THEMATIC UNIT for 北京九日游

2012 Virginia STARTALK Chinese Teacher Academy

By Hong Li, Amy Chen & Ruiling Liang

Theme: Dining in a Chinese restaurant

Proficiency Level: Novice-low

Grade Level: 9th-11th grade

Time frame: 5 class periods, 50 minutes for each period, 250 minutes totally

Learning Objectives:

- Be able to know 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 想去中国餐馆...
  - 想喝 … (饮料 beverage; 饮料 taught in previous theme)
  - 想吃 …
- Be able to know how to express hungry and full. (饿 and 饱)
- Be able to describe tastes （咸咸的、甜甜的、酸酸的 and 辣辣的）
- The concept of Chinese Yuan RMB & how to say the value in Chinese Familiar with Chinese currency
- Take orders and add up the cost.
- Pay the bill with Chinese currency, and get the exact change
- Food ordering process + number of dishes or beverages using 先给我…再给我…
- Students will be able to express what, when and where to eat for breakfast, lunch and dinner

Standards:

Communication: 1.1, 1.2, and 1.3
Culture: 2.1 & 2.2
Connection (Language): 3.1
Comparison: 4.2

Materials: Power point presentation, video clips from YouTube, a video made by teachers, pictures a note pad for role-play, lemon slices, candy, regular & spicy potato chips, 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 for this theme:
想吃，北京烤鸭, 饺子, 春卷, 蛋花汤, 糖醋鱼，酸辣汤，麻婆豆腐，米饭,炒饭，炒面，
盘, 只, 碗, 杯, 瓶，甜甜的, 辣辣的, 酸酸的, 餐馆, 服务员, 点菜, 筷子, 饿，好吃，吃
饱了，钱，人民币，一共多少钱，~块钱, 找你~块钱

Procedure:

First period: 50 minutes

Language of focus - 餐馆, 服务员, 酸辣汤, 蛋花汤, 春卷, 甜酸鸡, 北京烤鸭, 饺子, 糖醋
鱼, 米饭, 炒饭, 炒面, 青菜, 盘, 碗, 杯, 瓶, 想吃…, 想喝…。

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

I. Warm up:

• The teacher greets students and introduces the teacher’s name.
• Review day of the week and the date
• Review names of drinks and sentence structures
  你想喝。。。吗？

II. Practice:

1. Watch video clip from YouTube: Chinese song- “对不起，我的中文不好”
   • Ask questions about the video
   • Introduce new words 吃，饺子 from the video

2. Learn the rest of the new words:
   • divide the new words into three groups,
   • use printed pictures and PPT,
   • use the following questions: 你想吃。。。吗？你想吃什么？

3. Pair Work:
   • Ask each other the above two questions

4. look at the picture of various dishes without the Pinyin under the pictures,
   students said the name of the dishes they just reviewed
   • Practice in Pairs: Teacher models with another teacher to perfume the dialogue
so students can practice on their own
• Activity: Students interview 2 of their classmates what they like to eat and drink at a Chinese restaurant. Everyone should name 1 drink and at least 2 dishes.
  ➢ 他喜欢喝xxx
  ➢ Name 喜欢吃 XXX 也喜欢吃 XXXX
• 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…

5. Watch a video:
• Video is made by the teacher and her colleague at a Chinese restaurant about ordering drink and food.
• Ask questions about the video

6. Activity
• Ask a friend What do you want to drink and eat on Monday, Tuesday and Wednesday & weekend.
• Report to the class

7. Skit:
  ➢ Three in a group order drink and food at a Chinese restaurant.
  ➢ Presentation: Prepare and perform in class.

III. Closure:
• Ask students: 你想喝什么？你想吃什么？

 فالْسُئَلَةُ: 50 minutes
Language of focus: Students will be able to
• Express the tastes by using reduplicated adjectives

• Say hungry & full. (饿; 饱)

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Materials: Video clips, Computer for power point presentation (PPT), an apron, some plates, cups, soda, water bottles, bowls, food pictures for role-play, chips, lemon, sour candy & chocolate.

Key vocabulary: 咸咸的、酸酸的, 甜甜的、辣辣的, 饿, 不饿, 好吃, 饱, 不饱

Structures: 我饿了; 我不饿; 我饱了; 我不饱; 甜酸鸡甜甜的、酸酸的我喜欢/不喜欢吃; 麻婆豆腐辣辣的, 我喜欢/不喜欢吃。

I. Warm up:

• The teacher greets students and introduces the teacher’s name.
• Review Chinese dishes names from 1st period and ask students’ preferences

II. Practice: Review and Expansion:

1. Show pictures and teach “饿“，”你饿了吗？“”我饿了。“”我不饿。“

• And let students ask each other “你饿了吗？“ then ”我饿了。你想吃什么？我想吃… ( 甜酸鸡/糖醋鱼/麻婆豆腐/北京烤鸭…)。”
• Pair-work & present it.

