Thematic Unit for 北京九日游

2011 Virginia STARTALK Chinese Teacher Academy

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Theme: Dining in a Chinese restaurant

Proficiency Level: Novice-low Grade Level: 9

Time frame: 150 minutes

Proficiency Level: Novice-Mid

Grade Level: 9th grade

Time frame: 150 minutes

Learning Objectives: Students are able to
- Order Chinese dishes
- Tell the waiter their dietary preferences
- Pay the bill and get the exact change
- Behave in culturally appropriate ways at the table

Standards:
3 modes –
1.1 Interpersonal: order food in a Chinese restaurant
1.2 Interpretive: comprehend a dining dialogue
1.3 Presentational: describe all the items on a Chinese restaurant table

5C’s
2.1 Culture (Practice): practice using chopstick
2.2 Culture (Product): chopstick
2.3 Culture perspective: the bad manner when using chopstick
3.1 Connection (Language): Math
3.2 Connection (Language): Culture
4.1 Comparison (Language/Culture): Chinese and US currency
4.2 Comparison (Language/Culture): Chinese and US currency
5.1 Community (Beyond school): homework assignment
5.2 Community (Lifelong learning)

Materials:
- PowerPoint slides
- Palm phone Chinese character input
- Authentic material: Beijing subway maps, Beijing sightseeing map, Picture of Beijing landmarks
- Vocabulary, grammar handouts
an apron, towels, paper plates with picture dishes, cups, ice tea and coke in bottles, water bottles, paper bowls, chopsticks and napkins
Chinese Yuan RMB print outs for students to count and take home
Made-up menu, picture of one Chinese restaurant, pictures of Chinese food
Sentence structure sheets for role-play

Key vocabulary:
服务员, 饭店, 甜甜的, 辣辣的, 酸酸的, 可乐, 冰茶, 酸辣汤, 馄饨汤, 春卷, 甜酸鸡, 北京烤鸭, 饺子, 芥兰牛肉, 家常豆腐, 来, 盘, 碗, 杯, 瓶, 筷子, 想喝, 想吃, 多少钱, 块, 毛, 一共

Structures:

a) Reduplication of adjectives
甜甜的, 辣辣的, 酸酸的
b) Measure words: 盘, 杯, 个, 碗, 瓶,
一盘甜酸鸡; 一盘北京烤鸭, 一碗酸辣汤; 一杯冰茶; 一瓶可乐
c) Order dishes with 来

d) Chinese currency: 块, 毛, 多少钱?, 一共多少钱?

Key structures: Using measure words/ 盘, 碗, 杯, 瓶 and order dishes with 来

你想喝什么? 我想喝+ beverages, 来+ number + measure word+ beverages

你想吃什么? 我想吃+ Food, 来+ number + measure word + food

多少钱?, 一共多少钱?

Procedures:
The thematic subunit consists of one day of three 50-minute blocks.
This unit is designed for non-heritage high school beginning learners, who will learn to order major Chinese cuisines, ask for price, calculate the dining cost and use chopsticks.

The 1st hour (50 min.)

