

LESSON PLAN 北京九日游

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Topic/Subtheme: Meeting your Chinese Host Family

Proficiency Level: Novice low

Grade Level: 8th~11th grades

Time frame: 50 minutes

Date: July 1, 2011

Learning Objectives:

Act in a culturally appropriate way to visit a Chinese home: giving your hosts presents, accepting foods and beverage, thanking them

Standards:

- 1.1 Interpersonal: interview, pair work and role-play
- 1.2 Interpretive: reading questions from provided information
- 1.3 Presentational: role-play

- 2.2 Culture (practice): greeting

Materials: Video clips, power point, beverage

Key vocabulary/structures:

你好, 欢迎, 请进, 请坐, 谢谢, 不客气, 水, 咖啡, 可乐, 茶, 橙汁, 果汁
没有~, 好吗?
你想喝什么?

Procedures

1. Warm up:

Start with the song: 我想喝果汁。你想喝什么?

2. Practice:

Part 1: How Chinese people greet to each other?

First, students watch a video clips about visiting family. 欢迎, 你好, 请进, 请进, 请坐

Second, the teacher models how Chinese people greet each other.

Third, starting with teacher-student practice and act out the dialogue

Fourth, starting with student-student practice

- Task: How do you greet your Chinese family and how do you respond to them?
- Role-play: act as one of host family members and give cultural appropriate responses

Last, students perform how people greet each other (continue step 4)

Part2: offering beverage to friends

First, students watch a video clips about offering beverage to friends.

- 你想喝什么？
- 我想喝~。
- 谢谢。
- 不客气。

Second, the teacher models the dialogue and starts with teacher-student modeling/practice

- 1) Teacher: 你想喝什么？
- 2) Student: 我想喝~。
- 3) Teacher: (action)giving ~to the student
- 4) Student: 谢谢
- 5) Teacher: 不客气

Third: (pair work) student-student practice

Task:

- What does your friend like to drink?
- And then tell us what you know about your friend.

Part3: making alternative suggestions

First, students watch a video clips about offering alternative suggestions.

Second, the teacher models the dialogue and starts with teacher-student modeling/practice. Students make a circle and the teacher starts modeling how to make alternative suggestions through using authentic materials. (Teacher –student)

Student: 我想喝 (咖啡)。

Teacher: 我没有咖啡。喝茶，好吗？

Student: 我喜欢喝茶。谢谢。

Teacher: 不客气。

Third: Pair activity (student-student)

Task:

- Your friend feels thirsty. She/he is asking for beverage. Because you do not have the beverage that he/she wants, you have to make alternative suggestions.
- performance

Part 4: (Role-play) visiting your host family

Two students in a group

One student acts as the family members of the host family.

One student acts as a high school student from Virginia participating in a study tour to Beijing.

Procedure:

- Work with your partners and use the information the teacher provides to form a conversation

- Practice speaking--take turns being different roles
- Try to practice the conversation without reading from handouts
- Presentation
- peer assessment

3. Closure:

Sing the Greeting Song

Assessment & Rubrics:

Performance Assessment

Name:	Do not meet expectation	Meet expectation	Exceed expectation
Act in a culturally appropriate way to visit a Chinese host family *Greeting guests 待客礼仪 *accepting beverage from a host family with two hands			
Able to use culturally appropriate language (Chinese) to ask questions and give responses. <ul style="list-style-type: none"> ○ Using language to make alternative suggestions ○ Applying appropriate language to Greet guests ○ Asking questions (family, ages, hobbies) relating to guests as well as their family 			

Before-class/After-class planning

Write a dialogue representing a phone conversation between yourself and a member of your host family. Introduce yourself, then exchange information on when you are arriving (date, day of the week, and time) and say goodbye politely.