

Public District School Board Writing Partnership

Course Profile International Languages

Level One
Academic

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

International Languages, Level One, Academic

Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence and develop thinking and analytical skills. In addition, the interdisciplinary nature of language allows students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 1 Academic course is an introductory course appropriate for those students wishing to gain a solid understanding of the structures, culture, and literature of the language, and who may be considering pursuing language studies at the post-secondary level.

Unit Tiles (Time + Sequence)

Unit 1	About Me	18 hours	German	Fully developed unit
Unit 2	About My Family	18 hours	Cantonese	Fully developed unit
Unit 3	About My World	20 hours	Spanish	Fully developed unit
Unit 4	On the Move	18 hours	Greek	Fully developed unit
Unit 5	On the Go	16 hours	Italian	Fully developed unit
Unit 6	On the Town	20 hours	Japanese	Fully developed unit

Unit Organization

Note: In order to present activities in a real context, each unit has been developed with reference to a specific language: German, Cantonese, Spanish, Greek, Italian or Japanese. These activities may be modified by teachers of other international languages. See the section Course Notes below for further details.

Unit 1: About Me

Time: 18 hours

The teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves and to inquire about others, as well as to learn vocabulary and expressions related to their classroom environment. They begin to perform and write simple dialogues and are assessed on their listening, speaking, and writing skills. The unit assists students to learn more about themselves and others in their classroom and creates the foundation to begin to communicate in the language of study. (German)

Unit 2: About My Family

Time: 18 hours

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members, and traditions. Individual, pair, and whole-class activities give students opportunities to understand the structure of the language and to use it in interactive communicative situations. The teacher assesses student progress in all skill areas. Students consolidate vocabulary and grammar structures learned throughout the unit by producing and presenting a project about families. (Cantonese)

Unit 3: About My World

Time: 20 hours

Students broaden their vocabulary and grammar knowledge of the language of study. A variety of activities provide opportunities to listen, to discuss, to read, and to write about the school environment (personal timetable, subjects, and teachers). Other relevant themes such as hobbies, leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed through brainstorming, dialogues, reading, and writing. The teacher assesses throughout the unit. Unit 3 finishes with an information-gathering project on a natural or theme park. (Spanish)

Unit 4: On the Move

Time: 18 hours

Students chart their weekly activities and prepare a personal agenda. They look at their own likes and dislikes and those of their classmates. They gather information about the Greek community, then discuss what food is typically served in a Greek restaurant. As a culminating activity, students look at Greek geography. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. Teacher-directed and structured activities place students in practical, everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit. (Greek)

Unit 5: On the Go

Time: 16 hours

The focus of this unit is vocabulary acquisition and its application in simple travel situations. Students use the language of study to explore the world of leisure and travel, with specific reference to the countries in which the language is spoken. Students learn vocabulary associated with transportation, directions, and geography. Evaluation is diverse and enables students to demonstrate their abilities in all skill areas. Some research and organizational activities, balanced with practical ones like applying for a student card and passport, increase students' knowledge, skills, and cultural awareness. (Italian)

Unit 6: On the Town

Time: 20 hours

In this unit, students discuss, read, and write about the world of food and about shopping at a department store. Students learn about popular Japanese food, about ordering in a restaurant, about following instructions in making simple dishes, and about eating etiquette. Students also learn how to ask for directions, the date and time, and the price of items. Students learn about the *kimono*. Using a variety of tools, the teacher evaluates student achievement in language knowledge and skill in oral communication, reading, and writing. Students demonstrate their learning through discussion and through the writing and presentation of a meal and a menu. (Japanese)

Course Notes

In order to provide a real context for strategies, activities, evaluation, and resources in this course profile, six international languages were chosen: German, Cantonese, Spanish, Greek, Italian, and Japanese. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures and often with specific examples in these languages, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture and so benefit from the experience and expertise of the writers of these profiles. Specific resources relevant to other languages can be found, and some sources for multi-language resources and web sites that include a number of international languages have been included here.

This profile contains six fully developed units, written in two phases. For additional ideas and activities, please refer to the corresponding Open course profile. Some suggestions are made in the Teaching/Learning Strategies of fully developed units to adapt activities for students in Open courses. Teachers should be familiar with school and Board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should reflect avoidance of bias and awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of their students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). A high priority should be collaboration and integration with other school departments and the community in order to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

The strands of Oral Communication (Listening and Speaking), Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this course profile to be specific about reading passages, both in-class and supplementary reading are essential for the acquisition, improvement, and consolidation of vocabulary, idiomatic expressions, and language structures. Teachers are encouraged to provide as many and as wide a variety of reading opportunities as possible. The International Languages policy document prescribes a minimum of 25 pages of simple text for Level 1, Academic.

Grammar and language knowledge, as well, are an integral part of international language courses and are always taught in context. Grammar and language knowledge expectations have been included in code form at the beginning of each unit and are reintroduced in the assessment/evaluation charts of each activity. Appendix A-01 – Level 1 Academic Expectations and Appendix A-02 – Level 1 Grammar and Language Knowledge Expectations list all codes and the full text for all expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies have been provided to maintain the interest of students, and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem-solving, presenting/introducing, general discussion;
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects;
- individual: note making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing.

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

Assessment/Evaluation Techniques

Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer, and self-assessment
- aural comprehension tests
- paper and pencil quizzes: teacher- or course-designed
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments

Summative Evaluation

- paper and pencil assessment: teacher- and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)
- listening and reading comprehension tests

Accommodation

For students, the learning of a language at any level is a complex task and requires skills in a number of areas: specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

Resources

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

As a starting point, the following web sites may prove useful in searching for specific information, in obtaining materials related to assessment and evaluation, or in finding information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

<http://www.google.com/>

An elegant multi-lingual search engine

<http://school.discovery.com/schrockguide/assess.html/>

Kathy Schrock's Guide for Educators – Assessment Rubrics

<http://webhome.idirect.com/~omlta/>
Ontario Modern Language Teachers' Association

<http://www.actfl.org/>
American Council on the Teaching of Foreign Languages

<http://www.mla.org/>
Modern Language Association of America

OSS Policy Applications

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Course Evaluation

- collaborative pre-planning of assignments and units of work
- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate, and make changes to delivery of assignments and activities
- summative meeting at the end of the year to plan for the future

Unit 1: About Me

Time: 18 hours

Unit Description

The teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves and to inquire about others, as well as to learn vocabulary and expressions related to their classroom environment. They begin to perform and write simple dialogues and are assessed on their listening, speaking, and writing skills. The unit assists students to learn more about themselves and others in their classroom, and creates the foundation to begin to communicate in the language of study.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.06, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	What Is Your Name?	180 minutes
Activity 2	Saying Hello and Goodbye	200 minutes
Activity 3	Fun with Numbers	200 minutes
Activity 4	My Classroom	250 minutes
Activity 5	Guess Who's Coming to School	250 minutes

Prior Knowledge Required

- basic understanding of an alphabet or phonetic symbols
- ability to recognize letters of the alphabet or phonetic symbols by their sounds in order to understand and spell vocabulary introduced in this unit

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme, vocabulary) required for the successful completion of the tasks of this unit.
- The teacher clarifies expectations before each activity and discusses student achievement with the class following each activity.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, Internet research, simulating and performing, note making, and communication strategies which include questioning, speaking the language of study in small groups, participating in brief discussions, and writing dialogues and postcards.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- reflection: peer assessment
- observation: formal and informal
- performance: short written assignments, role performance, simulation
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading)

Summative Evaluation

- culminating activities
- conference with teacher
- paper and pencil assessment: teacher-made, standard test

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993. ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987. ISBN 0 560-15001-6

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Technological

Eine kleine Deutschmusik, (German songs reinforcing vocabulary and grammar, set to familiar tunes), available from Tralco, TEL: (905) 575-5717; Toll free: 1-888-4-TRALCO; FAX: (905) 575-1783; Text/Workbook # 3-0468-9670-1; Music cassette # 3-468-9671-8

Annenberg/CPB Collection. Fokus Deutsch (12 x 60 minute videos and support materials) Series Code # 64-31-1023; available from McGraw-Hill Ryerson Ltd; TEL: (905) 430-5050 or (800) 565-5758; FAX: (800) 463-5885

CorelDRAW™, Ottawa. (www.corel.com/products for ordering information)

Clip Art (www.microsoft.com/clipgallerylive for free download of clip art)

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company, 1997. (2 disks)

Inter Naciones. *Alles Gute, Langenscheidt* (Video Series), 1989 Bonn ISBN 3-468-96870-1

Internet

Lernexpress (Free Video Series), TVOntario (call: 416-463-6886).

Community

Goethe Institut, 163 King St. W. Toronto, Ontario. Phone: (416) 593-5257

School and public libraries

Activity 1: What Is Your Name?

Time: 180 minutes

Description

Students learn to use visual, oral, and verbal clues to recognize and understand the ways of asking and answering questions. They begin to use the definite gender specific articles, in expressing vocabulary such as *the boy, the girl*, as well as the personal pronouns *he, she, and they*.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passage from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements, express likes and dislikes;

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- an alphabet and its sound system

Grammar and Language Knowledge

- use of the articles with nouns – gender of nouns
- subject pronouns, singular and plural (*ich, du, er, sie, sie plural*)
- interrogative pronouns (e.g., *Who? How?*)
- verbs: present tense of to be, to be named
- syntax: word order in simple sentences, positive and interrogative, subject/verb agreement, gender and number agreement in noun phrases

Planning Notes

- The teacher selects a video or audio cassette of a brief dialogue between two or more individuals introducing one another.
- The teacher finds/creates a dialogue about meeting or greeting someone.
- The teacher hands out exercise in which students complete the conversations they hear or see on video.
- The teacher develops exercises in which students must create their own dialogues by completing fill-in-the-blank worksheets.

Teaching/Learning Strategies

1. Whole class: Students listen to a tape and/or view a video tape in which several young people meet and inquire about the names of people in their group.
2. Individual: Students practise meeting and greeting each other orally.
3. Pair: Students read a dialogue about meeting and greeting someone. Students practise this dialogue orally with a partner.
4. Individual: The teacher introduces the pronouns *he*, *she*, and *they*. Students listen to a new tape recording of a brief dialogue and complete a fill-in-the-blank exercise provided by the teacher.
5. Whole class: Students engage in a game: The Name Chain. The students must ask the person behind them or next to them, what his/her name is. Following that question, they must ask this same person what the name of a student across the room is.
6. Whole class: Using the concept attainment method, the teacher pronounces short words as he/she writes them on the board. Students identify patterns in pronunciation.
7. Whole class: The class reads together a short dialogue introducing the vocabulary *the girl*, *the boy*, *the woman*, and *the man*. Students match this vocabulary with pictures.
8. Small group: The teacher distributes pictures of a man, a woman, a girl, a boy and a group of people. The students take turns asking one another the names of these individuals (e.g., *Wie heißt die Dame? Sie heißt Sigrid.*) *Alternative for Open level: The teacher gives students the pronoun in the question (e.g., Wie heißt sie? Sie heißt Sigrid.)*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/ Inquiry	OL1.01	Observation	Students listen to/view cassette/video of people meeting and greeting each other.
Knowledge/ Understanding	RE1.01, RE1.02, WR1.01	Observation	Students add questions and answers.
Application	OS1.01, GL1.01, GL1.03, GL1.08	Observation	Students read together, imitating the teacher's pronunciation.
Application Communication	OS1.01, RE1.03, GL1.01, GL1.03, GL1.08	Demonstration	Students match pictures and words (e.g., the men, the women).

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen or view tapes more than once.
- Allow an alternative to written work (e.g., presenting his/her work orally).
- For native speakers/strong students, provide additional readings incorporating greetings from different regions.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp.6-7 (greetings).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, pp. 6-7, 10-11.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd., 1987, pp.4-5, 8-9.

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp.2-5 (greetings, names)

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, pp. 10, 15-17 (greetings)

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (Unit 1: names, greetings)

Technological

Eine kleine Deutschmusik (German songs reinforcing vocabulary and grammar, set to familiar tunes) (a song about names)

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company, 1997. (2 disks)

Video series *Alles Gute*, c/o Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989, (Unit 1: Names)

Community

School and public libraries

Activity 2: Saying Hello and Goodbye

Time: 200 minutes

Description

Students learn and use a wider variety of greetings in the language of study. Greetings such as *hello* and *goodbye* are studied in the casual as well as formal setting. Visual cues and written dialogues assist the students in learning the various greetings.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes; applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements, express likes and dislikes;

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- In some international languages it will be important for the students to understand that the language differentiates between casual and formal structures.
- The knowledge acquired in Activity 1 may be incorporated into Activity 2. This would assist the student in developing a dialogue of more substantial length.

Grammar and Language Knowledge

- vocabulary: basic greetings
- other elements: essential characteristics of the writing system, as required

Planning Notes

- The teacher provides a tape of various dialogues depicting a variety of salutations between different individuals.
- The teacher provides a handout with a taped dialogue. The teacher may choose to provide this handout as a fill in the blank exercise while students listen to the tape.
- The teacher prepares a handout with pictures of individuals greeting one another and a list of salutations, which the student must match with the pictures.

Teaching/Learning Strategies

1. Whole class: Students read a variety of dialogues introducing the different ways of greeting each other according to the time of day and person being addressed (e.g., strangers, family, friends).
2. Whole class: Through teacher modelling and choral reading the students learn to pronounce the words and to differentiate between casual and formal structures.
3. Individual: Listening to a tape of various greetings students are asked to determine if the greeting voiced is a *hello* or *goodbye* and if the casual or formal form was used; students repeat what they have heard.
4. Individual: Students are given a handout with visual cues depicting individuals greeting one another and a list of greetings to match with the pictures.
5. Whole class: Students design their own nametag, using their culturally specific name from the language of study. They then walk around the classroom exchanging greetings. The teacher should participate in this activity in order to incorporate the formal structure.

6. Pair: Students write and present a dialogue incorporating greetings. *Alternative for Open level: This dialogue could be directed, with fill-in-the-blanks to be completed by students from a list of possible words.*

Assessment and Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03	Observation	Students differentiate between greetings.
Thinking/Inquiry	RE1.01, RE1.03	Observation	Students match visual clues to greetings.
Application Communication	OS1.01, OS1.02, OS1.03, WR1.01, WR1.03, GL1.01, GL1.03, GL1.04, GL1.08, GL1.10	Rubric	Students write a dialogue and present it to the class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to tapes more than once.
- Students present dialogue only orally
- More time may be allowed to complete each task.
- For native speakers/strong students, provide readings about situations that necessitate either the casual or the informal form.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 14-15 (greetings), p. 18 (alphabet).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, p. 15.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd., 1987, pp. 12-15.

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 11 (alphabet), pp. 21-23, 34-38 (greetings)

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (Kapitel 1, p. 9 greetings and farewells)

Technological

Eine kleine Deutschmusik (German songs reinforcing vocabulary and grammar, set to familiar tunes, a song about names)

German for Everyone. CD-ROM, Cambridge Mass: The Learning Company, 1997. (2 disks)

Inter Naciones. *Alles Gute, Langenscheidt*. (Video Series), (greetings: Unit 1 and Unit 4)

Annenberg/CPB Collection. *Fokus Deutsch* (12 x 60 minute videos and support materials) (Tape 1: greetings)

Community

School and public libraries

Activity 3: Fun with Numbers

Time: 200 minutes

Description

Students are introduced to the numbers 0-31 and study the pronunciation and spelling of the written form of the numbers. Students learn to recognize numbers through verbal communication and to incorporate them into the dictation of simple equations. The vocabulary *plus*, *minus*, *divided by*, *multiplied by*, and *equals* is introduced. A bingo/lotto type game concludes this activity.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- letters of the alphabet for spelling of words

Grammar and Language Knowledge

- common conjunctions (e.g., *and*)
- numbers 0-31, days, months, seasons
- other elements: essential characteristics of the writing system, as required

Planning Notes

- The teacher prepares elementary equations to be dictated to the students.
- The teacher finds/creates bingo/lotto cards leaving empty spaces. The teacher prepares small pieces of paper, to be pulled from a container, with the numbers 0-31 on them.

Teaching/Learning Strategies

1. Whole class: Students learn to pronounce numbers and express birthdays; postal codes; phone numbers, and addresses. Specific cultural aspects may be referred to at this point (e.g., name days are significant events in Germany). The teacher models sentences about birthdays, postal codes, phone numbers, and addresses, based on a personal information sheet.
2. Pair: Students complete a personal information sheet and relay the information to each other verbally (may be biographical or fictitious).
3. Whole class: The teacher models how to write numbers in the language of study. Students practise numbers up to 31 in words.
4. Pair: Students pretend to write each other cheques in amounts under 31 dollars.
5. Pair: Students dictate numbers to one another and evaluate the other's work.
6. Whole class: The teacher introduces the vocabulary for *plus*, *minus*, *divided by*, *multiplied by*, and *equals*.
7. Small group: Students practise numbers by giving each other simple arithmetic questions using numbers up to 31 only.
8. Whole class: bingo/lotto – A student calls out numbers for a bingo/lotto-type game using numbers from 0 to 31. The first classmate to have five numbers in a row (diagonally, horizontally, or vertically) wins.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OS1.01, RE1.01, RE1.02, RE1.03, WR1.03, GL1.08, GL1.09	Observation	Students complete a personal information sheet and present it verbally.
Communication	OL1.02, OS1.01, GL1.09	Peer observation (checking each others' work)	Students dictate numbers to each other.
Application	WR1.03, GL1.09	Rating scale	Students write cheques.
Application	OL1.02, OS1.01, GL1.09	Observation	Students play bingo/lotto.
Thinking/Inquiry	OL1.02, OS1.01, GL1.06	Peer observation (checking each others' work)	Students create and read aloud arithmetic questions to each other.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- More time may be allowed to complete each task.
- Have native speakers/strong students call out the bingo/lotto numbers.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 8-9, 13, 15.

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, pp. 8-15.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd., 1987, pp. 6-8.

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 36 (numbers)

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. (Kapitel 2: p.25, numbers 1-19; Kapitel 4: p.64, numbers 20-100)

Technological

Video series *Alles Gute*, c/o Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989, (Unit 3: asking prices)

Community

School and public libraries

Activity 4: My Classroom

Time: 250 minutes

Description

Students learn the vocabulary of the classroom as well as expressions useful at school (e.g., expressions used to ask permission, simple commands).

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary, and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purpose, using basic vocabulary, and language structure.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements, express likes and dislikes;

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- definite articles and genders
- essential characteristics of the writing system

Grammar and Language Knowledge

- classroom vocabulary
- command form of certain regular and irregular verbs for recognition only

Planning Notes

- The teacher prepares cue cards with the names of the items to be found in the classroom.
- The teacher prepares True/False listening quiz.

