

LESSON PLAN
By Xia Li, Lillian Zhang and Gloria Po
李霞, 张赞, 张文瑜

Topic/Theme: Hobbies / Sports / Date

Proficiency Level: Novice-low to Novice-mid

Grade Level: 9th grade - 12th grade

Class Time: 150 minutes

Objectives: Students will be able to -

1. Talk about their hobbies and ask someone else's hobbies
2. Talk about what they like to do on weekends
3. Ask your friend out to eat, watch a movie, etc.

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 2.1 Culture (Practice) - Taiji, Gongfu, ti jian zi, che lin
- 2.2 Culture (Product) – Chinese yoyo, jian zi,
- 3.1 Connection (Language) – P.E.
- 4.1 Comparison (Language) – Adv. (often, sometimes) placed before or after subject
- 4.2 Comparison (Culture) - Sports vs Gonfu or Taiji
- 5.1 Community (Beyond school) - Ping-Pong playing

Materials:

1. Realia - authentic calendar, name cards, national flags, maps, sports equipments
(ping-pong, tennis, badminton, jianzi) , restaurant menu
2. Pictures - Chinese dishes, drinks, hobby
3. Power point
4. hand-out of work sheets, text script

Key vocabulary/structures:

唱歌, 跳舞, 听音乐, 打球, 网球, 篮球, 足球, 橄榄球, 棒球, 乒乓球, 羽毛球,
看电影, 看电视, 看书, 吃饭, 睡觉, 喜欢, 周末, 有时候, 常常, 去, 想, 要, 怎么样, 请客

1. Word order in Chinese (Subject + Adverbial + Verb + Object)

我周末喜欢看电影。 Wǒ zhōumò xǐhuān kàndiànyǐng

我中午想吃中国菜。 Wǒ zhōngwǔ xiǎng chīZhōngguó cài.

2. 去(qù)+ Verb

去打球; 去跳舞; 去吃饭 qù dǎqiú; qù tiàowǔ; qù chīfàn

3. The auxiliary verb 想 (would like to); 要(want to)

我想睡觉。 Wǒ xiǎng shuìjiào.

我要去打球。 Wǒ yào qù dǎqiú.

4. Tag question with 好吗 (hǎo mā)

我们去看电影, 好吗? Wǒmen qù kàn diànyǐng, hǎo ma?

我们星期六去跳舞, 好吗? Wǒmen xīngqī liù qù tiàowǔ, hǎo ma?

Procedures:

1. Every teaching point has either a Power Point slide or a paper picture for the real objects to illustrate the vocabulary and sentence pattern.
2. Teacher models a task or an activity before asking the students to repeat.
3. Alternate teacher scaffolding and student pair/group work frequently.

Period 1: like / dislike, sing, dance, watch movie, watch TV, read book, would like to, want to, weekend, eating, sleeping

1. Warm up: (10 minutes)

1. Say class - motto
2. Q & A to review previous knowledge work - Numbers/ Calendar / Time / Zodiac animals

2. Practice: (30 min)

A. Teach - vocabulary - hobby

- a. Show PPT slide for new words.
- b. Teacher checks each student's pronunciation on new vocabulary.
- c. Teacher shows hobby pictures.
- d. Teacher scaffolding the sentence pattern - " S + like + V O 吗?"
- e. Interpersonal activity - Pair work - Pass out the hobby pictures.
Two students in a group to ask "Do you like to + V(O) ...?"
- f. Teacher scaffolding the sentence pattern "S + like + VO, S + 不 like + VO"
- g. Pair work - using hobby pictures. Two students in a group to ask "S + like(s) to + V(O), S + 不 like + VO" ...
- h. Teacher scaffolding the sentence pattern - "S + like ... 还是 like ...? "
- i. Interpersonal activity - Two students in a group to ask S + like ... 还是 like ...? "

B. Teach - vocabulary - weekend, eat, sleep, would like to , want to

- a. Show PPT slide for new words.
- b. Teacher checks each student's pronunciation on new vocabulary.

3. Closure: (10 mins)

Interpersonal Activity - Students need to ask 3 classmates their names and what activities they like to do on weekend.

Period 2: exercise, ball, tennis, baseball, basketball, football, pingpang, badminton, play, kick, soccer, sometimes, often, Chinese yoyo, jianzi, taichi, kungfu

1. Practice: (45 min)

A. Teach - vocabulary – sports (12 mins)

- a. Show PPT slide for new word----exercise, use body language explain what is "去"
- b. Teacher use a real ball to teach the vocabulary “球” , and use the hand motion to teach the verb “打球” .

