**What are you doing?**

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

Teaching time: 45minutes

Type of class: vocabulary/learning/listening/speaking

Teaching Content:What are you doing?

Teaching aims:

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

1. know the names of classroom objects and the action to do it.
2. say the names of classroom objects and the action performed on it with the sentence structure I'm doing...
3. cherish everything we have.

Teaching highlights:

1. the names of classroom objects and the action to do it.
2. the sentence structure I'm doing...

Teaching difficulties:

1. say I'm doing...with the names of classroom objects and the action performed with it.

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

Teaching aids: pictures/cards/whiteboards

Teaching procedures:

Task1 Greetings

Teacher:Good morning, boys and girls!

Students:Good morning, teacher!

Teacher:Boys and girls, how are you feeling today?

Students:We're fine. How about you?

Teacher:I'm fine too. I'm happy(with a big smile on face) because of that on the teacher's desk.(Teacher says this with fingers pointing to flowers on the teachers' desk) Flowers!

Students:Flowers!

Teacher:What's on your desk?(pointing to students' desks)

〖Designing intention:Beginning the whole class with an interesting guess can make classes lively and interesting. The last question attracts students to explore more answers willingly.〗

Task2 Lead-in

Student1:(pointing to a pen) Teacher:Pen!(writing on the blackboard)

Student2:(pointing to a book) Teacher:Book!(writing on the blackboard)

Student3:(pointing to a picture) Teacher:Picture!(writing on the blackboard)

Student4:(pointing to a rubber) Teacher:Rubber!(writing on the blackboard)

Student5:(pointing to a schoolbag) Teacher: Schoolbag!(writing on the blackboard)

〖Designing intention: The question asked before inspires students to know the Chinese expression of those English words.〗

Task3 Consolidation

1. Reading after the teacher

Teacher:Read after me please!(Teacher reads for students with classroom objects on the desk)

〖Designing intention: The reading makes students have a deeper impression on those words.〗

1. Reading one by one

Students read the new words one by one. Teacher will choose some of them to read in front of the class.

〖Designing intention: To ensure everybody can know the pronunciation.〗

1. Reading in groups

Students read the new words to group members with the help of the classroom objects.

〖Designing intention: To ensure everybody read pronunciations correctly.〗

4.Reading to themselves

〖Designing intention: To help students self-check if they can speak the words out accurately and fluently.〗

Task4 Competition

1. Teacher puts all those classroom objects behind herself and each time shows one and asks students to stand up quickly and compete to speak their names out fluently. If what he/she says is accurate and fluent, he/she is the winner who can get 1 point to add to their team.(Before class, teacher has to divide students into 4 groups of 5 and tells them the rules in class.)

〖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 Acquiring

1. Teacher shows the pictures of a pen, a book, a picture, a rubber and a schoolbag one by one and ask students what we can do with these classroom objects.

Teacher:A pen(acting like holding a pen), hold a pen.

Student1:A book(acting like reading a book), read a book.

Student2:A picture(acting like drawing a picture), draw a picture.

Student3:A rubber(acting like cleaning with a rubber), use a rubber.

Student4:A schoolbag(acting like carrying with a schoolbag), carry a schoolbag.

〖Designing intention: To make students easily understand the action performed on the classroom objects.〗

Task6 Chanting with teacher

T: Chant after me!(chanting while acting together)

A pen, hold a pen. A book, read a book. A picture, draw a picture.

A rubber, use a rubber. A schoolbag, carry a schoolbag.

〖Designing intention: The rhythmical chant makes students remember the words easily and chanting while acting makes students see if they truly understand the acts as well as encouraging students to actively join in the class.〗

Task7 Chanting by yourselves

〖Designing intention: Students chant by themselves to check if they can say out the names of the action and the classroom objects accurately and fluently.〗

Task8 Chanting to group members

〖Designing intention: Students chant to group members for others to check if they can say out the names of the action and the classroom objects accurately and fluently and the competitive activity makes students interested in learning language and they learn better than usual.〗

Task9 Matching

Teacher puts up two groups of pictures on the blackboard. The first group are about people doing something on it and the second group are about a pen, a book, a picture, a rubber and a schoolbag that they have learned before.Students are supposed to match the action in the first group with the names in the second group.

〖Designing intention: To help students remember the action that is performed on a pen, a book, a picture, a rubber and a schoolbag directly.〗

Task10 Competing

With the pictures on the blackboard, students are asked to compete to speak out the action and the names of classroom objects more quickly, accurately and fluently with the winner getting 1 point to add to their team.

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

Task11 Asking and answering with teacher

Teacher asks students to ask and answer with the question "What are you doing?" freely first with group members. Students may have difficulty in I'm doing.... Teacher has to give some help before students can say them out correctly.

Teacher:What are you doing?(with the gesture holding a pen) I'm holding a pen.

Students:I'm holding a pen.

Teacher:What are you doing?(with the gesture reading a book)

Students:I'm reading a book.

Teacher:What are you doing?(with the gesture drawing a picture)

Students:I'm drawing a picture.

Teacher:What are you doing?(with the gesture using a rubber)

Students:I'm using a rubber.

Teacher:What are you doing?(with the gesture carrying a schoolbag)

Students:I'm carrying a schoolbag.

〖Designing intention: To check if students can say I'm doing correctly and provides help if necessary.〗

Task12 Asking and answering in groups

Students take turns to ask and answer in groups to ensure each group member can acquire the knowledge.

Task14 Playing a game

Teacher asks two students in each group to come to the front. One is facing the teacher and the other is opposite to the teacher facing other classmates. Teacher does one of the action learnt above, the one who is facing the teacher and opposite to the classmates has to follow what the teacher does and show it to other classmates at the same time and then the other one opposite to the teacher are supposed to guess the action. Their team will get 1 point each time the student who guesses gets the right answer.

〖Designing intention: The game is a kind of revision of what the students learnt in this class. The interesting game attracts students to engage in classes actively.〗

Task13 Homework

Teacher: Boys and girls, We're enjoying ourselves in the classroom with the classroom object games, right? You know in some parts of rural China or in other countries, there are many students who don't have chances to go to school. Let's cherish what we have and try to help others as much as we can!

Today's homework is reviewing what you've learnt in the class and try to find more classroom objects for next class.