1) Warm up: 班歌 (PPT/ 1 min.)
2) Practice:
Review/ make a phone call asking what someone would like to drink and Expansion (PPT) (1 min.)
A. Drinks: (8 min.)
   1. Show drinks and use “这是什么?” “你喜欢喝什么” to review.
   2. Pair-work “你喜欢喝什么? report to the class.
   3. Review “杯”, “瓶” by using real items and gestures.
B. Tasting: (5 min)
1. Show pictures, gestures and facial expression to teach 酸酸的, 甜甜的, 辣辣的
2. Chinese and American restaurant, waiter/waitress and Chinese dishes:
   Show 中国餐馆, 美国餐馆, 饭店, 服务员, 客人,
   and review with “这是什么?”
C. Introduce “碗, 盘,” and practice measure words with 一盘 甜酸鸡; 一盘 北京烤鸭;
一 碗 馄吞汤 (5 min.)
1. Pair-work “去中国餐馆，你想吃什么？” and report to the class. (5 min.)
2. Role-play: Students play customers and teacher plays a waitress.
   Customers order Chinese dishes from the waitress. The rest of students will
   tell what dishes are ordered. (5 min.)
3. Watch a video clip. Learn how to use chopsticks (3 min.)
4. Game: Learn how to use chopsticks (10 min.)
   • Students will be divided into groups of 2
   • Hold the chopsticks the way the teacher instructed
   • Use the chopsticks to grab a cereal from the plate
   • Put the cereal into your own bowl
   • You will have 30 seconds to get as much cereal as you can
   • When the time is up, count your pieces of cereal in Chinese
   • Whoever can transfer the most pieces of cereal into their bowl wins
   Students count how many pieces of cereal they got by using chopsticks and
   report to the class.
D. Reinforce table manners of using chopsticks by viewing PPTs (2 min.)

3）Closure: Students are able to describe all the drink and food items on a Chinese
restaurant table.

The 2nd hour (50 min.)

1) Warm up:
Slide no. 2 / scene at restaurant of Beijing Hotel 北京饭店 (1 minute)
The teacher dresses up as restaurant waiter and greets customers/ students.
欢迎, 欢迎, 请进, 请进。
2) Practices:
A. Order Chinese dishes using the correct measure words for beverages and food
(side no. 3)
1. Review 服务员, teacher will point to her own name tag and ask student
   Who am I 我是谁? Let students review day 2 family members’ professions.
   Teacher will let student know she will be a restaurant waiter for a day. (3
   min.)
2. Slide no. 4 / show sentence structure
你想喝什么? 我想喝 + Beverages, 来 + number + measure word+ beverages
Teacher points to the drinks on the table and asks one of the students
你想喝什么?“Student answers what they would like to drink using
measure word with 来 (teacher to students / 5 min.)

3. Role-play: Students pair-up to be waiter or customer to act out taking orders for beverages. (student-to-student/ 5 min.)

4. Slide no. 5 / show sentence structure
你想吃什么? 我想吃 + beverages, 来 + number + measure word+ food.
Teacher points to the prepared Chinese dishes on the table and asks one of the students 你想吃什么?
Students answer what they would like to eat using measure word with 来 (teacher to students / 5 min.)

5. Role-play: students pair-up to be waiter or customer to act out taking orders for food. (student-to-student/ 5 min.)

B. Know how to count with Chinese currency and pay the bill and get exact change

1. Slide no. 6/多少钱 pictures of restaurant menu which has price for each ordering dishes circled and restaurant receipts indicating amount of the bill

2. Slide no. 7-11/ introduce Chinese currency and also compare symbols of US currency and Chinese currency (3 min.)

3. Slide no. 12-14/ students will count Chinese currency with 块 and 毛 after students have learned about Chinese currency (5 min.)
Teacher counts real money with students to check understanding (1min.)

4. Slide no. 15/ a made up menu of the Beijing Hotel contains 2 drinks and 6 authentic dishes. In this activity, students need to self-check what they would like to drink and eat. Teacher will model his/her answers first then ask students to check the menu themselves (teacher to students 5 min.)

5. Again students will refer to slide 16 (same as slide 6) /多少钱? to ask their partner how much of each dish they want to order. (student to student 5 min.)

6. Next, Teacher brings students attention to slide 17 to finalize this student centered activity (5 min.) Students have to mark what they have just ordered on the menu and add up the total price from the menu items ordered and come up with a total price (cost).

2) Closure:
Students take turns to report to the class what they ordered from (5 min.) the beverage and food items and how much of each using the following sentence structures

我喝 + number + measure word+ beverages.

我吃 + number + measure word+ food.

一共 ____.
The 3rd hour (50 min.)

1) Warm up:
   1. Review the first two periods' contents using visual aide, single out measure words 盘/碗/杯/瓶 also supplement with realia.
   2. Students divide into 2 groups by counting plates, bowls, and cups out loud and report their numbers to the class.

