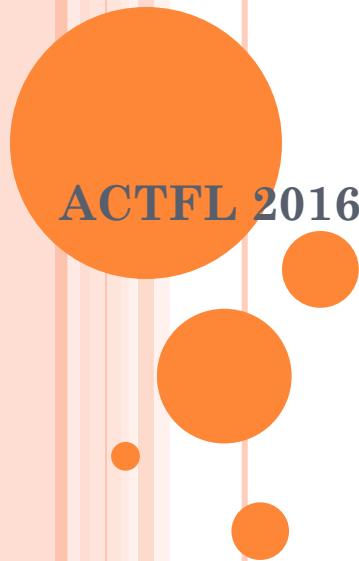


# **APPLY TASK BASED LANGUAGE TEACHING IN CHINESE INSTRUCTION**

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**Session submission, 6569**

**ACTFL 2016 program in Boston, Massachusetts, November 18-20,  
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- c. Zone of proximal development 维果茨基的最近发展区理论
- d. K-12 World Languages Learning Standards (5C)
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- c. Language Focus and Feedback: a balance should be kept between fluency, which is what the task provides, and accuracy, which is provided by task feedback. 教学任务后的活动以及活动结束后的讲评和总结

## 5. Questions and answer time

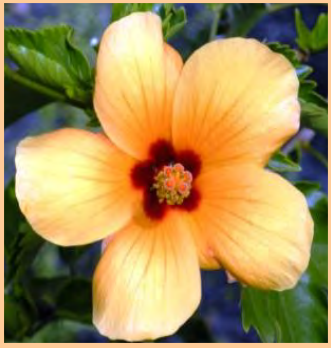


# 1.WHAT IS TASK BASED LANGUAGE TEACHING?(TBLT)

- Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages. Based on empirical research, TBLT adopts meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity in the (language) classroom, and assessing language competencies.
- “任务教学法”是一种紧扣实践的教学方法，在一定的时间内教会学生特定的语言技能；学生学完教学内容后能够使用相关的语言技能。
- Task-based教学法就是不要将知识零散化、书本化，要让学生通过一系列有目标的、设计好的活动与操练真正掌握怎样使用一组语言技巧，让语言学习接近现实生活，从而变得有意义。

- *Task-Based Language Teaching* (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages.
- Task-based learning (TBL) is typically based on three stages. The first of these is the pre-task stage, during which the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task.





# What is task-based language *learning* (TBLT)?

Pedagogic principles, such as...

- Promote learning by doing, experiential learning
- Use task as the unit of analysis for instruction & assessment
- Provide rich L2 input
  - Elaborate (rather than simplify) L2 input
- Enable inductive 归纳的/chunk learning
- Promote collaborative-cooperative interaction

(e.g., Doughty & Long, 2003; Ellis, 2003)

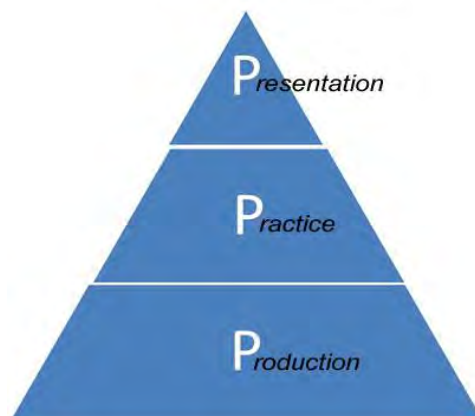


## 2. PPP APPROACH

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=5R-DRmN42fE](https://www.youtube.com/watch?v=5R-DRmN42fE)

- A traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the **PPP approach** (presentation, practice, production). With this model individual language items (for example, the past continuous) are presented by the teacher, then practiced in the form of spoken and written exercises (often pattern drills), and then used by the learners in less controlled speaking or writing activities.

*The PPP Approach*



## What is the PPP Approach...?

It is a common approach to communicative language teaching that works through the progression of three sequential stages.

*Presentation*

1

*Practice*

2

*Production*

3



# THE PPP APPROACH TO LANGUAGE TEACHING

```
graph TD; Title[THE PPP APPROACH TO LANGUAGE TEACHING] --> Description([It is the most common modern methodology employed by professional schools around the world.]); Description --> Presentation[PRESENTATION]; Description --> Practice[PRACTICE]; Description --> Production[PRODUCTION];
```

It is the most common modern methodology employed by professional schools around the world.

**PRESENTATION**

**PRACTICE**

**PRODUCTION**

# What does PPP stand for?

The **PPP** is a successful *teaching method* and is widely used throughout the world by many EFL and ESL teachers. Every **PPP** lesson has a language aim, which students should fulfill by the end of it.

The **PPP** can be applied to teach *grammar items, functions, vocabulary and even pronunciation.*



**Presentation**

1

- The teacher introduces a situation and presents the target language (L2) in context.

**Practice**

2

- Students practice the target language (L2) items using accurate reproduction techniques.

**Production**

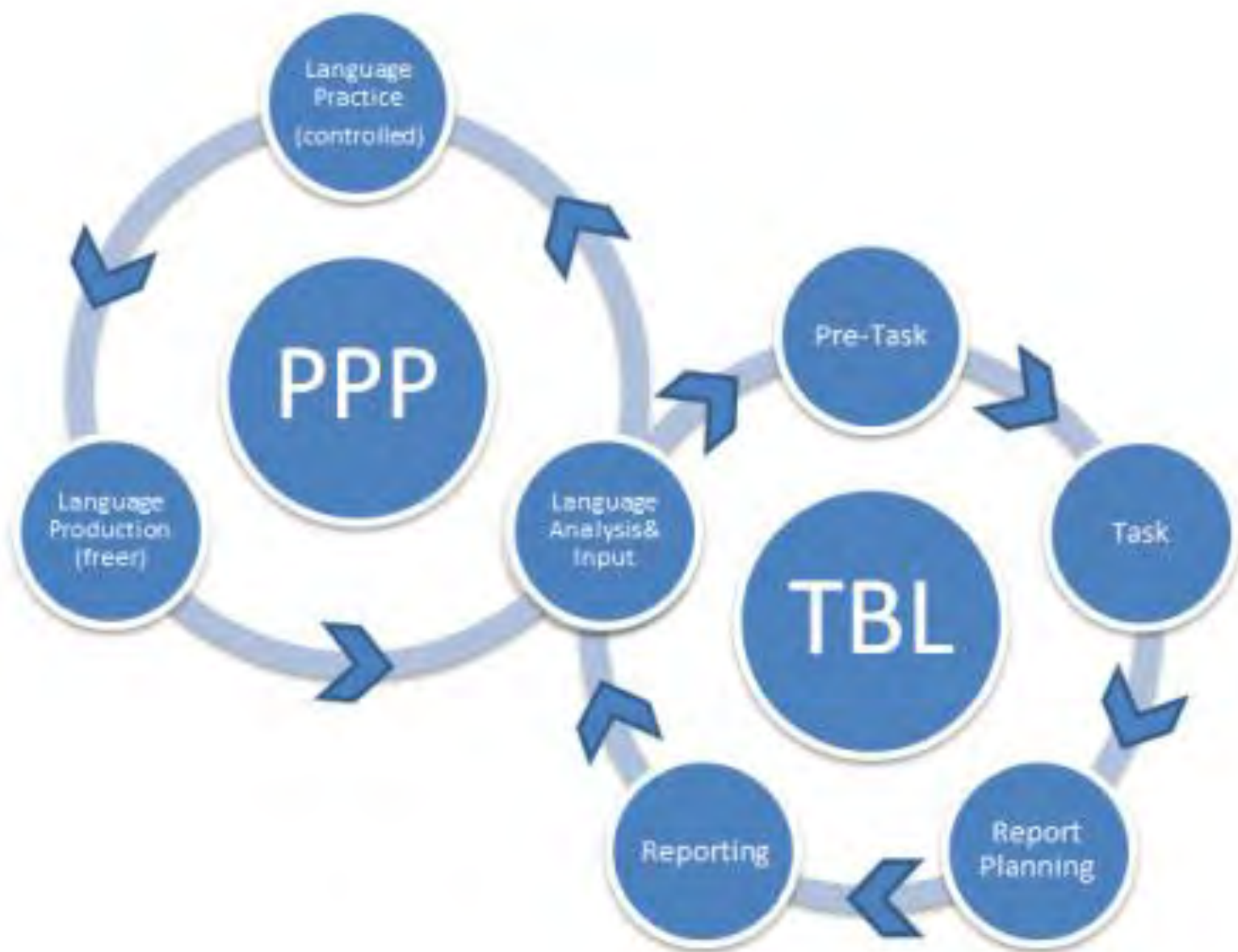
3

- Students use the target language (L2) and make sentences of their own.

# 3 Ps Framework


- Presentation Stage: The teacher presents the form and use of a grammatical item.
- Practice Stage: The students practise this grammatical item using a variety of controlled and less controlled activities.
- Production Stage: The teacher sets up an activity which encourages students to use language (freely) and where they will produce the grammar previously studied and practised.



