

LESSON PLAN

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Topic/Theme: Color / Fruit / Clothes / Shopping

Proficiency Level: Novice

Grade Level: 9-12th

Class Time: 150 minutes

Objectives: Students will be able to...

- Students will be able to say colors, fruits and clothes;
- Students will be able to use correct measure words for different fruits and clothes;
- Students will be able to ask and answer in simple terms questions about likes and dislikes;
- Students will be able to tell their favorite color and favorite fruit;
- Students will be able to make a request for what they want for colors, fruits and clothes;
- Students will be able to buy fruits and clothes in the market and bargain the price; and
- Students will know about the shopping culture in China.

Standards:

- 1.1 Interpersonal: pair work and group discussion
- 1.2 Interpretive: activity of finding the color
- 1.3 Presentational: description of shopping experiences
- 2.1 Culture (Practice): greeting and bargaining
- 2.2 Culture (Product): Chinese fruits and clothes
- 3.1 Connection (other discipline): math & music
- 4.1 Comparison (Language): say discount in a different way
- 4.2 Comparison (Language/Culture): bargain
- 5.1 Community (Beyond school): homework assignment; shopping in Chinatown or Chinese market, stores, etc.

Materials:

1. Authentic fruits and clothes;
2. Special Chinese fruits, like lichi, longyan, etc.;
3. Special Chinese clothes, like qipao, hanfu, etc.;
4. Powerpoint;
5. Color paper;
6. Froot loops;
7. Jelly beans; and
8. Chinese play money.

Key vocabulary/structures:***Vocabulary***

颜色, 红色, 黄色, 绿色, 蓝色, 紫色, 黑色, 白色, 橙色, 咖啡色, 粉红色;
 水果, 苹果, 橙子, 草莓, 葡萄, 西瓜, 香蕉, 果汁;
 衣服, 衬衫, 裤子, 裙子, 鞋子, 长/短, 大/小;
 商店, 买东西, 一共, 找(钱), 最

Measure words: 串, 根, 件, 条, 双

一串葡萄
 一根香蕉
 一件衣服
 一件衬衫
 一条裤子
 一双鞋子

Comparative sentences with “比”

橙子比苹果贵;
 香蕉比橙子便宜;
 西瓜比草莓大;
 绿葡萄比红葡萄小。

Procedures:

1. Warm up with class chant;
2. Introduce vocabulary and sentences (using realia and visual aid on PPT);
3. Teacher models before students pair up to practice (communicative teaching);
4. Activities for students to get familiar with vocabulary and sentence structures;
5. Students describe their shopping experiences at the end of the class; and
6. Homework: type five questions and their answers related to colors, fruits, clothes and shopping on the palm phone.

First Period: 9:00am ~ 9:50am
 (Pages 3-4)

Second Period: 10:00am~ 10:50am
 (Pages 5-7)

Third Period: 11:00am ~ 11:50am
 (Pages 8-9)

1st period

- Students will be able to identify and say different colors;
- Students will be able to identify and say different fruits;
- Students will be able to express their likes and dislikes; and
- Students will be able to tell their favorite color and favorite fruit.

Vocabulary:

颜色, 红色, 黄色, 绿色, 蓝色, 紫色, 黑色, 白色, 橙色, 咖啡色, 粉红色;
水果, 苹果, 橙子, 草莓, 葡萄, 西瓜, 香蕉;

最...。

(Previous lesson: 喜欢, 不喜欢, ……还是……?)

Activities:

- Activity 1: Find the color (to get familiar with the vocabulary of colors)
- Activity 2: Froot loop competition (to assess students' understanding of the vocabulary of colors)
- Activity 3: Jelly beans (to consolidate vocabulary in students' minds by saying the colors in complete sentences with 喜欢/不喜欢)
- Activity 4: Touch & Guess (to get familiar with the vocabulary of fruits and to practice questions and answers with fruits)

Warm up (10 minutes):

Class chant & Review

- 1) Class chant “浦东浦西中文班班歌”
- 2) Review (Previous lessons from Day 1 – Day5) through the questions that the teacher asks the students, that students ask each other and the computer flash game.

