

## Lesson Plan

## Who Am I?

**Teacher:** Lin Young

**School:** Greenwich High School, Connecticut

**Grade Level:** Grade 9-12

**Proficiency Level:** Novice-mid

### Learning Objectives

**Performance Objectives:** As a result of this lesson, students will be able to

- ask and respond to questions about one's nationality
- exchange personal information such as name, nationality, and the language

### Language Objectives

Review new vocabulary:

中国人, 美国人, 法国人, 英国人, 日本人, 意大利人, 西班牙人  
老师, 学生, 英文名字, 中文名字  
中文, 英文, 法文, 日文, 西班牙文

Review new structures:

是啊, 对对, 是吗? 真的?

你叫什么名字? 你是哪国人? 你是学生吗? 你说中文吗?

### Cultural Objective

Photos of an international school in China

### Evidence of Learning

#### Interpersonal Task:

- Students will engage in spontaneous conversations to exchange personal information.

## Instructional Activities

### DO IT NOW/WARMING UP

- Students work on a “Do Now” to quickly review a few sentences about personal identities such as nationalities and names.

### ACTIVITIES

#### 1. Reviewing the new language items in context

- Show students PowerPoint slides of an international school in China. Talk about the pictures to review the language items such as 他是谁? 她是老师吗? 他是不是学生? 他们是中国人吗?
- Have students listen to a dialogue based on one of the pictures. Ask students questions to check their comprehension.

#### 2. Using identity cards to exchange personal information

- Show the students color-coded cards with identity words as follows:  
On the yellow cards: 中国人, 美国人, 法国人, 英国人, 日本人, 意大利人, 西班牙人  
On the red cards: 老师, 学生  
On the blue cards: 英文名字, 中文名字  
On the green cards: 中文, 英文, 法文, 日文, 西班牙文
- Invite a student to come to the front and have a conversation with the teacher to exchange personal information by using the color-coded identity cards.
- Have the students work in pairs to use the color-coded cards to practice conversations exchanging personal information.
- Invite randomly paired students to come to the front and have spontaneous conversations based on the cards they pick up.

#### 3. Guiding the students to discover how to add life to conversations

- Show students two conversations on the PowerPoint. One is the simple conversation, which is very similar to what they practiced. The other one is the same conversation, but with some oral expressions which sounds more natural, such as: 是啊, 对, 对, 是吗? 真的?
- Compare the two dialogues and ask students which one sounds better.
- Have a model conversation with a student to show how to make it natural.
- Ask randomly-paired students to have spontaneous conversations using oral expressions.

#### 4. Creating a performance task for the students to have free conversations

- Imagine it is International Day at the international school in China. Have students pick displays on the table that represent different countries such as 中国饺子, 可口可乐, 日本寿司, 法国面包, 英国红茶, 意大利披萨. Students hold the items they

have chosen and walk around to chat and exchange personal information.

**CLOSURE:**

- Students will go back to their seat and fill in the “exit pass” by writing Chinese characters of the new words.

## Lesson Plan (2013-5b)

### At the Airport

**Teacher:** Jessie Maeer

**School:** Heritage Hall High School, Okalahoma

**Grade Level:** Grade 10

**Proficiency Level:** Intermediate-low

#### Learning Objectives

**Performance Objectives:** As a result of this lesson, students will be able to

- check in for a flight and check baggage at the counter
- inquire about baggage requirements
- reply to questions from airline employees

#### Language Objectives:

Review vocabulary:

护照, 签证, 行李, 托运, 包, 箱子, 超重, 超 / 超过,  
登机牌, 登机口, 免费, 随身带

Review structures:

- 托运行李?
- 请把您的护照给我看看。
- 麻烦您……
- 超重吗? 行李超过五十磅。
- 请在。。号登机口上飞机。
- 您的登机牌。
- 没有护照 / 签证不能去中国。

#### Cultural Objective:

Students will get to know requirements for baggage for different airlines and travel documents needed by U.S. citizens who travel to China.

#### Evidence of Learning

#### Presentational task:

Students will present group skits in which they role play different people talking to attendants at the airline check-in counter.

## Instructional Activities

### ACTIVITIES

#### 1. Using Google Presentation to review vocabulary through teacher-student interaction

- Have the students work in groups to review new words:  
护照, 签证, 行李, 托运, 包, 箱子, 超重, 超, 登机牌, 登机口, 麻烦, 随身带, 免费
- Talk about real objects for traveling.

#### 2. Reinforcing the new language items by talking about a trip to China

- Read the baggage regulations for Air China and talk about them.  
你们知道 Air China 的行李规定吗?  
Air China 头等舱可以托运几个行李?  
每个行李不能超过多少磅? 经济舱呢?  
为什么每年我们的 Immersion trip group 会选 Air China?
- Show photos of the school trip to China and talk about the trip.
  - Parker 有几个行李要托运?
  - 你觉得他的箱子超不超重?
  - 你觉得 Mr. Cassell 的书包能随身带吗? 为什么?
  - 我们的登机口是几号?
  - 我们去中国, 除了有护照, 还得要什么?
  - 这张是我们今年去中国的照片, 我们坐中国国航, 你觉得照片里的这些包是可以免费带还是要花钱才能上飞机?
  - 你觉得这个登机口在美国的机场吗? 为什么?

#### 3. Applying the new language items in a problem-solving task

- 如果你们要去中国, 必须要有什么? (护照, 签证)
- 要是你带一个大箱子和一个小包, 你怎么办? (托运, 随身带)
- 要是你的大箱子有 80 磅, 你怎么办? (超重, ……)
- 到了机场, 应该先去做什么? (托运行李)
- 拿了登机牌, 应该去哪儿等上飞机? (登机口)

#### 4. Providing a model conversation

- Model a role-play with three selected students who are playing the roles of a Chinese mother and her 7-year-old American child, and an American business man. The teacher takes the role of an Air China attendant at the ticket counter.  
To the mother: (a Chinese who does not need a visa)  
请问, 您是一个人去中国吗?  
请给我您的护照, 您的孩子有签证吗?  
您有几个托运行李? 每个人只能托运两个免费的行李。  
To the child: (an American who needs a visa and has a small carry-on bag)  
你几岁?

你是中国人还是美国人？

她是你的妈妈吗？

你的小书包可以随身带。

To the business man: (an American who needs a visa and has an overweight suitcase)

请给我看看您的签证。

麻烦您把箱子拿上来。

哎呀，太重了，超重了。

这是您的登机牌，登机口是 F12.

- Have the students ask questions about language and culture regarding checking in at the airport.

### **5. Group work to create skits for presentation**

- Have the students work in groups creating a skit for a given scenario. Post the key structures on the board to provide assistance.  
Scenarios 1: An American couple with their baby (a doll) traveling to China are at the check-in counter talking to an Air China employee.  
Scenario 2: A Chinese teacher and a 16-year-old American student who are going to China for a summer class are at the check-in counter talking to an American Airlines employee.  
Scenario 3: An American boss with some important documents, a company employee, and a translator who are going to China for a conference are at the check-in counter talking a China Airlines employee.
- Have the groups present their skits one by one, while the rest of the students record the skit using iMovie.
- Have the students watch the three iMovies and choose their favorite. Have them list three reasons in Chinese to support their opinion.