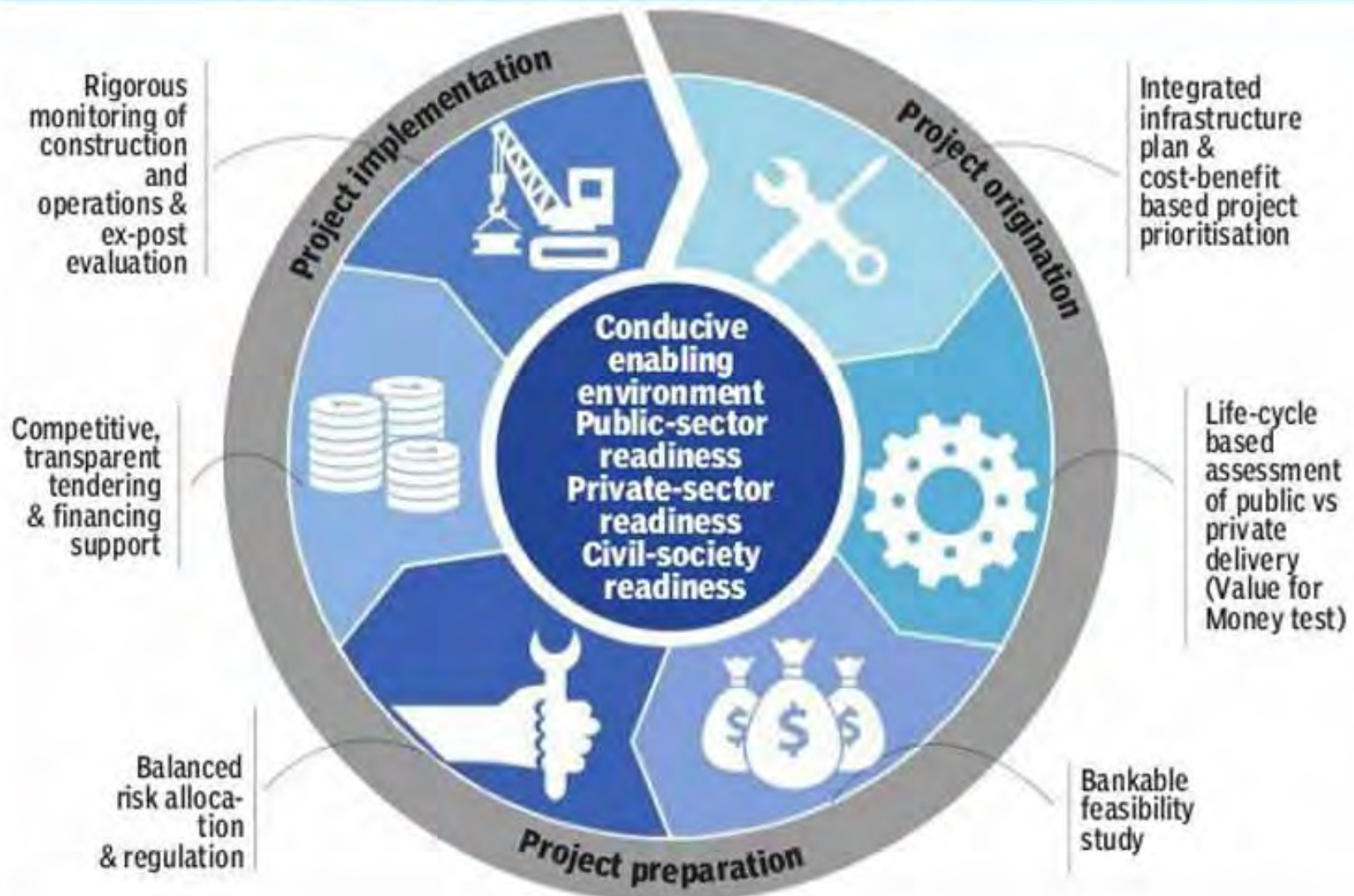




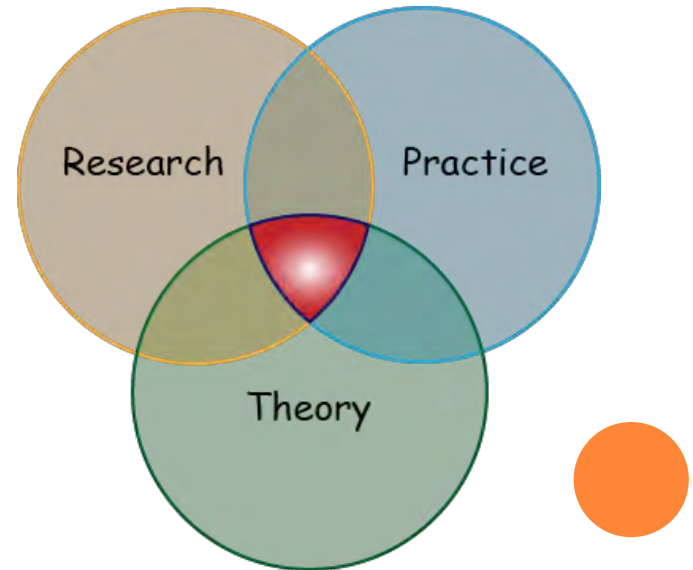
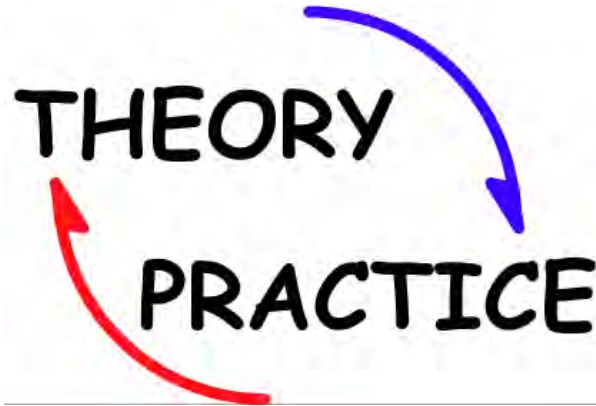
# Critics of the 3 Ps

- Skehan (1996, p.18) indicated to major reasons for discarding PPP:
    - 1- the evidence in support of such an approach is unimpressive as levels of attainment in conventional foreign language learning are poor, and students commonly leave school with very little in the way of usable language.
    - 2- the underlying theory for a PPP approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatization no longer carries much credibility in linguistics or psychology.
- 

# PPP BEST PRACTICE FRAMEWORK



### 3. THEORIES THAT ARE HELPFUL TO GUIDE TBLT: THEORIES THAT WORK AND GUIDE IN TEACHING AND LEARNING PRACTICE

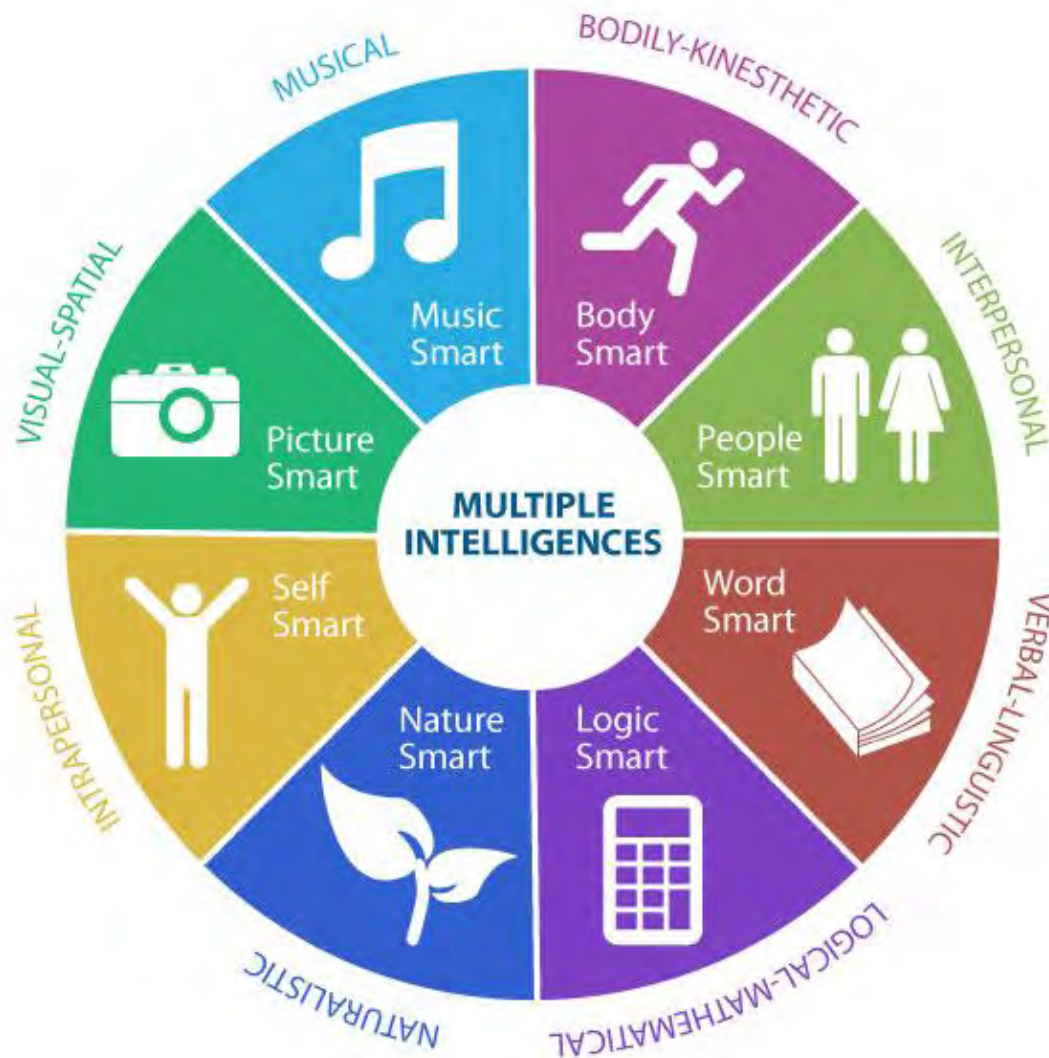


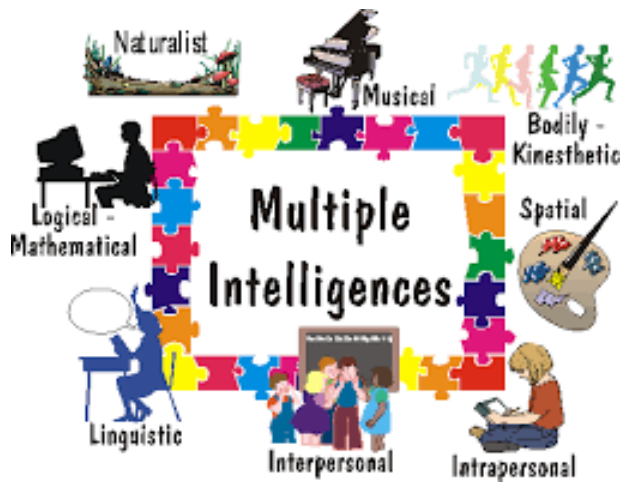
What we remember after 24 hours...



Sousa, David A., How the Brain Learns. Thousand Oaks: Corwin Press, 2006.

## A. MULTIPLE INTELLIGENCES 多元智能理论





IMAGINATION Has no rules!!

WHAT DO YOU SEE?

你看见什么?

Take  
a look...


