



# The Erindale Academy

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Tel: 905-232-1576

| Email: [info@erindaleacademy.ca](mailto:info@erindaleacademy.ca)

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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 #: 1.13</b>
<b>Unit #: 1</b>	<b>Lesson Title: 1.12 Chinese and English Text &amp; Discourse: Toursim</b>	
<b>Overall Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
<b>Specific Expectations</b> ( <i>Directly from The Ontario Curriculum</i> ) A1,1 A1.2 A2.1 A2.2 A2.3 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1 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> ) Responsibility: Know class rules and expectations Organization: Prepare for quizzes and other assignments on the way Independent Work: Review of learnings in class; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time		
<b>Learning Goals</b> ( <i>What do I want the students to know and/or be able to do?</i> )  Today you (students) will:  <ol style="list-style-type: none"><li>1) Know the basic differences between Chinese and English tourism texts</li><li>2) Know the different styles of tourism texts in Chinese and English</li><li>3) Learn how to translate basic tourism texts between the two languages</li><li>4) Enlarge tourism-related vocabulary</li><li>5) Improve translation skills</li><li>6) Enhance teamwork and public speaking skills through discussion and games</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 tourism texts with the awareness of functional equivalence
- Discuss in groups on language features of Chinese and English tourism texts
- Speak in public (games)

## 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> <i>Check attendance</i>  <b>Warm-up questions:</b> How are you today? Any updates/ news to share?
~15-20 minutes	<b>Part 1</b> Review of Lesson 1.12 Complete Quiz 1.12
~45-50 minutes	<b>Part 2</b> Reading & Learning: Chinese and English Text & Discourse: Tourism



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~5-10 minutes	<b>Part 3 - Discussion:</b> <ul style="list-style-type: none"><li>• What are the different language features of Chinese and English tourism texts, such as differences in text patterns, words and phrases, figures of speech, emotional involvement, etc.?</li><li>• Which style do you like? Which is more impressive?</li></ul>
15 minutes	<b>Break</b>
~70 minutes	<b>Part 4 – Translation &amp; interpretation – Read, Learn &amp; Game</b> <ol style="list-style-type: none"><li>1. Read 杭州——人间天堂</li><li>2. Learn the sample translation</li><li>3. Game – two groups having a competition</li></ol>
~10-15 minutes	<b>ASSIGN ASSIGNMENT/HOMEWORK</b> <ul style="list-style-type: none"><li>- <i>Writing assignment - Essay</i></li></ul>
<b>ASSIGNMENT/HOMEWORK</b> <ul style="list-style-type: none"><li>- <i>Review and prepare in-class interpretation of 杭州——人间天堂</i></li></ul>	
<b>EXIT CARD</b> <i>Short Survey</i>	
<b>TEACHER'S REFLECTIONS</b> <i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i> <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>            Diagnostic tests            Practice quiz            Pop quizzes            Homework            Class notes            Peer feedback            Practice questions            Practice tests</p> <p><b>Observation:</b>            Class discussions            Peer feedback</p> <p><b>Conversation:</b>            Student teacher conferences            Small group discussions</p>	<p><b>Student product:</b>            Learning logs            Self-assessment sheet            Homework            Self-analysis sheet            Peer-analysis sheet</p> <p><b>Observation:</b>            Whole class discussions            Group discussions</p> <p><b>Conversation:</b>            Student teacher conferences            Small group discussions            Pair work</p>	<p><b>Student product:</b>            Assignments            Tests            Exam            Case studies            Business report</p> <p><b>Observation:</b>            Student-led discussion/debate            Presentation            Performance tasks</p> <p><b>Conversation:</b>            Student teacher conferences            Question and answer session</p>
Lesson Tools		
<p><b>Direct Instruction</b>            Structured overview            Lecture            Compare &amp; contrast            Socratic method            Demonstrations</p>	<p><b>Indirect Instruction</b>            Problem solving            Case studies            Reading for meaning            Inquiry            Reflective discussion            Writing to inform            Concept formation            Concept mapping            Concept attainment</p>	<p><b>Instructional Skills</b>            Explaining            Demonstrating            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>