

## Lesson 4: "A Fútbol Frog"

(associated with EiE® story *Juan Daniel's Fútbol Frog*, Chapter 3)

**Lesson Topic:** What does a *fútbol* frog have in common with Juan Daniel?

### DESIRED RESULTS (教学目标)

#### Academic Content Objectives: Students can...

##### *Chinese Language Arts*

- Correctly identify text genre and structural elements (setting, characters, problem, solution)
- Skim and scan Chapter 2 *Juan Daniel* story text for specific information
- Apply knowledge of structural elements of narrative and skimming and scanning skills to demonstrate comprehension of *Juan Daniel* Chapter 2
- Identify main ideas with key-words/phrases from *Juan Daniel* Chapter 3
- Demonstrate comprehension of *Juan Daniel* Chapter 3 read-aloud by orally responding to questions
- Demonstrate comprehension of *Juan Daniel* Chapter 3 by using key-words/phrases for retelling the main chapter events in sequence

##### *Science and Engineering*

- Analyze characteristics, behaviors and basic needs of a frog and a soccer player using a compare/contrast chart or tree map
- Identify commonalities in characteristics, behaviors and basic needs of a frog and a soccer player
- Orally recall characteristics and basic information about rain forests

##### *Social Studies and Culture*

- Compare El Salvador, Minnesota and China's capital cities, sports idols, and rain forests

#### Learning Strategies: Students can...

- Make predictions using pictures that accompany the story and based on prior knowledge of story events
- Work cooperatively with a group
- Use a compare/contrast chart or tree map to analyze and compare
- Use key-word strategy for remembering key people and events in a story

**Chinese Language Objectives: Students can...*****Functions and Forms*****Content-obligatory (CO)**

- Ask and answer questions using question words
- Express location using 在 [zài] in a locative phrase
- Describe attributes of person/place/thing using modifying phrases
- Describe emotional states of main characters using adjectives or adverbs
- Describe actions of main characters using verb + resultative complements (directional)
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
- Describe attributes of something/someone using a predicative adjective(s) construction with the main noun modified by a relative clause
- Order a series of events using sequencing adverbs
- Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence

**Content-compatible (CC)**

- Express a personal opinion
- Express agreement/disagreement
- Negotiate to reach consensus

## Vocabulary

	了解 Recognize	识记 Produce
Content-obligatory	<p><b>Literacy Terms</b> 关键词 key words, 复述 retell, 略读 skim and 扫视 scan</p> <p><b>Soccer Terms</b> (比赛) 上半场 first half (of the game), 比分接近的比赛 close game, 换下场 benched, 在边线上 on the sideline, 位置 position</p> <p><b>Action Words</b> 削减 to cut down, 洒 to sprinkle, 踢 to kick, 阻挡 to block</p> <p><b>Instructional Activities</b> 思考—配对—分享 Think-Pair-Share</p> <p><b>Science Words</b> 物理描述 physical characteristics, 受典型行 typical behaviors, 为威胁的热带雨林 threatened rain forest, 生物 living things</p>	<p><b>Story Elements</b> 叙述 narrative, 场景 setting, 人物 characters, 所发生的事件 events leading to a problem, 和结局 solution, 主要人物 main character, 主要问题 main problem</p> <p><b>Soccer Terms</b> 足球场 soccer field, 足球恶霸 soccer bully, 足球偶像 soccer idol, 足球板凳 soccer bench, 足球 soccer ball, 足球运动员 soccer player</p> <p><b>Action Words</b> 踢足球 to play soccer, 活下来 to stay alive, 伸出...触及 to reach for, 预测 to predict, 发生 to happen, 看上去相似 to look like, 作为 to act like, 需要 to need, 活着 to live, 玩 to play, 敬佩 to admire, 呆在板凳上 to stay on the bench, 休息 to rest</p> <p><b>Geographic Terms</b> 热带雨林 rain forest</p> <p><b>Compare-Contrast Chart</b> 基本需求 basic needs, 青蛙 frog, 足球运动员 soccer player, 相同 in common, 受伤 injured, 健康 healthy</p> <p><b>Animals and Plants</b> 绿叶 green leaves, 植物 plants, 木头 logs, 阴凉处 shade, 湿和凉 wet and cool, 吃的昆虫 insects to eat, 青蛙 frog, 明亮的金黄色的眼睛 bright gold eyes, 绿色和棕色的有图案的皮肤 green and brown patterned skin, 像纸一样干 dry like paper, 潮湿 moist, 湿和凉 wet and cool, 错的地方 wrong place, 水塘 water, 池塘 pond, 栖息地 shelter, 空气 air</p> <p><b>Cross Cultural Chart</b> 大陆 continent, 气候 climate, 语言 language, 食物 food, 流行的运动 popular sports, 运动偶像 sports idol, 人口 population, 首都 capital city, 热带雨林 rain forest</p>

	了解 Recognize	识记 Produce
Content-compatible	<p><b>Story Elements</b> 章节 chapter</p> <p><b>Soccer Terms</b> 足球鞋 soccer shoes, 袋子 duffle bag, 喘气 huffing and puffing, 运气 luck, 肾上腺素/兴奋 adrenaline, 高弧球 high arc, 运球 dribbling, 球门柱 goal posts, 欢呼声 woo-hoo!, 吉祥物 mascot, 胜利食品 victory food, 强劲归来 to come back strong</p> <p><b>Instruction Activity</b> “四角”游戏 “Four Corners”, 全班 whole class, 小组 small group, 伙伴 partner</p>	<p><b>Country Names</b> 萨尔瓦多 El Salvador, 美国 United States, 中国 China</p> <p><b>Climate</b> 暖 warm, 湿 wet, 干 dry, 热 hot</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, 拿 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</p> <p><b>Describing Words</b> 大眼睛和大嘴巴 big eyes and mouth, 长腿 long legs, 有蹼的脚 webbed feet, 强壮的身体 strong body, 队服 team uniform, 好 good/nice, 坏 bad/mean, 热心 warmhearted, 快 fast, 高 tall, 矮 short, 踢足球踢得好的 that is good at soccer, 跑得快的 that runs fast, (没)有帮助的, that is helpful/not helpful</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>

**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 4-IWB: Interactive whiteboard pages for Lesson 4
- One block of post-it notes for each small group for the key-word activity
- Cross-cultural wall chart
- Handouts:
  - a. MMIC 4-1a: *Living Things Compare/Contrast Chart* or
  - b. MMIC 4-1b: *Living Things Tree Map* (if your school uses *Thinking Maps*®)

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

Students will revisit the events of *Juan Daniel* Chapter 2 and add new cultural information to the whole class cross-cultural wall chart. Before reading, the teacher will introduce key concepts: Basic needs (including similarities) and threatened rain forests.

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

**Learning Activity 1**

1. Begin by calling students' attention to the genre they are reading: 叙述 (narrative). Invite students to remember the four key elements of a narrative: 场景 (setting), 人物 (characters), 事件 (events leading to a problem), 和 结局 (solution). As they share their ideas, display page 1 & 2 of MMIC 4-IWB: a graphic representation of narrative elements.
2. In a 思考—配对—分享 Think-Pair-Share format, ask students to identify what elements of the *Juan Daniel* story can be described so far. Here are some suggested questions for each story element:

**Suggested comprehension questions for setting (page 3 of MMIC 4-IWB):**

中文	English
故事书中的第二章发生在哪里? (餐厅? 足球场?)	Where does Chapter 2 take place? (A restaurant? A soccer field?)
你如何来描述足球场? (又干又热? 又湿又冷?)	How do you describe the soccer field? (Dry and hot? Cool and wet?)
<i>El Imposible</i> 是什么? (运动场? 热带雨林?)	What is <i>El Imposible</i> ? (A field? A rain forest?)
<i>El Imposible</i> 在哪里? (在美国? 在萨尔瓦多? 在中国?)	Where is <i>El Imposible</i> located? (In the US, El Salvador, China?)
它与足球场有什么不同? (凉凉的、湿湿的、和绿绿的? 炎热的、干燥的、和枯黄的?)	How is it different from the soccer field? (Cool, wet and green? Dry, hot and brown?)

**Suggested comprehension questions for characters (page 4 of MMIC 4-IWB):**

中文	English
这个故事的主角是谁?	Who are the main characters in the story so far?

你觉得可以用哪些词来形容故事里的每一个人? 人物?	What words do you think best describe each of these characters?
你觉得 Juan Daniel 对 Jorge "El Mágico" Gonzalez 和 José Eduardo 的感觉怎么样? 为什么?  (Juan Daniel 崇拜/喜欢/希望像他的足球偶像 Jorge Gonzalez 一样。Juan Daniel 讨厌/不喜欢/不想跟 José Eduardo 一样成为欺负人的人。)	How do you imagine Juan Daniel feels about Jorge "El Mágico" Gonzalez and José Eduardo? Why?  (Juan Daniel admires/likes/wants to be like his soccer idol, Jorge Gonzalez. Juan Daniel is angry with/doesn't like/doesn't want to be like the soccer bully, José Eduardo.)

**Suggested comprehension questions for events and problem (page 5 of MMIC 4-IWB):**

中文	English
Juan Daniel 对 José Eduardo 是怎么想的?  (指出 Juan Daniel 认为“他有块儿头, 我有速度”的插图。)	What did Juan Daniel think about José Eduardo?  (After students respond, show page XX with picture of Juan Daniel thinking "He may have size, but I have speed.")
这场足球赛最主要的问题是什么?  (José Eduardo 抢走了 Juan Daniel 的球? José Eduardo 把 Juan Daniel 推到在地, Juan Daniel 的胳膊受伤了?)	What was the main problem during the soccer game?  (José Eduardo takes the ball from Juan Daniel? José Eduardo pushes Juan Daniel and Juan Daniel hurts his arm?)