2. Show pictures and teach:

“饱“，”你饱了吗？“”我饱了。“/ “我不饱？，我要吃…”

• Pair-work & present it.
• Show pictures, realia, gestures and facial expression to teach

甜甜的、酸酸的、辣辣的、咸咸的.

• Let student taste the different snack (regular potato chips, spicy chips), sour candies and chocolates and describe the taste in Chinese.
• Pair-work & present it.

➢ “你喜欢酸酸的、甜甜的糖吗？…

➢ “你喜欢咸咸的、辣辣的薯片(chips)吗？

3. Review the 1st period materials:

• Ask students “What’s this?” 这是什么？

一盘甜酸鸡; 一盘北京烤鸭; 一碗蛋花汤; …
4. Describing tastes of those dished taught in previous period
   - 一盘糖醋鸡甜甜的、酸酸的。你喜欢吃糖醋鸡吗？
   - 一盘糖醋鱼甜甜的、酸酸的。你喜欢吃糖醋鱼吗？
   - 一盘麻辣豆腐辣辣的。你喜欢吃麻辣豆腐吗？

5. Pair-work:
   • “去中国餐馆，你想吃什么？” and describe the tastes.
     - For example: “我要一盘糖醋鸡，甜甜的、酸酸的，我喜欢吃。
       “我要一盘糖醋鱼，甜甜的、酸酸的，我喜欢吃。”
   • Report to the class.

6. Watch video- Dinning in Chinese restaurant part II. (This video is made by the teacher and her colleague at a Chinese restaurant about ordering drink and food.)
   • Ask questions according to this video clip.
     - Q: “顾老师喜欢吃什么?”
     - Q: “甜酸鸡味道怎么样?”
     - Q: “梁老师不喜欢吃什么?
     - Q: “麻婆豆腐味道怎么样?”

7. Role-play: 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
   - Finally, each group takes turn to act in front of the class.
     (Students encourage memorizing their scripts.)

III. Closure: Skit performance without scripts.
**Third Period: 50 minutes**

Language of focus: Familiar with Chinese currency 人民币, add up the cost （多少钱？一共多少钱？）Pay the bill with Chinese currency, and get the exact change (找你_____块钱？)

Standards:

- Communication: 1.1, 1.2, 1.3
- Cultures: 2.1, 2.2
- Connection: 3.1, 3.2
- Comparison: 4.2
- Community: 5.1, 5.2

Materials: Computer for power point presentation (PPT), Chinese money - Renminbi (Authentic Materials), and photo RMB money(1,5,10,20,50,100 kuai qian), photos of Chinese restaurant, a piece of table cloth, flower vase (restaurant setting), aprons and towels for waiter /waitress, Menu from a Chinese restaurant (authentic), Chinese dishes (pictures, photos), worksheet for task 1-3 and task 4.

I. Warm up:

- Review all the Chinese dishes, and the tastes from last two periods by asking questions such as “你想吃什么?” “____好吃吗?”
- Review numbers 1-100

II. Practice:

a. PPT slides: 钱; 美国, 美元-美元; 中国,中国钱-人民币; 1 块钱, 5 块钱, 10 块钱, 20 块钱, 50 块钱, 100 块钱.

b. Pass several photos RMB to each student. Teacher calls on the amount of money, students show if they have the amount, and sound it out in Chinese

c. Teach "多少钱" “你有多少钱?” “我有___块钱”. Students do student center activity as pairs, Students will present in the front of classroom. PPT shows the sentence patterns.

d. Teach “一共多少钱”. Use PPT and teachers demo with two bills together to show the meaning of “一共多少钱”. Teacher guide students follow the demo to do the pair work. They add up the amount of money they have, and ask the partner “一共多少钱”, the partner will answer “一共_块钱”, then 3 or 4
students do the group work by asking and answer each other. (Student Center activity)
e. Teacher shows PPT slides of Chinese dishes and the prices, and guide students
to do math to add up the dishes they may be ordered. They present in the front
of classroom.
f. Teacher will teach “make exact changes”. Explain the meaning by demo. Ask
somebody to be a customer in a Chinese restaurant to make an order, such as

2. 服务员: “一盘烤鸭 90 块钱.”

3. 顾客: “这是 100 块钱.”

4. 服务员: “找你 10 块钱.”

5. Teacher will pass out menus to every student. Students will follow the demo to
practice pairs. They can make any order they like as they were in a real Chinese
restaurant, and they can add up the total price from the menu and pay to the
“waiter/ress”, who will make changes.

III. Closure: Set up 3 students as a group. There is one waiter/ress, two customers. After
students’ center practice, Students will take turns to report to the class.

Fourth Period: 50 minutes

Language of focus: “人民币 “, “美元”, “汇率”, ”多少钱
”, “你有多少钱?”, “我有___块钱”.