Teaching/Learning Strategies

1. Whole class: The teacher introduces the vocabulary of the classroom in singular and in plural forms with the definite article. Cards naming the objects are attached to classroom objects. The teacher points to the object and cue card and pronounces the word, which the students repeat in chorus. After removing the cue cards, the teacher gives students a true/false listening quiz in which the teacher gives true or false names to objects in the room.
2. Small group: The teacher gives students a selection of cue cards with the words of several items in the classroom. They attach the cue cards to the correct item. The group finishing first wins the game.
3. Whole class: The teacher asks: *What is that?* and students answer: *That is a _____*. Students then ask each other questions about the classroom.
4. Whole class: The teacher introduces common commands used in the classroom, then writes them on the board. The teacher says the command and shows the activity. Following this introduction the teacher demonstrates the action, and a student indicates where the command is displayed on the board.
5. Small group: Students move into small groups and create dialogues incorporating commands.
Alternative for Open level: students are given a series of cue cards on which commands are written. They use these cards to give commands to the other group members.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.02, GL1.09	True/False listening quiz	Students repeat new vocabulary about the classroom.
Application	RE1.02, GL1.09	Observation	Students match names to classroom objects.
Communication	OL1.01, OS1.01, GL1.08, GL1.10	Observation	Students respond verbally to questions about the classroom.
Communication	OS1.01, RE1.01, RE1.03, GL1.04	Observation	Students match commands to gestures.
Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02, RE1.01, WR1.03, GL1.10	Rubric	Students give commands to each other in dialogues.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may do the vocabulary test orally.
- Students may be grouped heterogeneously.
- Students may do pen and paper test with the aid of a dictionary/textbook.
- More time may be allowed to complete each task.
- For native speakers/strong students, provide a match-the-columns activity incorporating more detailed classroom vocabulary (e.g., *light switch, electrical outlet*)

Resources

Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, p. 14.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd., 1987, p. 45 (classroom objects).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 6-14 (classroom objects, expressions).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 111, 115-117 (classroom objects)

Magazines

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (vocabulary of classroom objects: p.121; the imperative: p.183)

Technological

Internet (pictures for visual cues)

Community

School and public libraries

Activity 5: Guess Who's Coming to School

Time: 250 minutes

Description

Students discuss favourite numbers, days, seasons, months, and celebrities. They begin to ask and answer simple questions about people and events. Simplified cultural readings provide opportunities to gain insight into the cultures where the language of study is spoken. The culminating activity is a small-group skit requiring minimal adaptations and a high-interest opportunity for students to project information about their favourite celebrities.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01- read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purpose, using basic vocabulary and language structure.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements, express likes and dislikes;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- numbers, days, seasons, months
- classroom object vocabulary
- greetings
- structures required to ask simple questions (e.g., *where, when, who, what, why*)

Grammar and Language Knowledge

- descriptive adjectives (e.g., *nervous, famous, anxious, happy, sad, favourite*)
- names of cultural celebrations specific to the language of study (only those in the cultural readings)

Planning Notes

- The teacher finds pictures of people in obvious emotional states (nervous, excited, anxious, happy, sad).
- The teacher prepares a rubric to assess interviews in pairs.
- The teacher finds/creates simple readings about people at cultural celebrations and prepares answer sheets.
- The teacher finds pictures of people at cultural celebrations.
- The teacher creates a simple rating scale to evaluate sentences.
- The teacher prepares copies of the substitution skit.
- The teacher prepares copies of the rubric developed with the class.
- The teacher arranges video equipment, location and schedule for skit tapings.

Teaching/Learning Strategies

1. Whole class: The teacher models sentences orally, describing people in pictures, using the adjectives *nervous, famous, anxious, happy, sad, favourite*. Students respond to the question *How is he/she?*, using the same set of adjectives to describe more pictures. *For Open level: include the adjective in the question (e.g., Ist er glücklich? Ja, er ist glücklich.)*
2. Pair: The teacher models the following question-and-answer for pairs of students to practise:
_____ *is coming. Are you nervous? Answer: No, I'm happy.* (e.g., famous person)
3. Pair: The teacher models an interview with a student about his/her favourite number, day of the week, season, month, and celebrity. The students then perform similar interviews in pairs, while the teacher circulates to assist them. Students repeat the activity with a different partner, while the teacher circulates to assess them using a rubric. *For Open level: students use a cue sheet with questions and two or three possible answers.*
4. Individual: Using simplified readings about people at cultural celebrations, students answer short questions using short sentences (e.g., *Wer ist das? Das ist Georg. Wann ist das? Es ist Georgs Namentag.*) Students check their own work against teacher-prepared answer sheets. *Alternative for Open level: teacher provides a fill-in sheet to guide the composition.*
5. Pair: Students choose a picture about a cultural celebration. With the aid of a bilingual dictionary, students write as many simple sentences as they can about the scene. The teacher circulates to assist students. The rating scale is designed simply to evaluate the minimum number of correct sentences created with teacher assistance. *Alternative for Open level: students unscramble simple sentences accompanying the pictures.*
6. Small group: Using the substitution skit (see Appendix C-01 – Skit for a Group of Four), students create their own skit about a famous person dropping in on the class unannounced. Students tape their skits on video, using props and costumes. *Alternative for Open level: students write poster-size cue cards to help them with their lines.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, GL1.05	Observation	Students describe pictures of people using adjectives.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, GL1.05	Observation	Students respond orally to questions about their reactions.
Application	OL1.01, OL1.02, OS1.01, OS1.02, GL1.03	Rating scale	Students interview each other about favourite number, day, season, month, celebrity.
Application	RE1.04, RE1.05, WR1.02, GL1.03	Answer sheets against which students check their own work	Students answer questions about a cultural reading using short sentences (e.g., <i>Wer ist das? Wann ist das?</i>).
Thinking/ Inquiry	RE1.02, WR1.04, WR1.05, GL1.08	Rating scale	Students use dictionaries to write short sentences about pictures of German-specific scenes.
Thinking/ Inquiry	OS1.01, OS1.02, RE1.02, WR1.03, GL1.10	Rubric developed beforehand with class	Students create and video a skit.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may be grouped heterogeneously.
- More time may be allowed to complete each task.
- For native speakers/strong students, prepare an assignment in which they look for celebration scenes in magazines, and answer questions in short sentences.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, Chapter 3 (favourite things).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, Chapter 1 (greetings).

Technological

Videos about cultural celebrations

Community

School and public libraries

Unit 2: About My Family

Time: 18 hours

Unit Description

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members, and traditions. Individual, pair, and whole-class activities give students opportunities to understand the structure of the language and to use it in interactive communicative situations. The teacher assesses student progress in all skill areas. Students consolidate vocabulary and grammar structures learned throughout the unit by producing and presenting a project about families.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.05, GL1.06, GL1.07, GL1.08 (but no gender or number agreement), GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Family Members	180 minutes
Activity 2	Hobbies	180 minutes
Activity 3	Rooms, Apartments, and Houses	240 minutes
Activity 4	Our Favourite Possessions	240 minutes
Activity 5	Let's Make Up Families!	240 minutes

Prior Knowledge Required

- expressions describing actions in the present
- expressions in the affirmative and negative
- possessive adjectives (e.g., *my*, *your*, *his*, *her*)

Unit Planning Notes

Note: Teachers should be cautious with the topic of family, as students may come from sensitive home situations.

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in the unit.
- The teacher prepares rubrics/assessment and evaluation materials for the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/collaborative learning, creating and conducting surveys, completing worksheets, show-and-tell, sentence-building, investigating, writing, describing, and discussing.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- Observation: formal and informal
- Performance (oral, written, visual): group discussion, presentations, interviews, descriptions, demonstrations, pronunciation.
- Tools: checklists, rating scales, rubrics, tests, quizzes (oral, written, reading)

Summative Evaluation

- Performance: oral presentation, interviews

Resources

Print

Commercial Press Co. *The Oxford-Duden Pictorial English-Chinese Dictionary*. Hong Kong: Commercial Press Co., 1997. ISBN 0 19584202 2

De Bono, Edward. *De Bono's Thinking Courses*. London: British Broadcasting Corporation, 1983.

Federal Publications. *The Straits Times Bilingual Collection, Volume 1*. Singapore: Federal Publications, 1979. ISBN 016520-6

Fu, Kwok, Wah Kwok Lau, Man Lau, and Cheung Lam. *Chinese Calligraphy*. Beijing: Aerospace Publication Co., 1990.

Lau, Pong Kai and Wing Mom Lam. *Family Fun Drawing*. Taiwan: Little Bud Publication Co., 1996.

Lindqvist, Cecilia. *China: Empire of Living Symbols*. Toronto: Addison-Wesley Publishing Co. Ltd., 1991. ISBN 0-201-57009-2

Man Lei Books Co. *Room Decoration*. Hong Kong: Man Lei Books Co., 1995. ISBN 962 14 08 98 9
Ming Pao Daily News, 280 Spadina Ave., Toronto, Ontario, M5T 3A5. Tel.: (416) 593-8787

Wong, Ting Chi. *Chinese Feng Shui*. Beijing: Publications (Holdings) Limited, 1996.
ISBN 962 17 4060 X

Library/Resource Centre

Technological

Chinese food web site: <http://www.Chinavista.com/culture/cuisine>

The Largest Chinese Superstore Online: <http://www.hooloo.com>

Spreadsheet and word-processing programs (e.g. *Microsoft Word, Excel, PowerPoint*)

Spreadsheet and presentation programs (e.g., *Microsoft Office, Word Perfect II Presentation*)

Community

Cantonese Musical Club, 795 Gerrard St. E., 3rd floor, Toronto, Ontario, M5G 1L4.
Tel: (416) 463-4519

Chinese Consumer Directory of Toronto, Publisher: *World Journal*, 415 Eastern Ave., Toronto, Ontario, M4M 1B7. Tel: (416) 778-0888

Chinese Cultural Centre of Greater Toronto, 5183 Sheppard Ave. E., Scarborough, Ontario, M1B 5Z5. Tel.: (416) 292-9293

Chinese Yellow Pages (<http://www.YellowPages.ca/Chinese>)

Consulate General of People's Republic of China, 240 St. George St., Toronto, Ontario, M5S 1T9. Tel.: (416) 964-7260

Hong Kong Economic and Trade Office, 174 St. George St., Toronto, Ontario, M5R 2M7. Tel.: (416) 924-5544

Ontario Chinese Restaurant Association, 260 Spadina Ave., Ste. 305, Toronto, Ontario, M5T 2E4. Tel.: (416) 340-7850

Taipei Economic and Cultural Office, 151 Yonge St., Suite 1202, Toronto, Ontario, M5C 2W7. Tel.: (416) 369-9030

Toronto Chinese Community Services, 310 Spadina Ave., Suite 301, Toronto, Ont., M5T 2E8. Tel.: (416) 977-4026

Activity 1: Family Members

Time: 180 minutes

Description

In this introductory activity, students talk about the family and its individual members (e.g., physical descriptions, age, and relationships). To learn to manipulate the vocabulary and grammar structures, they create simple sentences using interactive card decks. In groups, students discuss, develop, and present a table representing all of their families. Evaluation involves oral presentations, rubrics, and a three-skill quiz.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrates an understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet;

WR1.01 - write complete but simple sentences using basic vocabulary and language (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- cardinal/ordinal numbers up to 100
- expressions describing actions in the present
- expressions in the affirmative and negative
- possessive adjectives (e.g., *my, your, his, her*)

Grammar and Language Knowledge:

- verbs *to be, to have, to want, to go, can, must, want*
- verbs in simple negative constructions
- adjectives (e.g., *good, bad, excellent, etc.*)
- expressions of quantity
- possessive adjectives (e.g., *my, your, his, her, our, their*)
- demonstrative adjectives (e.g., *this, that*)
- interrogative adjectives (e.g., *which, how many, how much*)
- syntax in simple sentences
- vocabulary: words associated with family, food, leisure, friends
- vocabulary associated with physical descriptions, roles, and relationships

Planning Notes

- The teacher prepares decks of cards for the sentence-building activities.
- The teacher finds/prepares worksheets and exercises involving the new vocabulary and grammar structures.
- If possible, the teacher arranges computer access and a curricular link with a technology class.
- The teacher assembles construction paper, bristol board, markers, glue sticks, and scissors.
- The teacher prepares the three-skill quiz.

Teaching/Learning Strategies

1. Whole class: The teacher introduces new vocabulary in oral and written form, then provides worksheets for students to practise new vocabulary about family members.
2. Small group: Each group receives three envelopes or three decks of cards. Students in each group take turns composing simple sentences by picking cue cards from each envelope/deck, starting with a possessive adjective (e.g., *my, your, his, her*) and using *is* as the verb (e.g., *My grandfather is 85 years old.*).

Envelope/Deck 1	my, your, his, her
Envelope/Deck 2	father, mother, older sister, older brother, myself, younger brother, younger sister, aunt, uncle, grandparents
Envelope/Deck 3	number cards in age

3. Individual: Students complete a worksheet, creating sentences about ages in their families. Bilingual and/or visual dictionaries are supplied to assist with enrichment vocabulary.
4. Whole class: Using pictures, the teacher introduces new vocabulary about physical features orally and in written form.
5. Small group: Each group receives three envelopes or three decks of cards. Students in each group take turns composing a simple sentence by picking cue cards from each envelope/deck, starting with a possessive adjective (e.g., *my, your, his, her*) and using *is* as a verb to describe physical appearance.

Envelope/Deck 1	my, your, his, her
Envelope/Deck 2	father, mother, older sister, older brother, myself, younger brother, younger sister, aunt, uncle, grandparents
Envelope/Deck 3	tall, grey-haired, brown-eyed, etc.

6. Individual: Students complete listening, reading comprehension (use the Family Section in *Ming Pao Daily News*), and writing exercises about family ages and appearances.
7. Whole class: The teacher provides students with a worksheet to create sentences about the physical appearance of their family members. Bilingual and/or visual dictionaries are supplied to assist with enrichment vocabulary.
8. Small group: Students gather information about family members (age and appearance) in their group and create a table of their findings, accompanied by sentences about each student's family. Students assist each other to write these sentences. (If possible, students use spreadsheet programs and Cantonese word-processing programs on the computer to create their table. This is an opportunity for a cross-curricular link with a technology project.) The teacher circulates to assist with proofreading.
9. Whole class: With the teacher, students develop a rubric to evaluate the oral presentation of their tables of findings and a writing rubric to evaluate the sentences accompanying their tables.
10. Small group: Students present their table to the class, either on bristol board or computer-assisted presentation programs.
11. Individual: Students write a three-skill quiz (listening, reading comprehension, writing) about ages and personal appearance.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, RE1.01, WR1.01, WR1.02	Observation	Students learn to discuss family members orally and in written form.
Knowledge/ Understanding	OL1.01, OL1.02, RE1.01, RE1.02, WR1.01, WR1.02, WR1.03, GL1.08, GL1.09, GL1.10	Observation	Students complete exercises about family members.
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02, WR1.01, WR1.02, WR1.04, GL1.08, GL1.09, GL1.10	Peer editing	Students compose and present simple sentences using new vocabulary in a small group setting.
Communication	OL1.01, OL1.02, OS1.01, OS1.02	Oral presentation rubric	Students present family members to classmates.
Application	OL1.01, OL1.02, OS1.01, OS1.02, WR1.03, WR1.04, GL1.09	Observation	Students gather information about family members and create a table to organize information.

Thinking/Inquiry	WR1.01, WR1.04, GL1.08, GL1.09	Writing rubric	Students compose sentences about the age and appearance of family members to accompany their table.
Application	OL1.01, OL1.02, RE1.01, RE1.03, WR1.01, WR1.02, GL1.08, GL1.09, GL1.10	Pencil-and-paper quiz	Students write a three-skill quiz.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide scripts and audiotapes of new vocabulary.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work, with an advanced technology student in each group, where possible.

Resources

Print

Ming Pao Daily News, Family Section.

Technological

Spreadsheet and presentation programs (e.g., *Microsoft Office*, *Word Perfect II Presentation*)

Community

Toronto Chinese Community Services, 310 Spadina Ave., Suite 301, Toronto, Ontario, M5T 2E8. (416) 977-4026

Activity 2: Hobbies

Time: 180 minutes

Description

In this activity, students learn to discuss family pastimes, both orally and in written form. Students create and conduct a survey about family hobbies and present their findings. Through interactive activities such as show-and-tell, sentence-building with cue cards, interviewing, and being interviewed, language knowledge and skills are consolidated. Evaluation involves an oral presentation rubric, an oral interview rating scale, and a three-skill test.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrates an understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and informal forms of address);

OS1.01 -use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- verbs and idiomatic expressions associated with preferences, likes, and dislikes

Grammar and Language Knowledge

- vocabulary associated with hobbies (Cantonese) such as playing Mahjong, listening to classical songs in Cantonese, etc.
- nouns: a variety of hobbies (playing Mahjong and cards, reading books, watching movies)
- adjectives: *good, bad, quite nice, happy, enjoyable*, etc.
- verbs: *to want, to like, to play, to win/lose*, etc.

Planning Notes

- The teacher prepares cue cards for the sentence-building activity.
- The teacher finds/prepares listening, reading comprehension, and written exercises involving family pastimes.
- The teacher finds/supplies bilingual and/or visual dictionaries.
- The teacher provides a blank rubric overhead.
- The teacher finds bristol board, markers, etc. for groups to prepare presentations.
- The teacher prepares three-skill test.

Teaching/Learning Strategies

1. Whole class: Students bring hobby artifacts to school and keep them hidden in a bag. They ask a classmate to pick one thing from the bag and to tell what hobby it is. The teacher writes sample sentences on the board (e.g., *This is a basketball. I like to play basketball with my sisters on the driveway.*).
2. Individual: Students write sentences and draw a picture to represent each sentence, to serve as a personal visual dictionary. The teacher circulates to check their work.
3. Small group: Each group receives a paper box holding one deck of cue cards. Students take turns composing a simple sentence by picking cue cards from each box/deck.

Box/Deck 1	Grandfather/mother, father, mother, older brother/sister, younger brother/sister, cousin, nephew, uncle, aunt, etc.
Box/Deck 2	Likes or dislikes
Box/Deck 3	Mahjong, fishing, reading, watching movies, travelling, stamp collecting, cooking, sewing, drawing, painting, woodcraft, chess, etc.

4. Individual/Whole class: Students complete listening, reading comprehension, and writing exercises (students fill in vocabulary beside drawings of various types of hobbies).
5. Small group: Students design a survey about hobbies. Students are encouraged to use bilingual and/or visual dictionaries.
6. Whole class: With the teacher, students develop an oral presentation rubric for evaluating the presentation of survey results.
7. Small group: Students gather their data and organize the information on bristol board/blackboard (*Excel* or *PowerPoint* may be used, if available).
8. Small group: Each group presents their work and evaluates each other's project using the rubric.
9. Individual: Students answer questions about their pastimes at an interview with the teacher.
10. Individual: Students write a three-skill test about family pastimes (listening, reading comprehension, writing).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, GL1.01, GL1.05, GL1.09	Observation	Students complete listening, reading comprehension and writing exercises about pastimes.
Communication Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02, RE1.01, RE1.02, WR1.01, WR1.02, WR1.05	Oral Presentation Rubric	Students create and conduct a survey about hobbies and present results to the class.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, GL1.09	Observation	Students show their hobby artifacts to the class and tell what hobbies they like in front of the class.
Application	OL1.01, OL1.02, GL1.08, GL1.09	Observation	Students compose simple sentences using cue cards.
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02, GL1.01, GL1.05, GL1.09	Rating scale: Pronunciation 1-4 Vocabulary 1-4 Structure 1-4 Flow 1-4	Students answer questions at an interview with the teacher.