**Suggested comprehension questions for solution (page 6 of MMIC 4-IWB):**

中文	English
他们后来怎样解决了这个问题?  (Juan Daniel 继续比赛? 他在板凳上休息? 他回家了?)	How did they solve the problem?  (Juan Daniel continues to play? He rests on the bench? He goes home?)

3. Culture Review: Remind students that this story is also full of cultural information about the place where Juan Daniel lives. Work together with the class to add to the cross-cultural chart any new information from Chapter 2:
- 首都城市 (Capital cities): San Salvador, El Salvador; Washington DC, US; Beijing, China;

- b. 体育偶像 (Sports idols): "El Mágico" Gonzalez in El Salvador; students can propose sports idols from Minnesota, and choose a sports idol from China to add to the chart.
4. Check to see if any of the students completed yesterday's "challenge task" and were able to find out if there are any 热带雨林 (rain forests) in China or the US.

**Possible responses:**

- a. 西双版纳热带雨林 (Xī shuāng bǎn nà Rain Forest), southern tip of China's Yunnan province. Some pictures of 西双版纳热带雨林 is displayed on page 7 of MMIC 4-IWB.
  - b. Olympic National Park in Olympia, Washington includes a 温带雨林 (temperate rain forest):  
<http://www.nps.gov/olymp/index.htm>
5. Ask students to share any information they have about rain forests, including any trips they may have taken. At minimum, be sure to share information about the two rain forests linked above. Briefly allow the students to brainstorm with neighbors the importance of rain forests for the planet and discuss with them the fact that the earth's rain forests are in danger. Show images of threatened rain forests around the world. There is a link to a 3-minute video in Chinese on how rain forests are in danger on page 8 of MMIC 4-IWB:

[http://www.youtube.com/watch?v=GYziy78Atz8&feature=youtube\\_gdata](http://www.youtube.com/watch?v=GYziy78Atz8&feature=youtube_gdata)



Language Function-Form-Vocabulary Connections (Activity 1)		
CO LP 4.1.1	Ask and answer questions using question words	
For example:		
Approaching	Attaining	Expanding
..... 吗? Use of ma ..... 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)
Form focus: Placement of question words		
<p>Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.</p> <p>For example: 谁参加足球比赛? (Who is going to play the soccer game? ["Who" occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? ["How many" is in the # position of the noun phrase # + classifier + noun])</p>		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement.</p> <p>呢? is a tag question meaning ", and you?"</p> <p>吗? is a question particle that is used when one expects a "yes" or "no" response.</p>		

CO LP 4.1.2	Express location using 在 [zài] in a locative phrase	
For example:		
Approaching	Attaining	Expanding
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) 在这个部分 (this section)	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)  在又热又干燥的足球场上 (on the hot, dry soccer field)

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> <li>3. Relative clause: See CO 4.1.3</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> <li>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.)</li> <li>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.)</li> </ol>		

<b>Noticing and awareness spotlight: Use of suffixes 边、面、头</b>
<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:</p> <p>这儿 (here [vernacular]); 这里 (here, this place)  那儿 (there [vernacular]); 那里 (there, that place)</p>

CO LP 4.1.3	<b>Describe attributes of person/place/thing using modifying phrases</b>		
<p>For example:  有很多植物的热带雨林 (the rain forest that has lots of plants)  绿色的、提供栖息地的热带雨林 (the rain forest that is green and provides shelter)</p>			
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
热的 (hot) 多雨的 (rainy) 绿色的 (green) 湿的 (wet) 好 (good/nice) 坏 (bad/mean) 热心 (warmhearted) 高 (tall) 矮 (short)	有很多植物的 (that has lots of plants) 有很少植物的 (that has few plants) (没)有帮助的 (that is helpful/not helpful)	提供栖息地的 (that provides shelter) 踢足球踢得好的 (that is good at soccer) 跑得快的 (that runs fast)	
Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun	Relative clause [verb + noun + 的] + Head noun	
<b>Form focus: Relative clause [verb + noun + 的] + Head noun</b>			
Modifying phrases can be either attributive adjectives, e.g., 多雨的 (rainy) or relative clauses, e.g., 有 (have) 很多植物 (lots of plants) + 的 (that has lots of plants). Modifying phrases are placed in front of the head noun (e.g., 提供栖息地的热带雨林).			
<b>Noticing and awareness spotlight</b>			
1. The negation of 有 (have) is 没有			
The negative particle 没 (méi), not 不 (bù), must be used to negate 有 (yǒu) [have]. 没 can be used by itself to express 没有 (méi yǒu). If 没 is used by itself, 有 is assumed such that 没 = 没有.			

## 2. Adjective repetition

Adjective repetition occurs frequently in Chinese. There are different ways to do this:

1. "aa" form, e.g., 长长 (very long), 厚厚 (thick)、薄薄 (thin)\*;
2. "abb" form, e.g., 白皑皑 (snow-white, pure white, as very white as snow), 毛茸茸 or 毛茸茸 (hairy or downy), 亮晶晶 (glistening, sparkling, shining), 湿漉漉 (wet, moist);
3. "aabb" form, e.g., 清清楚楚 (clear), 恍恍惚惚 (in a trance, absent-minded), 红红火火 (as very red/warm as fire).

\* Use of double adjectives is typical for young children.

## 3. The "monosyllabic" rule and use of 的

When describing persons, places and things, the use of 的 between adj. and noun will occur if the adjective is made up of more than one syllable, for example, 两只有蹼的脚 (two webbed feet).

However, use of 的 between the adjective and noun is omitted if the adjective is only one syllable. For example, 两只大眼睛 (two big eyes).

CO LP 4.1.4	Describe emotional states of main characters using adjectives or adverbs		
For example:			
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
高兴 (happy) 伤心 (sad) 累 (tired) 害怕 (afraid/scared) 生气 (angry) 紧张 (nervous) 不好意思 (embarrassed) 平静 (calm) 兴奋 (excited) 骄傲 (proud) 惊讶 (amazed) 满足 (satisfied)	高兴的脸 (happy face) 高兴地说 (speak happily)  伤心的男孩 (sad boy) 伤心地哭 (cry sadly)  愉快的歌 (joyful song) 愉快地唱 (sing joyfully)  不好意思的表情 (embarrassed expression) 不好意思地笑 (smile embarrassedly)	迷惑 (confused) 失意 (frustrated) 焦虑 (anxious) 感激 (grateful) 痛苦 (agonized) 愉快 (amused) 惊愕 (astonished) 精疲力尽 (exhausted) 雄赳赳, 气昂昂 (cocky)	
Juan Daniel 很伤心。	Juan Daniel 有(一)点儿紧张, 可是他很快地平静下来。	Juan Daniel 踢足球踢得精疲力尽。	

Juan Daniel is very sad.	Juan Daniel was a little bit nervous, but he quickly calmed down.	Juan Daniel played soccer so hard that he was exhausted.					
Subj. + "very" + adj., ("be" verb is omitted in Chinese.)	..., Subj. + adv. + "地" (de) + Verb	Subj. + Verb + Object + Verb (same as before) + "得" + complement					
<b>Form focus: use of 的、地、得</b>							
<p>的 (de) is used when an adjective and/or a pronoun modifies a noun. The form is: Adj./pron. + 的 + Noun, for example, 炎热的夏天 (sweltering summer), 我们的薄膜模型 (our model membrane design)</p> <p>地 (dì) is used when an adverb modifies a verb. The form is: Adv. + 地 + Verb (unlike in English!), for example, 高兴地欢呼 (cheer happily)</p> <p>得 (de) is used when a verb complement is used after the main verb. The form is: Verb + 得 + Adv., for example, 我跑得快。 (I ran fast.) Sometimes, the main verb can be repeated if there is an object following the main verb. The form is: Verb + Object + Verb + 得 + adv., for example, 我踢足球踢得好。 (I kick the soccer ball well.)</p>							
<b>Noticing and awareness spotlight</b>							
1. 落 as polyphone							
<p>To be a polyphone, "duō yīn zì" (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning.</p> <p>For example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2" style="vertical-align: middle;">落</td> <td style="border-right: 1px solid black; padding-right: 5px;">luò</td> <td>落后 verb, meaning "fall behind, fall down"</td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 5px;">là</td> <td>落下 verb, meaning "forget, leave behind"</td> </tr> </table>			落	luò	落后 verb, meaning "fall behind, fall down"	là	落下 verb, meaning "forget, leave behind"
落	luò	落后 verb, meaning "fall behind, fall down"					
	là	落下 verb, meaning "forget, leave behind"					
2. use of "有 + (一)点儿" structure							
<p>"Be" verb is sometimes translated into "have/has" when "(一)点儿" is used in front of an adj., e.g., 我有一点儿累。 (I am a little tired.) The structure is: Subj. + 有 (have/has) + "(一)点儿" + adj.</p>							

