

LESSON PLAN for 北京十日游
2014 Virginia STARTALK Chinese Student Academy
By Jane-Na Chang

Topic/Sub-theme: (Day 6, June 28) Dining in a Chinese restaurant

Proficiency Level: Novice

Grade Level: Group 1: 13-15 years old

Time frame: 9:00-9:50AM

Learning Objectives: I will be able to

- a. Identify Chinese dishes
- b. Express my likes/dislikes of Chinese dishes
- c. I can plan to order Chinese dishes

Standards: 1.1, 1.2, 1.3

Materials:

1. Realia (pictures of Chinese food, candy, vinegar, bowls, hot pepper, sugar, various drinks—water, coke, sprite, juice, coffee)
2. A set of bingo cards
3. Survey & handouts (a handout with terms for 10 Chinese dishes and 6 drinks; one handout for expressing likes / dislikes of Chinese dishes; one survey to find out what dishes and drink students would like to order)

Key vocabulary:

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

Structures:

The usage of “想吃” and “想喝”

Procedures:

A. Warm up: Review Day Four's learned materials

- 1) Teacher introduces himself or herself by using vocabulary about nationality, favorite drinks, and hobbies.
- 2) Review terms and measure words for 6 different drinks by having students do a pair activity. Students take turns asking what his/her partner's favorite drink is, giving that drink to his/her partner, and have his/her partner say the polite expressions.
- 3) Review 5 tourist attractions in Beijing by showing pictures of those spots.

B. Practice

1. Start teaching 5 new terms (饺子, 春卷, 米饭, 炒饭, 炒面). Have students pronounce the terms in unison or individually.
2. Interpersonal activity: Students are divided in pairs. They are given 5 cards with pictures of the above-mentioned food items. Students take turns practicing sentence patterns (Q: 这是什么? A: 这是....., Q: 你喜欢吃 ____ 吗? A: 我喜欢/不喜欢吃 _____).
3. Continue to teach another 5 food terms (麻婆豆腐, 酸辣汤, 蛋花汤, 糖醋鱼, 北京烤鸭). Have students pronounce the terms in unison or individually.

4. Interpersonal activity: Students are divided in pairs. They are given another 5 cards with pictures of the above-mentioned food items. Students take turns practicing sentence patterns (这是什么? 这是…., 你喜欢吃 ____ 吗? 我喜欢/不喜欢吃 _____).
5. Interpretive listening activity—Bingo game: Teacher models how to play the game by asking a student what he/she likes to eat or drink and have him / her answer the question. Teacher circles the picture of the food or drink on the bingo card what he / she just said. Teacher then passes a ball to the student. The student asks a question what someone likes to eat or drink and tosses the ball to the 2nd student. The 2nd student says what is in his / her mind. The rest of the class circles the item this 2nd student says. 2nd student tosses the ball and repeats the same pattern. Play the game until either 2-3 students call out bingo or until the whole class of students gets to say what they like to eat or drink.
6. Interpersonal and presentational speaking activity: teacher models how students should interview one another and find out what food and drink items they would like to order for their family. All students need to report to the class what he / she orders. While he / she does that, the teacher can invite another student come to the board and circle the food and drink items the first student just mentioned. While all students report what they would like to order, the teacher can go over the list of food and drink choices and tally how many students order a certain food or drink item.

Closure: Interpersonal activity

If time allows, students play a board game in pairs to practice learned and new sentence patterns by rolling a dice, drawing a card from a pile of question cards and answering the question on the card to review all sentence patterns that they have learned for the last five days.

Assessment & Rubrics

Listening comprehension.

Students answer teacher's and classmates' questions, or report their findings after interpersonal and presentational activities.

Before-class:

Preview Day 6's materials. See the VSCSA program website

<http://uvastartalk14.weebly.com>

After-class:

1. Practice writing characters on the character worksheet (See Day 6 on packet)
2. Watch a video to **preview** Day 7 grammatical structures/content
 - ** Take notes while watching the video, and answer 3 questions after watching the video