**M5  CPI Lesson Plan**

**Target Students:** middle school students  
**Target Proficiency Level:** Novice-Low  
**Lesson Topic:** friends, classmates  
**Lesson Objectives:** introduce third person  
**Learning Outcomes:** Students should be able to introduce he/she as their friends/classmates.

**Standards:** x□ interpersonal communication x□ interpretive communication  x□ presentational communication □ cultures x□ connections x□ comparisons □ communities

**Designed by:** Li Lin & 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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</table>
| Setting the stage and review  | 1. Greeting: instructors introduce themselves.你好，我是林老师，我三十岁，我是中国人。They say their own names and ask about the other’s nationality and age.  
2. (Review 你，我，他/她) Teacher will ask several students Nǐ shì…，Then, teacher will repeat their name to the class Tā shì… 。  
3. Teachers have each half of the class repeat chorally.你好，我是XX，我十二岁，我是美国人。  
4 Teacher will do with one student.你好，你叫什么名字？你多大了？  
5. Students are paired to introduce themselves to each other in the same manner that the instructor modeled. Teacher is going to walk around and check them out.  
6. Teacher will pick one pair and teacher will do the final check. They will do the question and answers in front of the whole class. | PPT                      |
| Comprehensible input          | 1. The instructor has students count together from 1 to 10. The instructor models the writing of number 1 to 6, students volunteer to the front write the characters for 1 to 6 on the board.  
2. The instructor demonstrates writing the characters for 7 and 8 and counting the strokes. Then, let the students volunteer to write 7 and 8 on the board.  
3. **Instructor point to self and says 我 and take an object and says 我的, Then the instructor points to the other instructor and says 你 and when the other instructor picks up an object says 你的。This** | PPT  
*clue for introducing 朋友  
*tags  
老师 Lao Shi |
4. **This is repeated for objects around the room. Two teachers will walk around the room and check all 7 kids.**

5. Instructor then point to objects near them and say 这。Let students repeat 这, the instructors then point to far objects and say 那。The students repeat this chorally.

6. Teachers will do the mode.
   The two objects are then put together and instructor A says 这是我的。
   Then, instructor B asks 这是谁的？
   The instructor A will say 这是我的。
   B: 这是我的。
   A: 这是谁的？
   B: 这是我的。
   A: 那是谁的？
   B: 那是我的。
   A: (say to the whole class) 那是她的。

Then, teacher A leads the students to say the same sentences. Students repeat chorally.
At the last, both teachers will walk around and check out students.

3. Introduce 同学 and 朋友. Show PPT of yearbook classmates’ pictures. Show PPT of Friends picture.

<table>
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<tr>
<th>Guided practice (5 minutes)</th>
<th>Let Student see Harry Potter, Hermoine Granger and Ron Weasley. Let them practice the sentences above.</th>
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<tbody>
<tr>
<td></td>
<td>1. Let the half class chorally first</td>
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<td></td>
<td>2. Then check one individual</td>
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<td></td>
<td>3. Then pair them up</td>
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<td><strong>4. Check one last pair</strong></td>
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Check Students name tag before the lesson

Timer: set up for 15 minutes
| Application and extension (10 minutes) | 1. Present PPT slide with pictures of Harry Potter, Hermoine, and Ron again. One instructor points to a picture and asks the other. 他是谁？The students can identify the pictures. Then, one of the instructor points to a picture and says 他不是我的朋友 followed by pointing to the other teacher and saying 他是我的朋友。This is repeated for all of the pictures Harry Ho and Ron using 他们，她们，你们，我们。 Make a little sign “peng you” and give it to them. Make them become temporary pengyou. Teacher will demo to them that wo men shi pengyou. Then one teacher asks one pair of students: “Nimen shi peng you ma?” Students have to say: “Wo men shi pengyou.” Then, teacher says “oh, tamen shi pengyou”.

| Guided Practice (10 minutes) | Teachers point to the picture of classmates and friends. Ta shi shei? Ta shi Rachel. Rachel he Dr.Ross shi pengyou ma. Tamen shi pengyou. Dr. Ross shi Rachel de lǎo péngyǒu. Tōmen shì lǎo péngyǒu. |

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<table>
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<tr>
<th>Milling activity and assessment (10 minutes)</th>
<th>Create 4 sets of dialogue, then, pairs up students and let them find the dialogue in sequence.</th>
<th>Handout 1</th>
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<tr>
<td>Guided activity (5 minutes)</td>
<td></td>
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</table>
Tā shì shéi?  
Tā shì Harry.  
Tā shì shéi?  
Tā shì Hermonie.  
Tā shì shéi?  
Tā shì Ron.  
Harry shì Ron de péngyǒu.  
Hermonie shì Harry Potter de péngyǒu ma?  
Tā shì Harry Potter de péngyǒu. |  |
| Presentation | Propose self and others Instruction: find one classmate, ask him/her the questions in order to fill the following blank. Then, present to the class. You should introduce yourself first, then your peers. | Handout 2 |
| Assessment and wrap-up (5 minutes) | Listen to the statement and choose the proper answer. | PPT |
| Homework/preview (2 minutes) | Draw yourself in the top box and answer the question. Then complete the conversation by writing the answers in pinyin. | Handout 3 |
Handout 1

Tā shì shéi?
Tā shì Harry.
Tā shì shéi?
Tā shì Hermonie.
Tā shì shéi?
Tā shì Ron.
Harry shì Ron de péngyǒu.
Tā shì Harry Potter de péngyǒu ma?
Tā shì Harry Potter de péngyǒu.
Presentation

Instruction: Find one classmate, ask him/her the questions in order to fill the following blank. Then, present to the class. You should introduce yourself first, then, introduce your peers.

Step 1: Ask your partner following questions, then, fill in the blank.

1. Nǐ jiào shénme míngzi?
   ________.

2. Nǐ shì nǎ guó rén?
   ___ guó rén.

3. Nǐ jǐ suì?
   _______ suì.

Step 2: Fill in the blank according above information.

Step 3: Presentation

Nǐ hǎo!

Wǒ jiào ______.

Wǒ shì ___ guó rén.

Wǒ _________ suì.

Wǒmen shì tóngxué.

Tā jiào ______.

Tā shì ___ guó rén.

Tā_________ suì.

Tā shì wǒde péngyǒu.
Instruction: Draw yourself in the top box and answer the question. Then, complete the conversation by writing the answers in pinyin.

1. Nǐ shì shéi?
   __________________

   Nǐ jī suì?
   __________________

2. Tā shì shéi?
   _______________

   Tā duō dà? 8 ______________

3. Tā shì shéi?
   _______________

   Tā jī suì? 7 _______________
4. Tā shì shéi? ________
   Tā duō dà? 9 ___________

5. Tā shì shéi? ________
   Tā jǐ suì? 11 ___________

6. Tā shì shéi? ________
   Tā duō dà? 4 ___________