Application	OL1.01, OL1.02, RE1.01, RE1.03, WR1.01, WR1.02, GL1.01, GL1.05, GL1.09	Pencil-and-paper test	Students write a three-skill test.
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Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide scripts and audiotapes of new vocabulary.
- Use mixed ability groupings for group work.

Resources

Print

Fu, Kwok Wah Kwok Lau, Man Lau, and Cheung Lam. *Chinese Calligraphy*. Beijing: Aerospace Publication Co., 1990.

Federal Publications. *The Straits Times Bilingual Collection, Volume 1*. Singapore: Federal Publications, 1979.

Lau, Pong Kai and Wing Mom Lam. *Family Fun Drawing*. Taiwan: Little Bud Publication Co., 1996.

Bilingual and/or visual dictionaries

Technological

The Largest Chinese Superstore Online: <http://www.hooloo.com>

Spreadsheet and word-processing programs (e.g., *Microsoft Word, Excel, PowerPoint*)

Community

Cantonese Musical Club, 795 Gerrard St. E., 3rd floor, Toronto, Ontario, M5G 1L4.

Tel: (416) 463-4519

Chinese Cultural Centre of Greater Toronto, 5183 Sheppard Ave. E.,

Scarborough, Ontario, M1B 5Z5. Tel.: (416) 292-9293

Consulate General of People's Republic of China, 240 St. George St.,

Toronto, Ontario, M5S 1T9. Tel.: (416) 964-7260

Hong Kong Economic and Trade Office, 174 St. George St., Toronto, Ontario, M5R 2M7.

Tel.: (416) 924-5544

Taipei Economic and Cultural Office, 151 Yonge St., Suite 1202, Toronto, Ontario, M5C 2W7.

Tel.: (416) 369-9030

Activity 3: Rooms, Apartments, and Houses

Time: 240 minutes

Description

In this activity, students learn to discuss housing, both in oral and written form. Through discussions about what is necessary in a good home, presenting dialogues about problems with homes, and a group project involving developing the floor plan for an ideal home, students consolidate the vocabulary and grammar structures they need to explore tastes in housing. Evaluation involves a rating scale, an oral presentation, an oral interview, rubrics, and a three-skill test. A rating scale and rubrics are instruments used here.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrates an understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and informal forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- basic adjectives (e.g., *beautiful, big, small, comfortable*, etc.)
- verbs associated with preferences and likes and dislikes

Grammar and Language Knowledge

- expressions of measurement
- vocabulary associated with rooms, apartments, houses

Planning Notes

- The teacher finds/prepares slides of a variety of housing.
- The teacher prepares listening, reading comprehension, and writing exercises.
- The teacher provides a blank rubric overhead.
- The teacher finds and supplies bristol board, markers, bilingual and/or visual dictionaries, etc., for the group project.
- The teacher arranges a cross-curricular evaluation package with a Technology and/or Family Studies teacher.
- The teacher prepares questions for the oral interview.
- The teacher prepares the three-skill test.

Teaching/Learning Strategies

1. Whole class: Using slides, the teacher introduces orally the vocabulary and grammar structures needed to discuss different types of housing in Cantonese. After running through the descriptions and writing them on the board, the teacher asks students to describe their favourite slides (e.g., Teacher: *Describe the slide you like the most.* Student: *I like the apartment with the yellow and red sofa the best.*).
2. Pair: Students ask each other what their homes are like. Then, they prepare a list of items they feel are necessary in a home.
3. Whole class: Students share their lists of necessities (e.g., *A good home has an in-home cinema, a telephone in every room, and a satellite dish.*). The concept of *Feng shui* is discussed here, as well. The teacher writes sample sentences on an overhead.
4. Individual: Students complete listening, reading comprehension, and writing exercises involving preferences in housing, using the new vocabulary and grammatical structures.
5. Whole class: With the teacher, students develop an oral presentation rubric to evaluate a dialogue.
6. Pair: Using a model, students role-play a real estate agent trying to sell a home with a particular problem (e.g., *This is a very special house, but, unfortunately the windows don't open.*).
7. Small group: On bristol board or using a computer presentation program, students develop a floor plan for an ideal house, accompanied by a minimum of ten complete sentences about its valuable features. Students use bilingual and visual dictionaries and the Internet for ideas and vocabulary, if available.
8. Whole class: With the teacher, students develop a rubric for the evaluation of their floor plans, using a sample floor plan drafted by the teacher. (If possible, the teacher demonstrates how to draw a floor plan using a computer program. This is also an opportunity for a cross-curricular link with a Technology class or a Family Studies class.)

9. Small group: Students return to their groups and complete their floor plans. They present their results orally to the class. The teacher evaluates the floor plans using the rubric.
10. Individual: Students have a private oral interview about their taste in homes.
11. Individual: Students complete a three-skill test (listening, reading, writing) involving vocabulary and grammar structures they have learned.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, RE1.01, RE1.03, WR1.01, WR1.02, GL1.02, GL1.05, GL1.09, GL1.10	Observation	Students learn to discuss various types of housing, both orally and in written form.
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02, WR1.01, WR1.02	Observation	Students prepare a list of items they feel are necessary in a good home.
Application	OL1.01, OL1.02, RE1.01, RE1.03, RE1.05, WR1.01, WR1.02	Observation	Students complete listening, reading comprehension and writing exercises.
Application Thinking/Inquiry	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, WR1.01, WR1.02	Rating scale: Pronunciation 1-4 Intonation 1-4 Inventiveness 1-4 Vocabulary and structures 1-4 Flow 1-4	Students create and perform a dialogue.
Application Thinking/Inquiry	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.03, RE1.05, WR1.01, WR1.03, WR1.04, WR1.05	Oral presentation rubric	Students create and present a floor plan for an ideal home.
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02	Oral interview rubric	Students are interviewed by the teacher.
Application	OL1.01, OL1.02, RE1.01, RE1.03, RE1.05, WR1.01, WR1.02, GL1.02, GL1.05, GL1.09, GL1.10	Pencil-and-paper test (listening, reading comprehension, writing)	Students complete a three-skill test.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide a checklist instead of having students produce a list of necessities.
- Allow private performances of the dialogue.
- For enrichment, suggest building a home using *Adobe* and word-processing in Chinese, if available.
- Provide scripts and audiotapes of new vocabulary, so that students can compare oral and written Cantonese.

- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work.
- For enrichment, students contact Cantonese-speaking architects for input on their designs, if possible.

Resources

Print

Commercial Press Co. *The Oxford-Duden Pictorial English-Chinese Dictionary*. Hong Kong: Commercial Press Co., 1997.

Man Lei Books Co. *Room Decoration*. Hong Kong: Man Lei Books Co., 1995.

Wong, Ting Chi. *Chinese Feng Shui*. Beijing: Publications (Holdings) Limited, 1996.

Technological

CD-ROM: *1999 Grolier Multimedia Encyclopedia: 2*, Deluxe 2-CD version

CD-ROM: *Microsoft Encarta 2000*

Spreadsheet and word-processing programs (e.g., *Microsoft Word, Excel, PowerPoint*)

Community

Association of Architectural Technologists of Ontario, 150 Consumers Rd., Scarborough, Ontario, Tel.: (416) 493-6758

Construction Safety Association of Ontario, 21 Voyage Court. S., Toronto, Ontario, Tel.: (416) 674-2726

Chinese Professionals Association of Canada, 146 Augusta Ave., Suite 20, Toronto, M5T 2L5. Tel.: (416) 599-8688

Hong Kong Economic and Trade Office, 174 St. George St., Toronto, Ontario, M5R 2M7. Tel.: (416) 924-5544

Taipei Economic and Cultural Office, 151 Yonge St., Suite 1202, Toronto, Ontario, M5C 2W7. Tel.: (416) 369-9030

Activity 4: Our Favourite Possessions

Time: 240 minutes

Description

In this activity, students learn to talk and write about their family's possessions. Furniture, board games, and luxuries all provide enriched vocabulary. In a variety of ways, students discuss which household items are really necessary and make some difficult choices. Evaluation involves a dialogue, an interview with the teacher, and a three-skill test.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrates an understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and informal forms of address and greetings);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes); for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- expressions describing actions in the present
- verbs associated with preferences and likes and dislikes

Grammar and Language Knowledge

- vocabulary associated with family/personal possessions
- language used for giving instructions

Planning Notes

- The teacher finds objects or pictures of objects typically found in homes.
- The teacher finds/prepares listening, reading comprehension, and writing exercises.
- The teacher finds bilingual and/or visual dictionaries.
- The teacher provides blank rubric overheads.
- The teacher finds/prepares a model for the dialogue.
- The teacher prepares the oral interview rubric and the questions for the oral interview.
- The teacher prepares the three-skill test.

Teaching/Learning Strategies

1. Whole class: Using a wide variety of objects or pictures of objects typically found in homes (e.g., a deck of cards, a Mahjong board, a computer, etc.), the teacher presents vocabulary associated with family/personal possessions orally. Students come forward and match these household items with cards bearing the Chinese character/characters for them. With the class, the teacher creates sentences about typical households (e.g., *In most homes there is one refrigerator.*).

2. Individual: Students complete listening, reading comprehension, and writing exercises about family/personal possessions using the new vocabulary.
3. Whole class: The teacher introduces Dr. De Bono's PMI concept (Plus, Minus, Interesting), if familiar with it. (See reference in Resources and notes following this activity.)
4. Small group: Using PMI, students decide which five family possessions they could all manage to do without. With the teacher, students develop a rubric to evaluate the oral presentation and another rubric to evaluate the written rationale for their decision. Bilingual and/or visual dictionaries assist with vocabulary enrichment.
5. Whole class: Students present their decisions and rationales. Groups evaluate the oral presentations and the teacher evaluates the written rationales.
6. Pair: Using a model, students create and present dialogues about using PMI to make a difficult decision with their parents.
7. Individual: Students are interviewed by the teacher about their favourite things.
8. Individual: Students write a three-skill test about items in their households.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, RE1.01, RE1.03, RE1.05, WR1.01, WR1.02, GL1.09, GL1.10	Observation	Students learn to discuss and complete exercises about things in their homes.
Communication Thinking/Inquiry	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, WR1.01, WR1.04	Oral presentation rubric Written rationale rubric	Students develop and present a PMI rationale and decision about which five things they can do without at home.
Application Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02, WR1.01	Rating scale: Pronunciation 1-4 Intonation 1-4 Inventiveness 1-4 Vocabulary and structures 1-4 Flow 1-4	Students create and perform dialogues.
Communication Application	OS1.01, OS1.02, OS1.03	Oral interview rubric	Students are interviewed by the teacher.
Application	OL1.01, OL1.02, RE1.01, RE1.03, RE1.05, WR1.01, WR1.02, GL1.09, GL1.10	Pencil-and-paper test (listening, reading comprehension, writing)	Students write a three-skill test.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- For beginners, the teacher creates a multiple-choice activity in place of the PMI group project.
- Allow private performances of the dialogue.

-
- Provide scripts and audiotapes of new vocabulary.
 - Repeat listening exercises as many times as required.
 - Use mixed ability groupings for the group work.

Resources

Print

Chung Man Publishing. *Words of Sea (Chinese dictionary)*. Taipei, p. 239.

De Bono, Edward. *De Bono's Thinking Courses*. British Broadcasting Corporation, 1983, pp.18-25.

Lindqvist, Cecilia. *China: Empire of Living Symbols*. Toronto: Addison-Wesley Publishing Co. Ltd., 1991, p. 125 and p. 272.

PMI

Convert the following note into Chinese characters before using it.

Introduction: Dr. Edward de Bono maintains that thinking is a skill that anyone can learn, regardless of intelligence. Someone who has ordinary intelligence, according to Dr. de Bono, has a better chance of gaining wisdom than someone intelligent who may be merely clever. One of his strategies to train a student's thinking skill is PMI (Plus, Minus, Interesting).

PMI: The PMI's purpose is to direct attention to and create some sense of objectivity in dealing with a problem. As educators, we need to assist students in learning how to think. According to de Bono, "one of the biggest faults of thinking is the use of it to back up an opinion that has already been formed (by first impression, slight thinking, prejudice, or tradition). This is one of the major faults of the intelligence trap, and highly intelligent people suffer from the fault even more than others." (Edward de Bono, *de Bono's Thinking Course*, p. 18)

PMI: treatment of ideas

P: Plus. The good things about an idea – why you like it

M: Minus. The bad things about an idea – why you do not like it

I: Interesting. What you find interesting about an idea

Step 1. Make a list of the good points.

Step 2. Make a list of the bad points

Step 3. Make a list of points that are neither good nor bad, but interesting.

Example:

Idea: *All cars should be painted yellow.*

Step 1: *P* Yellow cars are easier to see at night. If all cars were yellow, there would be no problem deciding which colour you want at the car dealership.

Step 2: *M* Yellow would become boring, if it were the only colour of car. It would be difficult to find your car in a parking lot. Car chases would be difficult for the police.

Step 3: *I* It would be interesting to see the different shades of yellow. It would be interesting to see whether people appreciate the colour yellow after a while. It would be interesting to see whether people can be forced to buy yellow cars.

Activity 5: Let's Make Up Families!

Time: 240 minutes

Description

In this activity, students learn to compare family members and create fictitious families. Group activities, such as creating a reading activity for other students and a dialogue between student-created family members, as well as an individual peer-edited creative writing project, demonstrate the knowledge and language ability students have developed in the course of the unit. Several student-designed rubrics and a three-skill unit test are significant evaluation tools. Assessment (using an assessment conference in which the teacher is seated with the student) takes place when the student discusses student and teacher feedback on written work.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrates an understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and informal forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

WR1.01 - write complete but simple sentences using basic vocabulary and language (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- verbs associated with preferences, likes, and dislikes

Grammar and Language Knowledge

- conjunctions *and, or, but, because*

Planning Notes

- The teacher prepares a blank overhead of the family chart.
- The teacher finds/prepares listening, reading comprehension, and writing exercises.
- The teacher photocopies extra blank charts for the fictitious family chart activity.
- The teacher prepares a blank rubric overhead.
- The teacher copies rubrics, as required.
- The teacher creates a model dialogue.
- The teacher arranges computer access for students.
- The teacher finds bilingual and/or visual dictionaries.
- The teacher prepares the three-skill unit test.

Teaching/Learning Strategies

1. Whole class: The teacher and students describe characteristics for a fictional family, using the chart in Appendix C on an overhead. Next, the teacher and students draw comparisons between different members of the family, using comparative and superlative adjectives (e.g., *Mary is less interested in music than Jill, but she is the best skier in the family.*). The teacher writes each sentence onto the board for reference. (Caution: Students are advised to make positive statements only.)
2. Individual: Students complete listening, reading comprehension, and writing exercises involving comparison of fictitious family members.
3. Small group: Students create a fictitious chart of their own, using bilingual and visual dictionaries to find new vocabulary. They also include ten questions about the family using comparative or superlative adjectives (e.g., *Which family member is probably the least athletic? Who wants to become a doctor?*), as well as an answer key. Groups are encouraged to draw pictures of the family members as well. The teacher circulates to assist the groups with vocabulary and grammatical structures. Where available, students use word-processing programs to create their charts, question sheets, and answer keys.
4. Whole class: Students assist the teacher in developing a rubric to evaluate the chart of each group.
5. Small group: Groups try each other's family activities and check their answers against the answer key. They also evaluate the other groups' activity using the rubric they have developed.
6. Pair: Using a model, students create a dialogue between two members of a family they have studied in the charts.
7. Whole class: Students assist the teacher in creating an oral presentation rubric and assist with evaluating the first dialogue. The teacher evaluates the rest of the pairs as they present to the class.

8. Individual: Students describe five aspects of five members of a fictitious family and illustrate the descriptions with pictures from magazines or drawings. Students are encouraged to use bilingual and visual dictionaries for the rough draft and the Life section of the Chinese newspaper for ideas. With the teacher, students develop a writing rubric to evaluate the family description. The teacher makes editorial markings on the rough draft to assist students in writing their polished product. Students write their polished copy or produce it using word processing.
9. Small group: Students evaluate family descriptions of the students of two other groups. Then, the teacher evaluates all of the family descriptions using the same rubric; in this way, each student's writing is evaluated three times.
10. Individual: Students discuss the three evaluations of their written work with the teacher at a conference.
11. Individual: Students write a three-skill unit test (listening, reading comprehension, writing).

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, RE1.01, RE1.02, WR1.01, WR1.02, GL1.01, GL1.03, GL1.05, GL1.06, GL1.07, GL1.09	Observation	Student practise making comparisons, both orally and in written form.
Application	OL1.01, OL1.02, RE1.01, RE1.03, WR1.01, WR1.02	Observation	Students complete listening, reading comprehension, and writing exercises.
Thinking/Inquiry	WR1.01, WR1.03, WR1.04, WR1.05	Group chart rubric	Students invent family charts of their own.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03, RE1.03, WR1.01, WR1.02	Oral presentation rubric	Students create and present a dialogue.
Application Thinking/Inquiry	RE1.01, RE1.03, WR1.01, WR1.03, WR1.04, WR1.05	Written description rubric	Students create descriptions of members of a fictitious family and evaluate each other's work.
Communication Application	OL1.01, OS1.01, OS1.02, RE1.01, RE1.02	Assessment Conference	Students discuss the evaluations of their written work with the teacher.
Application	OL1.01, OL1.02, RE1.01, RE1.03, WR1.01, WR1.02, WR1.03, GL1.01, GL1.03, GL1.05, GL1.06, GL1.07, GL1.09	Pencil-and-paper unit test	Students write a three-skill unit test.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow private performances of the dialogue.
- Provide scripts and audiotapes of new vocabulary.
- Repeat listening exercises as many times as required.
- Use mixed ability groupings for the group work.
- Keep student work anonymous during the peer evaluation process.
- Offer to exempt students from the peer evaluation process.

