

Lesson Plan: Shanghai Expo/Sightseeing in Shanghai

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Date: July 14th, 2010

Proficiency Level: Novice –Low

Grade: 9-12

Class Time: 150 minutes

Objectives: Students will be able to (see “I can do” statement from LinguaFolio)

1. Identify different means of transportation.
2. Explain how to travel from one station to another.
3. Describe the directions of various Expo pavilions.

Standards:

National Foreign Language Standards: 5 C's and 3 modes

1.1 Interpersonal

1.2 Interpretive

1.3 Presentational

2.1 Culture Practice---greeting

2.2 Culture products---Shanghai Expo representative Hai Bao, Shanghai light rail map

3.1 Connection (Language)---Geography

3.2 Connection (Culture)---direction format

4.1 Comparison (Language)-direction format

4.2 Comparison (Culture)-direction format

5.1 Community (Beyond school)-Expo performance

5.2Community (Lifelong learning)

Material:

Expo Shanghai representative---Haibao; Shanghai light rail map; World map; Power point; Pictures ; Worksheet designed by teachers; Youtube clips, Skit etc.

Key words:

交通工具：公共汽车，汽车，地铁，出租车，飞机，自行车，坐车，开车，换，骑，走路

方向：东边，西边，南边，北边，上边，下边，前边，后边，左边，右边

展馆：中国馆，欧洲馆，亚洲馆，美洲馆，非洲馆

Supplementary Vocabulary:

厕所，地铁站，商店

Key Structures

1. 怎么去…？
2. …先…然后… (followed by transportation means)
3. …在…的东边/西边/南边/北边/上边/下边/前边/后边/左边/右边

Approach: From teacher-fronted to student-centered

Procedures:

1. Every teaching point has either a Power Point slide or a paper visual to illustrate the vocabulary and sentence pattern.
2. Teachers give demos for activities and tasks before asking students to practice
3. Students have chances to go onto the stage to perform activities and tasks after practice.

Class #1

Vocabulary--- bus, car, light rail, taxi, air plane; by bus, by taxi, by car, by light rail, by air plane; drive, bike, ride bike, walk.

Sentence Structure: (1) How to get to...? (2)First ...and then

1. **Warm up** (5 mins)
 - a. Greeting;
 - b. Sing the “Hello Song”
 - c. TPR: Student volunteers to go to the front and do the action; others say what he/she does with a sentence “他/她 先…然后…”(daily activities)
2. **Practice** (43 mins)
 - (1) **Teach: transportation means** (3 mins)

- a. Teacher-fronted: Show a PPT slide (including Chinese character, Pinyin and visual picture) of all kinds of colorful transportation means
- b. Teacher-fronted: Guide the students to read after teacher “che”
- c. Student-centered: Give a handout with all kinds of colorful transportation means to students. Review colors and have students do pair work to tell each other “I want/ like red car/yellow car...”
- d. Student-centered: Have some pairs to give report

(2) Teach: bus, car, light rail, taxi, air plane (7 mins)

- a. Teacher-fronted: Show the PPT slides (including Chinese character, Pinyin and visual picture) of bus, car, light rail, taxi, and air plane.
- b. Students repeat what teacher says 2-3 times; and then teacher asks individual student about the vocabularies with pictures. To the difficult one “chu zu che (Taxi)” , teacher has each student say the word loudly. If the students have difficulty in pronunciation, teacher will recast the correct one to him/her.
- c. Student-centered: Given different pictures of bus, car, light rail, taxi, and air plane, students walk around to compare (review comparison)his/her transportation means with other students’. Before that, teacher will give demo and review the opposite words such as big, small, expensive, and cheap.
- d. Student-centered: teacher points at students at random and have they compare their transportation means with the picture at their hand.

