

LESSON PLAN

北京九日游

2013 Virginia STARTALK Chinese Teacher Academy

By

Hua Ma

(马骅老师)

Topic/Subtheme: Time and Dates – 1st period

Proficiency Level: Novice - Low

Grade Level: 8-12 grades

Time Frame: 50 minutes

Learning Objectives:

You (students) will be able to

1. Count with the numbers 1-99
2. Ask for/tell time, and age in Chinese

Standards:

1.1: Interpersonal Communication

1.2: Interpretive Communication

1.3: Presentational Communication

2.1: Practice of Cultures

2.2: Products of Cultures

4.2: Culture Comparisons

5.1: School and Community

Materials:

- a) PPT,
- b) Time Plates
- c) Play cards
- d) Clocks & watches
- e) Bingo handouts

Key vocabulary:

Dates and times:

- a) 1-99, 几 jǐ 点 diǎn, 分 fēn, 刻 kè, 半 bàn, 现 xià 在 zài
- b) 上 shàng 午 wǔ, 中 zhōng 午 wǔ, 下 xià 午 wǔ, 晚 wǎn 上 shàng

Sentence Structures:

Numbers (0, 11-100)

零, 十一...一百 líng, shí yī... yì bǎi

几点几分 jǐ diǎn jǐ fēn

现在(是)几点几分 ? Xiànzài (shì) jǐ diǎn jǐ fēn ?

Procedures:

Warm up: Review family & 0-10

1. Review family with following sentences:

_____ 家有几个人 jiāyǒujǐgèrén?

_____ 家有九个人 jiāyǒujiǔgèrén.

_____ 家有爸爸妈妈 jiāyǒubàbamāmā,

Then ask students to practice in pair to introduce themselves to each other. Teacher will ask students to report to class.

(Interpersonal – pair practice; presentational – resent in front of class)

2. Review numbers: 0-10: checking pair practice and tell each other one's own number

(Interpersonal – pair practice)

Use numbers to describe family and family members' age.

Practice:

Student complete Family Age Bing sheet after teacher demonstration.

Students learn the following new vocabulary in steps listed below. Students will be asked for understanding by practice with pair, and or someone randomly picked by teacher.

1. Numbers 11-99
2. Learn asking and tell time: 现在几点 xiànzài jǐdiǎn?
3. Learn 刻 kè, 半 bàn, and teach students 现在几点几分 xiànzài jǐdiǎn jǐfēn?
4. Learn 早上 zǎoshang, 中午 zhōngwǔ, 下午 xiàwǔ, 晚上 wǎnshang and teach students 现在 xiànzài _____ 几点几分 jǐdiǎn jǐfēn.

5. Checking for students understanding by asking the real time (from clock on the wall, or their cellphone)
6. Compare the time in Beijing (with live time and date search website – with world map), then compare the time and date difference between Beijing, China and America

Closure: Review what learned again by exit ticket (asking students questions in order to be dismissed)

Assessment & Rubrics

Using formative assessment

1. Ask and interview students by asking the time in plate clock
2. Asking students questions, checking for understanding.
3. Complete Bingo Sheet and report in front of class

Before-class/After-class planning

Before the class, students need to review the vocabulary that they learned prior to that day of the class in the greetings and family sessions.

After the class, students will be asked to search two cities that they like to visit the most (must be in two different time zones) and report to class why they pick those two cities and what the time difference are between two cities.

Day 5 Meeting your Chinese host family for 北京九日游

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By Hua Ma

(马骅老师)

Topic/Subtheme: Drinks

Proficiency Level: Novice Low

Grade Level: 8-10

Time frame: Period 1, 50 minutes, Day 5

Learning Objectives:

- Name different drinks
- Express your likes and dislikes of drinks
- Act in a culturally appropriate way to accept drinks and express thanks

Standards:

1.1 Interpersonal communication

1.2 Interpretive communication

1.3 Presentational communication

2.1 Practices of cultures

2.2 Products of cultures

4.1 Language comparisons

4.2 Culture comparisons

Materials:

Bottled drinks

Cups and bottles of drink.

Key vocabulary/structures:

饮料：咖啡, 茶, 可乐, 雪碧, 水, 果汁, 喝, 想, 什么, 杯, 瓶, 你想喝什么?

我想喝一杯/瓶_____。

好! 给你!

谢谢!

不客气!

Procedures:

1. Warm up: Review day 4 material: hobbies and recreation

2. Practice: Introduce drinks in conversations. Demonstrate conversations and ask students to practice.

1. Survey two class members about their preference for beverages.

A: 你喜欢喝什么? Nǐ xǐhuān hē shénme?

B: 我喜欢喝_____。 Wǒ xǐhuān hē _____。

A: 你不喜欢喝什么? Nǐ bù xǐhuān hē shénme?

B: 我不喜欢喝_____。 Wǒ bù xǐhuān hē _____。

夏雅伯 Xià Yǎbó	不喜欢喝咖啡。 bù xǐhuān hē kāfēi。	他喜欢喝可乐。 Tā xǐhuān hē kělè。

Read this AFTER activity 1: 喜欢(xǐhuān): to like (); 想(xiǎng): to want to ()

2. Audition for a commercial:

Ma Laoshi will demonstrate a beverage commercial with a guest. Follow their model. Choose another beverage, and create your own commercial.

我想喝咖啡、咖啡、咖啡、咖啡、咖啡。 (× 5) ; 你想喝什么?

Wǒ xiǎng hē kāfēi、hē kāfēi、hē kāfēi、hē kāfēi、hē kāfēi。 Nǐ xiǎng hē shénme?

3. Extra activity: Role Play: ordering a drink at a restaurant (A: waiter/waitress; B: customer)

A: 你想喝什么? Nǐ xiǎng hē shénme?

B: 我想喝_____。 Wǒ xiǎng hē _____。

A: 给你, 一杯_____. Gěinǐ, yì bēi _____。

B: 谢谢! Xièxie!

A: 不客气。 Bú kèqì.

Closure: Review and lead to the next topic: visiting a host family.

Assessment & Rubrics

Using formative assessment

1. Ask and interview students by asking what do they like to drink

2. Asking students questions, checking for understanding.

3. Complete Survey and report to the class

Before-class/After-class planning

Before the class, students need to review the vocabulary that they learned prior to that day of the class in the greetings and family sessions.

After class, the students need to practice vocab and sentence structures and study for the next lesson.