

Lesson Plan

English Program

Strisuksa School

SubjectChinese Grammar.....

Code31201.....

Class ..4/19.....

Semester .1..

Academic year 2026

Unit.....1.....

Theme.....你好.....

Time3...hour

Learning Standards

To have a great interest of Chinese by getting a Chinese name or nickname.

Learning Objectives

1. Knowledge

1.1 make and show students how to call Chinese family name and first name .

1.2 takes turns to show himself how to speak .

Vocabulary Practice (10 minutes)

Words to Introduce:

1. 你好

2. 我叫

3. 名字

4. 什么

5. 姓

Example Dialogue:

A: “你叫什么名字?”

B: “我叫江辰。”

A: “那你叫什么?”

B: “我的名字是秋雅。”

Pair Work: Students practice the dialogue, substituting different prices and denominations.

Game : stand in a circle and ask : who you are ? Answer : I am ...

Assessment

1. Participation in discussions and activities.
2. Make a namecard and call each other name.

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English Program

Strisuksa School

Subject 中文语法

Code 31201.....

Class ..4/19.....

Semester .1..

Academic year 2026

Unit...2.....

Theme..谢谢你...

Time3.....hour

Objectives

By the end of the lesson, students will be able to:

Know how 汉字 are made of and where it is from.

Use 田字格 to practice how to write it .

Understand cultural or emotional associations with 汉字 in English-speaking context

Materials Needed

- 1.Whiteboard or chalkboard
- 2.Handouts with stroke order diagrams
- 3.Character practice worksheets with grid lines (田字格)

Lesson Outline

1. Warm-Up (5 minutes)

Ask students: "Have you ever seen Chinese characters before? Where?"

“Show simple examples of 汉字 (e.g., 人, 大, 木, 水).

2. Teaching Vocabulary (10 minutes)

Teach the 8 basic stroke types:

横 (héng) - horizontal

竖 (shù) - vertical

撇 (piě) - left-falling

捺 (nà) - right-falling

in discussions and activities.

Performance in the dialogue exercise and quiz.

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Strisuksa School

Subject中文语法

Code 31201.....

Class ..4/19.....

Semester .1..

Academic year 2026

Unit...3.....

Theme..颜色...

Time 2.....hour

Objectives

By the end of the lesson, students will be able to:

Identify and name basic colors in English.

Use color-related vocabulary in simple sentences.

Understand cultural or emotional associations with colors in English-speaking context

Materials Needed

Color flashcards or objects in various colors.

A projector or screen for visuals.

Worksheets with matching, coloring, or gap-fill activities.

A simple story or picture book that includes references to color

Lesson Outline

1. Warm-Up (5 minutes)

Activity: Show different colorful objects or pictures and ask students:

“这是什么颜色?”

Encourage guesses and introduce the topic: “Today, we’re learning about 颜色!”

2. Teaching Vocabulary (10 minutes)

Basic Colors to Teach:

Red, Blue, Green, Yellow, Orange, Purple, Pink, Black, White, Brown, Gray.

Pronunciation Practice:

Say each color aloud and have students repeat after you.

Visual Support:

Show flashcards or real objects of each color as you introduce them.

Vocabulary Practice (10 minutes)

Assessment

Participation in discussions and activities.

Performance in the dialogue exercise and quiz.

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Subject 中文语法

Code 31201

Class ..4/19.....

Semester .1..

Academic year 2026

Unit...4.....

Theme....色彩

Time2.....hour

Objectives

By the end of the lesson, students will be able to:

Identify and name basic colors in English.

Use color-related vocabulary in simple sentences.

Understand cultural or emotional associations with colors in English-speaking context

Materials Needed

Color flashcards or objects in various colors.

A projector or screen for visuals.

Worksheets with matching, coloring, or gap-fill activities.

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Lesson Outline

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Activity: Show different colorful objects or pictures and ask students:

“这是什么颜色?”

Encourage guesses and introduce the topic: “Today, we’re learning about 颜色!”

2. Teaching Vocabulary (10 minutes)

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Red, Blue, Green, Yellow, Orange, Purple, Pink, Black, White, Brown, Gray.

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Say each color aloud and have students repeat after you.

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Show flashcards or real objects of each color as you introduce them.

Vocabulary Practice (10 minutes)

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Performance in the dialogue exercise and quiz.

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Unit.....5.....

Theme..职业身份...

Time2.....hour

Lesson Outline

1. Warm-Up (5 minutes)

Activity: Show images or ask questions:

“What do you want to be when you grow up?”

