THEMATIC UNIT for 北京九日游
2011 Virginia STARTALK Chinese Teacher Academy

Theme: Dining in a Chinese restaurant  I 钟良音，II 秦厚丹，III 王韵梅

Proficiency Level: Novice-mid to high

Grade Level: rising 8th grade

Time frame: 150 minutes

Learning Objectives:
- Be able to memorize names of various Chinese dishes with regard to how to order dishes in Chinese
- Understand and use the correct measurement words: 盘, 杯, 个, 碗, 瓶, 罐
- Learn how to express tastes using reduplication of adjectives
- Know when to use 想 …想去 想喝 想吃
- Food ordering process + number of dishes or beverages using 先给我…再给我…
- The concept of Chinese Yuan RMB & how to say the value in Chinese

Standards:
Communication: 1.1, 1.2, 1.3
Culture: 2.1 & 2.2
Connection (Language): 3.1

Materials: Power point presentation, pictures a note pad for role-play, lemon slices, candy, cereal, chopsticks, aprons, Styrofoam plates, cups, bowls, beverages, water, tea cups, sentence structure sheet for role-play, food pictures, photo taken in Beijing restaurant, made up menu, Chinese Yuan RMB print outs for students to count and take home

Key vocabulary/structures:
餐馆, 服务员, 酸辣汤, 蛋花汤, 春卷, 甜酸鸡, 北京烤鸭, 饺子, 红烧肉, 白饭, 盘, 碗, 杯, 瓶, 好吃, 炒饭, 炒面, 酸酸的, 甜甜的, 咸咸的, 春卷, 甜酸鸡, 雪碧, 可乐

Procedures:

The 1st hour
1. Warm up:
   1) Warm up: 班歌 (PPT) (1 minute)

2) Practice: Review and Expansion (PPT)
   a) Drinks: (6 minutes)
      i) Show drinks and use “这是什么?” “你喜欢喝什么?” “你想喝什么?” to review.
      ii) Pair-work “你喜欢喝什么?” “你想喝什么?” and report to the class.
      iii) Review “杯”,” 瓶” by using realia and gestures.
   b) Tastes: (5 minutes)
i) Show pictures, realia, gestures and facial expression to teach 酸酸的，甜甜的，咸咸的，辣辣的

(25 minutes)
c) Chinese and American restaurant, waiter/waitress and Chinese dishes:

i) Show 中国餐馆，美国餐馆，服务员，客人， and review with “这是什么？”

ii) Introduce “碗, 盘,” and practice with 一盘 甜酸鸡；一盘 北京烤鸭; 一碗 蛋花汤

iii) Pair-work “去中国餐馆，你想吃什么？” and report to the class.

vi) 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.

d) Watch a video clip. Learn how to use chopsticks (3 minutes)
e) Game: Learn how to use chopsticks (5 minutes)

- 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

3) Closure: Students count how many pieces of cereal they got by using chopsticks and report to the class.

The 2nd hour
1. Warm up:

a. The teacher greets students and introduces the teacher’s name.
b. The teacher teaches the sentence structure, 先…再…(xiān chī/hē…zài chī/hē …) using a PPT slide and a sample sentence. Students practice by repeating after the teacher.

2. Practice:

a. The teacher illustrates and acts out the concept of 先吃…再喝…(xiān chī/hē…zài chī/hē…) in the sample sentence using the Total Physical Responses (TPR) method. The teacher “first eating” a Chinese dish represented by a picture of the food glued to a Styrofoam plate, “then drinking” a cup of juice. The teacher demonstrates the concept about three times, each time followed by a question to the students about what the teacher does. Students respond by saying the sample sentence.
b. The teacher puts some Chinese dishes on a table at the front and asks students to come to it. With the key sentence structure is still showing, the teacher demonstrates the sentence structure just taught by using a flyswatter to hit the Chinese dish that is mentioned first in the sentence, then the second dish that is mentioned second.
c. The teacher asked the students to line up in pairs, take turns saying the key sentence and hitting the Chinese dish in the correct order using a flyswatter until every student has a turn. sentence, then the second dish that is mentioned second.
d. The teacher shows a slide of a “Role-Play Activity.” The teacher asks two students to volunteer to be two customers (客人/kè rén) and order food from a waitress (服务员/fú wù yuán) played by the teacher. The two students need to use the key sentence structure, 先吃/喝…再吃/喝 (xiān chī/hē…zài chī/hē …) when ordering food and report to the whole class what they order. The rest of the students record what they say as they report to the whole class. Some students are called by the teacher randomly to report to the whole class what they hear and the teacher double check
with the two volunteer students to see if the answers are correct. Two sets of students go upstage to practice.
e. The teacher shows slides of family members with father, mother, sister (older and younger), brother (older and younger) in it and the teacher review how to say them with students.
f. The teacher shows a slide of a “Group Activity: Dine out with my host family.” The teacher divides students into two groups; index cards with roles of family members given to each group. Students discuss among themselves who role-play the role of a waiter/waitress, and family members such as father, mother, brother (older or younger) or sister (older or younger). Students are to order dishes that each of them likes to eat from the waiter/waitress using the sentence structure of 先吃/喝…再吃喝… (xiān chī/hē…zài chī/hē).

3. Closure
The teacher chooses a student as the exchange student at the end of the activity. The exchange student from each group is to report what each family member would like to order to the whole class.

The 3rd hour
1. Warm up:
a. Review the first two periods contents using visual aide, single out measure word of 盘 碗 杯 瓶 罐 also supplement with realia
b. students divide into 2 groups by counting plates, bowls, and cups out loud and report their numbers to the class

2. Practice:
a. look at the picture of various dishes without the Pinyin under the pictures, students said the name of the dishes they just reviewed
b. Practice in Pairs: Teacher models with another teacher to perfume the dialogue so students can practice on their own
c. 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
• 名字喜欢吃______ 也喜欢吃______
• 他喜欢喝________
d. 去 餐馆 show students who are 服务 员 and how to order food, order beverages
   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: 请给我一杯/罐…
服务员: 你想吃什么? 客人: 先给我一盘...,再给我两个...
e. Introduce Chinese yuan-RMB, provide RMB print outs, how to say the face value in Chinese, then practice how to pay bill counting Chinese yuan

3. Closure:
Show off time: provide students made up menu, aprons, plates, cups, beverages, etc to create a 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
Finally, each group takes turn to act in front of the class.

Add the bill paying sentence structure combine d. section sentences first.

客人: 服务员，一共多少钱？ 服务员: 一共____块钱.

Go through what students have learned from the previous day and today’s lessons and vocabs.
Remind them to log on website to do their homework.

**Assessment & Rubrics**

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td><strong>Mechanics</strong></td>
<td>Can understand a bit of the lesson taught but pronunciation, and attitude are distracting</td>
<td>Can say the whole sentence with a few slips, but acceptable</td>
<td>Can say what are taught which reflects in pronunciation and enunciation</td>
</tr>
<tr>
<td><strong>Language output</strong></td>
<td>Can only comply very few of teacher’s requirements</td>
<td>Can cover the required sentence structures, but does not clearly communicate to the audience/classmates</td>
<td>Can do very good role play, presentation clearly communicates the activity or pair work goals</td>
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**Before-class/After-class planning**

1. Before the class the students were assigned to preview the materials they were going to learn today on [www.gochinese.net](http://www.gochinese.net). This is the first period of the lesson about dining in a Chinese restaurant so there is no homework assigned.

2. The teacher shows the students what they’ve learned the day before and students are asked to review what they learn today after they go home. 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.