我看见



JAN 09 2011

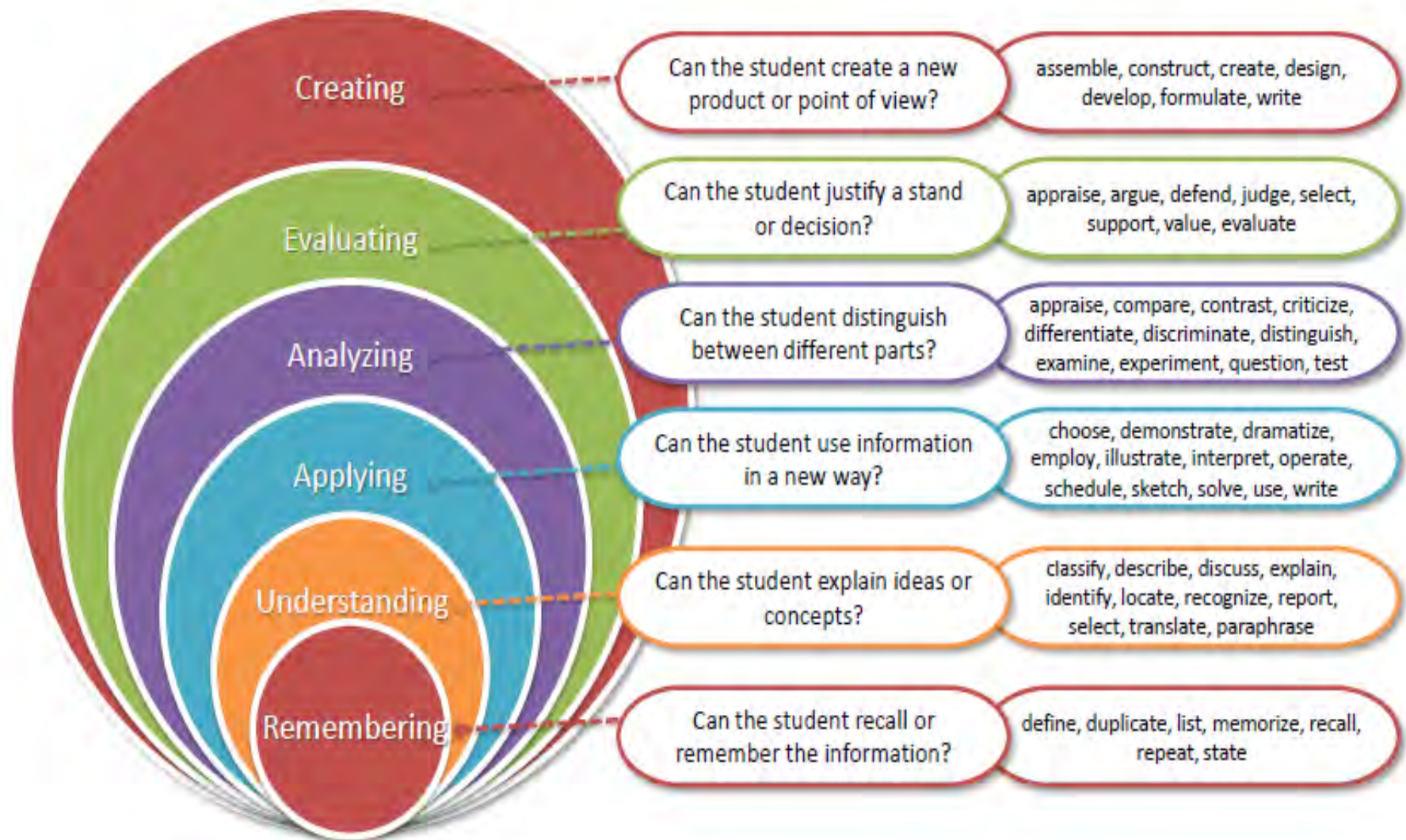
Look! They are on a road...

## B. BLOOM'S TAXONOMY

<p>Higher Order Learning</p>  <p>Lower Order Learning</p>	Synthesizing	The learner creates something new by synthesizing what he or she has learned.
	Evaluating	The learner renders a judgment of a phenomenon based on learned criteria.
	Analyzing	The learner deconstructs a phenomenon into its component parts.
	Applying	The learner applies concepts and frameworks to novel cases.
	Understanding	The learner explains something in his or her own words.
	Remembering	The learner recalls and repeats what was learned.