- c. Teacher checks each student's pronunciation on new vocabulary..
- d. Teacher use real sports facility like tennis racket to teach “网球 棒球 篮球 乒乓球 羽毛球 橄榄球” , after teacher pronounce the word, students will pass around the sports equipments while pronouncing.

B. Presentational activity – group competition. (9 mins)

- a. Students stand back to back, listen to the teacher (coach's order) then response the correct exercise motions. The correct motion could win one point for each team.
- b. Teacher use body language to teach the vocabulary “踢球” , and check students“ understanding by using the verb in the sentence “你喜欢踢球吗?”

C. Teach – adverb (12 mins)

- a. teacher show how to 踢毽子, students count the number in Chinese.
- b. teacher use 踢毽子 as a verb to teach too adverb “常常, 有时候” . While scaffolding, teacher use the docam to mark a calendar, which could link students previous knowledge of 星期一, 星期二, 星期三….
- c. communicative activity – looking for exercise partner
Half of the class will have the picture of sports competition logo, and the other half of the class will have the picture of a famous athletic. Students will walk around the class, and find your exercise partner by making the conversation:

A: 你喜欢….. 吗?

B: 我喜欢… / 我不喜欢….

A: 我有时候 , 我星期 _#_, 星期_#_, 去 .

B: 我常常 , 我星期_#_, 星期_#_, 星期_#_, 星期_#_, 都去 .

D. Student culture experience (12 mins)

Students will learn three more traditional Chinese sports: 扯铃, 太极, 功夫.

By looking at the teacher's demo or movie clip, and they also have the chance to try it out.

2. Closure: 5 mins

Students try out to do Kungfu following the Wii Fit Kungfu program.

Period 3: Let's ... OK? How about? My treat, why, because, busy/not busy, have things to do/not have things to do

1. Warm up: (5 minutes)

2. Practice: (40 min)

A. Teach – sentence pattern –去..., 好吗?(5 minutes)

a. T1 model with PPT displaying the sentence pattern involving ...去..., 好吗?

T1 uses picture of Chinese family dining, ask - "We go to dinner, OK?"

我们去吃饭, 好吗? Repeat four more times with dance, sing, and play tennis.

b. Interpersonal Activity: Students in pairs, take turn to ask as above.

B. Teach – sentence pattern – ...去..., 怎么样? (5 minutes)

a. T1 model with PPT displaying the sentence pattern involving ...去..., 怎么样?)

T1 uses picture of Chinese family dining, ask “我们去吃饭, 怎么样?” Repeat four more times with dance, sing, and play tennis.

b. Interpersonal Activity: Students in pairs, take turns to ask questions as shown above.

C. Teach – 请客 - My treat (10 minutes)

a. T1 & T2 use TPR model with PPT displaying pictures and word “请客” .

T1 & T2 pretend to be hungry and go to eat together. After eat, T1 show the empty pocket and T2 take out money from the pocket and say”我请客” . Repeat one more time to make sure student understand the meaning.

b. Interpret Activity: Students are given a picture story to work in pairs, take turn to tell the story.

c. Presentational Activity: Students present to the class.

D. Teach – why, because, busy/not busy, have things to do/not have things to do (10 minutes)

- a. T1 uses PPT to tell why and because.
- b. T1 says “我们去吃饭, 好吗? ” Let's go to play tennis, OK?" T2 says “我不去打网球” I do not play tennis. T1 says “为什么? ” , T2 says 因为我想去唱歌 with PPT displaying the sentence patterns and pictures.
- c. Interpersonal Activity: Students in pairs, take turn to ask as above.
- d. T1 uses PPT to teach busy/not busy.
- e. T1 uses PPT to teach have things to do/not have things to do.
- f. Interpersonal Activity: Students in pair, take turns to ask as above.

E. Two students work in group to schedule a outing together (10 minutes)

- a. T1 explains the activity and review the sentence patterns.
- b. Interpersonal Activity: students work in pair to complete a task of making schedule with friend to go out. Both students are given worksheets of their busy schedule.
- b. Presentational Activity: students tell the class what do she/he and his/her friend decide to do.

3. Closure: (5 minutes)

Appendix:

Period 1: Students need to ask 3 classmates their names and what activities they like to do on weekend. 你周末喜欢做什么？

míng zì 名字	xǐ huan 喜欢

Period 3:



Period 2:



