

Differentiating Tones of Pinyin in a conversation

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SLS 313

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## Lesson Plan

SLO: By the end of the lesson, students will be able to recognize the four different tones of Pinyin by marking the tones of Pinyin on a conversation transcript from a video tape.

Target students: college students/ CHN 101 students in Hawaii

Time: 50 min

Target Language: Chinese

Context: Students already learned the four tones of Pinyin and Pinyin

Materials: video file from YouTube (<http://www.youtube.com/watch?v=XrB5QIv4I6Q>), and work sheets, Pinyin cards

Stage	Time	Procedure	Interaction	Rational/Propose
Pre	5min	<ul style="list-style-type: none"><li>• Show students Pinyin with different tones by using the Pinyin Card</li><li>• Ask students to pronounce the sounds</li><li>• Each student pronounces one Pinyin, and it will take route. This activity will repeat twice.</li><li>• Each students will at least have two chances to practice</li></ul>	T-SS	Review previous class knowledge. Check students' understanding of previous knowledge

Pre	10min	<ul style="list-style-type: none"> <li>• Divide students in groups of 4 and give each student worksheet 1 (Two groups do set one, and other two groups do set two.)</li> <li>• Students discuss in their groups and try to figure out how to pronounce the sentences.</li> <li>• Each group will read the sentence out loud</li> <li>• After finish reading the sentences, the teacher will read the sentence out loud</li> <li>• Introduce the topic: “ Today we are going to learn how to write a conversation in pinyin with tones”</li> </ul>	SS-SS T-SS	Cooperation with each other. feedback introduce topic
During	10 min	<ul style="list-style-type: none"> <li>• Teacher gives out worksheet 2 to students with Pinyin</li> <li>• There will be three sentences in worksheet 2, and four different tones of each word of the sentences.</li> <li>• Teacher will play the first part of the video and students will need to circle the correct tone of the words in the work sheet.</li> <li>• Teacher will go through the answer after the activity.</li> </ul>	Individual work T-SS	Individualization Get familiar with the tones Phonology discrimination
During	20 min	<ul style="list-style-type: none"> <li>• Students pair up and instructor gives students a worksheet 3 with a conversation in Pinyin:</li> <li>• Teacher plays the second part of the video twice</li> <li>• Students need to write down the tone of the Pinyin for each word.</li> <li>• After the students write the tones, the instructor plays the audio again.</li> <li>• If it is necessary, instructor plays the audio one more time.</li> </ul>	SS-SS	Strategic Dimension Affective factors Lead students to a higher level of pinyin and get familiar with pinyin conversation

Post	10 min	<ul style="list-style-type: none"><li>• Students write down their answers on the board.</li><li>• Students and teachers give feedbacks to the answers.</li><li>• Students will read the conversation script together</li></ul>	T-SS	Social dimension Affective dimension feedback
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Pinyin Card:

Cut and adjust the size according to the needs.

ā	á	ǎ	à
ī	í	ǐ	ì
ē	é	ě	è
ō	ó	ǒ	ò

Activity two:

Worksheet 1:

Please pronounce the sentences with your group mates.

Set one:

ní hǎo mā (how are you)

wǒ hěn hǎo (I'm fine)

nǐ nē (how about you)

wǒ yě hěn hǎo.( I am fine too)

wǒ dǎ suàn hé jiā rén qù yǒng hé shāo kǎo. ( I am planning to go to swim and have BBQ with my family.)

Set two:

jīn tiān tiān qì zěn yang? ( How is today's weather?)

jīn tiān, tiān qì hěn hǎo ( today the weather is very nice.)

ní dǎ suàn zuò shěn mē? ( What's your plan today?)

wǒ dǎ suàn qù pǎ shān. ( I am going to hiking).

Activity three:

Worksheet 2

Please circle the correct Pinyin while your listen to the sentences.

1. wō wó wǒ wò

mēn mén mǎn mèn

kē ké kě kè

yī yí yǐ yì

qū qú qǔ qù

bēi bá běi bǎ

Jīng jǐng jǐng jìng

Kān kán kǎn kàn

Āo áo ǎo ào

Yūn yún yǔn yùn

huī huí huǐ huì

mā má mǎ mà?

2. Dāng dǎng dǎng dàng

rān rán rǎn ràn

kē ké kě kè

yī yí yǐ yì

3. nī ní nǐ nì

n ēng n éng n ǎng n èng

b ā b á b ǎ b à

pi āo pi áo pi ǎo pi ào

d āi d ái d ǎi d ài

sh āng sh āng sh ǎng sh àng

mā má mǎ mà?

Activity four:

Worksheet 3

Please write down the tones of Pinyin of the conversation.

Mr. Angry Potato head: wo men xian zai zai na li?

Carrot: wo men zai bei jing a

Box: wo men zen me qua o yun chang guan ne

Light ball: wo men neng zuo gong gong qi che qu ma

Yello Ball: bu ni men bu neng

Blue guy: wo men neng zuo chu zu che qu ma

Yello Ball: bu ni men bu neng

Box: wo men neng zuo huo che qu ma

Yello Ball: bu ni men bu neng

Mr. Angry Potato head: wo men neng zuo huo jian qu ma

Cloud: ke yi chu fa





