Lesson Plan

1) Content Area:

The content area of this class is Social Science and TESOL. Students are required to read and act out a Chinese history story “Kong Rong Gave Away Bigger Pears”. They are able to learn sharing is a joy from this story. What is more, they are required to figure out the usage of to-infinitive as subject in some simple sentences. They will also make some sentences with to-infinitive as subject through a small game and a story re-telling activity.

2) Objectives:

Language Objectives

At the end of this class, students are able to:

- Identify sentences with usage of to-infinitive in the story.
- Analyze the grammar structure in which to-infinitive is used as subject in some simple sentences.
• Make some simple sentences with to-infinitive through a game and a story re-telling activity.

\textbf{Content Objectives}

At the end of this class, students are able to:

• Read and perform a Chinese history story “Kong Rong Gave Away Bigger Pears” through acting certain roles and creating actor’s lines.

• Understand the culture and value which are conveyed by the story.

3) Assessment:

\textit{Formative Assessment}

After teacher explains how to-infinitive is used in sample sentences as well as summarize the grammar structure, a game called “David said” is followed. In this game, students are required to make sentences with to-infinitive to link up some key words, aiming to repeat what David said. Teacher will ask some groups to report their answers afterwards.

When students are doing group work, there is a worksheet designed for them. The students are required to read the history story and identify sentences which use to-infinitive. Then, they are going to act out the story with these sentences. Teacher can check whether every group has identified usage of to-infinitive correctly or not when observing their performance.

\textit{Summative Assessment}
After the groups have performed the story, they are required to write what they have learnt from the history story on the worksheet. There will be a discussion among the whole class. The teacher will give each group reflection.

4) Procedure and Resources:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Note (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td><strong>Explaining Grammar Structure</strong></td>
<td>Computer; Overhead projector to show PowerPoint; Sound equipment; Video Clips from <a href="https://www.youtube.com/watch?v=uvo0Tp9hbCs">https://www.youtube.com/watch?v=uvo0Tp9hbCs</a> and <a href="https://www.youtube.com/watch?v=rSwypHirUkM">https://www.youtube.com/watch?v=rSwypHirUkM</a>; PowerPoint (Slide 1-6)</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Playing a small game “David Said”</strong></td>
<td>PowerPoint (Slide 7-8) Game Worksheet (See Appendix 1)</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Group Work</strong></td>
<td>Group Worksheet (See Appendix 2); Worksheet for students with Autism (See Appendix 3); PowerPoint (Slide 9); Paper prop pears</td>
</tr>
</tbody>
</table>
5 minutes | **Discussion**
---|---
Every group reports what the group members have learnt from the history story. Student can exchange their views through discussion. Also, the teacher will give reflection.

| | PowerPoint (Slide 10) (See Appendix 4) |

**5) Differentiated Instruction:**

For students with lower English proficiency level, teacher can help them cooperate with students with good English proficiency in group work. With the help of classmates, they can understand the history story and grammar structure better.

For students with Autism, when playing the game, they can write their answers down on the paper instead of speaking out the answers. When other students are acting the story, they can draw the story down as a comic in a different worksheet. When there is a discussion, they can just listen to others’ perspectives.
Appendix 1: Game Worksheet

Name: _____________________________

Date: _____________________________

Game: David Said

Background: David is a shy boy. He can only speak out a few words when talking to his favorite girl, Lily. As David’s best friends, you must help David convey his meanings to Lily.

Game rules: Make a sentence to repeat what David said. Remember to use “To-infinitive” and certain grammar structure!

Sample

Lily: Hi, David! Let’s go to see a movie this afternoon!
David: OK… Nice… see… movie…
Lily: What did David say?

Answer:

David said: “It is/sounds nice to see a movie.”
Dialogue 1

Lily: You are an expert in playing video game. I have never tried playing that before. Is it interesting?

David: Yes… To… video games… interesting…

Lily: What did David say?

Answer:

David said: “_________________________________________”

Dialogue 2

Lily: If you could talk more, it would be better! David.

David: Sorry… It… hard… talk more.

Lily: What did David say?