“What jobs are common in your country?”

Introduce the topic: “Today, we will talk about occupations in Chinese culture and their English names.”

2. Vocabulary Introduction (10 minutes)

Common Occupations in Chinese Culture:

Traditional Occupations:

Farmer (农民 - nóng mín)

Scholar (学者 - xué zhě)

Merchant (商人 - shāng rén)

Artisan (工匠 - gōng jiàng)

Modern Occupations:

Teacher (老师 - lǎo shī)

Doctor (医生 - yī shēng)

Engineer (工程师 - gōng chéng shī)

Policeman (警察 - jǐng chá)

IT Specialist (IT 专家 - IT zhuān jiā)

Pronunciation Practice:

Read aloud each English and Chinese term.

3. Cultural Insight Discussion (10 minutes)

Discuss how traditional occupations were influenced by Confucian value.

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Academic year 2026

Unit.....6.....

Theme...question sentences grammar...

Time2.....hour

Objectives

By the end of the lesson, students will be able to:

- 1.Understand the structure of basic question sentences in Chinese grammar.
- 2.Compare and contrast Chinese and English question structures.
- 3.Construct and translate simple Chinese question sentences into English.

Materials Needed

Handouts with example sentences and grammar explanations.

Flashcards for sentence building.

A whiteboard or projector for explanations.

2. Introduction to Chinese Question Grammar (10 minutes)

Key Points to Cover:

Basic Chinese Question Words:

什么 (shénme) - What

哪里/哪儿 (nǎlǐ/nǎr) - Where

什么时候 (shénme shíhou) - When

为什么 (wèishénme) - Why

怎么 (zěnmē) - How

谁 (shéi) - Who

Sentence Structure Differences:

Chinese: Subject + Question Word + Predicate

Example: 你叫什么名字? (Nǐ jiào shénme míngzì?)

Translation: What is your name?

English: Question Word + Auxiliary Verb + Subject + Predicate

Yes/No Questions in Chinese:

Use “吗” (ma) at the end of a sentence.

Example: 你喜欢喝茶吗? (Nǐ xǐhuan hē chá ma?)

Translation: Do you like drinking tea?

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Unit....7.....

Theme..中文歌曲

Time2...hour

Objectives

By the end of the lesson, students will:

- 1.Understand the meaning and cultural context of a popular Chinese song.
- 2.Learn new vocabulary and phrases from the song.
- 3.Practice pronunciation and basic singing skills in Chinese.
- 4.Appreciate Chinese music as a form of cultural expression.

Materials Needed

Lyrics of the chosen song (translated into English and pinyin).

A recording or video of the song.

Handouts with key vocabulary and phrases from the song.

A projector or speaker for playing the song.

Preparation

Choose a popular or culturally significant Chinese song that is simple and suitable for learners.

Examples:

Jasmine Flower (茉莉花 - Mòlihuā)

The Moon Represents My Heart (月亮代表我的心 - Yuèliàng Dàibiǎo Wǒ de Xīn)

2. Introducing the Song (10 minutes)

Provide some background:

Who composed it?

What is its cultural or historical significance?

Hand out the lyrics in both Chinese (characters and pinyin) and English translation.

Highlight key vocabulary:

Example for Jasmine Flower:

小小花园 (xiao xiao hua yuan) – little garden

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Class ..4/19.....

Semester .1..

Academic year 2026

Unit....8.....

Theme..basic grammar....

Time ...2.....hour

Objectives

By the end of the lesson, students will be able to:

Understand key features of basic Chinese grammar.

Construct simple sentences in Chinese.

Compare Chinese grammar to English grammar to highlight similarities and differences.

Lesson Outline

1. Warm-Up (5 minutes)

Activity: Write the following on the board:

I eat an apple.

我吃苹果 (Wǒ chī píngguǒ).

Ask: “What do you notice about these sentences?”

Briefly introduce the topic: “Today, we’ll learn the basics of Chinese grammar and how it’s different from English.”

Rule 2: No Tense Changes

Explain that verbs in Chinese don’t change form to indicate tense.

Example:

I eat / I ate / I will eat → 我吃 (Wǒ chī)

Use time words to indicate tense:

今天 (jīntiān) - today

昨天 (zuótiān) - yesterday

明天 (míngtiān) - tomorrow

Assessment

Participation in sentence construction and translation activities.

Accuracy in forming basic sentences during practice and homework.

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SubjectChinese Grammar.....

Code 31201...

Class ..4/19.....

Semester .1..

