

**LESSON PLAN for 北京九日游**  
**2011 Virginia STARTALK Chinese Teacher Academy**  
**Hou-Dan Chin**

**Topic/Subtheme:** Dining in a Chinese restaurant – 2<sup>nd</sup> hour/Dine out with my Host Family

**Proficiency Level:** Novice-low

**Grade Level:** rising 9<sup>th</sup> grade

**Time frame:** 50 minutes

**Learning Objectives:**

Students will be able to:

- Say family members in the host family
- Say Chinese dishes with correct measure words
- Order Chinese dishes you first eat/dring... then eat/drink using: 先...再... (xiān chī/hē...zài chī/hē...)
- Say what you would like to eat using: 想吃 (xiǎng chī)

**Standards:**

Communication: 1.1, 1.2, 1.3

Culture: 2.1 & 2.2

Connection (Language):3.1

**Materials:** a computer for PowerPoint presentation (PPT), made-up menu, sentence structure worksheets, clipboards and notepads, pictures of Chinese dishes, Styrofoam plates, cups, chopsticks, a table cloth, two aprons, a clipboard, index cards, black marker, beverages (can of Sprite, Diet Coke, Coca Cola), juice, water, two flyswatter

**Key vocabulary:**

服务员, 客人, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 酸辣汤, 蛋花汤, 春卷, 甜酸鸡, 北京烤鸭, 饺子, 红烧肉, 白饭, 炒饭, 炒面, 青菜, 盘, 碗, 杯, 罐, 瓶

**Sentence structure:**

先吃/喝... 再吃/喝...(xiān chī/hē...zài chī/hē...)

想吃 (xiǎng chī)

**Procedures:**

**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 onstage 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).

## 2. 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.