

## Lesson 3: "Benched"

(associated with EiE® story *Juan Daniel's Fútbol Frog*, Chapter 2)

**Lesson Topic:** The basic needs of players in a soccer game

**DESIRED RESULTS (教学目标)**

**Academic Content Objectives: Students can...**

### *Chinese Language Arts*

- Accurately interpret character meaning and select answers to multiple choice questions about Chapter 1 using known and new vocabulary about the story setting, characters and events
- Skim and scan Chapter 1 story text for specific information in support of multiple choice answers
- Match written characters with visuals and oral text of new soccer vocabulary
- Interpret meaning of new soccer-related vocabulary from video of soccer game
- Listen selectively for words and phrases that relate to or describe *El Imposible* and "*el campo de fútbol*" and write the words using characters or pinyin as needed in a T-chart
- Demonstrate comprehension of teacher read-aloud by sequencing a series of action pictures
- Listen selectively to check accuracy of listening comprehension skills
- Read for meaning
- Match a series of sentence strips to corresponding action pictures
- Retell main events, including narrative elements: characters, setting, problem-solution, and a variety of sequencing words and phrases for the main story events

### *Science and Engineering*

- Apply understanding of the "basic needs" of living things to different contexts by identifying "basic needs" of a soccer game (e.g., goal, soccer field, team, players, captain, goalie, ball, etc.), a student (e.g., pencil, markers, paper, books, backpack, etc.), and a baby (caregiver, water, milk, blanket, diaper, pacifier, etc.)
- Make predictions about the relationship between living things (animals, insects, plants) and their environment (rain forest, desert, tropical, etc.)
- Become familiar with the rain forest environment, its animals/insects/plants, and their *habitat*

***Social Studies and Culture***

- Distinguish the geographic and climatic differences between "rain forest" and "a hot, dry place" and give the reasons why certain kinds of animals, plants and insects live in these areas
- Use background knowledge to describe geography and climate of Minnesota/US and make connections between known and new examples of national parks/ rain forests in the US, China and El Salvador's *El Imposible* rain forest preserve
- Expand cultural understanding El Salvador (geography, climate, food, sports)

**Learning Strategies: Students can...**

- Sequence and retell events in a story
- Visualize a place and describe
- Use contextual cues to guess meaning of unknown words
- Cooperate/work in pairs and small groups

## Chinese Language Objectives: Students can...

### *Functions and Forms*

#### **Content-obligatory (CO)**

- Recognize and interpret characters that form words and phrases adhering to character structure rules and stroke order guidelines
- Recognize and interpret semantic radicals as separate characters or as part of another character
- State or identify what/who something is or is not
- State use/function of something using purpose verb phrase, 来 + verb + object
- Express location using 在 [zài] in a locative phrase
- Describe attributes of something using predicative adjective(s) construction
- Describe attributes of something/someone using a predicative construction with the main noun modified by a relative clause
- Support ideas/opinions using compound sentences with adverb 因此
- Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
- Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence
- Order a series of events using sequencing adverbs

#### **Content-compatible (CC)**

- Express a personal opinion
- Express a personal opinion and request agreement
- Express agreement/disagreement
- Ask for clarification about feedback/advice/idea
- Negotiate turn-taking

## Vocabulary

	了解 Recognize	识记 Produce
Content-obligatory	<p><b>Story Elements</b> 事件 events</p> <p><b>Soccer Terms</b> 旅行包 duffel bag, 恤衫 T-shirt, 毛巾 towel, 水瓶 water bottle, 足球 soccer ball, 足球场 soccer field/el campo de fútbol</p> <p><b>Story-Related</b> 吻 to kiss, 欺负 to bully</p> <p><b>Geographic Terms</b> 萨尔瓦多热带雨林 Salvadoran rain forest (<i>El Imposible</i>)</p> <p><b>Science Words</b> 地理 geography</p>	<p><b>Story Elements</b> 人物 character, 场景 setting</p> <p><b>Action Words</b> 踢足球 to play soccer</p> <p><b>Weather/Climate</b> 旱季 dry season, 寒冷的季节 cold season, 下雪的季节 snow season</p> <p><b>Rainforest / "Hot, Dry Place" Words</b> 热带雨林 rain forest, 干热的地方 hot, dry place</p> <p><b>Science Words</b> 基本需求 basic needs, 环境 environment, 栖息地 habitat</p> <p><b>Adjectives</b> 相似的 similar, 不同的 different</p> <p><b>Cross Cultural Chart</b> 大陆 continent, 气候 climate, 流行的运动 popular sports, 人口 population, 语言 language, 食物 food</p>
Content-compatible	<p><b>Soccer Gear</b> 运动鞋 sports shoes, 短裤 shorts</p> <p><b>Soccer Terms</b> 队 team, 队友 teammates, 队长 team captain, 冠军 champion, 进球 goal, 守门员 goalie, 足球偶像 soccer idol, 板凳 bench, 赢 to win, 输 to lose, 防守 to block the shot, 踢球 to kick the ball, 换下场 to stay on the bench/ to be benched, 入球 to score a goal</p> <p><b>Geographic Terms</b> 国家热带雨林储备 national rain forest reserve</p> <p><b>Country Names</b> 新加坡 Singapore, 加拿大 Canada</p> <p><b>Instructional Activities</b> 全班 whole class, 小组 small group 挑战任务 challenge task, 护理人员 caregiver, 毯子 blanket, 尿布 diaper, 奶嘴</p>	<p><b>Family Relationships</b> 母亲 mother, 父亲 father, 兄弟 brother, 儿子 son, 女儿 daughter 奶奶/外婆 grandmother, 爷爷/外公 grandfather, 孙子 grandson, 侄子/外甥 nephew, 侄女/外甥女 niece, 婴儿 baby</p> <p><b>Restaurant People</b> 业主 owner, 厨师 cook, 顾客 customer, 服务员 server</p> <p><b>Action Words</b> 坐 to sit, 站 to stand, 说话 to talk, 吃 to eat, 煮 to cook, 跑步 to run, 喝 to drink, 招呼 to serve, 帮助 to help, 收拾 to pack, 带 to carry, 微笑 to smile, 离开 to leave, 打招呼 to greet, 想 to think/猜 guess/相信 believe, 看 to look, 看见 to see, 下降/跌 to fall</p>

	了解 Recognize	识记 Produce
Content-compatible	<p>pacifier, 牛奶 milk, 书 book</p> <p><b>Card Game Vocabulary</b> 一副扑克牌 deck of cards, 纸牌游戏 card game, 发牌 to deal, 洗牌 to shuffle, 轮流 to take a turn</p> <p><b>Action Words</b> 倒在地上 to hit the ground, 问候 to greet, 告诉 to tell, 推 to push, 摔倒 to fall, 休息 to rest</p> <p><b>Job Cards/Roles</b> 中文督察员 Chinese Champion, 材料管理员 Magnificent Materials Manager, 记录员 Remarkable Recorder, 工作管理员 Terrific Taskmaster, 演示质检员 Polished Presenter</p>	<p><b>Time of Day</b> 上午 morning, 下午 afternoon, 中午 noon, 夜晚 night, etc.</p> <p><b>Seasons</b> 秋天 fall, 夏天 summer, 春天 spring, 冬天 winter</p> <p><b>Months</b> 一月 January, 二月 February, 三月 March, etc.</p> <p><b>Weather/Climature</b> 冷 cold/热 hot, 干 dry/多雨的 rainy, 晴朗的 sunny/多云的 cloudy, 凉 cool/暖 warm, 绿 green, 湿 wet</p> <p><b>Rainforest / "Hot, Dry Place" Words</b> 很多植物 lots of plants, 动物 animals, 飞虫 insects, 很少植物 few plants</p> <p><b>Languages</b> 西班牙语 Spanish, 中文 Chinese</p> <p><b>Country Names</b> 萨尔瓦多 El Salvador, 美国 United States, 中国 China</p> <p><b>Nationality Adjectives</b> 萨尔瓦多的 Salvadoran, 中国的 Chinese, 美国的 American</p> <p><b>Pronouns</b> 这 this, 这些 these, 那 that, 那些 those</p> <p><b>Instructional Activities</b> 学生 student, 铅笔 pencil, 笔 pen, 背包 backpack, 瓶 bottle, 水 water</p>

**Note:** In the *Language Function-Form-Vocabulary Connection* section you will find additional vocabulary that is directly supportive of the various language functions. The particular words and phrases you choose to target for this lesson will depend on your students' proficiency levels. Because of this, we have not included all vocabulary here. Also, at the end of this lesson you will find a table that provides more detailed information about the lesson vocabulary identified above.

**PREPARATION (教学准备)****Materials Needed for Instruction**

- MMIC *Juan Daniel* CH: Mandarin Chinese version of the *Juan Daniel* story
- MMIC 3-IWB: Interactive whiteboard pages for Lesson 3
- Props to support the story reading (e. g., soccer jersey, soccer ball)
- Cross-cultural chart (started in lesson 2)
- Handouts:
  - a. MMIC 3-1: *Story Sequencing Pictures*, one set of pictures per group of 3-4 students. **Note:** *Copy these on card stock and, if possible, laminate them. The picture cards are used for both Learning Activity 5 and Learning Activity 6*
  - b. MMIC 3-2: *Story Sequencing Sentences*, one set of sentence strips per group of 3-4 students.