# Bloom's Taxonomy (Revised)



# C. ZONE OF PROXIMAL DEVELOPMENT 维果茨基的最近发展区理论

## 4 Basic Principles Underlying The Vygotskian Framework

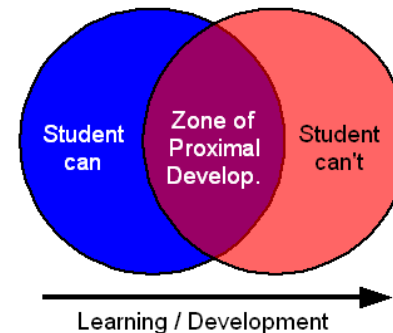
Children construct their knowledge

Development can not be separated from its social context

Learning can lead development

Language plays a central role in mental development

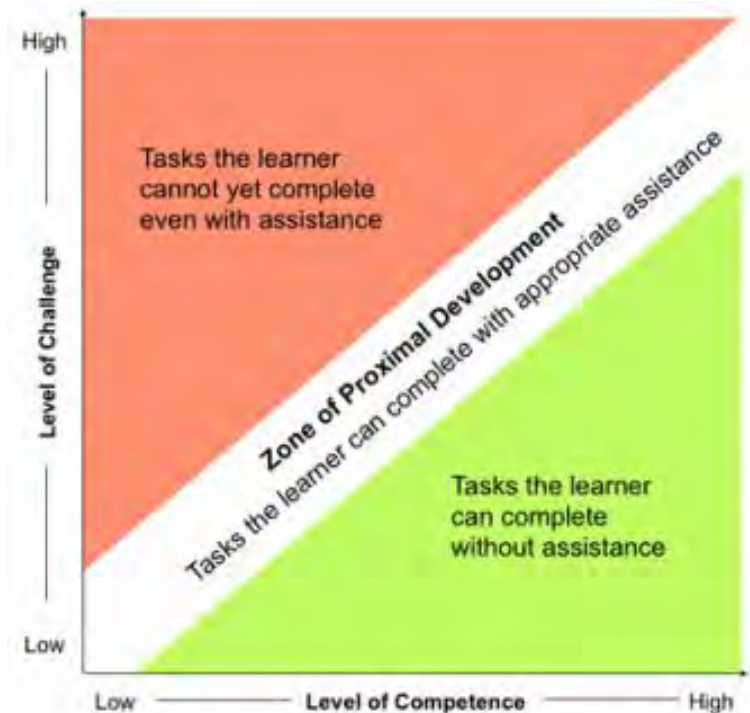
One Model for the ZPD

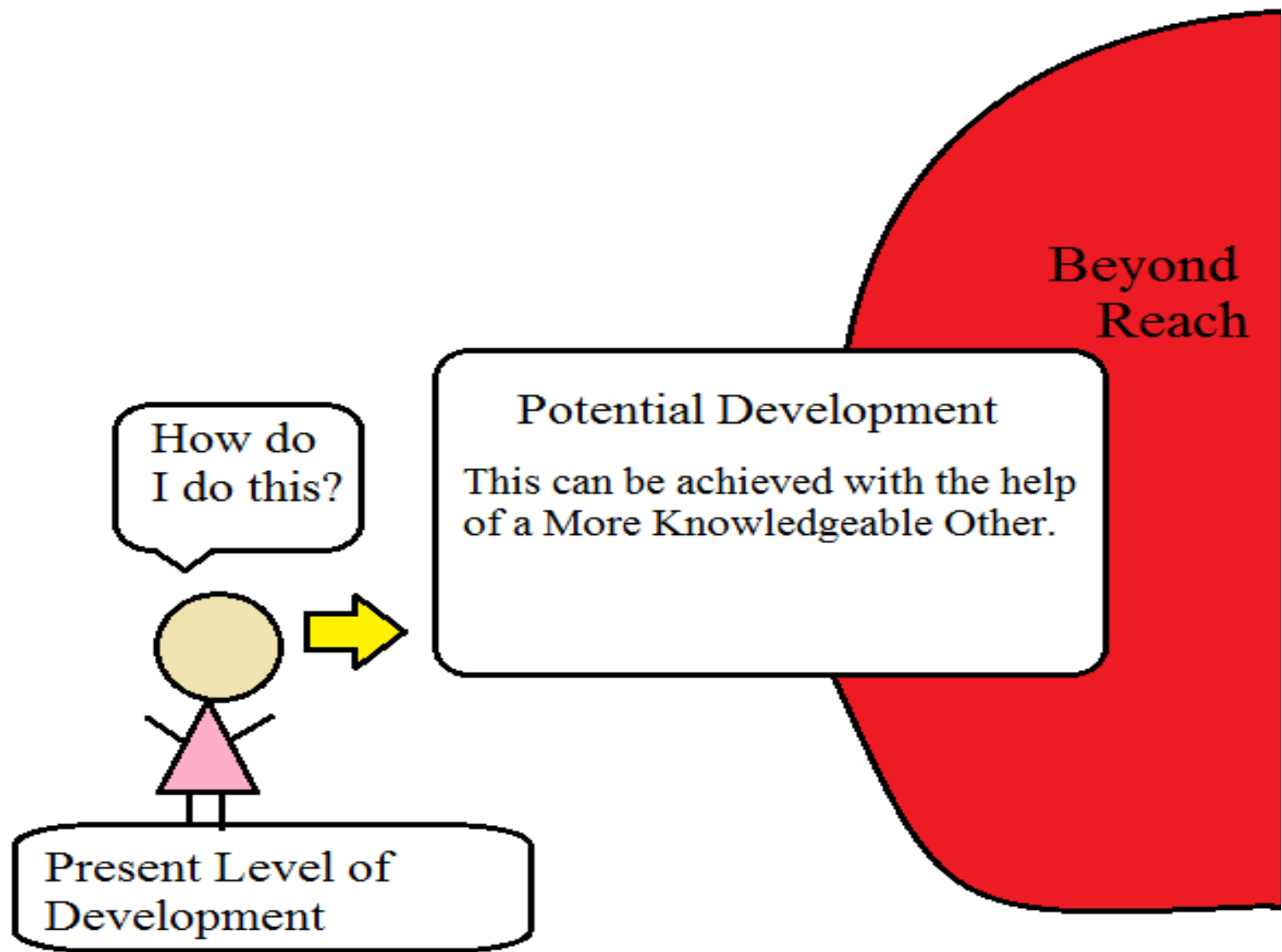


CC | Kym Buchanan.org | 2006



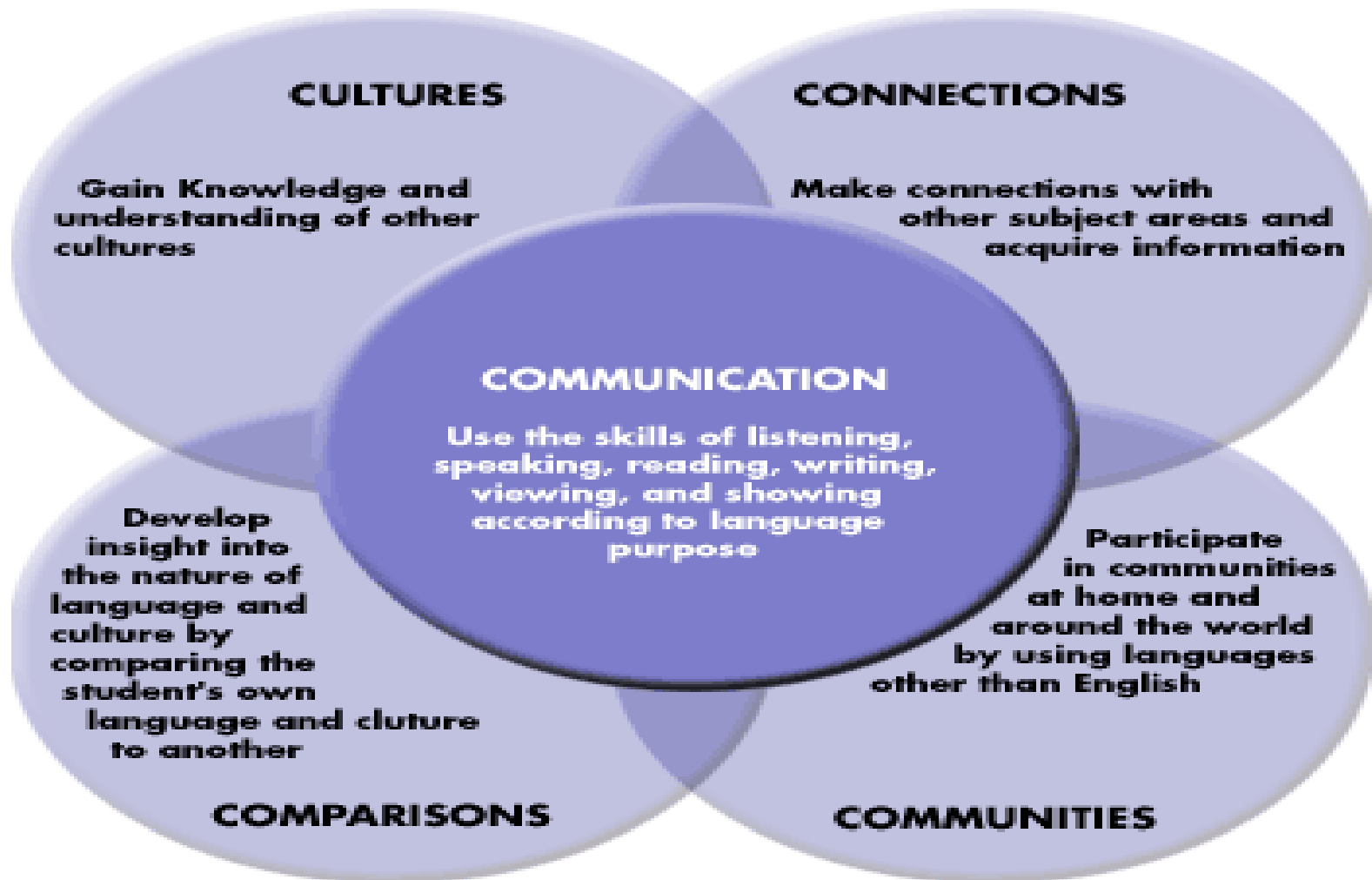
Adapted from Hill & Crevola (unpublished)



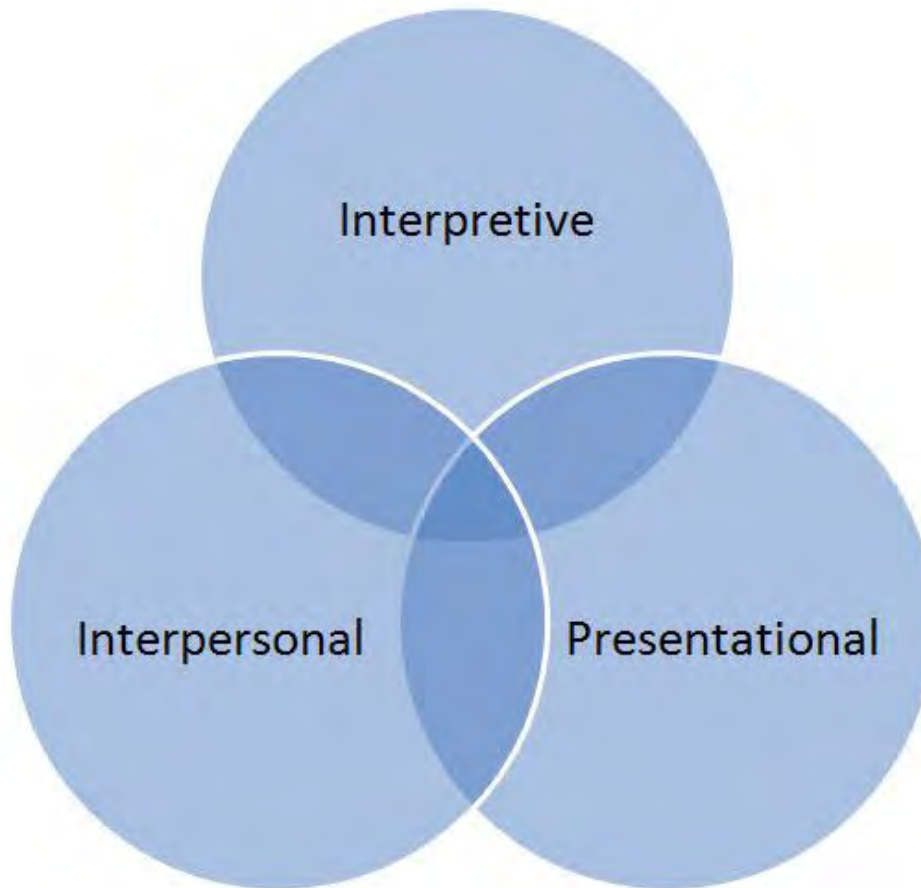


## D. WORLD LANGUAGES K-12 LEARNING STANDARDS (5C)

### Interrelationship of the Five Program Goals



# **5C SPEAKING: PERSONAL , INTERPRETIVE AND PRESENTATIONAL MODES**

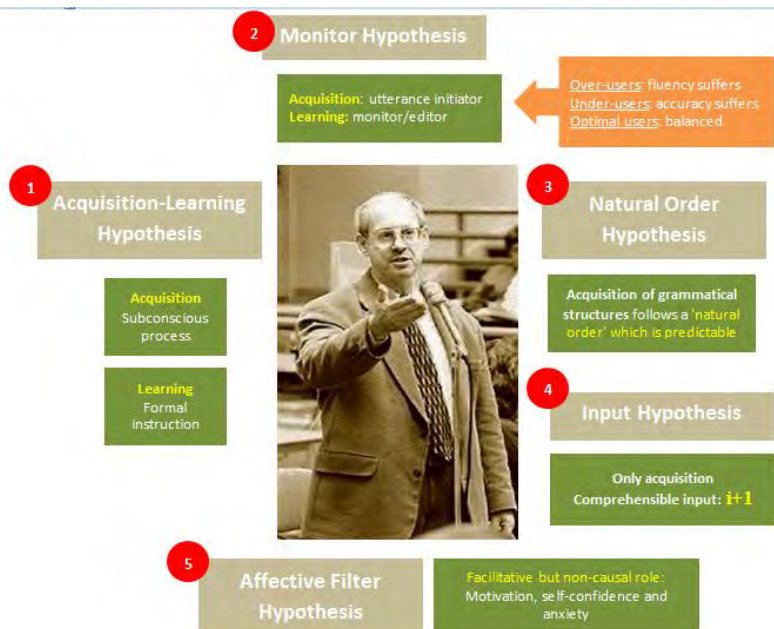


## COMPREHENSIBLE INPUT IS...

- ...engaging.
- ...interesting.
- ...relevant to the learner.
- ...just a notch above the learner current level of competence ( $i+1$ )
- ...abundant.



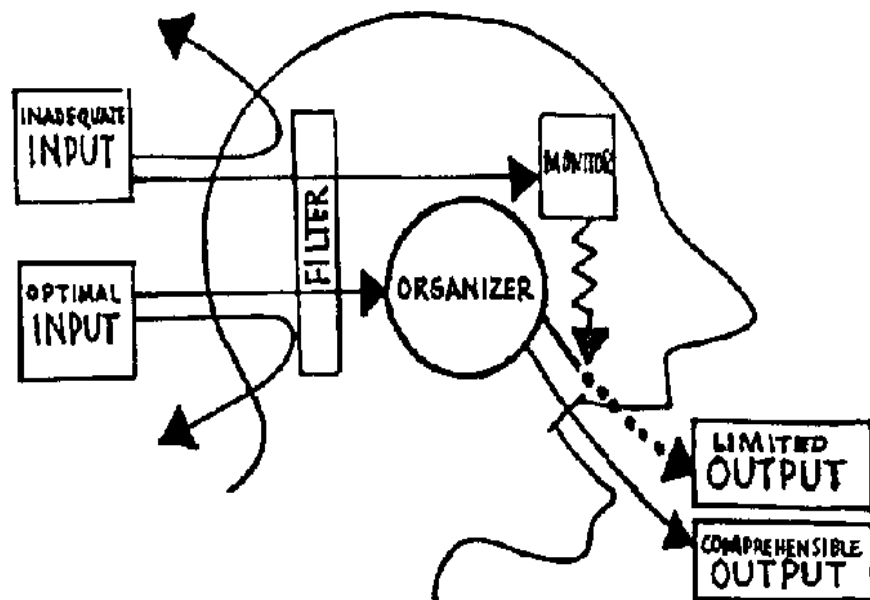
Krashen, 1985.



### Krashen's Theories of Second Language Acquisition consist of five main hypotheses:

- The Acquisition-Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

The design and procedures in the Natural Approach are based on these five hypothesis.



# Comprehensible Input Techniques

Modeling



Hands-on  
Manipulatives



Realia



Pictures



Using Overhead  
Projector



Demonstration



Multimedia



Timeline



Graphs



Maps





# Acquisition for All

*Providing Explicit Instruction through  
Comprehensible Input*

Picking up word  
meanings by reading is  
10 times faster than  
intensive vocabulary  
instruction.

