

LESSON PLAN for 北京九日游
2012 Virginia STARTALK Chinese Teacher Academy

Tiantian Wang 王天天

Topic/Subtheme: Travel in Beijing

Proficiency Level: Novice level

Grade Level: 8th Grade students

Time frame: 11:00am -11:50am

Learning Objectives:

- Students can express their likes and dislikes
- Students become familiar with different places of interest in Beijing, China
- Students can make plans with Chinese friends to do different things during their visit in Beijing
- Students can describe the order of actions and events

Standards:

- 1.1 Interpersonal
- 1.2 Interpretive
- 1.3 Presentational
- 2.1 Cultural practice
- 2.2 Cultural product
- 4.2 Culture comparison

Materials:

- Cards that shows actions in sequence
- Pictures of places of interest in Beijing
- Travelling schedule worksheet
- Cards that shows different activities during a trip in Beijing

Key vocabulary/structures:

故宫 长城 鸟巢 天坛 王府井 很漂亮 先后 好吗

Structure

先…再… eg.我先去天坛，再去长城。(I first go to ..., then go to ...)

很... eg. 家很大。(home) is very ...

Procedures:

- 1. Warm up: Review weekdays & family**
- 2. Practice:**

Lesson Plan by Tiantian Wang

A. Learn the vocabulary of Beijing's spot of interests and the structure “你想去哪儿？”

- Students watch the video of making travel plan in Beijing on screen; teacher asks comprehension questions about the video's story
- Teacher uses the Powerpoint slides to teach the vocabulary (长城、故宫、天坛、鸟巢、王府井、天安门) and the sentence structure “你想去哪儿？”
- Student activity: *Interpersonal communication
 - ❖ Each student will interview three classmates about where they want to go in Beijing (choose three spots of interest).
 - ❖ After interview, teacher will ask students to come to the front in pairs to conduct interview in front of the class
 - ❖ Material: worksheet (attachment #1)

B. Learn the structure of 先... 再 ... First (do...), Then(do...).

- Teachers uses Powerpoint slides and body language to introduce the structure: sequence of different actions/events
- Teachers reviews verbs/actions students have learned in previous class(看、听、说、写、唱歌、跳舞、听音乐、打篮球、打棒球、看电视、看书、吃饭、睡觉、逛街、上网) Materials: pictures on screen
- Student activity: Pair work *Interpersonal communication
 - ❖ Each student is given three cards (each card has description of a sentence describing two actions in sequence), student act it out to partner, partner guess it using the structure “先...再...”
 - ❖ After pair-work, teacher invites students to come to front and act out to class and ask all students to guess the actions in sequence
 - ❖ Material: cards with information of doing actions in sequence

3. Closure: Review expressions of making travelling plan and role play

- Teacher show the video again and ask comprehension questions using a travelling schedule table on screen, then teacher invites individual students to answer each questions about the schedule
- Student activity: pair work *interpersonal communication
 - ❖ Student will discuss in pairs about a two day travel plan in Beijing. Each pair will be provided with a number of cards that have different choices of activities. Each pair decides what they want to do on these two days and what to do first/second. They will paste the cards onto the blank travelling schedule sheets.
 - ❖ After discussion, student in pairs will be asked to come to the front and report their decision of travelling schedule to the classmates. (presentation)
 - ❖ Material: activity cards, travelling schedule sheets

Assessment & Rubrics

In every section of the class, teacher will have teacher-student question and answer practice to check student's comprehension. In every section, there will be at least one activity that requires students to provide language output (either verbally or in written form) which teacher will use to assess students' learning.

There will be frequent comprehension checks in every section of the class. Teachers will circulate around the class during student-centered activities and observe student's performance to find out which aspect of the students need special attention.

Before-class/After-class planning

Before class:

Ask students to watch the video “北京欢迎你” on youtube and research about the most famous places of interest in Beijing

After class:

Review the material and complete the homework about places of interest in Beijing on students' smartphone. See details on GoChinese program website for practicum.

Attachments: Material for students

Activity 1 Worksheet for student: Where do you want to visit in Beijing?

Activity: Interview three classmates where they want to go in Beijing. The one being asked should provide three spots of interest. Put a check ✓ under the spots chosen.

A: nǐ xiǎng qù nǎ r ?
你 想 去 哪 儿

B: wǒ xiǎng qù ____、____ hé ____。
我 想 去 ____、____ 和 ____。

Classmates name	cháng chéng 长城	gù gōng 故宫	tiān tán 天坛	niǎo cháo 鸟巢	wáng fǔ jǐng 王府井
					

After Interview, you will report about your interview report to class.

Report pattern: classmate name xiǎng qù ____、____ hé ____。

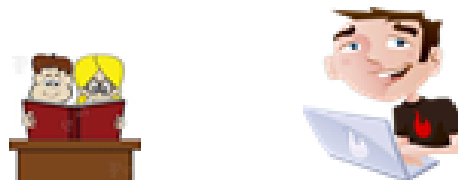
Activity 2: Guess actions in sequence (先...后)

Cards for students to act (to partner)

xiān chī fàn, zài hē shuǐ
先吃饭，再喝水



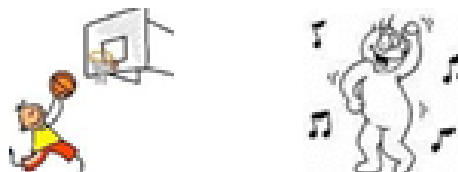
xiān kàn shū, zài shàng wǎng
先看书，再上网



xiān tīng yīn yuè, zài shuì jiào
先听音乐，再睡觉



xiān dǎ lán qiú, zài tiào wǔ
先打篮球，再跳舞



xiān chàng gē, zài dǎ bàng qiú
先唱歌，再打棒球



xiān kàn diàn yǐng, zài quàng jiē
先看电影，再逛街



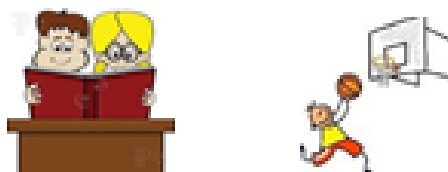
xiān shàng wǎng, zài tīng yīn yuè
先上网，再听音乐



xiān chàng gē, zài tiào wǔ
先唱歌，再跳舞



xiān kàn shū, zài dǎ lán qiú
先看书，再打篮球



xiān hē shuǐ, zài shuì jiào
先喝水，再睡觉



Activity 3 Worksheets for students: Plan your weekend in Beijing

You and your partner will be in Beijing on Saturday and Sunday. Discuss with your partner about the plan in Beijing. You need to decide about the following

- What to do on Saturday and Sunday? (Choose one activity for each box with question mark)
- What to do first and what to do then on each day? (Xiān _____, zài _____)

Use the following conversation pattern:

Xīngqī liù /rì, nǐ xiǎng zuò shén me?

A: 星 期 六/日, 你 想 做 什 么?

wǒ xiǎng _____。

B: 我 想 _____。

Xiān _____, zài _____, hǎo ma?

A: 先 _____, 再 _____, 好 吗?

Hǎo。/bù hǎo

B: 好。/不 好

	Xiān zuò shén me? 先 做 什 么?	Zài zuò shén me? 再 做 什 么?
Xīng qī liù 星 期 六	?	?
Xīng qī rì 星 期 日	?	?

Actions cards for activity 3: each pair will get a set of cards of actions