Resources

Print

Ming Pao Daily News, Life Section

Technological

Spreadsheet and presentation programs (e.g., *Microsoft Office*, *Word Perfect II Presentation*)

Unit 3: About My World

Time: 20 hours

Unit Description

Students broaden their vocabulary and grammar knowledge of the language of study. A variety of activities provide opportunities to listen, to discuss, to read, and to write about the school environment (personal timetable, subjects, and teachers). Other relevant themes such as hobbies, their leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed through brainstorming, dialogues, reading, and writing. The teacher assesses throughout the unit. Unit 3 finishes with an information-gathering project on a natural or theme park.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.O1, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	School Subjects	180 minutes
Activity 2	School Life	180 minutes
Activity 3	The Weekend	180 minutes
Activity 4	My Favourite Pastimes	180 minutes
Activity 5	Watching Television	180 minutes
Activity 6	At the Park	300 minutes

Prior Knowledge Required

- basic vocabulary associated with pastimes, leisure activities, places of entertainment and school life
- familiarity with a variety of writing in simple form
- experience in planning and doing oral presentations
- ability to express ideas, feelings, opinions
- present tense of regular verbs, and frequently-used irregular verbs such as: *to like, to want, to have, to do, to be*
- verbs in negative constructions
- ability to apply knowledge of simple vocabulary and language structures through reading

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies will be used: brainstorming, oral communication, memorizing, collaborative/co-operative learning, structured writing, note-taking, performing, reading response, student/teacher conferencing, recognizing and using appropriate language structures and vocabulary, and using computer software, CD-ROMs, and the Internet.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments, peer assessment, listening comprehension tests

Summative Evaluation

- performance: formal written assignment, oral presentations, quizzes, listening comprehension activities, dictations

Resources

Print

- Best, Shirley. *¡Todos ganan!*. Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0
- Dreke, Michael, Wolfgang Lind, and Margaret Schluback-Ruping. *Español en parejas*. Berlin: Langenscheidt, 1991. ISBN 3-468-49998-1
- Frobese, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2
- Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5
- Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7
- Juntos*. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5
- Lennon, Patricia and Douglas E. Moore. *Sígueme*. New York: Proficiency Press Co., 1993. ISBN 1-879279-07-X
- León, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0
- Marion, Caroline. *Bravo*. Portland: J. Weston Walch, 1989.
- McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.
- Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5
- ¿Qué tal?* London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940
- Repaso*. Lincolnwood: NTC, 1997.
- Sacks Da Silva, Zenia. *Persona a Persona I*. New York: MacMillan Publishing Co. Inc., 1982. ISBN 0-02-270230-X
- Sacks Da Silva, Zenia. *Usted y yo*. New York: MacMillan Publishing Co. Inc., 1969.
- Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Small, Albert H. *Spanish à la cartoon*. Lincolnwood: Passport Books, 1996.
Snyder, Barbara. *Spanish Vocabulary-Lotería*. Lincolnwood: NTC, 1984.
Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa I*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1
Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! I*. McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7
Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery I*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)
Brown, Paul S. *Spanish Emergency Lesson Plans*. New York: Gessler Publishing Co., 1992. (video)
Chamorin, Gérard C. and Antonio Gomez. *Caminando*. Roanoke: Gessler Educational Software, 1991. (software)
Gaiero, Robert D. *Spanish, Bit by Bit 1, 2, 3*. St. Catharines: Tutor Enterprises, 1996. (software)
Gordon, Cheryl and Ana Luisa Solas-Porras. *Survival Spanish*. New York: Gessler Publishing Co., 1992. (video)
Portwood, Gene and Lauren Elliot. *¿Dónde está Carmen Sandiego?* Madrid: Broderbund, 1990. (software)
Spanish Contest. Hamilton: Tralco Educational Services Inc., 1994 (software)
Spanish for Everyone. CD-ROM. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3
Internet

Activity 1: School Subjects

Time: 180 minutes

Description

In this activity, students learn to name the school subjects and correlate them to a timetable. They further develop their communication skills through dialogues. Students also become familiar with useful computer terminology and at least one computer software program.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-31 (as they relate to time)
- fractions (as they relate to time)

Grammar and Language Knowledge

- simple prepositions and articles (e.g., *en la clase, sobre el escritorio*)

Planning Notes

- The teacher supplies copies of two sample timetables in the international language.
- The teacher supplies copies of a blank timetable.
- The teacher prepares a game (e.g., bingo-, concentration-, *lotería*- type) to introduce computer terminology.
- The teacher books the computer lab, or similar facility.
- The teacher chooses available an appropriate software program (theme-based or grammar-oriented).

Teaching/Learning Strategies

1. Whole class: Using one (or two) sample timetable(s) with the subjects listed in the language of study, the teacher presents the new vocabulary and follows it by asking simple content questions based on the information presented.
2. Individual: Students fill out a blank timetable in the language of study that corresponds to their own individual timetable. *Alternative for Open level: Class fills out timetable with the teacher.*
3. Small group: Students ask each other simple questions based on their timetables.
4. Pair: Students create a dialogue about some confusion arising from one of their timetables. For example, what days they have Spanish class. *Alternative for Open level: The teacher models structured dialogue.*

5. Whole class: Students present their dialogues to the class.
6. Whole class: Game – Introduce useful computer terminology such as *monitor, printer, modem*, etc. in a game such as bingo, concentration, lotería. (¡Dime!, p. 81)
7. Whole class: Trip to Computer Lab – The teacher conducts a quick review of computer terminology, and students use a relevant software program to review grammar knowledge of simple prepositions and articles, and consolidate the theme-based vocabulary of school subjects. *Alternative for Open level: The teacher provides more direction in the computer lab.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02, OS1.01, OS1.02	Observation Checklist	Students respond to teacher's and peers' questions about timetables.
Application Communication	OL1.01, OS1.01, OS1.02, RE1.01, RE1.02, WR1.01, WR1.02	Rubric for written and oral presentation	Students create and present a dialogue based on timetable confusion.
Thinking/Inquiry Application	RE1.03, WR1.01, GL1.02, GL1.09	Roving conference	Students use software program to practise and demonstrate their knowledge of grammar and vocabulary.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks, for example, matching a native and non-native speaker.
- Allow more or less time to complete tasks.
- Permit cue cards during dialogues.
- To add enrichment, have students create more complex dialogues.

Resources

Print

dictionaries

textbooks

Technological

a relevant software program based on school subjects or language knowledge (such as simple prepositions and articles)

Activity 2: School Life

Time: 180 minutes

Description

In this activity, students learn vocabulary associated with the different areas of the school, label a floor plan, design a floor plan for an imaginary school, and decide on the characteristics of good students and/or good teachers. Students write descriptive paragraphs.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers and fractions (as they relate to time)
- descriptive adjectives

Grammar and Language Knowledge

- simple prepositions and articles (*en la biblioteca, a la cafetería*)
- expansion of descriptive adjectives

Planning Notes

- The teacher supplies copies of the floor plan of the school.
- The teacher prepares quiz on the vocabulary of the unit.
- The teacher provides dictionaries.
- The teacher prepares a model paragraph describing whether a fictional TV character would be a good teacher or a good student.
- The teacher prepares rubrics and checklists necessary for evaluation.

Teaching/Learning Strategies

1. Whole class: The teacher presents the vocabulary associated with the different areas of the school. Students repeat and copy the words, then write a complete sentence using some of the words.
2. Whole class: Interview of teacher, who presents himself/herself as an imaginary exchange student to the class. Class prepares and asks simple questions about the identity and the background of this new student. The new student is confused about his/her timetable and wants to know such details as: What time is my English class? Who is my History teacher? Where is my French class?
3. Pair: Students label the floor plan of their school using the new vocabulary. *Alternative for Open level: The teacher and class label floor plan together using overhead projector.*
4. Individual: Students design and label the floor plan of an imaginary school.
5. Pair: Students exchange floor plans and provide feedback to their partner by asking simple questions about locations within the school.
6. Whole class: Quiz on vocabulary of school areas. *Alternative for Open level: multiple choice quiz on vocabulary.*
7. Whole class: The teacher asks questions about what kind of students they are and what their teachers are like (review and expansion of descriptive adjectives).
8. Small group: Students draw up a list of the characteristics of good students and good teachers. Using the overhead projector, chart paper or blackboard, groups take turns writing two or three descriptive adjectives describing good students or good teachers. Bilingual dictionaries may be used.
9. Individual: Each student selects a character from television and, using a model provided by the teacher, writes a short paragraph (six to eight sentences) describing why this TV character would or would not be a good student or teacher. This paragraph is handed in for formal written assessment.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OS1.01, WR1.01	Observation	Students pronounce and spell the new vocabulary items and use them in sentences
Thinking/Inquiry Communication	OL1.02, OL1.03, OS1.02, OS1.03, GL1.02	Observation	Students interview an imaginary exchange student
Application Communication	OL1.02, OS1.02, RE1.04, WR1.03, WR1.04	Checklist	Students design and label the floor plan of their imaginary school, exchange floor plans with a partner and ask questions
Knowledge/ Understanding	RE1.03, WR1.03, GL1.02, GL1.09	Quiz	Students label a similar floor plan distributed by the teacher
Communication Knowledge/ Understanding	OL1.02, OS1.02, RE1.01, WR1.01, GL1.05	Checklist	Students prepare list of adjectives of good teachers and students
Thinking/Inquiry	RE1.01, WR1.01, WR1.03, GL1.05	Rubric for written assessment	Students write a paragraph on TV character

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow students more time to complete tasks (floor plan, paragraph, etc.).
- Group students to assist with tasks.
- Reduce or increase required elements for imaginary school and/or for the formal written assignment.
- Simplify terminology.
- Allow an alternative to written assignment, for example, a guided paragraph.
- To add challenge, have students draw and label a more detailed floor plan, adding descriptive adjectives.

Resources

Print

textbook

dictionaries

Activity 3: The Weekend

Time: 180 minutes

Description

In this activity, students further expand their vocabulary and oral/aural communication skills as they learn words associated with place names. They discuss their favourite places to go on the weekends, compare their choices with those of other classmates, and create dialogues about their weekends. They read a selected passage on weekends and answer comprehension questions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- partitive articles with nouns
- verbs present tense-negative

Grammar and Language Knowledge

- use of the immediate future (*to go* + infinitive)
- *to go* + place names

Planning Notes

- The teacher supplies copies of a reading passage based on the theme of the weekend and prepares corresponding comprehension questions.
- The teacher prepares checklist for written assignment and rubric for oral presentation.

Teaching/Learning Strategies

1. Whole class: The teacher introduces the vocabulary of place names such as: restaurants, stores, parks, theatres, cinemas, etc. by asking the students where they go on the weekend.
2. Small group: Each student names his/her two favourite places to go on the weekend and one student records the results.
3. Whole class: Each group reports its results to the class. These results are tabulated on the board/overhead to determine the most popular and least popular places for teenagers.
4. Pair: Students create a dialogue in which they discuss going to visit two or three places on the upcoming weekend. *Alternative for Open level: The teacher models dialogue with students, who follow this example to create their own.*
5. Whole class: Students present their dialogues to the class. *Alternative for Open level: Students read their prepared dialogues.*
6. Individual: Students read a selected passage based on the theme of weekend activities, followed by comprehension questions (*Spanish for Mastery 1*, pp. 242-243). *Alternative for Open level: Students listen to a selected passage and answer True or False questions.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, GL1.09	Observation	Students brainstorm favourite weekend places
Knowledge/ Understanding	OL1.01, OS1.01, OS1.02, WR1.01, GL1.04	Observation	Students record list of favourite places
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02, WR1.01, WR1.02, GL1.04	Rubric for oral presentation	Students create and present a dialogue
Thinking/Inquiry	RE1.01, RE1.02, RE1.03, WR1.01, GL1.04	Checklist for written assignment	Students read and answer questions on reading passage

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Allow a dictionary for reading passage.
- Reduce or increase required elements for dialogue.
- To add enrichment, have students look up information on places to visit in the country of the language of study for their dialogue.

Resources

Print

Spanish for Mastery 1
dictionaries
reading passage

Activity 4: My Favourite Pastimes

Time: 180 minutes

Description

In this activity, students further develop their oral/aural communication skills as they learn the vocabulary associated with pastimes. They discuss their likes and dislikes with the class and in groups, read a selected dialogue on these activities, with a multiple choice quiz. Finally they present a family member's likes and dislikes to the class.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- partitive articles with nouns
- verbs present tense-negative

Grammar and Language Knowledge

- adverbs used to modify verbs
- adverbs used to modify adjectives (e.g., expressions of frequency: *mucho, a veces, nunca*, etc.)

Planning Notes

- The teacher supplies copies of the selected dialogue or short story based on the theme of pastimes.
- The teacher prepares a multiple choice quiz.
- The teacher prepares a word search on the vocabulary of pastimes.
- The teacher prepares rubrics for oral presentation and peer assessment.

Teaching/Learning Strategies

1. Whole class: The teacher and students brainstorm a list of basic vocabulary associated with pastimes. Students record it in their notebooks. (*¡Dime 1!* p. 117)
2. Pair: Students discover what pastimes they like/dislike by asking each other simple yes/no questions such as: “Do you like going to restaurants?” and making a note of the answers.
3. Small group: Pairs of students join with one or two other pairs and discuss their findings with other members of their group.
4. Whole class: Students do word search on vocabulary of pastimes.
5. Individual: Students choose a member of their family and describe his/her favourite/least favourite pastimes. (In order to organize their thoughts, students are encouraged to write their descriptions. This also will facilitate memorization). *Alternative for Open level: Students write a brief description, but are not required to memorize it.*
6. Whole class: Students do a brief oral presentation to the class, using their notes to describe a favourite or least favourite pastime.
7. Individual: Students read silently a teacher-selected dialogue or short story based on this theme of pastimes.
8. Whole class: The teacher verifies comprehension with a multiple-choice quiz.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, GL1.07	Observation	Students brainstorm useful vocabulary with the teacher's help
Knowledge/ Understanding Communication	OL1.01, OS1.01, OS1.02, GL1.07, GL1.08	Observation	Students interview each other on likes and dislikes
Knowledge/ Understanding	RE1.01, WR1.01	Word search	Students reinforce knowledge of vocabulary by completing word search
Knowledge/ Understanding	RE1.01, RE1.03, RE1.04, WR1.02	Multiple-choice quiz	Students read sight passage
Application	OL1.01, OL1.02, OS1.01, WR1.01, GL1.10	Rubric for written assignment	Students write a description of a favourite/least favourite pastime
Communication Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.02	Rubric for oral presentation	Students orally describe their pastime to members of the class

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete task.
- Group students to assist with tasks.
- Allow students to refer to written notes during oral presentation.
- Permit notes during paper and pencil quiz.
- To add challenge, have students do a more extensive oral presentation, including more pastimes and/or interviewing more people.

Resources

Print

¡Dime 1!

dictionaries

Activity 5: Watching Television

Time: 180 minutes

Description

In this activity, students further develop their oral/aural communication and writing skills through the discussion of their favourite TV shows. They classify them according to genres, track their TV viewing habits and tabulate the amount of time spent watching TV. As a culminating activity, they graph the results and draw conclusions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-31 (as they relate to time)

Grammar and Language Knowledge

- how to tell time is reviewed
- numbers 1-100 are taught or reviewed
- present tense of the verbs such as to like, to want, to be and to watch

Planning Notes

- The teacher prepares an overhead transparency listing the various TV programs.
- The teacher provides a sample TV listing in the language of study.

Teaching/Learning Strategies

1. Small group: Each group chooses its top five TV programs.
2. Whole class: The teacher writes the different genres of TV shows on the board/overhead. Students name their shows and match them to the various categories of genres.
3. Whole class: The teacher provides a sample TV listing in the language of study and asks the students simple questions based on the time, name and genre of the show, following a game format. (Class could be divided into teams.)
4. Individual: The student tracks his/her TV viewing habits for one full week and records the names of the shows with the genres, and the number of hours of each show in chart form. The student calculates the total number of hours spent watching TV per week.
5. Small group: Students compile the information from the individual results of Strategy 4, and this information is displayed in graph form (total hours on the left, genres across the bottom of the graph).
6. Whole class: Each group presents its graph to the rest of the class and conclusions are drawn from the information presented.

Assessment/Evaluation

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02 OS1.01	Observation	Students classify TV shows by genre
Knowledge/ Understanding Application	OL1.01, OS1.01, OS1.02, RE1.01	Game format	Students answer questions/play game based on TV listings
Thinking/Inquiry	WR1.01, WR1.02, WR1.03	Chart	Students track weekly viewing habits
Thinking/Inquiry	WR1.01, WR1.03	Graph	Students create graph based on results of information obtained
Knowledge/ Understanding Communication	OL1.01, OS1.01, 02	Rubric for oral presentation	Students present graph to the class

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete tasks.
- Group students to assist with tasks.
- Reduce or increase the required elements for viewing habits or graphs.
- The teacher assists in the reading of numbers higher than one hundred.
- To add challenge, have students report additional information on shows watched.

Resources

Print

dictionaries

TV listings magazines in the language of study or in English

Activity 6: At the Park

Time: 300 minutes

Description

Students are introduced to the theme of natural parks and theme parks. They expand their vocabulary to include words associated with nature, parks and theme parks. They read about one famous natural park. Afterwards, they research a park, natural or thematic, and prepare a tourist brochure about it.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-100
- expressions of quantity
- partitive articles with nouns
- descriptive adjectives
- common conjunctions

Grammar and Language Knowledge

- present tense of verbs such as: *to be, to have, to see, to visit, to go*
- descriptive adjectives

Planning Notes

- The teacher prepares a multiple-choice questionnaire on famous natural parks (which could include theme parks such as Disneyland).
- The teacher selects a reading passage on a famous national park.
- The teacher books the library resource centre and/or computer lab for research purposes.
- The teacher prepares rating scales, rubrics for evaluation.

Teaching/Learning Strategies

1. Whole class: The teacher distributes a multiple-choice questionnaire on famous national parks, which will be taken up with the class. (*jDime 1!* p. 132)
2. Whole class: The teacher and students brainstorm vocabulary associated with natural parks and theme parks. The students record this vocabulary in their notebooks.
3. Small group: Students take turns reading aloud a passage on a famous national park.
4. Whole class: The teacher asks comprehension questions and students answer orally. *Alternative for Open level: The teacher verifies comprehension using a True or False or multiple choice activity.*
5. Pair: Students research a famous natural, national or theme park, preparing a project in the form of a tourist brochure with some or all of the following information:
 - location and size of park
 - small scale or large scale map with a legend
 - main features/attractions of the park
 - different activities available
 - cost
6. Pair: Students present their brochures to the class and answer any relevant questions. Brochures are displayed on bulletin board. *Alternative for Open level: students read their information.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OS1.01, GL1.04, GL1.05	Quiz	Students complete multiple-choice questionnaire
Communication	OL1.01, OL1.02, OS1.01, RE1.01	Observation	Students brainstorm vocabulary with the help of the teacher
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02, RE1.03, GL1.04, GL1.05	Rating scale	Students read aloud a passage on a national park and answer questions
Thinking/Inquiry Application Knowledge/ Understanding	RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.04, WR1.05, GL1.04, GL1.05	Rubric for written assignment	Students gather information on a famous national or theme park and create a brochure
Communication	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02	Rubric for oral presentation	Students present orally the information gathered

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete tasks.
- Group students to assist with tasks.
- Allow students to rely on cue cards during oral presentation.
- Allow use of a dictionary during reading passage.
- Reduce or increase required elements for the project.

