



2013 Virginia STARTALK Chinese Teacher Academy

Lesson Plan Template for 北京九日游

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Lesson Plan 1

Topic/Subtheme: Time and Dates

Proficiency Level: Novice-low

Grade Level: 9 -10

Time frame: 50 minutes

Learning Objectives:

By the end of the class, students will be able to

- Ask for/give information regarding year, month ,day and the day of the week

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Materials:

- Computer for power point presentation (PPT),
- Chinese calendar**
- printed pictures of month of June,2013 with Pinyin and Chinese characters,
- handouts : Pictures of different festival, PowerPoint, interview worksheet

Key vocabulary/structures:

年, 月, 号

星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期日

一月, 二月, 三月, 四月, 五月, 六月, 七月, 八月, 九月, 十月, 十一月, 十二月,

,昨天, 今天, 明天, 周末,

Procedures

1. Warm up:

Start with a comparison of number order of dates in the U.S and in China.

Teacher introduces “年、月、号” in a date expression “2013年6月26号”. Students repeat after teacher to get the idea of “年、月、号” .

2. Practice:

Part 1: Year, month

First, teacher presents a calendar of 2013 and introduces “2013年”. Students repeat “2013年” .

Second, teacher highlights each month by showing numbers “1, 2, 3, □□, 12” on the calendar in order and asks “几月?” . Teacher takes January as an example by naming it “1月” .

Teachers continues asking “几月?” Students name the other months by counting number plus “月” .

Part 2: Day, today, yesterday, tomorrow

First, teacher presents a calendar of July and highlights the date July 5th. Teacher introduces “7月5号” .

Second, teacher points at the date of July 5th and asks “几月几号?” Students answer “7月5号” . Teacher points at three more dates in July on the calendar and asks “几月几号?” .

Third, teacher gives out pictures of different festivals with numbers of dates to every student.

Teacher asks each student to raise the picture he/she has and to show it to the class. Teacher asks

“这是几月几号?” Students answer together.

Forth, teacher highlights July 4th and July 6th and introduces “昨天、明天” . Teacher proceeds

a teacher-student dialogue:

Teacher: 今天是几月几号?

Students: 今天是6月26号。

Teacher: 昨天是几月几号?

Students: 昨天是6月25号。

Teacher: 明天是几月几号?

Students: 明天是6月27 号。

Forth, student-student practice (pairwork):

Teacher: 今天/昨天/明天是几月几号?

Student: 今天是6月26 号/昨天是6 月25 号/明天是6月27号。

Part 3: Week

First, teacher presents a calendar of July and highlights Mondays. Teacher introduces “星期一” .

Second, teacher highlights Tuesday, Wednesdays, Thursdays, Fridays, Saturdays and asks “星期几?” Students answer “星期二/三/四/五/六” . Teacher highlights Sundays and asks “星期

几?” Students might answer “星期日” . Teacher show a wrong icon on “星期日” and present “星期日” .

Third, teacher high lights June. Of 25,26,27 and proceeds a teacher-student dialogue:

Teacher: 今天是星期几?

Students: 今天是星期四。

Teacher: 昨天是星期几?

Students: 昨天是星期三。

Teacher: 明天是星期几?

Students: 明天是星期五。

Forth, student-student practice (pairwork):

Teacher: 今天/昨天/明天是星期几?

Student: 今天是星期四/昨天是星期三/明天是星期五。

Lesson Plan 2

Theme/ Topic: Meeting your Chinese Host Family-北京九日游

Date: June 28th, 2013

Proficiency Level: Novice

Grade Level: High School- Grade 11-12th

Time frame: 50 minutes

Learning Objectives:

- By the end of the class, students will be able to
- Know the famous place of Beijing city.
 - make plans with Chinese host siblings and other family members to visit Beijing famous place.

Materials:

Video “Beijing Welcome you”, power point, interview worksheet

Key vocabulary/structures:

长城, 故宫, 鸟巢, 天坛, 王府井

先....., 再.....

Procedures

1. Warm up:

Start with “北京大吗?” “北京很大。”

Teacher asks “北京有什么?” Then students watch “北京欢迎你” Youtube video clip.

2. Practice:

Part 1: Names of landmarks in Beijing.

First, teacher asks “北京有什么?” again.

Second, teacher-student practice : teacher presents photos of 长城、鸟巢、故宫、天坛、王府

井, students learn these words and answer question with “北京有长城（鸟巢、故宫、天坛、王府井）” .

Third, teacher presents photos of her Beijing tour on Facebook. Teacher asks “北京有什么?”

while presenting her photos.

Fourth, student-student practice: practice a dialogue (pair work):

Student1: 北京大吗?

Student2: 北京很大。

Student1: 北京有什么?

Student2: 北京有长城 (鸟巢、故宫、天坛、王府井)。

Part2: Sequence of actions. (先□□□□□)

First, teacher presents a picture of an action with time and proceeds a teacher-student dialogue:

Teacher: 她做什么?

Student: 她吃饭。

Teacher: 她几点吃饭?

Student: 她9点吃饭。

Second, teacher presents a picture of another action with time in the same PowerPoint slide and

proceeds the same teacher-student dialogue:

Teacher: 她做什么?

Student: 她看电视。

Teacher: 她几点看电视?

Student: 她10点看电视。

Third, teacher presents “先□□□” combining the above two actions: “她先吃饭, 再看电
视。”

Forth, teacher presents another two actions and proceeds a teacher-student dialogue:

Teacher: 他先做什么再做什么?

Student: 他先上网再睡觉。

Fifth, teacher presents more pictures of sequence of actions and proceeds teacher-student

practices:

Teacher: 他先做什么再做什么?

Student: 他先□□再□□。

Part3: Talk about plans with sequence of visiting actions. (想先□□□□□□□)

First, teacher presents pairs photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and

proceeds teacher-student and student-student dialogues:

Teacher: 他想先去哪儿?

Student: 他先□□□再□□□。

Second, teacher presents photos of 长城、鸟巢、故宫、天坛、王府井 with sequence and

proceeds a teacher-student dialogue:

Teacher: 他想先去哪儿?

Student: 他先.....再.....。

Third, student-student practice (pair work):