—Stephen Krashen



# WHY THE ABOVE THEORIES ARE EMPLOYED TO GUIDE TBLT (1) :

## A. Multiple Intelligences 多元智能理论:

多元智能理论说明学生的学习方式 (learning style) 不尽相同、是有差异的, 个人所擅长的地方也不一样。所以, 老师在实施TBLT教学活动的过程中, 也需要用多种教学方法target学生不同的学习方式。有时, 同样的内容也尽量用多种方法, 总有一款适合学生。

如TBLT第一阶段教“讨价还价”的词汇和句型的时, 我们就用了以下方法:

- 图片词卡 (visual)
- 学生动手摆字造句 (body movement)
- 视屏 (audio & visual)
- 使用家喻户晓的The Farmer on the Den 美国音乐旋律 (music, 见下一个slide)

这些方法确实行之有效。



## 《讨价还价歌》

《tǎo jià huán jià gē》



1) 这是什么？zhè shì shén me

这是帽子。zhè shì mào zǐ

那是什么？nà shì shén me

那是裙子。nà shì qún zǐ

2) 你要买什么 nǐ yào mǎi shén me?

我要买帽子。wǒ yào mǎi mào zǐ

帽子多少钱？mào zǐ duō shǎo qián

八块八毛八。bā kuài bā máo bā

3) 贵 guì、很贵 hěn guì、太贵啦 tài guì la ,

便宜一点卖不卖？pián yí yì diǎn mài bú mài

便宜 pián yí、很便宜 hěn pián yí、非常便宜 fēi cháng pián yí,

今天打折很合算！jīn tiān dǎ zhē hěn hé suàn

# WHY THE ABOVE THEORIES ARE EMPLOYED TO GUIDE TBLT (2) :


## B. Bloom's Taxonomy 布鲁姆理论:

- 布鲁姆理论提醒老师在设计TBLT教和学的各种活动时，不要让学生局限于死记硬背词汇和句型，而是要学生理解、融会贯通所学的东西：要逐层拔高学生使用语言的能力，学生碰到模拟或真实的购物场景也能自如运用。
- 所以在TBLT结束后，老师要学生运用已经学过的词汇和句型动手编写购物故事，从记忆（remember）、理解（understand）到活动实施中实际运用（apply），再到最后自己能够编写（create）一个新的购物故事。



## WHY THE ABOVE THEORIES ARE EMPLOYED TO GUIDE TBLT (3) :

### C. Zone of proximal development (ZPD维果茨基的最近发展区理论:

- ZPD理论提醒老师在TBLT活动前、活动实施中和活动总结后都要注意学习内容和活动既不要太简单、也不要超过学生的水平。
  - 每年学生的水平不同，2015年的学生开了三个department，分组做不同的department的flyer，没有写自己的故事，只写了购物对话。
  - 2016年的学生水平高于2015年的学生，但是纪律和自觉性差，所以单独自由选定department做flyer，但是活动结束后，自己编写500字左右的购物故事。
- 

## **WHY THE ABOVE THEORIES ARE EMPLOYED TO GUIDE TBLT (4) :**

### **D. K-12 World Languages Learning Standards (5C):**

老师在TBLT活动各个环节的设计都尽量兼顾Personal, interpretive and presentational 三个方面。如：活动总结环节，先按部门分小组讨论，然后由小组派一个代表向全班同学总结。



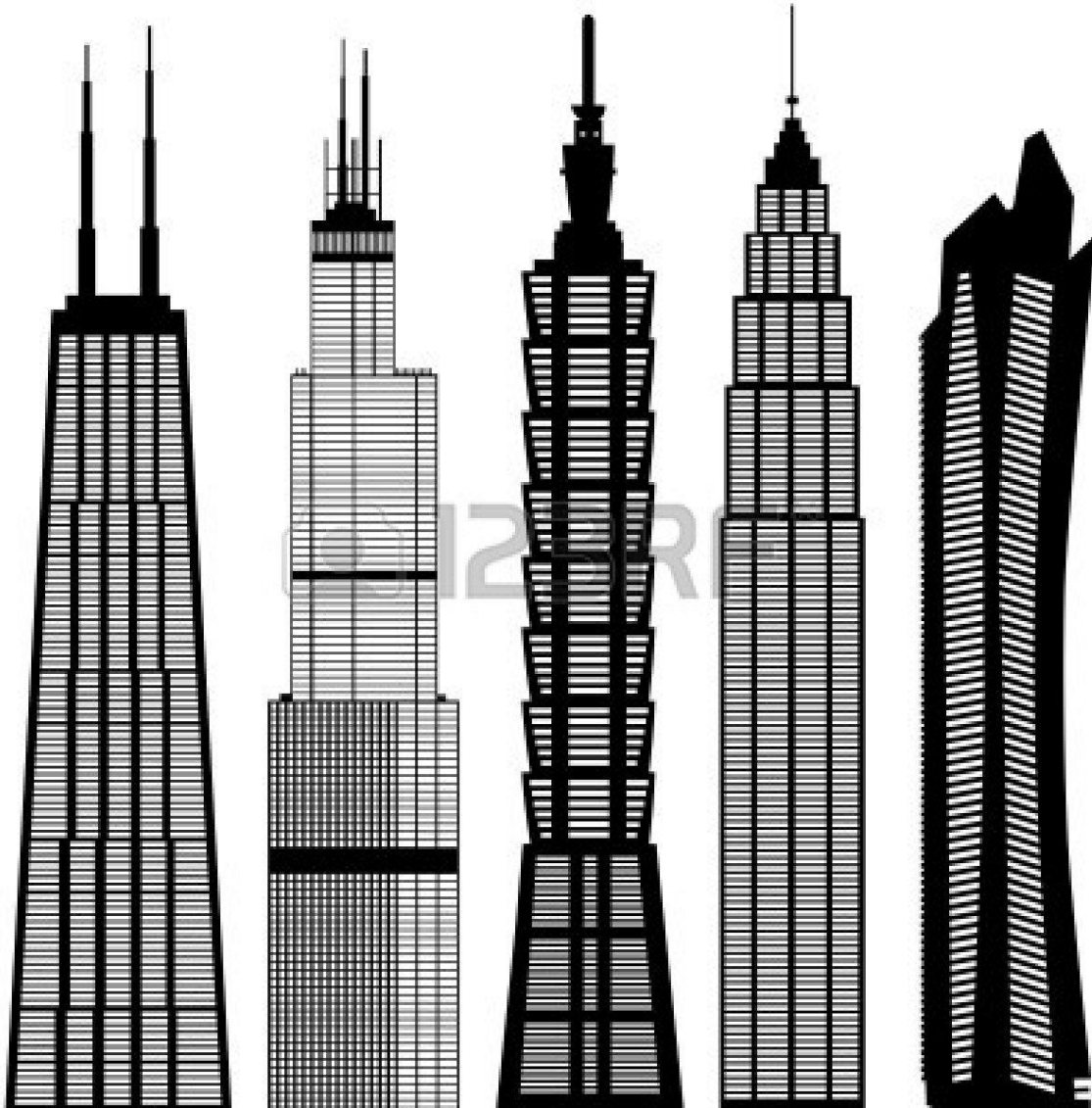
## WHY THE ABOVE THEORIES ARE EMPLOYED TO GUIDE TBLT (5) :

### E. Comprehensible input 第二语言习得理论中可理解的语言输入:

- 在教学过程中尽量使用各种可理解的语言输入，scaffold 学生，避免让学生产生畏惧心理从而失去信心，更重要的是输入的量要够，学生才能达到流利的程度。
- 因为Krashen 认为在阅读中理解词汇比集中学词汇有效十倍，所以准备购物TBLT的各个环节的同时，老师有意识自己编写了一篇约800个汉字的购物阅读文章，帮助学生巩固和综合使用所学的词汇。



# SCAFFOLD STUDENTS



# WALK THROUGH EXAMPLE: PANDA GENERAL STORE



- 要先plan ahead and have the objective or goal designed,然后根据这个目标去设计你的阶段性活动。以一周为例子。周一教授生词, 用实物或图片等表现学生平时最关心的物品, 反复通过不同的活动来练习, 这样他们比较有热情学习。
- 周二可以教量词与物品的搭配, 并配以简单句型, 比如“我想买一斤苹果”等。
- 周三可以教授识别钱币、钱币使用与找零钱。
- 周四可以布置Task project (购物活动), 带领学生制作poster和其他相关材料, 给出project evaluation rubric, 让学生组成小组, 准备汇报。一部分学生可以扮作salespersons, 另一部分可以扮作shoppers, 将所要卖出的物品制成带图片的小卡, 表示价格。
- 周五就是汇报会 (presentation day), 每组要向全班表演自己组的购物过程, 也可以全班分成两个大组, 每个人都要充当售货员和顾客, 但所有人对自己的买卖要有一个记录。活动之后, 每个人要写出自己买卖的成果, 比如买到或卖出什么东西, 价格是多少。一共花了多少钱等。



# THE GOAL OF THIS SHOPPING TASK BASED LANGUAGE

(1) TEACHING: “购物任务型教学” 活动目的：帮助学生学会怎样用中文购物(衣物，食品，饮料，文具)，怎样与卖家或买主用中文沟通、讨价还价、付钱。

(2) SEND LETTER HOME TO ASK PARENTS TO DONATE FOOD FOR SIMULATION MARKET

The word 'GOAL' is rendered in large, 3D block letters. The 'G' is blue, the first 'O' is green, the 'A' is red, and the 'L' is yellow. The letters are positioned on a white surface that creates a clear, slightly blurred reflection of the word below it.

