

# Lesson Plan

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## **Basic Information:**

**Course:** CHN 402 Fourth-Level Mandarin

**Students:** 14 students of CHN 301 section 2

## **Teaching Content:**

Reading article: 基因检测疾病：一个高科技神话？

Authentic material, scientific news report

## **Class hours: 3**

2/19 Wednesday 11:30 - 12:20

2/24 Monday 11:30 - 12:20

2/26 Wednesday 11:30 - 12:20

## **Goals and Objectives:**

### **1. Language knowledge**

At the end of this class, students will have a better knowledge of how to use:

- Vocabulary:

Scientific and technical terms (focusing on word structure): 卵巢-卵巢癌、乳腺-乳腺癌、阳性、摘除术、肿瘤（科）、整形（科）、腹泻、综合症、亨廷顿氏症

General words: 彼此、规避、无谓、终身、疾病、罹患、致命、医疗保健、患病

Idioms: 未雨绸缪、闻所未闻、异想天开、命中注定

- Grammar:

到目前为止； up till now

并未； not yet

足以； enough, sufficiently

从而； thus, thereby

门槛越来越低； threshold is becoming lower and lower; less and less requirements

### **2. Language skills**

- Reading (main) Be able to comprehend authentic news reports about gene engineering and medical science.

- **Listening** Be able to better comprehend dialogues and narrations related to genetic engineering and medical science.
- **Speaking** Be able to introduce and comment on the development and achievement of genetic engineering and medical science.

### **3. Learning strategy**

- **Vocabulary** Be able to compare new words to old ones from perspective of components and structure and get familiar with the word building of medical nomenclature.
- **Grammar** Be able to recognize the meanings and functions of grammar structures from their components and structures and use them appropriately. Be able to recognize sentence constituents like subject, predicate, object and modifiers.
- **Text structure** Be able to summarize the meaning of each paragraph and work out how paragraphs and the whole article is organized.

### **4. Sentiment**

At the end of this class, students will develop their own opinion of gene engineering and will be able to look at scientific achievements dialectically.

### **Key Points and Difficult Points:**

1. Word building and word structure of scientific and technical terms, especially medical nomenclature.
2. Strategy development: in addition to regular language teaching, begin to build learning strategies for students including the processing of characters, words, grammars and text structures. Develop students' self-learning ability.

### **Teaching Methods:**

#### **The Cognitive approach:**

In teaching characters, words, grammars and text structures, cognitive approaches are widely used to explain how components work together and the relationship of components have with the function of the whole structure.

#### **The Content-based approach:**

In the comprehension of the reading passage, a top-down approach is adopted in the development of the topic. Based on the schema of the reading passage, practice the

functions of the new words and structures.

**The Task-based approach:**

Introduce a task to involving contents- design a one day healthy menu for cafeteria and demonstrate why this is healthy.

**The Audio-Lingual Method:**

Take full use of multi-media resources related to obesity problem in China, light-meal philosophy, other health diet and nutrition. Raise students' motivations and interests as well as build their cultural background information.

**Teaching Materials:**

**Teaching Procedures:**

## Teaching Procedures:

Lesson	Teaching Implementation		
Hour	Procedures	Contents and Methods	Organization
1 <sup>st</sup>	Warm- up (5 min)	The traditional Chinese medical method of staying healthy (中医养生) Key words: 少食多餐、少食多滋味, 吃饭七分饱 荤菜、素菜、轻食主义	Video introducing 中医养生  Teacher ask questions about new words
		Short answer questions: 你喜欢吃荤菜还是素菜? 为了身体健康, 你在饮食上常常注意哪些问题?	Students volunteer to share answers
	Vocabulary teaching (30 min)	来源 emphasize structure (源-来源) Grammar point: 来源于 意味 noun & verb, distinguish 意思 理念 distinguish 想法 systemic/ philosophic 提倡、禁止 +VP. /sentence 脂肪 emphasize character patterns 蛋白质 emphasize structure 烹饪 emphasize stylistic style 细嚼慢咽 emphasize character pattern(嚼) and structure 均衡 emphasize structure distinguish 平衡 因人而异 emphasize structure and function (normally as predicate)	Write on white board, practice complicated characters like “嚼”  Write down common structure like: 来源于、教学理念  For each word, give a scenario and let students make sentences.
	Vocabulary Practice (2 min)	Scatter Game: Match the words with corresponding meanings	Quizlet Flashcards
	Grammar Points Teaching (8 min)	反而 begin with some common assumptions like 西部人民生活比较差 Use 反而 to reveal the truth 以……为主 Complete sentences begin with 这门课……, 这个周末……	PPT: display the scenarios and the topic words (西部人民、这门课、这个周末)
	Assessment (5 min)	Using new words to fill in the blanks. (All sentences are taken directly or revised from reading passage A)	PPT with animation to show the keys