2) Practice:
   1. View a short video clip in which has restaurant theme of ordering dishes.
   2. Students will answer a theme related questionnaire after viewing the video clips. Teacher will check students' understanding by rewinding back the video till all the students have right answers.
   3. Practice in Pairs: Teacher models with another teacher to perfume the dialogue so students can practice on their own.
   4. Activity: Students interview 2 of their classmates what they like to eat and drink at a Chinese restaurant. Everyone should name at least 2 dishes and 1 drink.
      
      Name 喜欢吃______ 也喜欢吃______
      他喜欢喝________

5. 去饭店 show students who are 服务员 and how to order food, order beverages.
   1. Pair work: 1 waiter/ress takes order 1 customer orders beverage and 2 food items.
      Students' language output by using sentence patterns:
      服务员：你好，请进！你想喝什么？ 客人：我想喝………...， 来一杯/瓶...
      服务员：你想吃什么？ 客人：我想吃……先来一盘…,再来两个...

6. Review Chinese Yuan-RMB and its face value. Students may use previous given money print-outs to practice counting the exact amount Chinese Yuan with 块 in the conversation.

3) Closure: Teacher employs lots of realia to strengthen students’ associations between words for restaurant objects, i.e. menu and students are acting out as waiters and customers.

Show off time: provide students made up menu, aprons, plates, cups, beverages, etc to create near real-life situation for students to act out
   • Divide into 4 groups
   • 1 waiter/waitress, 2 customers
   • Use the menu to create a dialogue about ordering a meal in a Chinese restaurant
   • All students should switch roles a number of times.
• Last, each group takes turn to report to the class what is the total price for their ordering

客人：服务员，一共多少钱？
服务员：一共_____块.

(The practicum has 3 hours of teaching on one day. Teacher may extend it by adding more hours and instructional activities.)

**The 4th hour** (50 min.)

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**The 5th hour** (50 min.)

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**Assessment and Rubrics**

1）**Assessment**

**Formative assessment:**

A. Interpersonal assessment: Students ask and answer questions related to ordering drink and food in the restaurant
B. Interpretive assessment: Students read the menu and select drink or food items
C. Presentational assessment: Students act out and verbally describe what he/she ordered and how much it cost in total using Chinese currency

**Summative assessment:**
Have students role-play the following scenario:
Ordering food and beverage and paying the bill after finishing meals in a Chinese restaurant.

2）**Rubrics for Speaking**

<table>
<thead>
<tr>
<th></th>
<th>Almost Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Discourse and Task Completion</strong></td>
<td>Can name few taught words or phrases</td>
<td>Can name some taught words or phrases</td>
<td>Using taught words or phrases in a simple sentence</td>
</tr>
<tr>
<td><strong>Comprehensibility /Pronunciation</strong></td>
<td>Simple phrases are somewhat comprehensive</td>
<td>Simple phrases are mostly comprehensive</td>
<td>Simple phrases are always comprehensive</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Response is choppy</td>
<td>Response with some pause</td>
<td>Response with pausing naturally</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Use taught words or phrases with errors</td>
<td>Use taught words or phrases with occasional errors</td>
<td>Use taught words or phrases with few errors</td>
</tr>
<tr>
<td><strong>Language Control</strong></td>
<td>Use patterned sentence structures with some errors</td>
<td>Use patterned sentence structures with occasional errors</td>
<td>Use patterned sentence structures in accuracy</td>
</tr>
</tbody>
</table>
Before-class/After-class planning

Before-class planning:
- Have students review Chinese numerals, money, and preview vocabulary related to beverage and food from Chinese restaurant on www.gochinese.net

After-Class planning:
- Have students log onto www.gochinese.net again to complete their homework assignment about Dining in a Chinese restaurant.
- Students are encouraged to go to a Chinese restaurant to actually order the dishes they learned in the class with their family during the weekend.