Resources

Print

¡Dime 1!

dictionaries

relevant print resources on famous parks

Technological

relevant technological resources on famous parks

relevant software programs (e.g., *Hypercard*) for creation of brochures

Internet

Unit 4: On the Move

Time: 18 hours

Unit Description

Students chart their weekly activities and prepare a personal agenda. They look at their own likes and dislikes and those of their classmates. They gather information about the Greek community, then discuss what food is typically served in a Greek restaurant. As a culminating activity, students look at Greek geography. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. Teacher-directed and structured activities place students in practical, everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	My Schedule	260 minutes
Activity 2	Likes and Dislikes	260 minutes
Activity 3	The Greek Community	280 minutes
Activity 4	Greece, Athens, Thessaloniki	280 minutes

Prior Knowledge Required

- basic knowledge of geography
- words associated with pastimes, places, school disciplines
- present tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns
- simple prepositions and articles

Unit Planning Notes

- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.
- The teacher gathers the resources necessary for delivering the unit.
- The teacher prepares the criteria checklists for the unit activities.
- The teacher pre-teaches/reviews the functional language (structures, vocabulary) required for the successful completion of the tasks in this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning expectations of the unit/activities.
- The following teaching/learning strategies are used: collaborative/co-operative learning, interviewing, simulating and performing and communication strategies which include questioning and answering in Greek, participating in class discussions, and organizing information in chart form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- paper-and-pencil test: teacher-made
- performance: presentations, simulations, written assignment, graphic organizer
- tools: checklists, rating scales, rubrics, tests, peer editing, guided composition, oral portfolios (samples of student speaking kept on audiotape or videotape) and writing kept in student portfolios

Summative Evaluation

- culminating activities
- conferences with teacher
- rubrics for oral presentations and written work
- unit tests

Resources

Print

Ta nea ellinika yia ksenous

Ta nea ellinika yia ksenoglossos

Ta nea ellinika os thefteri glossa

Ellnika tora (Greek Now 1 +1)

Modern Greek Part 1 (Papaloizos) + tapes

Learning Greek through Conversation (Papaloizos + tapes)

The Greeks in Canada – Metro Toronto (a reading passage)

Community

Consulate General of Greek Education, 365 Bloor St. East, Toronto, Ontario M4W 3L4.

Tel: (416) 515-0350

Consulate General of Greece, 365 Bloor St. East, Toronto, Ontario M4W 3L4. Tel.: (416) 515-0133

Greek Community of Metro Toronto, 30 Thorncliffe Park Drive, Toronto, Ontario M4H 1H8.

Tel.: (416) 425-2845 www.greekcommunity.org; E-mail: gcmt@greekcommunity.org

Greek Cultural Centre, 30 Thorncliffe Park Drive, Toronto, Ontario M4H 1H8. Tel.: (416) 425-2485

Greek National Tourist Association, 1300 Bay St., Toronto M5R 3K8. Tel.: (416) 968-2220

Greek Press, 777 Danforth Ave M4J 1L2. Tel: (416) 778-7607

Greek Press News, 6 Chester Ave., Toronto M4K 2Z9. Tel: (416) 462-3623

Technological

CorelDRAW™ and Clip Art

Practice Makes Perfect. CD-ROM. Knoxville, TN, USA: The Learning Company.

The Rosetta Stone. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies.

ISBN 1-58022-022-3

Activity 1: My Schedule

Time: 260 minutes

Description

In this activity, students learn the vocabulary to talk about their school subjects and timetables and begin to examine their likes, dislikes, and those of their classmates. A variety of activities (quiz, role play, oral questions) provide feedback to the teacher for assessment.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- basic understanding of personal planning
- basic vocabulary about hobbies, leisure, school
- some interrogative pronouns
- verbs in simple negative constructions
- cardinal numbers from 1 to 100

Grammar and Language Knowledge

- expressions of time
- prepositions using the accusative of time
- the verb *to do* in the present tense

Planning Notes

- The teacher reminds students to bring their own timetable to class.
- The teacher prepares an empty high school timetable.
- The teacher creates a student timetable from a Greek high school.
- The teacher prepares a vocabulary list related to school timetables both here and in Greece.
- The teacher brings Greek/English dictionaries to class.
- The teacher prepares aids that demonstrate school subjects, homework, and leisure activities.
- The teacher prepares a list of questions on the interests of students.
- The teacher creates/finds written exercises practising expressions of time and the accusative of time.

Teaching/Learning Strategies

1. Whole class: The teacher and students review phrases commonly used in the classroom (e.g., *Take out your timetable; Turn to page...; Open/close your book; Write on the board/in your notebook; Look up the word “timetable” in your dictionary; Answer/ask the question...; Do you understand?; How do you say ... in Greek? How do you spell ...in Greek? Form pairs/groups of two, three....; It is your turn to ask/answer/read/...*). Students copy these phrases into their notebook.
2. Pair: Students role-play with a partner as teacher and student asking the phrases used in the classroom.
3. Whole class: The teacher introduces expressions of time in Greek and how to express time in Greek using prepositions with the accusative case orally and on the board/overhead.
4. Individual: Students complete a quiz using expressions of time and prepositions with the accusative case
5. Whole class: Students brainstorm a list of school subjects in Greek on the board/overhead, then learn the Greek derivation of the names of school subjects.
6. Individual: Students write their own high school timetable in Greek. Students present their timetable to the class.
7. Small group: The teacher presents a typical high school timetable from Greece. Students compare/contrast a typical Greek high school timetable with a typical Canadian high school schedule, then present their results orally.
8. Pair: Students ask each other questions about their interests, family, homework, studies, likes, dislikes, and desires. Typical questions might be: *What’s your name? What is your favourite subject? What’s your favourite hobby? What book are you reading now? Who is your favourite singer? What type of music do you listen to? What do you like doing? What is your favourite food? What do you like to do? What do you dislike?*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OLI.01, OLI.02, OL1.03, OSI.01, WR1.03, GLI.02, GLI.04	Observation	Students make a list of phrases commonly used in class, copy these phrases into their notebook, then role-play asking and answering the phrases. (T/L S #1, 2)
Knowledge/ Understanding	RE1.01, WRI.01, WR1.03, GLI.02, GLI.04, GL1.09	Quiz	Students complete a quiz on expressions of time and the accusative of time. (T/L S #3, 4)
Application	RE1.03, RE1.04, WR1.03	Checklist	Students complete a timetable (T/L S #5, 6)
Thinking/ Inquiry	RE1.01, WRI.03	Rubric for oral presentation	Students compare/contrast Greek and Canadian high school timetables. (T/L S #7)
Communication	OLI.01, OL1.02, OSI.01, OS1.02, GLI.05	Peer evaluation	Students ask each other questions about interests, likes, dislikes. (T/L S #8)

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Pair Greek-speaking students with beginners for small group and pair activities.
- Allow students more time to compare Greek and Canadian high school timetables.

Resources

Print

Ta nea ellinika yia ksenous

Ta nea ellinika yia ksenoglossos

Ta nea ellinika os thefteri glossa

Ellnika tora (Greek Now 1 +1)

Modern Greek Part 1 (Papaloizos) + tapes

Learning Greek through Conversation (Papaloizos + tapes)

Community

Consulate General of Greek Education

Consulate General of Greece

Greek Community of Metro Toronto

Greek Cultural Centre

Activity 2: Likes and Dislikes

Time: 260 minutes

Description

This activity expands students' ability to discuss likes and dislikes in Greek. Students use adjectives and idiomatic expressions to talk about their preferences in foods, TV shows, music groups, singers, school subjects, sports, and leisure activities. In a final activity, students gather information about a TV actor/actress, then present the information about this person orally. Students reading and writing activity is emphasised.

Strand(s) and Communication

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structure.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- basic understanding of question/answer formats
- word order in simple positive and negative sentences

Grammar and Language Knowledge

- idiomatic expressions of enthusiasm
- vocabulary involving leisure, entertainment, preferences, and dislikes
- descriptive adjectives

Planning Notes

- The teacher photocopies a reading passage about classmates.
- The teacher prepares the true/false quiz questions to accompany the reading passage.
- The teacher prepares a cloze exercise on likes and dislikes.
- The teacher develops a cumulative list of adjectives that could describe students' choices.
- The teacher creates a chart on which students can group adjectives.
- The teacher finds magazine excerpts on teenagers in Greece, their interests, and their favourite pastimes, and simplifies them.
- The teacher prepares rubrics for oral and written presentation.
- The teacher provides Greek/English dictionaries.

Teaching/Learning Strategies

1. Whole class: The teacher reviews/introduces the vocabulary associated with entertainment, leisure, preferences, and dislikes. Students practise using this vocabulary by writing a list of questions in their notebook to ask a partner about their likes and dislikes.
2. Whole class: The teacher reads a reading passage entitled "You and your classmates" to the class.
3. Individual: Students read the passage "You and your classmates" silently. They answer the true/false questions on how well one works with others.
4. Whole class: The teacher takes up the answers to the questions on the reading passage orally and on the board/overhead.
5. Whole class: The teacher writes adjectives and idiomatic expressions that express likes and dislikes on the board/overhead. Students complete a cloze exercise on preferences by writing down their preferences and using adjectives and idiomatic expressions (e.g., *favourite food/least favourite food; favourite TV show/least favourite TV show; favourite music group/singer/song; favourite subject in school; favourite sport; favourite colour; something I like doing/something I dislike doing*).
6. Individual: Students write a sentence using three adjectives to explain one of their preferences.
7. Pair: Students read their sentence aloud to a partner.
8. Whole group: The teacher makes a list on the board using the same categories used in Teaching/Learning Strategy 5. Each pair of students chooses and writes an adjective describing their favourite choice. Each adjective can be used only once.
9. Individual: Students complete their own chart by using adjectives from the list on the board.
10. Small group: The teacher asks students who have common interests to come together and share/exchange their views on their favourite choice/least favourite choice.
11. Pair: Students gather information about a TV actor/actress (picture of the actor/actress, name, age, place of birth, family, kind of music sung, where the actor/actress now lives) from Greek magazines, newspapers, the Library/Resource Centre, or Internet. They write a report, then read this report aloud to the class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, GL1.03, GL1.05, GL1.08	Observation	Students ask each other questions about likes and dislikes. (T/L S #1)
Knowledge/ Understanding	REI. 01, RE1.04, WR1.04, GL1.09	Observation True/false quiz	Students read a sight passage and answer questions. (T/L S #2, 3, 4)
Application	RE1.01, RE1.03, WR1.03, GL1.10	Observation	Students complete a cloze exercise on preferences using adjectives and idiomatic expressions. (T/L S #5)
Communication	OS1.01, OS1.02, WR1.03, GL1.05	Teacher and peer observation	Students use three adjectives to describe a preference to a partner. (T/L S #6, 7)
Thinking/Inquiry	RE1.03, WR1.03, WR1.04, GL1.05	Checklist	Students complete a list using a different adjective for each category of likes/dislikes. (T/L S #8, 9, 10)
Application Communication	OS1.01, OS1.02, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.05	Rubric for oral presentation	Students gather information, then present a TV actor/actress orally. (T/L S #11)

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide a model of the chart on preferences limiting the choice of adjectives in each category to two. (T/L S #6, 7)
- Pair a Greek-speaking student with a beginner when reading the sight passage "You and your classmates".

Resources

Print

Ta nea ellinika yia ksenous

Ta nea ellinika yia ksenoglossos

Ta nea ellinika os thefteri glossa

Ellnika tora (Greek Now 1 +1)

Modern Greek Part 1 (Papaloizos) + tapes

Learning Greek through Conversation (Papaloizos + tapes)

You and your classmates (reading passage)

Community

Greek Community of Metro Toronto (for magazines, information about Greek actors/actresses)

Greek Cultural Centre (for magazines, information about Greek actors/actresses)

Activity 3: The Greek Community

Time: 280 minutes

Description

Students read a passage on the Greek community in Canada, then summarize the passage in point-form. They tape an interview with their parents/grandparents/friends about their involvement in the Greek community. They learn how to use the imperative and the vocative. They read a typical Greek menu, then create their own menu using favourite Greek foods.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structure;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- interrogative pronouns
- simple positive and negative questions and sentences
- word order in simple sentences
- present tense of regular verbs and some irregular verbs

Grammar and Language Knowledge

- vocabulary associated with leisure, school, entertainment
- the vocative case

Planning Notes

- The teacher photocopies the reading passage “A historical background of the Greek community”.
- The teacher prepares a list of words, from the reading passage, that are new to students.
- The teacher obtains a typical menu with traditional Greek dishes.
- The teacher prepares a chart on the vocative case.
- The teacher brings several balls to class.
- The teacher books time in the computer lab.

Teaching/Learning Strategies

1. Whole class: The teacher introduces orally and on the board/overhead a vocabulary list of the new words found in the reading passage.
2. Whole class: Students read the passage “A historical background of the Greek community”.
3. Whole class/Individual: The teacher reviews the steps necessary to write an effective summary. Students summarize in point form the main ideas of the reading passage.
4. Whole class: Students brainstorm a list of questions to ask their parents/grandparents/friends about their involvement in the Greek community. Students take turns writing these questions on the board/overhead. The class then copies these questions into their notebooks.
5. Individual: For homework, students interview their grandparents/parents/friends about their involvement in the Greek community.
6. Whole class: Students bring the interview tape to class. The whole class listens to it.
7. Small group: After listening to the interviews, students comment on how they are connected to other members of the Greek community/another community.
8. Whole class: The teacher introduces and explains the formation of the vocative case of nouns, used with the imperative. The teacher calls students by name.
9. Whole class: Students practise the vocative by forming small circles in the classroom. One student throws a ball to another student, while calling out the second student’s name in the vocative case. The game continues until all students have a turn throwing the ball and calling out a name.
10. Whole class: Students read silently a typical menu of traditional Greek dishes.
11. Pair: Students discuss their favourite food, e.g., drinks, fruits, pastries.
12. Individual: Students create a menu of Greek food using word processing and clip-art. Students display their menus in the classroom.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.03, RE1.04, WR1.02	Writing folder	Students read a passage, then write a summary in point-form notes. (T/L S # 3)
Thinking/Inquiry	OL1.01, OS1.01, RE1.03, WR1.01	Observation	Students brainstorm a list of questions to ask their parents/grandparents/friends about their involvement in the Greek community, then write them down. (T/L S # 4)
Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03	Self-evaluation	Students tape an interview with a parent/grandparent/friend about coming to Canada from Greece. (T/L S #5)
Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02	Peer and teacher observation	Students comment orally on how they are connected to the Greek community/other community. (T/L S #7)
Application Communication	OL1.01, OL1.02, OS1.01, GL1.01	Self-evaluation	Students take turns calling out each others' names using the vocative case. (T/L S #9)
Application Communication	OL1.01, OL1.02, OS1.01, OS1.02, WR1.03, WR1.05, GL1.10	Rubric for written work	Students discuss their favourite Greek food, then create a menu using favourite foods. (T/L S #11, 12)

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- The teacher pairs Greek-speaking and beginners together for pair and small group work.

Resources

Print

Ta nea ellinika yia ksenous

Ta nea ellinika yia ksenoglossos

Ta nea ellinika os thefteri glossa

Ellnika tora (Greek Now 1 +1)

Modern Greek Part 1 (Papaloizos) + tapes

Learning Greek through Conversation (Papaloizos + tapes)

Telephone book for names of Greek restaurants

Technological

Word-processing program

CorelDRAW™ and Clip Art

Community

Greek Community of Metro Toronto (for information on the Greek community in Ontario)

Greek Cultural Centre (for information on the Greek community in Ontario)

Greek Press (for names of Greek restaurants)

Greek Press News (for names of Greek restaurants, for information on the Greek community in Ontario)

Activity 4: Greece, Athens, Thessaloniki

Time: 280 minutes

Description

Students learn the names of continents and countries in Europe, as well as different regions and provincial capital cities in Greece. They research what village, city, or island some parents/grandparents came from. They apply this knowledge of geography to a reading passage about Greece as well as to a geography quiz.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

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- WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
- WR1.02 - write answers to simple questions;
- WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
- WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- present tense of verbs and some irregular verbs
- some interrogative pronouns

Grammar and Language Knowledge

- simple prepositions (*in Europe, in Athens, from Greece to Italy*)
- vocabulary about geography

Planning Notes

- The teacher brings Greek atlases to class.
- The teacher finds/draws blank map of the world, Europe, and Greece.
- The teacher creates a list of countries and capital cities in Europe.
- The teacher creates a list of Greek capital cities.
- The teacher finds a reading passage about Athens and Thessaloniki appropriate to the students' level in classroom Greek readers.
- The teacher finds prepares content questions about the reading passage.

Teaching/Learning Strategies

1. Whole class: Students label blank maps of the world, Europe, and Greece using Greek atlases. They label the continents, countries in Europe, and different regions in Greece.
2. Whole class/Individual: The teacher introduces how to use *to*, *at*, or *in* in Greek with continents, countries, regions, and cities. Students complete a fill-in-the-blank sheet using *to*, *at*, or *in* before continents, countries, regions, and cities.
3. Individual: For homework, students find and label the city, village, or island where their parents/grandparents were born, if applicable. They ask their parents/grandparents to describe this city, island, or village.
4. Individual: Students show their map with the city, village, or island of their parents/grandparents to the class and then describe the place orally.
5. Whole class: Using a map on the board/overhead, students take turns naming the capital cities of the provinces in Greece as well as other major Greek cities.
6. Pair: Students label these cities on their maps.
7. Whole class/Individual: Students take turns reading a passage about Athens and Thessaloniki aloud and then silently.
8. Small group: Students summarize the major points of the passage orally and/or in writing.
9. Whole class: Students answer questions based on the reading passage first orally and then in writing.
10. Whole class: Students write a quiz in which they complete blank maps of the world with the names of countries, cities, and regions.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.03, RE1.04, WR1.05, GL1.09	Writing folder	Students label maps of the world, Europe and Greece. (T/L S #1, 3)
Knowledge/ Understanding	RE1.03, WR1.03, GL1.02	Self-evaluation	Students complete a fill-in-the-blank sheet. (T/L S #3)
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, GL1.01, GL1.05, GL1.06, GL1.09	Rubric for oral presentation	Students present their map and describe the city, village, island where their parents/grandparents lived. (T/L S #4)
Thinking/Inquiry	OS1.01, RE1.01, RE1.02, RE1.03	Teacher and peer observation	Students read a passage aloud and then silently. (T/L S #7)
Knowledge/ Understanding	OS1.01, OS1.03, RE1.03, RE1.04, WR1.03, GL1.08	Self-evaluation Writing folder	Students summarize orally and in writing the major points of the passage. (T/L S #8)
Thinking/Inquiry	OS1.01, OS1.02, WR1.01, WR1.02, GL1.08, GL1.09	Self-evaluation Writing folder	Students answer questions about a reading passage orally and in writing. (T/L S #9)
Application	WR1.03, GL1.09	Quiz	Students write a quiz by completing a map of Greece indicating the location of some cities and regions/provinces. (T/L S #10)

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Pair Greek-speaking students with beginners for pair and small group activities.
- Some students may benefit from picking the correct answer to the questions on the reading passage from a scrambled list of answers.

