

LESSON PLAN

**NAME OF TEACHERS:**

黄薇莉(Wei-Li Huang), 林维茵(Wei-Ying Lin) , 温翠凤(Kathy Henley)

**DATE: July 13, 2009**

**THEME: Color/Fruit/Shopping (I)**

**PRPFIENCY LEVEL: Novice-Mid**

**GRADE LEVEL: 9-11 grade**

**CLASS TIME: 150 minutes (3 periods)**

**OBJECTIVES:**

- Students will be able to identify and say color and fruit
- Students will be able to use measure word for different fruit
- Students will be able to know different fruits in summer between China and America
- Students will be able to ask and answer in simple terms questions about likes and dislikes
- Students will be able to make a request for what they want for color and fruit
- Students will be able to buy fruit in the market and bargain the price
- Students will know about the shopping culture in China.
- Students will be able to know when and how to use “想“and “要”

**STANDARDS:**

- 1.1 Interpersonal Communication (pair-work; group work)
- 1.2 Interpretive Communication (watch a video clip for shopping—pre/post assessment)
- 1.3 Presentational Communication (a skit: shopping in the market)
- 2.1 Cultural Practice (Bargaining)
- 2.2 Cultural Product (Lizhi)
- 3.1 Connect to other discipline (Music; Math—Money/Shopping)
- 3.2 Connect to Culture (different fruit in China; Bargaining)
- 4.2 Culture Comparison (compare culture—shopping principle)
- 5.1 Community (Homework: go to shop in a Chinese grocery store)

**MATERIALS:**

fruit; color paper; money and coins (China and U.S.), map of China and U.S., Power Point slides (to provide images of clothes; words and sentences in a meaningful content)

**KEY VOCABULARY/STRUCTURES:**

颜色、红 橙 黄 绿 蓝 紫 黑 白 粉红 橘黄  
水果、苹果、香蕉、橙子、梨、葡萄、桃子、荔枝、草莓、樱桃、芒果  
多少钱、怎么卖、一斤、钱、块钱、毛、分、除了\_\_\_\_\_以外，我都.....、  
请给我.....、我想吃/买 (我想要吃/买)、我要吃/买、太贵了！ 便宜！ 好吧！

## PROCEDURE:

1. Warm up with daily routines and checking homework
2. Introduce the topic (showing a video clip)
3. Introduce vocabulary and sentences (using realia and visual aid on PPT)
4. Teacher models before students pair up to practice (communicative teaching)
5. Activities for students to get familiar with vocabulary and sentence
6. Students present their skits at the end of the class
7. Homework: worksheet (buy three different kinds of fruit in a Chinese grocery store OR ask 8 Chinese teachers what their fruit and color preferences are)

**Interpretive listening activity** (a video clip—fruit shopping)

**Presentational writing activity** (plan a skit—shopping for fruit and bargaining)

**Presentational speaking activity** (Presenting a group skit)

**Interpersonal activity** (pair-work; group discussion)

**First Period: 8:35 ~ 9:20**

**Second Period: 9:30 ~ 10:15**

**Third Period: 10:25 ~ 11:20**

### 1<sup>st</sup> period (1. Warm up 2. Practice 3. Closure)

- Students will be able to identify and say different color.
- Students will be able to express their likes and dislikes.
- Students will be able to say “I like them all.” Or “I like all of them, except xxxx”
- Students will be able to use color to describe their feelings about different seasons

Vocabulary 顏色、紅 橙 黃 綠 藍 紫 黑 白 灰 棕 粉紅

(previous lesson: 喜歡 不喜歡 也)除了\_\_\_\_\_以外，我都……喜歡/不喜歡

Activity 1: Shout aloud! (to get familiar with the vocabulary of each color)

Activity 2: Inner-&-Outer Circle (to get familiar with the sentence of “What color do you like? What color do you dislike?”)

Activity 3: Collage (to describe the work with learned vocabulary related to season)

### Warm up

10’—Greeting; Checking homework

A helper to be a teacher to ask class--days of the week; date; weather;

Pick up one student to record on the board; teacher asks students’ routines;

Check the homework—“ask 4 Chinese teachers and 4 American teachers for their preferable leisure activity” (students volunteer to report the result; class make a comparison by using a chart to see if there is any cultural difference)

### Practice 25’

Introduce colors: Teacher Modeling and Practice

Teacher-fronted: use realia/ppt/things in the classroom modeling pronunciation and ask students to repeat ; give students color card after introducing each new color; use the visible object to

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reinforce the color word; ask genuine questions to provide a communicative dialogue—你喜欢\_\_\_色吗? 你喜欢\_\_\_色, 还是\_\_\_色?