CO LP 4.1.5	Describe actions of main characters using verb + resultative complements (directional)		
Approaching	Attaining	Expanding	
<p>Type 1</p> <p>For example: 跑来 (to run over here-toward the speaker) 跑去 (to run over there-away from the speaker) 跳来跳去 (to jump around) 看去 (look across) 走去 (walk across)</p>	<p>Type 2</p> <p>For example: 带上 (bring along) 伸出 (stretch something out), 想出 (think of an idea, have an idea jump out) 跑回 (run back to some place)</p>	<p>Type 3</p> <p>For example: 跑过来 (to run across) 跑过去 (to run across) 冲过来 (to dash over) 踢进去 (to kick in)</p>	
<b>Form focus: Verb + Resultative complements (directional)</b>			
<p>In Chinese, each action verb communicates one specific action. For example, 看 (look) simply refers to the act of looking. To communicate that the looking resulted in seeing something, one needs to use a "verb + resultative complement" structure that will consist of an additional verb or adjective. For example, 看 (look) + 见 (perceive) = to see something. Other examples are 听 (listen) + 懂 (perceive) = to understand by listening, 打 (hit) + 倒 (down) = to push down.</p> <p>"Verb + resultative complement" structures are always composed of two elements. The second element indicates action resulting from the action or process communicated by the first element. For example: 他把门拉 (1. to pull) 开 (2. to open) 了。 [He pulled the door open.]</p> <p>There are several kinds of results that can be expressed by a "verb + resultative complement" structure. These include cause (我把茶杯打破了。 [I broke the teacup.]), achievement (我把那个字写清楚了。 [I wrote that character clearly.]), and direction (她跳过去了。 [She jumped across.]).</p> <p>Directional "Verb + resultative complement" structure: The first verb in this structure indicates movement from one place to another, the second verb (which may consist of one to two verbs) communicates the direction in which the subject moves. There are three main types of directional verbs:</p> <p><b>Type 1.</b> Direction relative to the speaker 去 (go) indicates movement away from the speaker. 来 (come) indicates movement toward the speaker.</p>			

**Type 2.** Direction of the motion in space.

上 (shàng) [ascent – up] to climb

下 (xià) [descent – down] to decline or go downwards

进 (jìn) [enter – in] to enter

出 (chū) [exit – out] to go out (of a place)

起 (qǐ) [rise – up] to rise

回 (huí) [return – back] to return

过 (guò) [cross – over] to cross

开 (kāi) [open – apart, away] to start

**Type 3.** "Type 2 + Type 1" combination, direction of the motion relative to the speaker.

上来 (ascend-come = up toward the speaker)

上去 (ascend-go = up away from the speaker)

出来 (exit-come = come out)

出去 (exit-go = go out)

## Learning Activity 2

1. Begin by displaying page 9 of MMIC 4-IWB, an image of Juan Daniel holding a frog. Invite students to describe what they see in the picture. Write key words and phrases on the whiteboard and have students add them to their vocabulary list.
2. Distribute handout MMIC 4-1a: *Living Things Compare/Contrast Chart* or, if your school uses Thinking Maps®, MMIC 4-1b: *Living Things Tree Map*. Invite students to read the title of the handout out loud to a partner, as well as talk about examples and non-examples of “生物 (living things)”. Ask volunteers to read the handout title aloud for the class and to give some examples and non-examples of the concept of “living things.”
3. If using handout MMIC 4-1a: *Living Things Compare/Contrast Chart*: Ask students to work together in pairs to choose the best/most appropriate words/phrases for their handouts from options on pages 10-12 of MMIC 4-IWB. As they work together, have each student fill in his/her own worksheet. Below are the categories with questions and possible answers.
4. If using MMIC 4-1b: *Living Things Tree Map*: Ask students to write the words “青蛙 (frog)” and “足球运动员 (soccer player)” in the second level of the tree map or on their chart. On page 13 of MMIC 4-IWB, display a variety of words/phrases that describe frogs and soccer players, for example: 身体特征 (physical characteristics), 通常习性 (typical behaviors), and 基本需要 (basic needs). Below are the categories with questions and possible answers:





中文	English
<p><b>身体特征:</b> 青蛙和足球运动员有什么相似之处?  <u>青蛙:</u> 大眼睛, 大嘴巴, 长腿, 有蹼的脚, 湿润的绿色皮肤  <u>足球运动员:</u> 强壮的身体, 队服, 球鞋</p>	<p><b>Physical Characteristics:</b> What do frogs and soccer players look like?  <u>Frog:</u> big eyes and mouth, long legs, webbed feet, moist green skin  <u>Soccer player:</u> strong body, team uniform, sports shoes</p>
<p><b>通常习性:</b> 青蛙有什么习性? 足球运动员通常做些什么?  <u>青蛙:</u> 跳来跳去, 游泳, 吃昆虫  <u>足球运动员:</u> 踢球, 截球, 跑来跑去</p>	<p><b>Typical Behaviors:</b> What do frogs and soccer players do? How do they act or behave?  <u>Frog:</u> Jump, swim, eat insects  <u>Soccer player:</u> Kick, block, run</p>
<p><b>基本需要:</b> 青蛙怎样才能生存?  <u>青蛙:</u> 水, 池塘, 植物, 昆虫, 阴凉, 可躲藏的地方  <b>基本需要:</b> 足球运动员需要什么才能踢足球?  <u>足球运动员:</u> 水和水瓶, 球鞋, 短裤, T恤, 足球场, 足球, 队友</p>	<p><b>Basic Needs:</b> What do frogs need to stay alive?  <u>Frog:</u> water, pond, plants, insects, shade, place to hide  <b>Basic Needs:</b> What do soccer players need to be able to play soccer?  <u>Soccer player:</u> water/water bottle, soccer shoes, shorts, t-shirt, soccer field, soccer ball, teammates</p>



5. Follow up by inviting individual student volunteers to go to the whiteboard and drag the words/phrases into groups that correspond to the three categories for each living organism. As they do this, encourage students to say what they are doing at the same time. Pairs should check their work and make adjustments as necessary.
6. Briefly discuss the idea that all living things have basic needs. Call students' attention to the basic needs they identified for the frog and the soccer player on their chart or tree map.
7. Ask students: Does anyone notice anything that the frog and soccer player have in common? (Water)

**Note:** *This is a preview of the concept of the need for water in humans and frogs, even though the way they take that water in is very different.*

8. Tell students that in this chapter of *Juan Daniel*, they will learn that the frog and Juan Daniel have something else in common besides their need for water. (Teacher tip: Neither are currently in a place that allows them to meet their basic needs; basic need of frog: moist skin and basic need of soccer player: to play soccer.)
9. Ask students to listen during the read-aloud of Chapter 3 and see if anyone can discover what else Juan Daniel and the frog have in common. Give them this clue: “在这张插图里，我们看到这只青蛙在足球场上。为什么这可能会有问题？” (We see in the picture that the frog is on the soccer field. Why might this be a problem?)

Language Function-Form-Vocabulary Connections (Activity 2)		
<b>CO LP 4.2.1</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
<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
Form focus: 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

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 4.2.2	Describe attributes of something/someone using a predicative adjective(s) construction with the main noun modified by a relative clause		
For example:			
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
足球运动员有长长的腿。  A soccer player has strong legs.  青蛙吃虫。  A frog eats insects.	足球运动员是踢球的人。  A soccer player is someone who kicks the ball.  青蛙是生活在水里的动物。  A frog is an animal that can live in a pond.	阻挡进球的守门员是足球运动员的一种。  A goalie who blocks the ball is one kind of soccer player.  住在热带雨林里的青蛙是一种生物。  A frog that lives in the rain forest is one kind of living thing.	
Subject noun + action verb + direct object	Main noun + "be" verb + modifying phrase [verb + object + 的] + noun	Modifying phrase for subject [verb + object + 的] + subject noun + "be" verb + noun phrase [noun + 的 + noun]	
<b>Form focus</b>			
1. Relative clause [verb + noun + 的] + Head noun			
Modifying phrases can be either attributive adjectives, e.g., 大的 (big) or relative clauses, e.g., 可以 (can) 盛水 (carry water) + 的 (that can carry water). Relative clauses as modifying phrases are placed in front of the head noun.			

For example,

一个设计科技的 +人 - “someone who designs technology”

一种人造的可以盛水的 +技术 - “a man-made technology that can carry water”

设计宇宙飞船的 航空工程师 - “An aerospace engineer who designs spaceships”

**Noticing and awareness spotlight:** Use of “noun + 的 + noun” to express possession

To indicate ownership/possession, the structure is “noun + 的 + noun”, for example, 足球运动员的一种 means “one kind of soccer player.”

CO LP 4.2.3	Describe attributes of person/place/thing using modifying phrases		
For example: 有很多植物的热带雨林 (the rainforest that has lots of plants) 绿色的、提供栖息地的热带雨林 (the rainforest that is green and provides shelter)			
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
热的 (hot) 多雨的(rainy) 绿色的(green) 湿的(wet) 好 (good/nice) 坏 (bad/mean) 热心 (warmhearted) 高 (tall) 矮 (short) 大眼睛和大嘴巴 big eyes and mouth 长腿 long legs 强壮 strong	有很多植物的 (that has lots of plants) 有很少植物的 (that has few plants) (没)有帮助的 (that is helpful/not helpful) 有蹼的脚 (that has feet that are webbed)	提供栖息地的 (that provides shelter) 踢足球踢得好的 (that is good at soccer) 跑得快的 (that runs fast)	
热的 (hot) 多雨的(rainy) 绿色的(green) 湿的(wet)	有很多植物的 (that has lots of plants) 有很少植物的 (that has few plants)	提供栖息地的 (that provides shelter)	
Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun	Relative clause [verb + noun + 的] + Head noun	
<b>Form focus:</b> Relative clause [verb + noun + 的] + Head noun			
Modifying phrases can be either attributive adjectives, e.g., 多雨的(rainy) or relative clauses, e.g., 有 (have) 很多植物 (lots of plants) + 的 (that has lots of plants). Modifying phrases are placed in front of the head noun (e.g., 提供栖息地的热带雨林 ).			