## PRE-TASK:为TASK做语言技巧和辅助手段的准备

Vocabulary(衣物clothing, 饮料beverages, 文具school supplies, 货币currency )

### Day 1 & 2:

- 教衣物生词clothing vocabulary 和
- 量词measurement words to go with clothing vocabulary



# A) CLOTHING VOCABULARY

 <p>1. 帽子</p> <p><u>mào zi</u></p>	 <p>2. 围巾</p> <p><u>wéi jīn</u></p>
  <p>3. 手套</p> <p><u>shǒu tào</u></p>	 <p>4. 上衣</p> <p><u>shàng yī</u></p>
 <p>5. 裤子</p> <p><u>kù zi</u></p>	  <p>6. 袜子</p> <p><u>wà zi</u></p>
 <p>7. 鞋子</p> <p><u>xié zi</u></p>	 <p>8. 短裙</p> <p><u>duǎn qún</u></p>
 <p>9. 连衣裙</p> <p><u>lián yī qún</u></p>	 <p>10. 外套</p> <p><u>wài tào</u></p>



11. 大衣



dà yī

12. 风衣



fēng yī

13. 衬衫



chèn shān

14. T-恤



tī xù

15. 毛衣



máo yī

16. 夹克



jiá kè

17. 棉衣



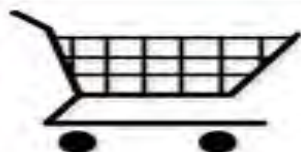
mián yī

18. 背心



bèi xīn

19. 购物



gòu wù

20. 逛街



guàng jiē

# MEASUREMENT WORDS FOR CLOTHING

- Learn four measurement words to go with clothes words

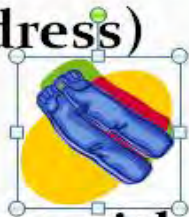
1. 个 gè



2. 件 jiàn (to go with top, including long coat and trench coat))



3. 条 tiáo (to go with something long, including pants, scarf, skirt and dress)



4. 双 shuāng (to go with a pair of things, not including pants)





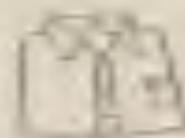
1. 帽子

1. 个



2. 毛衣

2. 件



3. 衬衫

3. 件



4. 外套

4. 件



5. 围巾

5. 条



6. 长裤

6. 条



7. 牛仔裤

7. 条



8. 短裙

8. 条



9. 手套

9. 双



10. 皮鞋

10. 双



11. 运动鞋

11. 双



12. 连衣裙

12. 条

## PRE-TASK: 为TASK做语言技巧和辅助手段的准备

Vocabulary (衣物clothing, 饮料beverages, 文具school supplies, 货币currency )

### Day 3 & 4:

- Review time
- 教授文具school supplies 生词和
- 量词measurement words to go with school supplies vocabulary



## B) SCHOOL SUPPLY VOCABULARY



1. 橡皮擦 xiàng pí cā



2. 剪刀 jiǎn dāo



crayons

3. 蜡笔 là bǐ



4. 铅笔 qiān bǐ



5. 马克笔 mǎ kè bǐ / 水彩笔 shuǐ cǎi bǐ



6. 书包 shū bāo



7. 文件夹 wén jiàn jiā



8. 订书机 dìng shū jī



9. 胶水 jiāo shuǐ



10. 透明胶 tòu míng jiāo



11. 打孔机 dǎ kǒng jī



12. 计算机 jì suàn jī / 电脑 diàn nǎo



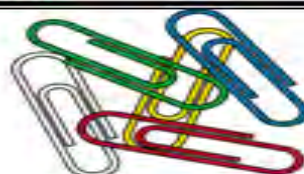
13. 笔记本 bǐ jì běn



14. 尺子 chǐ zi



15. 卷笔刀 juǎn bǐ dāo



16. 回形针 huí xíng zhēn



17. 桌子 zhuō zi



18. 椅子 yǐ zi



19. 桌子、椅子摆整齐。  
zhuō zi yǐ zi bǎi zhěng qí



20. 不要随地扔垃圾！  
bú yào suí dì rēng lā jī

# SCHOOL SUPPLY MEASUREMENT WORDS

Please give me 请给我 qǐng gěi wǒ + measurement word 量词 liàng cí + school supplies 文具 wén jù

量词 <u>liàng cí</u>	example	量词 <u>liàng cí</u>	example
1. 把 <u>bǎ</u>		7. 盒 <u>hé</u>	
2. 支 <u>zhī</u>		8. 根 <u>gēn</u>	
3. 张 <u>zhāng</u>		9. 包 <u>bāo</u>	
4. 台 <u>tái</u>		10. 一个 <u>yī gè</u>	
5. 瓶 <u>píng</u>		11. 一块 <u>yī kuài</u>	
6. 本 <u>běn</u>		12. 谢谢! <u>xiè xiè</u>	

Make sentences using please give me 请给我 + quantity + measurement word + school supply:

1

2

3

4













E.g.: 请给我两只猫 qǐng gěi wǒ liǎng zhī māo (Please give me two cats.)

请给我

quantity 数量

measurement word 量词

school supply 文具

1. 请给我		本 <u>běn</u>	 书 <u>shū</u>	 笔记本 <u>bǐ jì běn</u> ,
2. 请给我		张 <u>zhāng</u>	 纸 <u>zhǐ</u>	 桌子 <u>zhuō zi</u>
3. 请给我		支 <u>zhī</u>	 铅笔 <u>qiān bǐ</u>	 马克笔 <u>mǎ kè bǐ</u>
4. 请给我		块 <u>kuài</u>	 橡皮擦 <u>xiàng pí cā</u>	
5. 请给我		把 <u>bǎ</u>	 剪刀 <u>jiǎn dāo</u>	 椅子 <u>yǐ zi</u>
6. 请给我		瓶 <u>píng</u>	 胶水 <u>jiāo shuǐ</u>	水 <u>shuǐ</u>
7. 请给我		 盒 <u>hé</u>	 蜡笔 <u>là bǐ</u>	

# REVISED VERSION:

Make sentences using please give me 请给我 + quantity + measurement word + school supply:

1 2 3 4

E.g.: 请给我两只猫 qǐng gěi wǒ liǎng zhī māo (Please give me two cats.)

请给我 quantity 数量 measurement word 量词 school supply 文具

1. 请给我	本 <u>běn</u>	 笔记本 <u>bǐ jì běn</u> , 书 <u>shū</u>
2. 请给我	张 <u>zhāng</u>	 纸 <u>zhǐ</u> 桌子 <u>zhuō zi</u>
3. 请给我	支 <u>zhī</u>	 铅笔 <u>qiān bǐ</u> 马克笔 <u>mǎ kè bǐ</u>
4. 请给我	块 <u>kuài</u>	 橡皮擦 <u>xiàng pí cā</u>
5. 请给我	把 <u>bǎ</u>	 剪刀 <u>jiǎn dāo</u> 椅子 <u>yǐ zi</u>
6. 请给我	瓶 <u>píng</u>	 胶水 <u>jiāo shuǐ</u> 水 <u>shuǐ</u>
7. 请给我	 盒 <u>hé</u>	 蜡笔 <u>là bǐ</u>

Name \_\_\_\_\_ Score \_\_\_\_\_

1. Please give me two note books.

\_\_\_\_\_

2. Please give me a book.

\_\_\_\_\_

3. Please give me five pieces of paper.

\_\_\_\_\_

4. Please give me three pencils.

\_\_\_\_\_

5. Please give me an eraser.

\_\_\_\_\_

6. Please give me a pair of scissors.

\_\_\_\_\_

7. Please give me a bottle of water.

\_\_\_\_\_

8. Please give me a cat and two dogs.

\_\_\_\_\_

9. Please give a chair.

\_\_\_\_\_

10. Please give me two red markers.

\_\_\_\_\_

# PRE-TASK:为TASK做语言技巧和辅助手段的准备

Vocabulary(衣物clothing, 饮料beverages,  
文具school supplies, 货币currency )

## Day 5 & 6:

- Review time
- 教授文具beverage生词 和
- 量词measurement words to go with beverage vocabulary



# C) BEVERAGE DEPARTMENT

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. 	16. 
17. 	18. 	19. 	20. 



# BEVERAGE MEASUREMENT WORDS

请给我 qǐng gěi wǒ	味道怎么样? wèi dào zěn me yàng	请给我 qǐng gěi wǒ	味道怎么样? wèi dào zěn me yàng
  <p>1. 一杯 yī bēi</p>	  <p>咖啡很苦 kā fēi hěn kǔ</p>	 <p>7. 一盒 yī hé</p>	
 <p>2. 一碗 yī wǎn</p>		<p>Unit of Weight</p>  <p>1lb</p> <p>8. 一磅 yī bàng</p>	
 <p>3. 一盘 yī pán</p>		 <p>9. 一袋 yī dài</p>	
 <p>4. 一罐 yī guàn</p>		 <p>10. 一个 yī gè</p>	
 <p>5. 一瓶 yī píng</p>		<p>a piece of</p> <p>11. 一块 yī kuài</p>	
 <p>6. 一勺 yī sháo</p>		<p>Thanks!</p>  <p>12. 谢谢! xiè xiè</p>	

## PRE-TASK:为TASK做语言技巧和辅助手段的准备

Vocabulary(衣物clothing, 饮料beverages, 文具school supplies, 货币currency )

### Day 7 & 8:

- Review time
- 教文具currency生词以及
- 讨价还价歌making bargain song
- 讨价还价对话making bargain dialogue



## Power Point word list:

1. 卖 \_\_\_\_\_

2. 买 \_\_\_\_\_

3. 多少钱 \_\_\_\_\_

4. 贵 \_\_\_\_\_

5. 块/元 \_\_\_\_\_

6. 毛/角 \_\_\_\_\_

7. 分 \_\_\_\_\_

8. 美元 \_\_\_\_\_

9. 人民币 \_\_\_\_\_

10. 打折 \_\_\_\_\_

11. 便宜 \_\_\_\_\_

12. 合算 \_\_\_\_\_



1. 块 kuài / 元 yuán (dollar)



2. 毛 máo / 角 jiǎo (dime)



3. 分 fēn (cent)



4. 买 mǎi (buy)



5. 卖 mài (sell)



6. 美元 měi yuán  
(American currency)



7. 人民币 rén mín bì  
(Chinese currency)



8. 贵 guì (expensive)



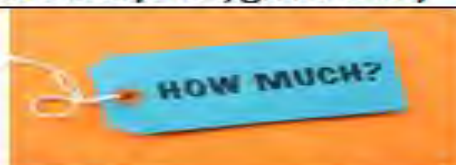
9. 便宜 pián yi  
(inexpensive, cheap)



10. 合算 hé suàn  
(reasonable price, good deal)



11. 打折 dǎ zhé



12. 多少钱? duō shǎo qián?

## F) CHINESE CURRENCY

块	毛	分
1.kuài(dollar, spoken )	2.máo(dime)	3.fēn(penny)
元	角	便宜
4.yuán(dollar, formal )	5.jiǎo(dime)	6.pián yí(inexpensive)
多	少	钱
7.duō (many)	8.shǎo(little)	9.qián(money)
买	卖	贵
10.mǎi (buy)	11. mài(sell)	12.guì(expensive)

配对练习图卡：



1.



2.



3.



4.



5.

Expensive

6.



7.



8.



9.