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Procedures:

I. Warm up:

• Review all the Chinese dishes, and the tastes from last two periods by asking
  questions such as “你想吃什么?” “____好吃吗?”
• Review numbers 1-100

II. Practice:

1. PPT slides: 钱; 美国, 美国钱-美元; 中国, 中国钱-人民币; 1 块钱, 5 块钱, 10 块钱,
   20 块钱, 50 块钱, 100 块钱.
2. Pass several photo RMB to each student. Teacher calls on the amount of money, students show if they have the amount, and sound it out in Chinese.

3. Teach "多少钱" "你有多少钱?" "我有____块钱". Students do student center activity as pairs, Students will present in the front of classroom. PPT shows the sentence patterns.

4. Teach “一共多少钱”. Use PPT and teachers demo with two bills together to show the meaning of “一共多少钱”. Teacher guide students follow the demo to do the pair work. They add up the amount of money they have, and ask the partner “一共多少钱”, the partner will answer “一共_块钱”, then 3 or 4 students do the group work by asking and answer each other. (Student Center activity)

5. Teacher shows PPT slides of Chinese dishes and the prices, and guide students to do math to add up the dishes they may be ordered. They present in the front of classroom.

6. Teacher will teach “make exact changes”. Explain the meaning by demo. Ask somebody to be a customer in a Chinese restaurant to make an order, such as
   i. 服务员: “一盘烤鸭 90 块钱.”
   ii. 顾客: “这是 100 块钱.”
   iii. 服务员: “找你 10 块钱.”

7. Teacher will pass out menus to every student. Students will follow the demo to practice pairs. They can make any order they like as they were in a real Chinese restaurant, and they can add up the total price from the menu and pay to the “waiter/ress”, who will make changes.

III. Closure:

Set up 3 students as a group. There is one waiter/tress, two customers. After students’ center practice, Students will take turns to report to the class.

Fifth Period: 50 minutes

Language of focus: Express what (什么?), when （什么时候?）and where （在哪里?） to eat for breakfast, lunch and dinner （吃早饭/午饭/晚饭） and utensil.

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Comparison: 4.2

Key vocabulary/structures:
When do you want to eat breakfast/lunch/dinner? (你几点吃早饭/午饭/晚饭?) Where do you want eat breakfast/lunch/dinner? (你在哪儿吃早饭/午饭/晚饭?)

Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Comparison: 4.2

I. Warm up:
- Review day of the week and the date
- Review names of drinks and sentence structures
  你想喝。。。吗？
  你想喝什么？
  你想吃。。。吗？
  你想吃什么？
- Review time

II. Practice:

1. Learn the new words
   - use printed pictures, PPT, and clock
   - use the following questions:
     ➢ 你几点吃早饭、午饭，晚饭？
     ➢ 你在哪儿吃饭？
     ➢ 我在 家里/学校食堂/饭馆/快餐店 吃饭。
   - Use printed pictures, PPT teach 哪儿，家里，学校食堂，饭馆，快餐店
     ➢ 你在哪儿吃饭？
     ➢ 我在 家里/学校食堂/饭馆/快餐店 吃饭。

2. Pair-work & present it.

3. Activity: Pass a worksheet to each student and they need to ask 3 classmates about these 2 questions:
   ➢ 你几点吃早饭，午饭 和 晚饭？
   ➢ 你在哪儿吃早饭，午饭 和 晚饭？
• Students report to class.

4. Learn the new words & sentences: 筷子，刀叉，
   • “用筷子/刀叉吃饭 “，“我喜欢用 筷子/刀 叉吃中国饭。 “”我不喜欢用筷子吃中国饭。 “
   • Pass chopsticks & forks & knifes, plates & bows to each student.
   • PPT slide and teacher molding.

5. Pair-work & present.

6. Watch a video clip – learn how to use chopsticks.

7. Activity: Learn how to use chopsticks
   • Students will be divided into groups of 2
   • Hold the chopsticks the way the teacher instructed
   • Use the *chopsticks* to grab a jellybean from the plate
   • Put the jellybean into your own bowl
   • You will have 30 seconds to get as much jellybean as you can.
   • When the time is up, count your pieces of jellybeans in Chinese
   • Whoever can transfer the most pieces of jellybean into his/her bowl wins
   • Students count how many pieces of jellybean in different color that they got by using chopsticks and report to the class. (colors had been taught in previous thematic unit)

8. Watch a video: video is made by the teacher and her family about when and where to have the meal. Chinese people using chopsticks instead of forks & knifes.
   • Ask questions about the video.

9. Skit:
   • Three in a group
   • Discuss when, where & what to eat in a certain scenario
   • Prepare and perform in the class
III. Closure: Skit performance.

Assessment & Rubrics

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</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>
</tr>
</tbody>
</table>

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.