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2 <sup>nd</sup>	Review & Warm-up (10 min)	Brainstorm about 轻食主义 轻食主义 来源于……/意味着……/是……的理念 轻食主义 提倡……/喜欢……食物/……烹饪方式/不禁止…… 轻食主义 强调…… 轻食主义 素食主义	Without textbook! Students draw lots to get a key word e.g. 来源于 Then work in groups to brainstorm about 轻食主义 来源于……
	Passage Teaching (30 min)	With the direction of key words, analyze the passage: Students in charge of certain key words lead to certain parts of the passage For the few parts not covered by key words, teacher go over briefly (Basically these are not important)	PPT: First project key words, then point out their positions in the passage Students revise their brainstorming results
	Assessment (10 min)	Summarize the whole passage : Students share their revised brainstorm results and supplement on other group's brainstorm results	PPT: Project key words-complete sentence
3 <sup>rd</sup>	Warm up (10 min)	Background information: Chinese people use rich meat plates to show welcome and love; Chinese people is becoming overweight Introduce new words: 三高: 高血压、高血脂、高血糖	PPT: Photos Teacher introduce in Chinese
	Vocabulary Teaching (25 min)	厨艺 emphasize structure (厨、艺-厨艺) = 烹饪技术 居然 emphasize function List some unexpected situations 营养 common structures: 营养丰富 营养好 懵 emphasize character and structure 肥腻 emphasize characters (肥、腻) and structure 吓坏 emphasize word-building (吓-坏) functions: 吓坏了……, 把……吓坏了 误会 function as noun & verb	Write on white board, practice complicated characters like 懵  Write down common structure like: 把……吓坏了, 营养丰富  For each word, give a scenario and let students make sentences.

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3 <sup>rd</sup>	Vocabulary Practice (2 min)	Scatter Game: Match the words with corresponding meanings	Quizlet Flashcards
	Grammar Points Teaching (8 min)	用……来…… Take use of the real classroom situation: 用笔来写字, 用卡片练习生词 不再是 A 而是 B Introduce from 不是 A 而是 B Distinguish practice: 我们不是二年级而是三年级 我们不再是二年级, 而 (已经) 是三年级了。	PPT: display the scenarios and the topic words (卡片、练习生词、二年级、三年级)
	Assessment (5 min)	Using new words to fill in the blanks. (All sentences are taken directly or revised from reading passage B)	PPT with animation to show the keys
4 <sup>th</sup>	Review (2 min)	Review new words and grammar points	Students take turns to read
	Introduction (8 min)	Students read paragraph 1 by themselves and answer the following questions: 1. 作者如何表达对家人的爱? 2. 作者的这种方式, 会产生什么后果? 1 <sup>st</sup> paragraph analysis	Students volunteer to answer the questions. PPT: paragraph 1 with animation marking key points
	Problems & Analysis (20 min)	Students read paragraph 2 and 3 by themselves and answer the following questions: 1. 作者的丈夫怎么了? 2. 作者的女儿怎么了? 3. 作者有错吗? Paragraph 2 and 3 analysis	Work in groups to answer the questions. PPT: paragraph 2 and 3 with animation marking key points
	Solution (15 min)	Bridge: 如果你是作者, 你会怎么办? Volunteer to answer Read paragraph 4 and 5, 作者是怎么办的? Key: 改变全家人的饮食习惯 Brainstorm: 改变之前, 作者…… 改变之后, 作者…… Share answers	Work in groups to brainstorm PPT: paragraph 4 and 5 with animation marking key points (改变之前、改变之后)

Lesson	Teaching Implementation		
Hour	Procedures	Contents and Methods	Organization
4 <sup>th</sup>	Summary (5 min)	Activity: Choose the right photo of food for 作者 改变之前 and 改变之后 Fill in the blank 过去, 作者_____ 结果, 作者的丈夫_____ 作者的女儿_____ 后来, 作者_____ With this notes, recall what the passage is about.	PPT: show photos of two kinds of food Handout with the blanks and some choices PPT: animation with answers
5 <sup>th</sup>	Core task (35 min)	Task Instruction: Read a Chinese nutrition value table and work out a one day's healthy menu for cafeteria. Present in front of the whole class and demonstrate why you consider this way is healthy. Take notes of other students' recipe	Handout contains a Chinese nutrition value table 10 minutes of preparation and less than one minute of presentation for each student
	Summary (15 min)	Combine with other student's presentations and work out a menu for a whole week (7 days).	Mingle activity: students all walk around the classroom to find the best recipe for different days.

### **Reflection:**

1. The vocabulary assessment seemed too easy for them, especially when coming right after vocabulary teaching. I think from next time we can change the "fill in the blank" to "make complete sentence" based on given topic.
2. Always remember to assign groups when doing group activity.