<b>Noticing and awareness spotlight</b>
1. The negation of 有 (have) is 没有
The negative particle 没 (méi), not 不 (bù), must be used to negate 有 (yǒu) [have]. 没 can be used by itself to express 没有 (méi yǒu). If 没 is used by itself, 有 is assumed such that 没 = 没有.
2. Adjective repetition
Adjective repetition occurs frequently in Chinese. There are different ways to do this: <ol style="list-style-type: none"> <li>1. "aa" form, e.g., 长长 (very long), 厚厚 (thick)、薄薄 (thin)*;</li> <li>2. "abb" form, e.g., 白皑皑 (snow-white, pure white, as very white as snow), 毛茸茸 or 毛茸茸 (hairy or downy), 亮晶晶 (glistening, sparkling, shining), 湿漉漉 (wet, moist);</li> <li>3. "aabb" form, e.g., 清清楚楚 (clear), 恍恍惚惚 (in a trance, absent-minded), 红红火火 (as very red/warm as fire).</li> </ol> <p>* Use of double adjectives is typical for young children.</p>
3. The "monosyllabic" rule and use of 的
When describing persons, places and things, the use of 的 between adj. and noun will occur if the adjective is made up of more than one syllable, for example, 两只蹼脚 (two webbed feet).
However, use of 的 between the adjective and noun is omitted if the adjective is only one syllable. For example, 两只大眼睛 (two big eyes).

CC LP 4.2.4	Express agreement/disagreement	
For example:		
Approaching	Attaining	Expanding
好。 Good.	你说得对。 You are correct.	我的想法跟你的一样。 I share your thoughts.
我同意。 I agree.	你完全正确。 You're absolutely right.	我赞成。 I agree (more formal).
我也是/同意。 I also + verb (am/agree).	我也是这么认为的。 I think so too.	我完全赞同。 I agree with you entirely.
对。 Exactly/Correct.	我也不这么认为。 I don't think so either.	

不。 No.	我不是这么认为的。 I don't think so.	我的意见跟你的不同。 My suggestions are different from yours.
不好。 Not good.	是，可是你不觉得.....? Yes, but don't you think...	我想和你讨论讨论..... I must take issue with you on that.
不同意。 I don't agree with you.	我觉得我不同意。 I'm afraid I have to disagree.	然而 However
不对。 Not exactly.		
<b>Noticing and awareness spotlight:</b> Repetition of verb		
Repetition of a verb, e.g., 讨论讨论 (to discuss), can be used to soften the tone of voice.		

<b>CC LP 4.2.5</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...

<b>CC LP 4.2.6</b>	<b>Negotiate to reach consensus</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
好吧。 OK.	我同意你的想法。 I agree with your idea.	不约而同。 We reach the consensus without consulting with each other.
我同意。 I agree.	我也一样。 Same here.	

### Focused Learning Phase-- "Through" activities

The teacher will read Chapter 3 of "Juan Daniel" to the students with the support of visuals to present new vocabulary and cultural concepts. Students will follow along in their packets as the chapter is read. The teacher will monitor student comprehension by asking questions about the chapter and by asking students to select key words/phrases that illustrate the main idea of each section of the chapter.

**Time:** Learning Activity 3—45 minutes

### Learning Activity 3

1. Have students open their *Juan Daniel* story packets to Chapter 3. Ask students to listen and follow their packets. During the read-aloud, use props, visuals on the whiteboard (with the characters labeled on each), and/or physical movement to introduce new vocabulary. Pause at the end of each section (section breaks indicated below) to do the following:
2. After reading each section, invite students to look through the section with a partner or small group and choose one or two 关键词 (key words) or a short phrase that will help them to remember the most important idea from the section, and write their key words/phrases on a post-it note. Tell them that they will be using these key words to help them retell the story later. Use the questions below to monitor student comprehension.

#### **Suggested comprehension questions for each section of the chapter:**

**Section 1:** Page 14 "Juan Daniel sat out the rest..." to page 15 "...in the blazing sun."

(从第十三页开头“余下的上半场比赛时间，Juan Daniel 只能坐在.....”到第十四页“可是这只青蛙却呆在大太阳底下。” Comprehension questions are displayed on page 16 of MMIC 4-IWB.)

中文	English
Juan Daniel 在板凳上休息的时候，他在球场上发现了什么？	What did Juan Daniel find on the soccer field while he was "benched"?
这只青蛙看起来是什么样子的？青蛙有什么不对劲儿的地方？	What did the frog look like? What was wrong with the frog?
Juan Daniel 说青蛙通常是住在什么样的地方的？	Where does Juan Daniel say a frog usually lives?

- a. Ask students to draw a line after "in the blazing sun" ("可是这只青蛙却呆在大太阳底下。") to mark where Section 1 ends. Model how to choose the key words/phrase by having the whole class suggest some possible key words for the first section. Ask:

中文	English
在这个部分里有哪些词可以帮助你记住故	Which words from this section will help you

事的情节?(例如: 青蛙, 干)	to remember what it was about? [Example: Found frog + dry]
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- b. Have students write the key words on a post-it and label the post-it with the section number (1). Then read Section 2 and ask the comprehension question.

**Section 2:** Page 17 "The other day my papa was talking about..." to "...on the sideline." (从第十四页“有一天.....”到第十六页“你我都不应该呆在球场边儿上。” Comprehension question is displayed on page 18 of MMIC 4-IWB.)

中文	English
为什么 Carlos 的爸爸认为萨尔瓦多的动物有时候会出现在不适合他们生存的地方?	Why does Carlos' dad think that animals in El Salvador are sometimes living in the wrong place?

- a. Have students draw a line at the end of section 2, after "on the sideline." ("你我都不应该呆在球场边儿上。") Stop for students to write key words from this section on a new post-it and label the post-it with the section number (2). Continue reading Section 3 and ask the comprehension question.

**Section 3:** Page 12 "Juan Daniel grabbed..." to page 19 "...reached for his water bottle." (在第十六页上, 从“Juan Daniel 拿起水瓶”到“Ernesto 这时刚好跑回休息区喝水。” Comprehension question is displayed on page 20 of MMIC 4-IWB.)

中文	English
为了帮助青蛙, Juan Daniel 做了什么?	What did Juan Daniel do to help the frog?

- a. Stop for students to draw a line at the end of Section 3 after "...reached for his water bottle." ("Ernesto 这时刚好跑回休息区喝水。") Then have them write key words for this section on a new post-it and label the post-it with the section number (3). Continue reading Section 4 and ask the comprehension question.

**Section 4:** Page 21 "Juan Daniel began talking..." to "...as he ran to get into position." (从第十六页“Juan Daniel 赶紧抢着说, .....”到第十七页“Juan Daniel 对青蛙说, 转身跑向球场。” Comprehension question is displayed on page 22 of MMIC 4-IWB.)

中文	English
还有几分钟比赛就结束了, Juan Daniel 发现他的队友 Ernesto 有些累了。在这个时候, Juan Daniel 想要做什么?	With just a few minutes left in the game, Juan Daniel sees that his teammate Ernesto is tired. What does Juan Daniel want to do?



- a. Stop for students to draw a line at the end of Section 4. Then ask them to write key words on a new post-it and label the post-it with the section number (4). Continue reading Section 5 and ask the comprehension question.

**Section 5:** Page 23 "Juan Daniel took off toward midfield" to "...it sailed through the goal posts." (从第十七页 "Juan Daniel 从中场出发, ....." 到第十八页 "稳稳地落在球门里。" Comprehension question is displayed on page 24 of MMIC 4-IWB.)

中文	English
谁射门得分了? 谁帮助了他呢?	Who made the goal? Who helped him?

- a. Stop for students to draw a line at the end of Section 5. Ask them to write key words on a new post-it and label the post-it with the section number (5). Continue reading Section 6 and ask the comprehension questions.

**Section 6:** Page 25 "Woo-hoo! yelled Carlos..." to (end of chapter) (从第十九页 "太好了!" 到这章结束。) Comprehension and challenge questions are displayed on page 26 of MMIC 4-IWB.)

中文	English
还有谁帮助 Juan Daniel 射门得分了?	Who else helped Juan Daniel make the goal?
球队新的吉祥物是什么? 我们学校有吉祥物吗? 你知道一些有吉祥物的球队吗?	Who will be the team's new mascot? Does our school have a mascot? Do you know any sports teams that have a mascot?
球队怎样来庆祝胜利?	What does the team do to celebrate the victory?





- a. Stop for students to write key words for this section on a new post-it and label the post-it with the section number (6).

### Challenge question

中文	English
有谁知道青蛙和 Juan Daniel 可能有什么相同的地方?  (他们都呆在一个不应该呆的地方——球场边——青蛙远离热带雨林, 呆在干燥的球场上; Juan Daniel 坐在板凳上休息, 没办法继续踢球。)	Does anyone think they might know what the frog has in common with Juan Daniel?  (They are both not where they would like to be—The frog on a dry soccer field away from the rain forest, and Juan Daniel on the bench with an injured arm, unable to play.)

Language Function-Form-Vocabulary Connections (Activity 3)		
<b>CO LP 4.3.1</b>	<b>Ask and answer questions using question words</b>	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
..... 吗? Use of ma ..... 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)
<b>Form focus:</b> Placement of question words		
Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence. For example: 谁参加足球比赛? (Who is going to play the soccer game? ["Who" occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? ["How many" is in the # position of the noun phrase # + classifier + noun])		
<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.		

