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| **Week 1** |

* **Lesson Objectives:**

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| * Learn the concept of verb complements. * Know how to use 好了 in a sentence to imply you’ve done something. * Know how to use 一些 and 几 to say “some/a few” in different structures. |

* **Lesson Structure:**

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| Section | Learning Content | Sty | Time Ref. |
| Warm up | 1）Self-introduction as a teacher.  2）Show students some keywords (出生, 岁, 工作, etc.) and ask them to think about how to introduce themselves while waiting for others to join the class. Teacher guides them and let them briefly introduce themselves in Chinese using what they’ve learned following the keywords. | T-S  S-S | 5 minutes |
| Tutorial | Go through the tutorial section.  1) Teacher teaches the words for packing lists and starts an “organising game” by asking students to put the stuff (护照, 地图, 书, etc.) in the right category (重要/不重要的东西). Name students to say where to put them.  2) Teacher introduces the verb complement for the first time. Asks students to read them out loud and get a feel of them, and then explains how it works in a sentence. Gives them scenarios to work on, like “my mom kept nagging me to pack my luggage, and I’m finally done, what would I say?” | T-S  S-S | 10 minutes |
| Story Time | 1) Teacher goes through the vocabulary with students before starting the story. Helps them with pronunciation. This also strengthens their memory of the words.  2) Students work in pairs to read the story. Teacher goes to different groups and assists them if necessary.  3) Students discuss comprehension questions.  4) Go through the story and checks the answers with the whole class. | T-S  S-S | 25 minutes |
| Vocab Workshop | 1) Fill in the blanks.  2) Discuss questions with the whole class. | T-S | 10 minutes |
| Quizlet | Vocab assessment using Quizlet. | S | 5 minutes |
| Break | 5-10 minutes | | |
| Vocab Workshop | 1) Fill in the blanks.  2) Discuss questions with the whole class. | T-S  S-S | 10 minutes |
| Grammar workshop | 1) The concept of verb complements  2) Verb complement of result (好).  3) A few/some – 一些，几.  4) Revise experiential particle 过.  Give enough time for students to complete “try translating.” | T-S | 15 minutes |
| Kahoot | Play Kahoot games for a summary. | S | 5 minutes |
| Fluency | 1) Teacher explains the activities.  2) Students works in pairs. Teacher goes to groups. Takes notes for common mistakes and gives feedback later.  3) Teacher picks some activities to do together with the whole class. | S-S | 20 minutes |
| Hanzi | Teaches Hanzi lesson 1.  Use Quizlet after the lesson. | T-S | 10 minutes |
| Homework | 1) Lesson 1 Assessment  2) Lesson 1 Sentence Workshop  3) Listen to review podcast  4) Practise Hanzi writing | | |
| Feel free to jazz the flow | | | |

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| **Week 2** |

* **Lesson Objectives:**

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| * Know what to say when you don’t get what others are talking about. * Verb complements 懂、清楚. * Learn how to apologise and respond to apology. * Learn how to say conditionals in Chinese 如果…就… |

* **Lesson Structure:**

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| Section | Learning Content | Style | Time Ref. |
| Warm up and revision | 1）Greeting & small talk. Asking “…好了吗” questions learned from last week. Ask individuals questions like 你写好作业了吗? 你吃好晚饭了吗?  2）Check homework. | T-S | 10 minutes |
| Tutorial | Go through the tutorial section.  1) Students practice saying expressions when they don’t understand native speakers. Pick students to talk to in Chinese, and let them use the expressions.  2) Teaches verb complements using the examples. Explains the difference when using different complements. Play verb complements games. Ask students questions like 你听懂今天的课了吗? 你看清楚这个字了吗 (pointing at it)? 你看到 (student’s name) 了吗? Guide them through this section. If the students learn quickly, consider letting them ask question as the ones above to each other. | T-S | 10 minutes |
| Story Time | 1) Pairs the students in groups and work out the story with their partners. Teacher offers help when it’s needed.  2) Discuss comprehension questions when finished the story.  3) Teacher goes through the story and checks answer with the whole class. | S-S  T-S | 25 minutes |
| Vocab Workshop | 1) Guides students to fill in the blanks.  2) Discusses questions with the whole class. | T-S | 10 minutes |
| Break | 5-10 minutes | | |
| Quizlet | Have an assessment on Quizlet. | S | 5 minutes |
| Grammar workshop | 1) Verb complements of result - 懂, 清楚, 明白.  2) Ways to say sorry and responses.  3) Conditionals 如果…就…  Leave time for students completing “try translating” before checking the answers. If they aren’t sure how to use them, give more examples. | T-S | 15 minutes |
| Sentence Workshop | 1) Students work in pairs to finish Sentence Workshop.  2) Teacher checks the answers with the class and answers students’ questions if there’s any. | S-S | 10 minutes |
| Fluency | Teacher guides students to do the practices, asks questions and encourages every student to showcase everything they’ve learned.  Suggest leaving more time for “Guess my mind.” Apart from students’ ideas, teacher prepares some more beforehand and let them play 抢答 game for this activity. (Idea: 好喝/医生说不可以喝太多/很多英国人喜欢喝/酒吧 – 啤酒) | S | 25 minutes |
| Hanzi | Teaches Hanzi lesson 2.  Use flashcards or Quizlet for the review game. | T-S | 10 minutes |
| Homework | 1) Lesson 2 Assessment  2) Listen to review podcast  3) Practise Hanzi writing | | |
| Feel free to jazz the flow | | | |

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| **Week 3** |

* **Lesson Objectives:**

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| * Learn to make exclamations. * Add on new verb complements (着). * Know the different usage of 那 to connect sentences. |

