

Unit 2, Lesson Plan 2 (Paul DiResta)

<p>Unit 2 Objectives</p>	<p>I. Cognitive Objectives</p> <ul style="list-style-type: none"> Ss will know the vocabulary for many common dishes on a menu (家常菜= common household dishes) Ss will know the necessary grammar structures used in ordering food and asking questions about the menu. Ss will be familiar with general table manners (including using chopsticks, “lazy Susan,” taking food for your side). <p>II. Performance Objectives</p> <ul style="list-style-type: none"> Ss will be able to ask for directions. Ss will be able to order food and ask about the menu at a restaurant. <p>III. Affective Objectives</p> <ul style="list-style-type: none"> Ss will feel competent asking for directions Ss will feel confident interacting with waitpersons at a restaurant (ordering, asking questions, etc.) Students will feel comfortable communicating in a positive learning environment. <p>IV. Metacognitive Objective</p> <ul style="list-style-type: none"> Ss will be in a position to explore more about Chinese food and Chinese restaurants. 				
<p>Text</p>	<ul style="list-style-type: none"> <i>Chinese Link 中文天地: Beginning Chinese 2nd Ed.</i> (College version), Chap. 11, p.187-204. Famous Foods Handout 				
<p>Teacher</p>	<p>Paul Di Resta 欧阳笛老师</p>	<p>Class</p>	<p>Chinese 3 (high school)</p>	<p>Students</p>	<p>~14</p>
<p>Teaching Aids</p>	<ol style="list-style-type: none"> whiteboard & markers famous foods handout personal computers (min. 5) Video Links: http://www.youtube.com/watch?v=9RKhp71XF-s (Can use with multiple groups) http://www.youtube.com/watch?v=vUdQlbGgPjc http://www.youtube.com/watch?v=0jhb3Hf0-GE (Start at 1:39) http://www.youtube.com/watch?v=1jjgxUxxAmQ&feature=related (Start at 3:19) 			<p>Total Class Time</p>	<p>50 minutes</p>

Unit 2: LESSON PLAN 2 (Paul)			
Teacher's Activities	Students' Activities	Teaching Aids	Time
<p>I. Warm-up</p> <ul style="list-style-type: none"> • Short <u>vocabulary quiz</u> on list of vocab. given in handout or textbook during the previous class. • Collect papers, making sure their names are printed legibly. 	<ul style="list-style-type: none"> • Ss receive a piece of paper on which they write down 2-3 short sentences as T dictates. 	<ul style="list-style-type: none"> • Papers, pencils 	5 minutes
<p>II. Presentation, Group work</p> <ul style="list-style-type: none"> • <u>Split Ss into groups</u> where they will be given a link to a video on Chinese food. • After video, Ss <u>discuss</u> in groups what they learned, using the handout as necessary to find out about the foods discussed in the video. 	<ul style="list-style-type: none"> • Ss <u>watch</u> video, <u>discuss</u> with their partners which vocab. they knew already, and then try to find some of the dishes mentioned in the video in the handout. 	<ul style="list-style-type: none"> • Computers (minimum of 5; need sound) • Ss take out their <u>Famous Foods Handout</u> 	5 minutes 20 minutes
<p>III. Whole class discussion</p> <ul style="list-style-type: none"> • T brings groups back to initiate a whole class discussion, where each group is <u>asked to share</u> what they learned in the video. • T writes down new foods, vocabulary and grammar on the whiteboard, for Ss to take notes. • Grammar points to take note of: <ul style="list-style-type: none"> 1. Review: <ul style="list-style-type: none"> (甲) 有没有... (乙) 还是 vs. 或 (丙) 服务员、小姐、先生。 (丁) 要.....。 (戊) 量词: 杯、盘、等等。 	<ul style="list-style-type: none"> • Ss from each group <u>share what they learned</u> about their video, including: (1) what foods were mentioned; (2) where did the video take place; and (3) what difficult utterances did they hear. • <u>Ss take notes</u> of teacher's explanations and important grammatical structures written on the board. 	<ul style="list-style-type: none"> • Whiteboard and markers. 	15 minutes

<p>2. New:</p> <p>(甲) SB 对.....过敏, (这盘/碗菜有没有.....?)</p> <p>(乙) 可以点了吗?</p> <p>(丙) 来.....。再来.....</p> <p>(丁) 请慢用</p> <p>(戊) 够了!</p> <p>(己) 几位?</p> <p>(庚) 不要 / 不加辣?</p> <p>(辛) 不加味精!</p> <p>(壬) 套餐</p> <p>(癸) 吃素</p>			
<p>IV. Assignment/ Wrap Up</p> <ul style="list-style-type: none"> • T briefly shows that the grammar patterns given by groups in the video are many of the grammar patterns in the textbook chapter, and they will need to know them for the following class. <u>A list of these words will be given to the students.</u> The <u>exercises</u> will hopefully help make the in class explanations clearer. • T <u>reminds</u> Ss to bring the Famous Foods Handout to the next class! • Ss <u>given next list of vocab. and grammar</u> for following classes' quiz. Ss must also <u>finish exercises</u> Supplementary practice section (in green), exercises 11-1 through 11-5 in textbook, p.195 to 198. 	<ul style="list-style-type: none"> • Ss finish taking notes on the grammar patterns, write down homework assignment written on the board. 	<ul style="list-style-type: none"> • Whiteboard and markers. 	<p>5 minutes</p>