<b>CO LP 4.3.2</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</p> <p>Top, middle, bottom: 复、常</p> <p>Left, top-right, bottom-right: 锋、纷</p> <p>Top-left, bottom-left, right: 部、剂、劲</p> <p>Left-top, right-top, bottom: 然、赞</p> <p>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</p> <p>Left, top-right, middle-right, bottom-right: 慢、镜</p> <p>Left, middle, top-right, bottom-right: 游</p> <p>Left, middle-top, middle-bottom, right: 湖</p>
<b>Form focus: Formation of Chinese characters</b>		
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>		

CO LP 4.3.3	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) 在这个部分 (this section)	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)  在又热又干燥的足球场上 (on the hot, dry soccer field)
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> <li>3. Relative clause: See CO 4.1.4</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:</p> <p>这儿 (here [vernacular]); 这里 (here, this place) 那儿 (there [vernacular]); 那里 (there, that place)</p>

CO LP 4.3.4	Describe actions of main characters using verb + resultative complements (directional)		
Approaching	Attaining	Expanding	
<p>Type 1</p> <p>For example: 跑来 (to run over here-toward the speaker) 跑去 (to run over there-away from the speaker) 跳来跳去 (to jump around) 看去 (look across) 走去 (walk across)</p>	<p>Type 2</p> <p>For example: 带上 (bring along) 伸出 (stretch something out), 想出 (think of an idea, have an idea jump out) 跑回 (run back to some place)</p>	<p>Type 3</p> <p>For example: 跑过来 (to run across) 跑过去 (to run across) 冲过来 (to dash over) 踢进去 (to kick in)</p>	
<b>Form focus:</b> Verb + Resultative complements (directional)			
<p>In Chinese, each action verb communicates one specific action. For example, 看 (look) simply refers to the act of looking. To communicate that the looking resulted in seeing something, one needs to use a "verb + resultative complement" structure that will consist of an additional verb or adjective. For example, 看 (look) + 见 (perceive) = to see something. Other examples are 听 (listen) + 懂 (perceive) = to understand by listening, 打 (hit) + 倒 (down) = to push down.</p> <p>"Verb + resultative complement" structures are always composed of two elements. The second element indicates action resulting from the action or process communicated by the first element. For example: 他把门拉 (1. to pull) 开 (2. to open) 了。 [He pulled the door open.]</p>			

There are several kinds of results that can be expressed by a “verb + resultative complement” structure. These include cause (我把茶杯打破了。[I broke the teacup.]), achievement (我把那个字写清楚了。[I wrote that character clearly.]), and direction (她跳过去了。[She jumped across.]).

Directional “Verb + resultative complement” structure:

The first verb in this structure indicates movement from one place to another, the second verb (which may consist of one to two verbs) communicates the direction in which the subject moves. There are three main types of directional verbs:

**Type 1.** Direction relative to the speaker

去 (go) indicates movement away from the speaker.

来 (come) indicates movement toward the speaker.

**Type 2.** Direction of the motion in space.

上 (shàng) [ascent – up] to climb

下 (xià) [descent – down] to decline or go downwards

进 (jìn) [enter – in] to enter

出 (chū) [exit – out] to go out (of a place)

起 (qǐ) [rise – up] to rise

回 (huí) [return – back] to return

过 (guò) [cross – over] to cross

开 (kāi) [open – apart, away] to start

**Type 3.** “Type 2 + Type 1” combination, direction of the motion relative to the speaker.

上来 (ascend-come = up toward the speaker)

上去 (ascend-go = up away from the speaker)

出来 (exit-come = come out)

出去 (exit-go = go out)

**Expansion Phase--“Beyond” activities**

Students retell the story using key-words/phrases.

**Time:** Learning Activity 4—20 minutes

**Learning Activity 4**

1. Expand students’ sequencing vocabulary, for example: 在这一章开始的时候 (in the beginning of the chapter) , 然后 (after that), 接下来 (followed by), 在这一章结尾 (at the end of the chapter) to get them ready to retell the story. If the students can already use 首先 (at first) , 然后 (then), 接着 (next), 最终 (finally), add more variety and complexity to their sequencing vocabulary before starting this activity.
2. Have students close their books and use their post-its to retell the story with their partner or small group. Encourage students to use the new sequencing words as they do this. Circulate and listen for a variety of sequencing vocabulary and use of the selected key words/phrases.

**Note:** *The post-its will help jog their memory as well as help students with key vocabulary.*

Language Function-Form-Vocabulary Connections (Activity 4)		
CO LP 4.4.1	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/at first, ..., later, ..., finally, ...  开始 in the beginning  .....先....., .....后..... ...before..., ...after...	首先, ....., 再, ....., 接着, ..... Initially, ..., then, ..., next, ...  起先、起初 in the beginning  后来 later on  那以后 after that  在这一章结尾 (at the end of the chapter)	于是 consequently, as a result  总之 in sum  稍后 afterwards  接下来 followed by  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 _____. The third step is _____. In the third step, we plan to use _____.	在上半场的足球比赛中, Juan Daniel 开始弄伤了胳膊, 然后他回到椅子上坐下。接下来, 他看到球场边有一只青蛙, 他感到很好奇。那以后, 他往青蛙的身上洒水。在这一章结尾, 他踢进了一个球。  During the first half of the soccer game, Juan Daniel hurt his arm at the beginning, and then he sat on the bench. Next, he saw a frog on the field and wondered why it was there. After that, he sprinkled water on the frog. At the end of the chapter, he kicked a goal.	在上个星期的足球比赛, 比分开始很接近。后来, Juan Daniel 的胳膊好多了, 他问队友 Ernesto 他能不能回到足球场上去。最终, 他进了一个球。于是, 他们赢了。  In the soccer game last week, it was a close game at the beginning. Later on, Juan Daniel's arm felt better and he asked his teammate Ernesto if he could get back in the game. At the end, he kicked a goal and consequently, 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>Noticing and awareness spotlight:</b> Use of 接着 versus 接下来
Sequencing adverbs 接着 (then) and 接下来 (followed by) have similar meanings and are often used interchangeably to describe a series of events. However, 接下来 (followed by) can be used repetitively while 接着 (then) will most likely be used as one sequencing word within a series of others. For example, 首先, ....., 然后, ....., 接着/接下来, ....., 后来, .....
首先, ....., 接下来, ....., 接下来, .....

<b>CO LP 4.4.2</b>	<b>Describe actions of main characters using verb + resultative complements (directional)</b>		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>	
Type 1  For example: 跑来 (to run over here-toward the speaker) 跑去 (to run over there-away from the speaker) 跳来跳去 (to jump around) 看去 (look across) 走去 (walk across)	Type 2  For example: 带上 (bring along) 伸出 (stretch something out), 想出 (think of an idea, have an idea jump out) 跑回 (run back to some place)	Type 3  For example: 跑过来 (to run across) 跑过去 (to run across) 冲过来 (to dash over) 踢进去 (to kick in)	
<b>Form focus:</b> Verb + Resultative complements (directional)			
In Chinese, each action verb communicates one specific action. For example, 看 (look) simply refers to the act of looking. To communicate that the looking resulted in seeing something, one needs to use a “verb + resultative complement” structure that will consist of an additional verb or adjective. For example, 看 (look) + 见 (perceive) = to see something. Other examples are 听 (listen) + 懂 (perceive) = to understand by listening, 打 (hit) + 倒 (down) = to push down.  “Verb + resultative complement” structures are always composed of two elements. The second element indicates action resulting from the action or process communicated by the first element. For example: 他把门拉 (1. to pull) 开 (2. to open) 了。 [He pulled the door open.]			

There are several kinds of results that can be expressed by a "verb + resultative complement" structure. These include cause (我把茶杯打破了。[I broke the teacup.]), achievement (我把那个字写清楚了。[I wrote that character clearly.]), and direction (她跳过去了。[She jumped across.]).

Directional "Verb + resultative complement" structure:

The first verb in this structure indicates movement from one place to another, the second verb (which may consist of one to two verbs) communicates the direction in which the subject moves. There are three main types of directional verbs:

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**Type 3.** "Type 2 + Type 1" combination, direction of the motion relative to the speaker.

上来 (ascend-come= up toward the speaker)

上去 (ascend-go = up away from the speaker)

出来 (exit-come = come out)

出去 (exit-go = go out)

CO LP 4.4.3	Recount events in simple past time using action verbs with 了 (temporal marker) and dependent time phrase/clause in complex sentence	
For example:		
<b>Approaching</b>	<b>Attaining</b>	<b>Expanding</b>
Juan Daniel 跟朋友一起去踢球了。	足球比赛的时候, José Eduardo 把 Juan Daniel 推倒了, Juan Daniel 的胳膊受伤了。	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。

Juan Daniel went to play soccer with his friends.	While at the soccer game José Eduardo pushed Juan Daniel down and Juan Daniel's arm was hurt.	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.)		