**LEARNING ACTIVITIES (教学活动)****Preview Phase—"Intro" Activities**

The class will review the main ideas, vocabulary, and cultural information from *Juan Daniel* Chapter 1, develop understanding of the concept of "basic needs," and describe rain forests and their inhabitants.

**Time:** Learning Activity 1—20 minutes  
Learning Activity 2—40 minutes  
Learning Activity 3—30 minutes

**Learning Activity 1**

- Review story information from *Juan Daniel* Chapter 1 using multiple-choice questions. Display each multiple-choice question below one at a time on pages 1-6 of MMIC 3-IWB. Read the questions aloud and have students independently select an answer. Remind them to skim the Chapter 1 text, find supporting information for their response and be ready to share this information with the whole class.





**Note:** *If available, use clickers or a similar student response system on the interactive whiteboard.*

中文	English
1. 故事发生在哪儿? a. 美国 b. 中国 c. 萨尔瓦多 d. 新加坡 e. 加拿大	1. Where does this story take place? a. The United States b. China c. El Salvador d. Singapore e. Canada
2. Juan Daniel 在做什么? a. 帮妈妈做早餐 b. 准备去足球赛 c. 在自家饭馆帮忙 d. 跟妈妈挥手再见去上学 e. 在饭馆周围跑来跑去	2. What is Juan Daniel doing? a. Helping his mother make breakfast b. Getting ready to go to a soccer game c. Helping serve in the family restaurant d. Waving "goodbye" to his mother on this way to school e. Running around the restaurant
3. 他的旅行袋里有什么? a. 足球 b. 水瓶 c. T-恤衫 d. 毛巾 e. a、b、c、和 d	3. What does he have in his duffle bag? a. a soccer ball b. a water bottle c. a t-shirt d. a towel e. all of the above

<p>4. Mamá Tere 在做什么?</p> <p>a. 做 pupusas</p> <p>b. 踢足球</p> <p>c. 在饭馆里招待顾客</p> <p>d. a 和 c</p> <p>e. a、b、c、和 d</p>	<p>4. What is Mamá Tere doing?</p> <p>a. Making pupusas</p> <p>b. Playing soccer</p> <p>c. Serving food in her restaurant</p> <p>d. Both a and c</p> <p>e. All of the above</p>
<p>5. Juan Daniel 在去球赛以前做什么?</p> <p>a. 亲了亲奶奶</p> <p>b. 吃 pupusa</p> <p>c. 在饭馆里招待顾客</p> <p>d. 和桌上的人说话</p> <p>e. 布置桌子</p>	<p>5. What does Juan Daniel do before he leaves for the game?</p> <p>a. Kisses his grandmother</p> <p>b. Eats a pupusa</p> <p>c. Serves food to the customers</p> <p>d. Talks with the man at the table</p> <p>e. Sets the tables</p>
<p>6. 天气怎么样?</p> <p>a. 干冷</p> <p>b. 炎热</p> <p>c. 炎热而且下雨</p> <p>d. 多云而且凉爽</p> <p>e. 都不对</p>	<p>6. What is the weather like?</p> <p>a. Cold and dry</p> <p>b. Hot and sunny</p> <p>c. Hot and rainy</p> <p>d. Cloudy and cool</p> <p>e. None of the above</p>

2. Invite individual students to read the question aloud and provide their answers and supporting information. After each answer, check with the whole class for agreement/disagreement.



Language Function-Form-Vocabulary Connections (Activity 1)		
<b>CO LP 3.1.1</b>	<b>Recognize and interpret characters that form words and phrases adhering to character structure rules and stroke order guidelines</b>	
For example: Left-right: 叫、场 Top-bottom: 吉、只 Left, middle, right: 树、谁 Top, middle, bottom: 复、常 One-part, totally enclosed: 国、回 Partially enclosed: 用, 原		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
<b>One- and two-part characters</b>  One-part character 我、生 One-part, totally enclosed 国、回  Two-part characters Left-right: 叫、场 Top-bottom: 吉、只	<b>Three-part characters</b>  Left, middle, right: 树、谁 Top, middle, bottom: 复、常 Left, top-right, bottom-right: 锋、纷 Top-left, bottom-left, right: 部、剂、劲 Left-top, right-top, bottom: 然、赞 Top, left-bottom, right-top: 死、前	<b>Four + part characters</b>  Left-top, right-top, left-bottom, right bottom: 能、舒 Left, top-right, middle-right, bottom-right: 慢、镜 Left, middle, top-right, bottom-right: 游 Left, middle-top, middle-bottom, right: 湖
<b>Form focus: Formation of Chinese characters</b>		
1. Character structure rules		
Chinese characters are called "square" characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.		
For example,		
Two-part structures:  (top/bottom),  (left/right)		
Three-part structures:  (left, top-right, bottom-right),  (top-left, bottom-left, right), etc.		

## 2. Stroke order guidelines

General rules for writing Chinese characters are:

1. Horizontal first, then vertical.
2. Top first, then bottom.
3. Left first, then right.
4. Left-slanted first, then right-slanted.
5. Outside first, then inside.
6. Center first, then both sides.
7. With “closed” characters, enter character first, then close it up.

CO LP 3.1.2	Recognize and interpret semantic radicals as separate characters or as part of another character	
For example: 言 (yán, speech), when used as a semantic radical, turns into 讠, e.g., 说 (to speak) 牛 (niú, ox), when used as a semantic radical, has two forms: 牜, e.g., 物 (object) or 牾, e.g., 告 (to tell)		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
Some semantic radicals can be stand-alone characters and do not change form when used as part of another character: 大 (big), 天 (sky/heaven/day) 虫 (insect), 蛙 (frog)  Some semantic radicals can only be part of other characters: 疒 (sick), 病 (illness, sick) 艹 (grass), 草 (grass)	Some semantic radicals change form when used as part of another character: 手 (hand) could be in the forms of 扌 → 把 (“bǎ”) or 扌 → 看 (look) 金 (gold) will be in the form of 钅 → 锻炼 (exercise)	Some less commonly used semantic radicals: 矢 (shǐ, arrow) as in 矮 (short) 身 (shēn, body) as in 躺 (to lie down)
Form focus		
1. Semantic radicals		
There are about 201 semantic radicals used in 7,000 characters listed in the <i>Statistics of Commonly Used Characters</i> 《现代汉语通用字表》 (1998). Among 201 radicals, 100 are frequently used in high frequency characters (Shen, 2007). Historically, semantic radicals are all integral characters. Take the above mentioned character 蛙 as an example: the left part of the character 蛙 (insect) is a semantic radical and it suggests the meaning of this character		

"tadpole." However, 虫 by itself is also an independent character. A few semantic radicals, however, no longer appear as independent characters in modern Chinese.

Semantic radicals can cue the meaning of the compound characters. For example, more than 90% of compound characters with the semantic radical 手 (hand) have their meanings related to the hand or to the action of the hand (Jin, 1985). However, the semantic radical suggests only a general category of meaning of the compound; it does not provide a specific meaning or definition. Take the character 河 (river) for example: the semantic radical in this character is 氵 (water), which suggests that its meaning has some relationship only to water; it does not provide the exact meaning *river*.

## 2. Placement of semantic radicals

There are rules of thumb for where to place radicals:

1. Left part of the character
2. Right part of the character
3. Top part of the character
4. Bottom part of the character
5. Whole-word frames: 口 (surround), totally enclosed, and 疒 (sickness) or 辶 (to go, movement), examples of partially enclosed

**Learning Activity 2**

1. Ask students if any of them play soccer and what things they need to bring or wear as a soccer player.
2. Next, lead the class in a pre-reading activity. What things does Juan Daniel need to play soccer? Use page 7 of MMIC 3-IWB with the “pull the vocabulary out of the soccer bag” activity to review soccer vocabulary and to introduce the concept of “basic needs,” which is a central idea in this unit. Invite a student volunteer to go to the bag and “pull out” a mystery item from the bag [an image]; then have the same student find the corresponding character(s) from a “bank” of characters on the whiteboard page and drag the character to the image. Ask the student to identify any clues they noticed in the characters that helped them to find the correct word for the item. Ask the class if they agree that Juan Daniel will need this item (be sure to use its name!) to play soccer.
3. Continue this activity with different student volunteers until all of the items have been pulled from the bag, correctly labeled, and briefly discussed.