Academic year 2026

Unit.....9.....

Theme...advanced grammar...

Time2....hour

Objectives

By the end of the lesson, students will be able to:

Understand key features of basic Chinese grammar.

Construct simple sentences in Chinese.

Compare Chinese grammar to English grammar to highlight similarities and differences.

Materials Needed

Handouts with key grammar rules and example sentences.

A whiteboard or projector for sentence structures.

Flashcards with vocabulary words for practice.

Rule 1: No Articles or Plurals

Chinese doesn't have articles (a, an, the) or plural markers (-s in English).

Example:

I see a cat.

我看到猫 (Wǒ kàn dào māo).

Rule 4: Use of Particles

Introduce particles like:

的 (de): Possession or description

Example: My book → 我的书 (Wǒ de shū)

吗 (ma): Question particle

Example: Do you eat apples? → 你吃苹果吗? (Nǐ chī píngguǒ ma?)

Assessment

This lesson provides a clear and engaging introduction to Chinese grammar, emphasizing practical use and comparisons to English for better understanding.

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Code 31201.....

Class ..4/19.....

Semester .1..

Academic year 2026

Unit....10.....

Theme.. review for mid-term....

Time .2.....hour

Learning Standards

Identify the vocabulary from pervious knowledge to speaking out a correct and fluent sentence . ask and reply the question by using the sentence “这个是__” correctly. participate enthusiastically and go along with activity that teacher provides.

Learning Objectives

1. Knowledge

1.1 what's this ? 这个是 xx , 那个是 xx.

1.2 this is my xx, that is her xx.

2. Process

2.1 teachers teach new words on textbook.

2.2 use new words in sentence to name objects.

3. Attitude

3.1. participate enthusiastically and go along with activity that teacher provides

3.2 1 try hard to practice with teachers and communicate with classmates.

Contents

1.Learn new words , repeat many times to be familiar with its meaning and usage.

2. know how to use right sentence structure and special using habit.

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SubjectChinese Grammar.....		Code 31201
Class ..4/19.....	Semester .1..	Academic year 2026
Unit.....11.....	Theme...analyze sentence structure ...	Time2....hour

Objectives

By the end of the lesson, students will be able to:

Understand the basic sentence structure for statements in Chinese grammar.

Construct simple declarative sentences using correct word order.

Compare Chinese statement structure with English sentence structure.

Materials Needed

Flashcards with Chinese vocabulary (subjects, verbs, objects).

Handouts with examples and practice exercises.

A whiteboard or projector for sentence building.

Practice Activities (15 minutes)

Activity 1: Sentence Building (5 minutes)

Provide flashcards with subjects (e.g., 我, 他), verbs (e.g., 吃, 喝), objects (e.g., 水, 米饭), and time/place words (e.g., 今天, 学校).

Students create sentences by arranging the cards in the correct order.

Example:

Cards: 我, 今天, 在学校, 喝, 水.

Sentence: 今天我在学校喝水 (Jīntiān wǒ zài xuéxiào hē shuǐ).

Activity 2: Translation Practice (5 minutes)

Write simple English sentences and have students translate them into Chinese.

Example:

“She eats rice.” → 她吃米饭 (Tā chī mǐfàn).

“We study at school today.” → 今天我们在学校学习 (Jīntiān wǒmen zài xuéxiào xuéxí).

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English Program

Strisuksa School

SubjectChinese Grammar.....

Code 31201.....

Class ..4/19.....

Semester .1..

Academic year 2026

Unit....12.....

Theme.....construct sentence

Time2.....hour

Objectives

By the end of the lesson, students will be able to:

- 1.Understand the basic sentence structure for statements in Chinese grammar.
- 2.Construct simple declarative sentences using correct word order.
- 3.Compare Chinese statement structure with English sentence structure.

Materials Needed

- 1.Flashcards with Chinese vocabulary (subjects, verbs, objects).
- 2.Handouts with examples and practice exercises.
- 3.A whiteboard or projector for sentence building

Key Grammar Rule: Basic Sentence Order (10 minutes)

1. Subject + Verb + Object (SVO)

Explain the core structure:

Subject (who/what) + Verb (action) + Object (what/who receives the action).

Example:

I eat an apple. → 我吃苹果 (Wǒ chī píngguǒ).

He drinks tea. → 他喝茶 (Tā hē chá).

2. Adding Time and Place

Introduce the typical order: Time + Place + Subject + Verb + Object.

Example:

Today I eat an apple at home.