### **Evidence of learning**

- Completed handouts:
  - MMIC 4-1a: *Living Things Compare/Contrast Chart* or MMIC 4-1b: *Living Things Tree Map*
- Oral responses to Chapter 2 comprehension questions
- Informal observation of discussion of additions to cross-cultural wall chart
- Oral responses to Chapter 3 comprehension questions
- Written key words on post-its
- Use of sequencing words and key words in the oral retell of Chapter 3

## Vocabulary List

## Content-obligatory (CO)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
(bǐ sài) qián bàn chǎng	(比赛) 前半场	first half (of the game)	noun
bǐ fēn jiē jìn de bǐ sài	比分接近的比赛	close game	noun phrase
diǎn xíng xíng wéi	典型行为	typical behavior	noun
fú shù	复述	retell	verb
guān jiàn cí	关键词	key words	noun
huàn xià chǎng	换下场	benched	verb
luè dú	略读	skim	verb
sǎ	洒	sprinkle	verb
sǎo shì	扫视	scan	verb
shēng wù	生物	living things	noun
shòu wēi xié de rè dài yǔ lín	受威胁的热带雨林	threatened rain forest	noun phrase
sī kǎo-pèi duì-fēn xiǎng	思考-配对-分享	Think-Pair-Share	verb
tī	踢	to kick	verb
wèi zhi	位置	position	noun
wù lǐ miáo shù	物理描述	physical description	noun
xiāo jiǎn	削减	to cut down	verb
zài biān xiàn shàng	在边线上	on the sideline	locative phrase
zǔ dǎng	阻挡	to block	verb
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
chǎng jǐng	场景	setting	noun
cháo shī	潮湿	moist	adjective
chī de kūn chóng	吃的昆虫	Insects to eat	noun phrase
chí táng	池塘	pond	noun
cuò de dì fāng	错的地方	wrong place	noun
dà lù	大陆	continent	noun
dāi zài bǎn dèng shàng	呆在板凳上	to stay on the bench	verb
fā shēng	发生	to happen	verb
huó xià lái	活下来	to stay alive	verb
huó zhe	活着	to live	verb
jī běn xū qiú	基本需求	basic needs	noun
jiàn kāng	健康	healthy	noun

jié jú	结局	solution	noun
jìng pèi	敬佩	to admire	verb
kàn shàng qu xiāng sì	看上去相似	to look like	verb
kōng qì	空气	air	noun
liú xíng de yùn dòng	流行的运动	popular sports	noun
lǜ sè hé zōng sè de yǒu tú àn de pí fū	绿色和棕色的有图案的皮肤	green and brown patterned skin	noun phrase
lǜ yè	绿叶	green leaves	noun
míng liàng de jīn huáng sè de yǎn jīng	明亮的金黄色的眼睛	bright gold eyes	noun phrase
mù tóu	木头	logs	noun
qì hòu	气候	climate	noun
qī xī dì	栖息地	shelter	noun
qīng wā	青蛙	frog	noun
qīng wā	青蛙	frog	noun
rè dài yǔ lín	热带雨林	rain forest	noun
rè dài yǔ lín	热带雨林	rain forest	noun
rén kǒu	人口	population	noun
rén wù	人物	character	noun
shēn chū ...chù jí	伸出...触及	to reach for	verb
shī hé liáng	湿和凉	wet and cool	adjective
shí wù	食物	food	noun
shǒu dū	首都	capital city	noun
shòu shāng	受伤	injured	verb
shuǐ táng	水塘	water pond	noun
suǒ fā shēng de shì jiàn	所发生的事件	events leading to a problem	noun phrase
tī zú qiú	踢足球	to play soccer	verb
wán	玩	to play	verb
xiāng tóng	相同	in common	verb
xiàng zhǐ yí yàng gān	像纸一样干	dry like paper	verb phrase
xiū xi	休息	to rest	verb
xù shù	叙述	narrative	verb
xū yào	需要	to need	verb
yīn liáng chù	荫凉处	shade	noun
yù cè	预测	to predict	verb
yǔ yán	语言	language	noun
yùn dòng ǒu xiàng	运动偶像	sports idol	noun
zhí wù	植物	plants	noun
zhǔ yào rén wù	主要人物	main character	noun
zhǔ yào wèn tí	主要问题	main problem	noun
zú qiú	足球	soccer ball	noun
zú qiú bǎn dèng	足球板凳	soccer bench	noun

zú qiú chǎng	足球场	soccer field	noun
zú qiú è bà	足球恶霸	soccer bully	noun
zú qiú ǒu xiàng	足球偶像	soccer idol	noun
zú qiú yùn dòng yuán	足球运动员	soccer player	noun
zú qiú yùn dòng yuán	足球运动员	soccer player	noun
zuò wéi	作为	to act like	verb

### Content-compatible (CC)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
chuǎn qì	喘气	huffing and puffing	verb
dài zi	袋子	duffel bag	noun
gāo hú qiú	高弧球	high arc	noun
huān hū shēng	欢呼声	woo-hoo!	noun
huǒ bàn	伙伴	partner	noun
jí xiáng wù	吉祥物	mascot	noun
qiáng jìng guī lái	强劲归来	to come back strong	verb
qiú mén zhù	球门柱	goal posts	noun
quán bān	全班	whole class	noun
shèn shàng xiàn sù/xīng fèn	肾上腺素 / 兴奋	adrenaline	noun
shèng lì shí wù	胜利食物	victory food	noun
sì jiǎo yóu xì	四角游戏	'Four Corners'	name
xiǎo zǔ	小组	small group	noun
yùn qì	运气	luck	verb
yùn qiú	运球	dribbling	verb
zhāng jié	章节	chapter	noun
zú qiú xié	足球鞋	soccer shoes	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
ǎi	矮	short	adjective
bāng zhù	帮助	to help	verb
cāi	猜	to guess	verb
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
cháng tuǐ	长腿	long legs	noun
chī	吃	to eat	verb
dà yǎn jīng hé dà zuǐ bā	大眼睛和大嘴巴	big eyes and mouth	noun phrase

dǎ zhāo hu	打招呼	to greet	verb
duì fú	队服	team uniform	noun
gān	干	dry	adjective
gāo	高	tall	adjective
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
hǎo	好	good/nice	adjective
hē	喝	to drink	verb
huài	坏	bad/mean	adjective
jì lù yuán	记录员	Remarkable Recorder	noun
kàn	看	to look	verb
kàn jiàn	看见	to see	verb
kuài	快	fast	adjective
lí kāi	离开	to leave	verb
méi yǒu bāng zhù de	没有帮助的	that is not helpful	adjective phrase
Měiguó	美国	United States	noun
ná	拿	to carry	verb
nuǎn	暖	warm	adjective
pǎo bù	跑步	to run	verb
pǎo de kuài de	跑得快的	that runs fast	adverbial phrase
qiáng zhùang de shēn tǐ	强壮的身体	strong body	noun
rè	热	hot	adjective
rè xīn	热心	warmhearted	adjective
sà ěr wǎ duō	萨尔瓦多	Salvador	noun
shī	湿	wet	adjective
shōu shì	收拾	to pack	verb
shuō huà	说话	to talk	verb
tī zú qiú tī de hǎo de	踢足球踢得好的	that is good at soccer	adverbial phrase
wēi xiào	微笑	to smile	verb
xiǎng	想	to think	verb
xiāng xìn	相信	to believe	verb
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yǒu bāng zhù de	有帮助的	that is helpful	adjective phrase
yǒu pǔ de jiǎo	有蹼的脚	webbed feet	noun
zhàn	站	to stand	verb
zhāo hu	招呼	to serve	verb



zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
Zhōngguó	中国	China	noun
zhǔ	煮	to cook	verb
zuò	坐	to sit	verb

## 生物体

### 青蛙和足球运动员的比较

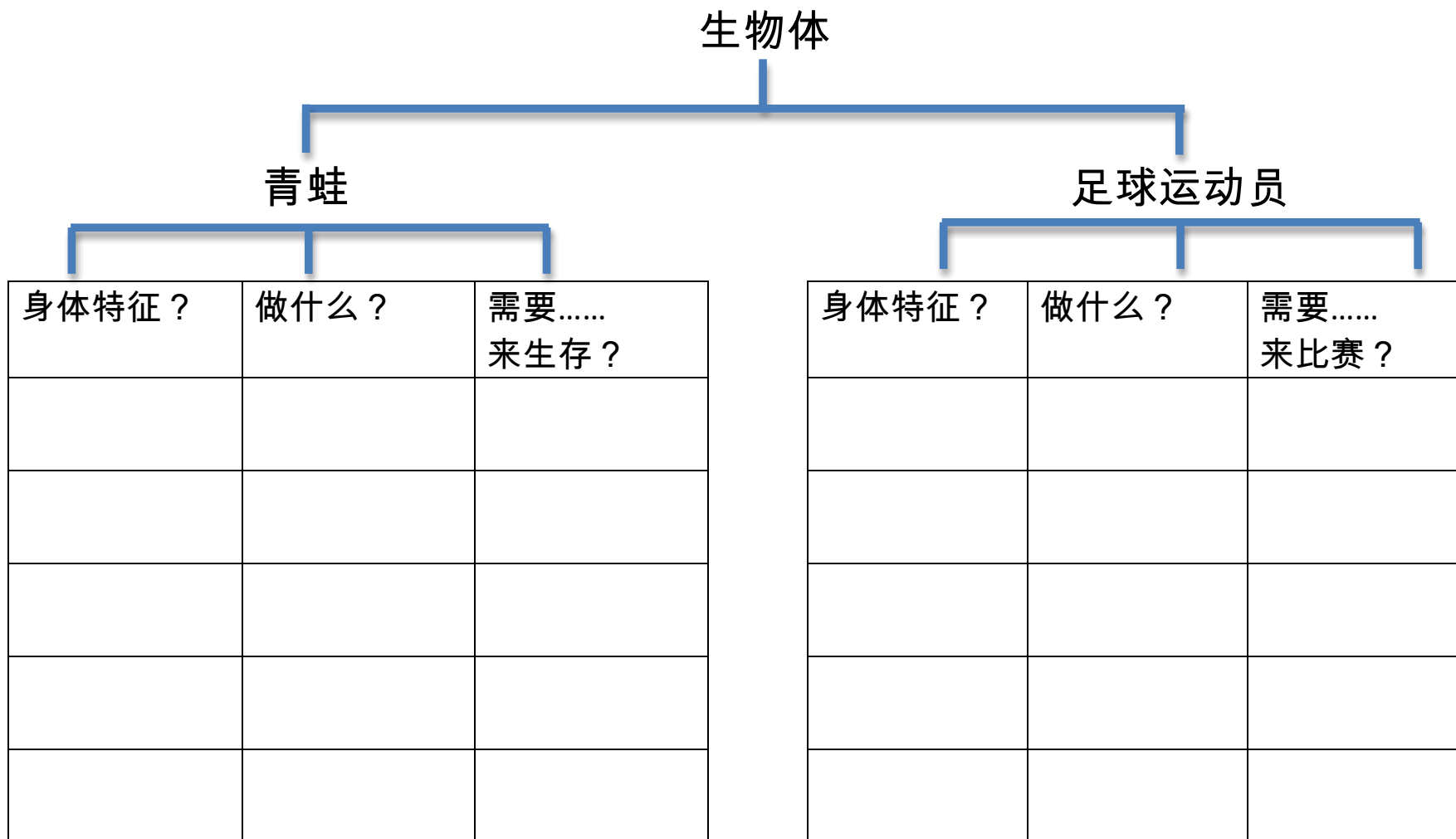
	青蛙	足球运动员
他（它）们的外表看起来是什么样子的？		
他（它）们一般做些什么？		
从基本需求看，青蛙怎样才能生存？足球运动员需要什么才能踢球？		