中文	English
旅行包	duffel bag
T-恤衫	T-shirt
毛巾	Towel
水瓶	water bottle
足球	soccer ball

4. Refer to the items on page 7 of the whiteboard and introduce the concept of “basic needs.” Write the phrase “必需品 (basic needs)” on the board and ask students to copy these key words in their notebooks. To check for student understanding, ask students to identify the basic needs of a student, a baby, etc.
5. Play a short video clip from a soccer game on page 8 of MMIC 3-IWB. Invite students to brainstorm the “basic needs” of a soccer game. Play the video clip again and pause it at various points to elicit soccer game vocabulary again from the students and use the vocabulary to describe what is happening in the video. During this pre-reading activity, introduce as much of the following words/expressions as possible, using the video clip and other pictures on the whiteboard:

中文	English
足球场	soccer field
足球偶像	soccer idol
队	Team
队友	Teammates
队长	team captain
冠军	Champion
进球	Goal

守门员	goalie
赢	win
输	lose
防守	block the shot
踢球	kick the ball
欺负	bully
板凳	bench
换下场	benched

Language Function-Form-Vocabulary Connections (Activity 2)		
CO LP 3.2.1	State or identify what/who something is or is not	
For example:		
Approaching	Attaining	Expanding
这(不)是水瓶/足球。	这个东西(不)是水瓶/足球。	这个东西(不)是水瓶/足球。
这(不)是队长/守门员/足球偶像。	这个人(不)是队长/守门员/足球偶像。	这位女士/男士(不)是队长/守门员/足球偶像。
This is/is not a water bottle/soccer.	This object is/is not a water bottle/soccer.	This object is/is not technology.
This is/is not a team captain/goalie/soccer idol.	This person is/is not a team captain/goalie/soccer idol.	This lady/gentleman is/is not a team captain/goalie/soccer idol.
Pronoun (这) + Verb (是) + noun.	Pronoun (这) + (CL + subj) + Verb (是) + noun.	Pronoun (这) + (CL + subj.) + Verb (是) + noun.
Form focus		
<p>不 (bú) is an adverb that means "not." Like most adverbs, 不 (bú) always appears before the verb, in this case, 是.</p> <p>这是 a pronoun and means "this, these." It may or may not be followed by a classifier (CL) and a noun, for example,</p> <p>这个人 是 工程师。 (This person is an engineer.)</p> <p>这是 工程师。 (This is an engineer.)</p>		
Noticing and awareness spotlight: 个人/东西 vs. 位女士/男士		
The classifier 个 is the most commonly used classifier when referring to people or things. To indicate more respect for the person being referred to, use 位女士/男士, a more formal classifier + noun for people.		

CO LP 3.2.2	State use/function of something using purpose verb phrase, 来 + verb + object	
Approaching	Attaining	Expanding
Juan Daniel 用水杯喝水。	Juan Daniel 需要水杯来喝水。	Juan Daniel 需要用水杯来喝水。
Juan Daniel uses a water bottle to drink water.	Juan Daniel needs a water bottle to drink water.	Juan Daniel needs to use a water bottle to drink water.

Subj. + Verb <sub>1</sub> + Object <sub>1</sub> + Verb <sub>2</sub> + Object <sub>2</sub> [Verb <sub>1</sub> and Verb <sub>2</sub> are parallel verbs. They are both actions performed by the same Subj.]	Subj. + Verb <sub>1</sub> 需要 + Object <sub>1</sub> + purpose verb phrase [来 + Verb <sub>2</sub> + Object <sub>2</sub> ]	Subj. + Verb <sub>1</sub> 需要 + Verb <sub>2</sub> 用 + Object <sub>1</sub> + purpose verb phrase [来 + Verb <sub>3</sub> + Object <sub>3</sub> ]
<b>Form focus:</b> Multiple uses of 来		
<ol style="list-style-type: none"> <li>“来” as an action verb, meaning “to come”. e.g., 他昨天来过两次。(He came twice yesterday.)</li> <li>“来” is used to replace the verb in previous sentence. e.g., 把这把这杯茶喝完, 我们再来一瓶! (Drink up this cup of tea, we will drink another!)</li> <li>“来” is placed in front of a verb phrase, indicating purpose. e.g., Juan Daniel 需要水杯来喝水。(Juan Daniel needs a water bottle to drink water.)</li> <li>“来” is used to indicate the direction of an action verb. e.g., 你把那本书拿来! (Bring that book over here!)</li> </ol>		

<b>CC LP 3.2.3</b>	<b>Express a personal opinion</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
我觉得／想 ..... I feel like/think...	在我看来..... It seems to me like...	我建议..... I suggest...
也许／可能 (maybe, perhaps)	对我来说, ..... In my opinion, ...	我的看法是..... My thoughts are...
	我认为..... I believe/think ...	我是说..... What I mean is...

**Learning Activity 3**

1. Invite students to close their eyes for a minute and imagine a rain forest. Tell them to think of three adjectives that could describe their rain forest. Then, have students whisper to a partner their three adjectives that can describe the rain forest.
2. Invite a few students to share their words with the whole class. Using a picture on the whiteboard (page 9 of MMIC 3-IWB), briefly discuss the concept of “rain forest.” Add the word “热带雨林 (rain forest)” to the list of key unit vocabulary posted in the classroom and have students write it in their notebooks as well. Show students page 10 of MMIC 3-IWB, a few pictures of El Salvador and its geography and point out that El Salvador, like the U.S. and China, has many different regions.
3. Next, show pictures of a variety of animals and insects with character labels on page 11 of MMIC 3-IWB and review/present these to the class. Then show two circles on page 12 of the interactive whiteboard—one that represents the rain forest and the other a hot, dry place.
4. Invite two students up to the whiteboard. Then have these two students take turns asking individual peers the following questions:

中文	English
你觉得这个动物/昆虫是住在热带雨林, 还是干热的地方? 为什么?	Do you think this animal/insect lives in the rain forest or in a hot, dry place? Why or why not?

5. Once students have completed the exchange, ask them to move the animals/insects one at a time to the environment (circle) that corresponds to their classmates’ answers. As they do this, encourage students to say what they are doing in a complete sentence, e.g., “I put the camel in a sunny, dry place.”



## Language Function-Form-Vocabulary Connections (Activity 3)

CO LP 3.3.1	Express location using 在 [zài] in a locative phrase	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
在这儿 (here [vernacular]) 在这里 (here, this place) 在那儿 (there [vernacular]) 在那里 (there, that place) 在家 (home) 在饭馆儿 (restaurant) 在足球场 (soccer field) 在热带雨林里 (rain forest)	在...前边/面/头 (in front of) 在...后边/面/头 (behind) 在...上边/面/头 (above) 在...下边/面/头 (below) 在...里边/面/头 (inside) 在...外边/面/头 (outside)	在这两个部分的中间 (in the center of these two sections/parts/areas)  在又热又干燥的地方 (on the hot, dry place)
在 (zài) + adverb of location (here, there)/noun (home, restaurant, soccer field, country)	在 (zài) + noun + locative particle	在 (zài) + modifying phrase + 的 + noun OR 在 (zài) + modifying phrase + 的 + noun + locative particle
<b>Form focus</b>		
1. Formation of locative phrase: “在 (zài) + noun + locative particle”		
<p>To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). For example, “在 zai + concrete noun + locative particle”</p> <p>在守门员后面: behind the goalie            在足球场上: on the soccer field</p> <p>To provide more detail within a locative phrase, we can add a modifying phrase, for example, “在 (zài) + modifying phrase + (的) + noun (+ locative particle).”</p> <p>There are a few different ways to construct a modifying phrase:</p> <ol style="list-style-type: none"> <li>1. Adj + 的: For example, 在又热又干燥的足球场上 (on the hot, dry soccer field)</li> <li>2. Noun phrase + 的: 在这两个部分的中间 (in the center of these two sections)</li> </ol>		
2. Placement of locative phrase		
<p>Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.</p> <p>A locative phrase, e.g., “在 zai + concrete noun + locative particle,” can be placed in a sentence as follows:</p> <ol style="list-style-type: none"> <li>1. Directly before the main verb. (Typical placement)            我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter.            (Subj + locative phrase + verb + past tense marker + object.)</li> </ol>		

<p>2. At the beginning of the sentence and set off by a comma. (for emphasis)          在咖啡过滤纸上，我们放了一块海绵。 On the coffee filter, we put a sponge.          (Locative phrase, subj + verb + past tense marker + object.)</p> <p>3. After main verb in a 把-construction (giving emphasis to the direct object)          我们把一块海绵放在咖啡过滤纸上了。 We placed a sponge on the coffee filter.          (Subj + 把-construction [把 + object + verb + complement] + past tense marker.)</p>
<b>Noticing and awareness spotlight:</b> Use of suffixes 边、面、头
<p>Locative particles such as 前 (in front of) and 后 (behind) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian)、头 (-tou) and become, for example, 前边/面/头.</p> <p>The following adverbs of location can be used interchangeably:          这儿 (here [vernacular]); 这里 (here, this place)          那儿 (there [vernacular]); 那里 (there, that place)</p>

<b>CO LP 3.3.2</b>	<b>State or identify attributes of something/someone using predicative adjective(s) construction</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
<i>El Imposible</i> 热。	<i>El Imposible</i> 又热又潮湿。	El campo de fútbol 很热，可是 不潮湿。
<i>El Imposible</i> is hot.	<i>El Imposible</i> is hot and wet.	El campo de fútbol is very hot, but not wet.
Subj. + ("be" Verb 是 understood) + adjective as predicative	Subj. + adjectives as predicative [又+adj. +又+adj.]	Subj. + adjective as predicative, + contrastive clause (可是 不.....)
<b>Form focus</b>		
In the sentence, Subj. + adjective as predicative, "be" Verb 是 is understood.		
<b>Noticing and awareness spotlight:</b> 又..... 又.....		
<p>又 is an adverb and therefore must always precede a verb or adjective, never a noun.          e.g.,          这个地方又干净，又漂亮。 (This place is both clean and pretty.)          他又不喝咖啡，又不喝茶。 (He drinks neither coffee nor tea.)</p>		