(3) Teach: by bus, by car, by taxi, by plane, by light rail (6 mins)

- a. Teacher-fronted: Introduce new words by bus, by car, by taxi, by plane, by light rail with TPR actions and PPT visual aids.
- b. Teacher-fronted: Teacher does the action and students say what the teacher does.
- c. Student-centered: Divide students into TWO groups. Group A say the words and Group B do the action. Then, Group B say the words and Group A do the action.

(4) Teach: drive, bike, ride bike, walk & micro review (10 mins)

- a. Teacher-fronted: Introduce new words drive, bike, ride bike, walk with TPR actions and PPT visual aids.
- b. Teacher-fronted: Teacher does the action and students say what the teacher does.
- c. Student-centered: Students volunteer to go to the stage to do the action and others say it out loud of what he/she does.
- d. Student-centered: Pair work ---teacher gives a handout with all kinds of transportation means they just learned to students. Students are grouped

into pairs and take turns to ask each other “Do you often (review) drive/walk...?”; “I often/seldom...”. Before the pair work, teacher gives demo.

- e. Student-centered: Different pairs of students come up to the stage to do report.

(5) Teach: How do you get to...?; I get to...by...(10 mins)

- a. Teacher-fronted: teacher gives demo “Ms. Lin, ni zen me qu xue xiao?” ; Ms Lin replies “Wo zou lu qu xue xiao”
- b. Teacher-fronted: Teacher shows more pictures of various places and has students say the sentence structures several times. Body language is used to illustrate the meaning of the sentences.
- c. Student-centered: Students are divided into pairs to practice the sentence structure by talking about how they go to places such as school, Chinese restaurant, American restaurant, China, stores etc. (they have learned those places in previous classes)
- d. Student-centered: After practice, students volunteer to go to the stage to give report.

(6) Teach: change (transportation means); First....and then...(7 mins)

- a. Teacher-fronted: With two different pictures of transportation means, teacher illustrates the meaning of “huan” . Then, teacher uses PPT slide to reinforce what “huan” means.
- b. Teacher-fronted: teacher gives demo by using sentence structure: Teacher A says “xian zuo gong gong qi che, ran hou huan di tie”. Teacher B switches the picture from “gong gong qi che” to “di tie” .
- c. Student-centered: Students are divided into Two groups and have peer competition. Each group picks out one student to come to the stage. Others say the sentence “xian ...ran hou huan...” (transportation means) . After the two students hear the sentence, they compete to pick out the pictures and repeat the sentence. Teacher keeps the score for two teams and check out which team can win the game at the end.

3. Closure (2 mins)

Teacher summarizes what students have learned in this section and discusses questions with students.

Class#2

Vocabulary: Shanghai Sightseeing; light rail map, front, back, up, down, right, left, restroom

Structure: (1) **First...and then...**(from one light rail station to another)

(2) A is at (direction) of B

1. **Warm up** (2 mins)

- a. Greeting
- b. Interacting with students by asking “what time is it now?” etc. daily questions

2. **Practice** (44 mins)

(1) **Teach: The name of 14 light rail lines in Shanghai** (3 mins)

- a. Teacher-fronted: Teacher gives light rail map to students and guides them to read the name of light rail lines.
- b. Interaction: Students point out different lines from the map and share with their classmates.

(2) **Teach: Shanghai sightseeing** (3mins)

- a. Teacher-fronted: With visual aids, teacher introduces Shanghai sightseeing to students and have students repeated the name of sightseeing several times so that they can pronounce the name when they do the following task.

(3) **Student-centered Task:** Students are supposed to be in Shanghai and get lost on the street.

Now, they need to call their partner to figure out how to get to Shanghai Expo by light rail.

