LESSON PLAN

NAME OF TEACHERS: Chenfang Hao 郝晨芳

DATE: July 9, 2009

THEME: Sightseeing

PROFICIENCY LEVEL: Novice-high

GRADE LEVEL: 8-12

CLASS TIME: 150 minutes

OBJECTIVES:

Students are able to describe the scenic spots in Beijing, China.
Students are able to describe the scenic spots in Washington D.C, America.
Students are able to describe the transportation means they take in travelling.
Students are able to express their dislikes or likes about various transportation means and give the reasons.
Students are able to describe their travelling experiences.

STANDARDS:
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1

MATERIALS:
PowerPoint, pictures, handouts, flash cards, calendar, and posters.

KEY VOCABULARY/STRUCTURES:
旅游 景点 参观 壮观 人山人海 吸引人 离开 恋恋不舍 飞机 坐 飞 跑 出租车 地铁 公共汽车 挤   华盛顿 首都 林肯纪念堂 国会山 白宫

故宫是北京的一个景点。
……参观了故宫，故宫很壮观，人很多，人山人海。
故宫很吸引人，…..恋恋不舍离开故宫。
……坐出租车去参观故宫。
……喜欢坐飞机，因为飞机飞得很快。
……喜欢坐出租车， 因为出租车跑得很快。
……不喜欢坐地铁， 因为地铁人很多，很挤。
……不喜欢坐公共汽车， 因为公共汽车人很多，很挤。
北京是中国的首都.
美国的首都是华盛顿。
北京有很多景点。

PROCEDURE:

First Class: 8:30-9:20AM

1. Warm up:
Presentational speaking activity (5 minutes)
Students are given the pictures and asked to describe the weather and date using the words and phrases learned in the previous classes according to the pictures.

2. Practice:
Interpretive listening activity (10 minutes)
Watch the video that introduces the scenic spots of Beijing, China.
Presentational speaking activity (5 minutes)
Students introduce the scenic spot of Beijing based on the picture they are given.
Interpersonal activity (15 minutes)
Students interview one another about the scenic spot that he/she visited in the past and describe it.
Presentational speaking activity (10 minutes)
Students report the interview results to the class.

3. Closure:
Presentational speaking activity (5 minutes)
Students introduce and describe the scenic spots of Beijing, China.

Second Class: 9:30-10:20AM
1. Warm up:
Presentational speaking activity (5 minutes)
Students describe the scenic spots of Beijing, China.

2. Practice:
Interpretive listening activity (5 minutes)
Watch the video that introduces the various means of transportation taken while travelling.
Presentational speaking activity (5 minutes)
Students describe the transportation means based on the picture they are given.
Interpersonal activity (15 minutes)
Students interview one another to learn about their opinions regarding the transportation means.
Presentational speaking activity (15 minutes)
Students report the interview results to the class and state the reasons why they like/dislike.

3. Closure:
Presentational speaking activity (5 minutes)
Students introduce the transportation means taken in travelling.

Third Class: 10:30-11:20AM
1. Warm up:
Presentational speaking activity (5 minutes)
Students introduce the scenic spots of Beijing and describe the transportation means taken in travelling.

2. Practice:

Interpretive listening activity (5 minutes)
Watch the pictures that introduce the scenic spots in Washington D.C., America.
Presentational speaking activity (10 minutes)
Students describe the scenic spots in Washington D.C. based on the pictures they are given.
Interpersonal activity (15 minutes)
Students describe their trip to their partner.
Presentational speaking activity (10 minutes)
Students report their partner's trip to the class.

3.Closure:
Presentational speaking activity (5 minutes)
Students describe the scenic spots in Washington D.C., America.

Assessment –

Rubric for Interpersonal activity

Criteria	10 – exceeds standard	9-8 – meets standard	7 standard barely met	6-0 standard not met
Task completion _____ pts	Interesting, **creative**, followed directions.. <u>Above</u> what was asked.	Followed directions. Interesting, completed accurately and adequately.	Partly followed directions.	Barely followed directions. Incomplete.
Expressions _____ pts	Excellent variety of appropriate expressions overall and **from the unit** (beyond what was asked). No errors.	Uses a variety of appropriate expressions correctly that come **from the unit** and from previous knowledge.	Repetitive or lacking in appropriate expressions and/or lacking in expressions from the unit.	Little use of appropriate expressions and/or no variety. Little or no use of expressions from the unit.
Grammar _____ pts	Excellent use of grammar structures with no errors. Uses new structures from this unit. Tries more difficult structures.	Succeeds in using grammar structures with minor errors that do not interfere w/comprehension (including the grammar from this unit).	Some errors in use of grammar structures (including grammar from this unit).	Little correct use of grammar structures. Little or no use of grammar structures from this unit.
Presentation _____ pts	Pronunciation and delivery <u>enhance</u>	Minor errors in pronunciation;	A few errors in pronunciation	Several errors in

	comprehension. Delivery smooth and fluent.	still 100% comprehensible. Delivery smooth with some hesitation.	that interfere with comprehension. Delivery choppy.	pronunciation that interfere with comprehension. Long pauses and/or choppy throughout delivery.

Class 1   Activity One
Please describe the scenic spot in Beijing, China.

<u>故宫</u>

<u>天坛</u>

<u>鸟巢</u>

天安门

长城

Class 1   Activity 2
Please work in group and describe the scenic spot that you visited to your partner.

Class 2   Activity 1
Please introduce the transportation means taken in travelling.

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Class 2 Activity 2
Please work in pair and interview your partner about what means of transportation they usually take to go to his/her school (学校 xué xiào).

Class 2 Activity 3
Please do the survey to learn about your classmates' opinions about transportation vehicles, and then report the results to the class.

name/opinion/vehicle	飞机	出租车	地铁	公共汽车
梅丹妮				
高邵文				
温家珠				
冯凯梵				
爱丽雅				

Class 3 Activity 1
 Please work in pair. One student is from Beijing, China, and the other student is from Washington D.C.. Introduce the scenic spots of your city to your partner.

Class 3 Activity 2
Please describe your trip to your partner. Your description should include the information about the date, weather, the name of city, the scenic spot that you visited, and the reasons why you like/ dislike it.