CO LP 3.3.3	Describe attributes of something/someone using a predicative construction with the main noun modified by a relative clause	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
蜥蜴和青蛙一起住。  A lizard and a frog live together.	蜥蜴和青蛙住的地方很相似。  The places that a lizard and a frog live in are very similar.	大部分的蜥蜴，青蛙和鳄鱼住在热带雨林里。  Most lizards, frogs, and crocodiles live in the rain forest.
Noun phrase (noun A + 和 + noun B) + verb phrase (adverb 一起 + verb)	Noun phrase [relative clause (subj + verb + 的) + main noun (omitted “be” verb) + predicative adjective construction (“be” Verb 是 understood + intensifier + adjective)]	Modified noun phrase (A, B + 和 + C) + verb + locative phrase complement
<b>Form focus:</b> Use of verb phrase or relative clause to describe main noun		
<p>There are several ways to describe persons/places/things. One way is to use a verb phrase and tell what the person/thing does. For example,            蜥蜴和青蛙一起住。 A lizard and a frog live together.            前锋 + 射门得分。 A forward kicks the ball and scores goals.            水瓶 + 盛水。 A water bottle carries water.</p> <p>Another way to describe something/someone is to use a relative clause: a nominalized verb + object + 的 clause placed in front of the noun being modified.            For example,            蜥蜴和青蛙住的 + 地方 - The places that a lizard and a frog live in...            一个设计科技的 + 人 - “someone who designs technology”            设计宇宙飞船的 + 航空工程师 - “An aerospace engineer who designs spaceships”</p> <p>A third way to describe someone/something is to use the predicative adjective “Subj. + (“be” Verb 是 understood) + adjective” construction either by itself or in combination with a relative clause.            An example of the latter is,            蜥蜴和青蛙住的地方很相似。 The places that a lizard and a frog live in are very similar.</p>		

CO LP 3.3.4	Support ideas/opinions using compound sentences with adverb 因此		
For example:			
	Approaching	Attaining	Expanding
	我们放..., 因为 蜥蜴, 青蛙和鳄鱼都住在热带雨林里。  We put..., because lizards, frogs, and crocodiles all live in the rainforest.	蜥蜴, 青蛙和鳄鱼都住在热带雨林里, 因此, 我们把它放在这个圆圈里。  Lizards, frogs, and crocodiles all live in the rainforest, as a result, we put them in this circle.	由于..., 因此, 我们把它放在这个圆圈里。  Due to ..., as a result we put them in this circle.
	....., 因为 (because)..... 因为 (because)....., 所以 (so)	....., 因此 (as a result, therefore), .....	由于 (due to)....., 因此 (as a result, therefore), .....
<b>Form focus:</b> ....., 因此 (as a result, therefore), .....			
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.			
<b>Noticing and awareness spotlight:</b> Use of 由于 (due to)			
由于 (due to)....., reflects a more formal register and is more likely to be used in written communication.			

CO LP 3.3.5	Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb		
For example:			
	Approaching	Attaining	Expanding
	我们放蜥蜴, 青蛙和鳄鱼这里。  We put lizards, frogs, and crocodiles here.	我们把蜥蜴, 青蛙和鳄鱼放在这个圆圈里。  We put lizards, frogs, and crocodiles in this circle.	我们把蜥蜴, 青蛙和鳄鱼都放在这个圆圈里。  We put lizards, frogs, and crocodiles all in this circle.
	Simple SVO (Subj-verb-direct object) sentence structure + adverb of location complement	Subj +把-construction (particle 把 + direct object noun phrase + verb) + locative complement	Subj +把-construction (particle 把 + direct object noun phrase + adverb of quantity 都 + verb) + locative complement

### Form focus

#### 1. Use of 把-construction vs. simple SVO (Subj-verb-direct object)

A 把-construction (including 把 + direct object + verb + complement) will typically reference something specific that the speaker thinks the hearer knows about, not something unknown to the hearer.

If a sentence *communicates something that happens to the direct object*, then use of the 把-construction is appropriate.

For example,

- Juan Daniel 把球踢进了。(Subj + 把 + direct object noun phrase + verb + directional complement + past tense marker.) Juan Daniel kicked the soccer ball in.
- 我们把这个想法放/写在这个部分。(Subj + 把 + direct object noun phrase + verb + locative complement.) We wrote/put our ideas in this section.

However, if there is *no additional information given as to what has happened to the direct object*, use of a 把-construction is incorrect. For example, in the sentence below, the 把-construction is not allowed:

Juan Daniel 想他的青蛙。(Subj. + verb + direct object noun phrase) Juan Daniel misses his frog.

#### 2. Placement of locative phrase

Unlike in English, a locative phrase is placed either at the beginning of the sentence or before the main verb, NOT at the end of the sentence.

A locative phrase, e.g., “在 zài + concrete noun +locative particle,” can be placed in a sentence as follows:

1. Directly before the main verb. (Typical placement)  
我们在咖啡过滤纸上放了一块海绵。We put a sponge on the coffee filter.  
(Subj + locative phrase + verb + past tense marker + object.)
2. At the beginning of the sentence and set off by a comma. (for emphasis)  
在咖啡过滤纸上，我们放了一块海绵。On the coffee filter, we put a sponge.  
(Locative phrase, subj + verb + past tense marker + object.)
3. After main verb in a 把-construction (giving emphasis to the direct object)  
我们把一块海绵放在咖啡过滤纸上了。We placed a sponge on the coffee filter.  
(Subj + 把-construction [把 + object + verb + locative phrase as complement] + past tense marker.)

CC LP 3.3.6	Negotiate turn-taking	
For example:		
Approaching	Attaining	Expanding
<p>该我了! My turn!</p> <p>到你了! Your turn!</p> <p>下一个是谁? Who's next?</p> <p>下一个是你吗? Are you the next one?</p>	<p>下一个该轮到谁了? Who is the next?</p> <p>我觉得该你了。 I think it's your turn.</p> <p>大家都在等你呢! All of us are waiting for you!</p>	<p>如果你不赶紧，我们都不能往下进行。 If you don't hurry, none of us can move on to the next.</p>

### **Focused Learning Phase-- “Through” activities**

Using visuals and gestures to present new vocabulary and cultural concepts, the teacher will read *Juan Daniel* Chapter 2 aloud to the students as they follow along in their packets. Students will then match sentences to pictures and sequence them to re-tell the story.

**Time:** Learning Activity 4—40 minutes  
Learning Activity 5—40 minutes

#### **Learning Activity 4**

1. Have the students open their packets to Chapter 2.
2. Ask students to listen carefully for key words and phrases that give more information about these two Spanish phrases: *El Imposible* and “el campo de fútbol.” Display a T-chart on page 13 of MMIC 3-IWB with these two phrases on the top of the chart. Ask students to do the same in their notebooks so that they can jot down key words and phrases as they listen.
3. Read paragraph one of Chapter 2 to the students. Ask students to share any words and phrases and record these on the chart. Encourage students to write these words on their T-charts as well.
4. Continue reading Chapter 2, pausing at appropriate places to check comprehension, model reading strategies, and add words to the T-chart.

**Note:** On page 8 of MMIC 3-IWB, there is a link to a soccer bully video clip that you can replay to recycle soccer-related vocabulary in dialogue with the whole class.

5. Invite students to guess the meaning of the two Spanish phrases by asking: Who thinks they know what *El Imposible* is? “El campo de fútbol”? Ask students what strategies they use to read new words. Be sure (if students don’t) to point out the “good reader” strategies of guessing word meaning in context or looking at cognates. Ask students to think of any other words they know that can be used to describe a rain forest and a soccer field. Add students’ words to the T-chart.

中文	English
绿	green
湿	wet
暖	warm
植物繁多	lots of plants
树	trees
动物	animals
昆虫	bugs
干	dry
热	hot
无/没有树	no trees





无/没有植物	no plants
有很少动物和昆虫	few animals or bugs

6. Ask students if anyone has ever heard of a “干旱季节 (dry season)” and invite them to talk with a neighbor for 30 seconds about what they know about it. When students have shared with neighbors, ask them to talk with their neighbors about the following: Does Minnesota have a dry season? What kind of seasons might Minnesota have? (e.g., snow season, cold season, hot season, etc.) Students should share answers with the whole class.
7. Ask students if anyone has ever been to a national park, such as Yellowstone or Yosemite. Link that to *El Impossible*, which is a national rain forest reserve.
8. Challenge task: Challenge students to see if anyone can find out if there are any rain forests in the US or in China and share what they learn with the class tomorrow.



Language Function-Form-Vocabulary Connections (Activity 4)		
<b>CO LP 3.4.1</b>	<b>Describe attributes of something using predicative adjective(s) construction</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
<i>El Imposible</i> 热。 <i>El Imposible</i> is hot.	<i>El Imposible</i> 又热又潮湿。 <i>El Imposible</i> is hot and wet.	El campo de fútbol 很热，可是 不潮湿。 El campo de fútbol is very hot, but not wet.
Subj. + adjective as predicative	Subj. + adjectives as predicative [又+adj. +又 + adj.]	Subj. + adjective as predicative, + contrastive clause (可是 不.....)
<b>Form focus</b>		
In the sentence, Subj. + adjective as predicative, "be" Verb 是 is understood.		
<b>Noticing and awareness spotlight:</b> 又.....又.....		
又 is an adverb and therefore must always precede a verb or adjective, never a noun. e.g., 这个地方又干净，又漂亮。(This place is both clean and pretty.) 他又不喝咖啡，又不喝茶。(He drinks neither coffee nor tea.)		