今天我在家吃苹果 (Jīntiān wǒ zài jiā chī píngguǒ)

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SubjectChinese Grammar.....

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Class ..4/19.....

Semester .1..

Academic year 2026

Unit.....13....

Theme...practice sentence structure

Time2.....hour

Objectives

By the end of the lesson, students will be able to:

1. Vocabulary list from lesson 1 to lesson 10.
2. Basic structure of grammar .
3. Master how to construct sentences.

Practice Activities (15 minutes)

Activity 1: Sentence Construction (7 minutes)

Provide flashcards with subjects, verbs, and objects in Chinese and pinyin.

Students arrange them to form sentences.

Example:

Cards: 我 (Wǒ), 喝 (hē), 水 (shuǐ).

Sentence: 我喝水 (Wǒ hē shuǐ).

Activity 2: Time Words Practice (5 minutes)

Provide examples and ask students to add time words to sentences.

Example:

我喝茶 (Wǒ hē chá) → 今天我喝茶 (Jīntiān wǒ hē chá).

Compare and Contrast with English (5 minutes)

Discuss:

No verb conjugations make Chinese simpler than English.

Word order (SVO) is similar to English, but there's no use of is/are/am for simple statements.

Example: I am a teacher → 我是老师 (Wǒ shì lǎoshī).

Write 3 sentences in Chinese about yourself using basic grammar.

Example: "I like apples. I drink water. I am a student."

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SubjectChinese Grammar.....

Code 31201.....

Class ..4/19.....

Semester .1.

Academic year 2026

Unit.....14....

Theme adjective...

Time2.....hour

Objectives

By the end of the lesson, students will:

Understand the role and structure of adjectives in Chinese.

Learn common Chinese adjectives and their English meanings.

Use adjectives to form basic descriptive sentences in Chinese.

Warm-Up (5 minutes)

Begin with a question:

“How would you describe yourself in one word?”

Write students’ responses on the board (e.g., happy, smart, tall).

Briefly introduce the topic: “Today, we’ll learn about adjectives in Chinese and how to use them.”

What Are Adjectives?

Explain that adjectives describe qualities, such as size, color, or mood.

2. Key Features of Chinese Adjectives

Adjectives can function as predicates:

Example: 他很高 (Tā hěn gāo) → “He is tall.”

The use of 很 (hěn):

Often placed before adjectives to mean “very” or to serve as a grammatical link.

Example:

他高 (Tā gāo) → Feels abrupt.

他很高 (Tā hěn gāo) → More natural.

Adjectives can modify nouns:

Use 的 (de) between the adjective and the noun.

Example: 漂亮的花 (piàoliàng de huā) → “Beautiful flower”

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Class ..4/19.....

Semester .1.

Academic year 2026

Unit.....15

Theme advanced usage of adjective Time2.....hour

By the end of the lesson, students will:

Understand the role and structure of adjectives in Chinese.

Learn common Chinese adjectives and their English meanings.

Use adjectives to form basic descriptive sentences in Chinese.

Common Adjectives in Chinese

Introduce a list of common adjectives:

Colors: 红 (hóng) - red, 蓝 (lán) - blue, 白 (bái) - white

Sizes: 大 (dà) - big, 小 (xiǎo) - small

Qualities: 好 (hǎo) - good, 漂亮 (piàoliang) - beautiful

Feelings: 高兴 (gāoxìng) - happy, 累 (lèi) - tired

Practice Activities (15 minutes)

Activity 1: Match the Adjectives (5 minutes)

Provide flashcards with adjectives in Chinese and their English meanings.

Students match them.

Activity 2: Fill in the Blanks (5 minutes)

Provide example sentences with blanks for adjectives.

Example:

他很____ (Tā hěn ____) → 高 (gāo) → “He is tall.”

这是一个__的苹果 (Zhè shì yī gè ____ de píngguǒ) → 红 (hóng) → “This is a red apple.”

Activity 3: Descriptive Sentence Building (5 minutes)

Provide nouns (e.g., 花 - flower, 学生 - student).

Ask students to pair adjectives and form sentences.

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Unit.....16.....

Theme....quiz on adjective..

Time2..hour

Objectives

By the end of the lesson, students will:

- 1.Understand the role and structure of adjectives in Chinese.
- 2.Learn common Chinese adjectives and their English meanings.
- 3.Use adjectives to form basic descriptive sentences in Chinese.

This lesson provides a clear and engaging introduction to adjectives in Chinese, with a focus on practical usage and comparisons to English.