- a. Students are divided into pairs. They need to practice how to ask for direction by using the vocabularies and sentence structures they just learned in Class One. (8 mins)
- b. Before the pair work task, teacher gives demo. E.g. (2mins)

A: 喂，你好！

B: 喂，你好！

A: 你是…吗？

B: 是，我是…。

A: 我是…我想去…。怎么去？

B: 你先坐…然后换…。

- c. After students' practice, each pair comes up to the stage to give presentation.(9 mins)

(4) **Directions/Locations** (32 mins)

A. Introduction the six directions: front , behind , above , below , left , right (6 mins)

- a. Teacher uses three sets of pictures on powerpoint, plus hand gestures to show
- b. the three sets of contrastive directions.
- c. Students pair practice the six directions
- d. Teacher leads students repeatedly saying the six directions by doing aerobics,
- e. with “龙的传人”as the background music.

B. Sentence pattern: “ (Something) is at (location)- 柯安迪 在 右边。 (10 mins)

- a. Teacher places four different bottles of drinks at different places in the classroom, and describe the location with the action. For example, “Coke is in

the front.” Students figure out the pattern and follow the teacher to describe the location of each object.

- b. Students pair practice with four pictures of four drinks.
- c. Teacher introduces the vocabulary of “restroom”
- d. Teacher leads students doing the aerobics, with chant of “ the restroom is in the front....”.
- e. Teacher shows the class picture on powerpoint, modeling the dialogue with another teacher: “Where is XXX?” “XXX is at (location)”
- f. Teacher asks a couple of students: “ Where are you?” Students answer: “I am on the right/left...”
- g. Pair practice: Students describe the class pictures with the six location words.
- h. Students describe the picture thoroughly together.

C. Location with referential subject: A is at (direction) of B-柯安迪 在 莫涵娜 的 右边。(12 mins)

- a. With the same class picture, teacher uses hand movement to show 柯安迪 在 莫涵娜 的 右边。
- b. Students describe where they are, with reference.
- c. Pair Activity: According to the picture, students take turns ask each other where “someone” is and reply, with reference.

3. Closure: Students describe the picture thoroughly together, with references. (4 mins)

Class#3

Vocabulary

Pavilions of China, Asia, America, Africa, Europe, and Australia; South, North, East, West; shop, subway station

Structure—Place A is to the (direction) of Place B

1. Warm up (2mins)

- a. Greeting
- b. Ask students “who is in front of you”, etc., according to the current seating

2. Practice (48 mins)

(1) Pavilions of China, Asia, America, Africa, Europe, and Australia (8 mins)

- a. Introduce continents and then the pavilions via power point—by showing the continents on the world map first and then the architecture and exhibition.

- b. Review the continents with the world map
- c. Pair practice: students practice names of the continents and identify them on the map.
- d. Activity: Teacher gives students handouts with a list of countries, in Chinese and pinyin.
- e. Students guess what continents those countries are in by saying something like “英国在欧洲。”

(2) South, North, East, West (20 mins)

- a. Introduce South, North, East, West by showing the sign on powerpoint
- b. Teacher shows the world map on powerpoint. With circle on China, another circle on where USA is, and a line connect both countries, teacher says “China is east of USA. Students repeat following teacher’s hand motion.
- c. Teacher asks students questions regarding locations of a couple continents and countries.
- d. Pair Practice: Students take turns ask each other about the location of continents and countries.
- e. Pair Activity: Information Gap
 - One student has handout A, and the other has handout B. Both of the students work together to figure out where all the pavilions and facilities are by taking turns to ask each other the sequenced questions.
- f. Class presents their findings by reading out the location of each place.

Assessment: Summit Activity- Dialogue/Skit Presentation (20 mins)

- (1) Students are paired up to create a dialogue regarding their Expo trip.
 - A. Two parts of conversations required to be in the skit:
 - I. Conversation regarding how to get to Expo Park, what to see in the park, and where those pavilions are.
 - II. Conversation regarding dinning at a Chinese restaurant.
 - B. Words/patterns required to be in the skit:
 - I. at least 2 transportation means.
 - II. “…先…然后…”
 - III. Place A 在 Place B 的 …边
- (2) Students present their dialogue/skit.