<b>CO LP 3.4.2</b>	<b>Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines</b>
For example: Left-right: 叫、场 Top-bottom: 吉、只 Left, middle, right: 树、谁 Top, middle, bottom: 复、常 One-part, totally enclosed: 国、回 Partially enclosed: 用、原	

Approaching	Attaining	Expanding
<p><b>One- and two-part characters</b></p> <p>One-part character 我、生</p> <p>One-part, totally enclosed 国、回</p> <p>Two-part characters Left-right: 叫、场 Top-bottom: 吉、只</p>	<p><b>Three-part characters</b></p> <p>Left, middle, right: 树、谁 Top, middle, bottom: 复、常 Left, top-right, bottom-right: 锋、纷 Top-left, bottom-left, right: 部、剂、劲 Left-top, right-top, bottom: 然、赞 Top, left-bottom, right-top: 死、前</p>	<p><b>Four + part characters</b></p> <p>Left-top, right-top, left-bottom, right bottom: 能、舒 Left, top-right, middle-right, bottom-right: 慢、镜 Left, middle, top-right, bottom-right: 游 Left, middle-top, middle-bottom, right: 湖</p>
<b>Form focus:</b> Formation of Chinese characters		
1. Character structure rules		
<p>Chinese characters are called "square" characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.</p> <p>For example,</p> <p>Two-part structures:  (top/bottom),  (left/right)</p> <p>Three-part structures:  (left, top-right, bottom-right),  (top-left, bottom-left, right), etc.</p>		
2. Stroke order guidelines		
<p>General rules for writing Chinese characters are:</p> <ol style="list-style-type: none"> <li>1. Horizontal first, then vertical.</li> <li>2. Top first, then bottom.</li> <li>3. Left first, then right.</li> <li>4. Left-slanted first, then right-slanted.</li> <li>5. Outside first, then inside.</li> <li>6. Center first, then both sides.</li> <li>7. With "closed" characters, enter character first, then close it up.</li> </ol>		

CC LP 3.4.3	Express a personal opinion	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
我觉得／想 ..... I feel like/think...  也许／可能 (maybe, perhaps)	在我看来..... It seems to me like...  对我来说, ..... In my opinion, ...  我认为..... I believe/think ...	我建议..... I suggest...  我的看法是..... My thoughts are...  我是说..... What I mean is...

**Learning Activity 5**

1. Divide students into pairs.
2. Give each pair a set of pictures from MMIC 3-1: *Story Sequencing*, and a set of sentence strips (MMIC 3-2). Students may cut these strips or they may be cut in advance.
3. Review a selection of sequencing words and phrases (see *CO: 3.5-6.2*) before asking students to begin.
4. Invite students to talk with each other and to sequence the pictures, which are story events from Chapter 2.
5. When students have finished, read Chapter 2 a second time. Students' task this time is to listen carefully and to check the accuracy of their pair's picture sequencing. During this read-aloud, display page 14 of MMIC 3-IWB. As you read, pause and invite different student pairs to match the picture to the sentence that best describes that part of the chapter. Continue in this manner to the end of the chapter. The correct sequencing order of the pictures and sentence strips is as follows:

中文	English
Juan Daniel 和 Carlos 互相问候。	Juan Daniel and Carlos greet each other.
Juan Daniel 跟 Carlos 谈论他的足球偶像。	Juan Daniel tells Carlos about his soccer idol.
Juan Daniel 的球队会见另一支球队。	Juan Daniel's team meets the other team.
Juan Daniel 踢进一个球 (比分是 1:0)。	Juan Daniel scores a goal (1-nothing is the score).
Juan Daniel 想再进一个球。	Juan Daniel tries to score another goal.
Jose Eduardo 恶意地推 Juan Daniel。	The bully Jose Eduardo pushes Juan Daniel.
Juan Daniel 摔倒在地上。	Juan Daniel falls and hits the ground.
Juan Daniel 说: "我的胳膊!"	Juan Daniel says, "My arm!"
Juan Daniel 想继续踢下去。	Juan Daniel wants to keep playing.
他的队友说他应该在板凳上休息。	His teammates say he should stay on the bench to rest his arm.

6. Allow students to practice reading all sentences aloud to their partners and using sequencing words.
7. Guide class through a read-aloud of the correctly sequenced sentences.

**Expansion Phase-- "Beyond" activities**

Students retell the story chapter in pairs.

**Time:** Learning Activity 6—20 minutes

**Learning Activity 6**

1. Allowing students to work in pairs, have students take the picture cards that they used in Activity 5 (from MMIC 3-1: *Story Sequencing*) and put them into a stack or “摞 (deck)” for a card game.
2. Students will play a card game with the pictures to retell the story chapter with their partner. Model the activity for the students and display the directions on page 15 of MMIC 3-IWB:

中文	English
发卡的人把十张卡片弄乱顺序，然后给每人发五张。	The dealer shuffles the 10 picture cards and deals out 5 cards to each person.
每个人按照故事的情节把五张卡片按次序摆好。	Each student lays out his/her own 5 cards in the correct order as the events happened in the chapter.
每个人把卡片读给他/她的合作伙伴听。	Each student reads his/her story cards aloud to his/her partner using sequencing words as they do this.
两人一组复述故事，每个人按故事的情节讲述自己卡片上的情景。	The pair works together to retell the chapter events, each saying the events that are on his/her own cards in the same order as they happened in the chapter.

Language Function-Form-Vocabulary Connections (Activity 5-6)		
<b>CO LP 3.5-6.1</b>	<b>Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
Juan Daniel 跟朋友一起去踢球了。  Juan Daniel went to play soccer with his friends.	足球比赛的时候, José Eduardo 把 Juan Daniel 推倒了, Juan Daniel 的胳膊受伤了。  While at the soccer game José Eduardo pushed Juan Daniel down and Juan Daniel' arm was hurt.	正当 Juan Daniel 鼓足劲儿要出脚的时候, 突然有人用力地推了一下他的肩膀。  When Juan Daniel was about to kick the soccer ball, someone shoved his shoulder hard.
Simple past time using action verb with temporal marker 了	Use of dependent time phrase in complex sentence and temporal marker 了	Use of dependent time clause in complex sentence and temporal marker 了
<b>Form focus</b>		
1. Use of 了 as temporal marker		
Simple past time can be communicated using 了 (temporal marker), e.g., action verb + 了 (temporal marker). The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.		
2. Use of dependent time phrase/clause in complex sentence		
Mandarin uses adverbs of time and adverb of time phrases to connect two clauses and form one complex sentence. The first clause may consist of <ul style="list-style-type: none"> <li>• An adverb of time placed at the end of the first clause [noun + adverb of time 的时候], e.g., 足球比赛的时候, ..... (While at the soccer game, ...)</li> <li>• or an adverb of time phrase that is separated into two parts [当 (part 1) + simple SVO sentence + 的时候 (part 2)], e.g., 当我们测试尼龙纱窗布的时候, ..... (When we tested the nylon screen,...).</li> </ul> For example, Noun/simple SVO sentence + adverb of time phrase 以后.....后 (after), + main clause. Noun/simple SVO sentence + adverb of time 以前 (before), + main clause. Noun/simple SVO sentence + adverb of time phrase 当.....的时候 (when/while at), + main clause.		
<b>Noticing and awareness spotlight:</b> Use of temporal marker “了” with “verb + verb complement” structure		

When a two-character "verb + verb complement" structure is used, the temporal marker "了" must be placed after the verb complement.

For example,

[我] 看到了。(I saw.)

However, if the verb complement consists of two characters instead of just one, then "了" can be placed either after the one-character first main verb or after the two-character verb complement.

For example,

他走了出来。(He walked out of there.)

他走出来了。(He walked out of there.)

CO LP 3.5-6.2		Order a series of events using sequencing adverbs	
Approaching		Attaining	Expanding
第一、第二、第三..... Ordinals: first, second, third...  首先, ....., 然后, ..... 最后, ..... First, ..., later, ..., finally, ...  开始 in the beginning  .....先....., .....后..... ...before..., ...after...		首先, ....., 再, ....., 接下来, ..... Initially, ..., then, ..., next, ...  起先、起初 in the beginning  后来 later on  那以后 after that  结束 at the end	于是 consequently, as a result  总之 in conclusion  稍后 afterwards  最终 at the end
For example:			
第一步是.....。在第一步里, 我们.....。 第二步是.....。在第二步里, 我们.....。 第三步是.....。在第三步的时候, 我们打算用.....。  The first step was _____. In the first step, we _____. The second step was _____. In the second step, we _____.		冠军赛的时候, Juan Daniel 和队友们 <b>起初</b> 落后, <b>后来</b> 他们想出了一个取胜的好办法, <b>最后</b> 他们赢了。  In the championship game, Juan Daniel's team was losing at the beginning, later on they came up with a plan, and	上星期冠军赛的时候, Juan Daniel 和队友们 <b>起初</b> 落后, <b>稍后</b> 他们用工程设计程序制定了一个取胜的好办法, <b>于是</b> 他们取得了胜利。  In the championship game last week, Juan Daniel's team was losing at the beginning, afterwards they came up with

The third step is _____. In the third step, we plan to use _____.	finally, they won the game.	a plan using the engineering design process, and finally, they won the game.
<b>Form focus:</b> Placement of sequencing adverbs		
Sequencing adverbs are usually placed at the beginning of the sentence and set off with a comma.		

