

Lesson Plan-北京九日游

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Topic/Subtheme: Meeting your Chinese Host Family

Proficiency Level: Novice mid-high

Grade Level: 8th~11th grades

Time frame: July 1, 2011(10:00 a.m.-10:50 a.m./50 minutes)

Learning Objectives: Act in a culturally appropriate way to accept beverage and thank them when visiting a Chinese home.

Standards:

- 1.1 Interpersonal: interview, pair work and role-play
- 1.2 Interpretive: reading questions from provided information
- 1.3 Presentational: role-play
- 2.1 Culture (practice): accept beverage in a culturally appropriate way
- 3.1 Connections: math-measure words
- 4.1 Comparisons-language compare (measure words in Chinese/ no measure words in English)
- 4.2 Comparisons-compare the culture of traditional Chinese tea with popular American beverage
- 5.1 Community-field trip to Chinese Tea House to enjoy Chinese tea and tea culture)

Materials: power point, beverage, interview worksheet

Key vocabulary/structures:

喝, 想喝什么, 饮料, 咖啡, 茶, 可乐, 雪碧, 水, 果汁, 牛奶, 橙汁, 杯, 瓶, 谢谢, 不客气

你喜欢喝____吗? / 我喜欢喝____。 / 我不喜欢喝____。

你想喝什么? / 我想喝_____。

Procedures:

1. Warm up:

Start with “现在几点?”—review 几点, 点, 分

Set up stage with 8 kinds of beverage that students will learn in this period.

2. Practice:

Part 1: What do you like and dislike drinking?

1. **comprehensive input**-put 8 kinds of beverage in different places in the classroom and ask students question, “我的水呢？我的水在哪里？” using TPR to teach students vocabulary “水”, “喝水” , “我喜欢喝水” , “你喜欢喝水吗？” .
2. **teacher-lead guided practice** by “solo” and “sing together” to model the pronunciation
3. **pair work**-work with your partner to find out if your partner like or dislike drinking water and reporting to the class.
4. follow the pattern above to teach other vocabulary and sentences.
5. **practice-sing a song to review all the 8 kinds of beverages**
6. **Student pair work** -ask each other what kinds of drinks they like to drink.

Part 2: Survey: whole class activity- with a work sheet to walk around and talk to your classmates (at least 3) to find out what they like and dislike drinking and report to class.

Part 3:measure word “杯” and “瓶”

1. **comprehensive input**-show students the pictures of “杯” and “瓶” by ppt
2. using realia such as a bottle of cola, a bottle of water, a cup of water, a cup of tea to guide students to distinguish the difference of measure words “杯” and “瓶”and review numbers by counting bottles of water and cola.
- 3 **teacher-students interaction** to practice how to express themselves by using sentence pattern-你想喝什么？/我想喝_____。 with a measure words
4. Act in a culturally appropriate way to accept beverage in real-life situation.

Part 4-communicative task-based assessment: you will visit your Chinese teacher’s home. As hostess, Laoshi will ask you what you want to drink. Students use the vocabulary, sentences and culturally appropriate way to ask and accept their drinks in a real-life situation.

3. **Closure:** Teacher reviews the summary by asking and answering questions

Assessment & Rubrics

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function the student is able to handle the language	Creates with language, able to express own	Mostly memorized language with some	Memorized language only, familiar language.

task in a consistent, comfortable, sustained, and spontaneous manner	meaning in a basic way.	attempts to create.	
Text type Quantity an organization of language discourse(continuum: word-phrase-sentence-connected sentences-paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists
Comprehensibility Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher or could a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by very accustomed to interacting with language learners.
Language Control Accuracy ,form, appropriate vocabulary, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.
Act in a culturally appropriate way to visit a Chinese host family Accepting beverage from a host family with two hands			

Before-class/After-class planning

What activities or tasks might students prepare or complete at home or outside of class to preview, strengthen or extend their skills?

Students need to search online to find out the information about Chinese tea culture.