Practice (30 minutes):

1. Introducing colors

Teacher-fronted:

Use realia / PPT slides / things in the classroom modeling pronunciation and ask students to repeat; give students color cards when introducing color vocabulary; use the visible object to reinforce color vocabulary; ask genuine questions to provide a communicative dialogue (你喜欢__色吗? 你喜欢__色, 还是__色?)

Activity 1(Find the color):

Each time students hear a color, look all around the classroom for the item in that color. They should point to it as soon as they find it.

Activity 2 (Froot loop competition):

Students are supposed to pick up as many froot loops in the color the teacher calls out with chopsticks as they can.

Student-centered:

Activity 3/ pair work (Jelly beans):

Students take turns to say the colors of the jelly beans they like before putting it to their plastic bags. They are required to say the complete sentences with “喜欢”. They can leave the jelly beans that they don't like in the plates by saying the complete sentences with “不喜欢”.

2. *Introducing a new syntax (我最喜欢……)*

Teacher-fronted:

Use PPT slides and body language to help students understand the meaning of “最”.

Teacher ask students questions with “最”.

Student-centered:

Pair work: students ask each other the question with “最”. They are also required to answer the question with “最” in a complete sentence.

3. *Introducing fruits:*

Teacher-fronted:

Use realia / PPT slides to model pronunciation and ask students to repeat; ask genuine questions to provide a communicative dialogue (你喜欢__吗? 你喜欢__, 还是__?)

Student-centered:

Activity4: (Touch & Guess)

Students touch the paper bags and tell the class what fruit he/she thinks is in the bag. Then take it out and ask the class a question with this fruit.

Closure (10 minutes):

- 1) Review all colors and fruits with the PPT slides of creative fruits;
- 2) Play the fruit & worm game to review all the fruits.

2nd period

- Students will be able to use measure words for different fruits;
- Students will be able to say fruit juices;
- Students will be able to express comparison between two things with the preposition “比” ;
- Students will be able to identify and say different clothes;
- Students will be able to identify and say the characteristics of clothes (long/short); and
- Students will be able to use measure words for different clothing.

Vocabulary:

串, 根, 果汁, 比, 贵, 便宜;
 衣服, 衬衫, T 恤衫, 裤子, 裙子, 长, 短, 鞋子, 穿, 件, 条, 双
 (Previous lesson: 个, 大, 小)

Activities:

- Activity 1: Test your memory (to practice measure words)
- Activity 2: Compare your fruit to other's (to practice using the structure “比”)
- Activity 3: Guess who he/she is? (to practice saying the color and clothes)
- Activity 4: I'm wearing...today. (to consolidate the measure word for clothes)

Warm up (2 minutes):

Quickly review the colors and fruits learned in the first period.

Practice (45 minutes):

1. Introducing measure words

Teacher-fronted:

Use PPT slides to teach the measure words. Help students understand the differences between “个”, “串” and “根” by visual aids.

Student-centered:

Activity 1/ pair work: students have only ten seconds to memorize how many apples/ oranges/ grapes/ strawberries/ watermelons/ bananas there are in the pictures and then tell their answers with the relevant measure words.

2. Introducing fruit juices:

Teacher-fronted:

Use the animations to teach the fruit juices. Ask genuine questions to provide a communicative dialogue (你喜欢____吗? 你喜欢____, 还是____?)

Student-centered:

Pair-work: Students ask each other what fruit juice they like.

3. *Introducing a new syntax (…比…)*

Teacher-fronted:

Use the PPT slides to teach the structure “比”.

橙子比苹果贵;
苹果比橙子便宜;
西瓜比草莓大;
草莓比西瓜小。

Ask students to describe the comparisons according to the slides.

