammar point: indicating alternatives; vocab: 寒假 (winter break)).
  - S2: 还是去上海吧, 或者先去上海再去北京。 (Let’s go to Shanghai, or go to Shanghai first and then go to Beijing.” Grammar point: indicating alternatives, indicating sequence, pondering alternatives.)
  - For the discussion, teachers can enforce the usage of the grammar points mentioned above.

### Step 3: Supplemental vocab go-over (10 min)

- After finishing the itinerary discussion, the whole class reconvenes and shares their supplemental vocab list voluntarily until there are no more new terms. The instructor will ensure the accuracy of the translation and provide example usage. Selected vocab from the supplemental list will be added to future exams; students keep the list for future essay writing.

**Step 4: Student presentation** (depends on class size, each group approx. 3-5 min)

- Every group will present their itinerary to the class using the target language entirely.
  - Option 1: Provide a summary of their itinerary, each group member narrates the journey that they're responsible for.
  - Option 2: Showcase a conversation (as a skit) on the process of discussing the itinerary (see example sentences above). While other groups are presenting, students should note the presenting group's itinerary on the provided worksheet.
- Students fill out the itineraries of the other groups on the worksheet and write a short paragraph to compare their itineraries with their own. This part may be done as homework. (Appendix R)

## Appendix P: Chinese Activity 5

- Chinese Activity 5: Step 1 Part 2 and Part 3 worksheet

### Plan a trip in China

Activity Introduction (example): You and your friends decided to go to China for your summer vacation trip. Now, you are trying to plan an itinerary with them. Follow the directions of each stage.

Directions: In pairs, go on the Chinese travel website (xxxxx) and (yyyyy).

- First, find vocabulary words that you recognize and are identical to those in the textbook, write them down, and provide an English translation.
- Then, find vocabulary words that you recognize but deviate somewhat from the textbook. Write them down, and use non-linguistic cues and/or existing knowledge to provide an English translation.
- Lastly, find foreign vocabulary words that you are able to comprehend simply by using non-linguistic cues. Write them down and provide an English translation. It is fine if you are unsure; try your best, and do not worry if you did not provide the correct English translation—we will go over everything later!
  
- Words that I already know
  - (empty spaces for students to write) For example: 票: Ticket
- Words that look familiar to me
  - (empty spaces for students to write) For example: 机票: Plane Ticket
- Words that I don't know but can figure out
  - (empty spaces for students to write) For example: 酒店: Hotel

## Appendix Q: Chinese Activity 5

- Chinese Activity 5: Step 2 “Our Itinerary” worksheet

Directions: Get together with another pair to form a group of 4. Students will be assigned a number based on seating position. Every student will be responsible for planning a trip, which includes selecting a destination with a given departing city, selecting a particular train, and a seating class. The arriving city (destination) of student 1 will become the departing city for student 2; the same will apply to students 3 and 4. Please note that this is a discussion; each trip planner should solicit their group member’s opinion on the destination and/or the train/class, and every group member is expected to comment. Everyone will present their itinerary in front of the class.

First trip (group member 1):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Second Trip (group member 2):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Third Trip (group member 3):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Fourth Trip (group member 4):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

## Appendix R: Chinese Activity 5

- Chinese Activity 5: Step 4 “Others’ Itinerary”

### Stage 1: Interpretive activity

Directions: Using the provided space below, fill out every group’s itinerary. You will need this information for the final step of the activity.

First trip (group member 1):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Second Trip (group member 2):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Third Trip (group member 3):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

Fourth Trip (group member 4):

Departing City: \_\_\_\_\_, Arriving City: \_\_\_\_\_, Train#: \_\_\_\_\_,  
Class: \_\_\_\_\_

### Stage 2: Comments

Directions: Write a short paragraph (4-5 sentences in Chinese) to compare your group’s itinerary with those of other groups. You can also give comments on the other groups’ itineraries.

# CHINESE ACTIVITY 6

## Weather Report

**Suggested citation:** Li, Shenghan. (2024). “Chinese Activity 6: Weather Report.” Adaptable Communicative Activities Volume 1. CC BY-NC 4.0.

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### Activity title

- Chinese Activity 2: Weather Report

### Textbook/chapter/section

- Integrated Chinese 2: Lesson 11 “Weather”

### Target learner level

- Beginning level; second semester/quarter [Novice-Mid (ACTFL); A1 (CEFR)]

### Learning objectives

- Students will be able to use learned vocabulary words regarding weather as well as relevant grammar points to deliver an oral weather report.
- Students will be able to listen to others’ weather report presentations and jot down useful notes as information for the purpose of the writing assignment.
- Students will be able to gain supplemental vocabulary related to weather in order to describe different types of weather.

### Length (in minutes)

- Varies depending on class size. Approximately 60 minutes for a 14-student class.

### Relevant vocabulary

- Those covered in Lesson 11

### Relevant grammar

- Comparative sentences using 比 (Grammar point 1)
- The particle 了 as a sentence-final particle (Grammar point 2)
- The modal verb 会 (Grammar point 3)
- Adjective/verb + 是 + adj/verb + 可是/但是 (Grammar point 6)
- Other grammar points in lesson 11 may also be utilized.