Resources

Print

Learning Greek through Conversation (Papaloizos + tapes)

Greek atlases

Athens and Thessaloniki (a reading passage)

Community

Consulate General of Greece

Greek Community of Metro Toronto

Greek Cultural Centre

Greek National Tourist Association

Greek Community of Metro Toronto

Greek Consulate, Toronto

Unit 5: On the Go

Time: 16 hours

Unit Description

The focus of this unit is vocabulary acquisition and its application in simple travel situations. Students use the language of study to explore the world of leisure and travel, with specific reference to the countries in which the language is spoken. Students learn vocabulary associated with transportation, directions, and geography. Evaluation is diverse and enables students to demonstrate their abilities in all skill areas. Some research and organizational activities, balanced with practical ones such as applying for a student card and passport, increase students' knowledge, skills, and cultural awareness.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequences)

Activity 1	Where Are We Going?	160 minutes
Activity 2	How Do We Get There?	160 minutes
Activity 3	Filling Out an Application	110 minutes
Activity 4	The Geography of Italy	210 minutes
Activity 5	Making Reservations and Getting Ready to Go	160 minutes
Activity 6	We're Off!	160 minutes

Prior Knowledge Required

- the present conjugation of irregular verbs such as *to go* and *to do/to make*
- familiarity with formal and informal address
- simple prepositions
- the forms of the definite article
- some knowledge of common regular verbs in present tense

Unit Planning Notes

- The teacher contacts government tourist agencies (e.g., Consulate General of Italy, Toronto; Ente Nazionale Italiano per il Turismo, Montreal) to obtain maps, tourist guides, posters, and application forms (i.e., for passport, driver's licence, etc.).
- The teacher and/or students bring in, whenever possible, old plane or bus tickets (or *Oggi in Italia*, p. 397) from prior trips to the country of the language of study to be photocopied and used in vocabulary exercises and in oral activities.
- The teacher refers to the Achievement Chart – International Languages, Level 1 and Level 2, on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria for the assessment of student learning throughout the unit.
- The teacher may organize a field trip to a local ethnic centre (e.g., Little Italy, Toronto). Check Community Resources and newspapers for special events that may be taking place.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: collaborative learning, simulating and performing, questioning, speaking Italian in small groups, participating in class discussions and simple written activities.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- performance: projects, role-playing
- tools: tests and quizzes, rubrics

Summative Evaluation

- performance: written assignments/tests, oral presentations, listening comprehension tests
- conferences with teacher
- rubric assessments

Resources

Print

Cristinziano, Armando and Mastrangelo, Rocco. *Quaderni di Temi Pratici, Ima Serie* Toronto: The Board of Education for the City of North York, 1983.

Danesi, Marcel. *Learn Italian the Fast and Fun Way* United States: Baron's Educational Series, Inc., 1985. ISBN 0-8120-2854-6

Federici, Carla and Carla Larese Riga. *Ciao!* Canada: CBS College Publishing, 1986. ISBN 0-03-069333-0

Gavazzi, Elena and Paolozzi Giacomo Vittorio. *Le regioni d'Italia*. Italy: Istituto Geografico De Agostini S.p.A., 1990.

Merlonghi, Franca Celli, Merlonghi, Ferdinando, and Tursi, Joseph A. *Oggi in Italia*, Fourth Edition United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

Microsoft Encarta Encyclopedia. CD-ROM.

Internet, <http://webhome.idirect.com/~omlta>

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.

Tel. (416) 977-2193. Fax (416) 977-5422. <http://www.italconsulate.org>

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.

Tel. 1-800-482-59047. Fax (514) 392-1429. <http://www.italiantourism.com>

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.

Tel (416) 921-3802/-0499. Fax (416) 962-2503. <http://www.iicto-ca.org>

Activity 1: Where Are We Going?

Time: 160 minutes

Description

Students learn and use vocabulary related to places where they spend their leisure time (e.g., *il cinema, il ristorante*). This vocabulary serves as a foundation for other activities in this unit. Students also learn the forms of simple and contracted prepositions (e.g., *allo stadio, dalla biblioteca*), and consolidate the use of the present tense.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- the verbs *to go, to do/make, and to like* in the present tense
- the use of the definite article
- simple prepositions

Grammar and Language Knowledge

- use of articles with nouns
- contracted prepositions (e.g., *alla, dal*)
- present tense of regular verbs and frequently used irregular verbs
- vocabulary for leisure and places
- idiomatic expressions

Planning Notes

1. The teacher provides the students with city maps. Italian maps can be obtained from the *Ente Nazionale Italiano di Turismo* or the Italian Consulate in Toronto. Local city tourist maps may be obtained from city hall.
2. The teacher creates a list of places to spend leisure time for a listening quiz.
3. The teacher provides reading passages (see list of print resources in unit overview) that contain the vocabulary for leisure activities and the articulated prepositions.

Teaching/Learning Strategies

1. Pair: students read the text provided to practise the vocabulary of leisure activities and contracted prepositions in context. With the teacher's assistance, students create a chart of the articulated prepositions.

	il	lo	l'	i	gli	la	le
a	<i>al</i>	<i>allo</i>	<i>all'</i>	<i>ai</i>	<i>agli</i>	<i>alla</i>	<i>alle</i>
in	<i>nel</i>	<i>nello</i>	<i>nell'</i>	<i>nei</i>	<i>negli</i>	<i>nella</i>	<i>nelle</i>
(etc.)							

2. Whole group: On the map provided, students identify the locations of leisure activities (e.g., *lo stadio, il teatro*). Students then practise using the forms of the verb *to go* with the new vocabulary, relating where they are going today.
3. Whole class: The teacher questions students on places to spend leisure time, and students select answers from a list.
4. Pair: Students create a short dialogue in which they make plans for an evening out. *Alternative for Open level: teacher may provide sample dialogue that students can use as a model.*
5. Individual/Whole group: Students write a note to give to a classmate in which they propose plans for the weekend. The teacher then collects the notes in a hat and has the students choose one to which they respond with other suggestions for the weekend plans.
6. Individual: Students collect drawings and magazine clippings to create a collage of places to spend leisure time, and use the newly-acquired vocabulary to identify them.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication Knowledge/Understanding	OL1.01, OL1.02	Listening quiz	The teacher asks questions orally, e.g., Where do you go to see a film? eat?, etc. Students select answers from list.
Communication	OS1.01, OS1.02, GL1.02, GL1.04	Rubric for oral presentation	Students present dialogue: Where are we going today?
Communication Application	RE1.03, WR1.01, WR1.03	Checklist	Students use newspapers and magazines to make and label a collage of places of leisure activity.
Communication Thinking/Inquiry	OS1.02, RE1.04, WR1.01, WR1.03, GL1.04, GL1.09	Rating scale Observation	Students write a note and respond to notes of other students about weekend plans.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students consult notes for oral presentation.
- Students use word banks when doing vocabulary test.
- Increase or decrease elements required in collage and written notes.

Resources

Print/Media

Newspapers

Authentic maps

Danesi, Marcel. *Learn Italian the Fast and Fun Way* (see pp. 133 - 155)

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia*, Fourth Edition (see pp. 49-51 and Lezione 3)

Technological

CD-ROM: *Italian for Everyone*

Activity 2: How Do We Get There?

Time: 160 minutes

Description

Students learn vocabulary used for transportation and directions. They practise these newly acquired words and, adding vocabulary studied in the last activity, they describe their leisure time outings. Students also learn how to form adverbs from the adjectives previously learned in Unit 2.

Strands(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.02 - read aloud with expression to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.02 - write answers to simple questions.

Prior Knowledge Required

- regular adjectives
- vocabulary for leisure activity destinations
- simple and articulated prepositions

Grammar and Language Knowledge

- use of articles with nouns
- simple prepositions, articulated prepositions (e.g., *alla, dal*)
- present tense of regular and frequently used irregular verbs
- adverbs used to modify verbs
- vocabulary for leisure, directions and transportation
- idiomatic expressions

Planning Notes

- The teacher collects copies of bus/train schedules from the country of the language of study (or *Oggi in Italia*, p. 53) and city maps for the students.
- The teacher prepares cloze exercise on vocabulary associated with transportation.
- The teacher prepares a list of regular adjectives, previously taught in Unit 2.
- The teacher supplies blank flash cards.
- The teacher finds/prepares a short reading passage with questions that introduces the new vocabulary and adverbs.

Teaching/Learning Strategies

1. Whole group: The teacher introduces vocabulary required in giving directions by having students move about the class (e.g., *two steps forward, turn right, go straight, turn left*, etc.). *Alternative for Open level: have a small "spot prize" hidden in a certain location. The student closest to the spot prize at the end wins that prize.*
2. Individual: Student describes how to get from point A to point B using the present tense of verbs (e.g., *to go, to turn*).
3. Individual: The teacher hands out list of regular adjectives (previously taught in Unit 2). Students change these adjectives into the feminine form. They create a list of adverbs by adding the suffix '*mente*' to each feminine adjective. (e.g., *lenta* → *lentamente*; *rara* → *raramente*) Students practise these adverbs by putting them in complete sentences.
Note: The teacher points out some exceptions to the rule (e.g., *facilmente, regolarmente*).
4. Whole group: The teacher introduces the vocabulary for the means of transportation and the required prepositions. Students use bus/train schedules from the country of the language of study to practise the vocabulary and structures.
5. Small group: Students create a short oral dialogue based on travel situations. (e.g., *at the airport, train station, on the bus*), incorporating new vocabulary and some adverbs into the dialogue. *Alternative for Open level: teacher may provide model dialogue.*

6. Pair: One student creates a series of leisure activity destination (local or international) vocabulary flashcards, while the partner creates a set of vocabulary cards for the means of transportation. The first student will present a leisure card and the second student must respond quickly with an appropriate transportation card and an oral explanation, e.g., *I go to school by bus.*
7. Pair: The teacher interviews pairs of students who read a short passage aloud and answer general questions on how they spend their leisure time.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02, GL1.02, GL1.09	Observation	The teacher gives oral directions that students must follow to arrive at the appropriate destination.
Application	WR1.02, GL1.01, GL1.02	Cloze exercise	Students complete a fill-in-the-blank sheet, e.g., I take the _____ to go to the movies and the _____ to get to the airport.
Communication Application	OS1.01, OS1.02, GL1.01, GL1.02, GL1.03, GL1.07, GL1.08, GL1.09.	Rubric for oral presentation	Students create a short dialogue discussing what they do on holiday and how they get there.
Thinking/ Inquiry Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.02, RE1.03, RE1.04	Observation	The teacher conducts a short interview with pairs of students, having them read aloud a short passage related to the unit and answer general questions about what they do when they go out with friends.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Use gestures with verbal cues when teaching vocabulary for directions.
- Group students of varying abilities together.
- Native speakers and gifted students may be required to perform semi-spontaneous oral presentations.
- Use peer-evaluators in conjunction with the rubric for oral presentations.

Resources

Print/Media

Federici, Carla and Larese Riga, Carla. *Ciao!* (p.113)

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia*, Fourth Edition (pp. 53, 386-387, 397)

Maps, bus/train schedules and tickets

Technological

CD-ROM: *Italian for Everyone*. The Learning Company.

Activity 3: Filling Out an Application

Time: 110 minutes

Description

In this activity, students use authentic materials as a model to create identification cards and/or passports. This activity serves as a springboard for discussion of the use of the *carta d'identità* in Italy. These mock pieces of identification may be used in Activity 6.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- adjectives, adverbs
- gender and number agreement
- vocabulary for describing oneself
- colours, dates, size

Grammar and Language Knowledge

- some irregular verbs (e.g., *to be born*)
- vocabulary related to filling out application forms

Planning Notes

- The teacher obtains a copy of application forms (e.g., passport, driver's licence, identification card) from the Italian Consulate in Toronto.
- The teacher provides appropriate supplies for the students to create a mock piece of identification.
- The teacher instructs students to bring in a wallet-sized photo for their piece of identification.
- If the teacher wants students to use a word-processing or graphics program to create this piece of identification, he/she may want to book time in the Library/Resource Centre or Computer Lab.
- The teacher creates rubric for the evaluation of the mock piece of identification.

Teaching/Learning Strategies

1. Whole class: The teacher introduces new vocabulary of the unit, irregular verbs and expressions required for students to talk about themselves (nationality, date, and place of birth, physical attributes, interests).
2. Pair/Small group: Students introduce themselves to one another, each giving a brief personal description. Partners then join up with another pair and each student introduces his/her partner to the others in the group.
3. Individual: Students complete application form(s) given by the teacher. Students then create their own mock identification card, student card, or passport based on a model given by the teacher.
4. Pair: Students create a short oral dialogue where someone is seeking information on how to apply for one of the aforementioned documents.
5. Whole group: Students compare the use of the *carta d'identità* in Italy and a similar document in their country of birth. With the help of the teacher, students identify orally freedoms and limitations in society (e.g., driving age, voting, drinking alcohol, curfews), and list them in their notebooks.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	RE1.01, RE1.03, RE1.04, WR1.02, WR1.03, GL1.09	Application form quiz	Students complete application form.
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, GL1.02, GL1.03, GL1.04, GL1.05, GL1.09, GL1.10	Rubric for oral presentation	Students create a dialogue: e.g., Applying for a passport at the Consulate General of Italy.
Application Thinking/Inquiry	WR1.03, GL1.05	Rubric	Students create identification document.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Use application forms of varying difficulty to accommodate students of different abilities.
- Provide sample of work to be submitted.

Resources

Print

Cristinziano, Armando and Rocco Mastrangelo. *Quaderni di Temi Pratici, 1^{ma} Serie* pp. 54-57

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.

Fax (416) 977-5422. <http://www.italconsulate.org>

Activity 4: The Geography of Italy

Time: 210 minutes

Description

Students learn the vocabulary for the cardinal points of the compass, the names of the regions, important cities, physical geography of Italy, and the names of its neighbours. Students do simple geographical research using a variety of print and technological sources.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

-
- WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
- WR1.02 - write answers to simple questions;
- WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
- WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
- WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- basic research skills using a variety of print and technological sources
- word order in simple sentences
- conjugations of regular verbs and some common irregular verbs in the present tense

Grammar and Language Knowledge

- vocabulary related to geography, travel, festivals

Planning Notes

- The teacher provides a blank map of Italy that has only the regional boundaries and rivers marked on it (see Appendix C-03).
- The teacher reserves research time in the computer lab and/or library and may arrange for *PowerPoint* training by computer teacher to enhance student presentations.
- The teacher and students may contact, if possible, friends or family in the country of the language of study for the students to use as authentic research sources.
- The teacher contacts the agencies listed under the Community Resources to obtain available information about Italy.
- The teacher instructs students to prepare necessary arts supplies for the research assignment.
- The teacher prepares small slips of paper, each with the name of a region or the name of an important city in Italy. (This will be used for putting the students into groups for the research assignment, therefore the number of slips will be determined by the number of students in the class.)
- The teacher develops a rubric for the evaluation of the research assignment.
- The teacher may want to visit the web sites listed to create an Internet quiz.

Teaching/Learning Strategies

1. Individual: Students label the regions, important cities, major rivers, mountain chains, oceans, and capital of Italy. *Alternative for Open level: Students label a limited number of the above elements.*
2. Small group: The teacher distributes the slips of paper with the name of a region or the name of an important city in Italy to each student. Based on the match between the region and the cities that are located in that region, working groups for the assignment are formed. With the assistance of the teacher/map/textbook, students complete the assignment outlined below.
3. Small group: Students find out information (e.g., geography, festivals) on the region of Italy that was chosen in the above activity. The students use printed materials, technological resources and the community (e.g., classmates, school staff, neighbours, friends/family, both here and abroad) to obtain information. The final product is an oral presentation and a short written assignment on one aspect of the region studied. *Alternative for Open level: Students create a poster to illustrate one aspect of the region studied.*
4. Whole group: Students prepare a game show-style quiz on the geography of Italy.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.1, RE1.03, RE1.04, RE1.05, WR1.05	Map quiz	Students label map.
Thinking/Inquiry Communication	OS1.01, OS1.02, OS1.03, RE1.05	Rubric for oral presentation	Students present orally information on region studied.
Application Knowledge/ Understanding	OL1.02, OS1.01, OS1.02, WR1.02	Quiz	Students ask and answer simple questions based on classmates' presentations.
Thinking/Inquiry Communication	WR1.01, WR1.04, WR1.05, GL1.01, GL1.02, GL1.04, GL1.08, GL1.09	Rubric for research assignment	Students write/up one or two things of interest in the region studied.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce number of points to be labelled on the map quiz for students with difficulty in recalling information.

Resources

Print/Media

Gavazzi, Elena and Paolozzi, Giacomo Vittorio. *Le regioni d'Italia*

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia*, Fourth Edition (see Lezione preliminare)

Travel guides

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.

ISBN 0-7630-1492-3

Microsoft Encarta Encyclopedia. CD-ROM.

Internet, <http://webhome.idirect.com/~omlta>

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.

Fax (416) 977-5422. <http://www.italconsulate.org>

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.

Tel. 1-800-482-59047. Fax (514) 392-1429. <http://www.italiantourism.com>

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.

Tel (416) 921-3802/-0499. Fax (416) 962-2503. <http://www.iicto-ca.org>

Travel agencies

Activity 5: Making Reservations and Getting Ready to Go

Time: 160 minutes

Description

In this activity, students learn more about travel customs in the country(-ies) of the language of instruction, including vocabulary for preparing to go on a trip. They apply grammatical structures and vocabulary learned in the preceding activities to role play scenarios. The teacher and student may prepare a class excursion to a cultural site.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- days of the week, months of the year, cardinal numbers for 1-60
- tourist sites in the countries studied
- some knowledge of the community resources listed

Grammar and Language Knowledge

- common conjunctions
- word order in simple sentences, gender, and number agreement in noun phrases
- vocabulary and expressions for leisure, travel, days of the week, months of the year, time of day
- idiomatic expressions

Planning Notes

- The teacher procures a train schedule of the country of the language of instruction.
- The teacher provides newspapers for class to check for cultural events (e.g., plays, festivals, movies) related to the language of study.
- The teacher finds/creates crossword of items needed when going on a trip.
- The teacher provides learning clock/exercise sheets to practise the vocabulary for telling time.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary associated with going on a trip
2. Individual: Students complete crossword of items needed when going on a trip. *Alternative for Open level: students create list with teacher before completing crossword.*
3. Whole group: Based on the teacher's and/or students' travel experiences, the class brainstorms the types of reservations needed for travel (e.g., hotel, plane) in the country(-ies) of the language of study, how to make those reservations and the what happens when they are not made. A comparison may be made to reservation practices here.
4. Whole group: The teacher uses learning clock and exercise sheet to help reinforce the vocabulary for telling time.
5. Pair: Students use previously learned information on the country of the language of study and vocabulary for the days of the week, the months of the year, and telling time to role-play skits in which reservations are made. Scenario may include a misunderstanding or a difficult customer. *Alternative for Open level: teacher may provide a sample dialogue as a model.*
6. Pair: Students check newspapers for cultural events and create a list of possible outings.
7. Small group: Students investigate community resources to help organize a class cultural excursion.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	WR1.01, WR1.03	Checklist	Students make a list of items needed to prepare for a trip.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03	Rubric for oral presentation	Students present dialogue: e.g., Making reservations.
Thinking/Inquiry Application	OS1.01, OS1.02, RE1.01, RE1.03, RE1.05, WR1.04, WR1.05	Self-evaluation Group evaluation Checklist	Students, with the assistance of the teacher, organize a cultural excursion.
Knowledge/ Understanding	WR1.02, GL1.02, GL1.06, GL1.09	Quiz	Students answer questions; e.g., State the time indicated in the clocks shown. What time do you go to school? etc.

