

Lesson Plan

Date: November 29th 2011

Time: 7:30am-8:20am (50 mins)

Textbook: Ning, C. & Montanaro, J. (2011). *Encounters: Chinese Language and Culture*. New Haven: Yale University Press.

Objective: study Unit 10 Encounter 2 (giving and following directions) and Encounter 3 (managing directions) to help students:

- Ask for and interpret directions to stores and within stores;
- Provide simple directions as requested;
- Understand and follow directions as given.

Section	Content	Objective	Activity	Assessment
Pre-class activity ¹ : (7:15-7:30)	Character depiction game	<ul style="list-style-type: none">• State a person's apparel correctly• Understand the description of a person's apparel.	<ol style="list-style-type: none">1. Show some pictures, and ask students to depict what the characters wear: advertisement models, twilight characters, and Santa Claus. (see attachment 1)2. When there are more students, do a drawing competition. Divide the class to two groups. The teacher will read the description of one character sentence by sentence (see attachment 2). For each sentence, one person in a team will run to the board to draw something to reflect what the sentence depicts.	<ul style="list-style-type: none">• If students can describe a person's apparel correctly;• If students can depict a person according to the given description.
Quiz (7:30-7:40)	<ul style="list-style-type: none">• Unit 9;• Encounter 1 in Unit 10.	<ul style="list-style-type: none">• Review the previous lesson.• Preview today's content.	Written quiz.	

¹ We have pre-class activities before every class. This is optional for students and will not be included in their final grades. Most students like them and thus come early to attend the activities, though.

Unit 10: Encounter 2 Part I – Simple directions (7:40-8:05)	Phrase-level expressions of giving and following directions	<ul style="list-style-type: none"> • Provide simple directions as requested; • Understand and follow directions as given. 	<p>10.18 (p.252): watch and listen to the video segment (twice). Then match the corresponding items.</p> <p>Maze competition: Pair students up, and then distribute the maze sheets (see attachment 3) to each pair. One student needs to cover his/her eyes while holding a pen at the starting point of the maze. The other student needs to give his/her partner commanders of directions (往左 / 右拐, 往前 / 后走, 停) to lead the latter go through the maze to the exit. See which pair is the fastest one (once they are done, raise their hands). Once the first round is done, switch roles and start the second round.</p>	<ul style="list-style-type: none"> • If students can figure out the meaning of different expressions regarding directions. • If students can give and follow directions correctly.
	Sentence-level expressions of giving and following directions	<ul style="list-style-type: none"> • Provide more complicated directions as requested; • Understand and follow directions as given. 	<p>10.19 (p. 254): ask students to work on the map in the textbook in pairs. Students need to give their partners directions to their chosen direction without naming it. If their partners follow their directions and arrive at the destination they intended, then they succeed. If not, go over their directions together and see where they went wrong. Then reverse roles and repeat the process. – <i>Teacher and one student do a sample first.</i></p>	<ul style="list-style-type: none"> • If students can understand and form complete and complex sentences to give directions.
Unit 10: Encounter 3 Part II – Geographic Directions (8:05-8:20)	Vocabulary for geographic directions: 东南西北	<ul style="list-style-type: none"> • Understand the vocabulary for geographic directions • Ask for directions 	<p>10.20 (p.255): watch and listen to the video, match the corresponding items.</p> <p>10.21 (p.255): guess the meaning of 请告诉我怎么走</p>	<ul style="list-style-type: none"> • If students can figure out the meaning of different expressions regarding directions. • If students can figure out how to ask for direction.
	Managing geographic directions	<ul style="list-style-type: none"> • Ask for and interpret geographic directions 	<p>10.22 (p.256): work in pairs. A starts from X on page 256, and follow the directions given by B to the destination: A: 怎么走? B: 往东走。 A: 到饭馆了。 B: 对 (了) 。</p>	<ul style="list-style-type: none"> • If students can understand and form complete and complex sentences to give geographic directions.

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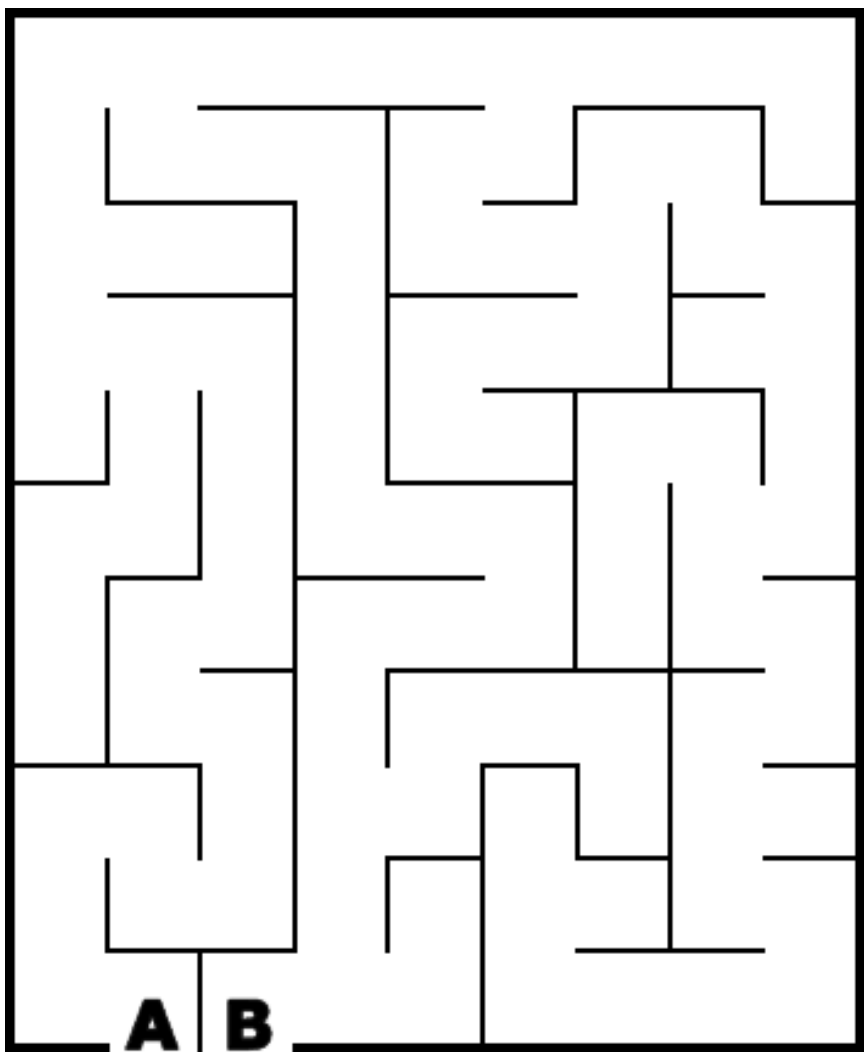
Attachment 1: Character Depiction (Part I)



