Lesson Plan - 北京九日游

By Lin Guo / 郭琳

**Topic/Subtheme:** Meeting your Chinese Host Family

**Proficiency Level:** Novice mid-high

**Grade Level:** 8th~11th grades

**Time frame:** July 1, 2011(10:00 a.m.-10:50 a.m./50 minutes)

**Learning Objectives:** Act in a culturally appropriate way to accept beverage and thank them when visiting a Chinese home.

**Standards:**
1.1 Interpersonal: interview, pair work and role-play
1.2 Interpretive: reading questions from provided information
1.3 Presentational: role-play
2.1 Culture (practice): accept beverage in a culturally appropriate way
3.1 Connections: math-measure words
4.1 Comparisons-language compare (measure words in Chinese/ no measure words in English)
4.2 Comparisons-compare the culture of traditional Chinese tea with popular American beverage
5.1 Community-field trip to Chinese Tea House to enjoy Chinese tea and tea culture

**Materials:** power point, beverage, interview worksheet

**Key vocabulary/structures:**
喝, 想喝什么, 饮料, 咖啡, 茶, 可乐, 雪碧, 水, 果汁, 牛奶, 橙汁, 杯, 瓶, 谢谢, 不客气

你喜欢喝__吗? / 我喜欢喝__。 / 我不喜欢喝__。
你想喝什么? / 我想喝__。

**Procedures:**
1. **Warm up:**
   
   Start with “现在几点?” – review 几点，点，分
   Set up stage with 8 kinds of beverage that students will learn in this period.
2. Practice:

Part 1: What do you like and dislike drinking?
1. **comprehensive input**- put 8 kinds of beverage in different places in the classroom and ask students question, “我的水呢？我的水在哪里？” using TPR to teach students vocabulary “水”，“喝水”，“我喜欢喝水”，“你喜欢喝水吗？”．

2. **teacher-lead guided practice** by “solo” and “sing together” to model the pronunciation

3. **pair work**- work with your partner to find out if your partner like or dislike drinking water and reporting to the class.

4. follow the pattern above to teach other vocabulary and sentences.

5. **practice**- sing a song to review all the 8 kinds of beverages

6. **Student pair work** - ask each other what kinds of drinks they like to drink.

Part 2: **Survey**: whole class activity- with a work sheet to walk around and talk to your classmates (at least 3) to find out what they like and dislike drinking and report to class.

Part 3: **measure word “杯” and “瓶”**
1. **comprehensive input**- show students the pictures of “杯” and “瓶” by ppt

2. using realia such as a bottle of cola, a bottle of water, a cup of water, a cup of tea to guide students to distinguish the difference of measure words “杯” and “瓶” and review numbers by counting bottles of water and cola.

3. **teacher-students interaction** to practice how to express themselves by using sentence pattern- 你想喝 什 么？/ 我 想 喝 ____。 with a measure words

4. Act in a culturally appropriate way to accept beverage in real-life situation.

Part 4- **communicative task-based assessment**: you will visit your Chinese teacher’s home. As hostess, Laoshi will ask you what you want to drink. Students use the vocabulary, sentences and culturally appropriate way to ask and accept their drinks in a real-life situation.

3. **Closure**: Teacher reviews the summary by asking and answering questions

**Assessment & Rubrics**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Function</td>
<td>Creates with language, able to express own</td>
<td>Mostly memorized language with some</td>
<td>Memorized language only, familiar language.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>Text type</strong></th>
<th><strong>Quantity an organization of language discourse (continuum: word-phrase-sentence-connected sentences-paragraph)</strong></th>
<th><strong>Comprehensibility</strong></th>
<th><strong>Language Control</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning in a consistent, comfortable, sustained, and spontaneous manner</strong></td>
<td>Simple sentences and some strings of sentences.</td>
<td>Generally understood by those accustomed to interacting with language learners.</td>
<td>Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.</td>
</tr>
<tr>
<td><strong>Attempts to create.</strong></td>
<td>Simple sentences and memorized phrases.</td>
<td>Understood with occasional difficulty by those accustomed to interacting with language learners.</td>
<td>Most accurate with memorized language, including phrases. Accuracy decreases when trying to express own meaning.</td>
</tr>
<tr>
<td><strong>Words, phrases, chunks of language, and lists</strong></td>
<td>Understood primarily by very accustomed to interacting with language learners.</td>
<td>Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.</td>
<td></td>
</tr>
</tbody>
</table>

**Before-class/After-class planning**
What activities or tasks might students prepare or complete at home or outside of class to preview, strengthen or extend their skills?
Students need to search online to find out the information about Chinese tea culture.