## Materials

- Electronic device (laptop is the most ideal)
- White/blackboard and multiple markers/chalk
- Student worksheet (Appendix S)

## Teacher preparation steps

- The goal of this activity is to train students' oral presentation as well as listening comprehension skills.
- Prepare the student worksheet (see Appendix S), and print enough copies for students, each student should get one copy.

## Activity steps (and teacher guidelines)

### Step 1: Review, and additional vocabulary (10-15 minutes)

- Timing for implementation: After the students have finished learning all the grammar points and vocabulary for Integrated Chinese 2 Lesson 11. It should serve as a practical communicative activity to encourage students to use the learned materials of the lesson.
- **Part 1: Review**
  - Hold a brief review session of vocabulary and grammar points from Lesson 11 at the beginning of the class (if needed).
  - Teachers write down relevant English translations of certain vocabulary on the board. Every student would come up and write down the Chinese equivalent along with the pinyin on the board. Prioritize terms such as seasons and weather (e.g. rain, snow...etc)
    - Example (Teacher in red, student in blue)



- A: Spring (春天 chūn tiān)
- B: To rain (下雨 xià yǔ)

- **Part 2:** Supplemental vocabulary

- Ask students to identify some other relevant vocabulary in English to describe weather that they haven't learned. Students volunteer to give examples. The instructor will decide how many more are appropriate.
  - Crucial vocabulary to include: sunny, cloudy, temperature, degree
- The instructor would give the Chinese equivalent verbally and write down the character(s) on the board. Ask students to figure out the pinyin, and have a volunteer student provide the pinyin; the instructor confirms the correctness and writes the pinyin down next to the new vocabulary.
- Have students practice the new vocabulary by reading aloud together multiple times.

- **Part 3:** Go over activity directions

- Pair up students. Provide each student with a copy of the worksheet and assign a group number to each pair. Each group number will correspond to a given city on the worksheet. Each pair will work together to research the weather of their city, preparing to deliver a weather report that accounts for every season. Relevant information may include: average high and low temperature and weather conditions such as sunny, rainy, and snowy. They will use the worksheet to jot down information; the instructor will decide whether or not to enforce the use of Chinese on the worksheet.
- Inform students that they will use their notes to give a weather report orally (in Chinese) to the whole class. While other groups are presenting, students must write down relevant information. After all groups have presented, students will use the information to write a short paragraph (5 sentences, in Chinese) on which city(s) they want to travel to for their next summer/winter vacation, and why.

**Step 2: Researching weather and rehearse** (15 minutes)

- **Part 1:** Research

- Students open their electronic devices and start researching the given city's annual temperature. Instructors circulate around to provide help, if needed.

- **Part 2: Rehearse**
  - If students have finished researching, encourage them to practice. Each member will cover two seasons.

**Step 3: Weather report** (Time varies depending on class size; each group should aim for a presentation around 3-5 minutes)

- **Presentation:**
  - After each group finishes presenting, ask students if they have any questions, need clarifications, or require anything to be repeated. Questions can be asked in L1, but the presenters must answer or repeat them in L2.

**Step 4: Writing assignment** (15 minutes)

- **Independent writing:**
  - The instructor will decide whether to make it typed or handwritten. Students will need to answer the prompt: “Which city(s) do you want to travel to for your next vacation, and why?” The response must be comparative, meaning, it must include at least one city from another group’s presentation. For example, I want to visit city X because of xyz, but not city Y because of xyz.

## Appendix S: Chinese Activity 6

- Chinese Activity 6: Student worksheet (Download an editable version in the Supplemental Material.) Note: the cities selected in the worksheet can be changed at the instructor's discretion.

中文2 第11课: 天气

Directions:

- With your partner, research (on the web, in English) regarding your assigned city's weather throughout the year. Use the space below to write down notable information for each season, such as temperature and precipitation.
- After finishing your research, use the gathered information to present to your classmates **in Chinese**. While other groups are presenting, you are responsible for recording the corresponding city's information on your worksheet.
- When every group has finished presenting, you will write a short paragraph **in Chinese** to talk about your ideal destination for your next vacation, using the notes you've taken on the weather information of other cities. Your paragraph must be comparative and must utilize selected grammar points and vocabulary words. Detailed requirements for the writing assignment will be provided by the instructor.

bā lí

Group 1: 巴黎 (Paris, France)

春天: \_\_\_\_\_

夏天: \_\_\_\_\_

秋天: \_\_\_\_\_

冬天: \_\_\_\_\_

táiběi

Group 2: 台北 (Taipei, Taiwan)

春天: \_\_\_\_\_

夏天: \_\_\_\_\_

秋天: \_\_\_\_\_

冬天: \_\_\_\_\_

dōngjīng

Group 3: 东京 (Tokyo, Japan)

春天: \_\_\_\_\_

夏天: \_\_\_\_\_

秋天: \_\_\_\_\_

冬天: \_\_\_\_\_

kǎnkūn

Group 4: 坎昆 (Cancún, Mexico)

春天: \_\_\_\_\_

夏天: \_\_\_\_\_

秋天: \_\_\_\_\_

冬天: \_\_\_\_\_

xī ní

Group 5: 悉尼 (Sydney, Australia)

春天: \_\_\_\_\_

夏天: \_\_\_\_\_

秋天: \_\_\_\_\_

冬天: \_\_\_\_\_

Which city(s) would you like to visit for your next vacation? (a minimum of 5 sentences in Chinese, using applicable grammar points)