<b>CC LP 3.5-6.3</b>	<b>Ask for clarification about feedback/advice/idea</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
你说什么? What did you say?  我不懂。 I didn't understand that.  什么意思? What does it mean?	我没听懂, 请你再说一次。 I didn't understand, could you please say it again?  你是不是说..... Did you say...  你说的是.....的意思吗? Does what you said mean...?	你可不可以重复一遍? Could you repeat it one more time?  请你再跟我讲一讲。 Please explain it to me one more time.  你可以给我解释一下吗? Could you explain that to me?
<b>Form focus:</b> Nominalization using 的 (e.g., 你说的是.....)		
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning "what you say" in 你说的是 (What you say is...).		
<b>Noticing and awareness spotlight:</b> Use of 吗? 吧? 呢?		
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning "..., and you?" 吗? is a question particle that is used when one expects a "yes" or "no" response.		



CC LP 3.5-6.4	Negotiate turn-taking		
For example:			
	Approaching	Attaining	Expanding
该我了! My turn!		下一个该轮到谁了? Who is the next?	如果你不赶紧, 我们都不能往下进行。
到你了! Your turn!		我觉得该你了。 I think it's your turn.	If you don't hurry, none of us can move on to the next.
下一个是谁? Who's next?		大家都在等你呢! All of us are waiting for you!	
下一个是你吗? Are you the next one?			

CC LP 3.5-6.5	Express a personal opinion and request agreement		
For example:			
	Approaching	Attaining	Expanding
我觉得/想....., 你呢? I feel like/think....., and you?		在我看来....., 你也同意吗? It seems to me like..., do you agree?	我建议....., 你也是这么想的吗? /吧? I suggest..., do you think so?
也许/可能, 你呢? Maybe/perhaps..., and you?		对我来说, ....., 你也同意吗? In my opinion, ....., do you agree?	我的看法是....., 你也是这么想的吗? /吧? My thoughts are....., do you think so?
		我认为....., 你也同意吗? I believe/think ..., do you agree?	我是说....., 你也是这么想的吗? /吧? What I mean is....., do you think so?
<b>Noticing and awareness spotlight:</b> Use of 吗? 吧? 呢?			
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning “, and you?” 吗? is a question particle that is used when one expects a “yes” or “no” response.			

CC LP 3.5-6.6	Express agreement/disagreement	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
好。 Good.  我同意。 I agree.  我也是 / 同意。 I also + verb (am/agree).  对。 Exactly/Correct.	你说得对。 You are correct.  你完全正确。 You're absolutely right.  我也是这么认为的。 I think so too.  我也不这么认为。 I don't think so either.	我的想法跟你的一样。 I share your thoughts.  我赞成。 I agree (more formal).  我完全赞同。 I agree with you entirely.
不。 No.  不好。 Not good.  不同意。 I don't agree with you.  不对。 Not exactly.	我不是这么认为的。 I don't think so.  是, 可是你不觉得.....? Yes, but don't you think...  我觉得我不同意。 I'm afraid I have to disagree.	我的意见跟你的不同。 My suggestions are different from yours.  我想和你讨论讨论..... I must take issue with you on that.  然而 However
<b>Noticing and awareness spotlight: Repetition of verb</b>		
Repetition of a verb, e.g., 讨论讨论 (to discuss), can be used to soften the tone of voice.		

**Evidence of learning**

- Oral responses to the multiple choice activity reviewing *Juan Daniel*, Chapter 1
- Matching characters and pictures in the soccer bag vocabulary activity
- Oral responses matching insects and animals to their habitats
- Oral contributions to the T-chart discussion comparing *El Imposible* and "el campo de fútbol"
- Correct sequencing of picture cards and sentence strips
- Oral retelling of Chapter 2 using story pictures (card game)

## Vocabulary List

## Content-obligatory (CO)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
dì lǐ	地理	geography	noun
lǚ xíng bāo	旅行包	duffel bag	noun
máo jīn	毛巾	towel	noun
qī fù	欺负	bully	noun/verb
sà ěr wǎ duō de rè dài yǔ lín	萨尔瓦多热带雨林	Salvadoran rain forest	noun
shì jiàn	事件	events	noun
shuǐ píng	水瓶	water bottle	noun
wěn	吻	kiss	noun/verb
xù shān	恤衫	T-shirt	noun
zú qiú	足球	soccer ball	noun
zú qiú chǎng	足球场	soccer field	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
bù tóng de	不同的	different	adjective
chǎng jǐng	场景	setting	noun
dà lù	大陆	continent	noun
gān rè de dì fāng	干热的地方	dry place	noun phrase
hàn jì	旱季	dry season	noun
hán lěng de jì jié	寒冷的季节	cold season	noun phrase
huán jìng	环境	environment	noun
jī běn xū qiú	基本需求	basic needs	noun
liú xíng de yùn dòng	流行的运动	popular sports	noun
qì hòu	气候	climate	noun
qī xī dì	栖息地	habitat	noun
rè dài yǔ lín	热带雨林	rain forest	noun
rén kǒu	人口	population	noun
rén wù	人物	character	noun
shí wù	食物	food	noun
tī zú qiú	踢足球	to play soccer	verb phrase

xià xuě de jì jié	下雪的季节	snow season	noun phrase
xiāng sì de	相似的	similar	adjective
yǔ yán	语言	language	noun

**Content-compatible (CC)**

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǎn dèng	板凳	bench	verb
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
dǎo zài dì shàng	倒在地上	to hit the ground	verb
duǎn kù	短裤	shorts	noun
duì	队	team	noun
duì yǒu	队友	teammates	noun
duì zhǎng	队长	team captain	noun
fā pái	发牌	deal	verb
fáng shǒu	防守	block the shot	verb
gào sù	告诉	to tell	verb
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
guàn jūn	冠军	champion	noun
guó jiā rè dài yǔ lín chǔ bèi	国家热带雨林储备	national rain forest reserve	noun phrase
hù lǐ rén yuán	护理人员	caregiver	noun
huàn xià chǎng	换下场	benched	verb
jì lù yuán	记录员	Remarkable Recorder	noun
jiā ná dà	加拿大	Canada	noun
jìn qiú	进球	goal	noun
lún liú	轮流	take a turn	verb
nǎi zuǐ	奶嘴	pacifier	noun
niào bù	尿布	diaper	noun
niú nǎi	牛奶	milk	noun
quán bān	全班	whole class	noun
rù qiú	入球	score a goal	verb
shǒu mén yuán	守门员	goalie	noun
shū	输	lose	verb
shū	书	book	noun
shuāi dǎo	摔倒	to fall	verb

tǎn zi	毯子	blanket	noun
tī qiú	踢球	kick the ball	verb
tiǎo zhàn rèn wù	挑战任务	challenge task	verb phrase
tuī	推	to push	verb
wèn hòu	问候	to greet	verb
xǐ pái	洗牌	shuffle	verb
xiǎo zǔ	小组	small group	noun
xīn jiā pō	新加坡	Singapore	noun
xiū xi	休息	to rest	verb
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yí fù pū kè pái	一副扑克牌	deck of cards	noun phrase
yíng	赢	win	verb
yùn dòng xié	运动鞋	sports shoes	noun
zhǐ pái yóu xì	纸牌游戏	card game	noun
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
zú qiú ǒu xiàng	足球偶像	soccer idol	noun
<b>识记 Produce</b>			
<b>Pīnyīn</b>	<b>Characters</b>	<b>English meaning</b>	<b>Parts of speech</b>
bāng zhù	帮助	to help	verb
bēi bāo	背包	backpack	noun
bǐ	笔	pen	noun
cāi	猜	to guess	verb
chī	吃	to eat	verb
chú shī	厨师	cook	noun
chūn tiān	春天	spring	noun
dǎ zhāo hu	打招呼	to greet	verb
dài	带	to carry	verb
dōng tiān	冬天	winter	noun
dòng wù	动物	animals	noun
duō yǔ de	多雨的	rainy	adjective
duō yún de	多云的	cloudy	adjective
èr yuè	二月	February	noun
ér zi	儿子	son	noun
fēi chóng	飞虫	bugs	noun
fù qīn	父亲	father	noun
fú wù yuán	服务员	server	noun

gān	干	dry	adjective
gù kè	顾客	customer	noun
hē	喝	to drink	verb
hě duō zhí wù	很多植物	lots of plants	noun phrase
hěn shǎo zhí wù	很少植物	few plants	noun phrase
kàn	看	to look	verb
kàn jiàn	看见	to see	verb
lěng	冷	cold	adjective
lí kāi	离开	to leave	verb
liáng	凉	cool	adjective
lǜ	绿	green	adjective
měi guó	美国	United States	noun
měi guó de	美国的	American	adjective
mǔ qīn	母亲	mother	noun
nà	那	that	pronoun
nà xiē	那些	those	pronoun
nǎi nai	奶奶 / 外婆	grandmother	noun
nǚ ér	女儿	daughter	noun
nuǎn	暖	warm	adjective
pǎo bù	跑步	to run	verb
píng	瓶	bottle	noun
qiān bǐ	铅笔	pencil	noun
qíng lǎng de	晴朗的	sunny	adjective
qiū tiān	秋天	fall	noun
rè	热	hot	adjective
sà ěr wǎ duō	萨尔瓦多	Salvador	noun
sà ěr wǎ duō de	萨尔瓦多的	Salvadoran	adjective
sān yuè	三月	March	noun
shàng wǔ	上午	morning	noun
shī	湿	wet	adjective
shōu shi	收拾	to pack	verb
shuǐ	水	water	noun
shuō huà	说话	to talk	verb
sūn zi	孙子	grandson	noun
wēi xiào	微笑	to smile	verb
xī bān yá yǔ	西班牙语	Spanish	noun
xià jiàng/diē	下降 / 跌	to fall	verb
xià tiān	夏天	summer	noun
xià wǔ	下午	afternoon	noun

xiǎng	想	to think	verb
xiāng xìn	相信	to believe	verb
xiōng dì	兄弟	brother	noun
xué shēng	学生	student	noun
yè wǎn	夜晚	night	noun
yé ye/wài gōng	爷爷/外公	grandfather	noun
yè zhǔ	业主	owner	noun
yī yuè	一月	January	noun
yīng ér	婴儿	baby	noun
zhàn	站	to stand	verb
zhāo hu	招呼	to serve	verb
zhè	这	this	pronoun
zhè xiē	这些	these	pronoun
zhí nǚ/wài shēng nǚ	侄女/外甥女	niece	noun
zhí zi/wài shēng zi	侄子/外甥子	nephew	noun
zhōng guó de	中国的	Chinese	adjective
zhōng wén	中文	Chinese	noun
zhōng wǔ	中午	noon	noun
Zhōngguó	中国	China	proper name
zhǔ	煮	to cook	verb
zuò	坐	to sit	verb