Accommodations

- Consult student's Annual and/or Individual Education Plan
- Increase/decrease elements required for dialogue, planning of cultural excursion.
- Provide models for activities.

Resources

Print/Media

Newspapers

Travel guides

Rail schedules

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.

ISBN 0-7630-1492-3

Learn Italian the Fast and Fun Way. Barron's.

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.

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Tel (416) 921-3802/-0499. Fax (416) 962-2503. <http://www.iicto-ca.org>

Travel agencies

Rail guide (can be acquired from travel agency)

Activity 6: We're Off!

Time: 160 minutes

Description

In this activity, students further explore the country(-ies) of the language of study. They learn more about the tourist attractions and further hone their research skills by creating an itinerary for someone wishing to visit the country(-ies). This unit may culminate in a cultural excursion.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- the geography and tourist attractions of Italy
- basic knowledge of a word processing and/or graphics program to create a travel itinerary

Grammar and Language Knowledge

- additional adverbs used to modify verbs
- word order in affirmative and negative sentences
- additional vocabulary for days of the week, months of the year, time of day, leisure, directions
- idiomatic expressions

Planning Notes

- The teacher and/or students bring in personal photos/videos from a trip to the country of the language of study. If these are not available, the teacher may try to procure a short travel video. (Check Community Resources.)
- The teacher contacts the *ENIT* (see Community Resources) well in advance for travel brochures and posters.
- The teacher and students procure necessary props/costumes for airport simulation.
- The teacher creates rubric for evaluating itinerary.

Teaching/Learning Strategies

1. Whole group: Students do brief descriptions of an exciting or desirable trip.
2. Pair: Students interview each other about what makes a trip good or bad.
3. Individual: Students create a collage of pictures or drawings of good and bad travel experiences and make a point form commentary for each one. This will be shared orally with the class. *Alternative for Open level: Students may give only an oral commentary.*
4. Whole group: Students recreate a trip. They simulate the steps—from checking in, to boarding the plane, to going through customs upon arrival.
5. Small group: Create a board game using travel vocabulary and the geography of the country(-ies) of the language of study.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Rubric for oral presentation	Students present a skit recreating a trip.
Application Thinking/Inquiry	OS1.01, OS1.02, OS1.03, RE1.01, RE1.04, WR1.01, WR1.03, WR1.04, WR1.05, GL1.06, GL1.09, GL1.10	Checklist	Students create collage of pictures with written and oral commentary.
Knowledge/ Understanding Communication Application	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.02, RE1.05, WR1.01, WR1.03, WR1.04, WR1.05	Checklist	Students create a travel/geography board game.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Increase or decrease elements required for oral and written activities.

Resources

Print/Media

Gavazzi, Elena and Paolozzi, Giacomo Vittorio. *Le regioni d'Italia*

Travel guides

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.

Microsoft Encarta Encyclopedia. CD-ROM.

Internet, <http://webhome.idirect.com/~omlta>

Community

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Tel (416) 921-3802/-0499. Fax (416) 962-2503. <http://www.iicto-ca.org>

Travel agencies

Unit 6: On the Town

Time: 20 hours

Unit Description

In this unit, students discuss, read, and write about the world of food and about shopping at a department store. Students learn about popular Japanese food about ordering in a restaurant, about following instructions in making simple dishes, and about eating etiquette. Students also learn how to ask for directions, the date and time, and the price of items. Students learn about the *kimono*. Using a variety of tools, the teacher evaluates student achievement in language knowledge and skill in oral communication, reading, and writing. Students demonstrate their learning through discussion and through the writing and presentation of a meal and a menu.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.

Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Note: Particles, which are important in the Japanese language, are indicated by “*P”

Activity Titles (Time + Sequence)

Activity 1	Going to the Department Store	190 minutes
Activity 2	At the Department Store	190 minutes
Activity 3	Clothing	200 minutes
Activity 4	Eating Etiquette	120 minutes
Activity 5	At the Restaurant	200 minutes
Activity 6	Trying Your Hand at <i>Sushi</i> and Making a Menu	300 minutes

Prior Knowledge Required

- word order in simple sentences
- “omissions” in sentence structure (i.e., use of pronoun as subject)
- interrogative sentences
- demonstrative adjectives and pronouns
- present tense of regular Japanese verbs
- use of particles

Unit Planning Notes

- The teacher gathers resources listed for each activity.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher prepares the written quizzes as well as the rubrics for oral and written assignments for each unit activity as required.
- The teacher pre-teaches/reviews the functional language (i.e., structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- note-taking
- responding to and writing out questions
- writing dialogues
- oral presentations to class
- composition
- role play
- guest speakers
- demonstrations
- practising and demonstrating proper eating etiquette
- eating, drawing, cooking
- using technology

Assessment/Evaluation

Diagnostic, Formative Evaluation

- oral/aural and written quizzes: teacher-generated
- observation: formal and informal
- performance: formal written assignment, role performances, dialogues
- tools: anecdotal comments, probe questions, checklists, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignment, creation of *sushi* and a menu, and oral presentations of dialogues

Resources

Print

Aikawa, Kayoko. "The Story of Kimono" in Atsushi Ueda, ed., *The Electric Geisha: Exploring Japan's Popular Culture*. New York: Kodansha International, 1994. ISBN 4770017537

Chino, Naoko. *All About Particles*. Japan: Kodansha International Ltd., 1991. ISBN 0-87011-954-0

Japanese for Busy People. Japan: Kodansha International Ltd., 1994. ISBN 4-7700-1882-7

Kaneko, Anne. *Japanese for All Occasions: The Right Word at the Right Time*. Japan: Charles E. Tuttle Co., Inc., 1990. ISBN 0-8048-1567-4

Kanji for Fun. Japan: Apricot Co., Ltd., 1986. ISBN 4-905737-21-4

Lee, Margaret. *Issboni: An Introduction Course in Japanese. Book 1*. South Melbourne: Moreton Bay Publishing, 1989. ISBN 0 949199 46 X

Sato, Nobuo. *The Magical Power of Suru: Japanese Verbs Made Easy*. Japan: Charles E. Tuttle Publishing Co., Inc., 1995. ISBN 0-8048-2025-2

Soga, Matsuo and Noriko Matsumoto. *Foundations of Japanese Language*. Japan: Taishukan Publishing Co., Ltd., 1978. ISBN 4-469-24042-7

Tagashira, Yoshiko and Jean Hoff. *Handbook of Japanese Compound Verbs*. Tokyo: The Hokuseido Press, 1986. ISBN 4-590-00763-0

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994. ISBN 0-07-072291-9

Williams, Lynn. *NTC's Basic Japanese*. Chicago: National Textbook Company, 1992. ISBN 0-8442-8430-0

Yamanaka, Norio. *The Book of Kimono*. Tokyo: Kodansha, 1982. ISBN 0870117858

Yoroshiku. *Pera Pera*. Australia: Curriculum Corporation, 1994. ISBN 1-86366-147-6 (student book) and ISBN 1-86366-141-7 (teacher's manual)

Yoroshiku. *Moshi Moshi*. Australia: Curriculum Corporation, 1993. ISBN 1-86366-146-8 (student book) and ISBN 1-86366-140-9 (teacher's manual)

Let's Learn Japanese: Basic I Volumes 1-3. Tokyo: Kenkyusha Printing Co., 1986. ISBN 4-327-38417-8 (textbook to accompany television series)

Technological

<http://web.mit.edu/jpnet/kimono/index.html> <http://www.csuhio.edu/history/japan>

<http://mothra.refr.or.jp/ENG/Hiroshima/Things/79html>

<http://www.eastwestantiques.com/history.html>

<http://www.bento.com/sushivoc.html>

Activity 1: Going to the Department Store

Time: 190 minutes

Description

Students learn vocabulary associated with public transport, directions, date, days of the week, and the time. A series of activities – vocabulary quiz, dictation, creation and performance of a dialogue, and the writing of a paragraph – provide opportunities for the teacher to evaluate student progress in the language.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read aloud with expression to develop standard pronunciation;

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes;

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- word order in simple sentences
- omission of any of 1) the topic, 2) a verb phrase, 3) an object, 4) an adverbial phrase, in sentence structure
- interrogative sentences
- demonstrative adjectives and pronouns
- present tense of regular Japanese verbs
- use of particles

Grammar and Language Knowledge

- present tense of verbs: *to go, to get on, to get off, to walk*
- auxiliary verbs and regular Japanese verbs
- expressions of time: time, relative time: *day, morning, evening, week, month, year*
- vocabulary: *modes of transportation, date, days of the week*
- directions

Planning Notes

- The teacher makes a list of the vocabulary to be taught (*time, relative time, days of the week, months of the year, directions, and modes of transportation*).
- The teacher prepares pictures illustrating different modes of transportation.
- The teacher prepares a quiz and a dictation based on the vocabulary taught in this unit.
- The teacher instructs the students to bring in pictures for Teaching/Learning Strategy 13.
- The teacher prepares a word search pertaining to dates and days of the week and rubrics to assess the dialogue and written paragraph activities.

Teaching/Learning Strategies

1. Whole class: The teacher introduces the new vocabulary related to time by providing a list.
2. Whole class/Pair: Students practise questions related to time and write out questions using “what time” for different activities. In pairs, students ask and answer questions that they made up.
3. Whole class: The teacher introduces new vocabulary related to dates and days of the week.
4. Whole class: Students make cue cards with dates and days of the week and practise dates and days of the week using them.
5. Whole class: Students practise questions related to activities with dates, days of the week, and time.
6. Whole class: Matching activity – Students match pictures of clocks showing hours, quarter past, half past, and three-quarters past the hour with cue cards identifying that particular time.
7. Whole class: Matching activity – Students match pictures of clocks showing exact time with cue cards identifying that particular time (more difficult times like 9:43).
8. Group: Students suggest a common list indicating activities and times.
9. Whole class: Students do word search pertaining to dates and days of the week.
10. Pair: Students write a dialogue about activities that include dates, days of the week, and time. Students then present their dialogue to the class.
11. Whole class: The teacher presents vocabulary related to asking directions and modes of transportation.

12. Whole class: Students practise questions related to modes of transportation by use of pictures that illustrate different types of transportation.
13. Pair: Students draw/cut out/assemble a picture of a store or restaurant that they would go to when they do their shopping and write a 30-word paragraph that includes information about the store or restaurant such as days and hours of operation, together with how to reach the location. The teacher provides students with additional vocabulary to identify these stores and eateries.
14. Pair: Students exchange paragraphs with one another and peer edit their writing.
15. Pair: Students take turns presenting their picture and describing it orally to the class.
16. Whole class: Students write a vocabulary quiz and/or a dictation based on the vocabulary.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02	Observation	Students practise questions related to time.
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02	Checklist	Students practise questions related to modes of transportation by use of pictures of different types.
Application Communication	WR1.01, WR1.02, WR1.03, WR1.04, GL1.01, GL1.02, GL1.03, GL1.04, GL1.06, GL1.08, GL1.09, GL1.10, *P	Rubric for written assignment	Students write a dialogue in pairs about dates, days of the week and time.
Application Communication	OL1.01, OL1.02, OS1.01	Rubric for oral presentation	Students present the dialogue in pairs to the class.
Application Communication	WR1.01, WR1.02, WR1.03, WR1.04, GL1.01, GL1.02, GL1.03, GL1.04, GL1.06, GL1.08, GL1.09, GL1.10, *P	Rubric for written assignment	Students write a 30-word paragraph about a store or restaurant including days and hours of operation as well as how they reach this location.
Knowledge/ Understanding	WR1.01, WR1.02	Written quiz and/or dictation	At the end of the unit, students write a vocabulary quiz and/or a dictation based on the unit's vocabulary.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- Instead of the written paragraph about the store or restaurant, students could use point form with appropriate headings to include the same information.
- To add challenge, students write a longer, more detailed paragraph about a store or restaurant or prepare a commercial to publicize it.
- For modes of transportation, students investigate the different train systems in Japan.

Resources

Print

Japanese for Busy People. Japan: Kodansha International Ltd., 1994, pp. 38-43 (asking price), 44-51 (counting).

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994, pp. 20 and 37 (numbers), 24 (asking and telling time), 113 (counting), 415 (shops and stores), 421 (shopping).

Yoroshiku. Moshi Moshi. Australia: Curriculum Corporation, 1993, pp. 58, 59, and 61 (shopping and price), 62-63 (signs around town).

Activity 2: At the Department Store

Time: 190 minutes

Note: As the counting system in Japanese is complicated and based on shape and size, extra time has been allotted to Activity 2.

Description

Students learn how to purchase items, to count a small number of things, and to identify colours. After practising vocabulary and forming questions and answers, students write a vocabulary quiz and apply what they have learned in a role-playing situation in a department store.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- vocabulary associated with household items
- vocabulary associated with colour
- word order in simple sentences, affirmative, and negative
- vocabulary associated with the departments in a department store

Grammar and Language Knowledge

- interrogative words/phrases and word order in questions
- use of *kore, sore, are; kono, sono, ano*
- expressions for requesting and asking permission
- *-te* form verbs
- distinguishing ways to count
- true adjectives
- counting system
- vocabulary associated with departments in a department store

Planning Notes

- The teacher collects and attaches labels to name and identify the price of commonly-used household items of different shapes and sizes.
- The teacher prepares sheets or cue cards with the names of the above items as well as their price.
- The teacher prepares a game for the teaching of numbers.
- The teacher prepares checklists and rubrics for evaluation of oral presentation and correct use of counting system.
- The teacher prepares a quiz based on the vocabulary taught in this activity.
- The teacher provides bilingual dictionaries for students to use during writing activities.

Teaching/Learning Strategies

1. Whole class: The teacher presents a variety of commonly-used items (different sizes and shapes) with a label attached to each item to identify the item and the price. The teacher introduces vocabulary, expressions related to location in the classroom and expressions to ask for the price of items.
2. Whole class: Students practise questions and answers about location and price.
3. Whole class: The teacher introduces vocabulary related to colours, numbers, and counting.
4. Whole class: Students practise vocabulary related to colours, numbers, and counting.
5. Pair: Students choose one item in the classroom and, on a separate sheet of paper, write down information regarding its colour, the number available in the room, and the correct counting system, and submit this to the teacher.
6. Pair: Students look for the item that is described on the sheet or cue card given to them by the teacher and complete a checklist.

7. Whole class: Students write a quiz based on the vocabulary taught in this unit.
8. Whole class: The teacher teaches numbers 1-10 through a game involving actions to help students remember the words.
9. Whole class: The teacher provides students with a colour wheel with the colours labelled.
10. Whole class: Colour search - The teacher orally identifies one colour for students to find in the classroom. Students search and, when they find an object of that colour, they call out the colour.
11. Pair: Students role play customer and salesperson in a department store, in order to purchase one of the household items available in the room.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Observation	Students practise questions and answers about location and price.
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Observation	Students practise vocabulary related to colours, number, and counting.
Application Communication	WR1.01, WR1.02, WR1.03, WR1.04, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10, *P	Checklist for colour, number, and counting system	Students choose one item in the classroom and write down information regarding its colour, number available, and correct counting system and submit this to the teacher.
Knowledge/ Understanding	WR1.01, WR1.02	Quiz	Students write a vocabulary quiz.
Thinking/ Inquiry	RE1.01, RE1.04	Checklist	In pairs, students look for the item that is described on the sheet or cue card that is given to them by the teacher.
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09	Rubric for oral presentation	Students role-play customer and salesperson in a department store by pretending to purchase one of the household items available in the room.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- Rather than role-play, the students could follow a written dialogue between a customer and a salesperson.
- To add challenge, the teacher increases the number of questions required and students develop a longer dialogue, using additional household items or students use additional counting systems.

Resources

Print

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994, pp. 20 and 37 (numbers), 39 (asking about price), 116 (adjectives and adverbs), 415 (shops and stores), 419 (colours), 421 (shopping), 426 (clothes).

Yoroshiku. *Moshi Moshi*. Australia: Curriculum Corporation, 1993, pp. 58, 59, and 61 (shopping and price).

Yoroshiku. *Pera Pera*. Australia: Curriculum Corporation, 1994, p. 22 (department stores).

Activity 3: Clothing

Time: 200 minutes

Description

Students learn vocabulary associated with clothing and with the *kimono*. The teacher shows students how the *kimono* is worn. Students learn additional colours that are associated with the traditional *kimono*.

Short descriptive writing, a vocabulary quiz, and a report help the students to apply their increasing knowledge of the Japanese language in an interesting cultural context.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- vocabulary associated with colour
- word order in simple sentences
- interrogative words and phrases as well as question word order
- use of *kore, sore, are; kono, sono, ano*

Grammar and Language Knowledge:

- vocabulary: clothing and items associated with wearing a *kimono*
- additional vocabulary for different colours
- adjectives and adverbs used to describe dressing in a *kimono*
- verbs related to dressing in a *kimono*

Planning Notes

- The teacher contacts and arranges for community member(s) to come in and dress students in *kimono*.
- The teacher provides bilingual dictionaries for students to use.
- The teacher asks students one period ahead of time to bring in a favourite piece of clothing.
- The teacher prepares checklists and rubrics for purposes of evaluation.
- The teacher prepares a quiz based on the vocabulary taught in this activity.