Wrap-Up Activity:

Ask students to describe something in the classroom using an adjective.

Example: “This book is interesting.” → 这本书很有趣 (Zhè běn shū hěn yǒuqù).

Students should finish the quiz with pictures and articles.

After checking the students' paper, find out their problems and talk with them one by one. And help them find the reason why they can not do some questions correctly.

Assessment

Participation in matching and sentence-building activities.

Accuracy in forming and using adjectives in sentences during class and homework.

This lesson provides a clear and engaging introduction to adjectives in Chinese, with a focus on practical usage and comparisons to English.

Homework:

Write 5 sentences in Chinese, including one sentence with a time word and one with a place word.

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SubjectChinese Grammar.....

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Class ..4/19.....

Semester .1..

Academic year 2026

Unit.....17.....

Theme....classifier ..

Time2.....hour

By the end of the lesson, students will:

Understand the concept and role of classifiers in Chinese grammar.

Learn common classifiers and their associated nouns.

Use classifiers correctly in sentences when counting or referring to objects.

Materials Needed

Handouts with a list of common classifiers and examples.

Flashcards with pictures of objects and their Chinese names.

A whiteboard or projector for sentence-building exercises.

Warm-Up (5 minutes)

Activity:

Show a picture of an apple and ask:

“How do you say ‘an apple’ in English?”

Explain that in Chinese, a word (classifier) is added between the number and the noun.

Example: 一个苹果 (yī gè píngguǒ) → "one apple."

Briefly introduce the topic: “Today, we’ll learn about classifiers in Chinese.”

What Are Classifiers?

Explain that classifiers are words used to count or describe nouns in Chinese.

They are required between numbers/demonstratives (e.g., this, that) and nouns.

Key Features

The structure: Number + Classifier + Noun

Example: 一本书 (yī bēn shū) → "one book."

Common classifiers are tied to specific categories of nouns (e.g., shape, size, function).

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SubjectChinese Grammar.....

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Class ..4/19.....

Semester .1..

Academic year 2026

Unit...18.....

Theme. Advanced classifier...

Time2.....hour

Objectives

By the end of the lesson, students will:

Understand the concept and role of classifiers in Chinese grammar.

Learn common classifiers and their associated nouns.

Use classifiers correctly in sentences when counting or referring to objects.

Common Classifiers

Introduce the most frequently used classifiers:

个 (gè): General classifier (e.g., 一个人 - yī gè rén - one person).

本 (běn): For books or bound items (e.g., 一本书 - yī běn shū - one book).

张 (zhāng): For flat objects (e.g., 一张纸 - yī zhāng zhǐ - one piece of paper).

条 (tiáo): For long, thin objects (e.g., 一条鱼 - yī tiáo yú - one fish).

只 (zhǐ): For animals or certain objects (e.g., 一只狗 - yī zhǐ gǒu - one dog).

Matching Game (5 minutes)

Provide flashcards with pictures of objects and their Chinese classifiers.

Students match the classifier to the object.

Example: Match 一本 (yī běn) to a picture of a book.

Fill in the Blank (5 minutes)

Provide sentences with missing classifiers.

Example:

一__苹果 (Answer: 个 - gè).

一__桌子 (Answer: 张 - zhāng).

Assessment

Participation in matching and sentence-building activities.

Accuracy in using classifiers in class exercises and homework.

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SubjectChinese Grammar.....

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Class ..4/19.....

Semester .1..

Academic year 2026

Unit.....19...

Theme..... final exam review.

Time ..2.....hour

Overview

This review is designed to help students prepare for their final exam on basic Chinese grammar. It covers key topics, provides practice exercises, and includes tips for mastering common grammatical structures.

Key Grammar Topics

1. Basic Sentence Structure

Subject + Verb + Object (SVO):

Example: 我吃苹果 (Wǒ chī píngguǒ) → "I eat an apple."

Time and Place Words:

Example: 今天我在学校学习 (Jīntiān wǒ zài xuéxiào xuéxí) → "Today, I study at school."

2. Question Sentences

Using 吗 (ma):

Example: 你是学生吗? (Nǐ shì xuéshēng ma?) → "Are you a student?"

Using 什么 (shénme) for "What":

Example: 你吃什么? (Nǐ chī shénme?) → "What do you eat?"

Using 哪里 (nǎlǐ) for "Where":

Example: 你去哪里? (Nǐ qù nǎlǐ?) → "Where are you going?"

This review consolidates fundamental Chinese grammar concepts to ensure students feel confident and prepared for their final exam.

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