CPI Lesson Plan Template

**Target Students:** □ middle school students  X high school students

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

**Lesson Topic:** Oral Assessment ---Show and Tell

**Lesson Objectives:** Informative assessment--To assess student learning in listening and speaking

**Learning Outcomes:** To assess if students understand this week’s learning through interpersonal, interpretative and presentational communication

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

**Designed by:** Guofang Yuan

<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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</thead>
<tbody>
<tr>
<td>Setting the stage/ review</td>
<td>Students will be instructed to do several games with the Chinese knowledge they have acquired in the past week. In doing games their following skills will be assessed:</td>
<td>PPT</td>
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<tr>
<td>(2 minutes)</td>
<td>• Interpersonal</td>
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<td></td>
<td>• Interpretive</td>
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<td>• Presentational</td>
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<tr>
<td>Interactions</td>
<td>Procedures</td>
<td>PPT Handouts: instruction</td>
</tr>
<tr>
<td>(26 minutes)</td>
<td>• The Buzz Game (5 minutes)</td>
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<td></td>
<td>• What Time Is It? (5 minutes)</td>
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<td></td>
<td>• What Kind of Noise Is It? (5 minutes)</td>
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<td></td>
<td>• Passing the Message (5 minutes)</td>
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<tr>
<td>Tell and show</td>
<td>Interview and presentation</td>
<td>Handout instruction</td>
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<tr>
<td>(20 minutes)</td>
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<tr>
<td>Application and extension</td>
<td>Finding the Objects</td>
<td>PPT Handout instruction</td>
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<tr>
<td>(5 minutes)</td>
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<tr>
<td>wrap-up/homework</td>
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<tr>
<td>(2 minutes)</td>
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Handout #1

The Buzz Game

Instruction:
• Student form a circle.
• Using Chinese, the students count off in sequence, one number per student. If the student’s number is either a multiple of 4 (including 4 itself) or has 4 in it, s/he must clap his/her hands instead of saying the number. If s/he does say the number—or during the course of “counting off,” s/he says any number incorrectly—s/he loses one point.
• The student who loses the fewest points is the winner.

Handout #2

What Time Is It?

Instruction:
• students will be divided into two teams and line up standing in front of the clock.
• The teacher starts the game by “setting” the clock to any time and asking the first student of team A (student A) Xiànzài jǐ diǎn?” If student A answers the question promptly and correctly, s/he may set the clock to a new time and asks the same question of the first student on team B (student B).
• If student A fails to answer the teacher’s question correctly, team A loses one point, and student B gets to answer the question.
• The team who loses the fewest points is the winner

Handout #3

What Kind of Noise Is It?

Instruction:
• The teacher assigns one number to each of the students and divides the class into two teams—the odd-numbers team and the even-number team. The teacher writes each number on a card and divides the cards into odd and even piles.
• The teacher plays one sound and then draws a card from odd-number pile/even-number pile. The student whose number is drawn must quickly identify, in Chinese, what sound was just played. If s/he gives the correct answer, she earns two points for the team. If her/his answer is incorrect, or if s/he unable to respond, her/his teammates may answer the question. If their answer is correct, the team will earn one point.
• If the team as a group is unable to identify the noise, the other team gets a chance to say what the sound was. That team will receive two points if it identifies the noise correctly.
• The team with the highest point total is the winner.
Handout #4

Passing the Message

Instruction:
• The teacher will select a sentence and whisper it into the ear of the first player (making sure that no other player can hear it).
• The first player then whispers the sentence s/he heard to the second player, and so on.
• After hearing the sentence, the last player says it aloud so that everyone can hear it. The teacher then says the original sentence aloud.

Handout #5

Finding the Objects/Pictures

Instruction:
• The teacher places all of the objects/pictures of the objects on the table.
• The teacher calls on one student each student at a time, asking him/her “Qǐngwèn, nǐ yǒuméiyǒu -----(Name of item)”. If the object/picture of the object is there, the student pick it up and gives it to the teacher, saying “Yǒu. Gěin1 “
If there is no such item on the table, the student responds “Duìbùqǐ, Wǒ méiyǒu.”
• Students are awarded one point for each item correctly identified and presented, and penalized one point for any mistakes in either object identification or pronunciation. The student with the highest point total in the end is the winner.
Handout #6

Interview and presentation

In the light of given questions, interview one of the your classmate, and your interview should include these topics: description about her/him (such as name, age, nationality, zodiac animal, etc.), her/his family, her/his daily schedule, and her/his hobbies. Then present your interview to the class using “Tā” (She/He)….

Brief Description about Your Friend

1. Nǐ jiào shénme míngzi?
2. Nǐ shì měiguó rén ma?
3. Nǐ jǐ nián duōdà?
4. Nǐ shǔ shènme?
5. Nǐ shì zhōngxuèshēng ma?
6. Nǐ yǒu hǎo péngyou ma

Her/His Family

1. Nǐ jiù yǒu jǐ kǒu rén?
2. Nǐ yǒu jǐ ge gēgē?
3. Nǐ yǒu jǐ ge dìdì?
4. Nǐ yǒu jǐ ge jiējiē?
5. Nǐ yǒu jǐ ge mèimei?
6. Nǐ jiù yǒu gōu ma?
7. Nǐ xǐhuan gōu ma?

Her/His Daily Schedule

1. Nǐ zōoshang jǐ diǎn qǐ chuáng?
2. Nǐ zōoshang jǐ diǎn shāngkè?
3. Nǐ zhōngwǔ jǐ diǎn chī fàn?
4. Nǐ xiàwǔ jǐ diǎn fāngxué?
5. Nǐ xiàwǔ jǐ diǎn huìjiào?
6. Nǐ wūnshang jǐ diǎn shuǐjiào?
Her/His Hobbies

1. Nǐ xǐhuan chànggē ma?
2. Nǐ xǐhuan tiàowǔ ma?
3. Nǐ xǐhuan huàhuà ma?
4. Nǐ xǐhuan dátaijiquān ma?
5. Nǐ hái xǐhuan zuòshén me?
6. Nǐ xǐhuan yīnyuè ma?
7. Nǐ xǐhuan zhōngwén ma?
8. Nǐ hái xǐhuan shénme?
9. Zhōngwén róngyì ma?