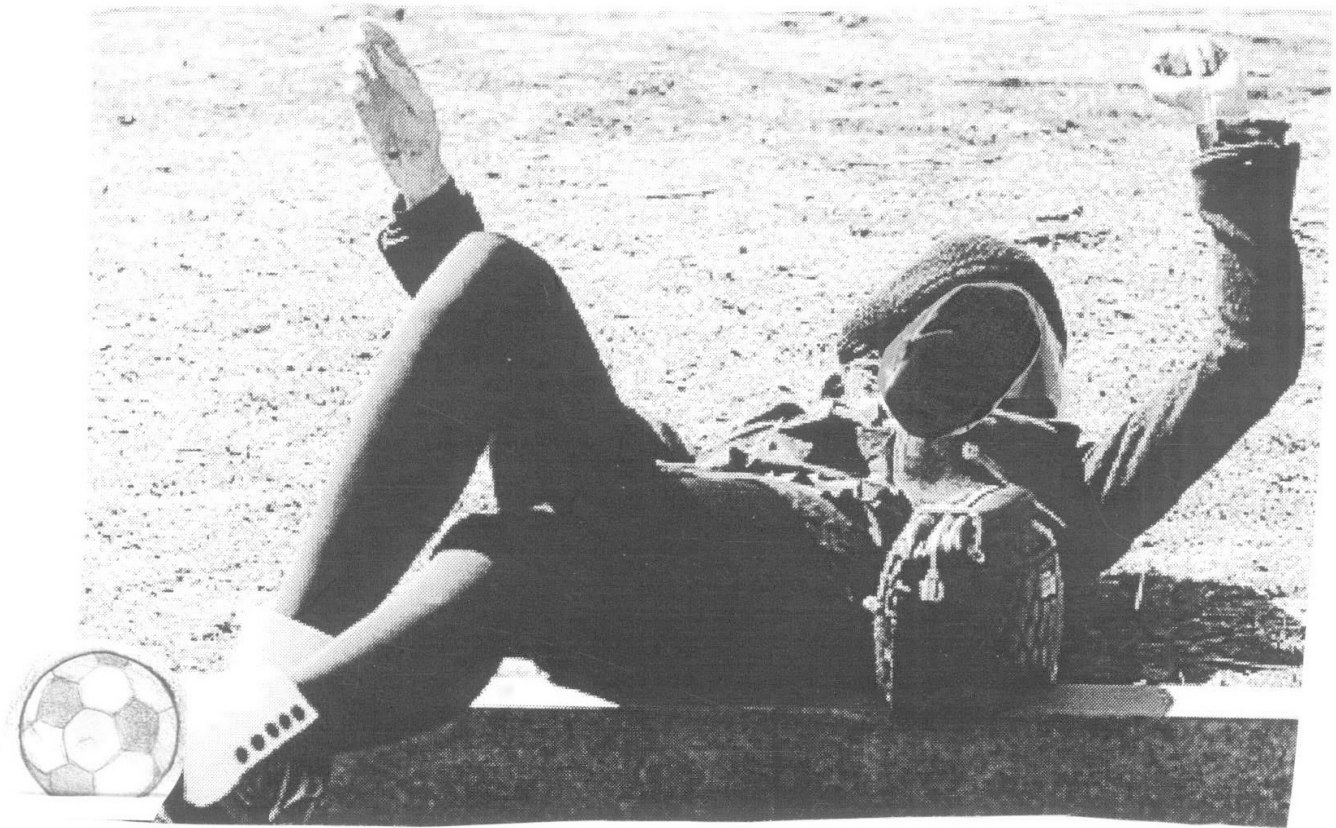








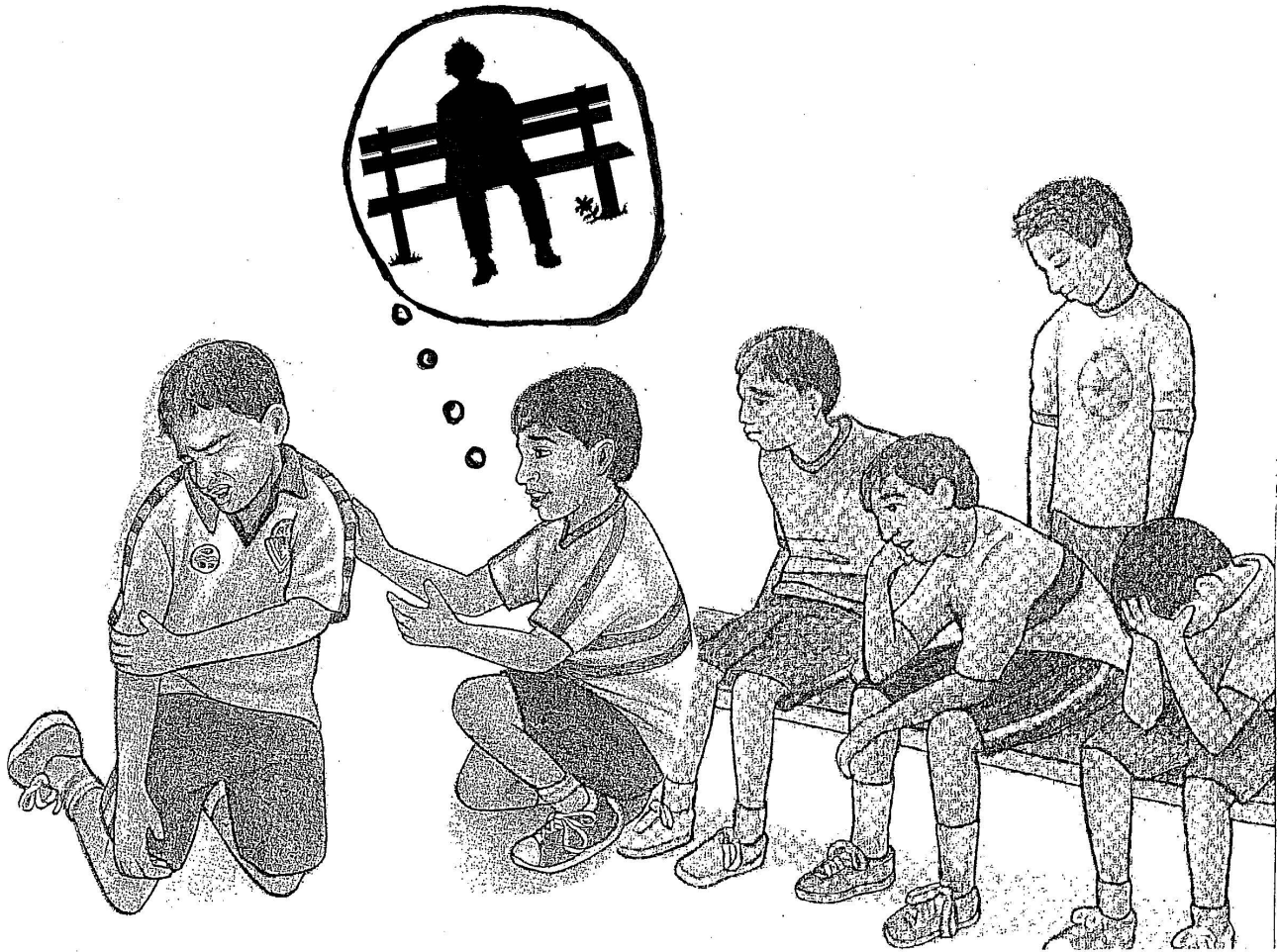




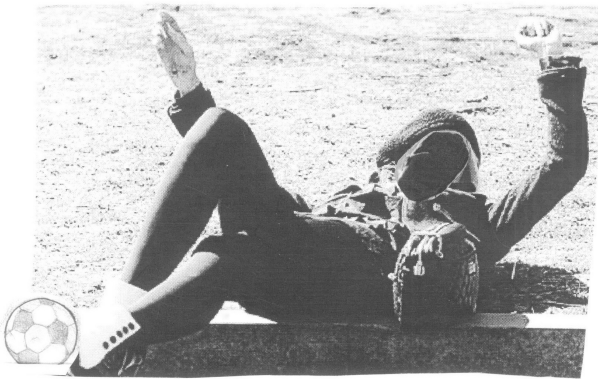


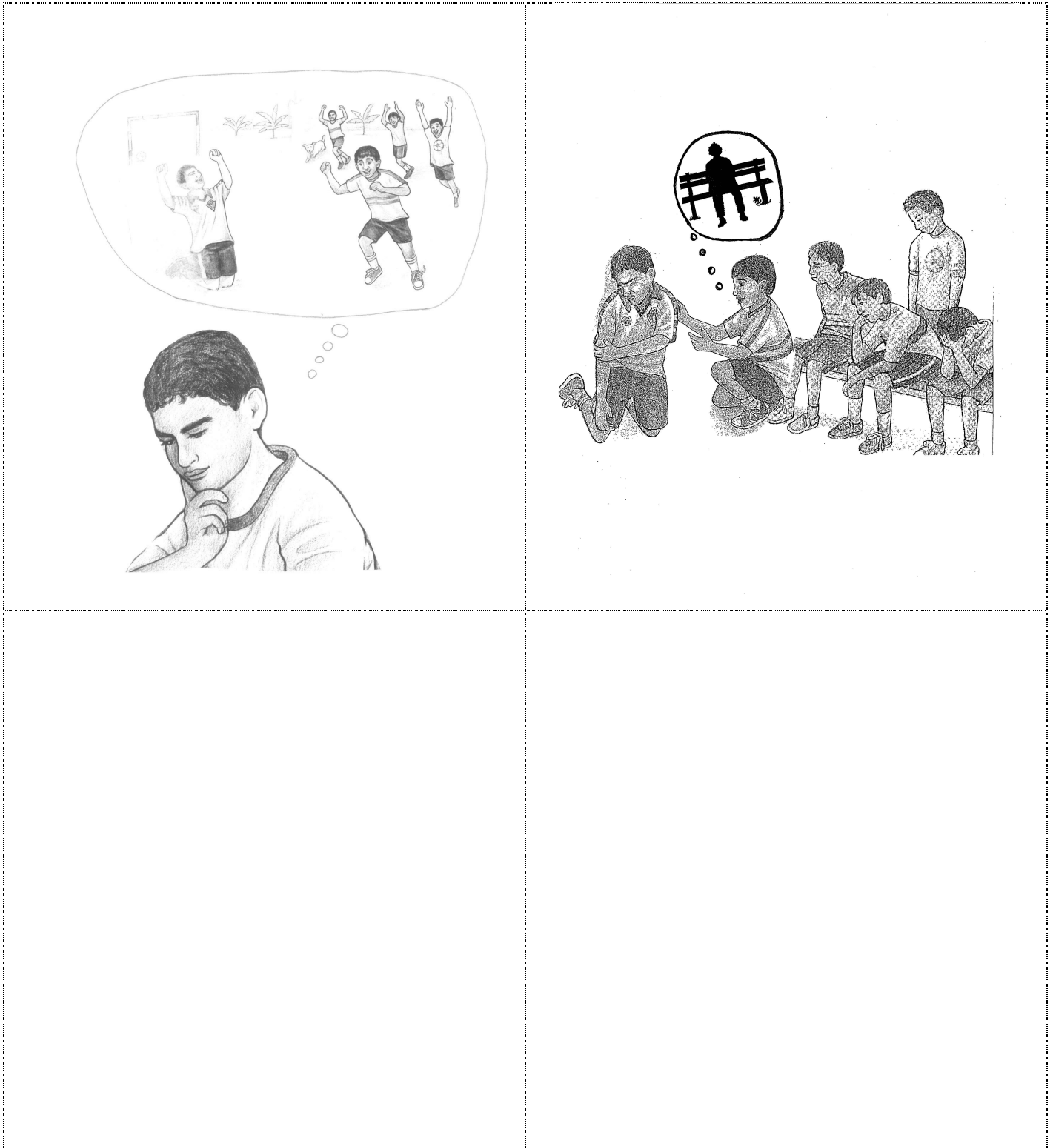












Juan Daniel 和 Carlos 互相问候。

Juan Daniel 跟 Carlos 谈论他的足球偶像。

Juan Daniel 的球队会见另一支球队。

Juan Daniel 踢进一个球 (比分是 1:0)。

Juan Daniel 想再进一个球。

Jose Eduardo 恶意地推 Juan Daniel。

Juan Daniel 摔倒在地上。

Juan Daniel 说：“我的胳膊！”

Juan Daniel 想继续踢下去。

他的队友说他应该在板凳上休息。

Juan Daniel and Carlos greet each other.

Juan Daniel tells Carlos about his soccer idol.

Juan Daniel's team meets the other team.

Juan Daniel scores a goal (1-nothing is the score).

Juan Daniel tries to score another goal.



The bully Jose Eduardo pushes Juan Daniel.

Juan Daniel falls and hits the ground.

Juan Daniel says, "My arm!"

Juan Daniel wants to keep playing.

His teammates say he should stay on the bench  
to rest his arm.

1. 故事发生在哪儿？

- a. 美国
- b. 中国
- c. 萨尔瓦多
- d. 新加坡
