

Warm-up / Review (5 minutes)

- Teacher posts new words and short sentence patterns introduced in hour 1 and 2 on the wall for students' reference.
- Teacher's demonstration – (teacher-centered) (note: all the life demonstrative conversation conducted between two teachers could be replaced by pre-filmed movie clips or a puppy show conducted by the teacher.)

顾: 你星期六做什么?

梁: 我星期六打棒球。

顾: 你星期天做什么?

梁: 我星期天睡觉。

- 顾老师 asks students (interpersonal) (teacher-student)

顾: 你星期六做什么?

Student 1: 我星期六....。

顾: 你星期六做什么?

Student 2: 我星期六....

顾: 你星期天做什么?

Student 3: 我星期天....

顾: 你星期天做什么?

Student 4: 我星期天....

- Remaining on their seats, students pair up to interview each other. (interpersonal) (student-centered)
- Students take turns to report to class what activities their partners do on Saturday and Sunday. (presentational) (student-centered)

Introducing new lessons: (20-25 minutes)

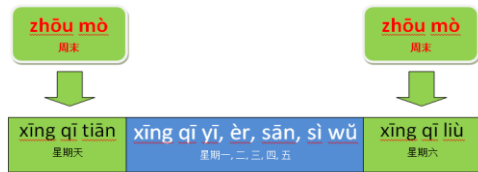
Sharing with learning objectives:

(PPT) Plan and invite your friends to participate in activities on weekdays or weekends (continued)

Activities / Communicative tasks:

I. Introduce 周末

1. With a Chinese calendar 顾老师 leads students verbally review Monday, Tuesday, Wednesday and every weekday up to Sunday. Recast if needed.
2. Students watch a PPT slide of a week calendar with both Saturday and Sunday highlighted. There are two big “周末zhōumò” arrows pointing to Saturday and Sunday.



3. 顾老师 leads students to pronounce 周末. Recast as needed. (齐唱)
4. 顾老师 asks few students, one at a time, to pronounce 周末. Recast as needed. (独唱)
5. A PPT slide shows both the demonstration conversation in the warm-up section and the above conversation to reinforce students' understanding of “Both 星期六 and 星期天 are 周末.”
6. Teacher demonstration –
顾: 梁老师, 你周末做什么?
梁: 我周末打棒球、也睡觉。
7. 顾老师 leads students to say “梁老师周末打棒球、也睡觉。” Recast as needed. (齐唱)
8. 顾老师 asks few students, one at a time, to say this sentence. Recast as needed. (独唱)
9. Another PPT slide shows example 周末 conversation with activities blanked for students to fill in later. 也 should be added in front of the last activities.
10. 顾老师 interviews same students as in the warm-up section while pointing to the PPT slide expecting them answer by using the 周末 sentence. For example, instead of 我星期六看电视, 星期天听音乐、睡觉, student 1 is expected to reply with 我周末看电视、听音乐、也睡觉。 Recast when needed. (interpersonal) (teacher-student) (meaningful)
11. Pair students to conduct meaningful drills by rephrasing their answers in the warm-up section to 我周末 (activity one) 、 (activity two) 、也 (activities three). (interpersonal) (student-centered) (meaningful)

II. Introduce 想去 and 不想去

12. PPT shows the icon of 想去/ xiǎngqù



and



13. Teacher uses TPR to reinforce students' understanding of 想去 and 不想去。

14. Teacher leads students to pronounce 想去 and 不想去. (齐唱)

15. Teacher asks few students, one at a time, to pronounce 想去 and 不想去. (独唱)

16. PPT adds in icons of “weekend”



in front of



17. PPT adds in an activity icon, for example playing basketball



after



18. Now PPT should have this structure



19. PPT adds in 你 at the beginning of the structure and “吗?” to the end. Now an icon version of “Would you like to go to play basketball on weekend?” is correctly formed.



20. Teacher waits to see if students are able to verbally compose the sentence correctly by themselves.

21. PPT shows the sentence. Nǐ zhōumò xiǎng qù dǎ lánqiú ma? 你周末想去打篮球吗？

22. Teacher leads students to say the sentence together. Teacher recasts if needed. (齐唱)

23. PPT shows icon versions of 4 more sentences. (All English lines will not be seen on the slide.)

a. I would like to go to play basketball on weekend.



b. I would not like to go to play basketball on weekend.

我

zhōu mò 周末	zhōu mò 周末
xīng qī tiān 星期天	xīng qī yī, èr, sān, sì wǔ 星期一, 二, 三, 四, 五
xīng qī liù 星期六	





○

c. What would you like to go to do on weekend?

你

zhōu mò 周末	zhōu mò 周末
xīng qī tiān 星期天	xīng qī yī, èr, sān, sì wǔ 星期一, 二, 三, 四, 五
xīng qī liù 星期六	





?

d. I would like to do _____ on weekend.