Teaching/Learning Strategies

1. Whole class: Upon arriving in class, students drop a piece of clothing in a bag.
2. Whole class: The teacher presents vocabulary related to Western clothing, the *kimono* and its accessories, additional colours of a *kimono*.
3. Whole class: The teacher selects items one at a time out of the bag and asks the class, “*What is this? What colour is it? How much does it cost?*”
4. Whole class: Students categorize the clothing by shape in order to practise the counting system.
5. Individual: Students select one piece of clothing (not their own) and write three sentences to describe its shape, size, colour, and price. Students then exchange and read another student’s description.
6. Whole class: A guest visits the class and dresses students in various types of *kimono*. Students describe the different parts of the *kimono* and indicate the colours and type of *kimono*; for example, *yukata*, formal *kimono* (black with family crest).
7. Whole class: Students write a quiz based on the vocabulary taught in this activity.
8. Pair/Small group: Students use print and technological resources to prepare a report on the types of *kimono* that were worn by people of different social classes during different periods of time. The report is presented orally, and a written copy is given to the teacher for evaluation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02	Observation	Students answer questions regarding type and colour of clothing pulled out of the bag.
Application	RE1.01	Observation	Students write and then exchange and read another student's description.
Thinking/Inquiry	OS1.01, OS1.02, OS1.03	Observation Checklist	Students categorize the clothing by shape in order to practise the counting system.
Knowledge/ Understanding	WR1.01, WR1.02	Quiz	At the end of the activity, students write a vocabulary quiz.
Application Communication	WR1.01, WR1.03, WR1.04	Rubric for written assignment	Students select one unusual piece of clothing (not their own) and write three sentences to describe it.
Thinking/Inquiry Communication	OS1.01, OS1.02, OS1.03, RE1.01, WR1.01, WR1.03, WR1.04	Rubric for oral presentation Rubric for written assignment	Students present their research project on kimono worn by different social classes during different periods, and give a written copy to the teacher.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- Teacher gives students clues about how to categorize the clothing according to the counting system.
- Students could use point form rather than sentences to describe articles of clothing.
- Students (of the same gender) could be taught to dress each other in different types of *kimono* on top of their regular clothing.

Resources

Print

Aikawa, Kayoko. "The Story of Kimono" in Atsushi Ueda, ed., *The Electric Geisha: Exploring Japan's Popular Culture*. New York: Kodansha International, 1994, pp. 106-115.

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994, pp. 39 (asking about price), 116 (adjectives and adverbs), 415 (shops and stores), 419 (colours), 421 (shopping), and 426 (clothes).

Yamanaka, Norio. *The Book of Kimono*. Tokyo: Kodansha, 1982.

Yoroshiku. *Moshi Moshi*. Australia: Curriculum Corporation, 1993, pp. 58, 59, and 61 (shopping and price).

Technological

<http://www.csuho.edu/history/japan>

<http://mothra.rerf.or.jp/ENG/Hiroshima/Things/79html>

<http://www.eastwestantiques.com/history.html>

Activity 4: Eating Etiquette

Time: 120 minutes

Description

Students learn about the correct placement of china, names of different dishes, the proper use of chopsticks, and the “dos and don’ts” of general eating etiquette. A vocabulary quiz and the writing of a paragraph help students to practise and apply their increasing knowledge.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.02 - read aloud with expression to develop standard pronunciation;

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions.

Prior Knowledge Required

- word order in simple sentences
- interrogative words/phrases and word order in questions
- requesting and asking permission

Grammar and Language Knowledge

- vocabulary associated with dishes, china, beverages
- expressions associated with eating
- phrases associated with proper eating etiquette

- additional adjectives and adverbs
- introduction of volition form for invitations

Planning Notes

- The teacher acquires and brings in different types of china to demonstrate proper place settings.
- The teacher prepares vocabulary list of phrases associated with proper eating etiquette to share with students.
- The teacher brings in chopsticks for student use.
- The teacher prepares checklists and rubrics for purposes of evaluation.
- The teacher prepares a quiz based on the vocabulary taught in this activity.
- The teacher prepares a list of “dos and don’ts” associated with eating etiquette.
- The teacher prepares a list of gender differences associated with eating etiquette.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary to identify each piece of china and other items related to eating and drinking.
2. Whole class/Small group: The teacher provides different types of chinaware and students, in small groups, make up place settings.
3. Whole class: The teacher demonstrates various combinations of “place settings” and students write down the names of the different pieces of china.
4. Whole class: The teacher demonstrates proper eating etiquette by stating expressions that are used before and after meals. The teacher demonstrates the proper use of chopsticks and illustrates differences based on gender.
5. Small group: Students practise the use of chopsticks by picking up different items (e.g., small pieces of paper, chalk, or pieces of real food).
6. Individual: Using adjectives and adverbs, students write a paragraph describing the difficulties in learning to use chopsticks and read their paragraph aloud to the class.
7. Gender groups: Male and female groups practise eating etiquette.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03, OS1.01, OS1.03, WR1.01	Observation Checklist	Students practise the use of chopsticks. Male and female groups practise eating etiquette.
Knowledge/ Understanding	WR1.02	Quiz	Students write a quiz based on the vocabulary taught this unit.
Thinking/Inquiry	WR1.01, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09	Rubric for written assignment	Students write a paragraph describing the difficulties in learning to use chopsticks.
Application	OS1.01, OS1.02, OS1.03, RE1.02	Rubric for oral presentation	Students read their paragraph aloud to the class.

Accommodations

- Consult student’s Annual and/or Individual Education Plan.
- Group students to assist with tasks.

-
- Adjust length of time to complete tasks.
 - Students are provided with a small quantity of food (i.e., rice) to practise using the chopsticks.
 - To add challenge, students research the type of cuisine that is served in temples and types of food that are commonly eaten by the Japanese but not typically eaten by non-natives.

Resources

Print

Yoroshiku. *Pera Pera*. Australia: Curriculum Corporation, 1994, p. 8 (chopsticks).

Activity 5: At the Restaurant

Time: 200 minutes

Description

Students learn about different types of dishes, about how to order in a restaurant, and about how to ask for the bill. Students do a vocabulary quiz, write and present a dialogue, and participate in an identification contest.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- vocabulary associated with food, beverages and Japanese dishes
- interrogative words or phrases and question word order
- proper use of chopsticks
- knowledge of eating etiquette

Grammar and Language Knowledge

- expressions associated with ordering and requesting
- additional vocabulary associated with special Japanese dishes
- vocabulary associated with cooking various Japanese dishes

Planning Notes

- The teacher finds pictures of Japanese dishes and a sample menu.
- The teacher prepares a list of vocabulary necessary for this part of the unit (i.e., vocabulary relating to the pictures of the dishes, vocabulary and expressions associated with ordering, requesting and paying the bill).
- The teacher prepares a quiz based on the vocabulary taught in this activity.
- The teacher prepares rubrics to assess the dialogue (for both the written version and the oral presentation).
- The teacher prepares quiz for the contest in Teaching/Learning Strategy 7.
- The teacher brings in bilingual dictionaries for students' use.
- The teacher purchases the prizes: two pairs of fancy chopsticks and enough other pairs of *waribashi* for the rest of the class.

Teaching/Learning Strategies

1. Whole class: Through use of pictures, the teacher introduces a variety of Japanese dishes and describes a typical menu. Vocabulary associated with these dishes is also presented at this time.
2. Whole class: The teacher presents vocabulary and expressions associated with ordering, requesting, and paying the bill.
3. Pair: Students draw pictures of a meal they would like to order and arrange it according to eating etiquette. On a separate sheet, they identify each item included in their presentation.
4. Whole class: Cloze writing activity – Students complete a dialogue between a customer and a server and draw the appropriate pictures.
5. Pair: Students write out an original dialogue between a customer and a server, based on their pictures, and submit it to the teacher.
6. Pair: Students present their dialogue and show their pictures to the class. Pictures could then be used as a display in the classroom.
7. Whole class: Students participate in pairs in a contest wherein they identify (in writing) items that are numbered on the various pictures on display. The first pair to successfully complete the identification process wins a fancy pair of chopsticks and the rest of the class is given pairs of less expensive ones (*waribashi*).
8. Whole class: Students write a quiz based on the vocabulary taught in this activity.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry	OL1.03, OS1.01, OS1.02, OS1.03, WR1.03, WR1.04	Observation	Students draw pictures of a meal and arrange the meal according to eating etiquette. They then present their meal, identifying each item they have included.
Application	WR1.01, WR1.03, WR1.04	Rubric for written assignment	Students write a dialogue between a customer and a server.
Communication	OS1.01, OS1.02, OS1.03	Rubric for oral presentation	Students present their dialogue and show their pictures to the class.
Knowledge/ Understanding	WR1.01, WR1.02	Quiz	Students write a vocabulary quiz.
Thinking/Inquiry Application	RE1.03, RE1.04, WR1.01, WR1.02	Observation	Students participate in pairs in a contest.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- The contest could include a cloze writing activity.
- To add challenge, the teacher has students prepare different dishes based on seasons to share with the class. Aesthetics associated with presentation of dishes and meals are incorporated and students present this information to the rest of the class.

Resources

Print

Japanese for Busy People. Japan: Kodansha International Ltd., 1994, pp. 182-186 (dining out).

Lee, Margaret. *Issboni: An Introduction Course in Japanese. Book 1*. South Melbourne: Moreton Bay Publishing, 1989, pp. 90-100 (dining out).

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994, pp. 27 (talking about likes and dislikes), 351 (foods and beverages), 354 (meals and restaurants), 361 (flavours, tastes and seasonings).

Yoroshiku. *Moshi Moshi*. Australia: Curriculum Corporation, 1993, pp. 56-57 (restaurant) and 60 (eating chart).

Activity 6: Trying Your Hand at Sushi and Making a Menu

Time: 300 minutes

Description

Students learn about the ingredients that are required to make *sushi* and are given the opportunity to prepare *sushi*. Students produce simple menus in Japanese based on the *sushi* they have made and on their research. After preparing and eating their *sushi*, students write a paragraph describing their experience.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);

RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02 - write answers to simple questions;

WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- vocabulary associated with dishes, beverages, and china
- interrogative words and phrases and question word order
- proper use of chopsticks
- knowledge of eating etiquette

Grammar and Language Knowledge

- vocabulary associated with ingredients in making *sushi*
- vocabulary associated with following instructions
- language associated with following cooking procedures
- vocabulary associated with arrangement of food and dishes
- vocabulary associated with cooking

Planning Notes

- The teacher purchases ingredients for *sushi* making and mats (or waxed paper) and pre-cooks items such as short grain rice and fillings.
- The teacher prepares a list of items to be brought by students.
- The teacher provides all utensils necessary the preparation of food.
- The teacher prepares a list of vocabulary required for this activity.
- The teacher provides a sample of a menu from a Japanese restaurant.
- The teacher prepares checklists and rubrics for purposes of evaluation.
- The teacher prepares a quiz based on the vocabulary taught in this unit.
- The teacher makes up a paragraph using adjectives and adverbs that describe different types of *sushi* and questions based on the paragraph.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary associated with ingredients, range of *sushi*, courses of food, price, and how to follow instructions.
2. Pair/Small group: 2-3 pairs of students fan the rice, others slice the ingredients, and the rest prepare other items such as *tamago*.
3. Whole class: The teacher demonstrates making of a variety of *sushi*.
4. Pair: Students prepare different types of *sushi*.
5. Group: In groups of four, students arrange their creations in an aesthetically pleasing manner and present them to the class.
6. Individual: Prior to eating, students make a list of the type of *sushi* and the ingredients for the *sushi* they are about to consume. Students apply their skills with chopsticks and eating etiquette to consume their product.
7. Groups: Students prepare a simple menu listing soups, *sushi*, and desserts that may be found in a Japanese restaurant. Students may do this using a computer with clip art, graphics, and word processing or do it freehand.
8. Individual: Students prepare a short paragraph describing the foods they have made.
9. Pair: Students exchange paragraphs and peer edit one another's work.
10. Individual: The teacher provides a short paragraph using adjectives and adverbs that describe different types of *sushi* and students answer questions (in writing) based on the paragraph.
11. Whole class: Students write a vocabulary quiz based on vocabulary taught in this unit.
12. Whole class: Students and teacher go on a field trip to a Japanese restaurant if possible.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03	Observation	Students follow oral instructions in the preparation of ingredients for the <i>sushi</i> .
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Observation	Students prepare different types of <i>sushi</i> and present and describe their arrangement to the class.
Application	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Observation	Students eat their product demonstrating proper eating etiquette and using correct phrases.
Application	WR1.02	Checklist	Students make a list of the type of <i>sushi</i> and the ingredients for the <i>sushi</i> they are about to consume.
Application Communication	WR1.01, WR1.03, WR1.04, WR1.05	Rubric for preparation of menu and preparation of written paragraph.	Students prepare a simple menu and write a short paragraph describing the foods they have made.
Thinking/Inquiry	RE1.01, WR1.01, WR1.02, WR1.03	Observation	Students read one another's report and peer edit.
Application	RE1.01, WR1.02	Checklist	Students read a short paragraph and answer questions based on the paragraph.
Knowledge/ Understanding	WR1.01, WR1.02	Quiz	Students write a quiz based on the vocabulary taught in this unit.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students prepare additional varieties of *sushi* or those that require more complicated rolling.
- To add challenge, the students write a paragraph and make up questions for their fellow students to read and answer.

Resources

Print

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. New York: McGraw-Hill Inc., 1994, pp. 351 (foods and beverages), 354 (meals and restaurants), 361 (flavours, tastes, and seasonings).
Yoroshiku. *Moshi Moshi*. Australia: Curriculum Corporation, 1993, p. 60 (eating chart).

Technological

www.bento.com/sushivoc.html

Appendices

Appendix A-01

Coded Expectations, International Languages, Level One, Academic, LBA AD - LYX AD

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures.

Specific Expectations

OL1.01

– identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02

– use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03

– identify cultural aspects of the international language (e.g., use of formal and familiar forms of address).

Oral Communication: Speaking

Overall Expectations

OSV.01

– communicate orally in different situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

OS1.01

– use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02

– use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03

– apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Appendix A-01 (Continued)

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

RE1.01

– read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02

– read aloud with expression to develop standard pronunciation;

RE1.03

– use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04

– respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05

– demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places).

Writing

Overall Expectations

WRV.01

– write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

WR1.01

– write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02

– write answers to simple questions;

WR1.03

– write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04

– use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05

– use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Appendix A-02

Grammar and Language Knowledge

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., *some pizza, any hamburger*).

GL1.02 Prepositions

– simple prepositions (e.g. *to, at, of*), – simple prepositions and articles (e.g., *to the, at the, of the*).

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., *who, what*).

GL1.04 Verbs

– present tense, regular verbs and frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions.

GL1.05 Adjectives

– regular adjectives and frequently used irregular adjectives (e.g., *good*), – expressions of quantity, – possessive adjectives (e.g., *my, your, his, her*), – demonstrative adjectives (e.g., *this, that*), – interrogative adjectives (e.g., *which*).

GL1.06 Conjunctions

– common conjunctions (e.g., *and, or*).

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., *She drives quickly.*), – adverbs used to modify adjectives (e.g., *I am very happy.*).

GL1.08 Syntax

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g., *he is, boys are*), – gender and number agreement in noun phrases.

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., *school, office, factory*), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100).

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required.

Appendix B-01

Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited ability	- uses recently taught language knowledge with moderate ability	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Communication	- speaks with hesitation and frequent pronunciation errors - demonstrates limited aural understanding	- speaks somewhat fluently, with some pronunciation errors - demonstrates some aural understanding	- speaks quite fluently and pronounces quite accurately - demonstrates considerable aural understanding	- speaks fluently and pronounces accurately - demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has difficulty responding to spoken cues	- forms sentences and questions with some accuracy - has occasional difficulty responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consistent accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: This rubric may be adapted to assess students' use of language in a group activity.

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B-02

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - has considerable difficulty making corrections on final copy	- uses recently taught language knowledge with moderate accuracy on rough copy - has some difficulty making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with facility on rough copy - corrects final copy easily and appropriately
Communication	- displays limited ability writing sentences to convey meaning	- displays moderate ability writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- organizes the elements of a sentence with limited accuracy	- organizes the elements of a sentence with moderate accuracy	- organizes the elements of a sentence quite accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates few interesting and relevant details	- incorporates some interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C

Family Table (Unit 2, Activity 5)

Convert the following chart into Chinese before using it.

Worksheet: Family Table

	Member 1	Member 2	Member 3	Member 4
Name				
Gender				
Age				
Month of Birth				
Like #1				
Like #2				
Dislike #1				
Dislike #2				
Height				
Profession				
Special skills				
Favourite music				
Future goal				

Appendix C-01

Skit for a Group of Four: Guess who's coming to school (Unit 1, Activity 5)

(Someone knocks at the classroom door.)

Teacher: Katie, could you please see who is at the door?

(Katie goes to the classroom door but doesn't speak. She is nervous.)

Teacher: Katie, who is it?

Katie: *(nervously)* It's...it's...it's...

(Famous person enters the room.)

Famous person: Thank you. I'm sorry to interrupt.

Teacher: What's your name?

Famous person: My name is _____.

Katie: *(nervously)* Here is a...a...a chair.

Famous person: No, thank you. I have to go.

Nirav: May I ask one question?

Famous person: Yes.

Nirav: What is your favourite number?

Famous person: Seventeen.

Katie: What is your favourite day of the week?

Famous person: Tuesday.

Nirav: What is your favourite season?

Famous person: The summer.

Teacher: What is your favourite month?

Famous person: It's July.

Katie: When is your birthday?

Famous person: *(anxiously)* July 16th. And I'm twenty years old. May I please go now?

Teacher: Yes. Why?

Famous person: I need to use the phone. It's a pleasure to meet you! Goodbye! *(leaves the classroom)*

Katie/Nirav: Goodbye!

Appendix C-02

Skit for a Group of Four: Wer kommt zur Schule? (Unit 1, Activity 5)

Wer kommt zur Schule?

(Jemand klopft an die Klassenzimmertür.)

Lehrer(in): Katie, bitte, wer ist an der Tür?

(Katie geht zur Klassenzimmertür. Sie spricht nicht. Sie ist nervös.)

Lehrer(in): Katie, wer ist das?

Katie: *(nervös)* Es ist...es ist...es ist...

(Die berühmte Person kommt ins Zimmer.)

Berühmte Person: Danke. Verzeihung.

Lehrer(in): Wie heißen Sie?

Berühmte Person: Ich heiße _____.

Katie: *(nervös)* Hier ist ein...ein...ein Stuhl.

Berühmte Person: Nein, danke. Ich muß gehen.

Nirav: Kann ich eine Frage stellen?

Berühmte Person: Ja.

Nirav: Was ist Ihre Lieblingsnummer?

Berühmte Person: Siebzehn.

Katie: Was ist Ihr Lieblingstag in der Woche?

Berühmte Person: Dienstag.

Nirav: Was ist Ihre Lieblingsjahreszeit?

Berühmte Person: Der Sommer.

Lehrer(in): Was ist Ihr Lieblingsmonat?

Berühmte Person: Es ist Juli.

Katie: Wann ist Ihr Geburtstag?

Berühmte Person: *(ängstlich)* Der sechzehnte Juli. Und ich bin zwanzig Jahre alt. Kann ich jetzt bitte gehen?

Lehrer(in): Ja. Warum?

Berühmte Person: Ich brauche ein Telefon. Freut mich! Auf Wiedersehen!

(Die berühmte Person geht.)

Katie/Nirav: Auf Wiedersehen!

Appendix C-03

Map of Italy (Unit 5, Activity 4)

Label the regions, regional capitals, and rivers.

