CPI Lesson Plan H19

**Target Students:** ☐ middle school students  ☒ high school students

**Target Proficiency Level:** Novice-Low to Novice-Mid

**Lesson Topic:** Asking for help, pinyin

**Lesson Objectives:** To teach students how to ask for help when they need to know how to say or write a word in Chinese.

**Learning Outcomes:** Students will be able to ask for help or clarification in class. Students will be able to write phonetic representations of Chinese characters using Pinyin.

**Standards:** ☐ interpersonal communication  ☐ interpretive communication  ☐ presentational communication  ☐ cultures  ☐ connections  ☐ comparisons  ☐ communities

**Designed by:** Min Liu

<table>
<thead>
<tr>
<th>Purpose/Time</th>
<th>Procedure with detailed description and examples/questions</th>
<th>Props/Notes/Reflections</th>
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| Setting the stage/ review (8 minutes) | 1. Review the 28 Chinese characters they have learnt during the week.  
2. Introduce Pinyin. What is Pinyin? Why Pinyin?  
3. How is a Chinese syllable composed of?  
4. Examples: dà, zhōng.  
5. Play a pinyin song from YouTube. | PPTs |
| Comprehensible input (15 minutes) | 1. Review what they have just learnt from last lesson to set stage for introduction of new contents.  
- Zhōumò nǐ xiǎng zuò shénme?  
- Zhōumò wǒ xiǎng…… (How to say……?)  
2. Introduce New vocab(怎么说，跳舞，唱歌，打太极拳，画画). Introduce how to ask for help in class:  
- Lǎoshī, wǒ yǒu yígè wèntí.  
- Lǎoshī, dance zhōngwén zěnme shuō?  
- dance zhōngwén shì tiàowū.  
   Explain and practice tiàowū.  
   你 喜 欢 跳 舞 吗？ 你 喜 欢 跳 舞 还 是。。。。。。？ 谁 喜 欢 跳 舞？ 跳 舞 好 | PPTs |
玩吗？。。。。。
- Lǎoshī, wǒ yǒu yígè wèntí.
- Lǎoshī, draw zhōngwén zěnme shuō?
- draw zhōngwén shì huòhuà.
  Explain and practice huòhuà.
你 喜 欢 画 画 吗 ？ 你 喜 欢 画 画 还 是 。 。 。 。 。 ？ 谁 喜 欢 画 画 ？ 画 画 好
玩 吗 ？ 。 。 。 。 。
- Lǎoshī, wǒ yǒu yígè wèntí.
- Lǎoshī, play tai chi zhōngwén zěnme shuō?
- Play tai chi zhōngwén shì dǎ tàijí quán.
  Explain and practice dǎ tàijí quán.
你喜欢打太极拳吗？你喜欢打太极拳还 是 。 。 。 。 。 ？ 谁 喜 欢 打 太极拳？ 太
极拳好玩吗？ 。 。 。 。 。
- Lǎoshī, wǒ yǒu yígè wèntí.
- Lǎoshī, sing zhōngwén zěnme shuō?
- Sing zhōngwén shì chènggē.
  Explain and practice chènggē.
你喜欢唱歌吗？你喜欢唱歌还 是 。 。 。 。 。 ？ 谁 喜 欢 唱 歌？ 唱 歌 好
玩 吗 ？ 。 。 。 。 。

### Guided practice (10 minutes)
- Pair practice, review “怎么说”。
  A: David, wǒ yǒu yígè wèntí?
  A: Zhègè zhōngwén zěnme shuō?
  B: Zhègè zhōngwén shì ____________.
- Practice dialogue with your partner.
Review: 跳舞，唱歌，打太极拳，画画。 |
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<tr>
<td>- Introduce “好玩”</td>
<td>Handout of a copy of book mark which has character 好</td>
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| - Introduce “怎么写”                     | - Ask a student to explain the evolution of the character “好”.
| - Learn to write “好玩”                   | (The student had learnt this before class from teacher. She had a book mark that had different shapes of the character 好 and a picture of a women and a child. The book marked was copied so that each student had one to look at.) |
| - Practice to write “好玩”                | -“怎么写” was emphasized during the activity. |
| - Everyone was then asked to write as many |                                  |
| characters as they can remember on a poster |                                  |
| which can be displayed during the Chinese |                                  |
| festival night next week.               |                                  |
| - “怎么写” was emphasized during the activity. |                                  |

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<th><strong>Assessment and wrap-up (6 minutes)</strong></th>
<th>Compose sentences using the word learnt during the class. The students are given a list of words.</th>
<th>PPT, handout</th>
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<tr>
<td><strong>Homework/preview (1 minutes)</strong></td>
<td>Practice writing Chinese characters 好玩 and decorate the characters with any ideas they have.</td>
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A: David, wǒ yǒu yīgè wèntí.
A: Zhègè zhōngwén zěnme shuō?
B: Zhègè zhōngwén shì ____________.
Practice dialogue with your partner.

A:  Nǐ xiǎhuā tiàowǔ háishì xīhuān chànggē?
B:  Wǒ xīhuān tiàowǔ.
    Wǒ xīhuān chànggē.
A:  tiàowǔ hǎowán mā?
B:  Hǎowán, tiàowǔ hěng háowán