Pair students to play color cards to get familiar with different colors [*goal is to know the words by heart*]

Activity 1 (Game Time): 2 players come to the front to show the card at the same time after class counts to three. The winner is who calls out the correct color first.

Introduce a new syntax (我都喜欢; 除了....., 我都喜欢。除了....., 我都不喜欢。) Use the color card on the table to show the expression. Students repeat the sentence that teacher models for several times. Teacher checks student comprehension.

Student-centered: pair-work to practice this syntax.

Asking students for this syntax to see if they all get it.

Activity 2 (inner-&-outer circle): 6 students in a group; form into 2 lines--3 students in a roll; 2 rolls facing to each other. Every student will have a chance to be a teacher to ask a question; the other will be student to answer the question. After asking or answering a question, everyone moves to next spot. Therefore, students will be able to work with different partner.

(*Extra, if time allowed...otherwise, to be a homework*) Activity 3 Collage (Group work) – cut and paste color pieces from the given pages from magazine in 5' to make one season you like; present your group collage to the class by giving a description of the season. For example: 我们喜欢春天, 春天是绿色, 天气暖和, 有草、树、花和鸟。Whatever they learned from previous lesson (Teacher needs to provide the vocabulary slides to accommodate students' needs)

If running out of time, the presentation can be left to be in the beginning of the 2<sup>nd</sup> period.

**Closure:** Review all colors one more time. Sing a color song → 颜色歌

### 2<sup>nd</sup> Period: 9:30 ~ 10:15

- Students will be able to say different fruit names and identify different fruits. (if capable, introduce flavor: sour, sweet, juicy)
- Students will be able to describe fruits (color) and flavor (if introduced)
- Students will be able to count the money and distinguish paper bill and coin
- Students will be able to ask how much the fruit cost
- Students will be able to say the word for weigh—"jin" that people use to sell the fruit
- Students will be able to know the word for "pound" that people use in Chinese market in the U.S.

#### Vocabulary:

水果、苹果、香蕉、橙子、梨、葡萄、桃子、荔枝、草莓、樱桃、西瓜

甜、酸、很多汁、请给我.....

多少钱、怎么卖、一斤、钱、块钱、毛、分、对、错、一共.....

Activity 1: Guess the Fruit!

Activity 2: Show me the Money!

Activity 3: How much is it?

**Practice:**

Main Scene: Play a video clip: Bargaining the price

Give students the worksheet of Pre-assessment

Introduce 水果名 Teacher use slides and real fruits to teach different fruit names. 都是水果  
蘋果、香蕉、橙子、梨、葡萄、桃子、荔枝、草莓、櫻桃、西瓜

Use the measure word to go with each fruit.

一個蘋果、兩根香蕉、一串葡萄、一斤荔枝 一磅櫻桃/草莓

Reivew -請給我一個蘋果、兩根香蕉、一串葡萄、一斤荔枝 一磅櫻桃/草莓

Pair-work: to use the words on the slides for practice

Ask students to present what they practice...

Pair-work: flip the card. Call out the fruits and quantity of different fruits. (vocabulary)

Introduce: 你想吃什么水果? 我想吃xxxx

Pair-work: Ask each other; it is also a good timing to review “我除了....., 我都想吃。

Activity 1: GUESS THE FRUIT! Raise the hand to ask yes/no question. Or [Students can only use the words to describe what the fruit she wants to eat without saying any word of the name]. Teacher needs to model or explain the game clearly.

是黃色嗎? (是不是黃色?)

很甜嗎? 很酸嗎?

**Explain the fruit that only growing in China**

中國有荔枝; 美國沒有荔枝。

美國有櫻桃; 中國沒有櫻桃。

Introduce: Use fake money and coin to teach money vocabulary (slides assisted or write the money value on the white board)

After modeling, give students a small amount of money (with paper bills and coins)

(1)Listening Practice: Teacher calls out an amount and ask students to show the money.

Students check each other. (2)Reading practice: Students need to say the correct amount of money they see on the board.

Activity 2: SHOW ME THE MONEY. Each student writes 3 different prices on the card. There will be 6 for each pair. One plays the role of salesperson; the other student is customer. Students take turn to draw a card as a target price. When the other student ask “多少錢? “; the one draws the card replies that the price is “xxx.....” the customer needs to give the right amount of money.

Introduce: 買賣 (use action or video clip to give the concept)

塊錢 毛 分 多少錢 .....怎麼賣? .....一斤\_\_\_\_塊錢 我要買..... 一磅>一斤

A: 你要買什麼? B1: 草莓怎麼賣?