* **Lesson Structure:**

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| Section | Learning Content | Style | Time Ref. |
| Warm up | 1）Greeting and small talk. Ask students individually some hypothetical questions, for example, 如果明天天气好，你就做什么? 如果明天你有时间，就做什么? Or ask ridiculous questions like 如果我现在在你家，你就做什么? Try and keep the atmosphere light and fun.  2）Check homework: lesson 2 assessment. | T-S  S-S | 10 minutes |
| Hanzi | Teaches Hanzi lesson 3.  Play flashcard or Quizlet games after the lesson. | T-S | 10 minutes |
| Tutorial | Go through the tutorial section.  1) Asks students the questions and let them ask each other and practise degree adv.  2) Guides students using different adjectives to play with the exclamations. For example, 你觉得 (name) 有不有钱? 他有钱极了! (Name) 美不美/帅不帅? 她挺美/帅的. Give compliments to your students using exclamations, and let them translate what you said. | T-S  S-S | 10 minutes |
| Story Time | 1) Students works in pairs to read the story, and then answer comprehension questions. Teacher goes to different groups to observe their progress.  2) Teacher goes through the story and checks the answers with the whole class. | S-S  T-S | 20 minutes |
| Vocab Workshop | 1) Fill in the blanks.  2) Discuss questions with the whole class. | T-S | 10 minutes |
| Break | 5-10 minutes | | |
| Grammar workshop | 1) Verb complements, compare 睡觉, 睡着.  2) A variety of exclamations.  3) Use 那 to give a further statement following the previous context.  4) Revise progressive aspect 在/正在.  Teacher can say some sentences, and pick students to translate, if they can’t answer it, allow “call-out-for-help,” meaning they ask another student to help them out. | T-S | 15 minutes |
| Quizlet | Play Quizlet or 抢答 game. | S | 5 minutes |
| Kahoot | Play Kahoot games to assess students. | S | 5 minutes |
| Fluency | 1) The class does the first two activities together.  2) Students do the conversation flow in pairs and come up with their role play scripts.  3) Teacher asks individuals conversation questions and let students act out their plays. Teacher gives feedback and maybe a follow-up questions to their show. “我在公车上睡着了，因为我喝太多酒了。” “噢，你喝了几杯酒?” | S-S  T-S | 25 minutes |
| Assessment | Teacher guides students to do the assessment and sentence workshop if time allowed. | T-S | 10 minutes |
| Homework | 1) Listen to review podcast  2) Practise Hanzi writing  3) Lesson 3 Sentence Workshop | | |
| Feel free to jazz the flow | | | |

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| **Week 4** |

* **Lesson Objectives:**

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| Break | 10 minutes | | |
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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 5** | | | |

* **Lesson Objectives:**

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* **Lesson Structure:**

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| Break | 10 minutes | | |
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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 6** | | | |

* **Lesson Objectives:**

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* **Lesson Structure:**

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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 7** | | | |

* **Lesson Objectives:**

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* **Lesson Structure:**

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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 8** | | | |

* **Lesson Objectives:**

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* **Lesson Structure:**

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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 9** | | | |

* **Lesson Objectives:**

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* **Lesson Structure:**

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| Break | 10 minutes | | |
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| Homework |  |  |  |
| Design your own teaching plan | | | |
| **Week 10** | | | |

* **Lesson Objectives:**

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| * Describe movements in a given direction. * Expand vocabulary on alcohol and giving rough number 差不多. * Be able to use conjunction pair “not only… but also…” 不但…而且… |

* **Lesson Structure:**

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| Section | Learning Content | Style | Time Ref. |
| Warm up and revision | Small talk using words and grammar which learned in the previous lessons. Maybe start by asking what they’re wearing today. Give them example first,“我穿一件红色的毛衣和一条白色的裙子” to bring back their memory from the last lesson.  Check homework if there’s some. | T-S | 5 minutes |
| Tutorial | Go through the tutorial section.  1) Plays a bartender and takes orders from students. “你好, 你想喝点什么?”  2) Teaches how to use direction complements to indicate the speaker’s location with Learning Focus. Students pretend to be teacher’s cat/dog, and give them instruction, ask them what they should do. If the student got it, they can pick their pet (another student) and the chain continues until everyone finished. Keep it as funny as possible, not bossy. | T-S  S-S | 10 minutes |
| Story Time | 1) Teacher goes through the vocab with students and asks them to pronounce words.  2) Students discuss the story in pairs.  3) After the story, talk about the comprehension questions.  4) Teacher check comprehension answers with the class. | T-S  S-S | 20 minutes |
| Vocab Workshop | 1) Fill in the blanks.  2) Discuss questions with the whole class. | T-S | 10 minutes |
| Grammar workshop | 1) Direction complements 来、去.  2) Conjunction pair 不但…而且...  3) Saying almost using 差不多. | T-S | 15 minutes |
| Break | 5-10 minutes | | |
| Fluency | 1) Teacher explains the activities before pairing the students. Students do the practices with their partners.  2) Asks them some conversation questions. Gives feedback if noticing mistakes. | S-S  T-S | 15 minutes |
| Assessment | The class does the assessment and sentence workshop. Leave time for students’ questions. | S-S  T-S | 10 minutes |
| Hanzi | Teaches Hanzi book 3 lesson 10.  Play the end term total Hanzi revise games with flashcards or Quizlet. | T-S | 10 minutes |
| Graduation test | 1) Teacher asks students to prepare a pen and paper and get ready for the graduation test.  2) Do a section at a time and check answers with the whole class.  3) Asks students to count their scores at the end and praises them.  4) At the end of the class, mentions what they’ll learn in the upcoming level and encourages them to sign up for it. | T-S | 25 minutes |
| Feel free to jazz the flow | | | |