**Outline for Sequence of Lessons**

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**Lesson 1**

***Learning objectives:***

- consolidating previously taught Colours vocabulary

- introduce 8 new items of furniture vocabulary

**Starter:** Revision of Colours (Li Hua)

**Activity 1**........

**Activity 2**.........

**Activity 3: Introduction of 8 items of furniture (Steph)**

Teacher will introduce 8 items of furniture via PPT-slides (Students repeat after teacher and teacher works from asking closed questions towards open questions.).

**Activity 4: Revision of 8 items of furniture.**

Teacher will present the PPT-slides again with the 8 furniture words, but this time only characters are visible (picture has been taken away).

**Activity 5: Memorisation-game.**

Teacher will say 4 objects of furniture and students need to be able to repeat it in that exact order. The teacher will select students via random-name generator. Teacher will build it up from remembering 4 objects to total of 8 objects.

**Activity 6: Defeat the teacher**

The teacher points at a character on the board and will say the correct or incorrect pinyin. The students are playing against the teacher and whoever scores 10 points first wins. The students should only repeat what the teacher said if the teacher says the correct pinyin. If the students repeat when the teacher says the incorrect pinyin, it is a point for the teacher, if they are silent it is a point for the students.

**Activity 7: Colours and furniture**

Teacher explains how to form a sentence combining colours with furniture via PPT. Students are divided into pairs. Teacher will show a picture of a coloured furniture object and pronounces pinyin. Each team needs to raise their thumb up or down to indicate the pronounciation is correct. As a second round the teacher will show the same PPT-slides and targets certain pairs via random name generator to say the one variation of the pinyin aloud. That pairs need to pick another team and they say the second variation.

**Plenary**

Teacher puts Learning Objectives slide on the board and asks which students think they have reached the learning objectives of the day. Some children will be asked to prove that they have reached the objectives.

**Lesson 2**

***Learning objectives***

- Consolidate previously taught Furniture vocabulary

- introduce the structure ‘Item A + Preposition +有 +Item B’ and

**Starter: Revision of Furniture**

Teacher presents previously taught furniture vocabulary via PPT-show. Students repeat after the teacher, teacher moves from closed to open questions.

**Activity 1: Worksheet**

Students are given a worksheet and need to work in pairs. Each student select a number (1-5) and following those specific coordinates on the worksheet they need to say what the pinyin is of the picture (worksheet with characters only for high-ability students).

**Activity 2: Presenting structure (Frances)**

(slide 51) Students repeat after teacher “房间里有…。”

(slide 52) Teacher ask “房间里有什么？” Students answer “房间里有…。”

(slide 53) Teacher explains structure 1 explicitly. Then students note down the structure.   
 Extension: students make a sentence of their own.

**Activity 3: Consolidating structure** (Frances)

(slide 54-56) Show snapshots from the film to students. Students describe (saying) what furniture there is. Teacher writes the answer on board, scaffolding for the next activity.

**Activity 4: Differentiated activity (Chris)** – slide 57

Pupils aim make sentences in teams of four of furniture they see in the video.

They write the sentences as they are watching the video clip on mini-whiteboards and are given two minutes after the video has ended to review the sentences they’ve written. Teacher tells students that they cannot earn points for sentences that are false, have characters written incorrectly or are grammatically incorrect. Tell pupils for every three points they accumulate they earn themselves one merit.

Teacher models by playing the video to the pupils pausing at the first scene where we see a piece of furniture (窗户). At this point the teacher elicits from a pupil what they see (房间里有大黑色的窗户 ). Teacher elicits extensions of the sentence/corrections based on pupil responses.

Have a pupil repeat instructions back to teacher.

Play the video to pupils and monitor their note taking to ensure they are on task.

Once video is finished, pupils are then given two minutes to write down their answers on a single mini-whiteboard.

Pupils then give mini-whiteboards to another group of four who peer correct using a different coloured pen and give that group a score.

Pupils put whiteboards up into the air for teacher to see with the score and writes their score on the board based on whether or not the answers they had written were correct.

Possible answers:

黑色的窗户

黑色的桌子

黑色的椅子

黑色的门

白色的灯

黄色的镜子

棕色的桌子

粉红色的床

Bellow is extra activities.

**Activity 5: Presenting structure 2** (Frances)

Teacher explains structure 2 explicitly.

**Activity 6: Memorising game** (Frances)

Show the first pic of a room for 20 seconds. Then show the second pic of the same room, but 8 items are missing. Students say what items are missing and describe their location.