## Living Things

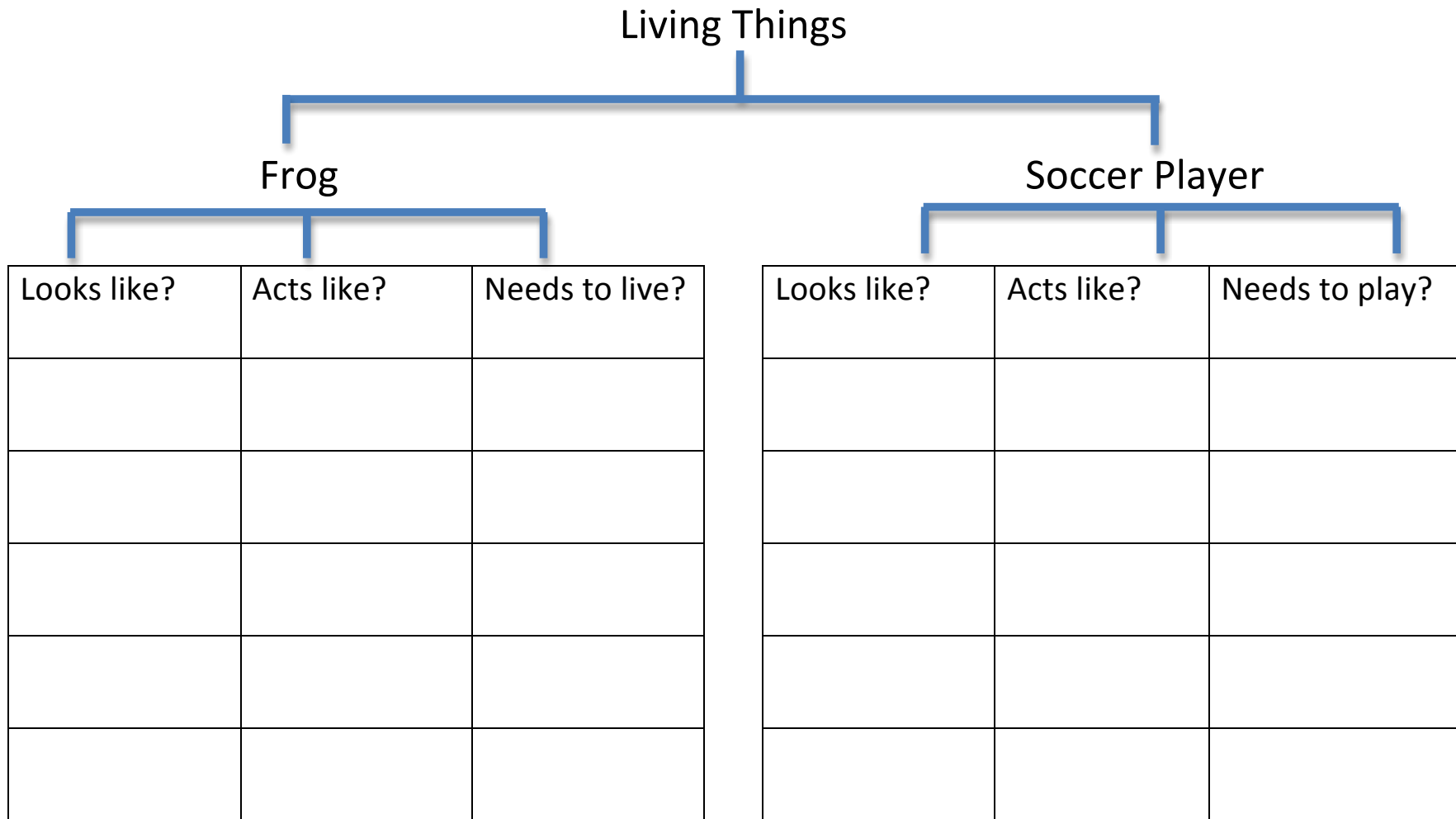
### Comparing a Frog and a Soccer Player

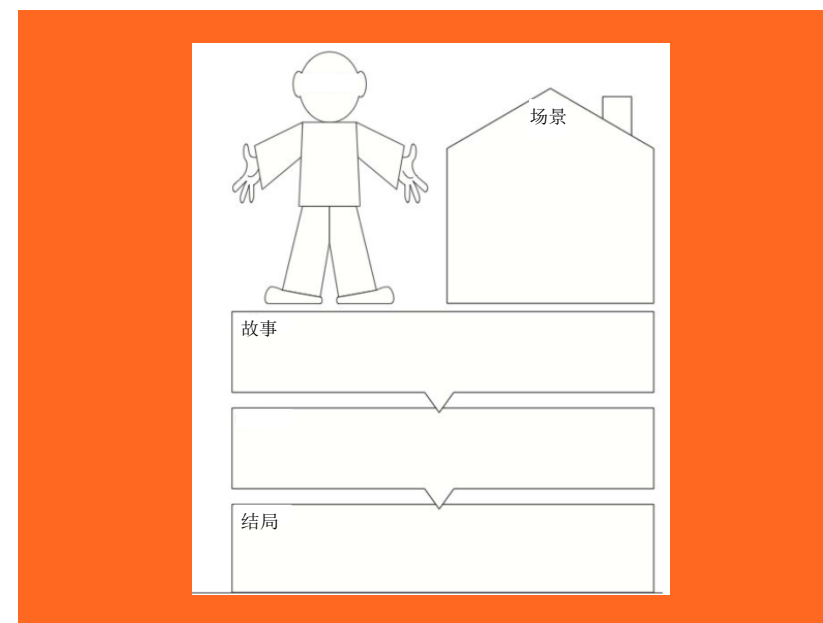
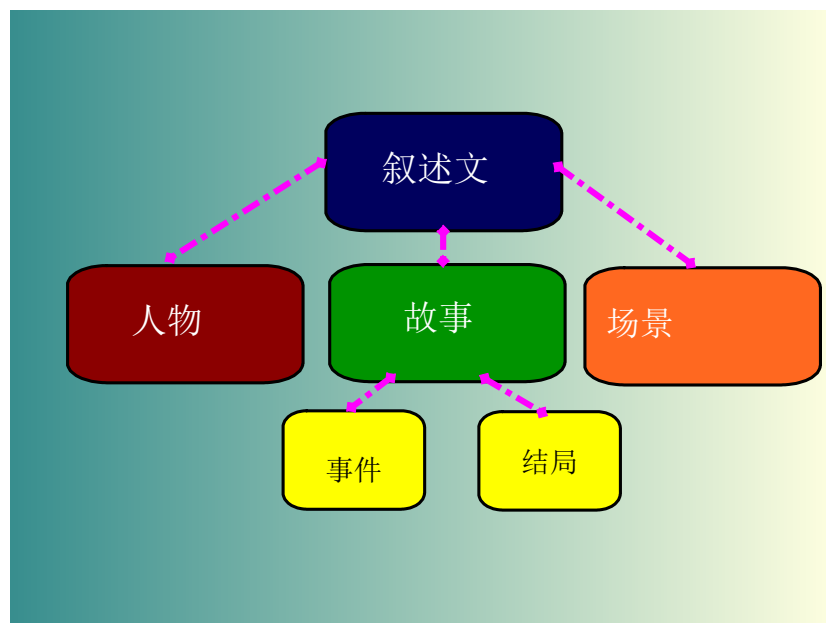
	<b>Frog</b>	<b>Soccer Player</b>
What do they look like?		
What do they do?		
What are their basic needs?		