10.dollar



11.dime(10 cents)



12. cent

配对练习字卡：

1. 块/元	2. 毛/角	3. 分
4. 打折	5. 人民币	6. 便宜
7. 多少钱	8. 美元	9. 合算
10. 买	11. 卖	12. 贵



## 中国钱 Chinese Currency

1. 一分钱

两分钱

三分四分五分钱

2. 一毛钱

两毛钱

三毛四毛五毛钱

3. 一块钱

两块钱

三块四块五块钱

4. 一百块 (¥100)

两百块

三百四百五百块

5. 一千块 (¥1, 000)

两千块

三千四千五千块

6. 一万块 (¥10, 000)

两万块

三万四万五万块

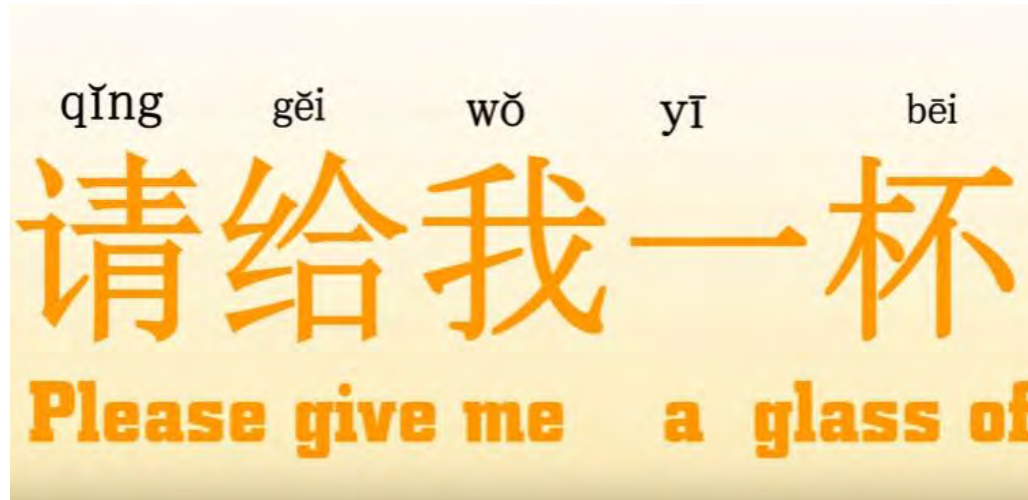
7. 一块二 (¥1.2)

两块三 (¥2.3)

一百二十三块七毛三 (¥123.73)

# LEARN CHINESE: PLEASE GIVE ME + DRINKS!

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=NgzUCEQDYLg](https://www.youtube.com/watch?v=NgzUCEQDYLg)



qǐng      gěi      wǒ  
请 给 我  
Please give me

yī      bēi  
一 杯  
a glass of

kā      fēi  
咖 啡  
coffee



qǐng      gěi      wǒ  
请给我  
Please give me

yī      bēi  
一杯  
a glass of

shuǐ  
水  
water



qǐng      gěi      wǒ  
请给我  
Please give me

yī      bēi  
一杯  
a glass of

chá  
茶  
tea





qǐng      gěi      wǒ  
请给我  
Please give me

yī      bēi  
一杯  
a glass of

kě      lè  
可乐  
cola



qǐng gěi wǒ  
请给我  
Please give me

yī bēi  
一杯  
a glass of

niú nǎi  
牛奶  
milk



qǐng      gěi      wǒ  
请给我  
Please give me

yī      bēi  
一杯  
a glass of

bái      jiǔ  
白酒  
Chinese liquor!



Sentence practice 请给我:

1. 杯 bēi 2. 瓶 píng 3. 盘 pán 4. 碗 wǎn 5. 盒 hé 6. 包 bāo 7. 个 gè

1. 请给我一杯.....

2. 请给我一瓶.....

3. 请给我一盘.....

4. 请给我一碗.....

5. 请给我一盒.....

6. 请给我一包.....

7. 请给我一个.....

# MAKING BARGAINS DIALOGUE 1

Example: Name \_\_\_\_\_

Class \_\_\_\_\_

A: Buyer

B: Seller:

<p>What is <b>this</b>?</p> <p>1. 这是什么? <u>zhè shì shén me</u></p>	 <p><i>This is not a hat.</i></p> <p>2. 这是帽子。 <u>zhè shì mào zǐ</u></p>
<p>What is that?</p> <p>3. 那是什么? <u>nà shì shén me</u></p>	 <p><b>That is a Pair of Pants</b></p> <p>4. 那是裤子。 <u>nà shì kù zǐ</u></p>
<p>How much is </p> <p>5. 帽子 多少钱? <u>mào zǐ duō shǎo qián</u></p>	 <p>6. 8 块 8 毛 8 分 <u>bā kuài bā máo bā fēn</u></p>
 <p>7. 太贵了。 <u>tài guì le</u></p>	 <p>8. 不贵。 <u>bù guì</u></p>
<p><b>Sell For Less</b> ?</p> <p>8. 便宜一点卖不卖? <u>pián yí yì diǎn mài bù mài</u></p>	<p><b>Yes!</b> </p> <p>10. 卖, 7 块钱 (一个帽子)。 <u>mài, bā kuài qián (yí gè mào zǐ)</u> 今天打折很便宜 <u>jīn tiān dǎ zhē hěn pián yí</u></p>

# G) MAKING BARGAIN SONG

## 《讨价还价歌》

《tǎo jià huán jià gē》



1) 这是什么？ zhè shì shén me

这是帽子。 zhè shì mào zǐ

那是什么？ nà shì shén me

那是裙子。 nà shì qún zǐ

2) 你要买什么 nǐ yào mǎi shén me?

我要买帽子。 wǒ yào mǎi mào zǐ

帽子多少钱？ mào zǐ duō shǎo qián

八块八毛八。 bā kuài bā máo bā

3) 贵 guì、很贵 hěn guì、太贵啦 tài guì la ,

便宜一点卖不卖？ pián yí yì diǎn mài bú mài

便宜 pián yí、很便宜 hěn pián yí、非常便宜 fēi cháng pián yí,

今天打折很合算！ jīn tiān dǎ zhē hěn hé suàn

# MAKING BARGAINS DIALOGUE 2

## 讨价还价 tǎo jià huán jià (Making Bargains)



1. S) qǐng wèn nǐ yào mǎi shén me

请问你要买什么?

(Excuse me, what would you like to buy?) (I want to buy a pant.)

2. B) zhè tiáo kù zǐ duō shǎo qián

这条裤子多少钱?

(How much is this pant?)

S) sì shí jiǔ kuài jiǔ máo jiǔ

3. B) bù mǎi bù mǎi tài guì la

不买不买太贵啦。

(I won't take it. Too expensive!)

pián yi yì diǎn mài bù mài

便宜一点卖不卖?

(How about selling it for less?)

4. B) sì shí kuài mài bù mài

四十块卖不卖?

(How about selling it for ¥40?)

S) bù mài bù mài bù jiǎng jià

5. B) sì shí sān kuài mài bù mài

四十三块卖不卖

(How about ¥43?)

zài duō wǒ jiù bù mǎi la

再多我就不买啦!

(I won't buy it for more than ¥44.)

S) bù mài bù mài zài jiā diǎn

6. B) hǎo hǎo hǎo wǒ mǎi la

好,好,好我买啦!

(Ok. I will take it.)

gěi nǐ wǔ shí kuài

给你五十块。

(Here is ¥50.)

S) shōu nǐ wǔ shí kuài

B) wǒ yào mǎi yì tiáo kù zǐ

我要买一条裤子

(I want to buy a pant.)

四十九块九毛九。

(¥49.99 Chinese Yuan.)

S) bù guì bù guì hěn hé suàn

不贵不贵很合算。

(Not expensive. The price is very reasonable.)

不卖不卖不讲价。

(No, no bargaining.)

不卖不卖再加点,

(No, a little bit more.)

sì shí wǔ kuài mài gěi nǐ

四十五块卖给你。

(I will sell it for ¥45.)

收你五十块,

(I take your ¥50)

zhǎo nǐ wǔ kuài

找你五块。

(¥5 out of ¥50 is your change.)

# PRE-TASK:为TASK做语言技巧和辅助手段的准备

Vocabulary(衣物clothing, 饮料beverages, 文具school supplies, 货币currency )

Day 8:

- Review time
- Make play money












**Rubric:**



KID-FRIENDLY

# RUBRIC

FOR 6-TRAITS

			
<b>IDEAS</b> 	<ul style="list-style-type: none"> <li>• Few/No Details</li> <li>• Doesn't know much about topic</li> </ul>	<ul style="list-style-type: none"> <li>• Some details</li> <li>• Knows little about topic</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of interesting details</li> <li>• Expert on the topic</li> </ul>
<b>ORGANIZATION</b> 	<ul style="list-style-type: none"> <li>• Order does not make sense</li> <li>• Middle only</li> </ul>	<ul style="list-style-type: none"> <li>• Some ideas out of order</li> <li>• BM – no end</li> </ul>	<ul style="list-style-type: none"> <li>• Order makes sense – easy to follow</li> <li>• BME – all 3!</li> </ul>
<b>VOICE</b>  	<ul style="list-style-type: none"> <li>• Reader is bored</li> </ul>	<ul style="list-style-type: none"> <li>• Some boring parts – some interesting parts</li> </ul>	<ul style="list-style-type: none"> <li>• Reader enjoyed the entire piece of writing</li> </ul>
<b>WORD CHOICE</b> 	<ul style="list-style-type: none"> <li>• All R.I.P. words</li> </ul>	<ul style="list-style-type: none"> <li>• Some R.I.P. words and some "WOW" words</li> </ul>	<ul style="list-style-type: none"> <li>• Tons of "WOW" words</li> </ul>
<b>SENTENCE FLUENCY</b> 	<ul style="list-style-type: none"> <li>• Little or no sentence variety in length</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence variety in length – but more needed</li> </ul>	<ul style="list-style-type: none"> <li>• Different types and lengths of sentences</li> </ul>
<b>CONVENTIONS</b> 	<ul style="list-style-type: none"> <li>• Tons of mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Some mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Few or no mistakes</li> </ul>



## DURING TASK: 任务实施本身

- Simulation market day:
- Divide students into three departments:
  - Clothing department
  - School supply department
  - Beverage department



## Panda General Shopping List

Name \_\_\_\_\_ Score \_\_\_\_\_

### Part A: Clothing Department

Items	Measurement word	Unit price	Quantities	Total price
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
Department stamp here			Subtotal 1 _____	

### Part B: School Supply Department

Items	Measurement word	Unit price	Quantities	Total price
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
Department stamp here			Subtotal 2 _____	

### Part C: Beverage Department

Items	Measurement word	Unit price	Quantities	Total price
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
Department stamp here			Subtotal 3 _____	
			Total amount _____	

