LESSON PLAN: SIGHTSEEING

Name of Teachers: Chyichuan Chi / Zhiqin Wu
Date: July 10, 2009
Theme: Sightseeing in Beijing
Proficiency Level: Novice-mid to Novice-high
Grade Level: High School Juniors/Seniors
Class Time: 150 minutes
Objectives:

1. Students will be able to recognize the scenic spots.
2. Students will be able to describe the scenic spots in Beijing.
3. Students will be able to plan a trip in Beijing

Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 4.2, 5.1

Materials: Handouts/PowerPoint/Multimedia aid/Moodle/Internet

Key vocabulary/structures: 长城/故宫/鸟巢/天安门广场/天坛

Procedures:

➢ First class: 8:30 – 9:20

Interpersonal and Presentational activity:

❖ Warm up:
   Review vocabulary related with this topic by Multimedia Aid to active students.
❖ Practice:
   1. Introduce the 5 scenic spots in Beijing by Multimedia Aid, and then let students to describe the scenic spots and if they like/dislike the places by pair work and then presentation.

➢ Second class: 9:30-10:20

Interpretive reading activity:
LESSON PLAN: SIGHTSEEING

1. Each student is given the worksheet to match the right picture with the name and characteristic.

Interpersonal and presentational activity:

1. Interview: Each student is given the Interview card for the gathering information of other students’ likes and dislikes scenic spots and then reports the results.

➢ Third class: 10:30-11:20

Interpersonal activity

1. Interview/Survey: Each student is given a worksheet to fill in the results of interview and survey by inquiring other students on the spot they want most and least to visit and why.

Presentational activity

1. Each student presents his/her result from the interview and survey.

❖ Closure:

1. Review of this lesson: write down what you have learned from this lesson for at least three things.

Homework:

Talk to one of Chinese teachers about the sightseeing in Beijing, and ask him/her what the scenic spot she/he most wants to visit.
WARM UP

**KWL CHART**

Instructions: Complete the chart to show what you already know about the topic, what you would like to know and what you have learned.

<table>
<thead>
<tr>
<th>What I already know</th>
<th>What I Would Like to Know</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**PRACTICE**

1. Introduce the 5 scenic spots in Beijing by Multimedia Aid, and then let students to describe the scenic spots and if they like/dislike the places by pair work and then presentation.

<table>
<thead>
<tr>
<th>Scenic spots</th>
<th>Area</th>
<th>Look(color, etc)</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>天 安 门</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>天 坛</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>长 城</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>故 宫</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>鸟 巢</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Each student is given the worksheet to match the right picture with the name and characteristic.

<table>
<thead>
<tr>
<th>pictures</th>
<th>Scenic spots</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image 2" /></td>
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<td></td>
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<tr>
<td><img src="image3.png" alt="Image 3" /></td>
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<tr>
<td><img src="image4.png" alt="Image 4" /></td>
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<tr>
<td><img src="image5.png" alt="Image 5" /></td>
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</tbody>
</table>
3. Interview: Each student is given the Interview card for the gathering information of other students’ likes and dislikes scenic spots and then reports the results.

<table>
<thead>
<tr>
<th>Scenic spots</th>
<th>Like/why</th>
<th>Dislike/why</th>
</tr>
</thead>
<tbody>
<tr>
<td>天安门</td>
<td></td>
<td></td>
</tr>
<tr>
<td>天坛</td>
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<tr>
<td>长城</td>
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<td>故宫</td>
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<tr>
<td>鸟巢</td>
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</tbody>
</table>
4. Interview/Survey: Each student is given a worksheet to fill in the results of interview and survey by inquiring other students on the spot they want most and least to visit and why.

<table>
<thead>
<tr>
<th>Scenic spots</th>
<th>The most/why</th>
<th>The least/why</th>
</tr>
</thead>
<tbody>
<tr>
<td>天安门</td>
<td></td>
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<tr>
<td>天坛</td>
<td></td>
<td></td>
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<td>长城</td>
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<tr>
<td>鸟巢</td>
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</tbody>
</table>
5. Each student presents his/her result from the interview and survey.

❖ CLOSURE:
6. **Review of this lesson:** write down what you have learned from this lesson for at least three things.
   1) 
   2) 
   3) 
7. **Preview for next lesson:** Handouts.

**Preview handout:**

❖ 菜单: menu

❖ 一碗酸辣汤 a bowl of hot & sour soup

❖ 一碗蛋花汤 a bowl of egg drop soup

❖ 一盘春卷 a plate of spring roll

❖ 一盘家常豆腐 a plate of bean curd in home style

❖ 一盘甜酸鸡 a plate of sweet & sour chicken

❖ 一盘蒙古牛 a plate of Mongolian flavored beef

❖ 一盘清蒸鱼 a plate of steamed fish

❖ 一只北京烤鸭 a Beijing roast duck

❖ 一盘饺子 a plate of dumpling

❖ 一盘虾仁 a plate of shrimp

❖ 一碗白饭 a bowl of rice
Lesson Plan: Sightseeing

- 一杯可乐 a cup of Coke
- 一杯雪碧 a cup of Sprite

- 餐馆: restaurant
- 服务员: waiter/waitress
- 位子: seat
- 桌子: table
- 点菜: to order dishes
- 上菜: to serve
- 先: first
- 再: one more
- 然后: then
- 最后: at last
- 喝: to drink
- 来: to come/give/bring
  (来 一 盘 / 碗 / 个: give me one)
- 都: all/both
- 几位: how many people
- 餐具: dining utensils

- 要: to want
- 饿: hungry
- 做好: done
- 吃素: vegetarian
- 中餐: Chinese food
- 西餐: Western style food
- 快餐: fast food
- 好吃极了: very delicious
- 别的: other
- 还要: also
- 一点: a little
- 没问题: O.K.
LESSON PLAN: SIGHTSEEING

- 筷子: chopsticks
- 汤匙: spoons
- 刀子: knife
- 叉子: fork
- 大家: everybody

Text:

Background: 欧畅 has a part time job in a Chinese restaurant; her friends go to the restaurant for dinner.

欧畅: 您好! 请问几位?

邓肯: 五位。有位子吗?

欧畅: 有。请跟我来。这坐这儿。

大家: 好。谢谢!

欧畅: 想吃什麼?

邓肯: 先给我们来五十个饺子，

欧畅: 还要什麼?

马如冰: 来个家常豆腐吧。

韩立: 再要十五个春卷
蘇珊娜：然後還要一盤蒙古牛，
邱凱文：最後再來個酸辣湯
蘇珊娜：請不要放味精。

欧畅：好。要喝点儿什么吗？

孔凱麗：一瓶啤酒，四杯可乐。
欧畅：好，还要别的吗？

李夢凌：不要了，就这些。

我们都饿了，请快点儿上菜。

欧畅：没问题。