# 生物系统树状图



# Living Organism Tree Map





场景



故事书中的第二章发生在哪里？  
 你如何来描述足球场？  
*El Imposible* 是什么？  
*El Imposible* 在哪里？  
 它与足球场有什么不同？

人物



这个故事的主角是谁？  
 你觉得可以用哪些词来形容故事里的每一个人  
 物？  
 你觉得 Juan Daniel 对 Jorge “El Mágico”  
 Gonzalez 和 José Eduardo 的感觉怎么样？为什  
 么？



事件

Juan Daniel对José Eduardo是怎么想的？  
这场足球赛最主要的问题是什么？



结局

他们后来怎样解决了这个问题？

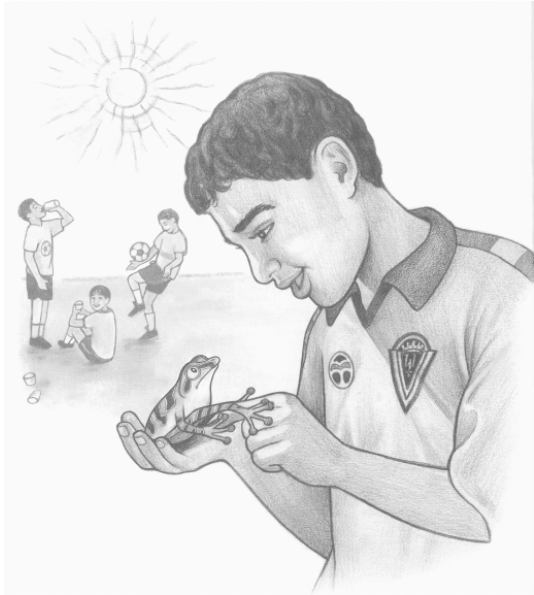
中国唯一的  
热带雨林保护区



西双版纳

天堂雨林，地球仅存的热带雨林

[http://www.youtube.com/watch?v=GYziy78Atz8&feature=youtube\\_gdata](http://www.youtube.com/watch?v=GYziy78Atz8&feature=youtube_gdata)



他们外表看起来是什么样子的？

青蛙	足球队员

长腿 水 空气 游泳  
水 昆虫  
跑 守门员 足球场  
吸盘 湿润的皮肤  
强壮的腿和脖子  
大眼睛和嘴巴 健美的身材  
球队 足球 阻挡  
踢球 跳  
池塘 穿著统一的球衣  
穿著足球鞋 戴著护具

他们做些什么？

青蛙	足球队员
水	跑

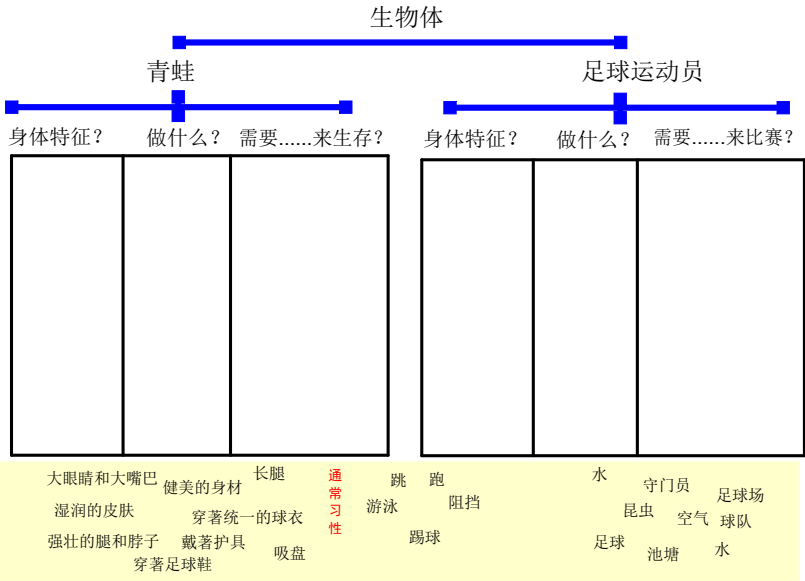
长腿 水 空气 游泳  
昆虫 足球场  
吸盘 湿润的皮肤  
强壮的腿和脖子  
大眼睛和嘴巴 健美的身材  
球队 阻挡  
踢球 跳  
池塘 穿著统一的球衣  
穿著足球鞋 戴著护具

他们的基本需求是什么？

青蛙	足球队员

长腿 水 空气 游泳  
昆虫 足球场  
吸盘 湿润的皮肤  
强壮的腿和脖子  
大眼睛和嘴巴 健美的身材  
球队 阻挡  
踢球 跳  
池塘 穿著统一的球衣  
穿著足球鞋 戴著护具





余下的上半场比赛时间，Juan Daniel只能坐在球场边儿休息。他的队友们都踢得很好，可是这场比赛的比分实在太接近了。这时，有一个东西从Juan Daniel的前面跳过，原来是一只青蛙。它正沿着球场边儿跳来跳去。Juan Daniel用双手把这只青蛙捧起来。他看到青蛙有金黄色发亮的眼睛。他用手指轻轻地摸了摸青蛙绿色和褐色相间的皮肤。“咦？”他突然停下来，说，“你看起来好像有点儿不对劲儿。”这只青蛙的皮肤干得像纸一样，和Juan Daniel在热带雨林里看到的青蛙一点儿也不一样。

“那是什么？”Carlos一边问，一边喝下一大口水。Juan Daniel吓了一跳。他聚精会神地看着这只青蛙，根本没注意到现在已经是中场休息时间。

“我在球场边儿发现了这只青蛙。”Juan Daniel说，“你不觉得有点儿奇怪吗？它为什么在这儿？通常青蛙都住在热带雨林里。那里又潮湿又凉爽。可是这只青蛙却呆在大太阳底下。”

第一部分

- Juan Daniel 在板凳上休息的时候，他在球场上发现了什么？
- 这只青蛙看起来是什么样子的？青蛙有什么不对劲儿的地方？
- Juan Daniel 说青蛙通常是住在什么样的地方的？

- 在这个部分里有哪些词可以帮助你记住故事的情节？(例如：青蛙，干)

“有一天我papá跟我说过，他在报纸上读到一篇文章……” Carlos一边说，一边喘气，“因为很多热带雨林的树都被砍光了，所以很多动物失去了它们的栖息地。动物们无家可归，常常会出现在不适合它们生存的地方。” Carlos说着，看了看Juan Daniel的胳膊，问道：“你现在觉得怎么样？”

“好多了！” Juan Daniel说。虽然他真的好多了，但是Carlos还是有点儿不相信。Carlos跑回到球场上。

“我们真像，” Juan Daniel对青蛙说，“你我都不应该呆在球场边儿上。”

Juan Daniel拿起水瓶，小心地往青蛙身上洒了一点儿水，说：“这样你也许会舒服一点儿。比赛之后，我会想一个长久的办法。”

Juan Daniel用自己的身体给青蛙挡住太阳。青蛙在他的影子里看起来舒服多了。再过几分钟比赛就要结束了。Juan Daniel觉得队友们需要快速的进攻才能得分。可是他看到队友Ernesto的速度放慢了，好像有点儿累。Ernesto这时刚好跑回休息区喝水。

## 第二部分

- 为什么Carlos的爸爸认为萨尔瓦多的动物有时候会出现在不适合他们生存的地方？

## 第三部分

- 为了帮助青蛙，Juan Daniel 做了什么？

Juan Daniel赶紧抢着说：“Ernesto，还有几分钟比赛就要结束了，你一定要让我上场啊。我已经没事儿了。我的胳膊已经好了。我跑得快。我可以进球……”

Ernesto上气不接下气。他一边喝水，一边说：“你的胳膊真的好了吗？”

“真的。我发誓！” Juan Daniel恳切地说。

“好吧！” Ernesto慢慢地说，“你上场吧。给他们点儿颜色看看！”

Juan Daniel高兴得笑起来。他紧了紧鞋带，喝了口水。青蛙坐在水瓶的旁边，看着他，好像在祝他好运似的。

“看我的吧！” Juan Daniel对青蛙说，转身跑向球场。

Juan Daniel从中场出发，好像喝了兴奋剂似的，他用力挥动双臂在球场上飞奔，完全没感到胳膊受伤了。他回头看了一眼，只见Carlos把球踢向天空。足球在空中划出一道美丽的弧线，刚好落在Juan Daniel的前面。Juan Daniel小心地带球来到对方的球门前。他用眼睛扫视了一下球门两边的后卫，然后目光落在球门的中央。他飞起一脚射门。就像电影的慢镜头一样，足球匀速前进，稳稳地落在球门里。

#### 第四部分

- 还有几分钟比赛就结束了，Juan Daniel发现他的队友 Ernesto 有些累了。在这个时候，Juan Daniel 想要做什么？

#### 第五部分

- 谁射门得分了？谁帮助了他呢？

“太好了！” Carlos大喊，兴奋地拍了拍Juan Daniel的肩膀。其他的队友也围了过来。

“真是太棒了！” Mario说，“你怎么摔了一跤反而变得更强了？”

Juan Daniel耸耸肩，说：“我也不知道。可是我觉得我能行。也许那只青蛙给我带来好运。”他一边说，一边指了指水瓶旁边的青蛙。

“青蛙？” Mario问道。

“对！那只青蛙。它不是一般的青蛙，它是一只‘幸运蛙’。我们把它当作我们球队的吉祥物吧。” Juan Daniel接着说下去，“我们应该带上这只青蛙一起到我奶奶的pupusería吃点儿东西，好好庆祝庆祝我们的胜利。”

## 第六部分

- 还有谁帮助 **Juan Daniel** 射门得分了？
- 球队新的吉祥物是什么？我们学校有吉祥物吗？你知道一些有吉祥物的球队吗？
- 球队怎样来庆祝胜利？

- 有谁知道青蛙和 **Juan Daniel** 可能有什么相同的地方？