香蕉比橙子便宜;
橙子比香蕉贵;
红葡萄比绿葡萄大;
绿葡萄比红葡萄小。

Student-centered:

Activity 2:

Everyone will be given a fruit with the price marked. Walk around in the classroom to compare his/her fruit to others. Use the following structures:

……比……大
……比……小
……比……贵
……比……便宜

4. *Introducing clothes*

Teacher-fronted:

Use PPT slides and teacher’s own clothes to model the pronunciation of clothing items;
Review and combine color with clothes; and
Have students point to and describe their own and/or their classmates’ clothes to check their comprehension and pronunciation.

Student-centered:

Activity 3 / whole class: “Guess who he/she is?”

One student leaves the classroom and stays outside. The other students in the class decide who the target person is. The student returns to the classroom and guess who the person is by asking:

E.g. 他/她穿 (T恤衫) 吗?

他/她穿 (蓝色的) T恤衫吗?

The student has only 10 chances to find the person.

Play 2 to 3 rounds.

5. Introducing measure word for clothing

Teacher-fronted:

Use PPT slides and teacher's own clothes to model the pronunciation and usage of measure word for clothing items;

Combine color with measure words; and

Have students point to and describe their own and/or their classmates' clothes using measure words to check their comprehension and pronunciation.

Student-centered:

Activity 4 / pair practice: "I'm wearing...today."

Students have individual time to practice again how to describe clothing with measure words.

Teacher walks around to help with pronunciation and usage.

Closure (3 minutes)

Teacher provides feedback on pronunciation and usage. Announce and explain the rule for the "Fashion Show" next period.

3rd period

- Students will be able to calculate the costs in total;
- Students will be able to determine the proper change should be received;
- Students will be able to buy fruits and clothes in the market and bargain for lower price;
- Students will know about the popular fashion styles and shopping culture in China.

Vocabulary:

一共，找钱，太贵了！

(Previous lesson: 块，钱，多少钱，百，千)

Activities:

- Activity 1: Fashion Show! (to have students show off their clothing while practicing languages)
- Activity 2: Shopping Time! (to have students apply what they have learned in a shopping context)
- Activity 3: Jeopardy (to review the materials learned from day 1 to today)

Warm up (2 minutes):

Quickly review the clothing items and the measure words.

Practice (thirty minutes):

1. Activity 1: Fashion Show!

Teacher plays fashion show music as background, demonstrates how to do the fashion walk and what the class and the person should say (clothing items and measure words) when posing.

Have the first student volunteer do the walk and the class do the talk. Teacher helps elicit the language when needed.

2. Introducing “一共多少钱？”，找钱， and how to bargain

Teacher-fronted:

Use realia (fruits, clothes, and play money) and PPT slides to demonstrate the meaning and usage of “一共.....钱。” Have students practice a few rounds to check their comprehension.

Use realia (fruits, clothes and play money) and PPT slides to demonstrate the meaning and usage of “找.....钱。” Have students practice a few rounds to check their comprehension.

Use PPT slides to introduce a few sentences on how to bargain.

Student-centered:

Pair practice: Have students ask each other the total cost of two or more items and the proper changes. They are required to try to bargain for a lower price.

3. Activity 2: Shopping Time!

Students are shopping at the night market in Shanghai. Some of them will be salespeople (老板); others will be customers (顾客). Every customer has ¥500 cash and has to buy **two** kinds of fruits and **two** items of clothes.

At the end of shopping, the customers will present what they bought to the class. The customers are required to bargain and the salespeople respond to the bargaining.

Play two rounds; the salespeople at the 1st round will be customers the 2nd.

Teacher helps around with pronunciation and language use.

4. Activity 3: Jeopardy!

Divide the whole class into two groups. Review the materials learned from day 1 to today by playing Jeopardy Game. Teacher (or have one student) keep the score and take notes on pronunciation/grammatical/usage errors.

Closure (3 minutes):

Teacher provides feedback on pronunciation and usage.

Assign homework.