



CHINESE LANGUAGE LESSON PLAN 2

Grade Level(s): High School

Topics Covered: Sentence patterns, characters, Chinese culture

Materials Used: None Specified

Lesson Overview:

- Have students face each other. Prepare some cards with Chinese characters and Pinyin on one side and English translations on the other. Students have learned the following words: "I, you, she, hungry, tired, thirsty, American, am, is, are, Chinese."
- At the beginning of my class, I ask the students to copy my teaching objectives from the right top of the board in order to get all of them settled in and into the mood of the class. I call this "DO NOW," which takes three to five minutes. While they do this, I take attendance.
- Then I ask them questions in Chinese such as, "Are you American?" "How about him/her/me?" Because we have learned the sentence patterns in Chinese the day before, I call this "WARM UP." After I know that they can answer these questions in Chinese, I raise a new question: How to say "He is also American/Chinese." I say it slowly and let them listen and try to follow. After four times, I point out the difference between "He is American" and "He is also American." in Chinese, and the meaning of "yě." I then let them compare the word order difference between English and Chinese. Each student has a chance to give their opinion, and draw a conclusion about it.
- After all of them know how to say the sentences, I give them more practice. I call this practice, "PATTERN DRILLS." Each student is given a few cards which I prepared before class. I speak Chinese and they stand in line according to what I say. In this way, I can see whether they remember the Chinese words we learned before, and I can find out how well they can respond in Chinese. When I find they have no problems doing this, I join them because I hold a word, "Bù" = "not." I ask them where I am supposed to stand if I want to say "I am also not American." I then explained that in a negative sentence "bù" is supposed to be put in this order "yě bù shì..."
- After all the students have learned this, I teach them two new words "xuéshēng" and "lǎoshī" and let them make up sentences with the two new words. They can make up a lot of them, such as positive, negative, with or without "yě." That is very interesting.
- At almost the end of class, I introduce the students to the idea that Chinese people show respect to old people. That is why we call a teacher, "lǎoshī," as she or he has just graduated from college. I give them other examples.
 - "Foreigners" = "lǎowài"



- "The old horse knows the way/ An old hand is always a good guide" = "*lǎo mǎ shí tú*," which is an idiom
 - "The older ginger is, the hotter it is./ The older a person is, the more experienced he/she is." = "*Jiāng hái shì lǎo de là*," which is also an idiom
- I sum up what we have learned and assign homework