**Occupation**

Teaching object: 160 Grade 6-7 students, Chinese-learning beginners

Teaching time: 45 minutes

Type of class: vocabulary/listening/speaking/writing

Teaching content:Occupation

Teaching aims:

By the end of the lesson, students will be able to

1. review how to say family members.
2. know different jobs.
3. ask and answer with the sentence pattern “---你爸爸/妈妈做什么工作？ ---我爸爸/妈妈... ---你将来想做什么工作？ ---我将来想做...”.
4. do a presentation of family member and their jobs.

Teaching highlights:

1. know different jobs.
2. ask and answer with the sentence pattern “---你爸爸/妈妈做什么工作？ ---我爸爸/妈妈... ---你将来想做什么工作？ ---我将来想做...”.

Teaching difficulties: do a presentation of family member and their jobs.

Teaching methods: Task-based teaching method/Group work/TPR/Student-centered teaching

Teaching aids: pictures/flash cards/whiteboards/kahoot/padlet

Teaching procedures:

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task2 Brainstorm what jobs students know.

〖Designing intention: Talk about the teaching content and activate the classroom environment.〗

Task3 Read different jobs and learn differences of jobs in China and America and have a group competition about these jobs.

〖Designing intention: The differentiated explanation of jobs in China and America makes students realize the culture differences. The word competition makes students engage in class more actively.〗

Task4 Do a kahoot about the vocabulary.

〖Designing intention: To check if they can speak the words out accurately and fluently in a lively, competitive and efficient way and to see if we can move on with our class.〗

Task5 Learn the different sentence pattern to ask and answer about family members’ jobs and students dream jobs.

〖Designing intention:The activities make students switch from vocabulary learning to sentence learning which is advanced for their Mandarin learning level.〗

Task6 Practice the dialogue with their group members or other classmates.

〖Designing intention: The speaking practice switches students from simple input activity from output activity.〗

Task7 Do an introduction flyer about their family members’ jobs and their future jobs with all the pictures.

〖Designing intention: The writing activity enhances students knowledge through doing the flyer in Mandarin.〗

Task8 Present the flyer and introduce their family members’ jobs and their future jobs .

〖Designing intention: To check students’ knowledge about jobs and related sentence patterns.〗