



# The Erindale Academy

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| 1576 Dundas St West, Mississauga, ON L5C 1E5

## **Daily Lesson Plan**



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|   |  |                           |
|---|--|---------------------------|
| <b>Course Name: Simplified Chinese</b>  |  | <b>Course Code: LKBDU</b> |
| <b>Grade Level: 12</b>  | <b>Duration: 3</b>   | <b>Lesson #: 1.12</b>     |
| <b>Unit #: 1</b>  | <b>Lesson Title: 1.12 Chinese and English Text &amp; Discourse: Business</b> |                           |
| <b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> )<br>A1, A2, A3<br>B1, B2.1, B3<br>C1, C2, C3<br>D1, D2   |  |                           |
| <b>Specific Expectations</b> ( <i>Directly from The Ontario Curriculum</i> )<br>A1,1 A1.2 A2.1 A2.2 A2.3 A3.1<br>B1.1 B1.2 B1.3 B2.1 B2.2<br>C1.1 C1.2 C1.3 C2.1 C2.2 C3.1<br>D1.2 D2.2 D2.3  |  |                           |
| <b>Learning Skills &amp; Work Habits</b> ( <i>Check all that apply; Select from the following list and describe the activity(ies) you plan to track</i> )<br>Responsibility: Know class rules and expectations<br>Organization: Prepare for quizzes and other assignments on the way<br>Independent Work: Review of learnings in class<br>Collaboration: Pair work and group work in researching, role play, discussion, etc.<br>Initiative: Engage in class actively<br>Self-Regulation: Obey the class rules  |  |                           |
| <b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )<br>Today you (students) will:<br><ol style="list-style-type: none"><li>1) Know the importance of business communication</li><li>2) Know the differences between Chinese and English Business letters and invitations</li><li>3) Know the different styles of negotiation of Chinese and Western businessmen</li><li>4) Learn how to achieve functional/dynamic equivalence in languages in business communication</li><li>5) Improve translation skills</li><li>6) Enhance teamwork and public speaking skills</li></ol> |  |                           |



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**Success Criteria** (*Based on the application of the lesson, how will I know students have learned what I intended? Recording Devices: anecdotal record, checklist, rating scale, rubric, etc...*)

By the end of this lesson I (students) can:

- Translate business texts with the awareness of functional equivalence
- Discuss in groups
- Speak in public (role play)

## Materials and Resources

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

## Lesson Structure and Activities

| Timing (minutes) | Content  |
|------------------|--|
| ~5-10 minutes    | <b>ICEBREAKER &amp; WARM-UP QUESTIONS</b><br><i>Check attendance</i><br><br><b>Warm-up questions:</b><br>How are you today?<br>Any updates/ news to share? |
| ~15-20 minutes   | <b>Part 1</b><br>Review of Lesson 1.11<br>Check homework – translation exercise<br>Complete Quiz 1.11  |



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|   |  |
|---|--|
| ~45-50 minutes  | <b>Part 2</b> Lecture: Chinese and English Text & Discourse: Business  |
| ~5-10 minutes   | <b>Part 3</b> - Discussion:<br>Do you agree with the business culture explained?   |
| 15 minutes  | <b>Break</b>   |
| ~70 minutes   | <b>Part 4</b> – Review and Role Play<br><br>1. Review the theories learned in the first part of the lesson<br>2. Role play preparation<br>3. Role play – two or three groups |
| ~10-15 minutes  | <b>ASSIGN ASSIGNMENT/HOMEWORK</b><br>- <i>Writing assignment - Essay</i>   |
| <b>ASSIGNMENT/HOMEWORK</b><br>- <i>Review and prepare for Quiz 1.12</i>   |  |
| <b>EXIT CARD</b><br><i>Short Survey</i>   |  |
| <b>TEACHER'S REFLECTIONS</b><br><i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i><br><b>After the lesson:</b> |  |



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## The Erindale Academy Daily Lesson Plan Unit # and Lesson Plan #

*Check all that apply in each list (Teacher may modify the list)*

| Assessment Strategies   |  |  |
|---|--|--|
| For Learning  | As Learning  | Of Learning  |
| <p><b>Student product:</b><br/>           Diagnostic tests<br/>           Practice quiz<br/>           Pop quizzes<br/>           Homework<br/>           Class notes<br/>           Peer feedback<br/>           Practice questions<br/>           Practice tests</p> <p><b>Observation:</b><br/>           Class discussions<br/>           Peer feedback</p> <p><b>Conversation:</b><br/>           Student teacher conferences<br/>           Small group discussions</p> | <p><b>Student product:</b><br/>           Learning logs<br/>           Self-assessment sheet<br/>           Homework<br/>           Self-analysis sheet<br/>           Peer-analysis sheet</p> <p><b>Observation:</b><br/>           Whole class discussions<br/>           Group discussions</p> <p><b>Conversation:</b><br/>           Student teacher conferences<br/>           Small group discussions<br/>           Pair work</p> | <p><b>Student product:</b><br/>           Assignments<br/>           Tests<br/>           Exam<br/>           Case studies<br/>           Business report</p> <p><b>Observation:</b><br/>           Student-led discussion/debate<br/>           Presentation<br/>           Performance tasks</p> <p><b>Conversation:</b><br/>           Student teacher conferences<br/>           Question and answer session</p> |
| Lesson Tools  |  |  |
| <p><b>Direct Instruction</b><br/>           Structured overview<br/>           Lecture<br/>           Compare &amp; contrast<br/>           Socratic method<br/>           Demonstrations</p>   | <p><b>Indirect Instruction</b><br/>           Problem solving<br/>           Case studies<br/>           Reading for meaning<br/>           Inquiry<br/>           Reflective discussion<br/>           Writing to inform<br/>           Concept formation<br/>           Concept mapping<br/>           Concept attainment</p>  | <p><b>Instructional Skills</b><br/>           Explaining<br/>           Demonstrating<br/>           Questioning</p>   |



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| <b>Interactive Instruction</b>   | <b>Independent Study</b>  | <b>Experiential Learning</b>   |
|--|---|--|
| <ul style="list-style-type: none"><li>PowerPoint</li><li>Video clip</li><li>Debates</li><li>Role playing</li><li>Brainstorming</li><li>Peer partner</li><li>Learning/analysis</li><li>Discussion</li><li>Laboratory groups</li><li>Cooperative learning</li><li>Groups</li><li>Jigsaw</li><li>Problem solving</li><li>Conferencing</li></ul> | <ul style="list-style-type: none"><li>Essays</li><li>Computer assisted</li><li>Instruction</li><li>Journals</li><li>Learning logs</li><li>Reports</li><li>Learning activity packages</li><li>Correspondence lessons</li><li>Learning contracts</li><li>Homework</li><li>Research projects</li><li>Assigned questions</li><li>Learning centers</li></ul> | <ul style="list-style-type: none"><li>Field trips</li><li>Conducting</li><li>Experiments</li><li>Simulations</li><li>Games</li><li>Story telling</li><li>Focused imaging</li><li>Field observations</li><li>Role-playing</li><li>Model building</li><li>Surveys</li><li>Case studies</li></ul> |