Attachment 1: Character Depiction (Part II)

小刚是一个男生。他很高。他有一点儿胖。他今天穿了一件蓝色的T恤衫。他今天穿了一条米色的短裤，和一双黑色的拖鞋。今天下午三点钟，他要去Banana Republic买一顶红色的帽子。

Attachment 3: Maze (I)



往左拐 ←

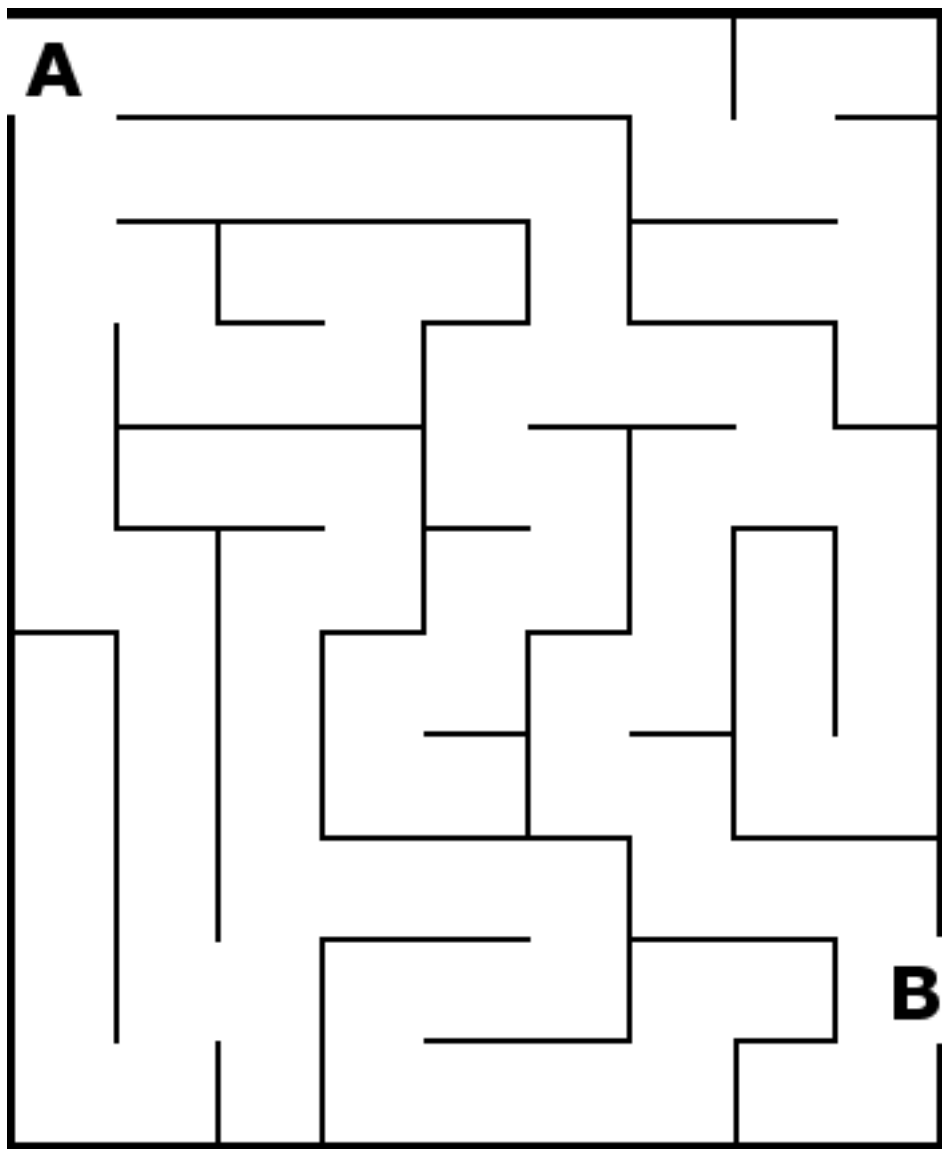
往右拐 →

往前走 ↑

往後走 / 往后走 ↓

停 

Maze (II)



往左拐 ←

往右拐 →

往前走 ↑

往後走 / 往后走 ↓

停 