我

zhōu mò 周末	zhōu mò 周末
xīng qī tiān 星期天	xīng qī yī, èr, sān, sì wǔ 星期一, 二, 三, 四, 五
xīng qī liù 星期六	




_____ ○

24. Teacher waits to see if students are able to verbally compose these sentences correctly by themselves.

25. PPT shows the sentences.

- Wǒ zhōumò xiǎng qù dǎ lánqiú. 我周末想去打篮球。
- Wǒ zhōumò bù xiǎng qù dǎ lánqiú. 我周末不想去打篮球。
- Nǐ zhōumò xiǎng qù zuò shénme? 你周末想去做什么？
- Wǒ zhōumò xiǎng qù _____ 。 我周末想去_____。

26. Teacher leads students to say sentences together. Teacher recasts if needed. (齐唱)

27. Teacher interview few students, one at a time, 你周末想去做什么？ (interpersonal) (teacher-student) (communicative) (独唱)

28. Teacher interview few students, one at a time, 你周末想去 _____ 吗？ (interpersonal) (teacher-student) (communicative) (独唱)

29. Pair students up to interview each other both questions 你周末想去做什么？ And 你周末想去 _____ 吗。 (interpersonal) (student-centered) (communicative)

30. Invite students to report to class what his/her partners would like to do on weekends. (see next page for chart)

(名字 1) _____	<u>zhōumò</u> 周末	<u>xiǎngqù</u> 想去	(activity) _____
(名字 1) _____	<u>zhōumò</u> 周末	<u>bùxiǎngqù</u> 不想去	(activity) _____
(名字 2) _____	<u>zhōumò</u> 周末	<u>xiǎngqù</u> 想去	(activity) _____
(名字 2) _____	<u>zhōumò</u> 周末	<u>bùxiǎngqù</u> 不想去	(activity) _____

III. Introduce “你和我去，好吗？”



31. PPT slide shows icons of Hǎoma? 好吗? , Hǎo. 好. , Bùhǎo. 不好. and bùxiǎng 不想。

32. Teacher use TPR to lead students understand “你和我去，好吗？”，“好”，“不好” and “不想”.

End (Wrap-up) (student-centered) (communicative tasks) (15-20 minutes)

33. Plan and invite your friends to participate in activities on weekdays or weekends. (interpersonal)

- Use the following three possibilities to conduct your invitation.
- Students should ask and answer according to their own hobbies.
- Inviters can choose any day in a week.
- Students have to find at least one person to participate in the same activity on the chosen day.



Possibility 1

A	(name), wǒ xǐhuān <u>(activity 1)</u> , nǐ yě xǐhuān <u>(activity 1)</u> ma? (name) 我 喜欢 <u>(activity 1)</u> , 你 也喜欢 <u>(activity 1)</u> 吗?
B	Wǒ bùxǐhuān <u>(activity 1)</u> 。 我 不 喜欢 <u>(activity 1)</u> 。
A	Zàijiàn. 再 见。
B	Zàijiàn. 再 见。



Possibility 2

A	Wǒ xǐhuān <u>(activity 1)</u> , nǐ yě xǐhuān <u>(activity 1)</u> ma? 我 喜欢 <u>(activity 1)</u> , 你 也 喜欢 <u>(activity 1)</u> 吗?
B	Wǒ yě xǐhuān <u>(activity 1)</u> 。 我 也 喜欢 <u>(activity 1)</u> 。
A	Wǒ <u>(day in a week)</u> xiǎng qù <u>(activity 1)</u> . Nǐ hé wǒ qù, hǎoma? 我 <u>(day in a week)</u> 想 去 <u>(activity 1)</u> , 你 和 我 去, 好 吗?
B	Bùhǎo. Wǒ <u>(day in a week)</u> bù xiǎng qù <u>(activity 1)</u> . 不 好。 我 <u>(day in a week)</u> 不 想 去 <u>(activity 1)</u> 。
A	Zàijiàn. 再 见。
B	Zàijiàn. 再 见。



Possibility 3

A	(name), wǒ xǐhuān <u>(activity 1)</u> , nǐ yě xǐhuān <u>(activity 1)</u> ma? (name) 我 喜欢 <u>(activity 1)</u> , 你 也 喜欢 <u>(activity 1)</u> 吗?
B	Wǒ yě xǐhuān <u>(activity 1)</u> 。 我 也 喜欢 <u>(activity 1)</u> 。
A	Wǒ <u>(day in a week)</u> xiǎng qù <u>(activity 1)</u> . Nǐ hé wǒ qù, hǎoma? 我 <u>(day in a week)</u> 想 去 <u>(activity 1)</u> , 你 和 我 去, 好 吗?
B	Hǎo. <u>(day in a week)</u> jiàn. 好。 <u>(day in a week)</u> 见。
A	<u>(day in a week)</u> jiàn. <u>(day in a week)</u> 见。

34. Have students report their invitation. (presentational)



hé wǒ
和 我



For example:

Kāngjiāměi, Luójìéwǔ hé wǒ xīngqītiān qù tiàowǔ.
康佳美、罗杰宇 和我 星期天 去 跳舞。

Your own situation:

____、____ hé wǒ _____ qù _____ 。
____、____ 和我 _____ 去 _____ 。