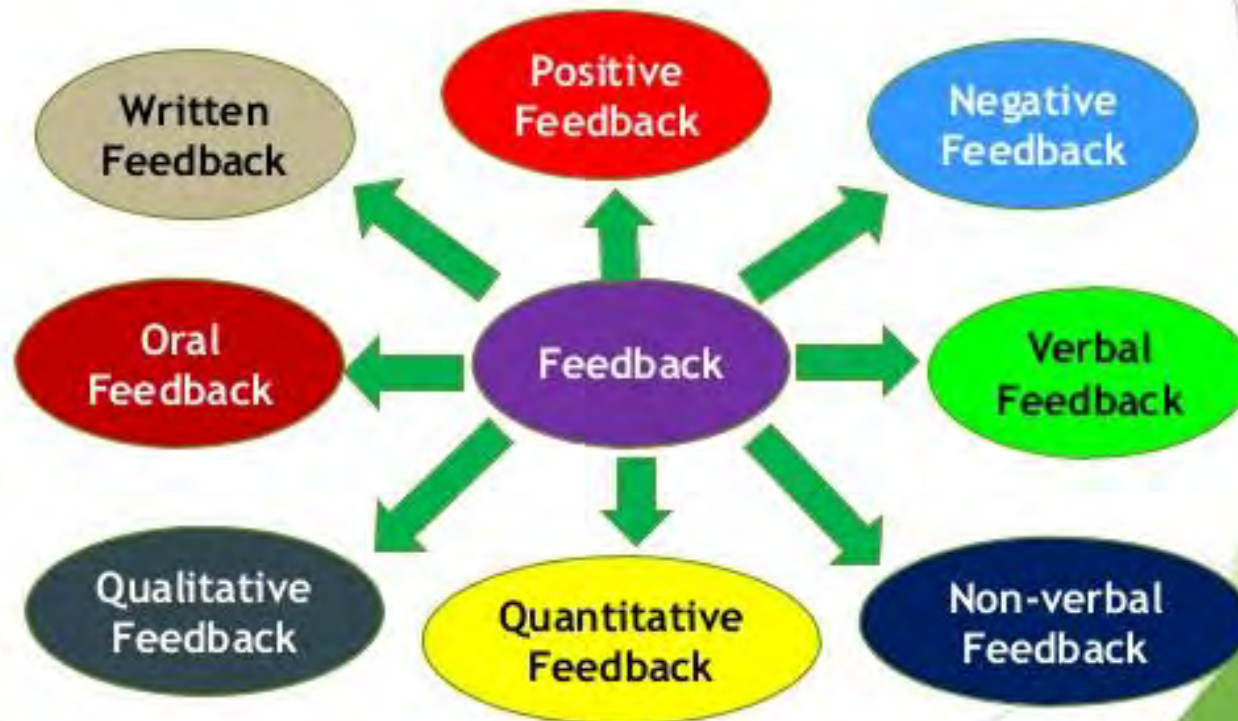
AFTER TASK:模拟市场之后的小组讨论、书面报告是 AFTER TASK的重要部分。老师也可以在随后的总结中带领大家回顾有代表性的视频部分（如果有录下来的话），集体分析那个人做得好，哪里还有问题。

feedback





# Types of Feedback













**I love TPRS®  
because it works.**

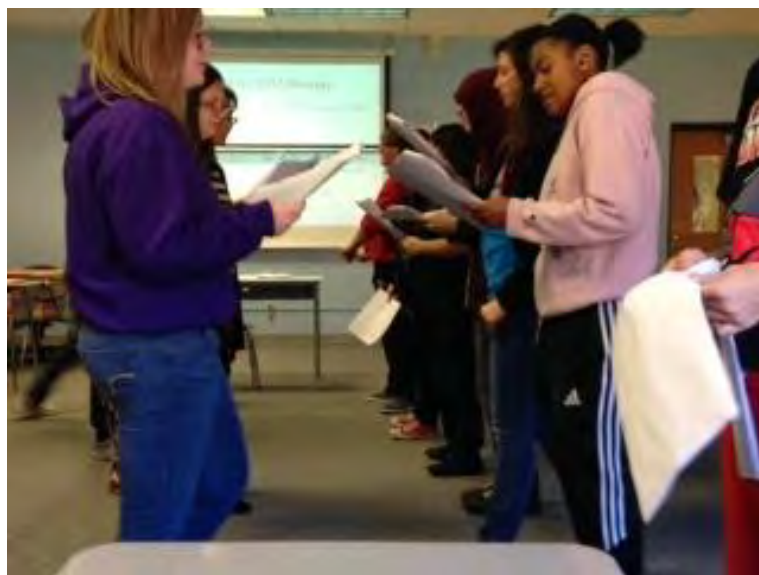
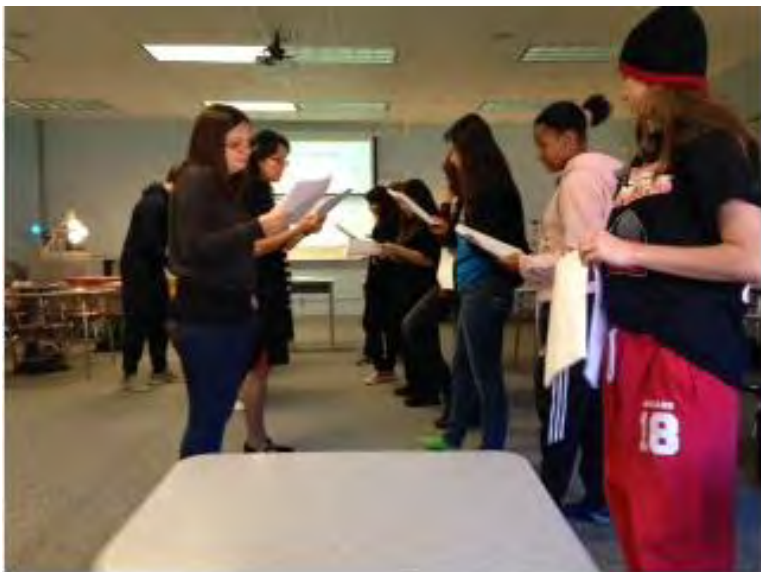
**My students are better  
speakers & writers and I'm a  
better teacher.**

# BLAINE RAY'S TPRS WORKSHOP IN MICHIGAN( SEPTEMBER 24---SEPTEMBER 25, 2015)

- 模拟市场结束后，利用学生已经掌握了足够的词汇和句型的优势，老师采用TPRS的教学方法，教了与购物有关的阅读。最后学生自己写一篇500字左右与购物有关的故事（附两篇学生写的故事）。



# 学生练习口语



# 学生角色表演(ACT OUT IN CLASS)：



# STUDENTS TYPE THEIR OWN STORY(DO A TIMED WRITING)



## TPRS Story

这是 Ian。他是一个男孩。他是 Fraser 高中十一年级的学生。他今年十六岁。Ian 高高的，嘴巴大大的，头发短短的。他好看。他有一个姐姐，Angela，和一个弟弟，Ell。他喜欢吃汉堡包，冰淇淋，三明治，水沟和披萨饼。他喜欢穿衬衫和牛仔裤，因为衬衫和牛仔裤很酷。他不喜欢围巾。但是衬衫很贵，不便宜。

Ian 喜欢锻炼 (Duàn liàn, work out)，所以他很瘦。他的肩膀肌肉大大的。九月开学了，Ian 的衬衫太小了。所以，Ian 和妈妈需要去 Kholes 买衬衫。妈妈在 Kholes 找到 (zhao dao) 了两件衬衫。一件一十九块九毛九。另外一件二十四块九毛九。妈妈问“Ian，你喜欢这两件衬衫吗？”Ian 说“妈妈，这两件衬衫太小了，我不喜欢。”可是，Kholes 的衬衫太小了。

妈妈说“Ian，我们需要去 Old Navy 买衬衫。”到了 Old Navy，Ian 找到了适合的衬衫 (shì hé de chén shān, shirt that fits)。Ian 很高兴。“妈妈，我找到适合的衬衫！”妈妈问“衬衫多少钱一件？”Ian 说“五十块！”妈妈说“衬衫很贵。Ian 我们需要去 Target 买衬衫。”

到了 Target，Ian 找到了适合的衬衫。Ian 很高兴。Ian “妈妈，我找到了适合的衬衫！”妈妈问“适合的衬衫多少钱一件？”Ian 说“二十九块九毛九！”妈妈不高兴但是同意给 Ian 买适合的衬衫因为 Ian 的妈妈很爱 Ian。Ian 的妈妈去交钱，这件衬衫今天打折很便宜：只要二十九块九毛九两件！Ian 的妈妈决定买两件衬衫。Ian 很高兴，说“妈妈，我爱你！”妈妈说“Ian，我也爱你。坚持锻炼。(jiān chí duàn liàn, keep exercising) 你的姐姐，Angela，想买一件连衣裙。你的弟弟，Ell，想买一个帽子。我们没有很多钱，这个月我要破产啦！”



## Chanel 瘦瘦的

这是 Chanel，她是一个女孩。她是女王。她是女王高中十二年级的学生。她今年十七岁。她不高不矮，眼睛大大的。Chanel 非常瘦和非常轻。Chanel 的头发很长和很直。Chanel 没有兄弟姐妹。Chanel 有一个狗狗叫 Mochi。她喜欢吃冰淇淋，水果，和披萨饼。她不喜欢吃汉堡包。Chanel 喜欢喝茶，水，和咖啡。Chanel 不喜欢喝可乐。她喜欢穿连衣裙和喜欢穿短裙。她不喜欢穿 T 恤。

一月十五日，Chanel 在家。Chanel 有一个问题。她爱瘦，所以她的衣服大了。Chanel 的妈妈找，"Chanel 你很瘦！你的衣服大了。我们需要去 H&M 买衣服。到了 H&M，妈妈找到了一条连衣裙和两条短裙。妈妈问 Chanel，"我找到了一条连衣裙和两条两条短裙。你爱这一条连衣裙，和爱这两条短裙吗？" Chanel 试穿一条连衣裙和试穿两条短裙。Chanel 不高兴，因为这一条连衣裙和两条短裙大了。Chanel 说，"这一条连衣裙和两条短裙很大。我瘦瘦的。" Chanel 的妈妈不高兴，她哭了，"你需要去医院！

你需要药，因为你太瘦。"

H&M



Chanel 的妈妈和 Chanel 去医院，因为 Chanel 需要药。Chanel 太瘦！Chanel 的医生看了看 Chanel。医生说，"Chanel，你非常瘦！我给你药，但是这药九千块九毛八。" Chanel 的妈妈不高兴，但是她爱 Chanel。Chanel 的妈妈给 Chanel 买了这药。Chanel 说，"谢谢妈妈！我很爱你！" Chanel 的妈妈说，"我也很爱你。"

在二月二十五日，Chanel 不瘦不胖。Chanel 的妈妈太瘦！