Answer:

David said: “_________________________________________”
Kong Rong Gave Away Bigger Pears

In the Eastern Han Dynasty, there was a great scholar called Kong Rong. He’d been smart ever since he was a little boy. He had five older brothers and one younger brother. One day his father bought some pears. His father picked the largest pear and gave it to Kong Rong. However, Kong Rong shook his head and picked up the smallest one.

One of Kong Rong’s older brothers said: “It is so nice of you to give us the bigger pears. Thank you!”

The younger brother said: “It is so kind-hearted of you to share with me. Thank you!”

His dad was very curious, and asked: “Why did you give the big pears to your older brothers?”

Kong Rong said: “I am younger; so I should eat the smaller pear, and older brothers should eat the bigger ones.”

His dad was very glad after hearing his words, but asked further: “What about your younger brother who is younger than you are?”

Kong Rong said: “I am older than him, so I should leave the bigger one to my little brother. It is selfish to keep the bigger pear for myself.”

His father smiled, and told the other boys: “You boys ought to regard Rong as a good example. To be modest is very important.”
Group Tasks:

1. Please underline the sentences in which you think to-infinitive is used as subject.

2. Four students will take four roles (Kong rong, Father, Older Brother, Younger Brother) to act out this story. The sentences which you have underlined have to be used in your performance.

   However, you can also create some actor lines to make your performance more interesting.

3. What do you learn from this history story? We will have a discussion later.

   ____________________________________________________________
Kong Rong Gave Away Bigger Pears

In the Eastern Han Dynasty, there was a great scholar called Kong Rong. He’d been smart ever since he was a little boy. He had five older brothers and one younger brother.

One day his father bought some pears. His father picked the largest pear and gave it to Kong Rong. However, Kong Rong shook his head and picked up the smallest one.

One of Kong Rong’s older brothers said: “It is so nice of you to give us the bigger pears. Thank you!”

The younger brother said: “It is so kind-hearted of you to share with me. Thank you!”

His dad was very curious, and asked: “Why did you give the big pears to your older brothers?”

Kong Rong said: “I am younger; so I should eat the smaller pear, and older brothers should eat the bigger ones.”

His dad was very glad after hearing his words, but asked further: “What about your younger brother who is younger than you are?”

Kong Rong said: “I am older than him, so I should leave the bigger one to my little brother. It is selfish to keep the bigger pear for myself.”

His father smiled, and told the other boys: “You boys ought to regard Rong as a good example. To be modest is very important.”
Tasks:

a) Please underline the sentences in which you think to-infinitive is used as subject.

b) Draw the story down as a comic.

c) What do you learn from this history story? Please write down here.
Appendix 4: PowerPoint

USE TO-INFINITIVE AS SUBJECT

TESOL
QI JIANG

COMMON EXPRESSIONS

Video Clip from https://www.youtube.com/watch?v=joqtl9hhbs

WOULD YOU LIKE SOMETHING TO DRINK?

To drink

COMMON EXPRESSIONS

Video Clip from https://www.youtube.com/watch?v=SyphUkM

NICE TO MEET YOU, ANITA. NICE TO MEET YOU TOO.

To meet
BASIC FORM

To-infinitive = to + verb (be/go)

In a sentence, to-infinitive can act as:
1. Noun (subject, object, predicative, object complement)
2. Adverb
3. Adjective

TO-INFINITIVE AS SUBJECT

To speak English is interesting.

Structure: To-infinitive (subject) + Verb + adj.

It is interesting to speak English.

EXAMPLE

To keep running every morning becomes difficult when winter comes.

Structure: It + linking verb + adj. + To-infinitive

It becomes difficult to keep running every morning when winter comes.
GAME: DAVID SAID

David is a shy boy. He can only speak out a few words when talking to his favorite girl, Lily. As David’s best friends, you must help David convey his meanings to Lily.

Work with you elbow partner. Make a sentence to repeat what David said. Remember to use “To-infinitive” and certain grammar structure!

TIME FOR REPORTING ANSWERS
GROUP WORK

1. Find your partners: Work in group of 4 students
2. Read the history story “Kong Rong Gave Away Bigger Pears”
3. Finish the group tasks shown on the worksheet

DISCUSSION

What do you learn from this history story?

1. Respect
2. Share