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LESSON PLAN for 北京九日游
2011 Virginia STARTALK Chinese Teacher Academy

Unit theme: Sightseeing in Beijing (Day 6)

Proficiency Level: Novice Mid – Novice High

Grade Level: 9-12

Time frame: 50 minutes (First block of a four-block thematic unit)

Learning Objectives:

1. Students can understand simple authentic written material - online articles about chopstick use.
2. Students can give a basic presentation on why and how to use chopsticks using simple sentences, phrases and body languages.
3. Students can give a basic description of the dishes and tastes on a Chinese restaurant table.

Standards:

3 Modes and 5 Cs -

- 1.3 Presentational: Describe the dishes and tastes on a Chinese restaurant table and present why and how to use chop sticks using simple sentences, phrases and body languages
- 2.1 Culture (practice and perspective): Practice using chopstick and understand why some manners when using chopstick are considered inappropriate in Chinese communities.
- 2.2 Culture product (product and perspective): Chopstick and understand why Chinese people use chopsticks.
- 3.1 Connection (language and subject): Cantonese music, which is often played in a Cantonese restaurant
- 3.2 Connection (language and culture): Acquire information and recognize the distinctive viewpoints of using chopsticks.
- 4.1 Comparison (language): Vocabulary about chopsticks and forks.
- 4.2 Comparison (culture): Concepts of chopsticks and forks.
- 5.2 Community (lifelong learning): Students preview the unit and research the online information about chopsticks use without teachers' help.

Brief Summary of this thematic unit (including curricular context and unit goals):
The thematic subunit consists of three 50-minute blocks and one 80-minute block and can be completed in one day of an intensive summer immersion program. This unit is designed for non-heritage high school beginning learners who will research issues related to the unit theme through three-mode communication activities about Chinese cuisines, currency, chopstick and music in a Chinese restaurant.

Required resources and places:

1. PowerPoint slides
2. Computer with Internet connection
3. Authentic material: Chinese chopsticks, Cantonese music Xiyangyang, iced tea, Coke and water in bottles and cups, dishes pictures on paper plates or bowls and M&M chocolates
4. Vocabulary and grammar handouts
5. ACTFL 2003 Integrated Performance Assessment Rubrics and Novice Level Task Comprehension Guide Adapted Templates

Key vocabulary:

酸辣汤, 馄饨汤, 春卷, 家常豆腐, 甜酸鸡, 北京烤鸭, 饺子, 芥蓝牛肉, 盘, 双, 碗, 杯, 冰茶, 筷子, 叉

Key structures and grammar:

1. Measure words: 盘, 只, 碗, 杯, 瓶
一盘甜酸鸡; 一碗酸辣汤; 一杯冰茶; 一瓶可乐
2. Reduplication of adjectives
甜甜的, 辣辣的, 酸酸的

Assessment & Rubrics

Performance Tasks with Integrated Performance Assessment Rubrics
(Interpretive, Interpersonal and Presentation Rubrics Novice Learner, ACTFL 2003)

Presentational task:

Chinese dishes and tastes introduction as a waiter in a new Chinese restaurant

Quizzes, tests, prompts and work samples

Sentence and/or dialogue based vocabulary and grammar dictation

Unprompted Evidence (classroom observation and dialogues)

1. Classroom participation
2. Performance in chopstick use game and presentation

Before the new thematic unit planning

1. Students review the old thematic unit
2. Students prepare for the new thematic unit by preview the new grammar and vocabulary items
3. Online research on chop stick use – why and how to use chop sticks and complete ACTFL Novice Level Interpretive Task Comprehension Guide Adapted Temple.
4. Listen to a piece of famous Cantonese music Xiyangyang and research its background information

Procedures:

The first block (50 minutes)

Warm up: 10 minutes

Old unit review - make a phone call asking what someone would like to drink (10 minutes)

1. Teacher and student phone call demo
2. Student-centered phone call activity (pair work)

Practice: 30 minutes

1. New unit preview dictation (grammar and vocabulary handouts are given after the dictation)
2. Look and say: describe the tastes using Power Point picture prompts such as lemon, honey and red pepper (solo and chorus answer)
3. Taste and say: describe the tastes according to three samplers such as hot chilly oil, vinegar and sugar (solo and chorus answer)
4. Look and say: describe cuisines and drinks with correct numeral and measure words using pictures on plates and bowls as prompts one by one (solo and chorus answer)
5. Simple Presentation - Chopstick use in Chinese communities (randomly select 2 students to present and teacher ask the rest questions)
6. Game -Use chopsticks to pick up M&M chocolates. The winner meets the color and amount requirements within 3 minutes (background music is Xiyangyang)

Closure: 10 minutes

Presentational task (ACTFL Presentational Rubric Novice Learner is given):

You are a waiter or waitress working in a new Chinese restaurant. You are eager to introduce to new customers some nice dishes and tastes on the restaurant sampler table. (pair work)

Break: 10 minutes (to be continued)