B2: 葡萄怎麼賣? A: 草莓一磅\_\_\_\_塊錢; 葡萄一串\_\_\_\_塊錢

Pair-work: How much is it? Students practice

**Closure:** 颜色水果歌

**3<sup>rd</sup> Period: 10:25 ~ 11:20**

Students will be able to use what they learned in the class to deal with a grocery owner and shop for fruit. By the end of the class, they will be able to create their own skit—shopping for fruit in the market and present to the class.

**Vocabulary:** 我要吃/買.....、太貴了! 便宜! 好吧! 算便宜點兒! 不行!  
找錢、找你\_\_\_\_\_塊錢、對! 錯! 找錯錢!

\*Critical points (語言難點): (1)要吃 要買 要 要看 要去  
(2)好吧! (3)算便宜點兒! (4)找□\_\_\_\_\_□□

**Practice:**

Main Scene: Bargaining the price (play video clip again)

Give students worksheet of post assessment

Introduce: Differentiate: 想、要、  
我想(要)買xx。(more polite; before you make a decision)  
我要買xx。(stronger voice: you know what you want to)

Pair-work (A:你想吃甚麼?.....B:我要吃.....。)(A:你想買甚麼?.....B:我要買.....)

Introduce: 太貴了! 便宜! 算便宜點兒! 不行! 好吧!

Pair-work (Bargaining--xxx, 怎麼賣? 一斤五十塊錢、太貴了! .....) )

Introduce: 找錢、給你錢、找錯了! 對不起! 找你xx塊錢

Activity 1: pair-work (provide students a list of 5 different prices. One is a sales person; the other is customer. Student A says “how much is it?” Student B answers “It is \$4.50”  
Student A give one 5 dollar bill. Student B gives the change wrong. Student A needs to say:  
找錯錢了! Student B: 對不起! 給你五毛錢。

Activity 2: Create a skit (Wrap-up)

Provide a scenario; word list; and syntax required to students

Offer the instruction on the slides in English.

**Instruction of the Skit**—Shopping and bargaining in a grocery store  
Scenario: 2 customers are shopping fruit in a fruit stand in China.  
They want to buy four different kinds of fruit. Two kinds of the fruit are too expensive; another two are cheap. Customers need to ask about the price and bargaining for a good deal. A checklist for your presentation is attached.

**Closure:**

Go over the fruit on the table. Every student picks up one fruit to describe its color and flavor.  
Use the slides to review the vocabulary by using meaningful drills to reinforce their

pronunciation. Explain the homework. (Homework: collage or comparing fruit in summer between China and U.S.)

**Rubric for Skit Presentation:**

<b>Group:</b> _____ <b>Names:</b> _____		
<b>Checklist to evaluate an oral presentation</b>		
<b>Spoke loud enough</b>	<b>Yes</b>	<b>No</b>
<b>Made eye contact</b>	<b>Yes</b>	<b>No</b>
<b>Used notes</b>	<b>Yes</b>	<b>No</b>
<b>Stay with topic</b>	<b>Yes</b>	<b>No</b>
<b>Used words learned</b>	<b>Yes</b>	<b>No</b>
_____ words/syntax learned are used in the skit		
<b>Length of presentation:</b> _____ minutes		

**Vocabulary List with pinyin:**

颜色、红 橙 黄 绿 蓝 紫 黑 白 粉红 橘黄  
水果、苹果、香蕉、橙子、梨、葡萄、桃子、荔枝、草莓、樱桃、芒果  
多少钱、怎么卖、一斤、钱、块钱、毛、分、  
除了\_\_\_\_\_以外，我都.....、  
请给我.... 我要吃/买、太贵了！便宜！好吧！不行！  
算便宜点儿！一共.....、找钱、找你\_\_\_\_\_块钱、对！错！找错钱！

**Pre/Post assessment for video clip:**

<p><b><i>Shopping &amp; Bargaining</i></b></p> <p>Please answer the following questions based on the dialog that you've just heard (and viewed) in English. If you would like to answer these questions in Pinyin, feel free to do so. The goal of this exercise is to see how much you understand the dialog, so writing in Pinyin is not required.</p> <ol style="list-style-type: none"><li>1. How much are two apples?</li><li>2. How much is one banana?</li><li>3. What did they settle on buying? *list the types of fruits and quantity</li><li>4. How much did they pay for all the fruits at the end? Did they get a good deal? Are they good bargainers?</li><li>5. Which fruit is expensive? Which fruit is cheap?</li></ol>
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- 顏色 顏色 顏色 你喜歡甚麼顏色?
- 顏色 顏色 顏色 我喜歡紅色。
- 水果 水果 水果 你喜歡甚麼水果?
- 水果 水果 水果 我喜歡紅蘋果
-