- e. 加拿大

2. Juan Daniel 在做什么？

- a. 帮妈妈做早餐
- b. 准备去足球赛
- c. 在自家饭馆帮忙
- d. 跟妈妈挥手再见去上学
- e. 在饭馆周围跑来跑去

3. 他的旅行袋里有什么？

- a. 足球
- b. 水瓶
- c. T-恤衫
- d. 毛巾
- e. a、b、c和d

4. Mamá Tere在做什么？

- a. 做pupusas
- b. 踢足球
- c. 在饭馆里招待顾客
- d. a和c
- e. a、b、c、和d

5. Juan Daniel在去球赛以前做什么？

- a. 亲了亲奶奶
- b. 吃pupusas
- c. 在饭馆里招待顾客
- d. 和桌上的人说话
- e. 布置桌子

6. 天气怎么样？

- a. 干冷
- b. 炎热
- c. 炎热而且下雨
- d. 多云而且凉爽
- e. 都不对

足球队员需要\_\_\_\_\_来参加足球比赛？



足球

水瓶

T-恤衫

毛巾

旅行袋



1. 踢足球的片段

2. 足球场上欺负人的片段

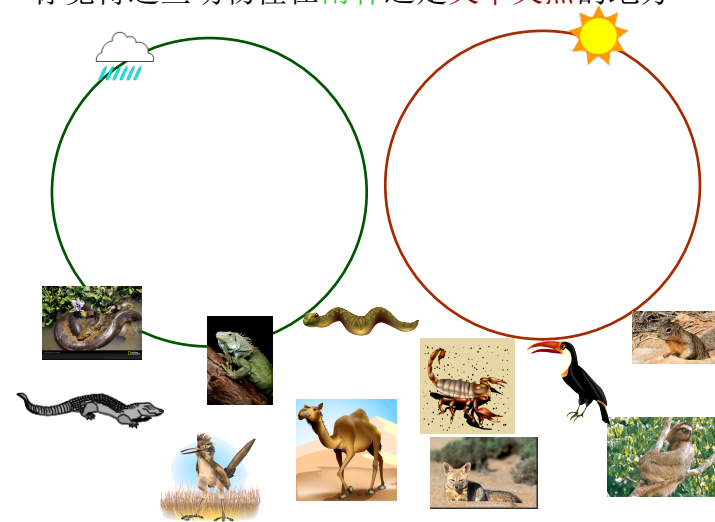
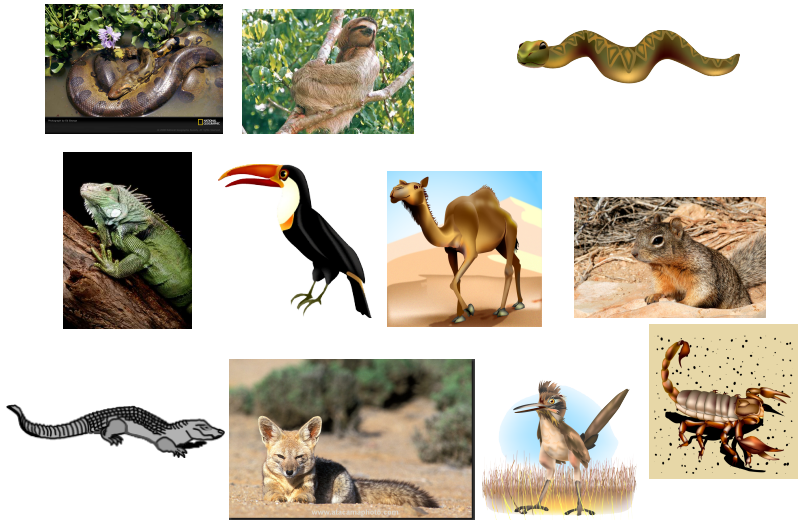




### 认识萨尔瓦多



你觉得这些动物住在雨林还是又干又热的地方？



El Imposible	El campo de fútbol

Jose Eduardo 恶意地推Juan Daniel。

Juan Daniel 想继续踢下去。

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Juan Daniel 想再进一个球。

Juan Daniel 说: “我的胳膊!”

Juan Daniel 跟 Carlos 谈论他的足球偶像。



### 活动#6说明

1. 发卡的人把十张卡片弄乱顺序, 然后给每人发五张。
2. 每个人按照故事的情节把五张卡片按次序摆好。
3. 每个人把卡片读给他/她的合作伙伴听。
4. 两人一组复述故事, 每个人按故事的情节讲述自己卡片上的情景。