

Thematic Unit: *Visiting Chinese Family/Dining in Chinese Restaurant*

Target Proficiency Level: Intermediate-Low

Number of Hours: 8 to 9 hours

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Brief Description of Unit:

This thematic unit includes 2 parts. The first part is about visiting Chinese family. They will experience how they are welcomed and introduced in Chinese families. The second part is about eating in a local Chinese restaurant. Students will learn names of some Chinese dishes, discuss about their favorite food, including what they likes and dislikes, practice how to order food and pay bills in Chinese. They will also learn how to prepare a Chinese dish in class.

Through the content covered in the theme, Students will learn how to welcome a visitor, how to eat in a restaurant, and reinforce their Chinese proficiency including the four domains: speaking, listening, reading and writing.

Learning Objectives:

- Understand social etiquette for visiting Chinese families
- Gain perspectives on Chinese food of various styles
- Order Chinese food in a Chinese restaurant
- Be familiar with basic vocabulary pertinent to Chinese dishes
- Learn appropriate Chinese table manners
- Comment on the taste of certain foods in a culturally appropriate way

Students will understand the following Chinese customs and culture:

- It is common to pay a visit to a friend's house without advance notice
- Bring gifts when visit a friend's home, and know what some of the appropriate and inappropriate gifts are

- Offer tea and hot water to visitors
- There are four main regional cooking styles in China
- When eating out, Chinese people share all dishes and usually one person pays the entire bill at a restaurant
- Chopsticks and spoons rather than forks and knives are used at the table; In some areas, no public chopsticks are served
- The host may use his/her own chopsticks to put food onto your plate to show hospitality
- All foods need to be cooked before being served
- Soups are served as entrées, not appetizers. Desserts usually are fruits

What Essential Questions Will Guide this Thematic Unit and Focus Teaching/Learning?

- Is it common to pay a visit to a friend's house without advanced notice?
- Do people bring anything when visiting a friend's home? And what to bring?
- How to order food in a restaurant and how to describe food?
- How to prepare a specific Chinese dish?

National Foreign Language Standards:

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.1, 3.1, 3.2, 4.2, 5.1

Content Knowledge:

- Social etiquette for visiting Chinese families
- Basic features of Chinese food
- Direction words
- Names of food
- Basic phrases of ordering food
- Food culture

Key Linguistic Structures/Grammar and Vocabulary

1. Key Structures/Grammar:

- 一点，一下 moderating the tone of voice
- Measures words: 杯，碗，瓶，盘，个
- In verbal and written form, demonstrate how to use the preposition word 在 and appropriate position words to locate a place
- Discuss about the favorite food in Chinese (最喜欢/最喜歡.....)
- Use Chinese expressions to show the order of an event (先..., 再..., 然后,...最后...).

2. Key Vocabulary

- *Visiting Chinese Family* : 请进 欢迎 光临 请坐 喝茶 介绍
一下 认识 高兴 主人 客人 室友 留学生
- *Dining in Chinese Restaurant* : 餐馆 服务员 位子 桌子 点菜
来 要 先 再 然后 最后 喝 酸辣汤 蛋花汤
春卷 家常豆腐 甜酸鸡 蒙古牛 红烧牛肉 北京烤鸭
饺子 虾炒饭 白饭 放味精 可乐 雪碧 啤酒 葡
萄酒 红酒 白酒 盘 碗 杯 瓶 饿 上菜
做好 吃素 中餐 西餐 快餐 好吃 极了 别的 还
要 一点 都 太 咸 淡 酸 辣 油 腻
- *Supplementary words*: 汉堡包 麦当劳 比萨饼 必胜客
肯德鸡 民以食为天

Skills:

- Welcome a visitor
- Introduce one person to another
- Compliment someone on his/her house
- describe the food served in a restaurant
- Demonstrate how to order food and how to pay bills
- describe how to cook a dish
- Compare and discuss American food and Chinese food

Technology Integration:

Power point presentations, videos and internet research on the Chinese food, picture cards and posters, and realia including menu and tea

Assessments:

I. Authentic on site assessment through students' performance in class

- Invite a friend to visit his or her family
- Role play visiting a Chinese family
- Order food in a restaurant
- Pay bills after meals
- Discussion about food of a restaurant with a friend
- Demonstrate how to cook a Chinese dish
- Perform eating experience in a restaurant

II. Quizzes, Tests, prompts, Work Samples

Dictations (Vocabulary quizzes within context)

Listening Comprehensions

Reading Comprehensions

Writing assignments

V. Can Do Statements from Linguafolio

Interpretive

I can

- understand longer conversations and narratives on some unfamiliar topics in live and recorded materials;
- begin to identify main ideas in a limited number of topics presented on TV, radio, film, and computer-generated presentations;
- use contextual clues to help me understand live or recorded spoken language;
- skim authentic written materials to find relevant, basic facts such as prices, locations, times, etc;
- and understand familiar words, phrases, and sentences in authentic written materials with minimal re-reading.

Interpersonal

I can

- start, maintain, and end a simple face-to-face conversation on topics that are familiar or of personal interest;
- ask for and follow simple directions and instructions in a variety of contexts;
- express and react to feelings such as preferences;
- engage in simple conversation in complete sentences on most topics pertinent to everyday life such family, household tasks, hobbies, and interests;
- describe myself, my family, and other people using several simple sentences;
- describe where I live using several simple sentences;
- talk about my needs, wants, and preferences;
- summarize short passages in a simple fashion;
- talk about unfamiliar topics by using familiar phrases and gestures;
- write a series of simple sentences about myself and describe aspects of everyday life;
- write about unfamiliar topics by using familiar phrases.

Presentational

I can

- describe myself, my family, other people using several simple sentences;
- describe where I live using several simple sentences;
- describe my interests and personal experiences using several simple sentences;
- talk about things that are happening and are going to happen;
- talk about my needs, wants, and preferences;
- summarize short passages in a simple expression;
- sometimes talk about unfamiliar topics by using familiar phrases and gestures;
- write a series of simple sentences about myself and describe aspects of everyday life;
- write simple questions about aspects of everyday life;
- write about unfamiliar topics by using familiar phrases.

Required Resources:

- Standards for Foreign Language Learning in the 21st Century
- Promoting Professionalism in Teaching AP Chinese: An Introduction to a Successful Instructional Model in Teaching Second Year Chinese at the College Level
- Integrated Chinese Level One Part I
- Learn Chinese with Me
- NC on line Chinese level I
- Video Clips, DVD, CD
- Other web resources
- Realia and other authentic materials

Differentiating Instruction:

- To meet the need of different learning styles, new language items are presented with various forms of assistance, such as visual aids, written language (pinyin and characters), body movements and videos.
- Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- TPR
- Watching
- Peer tutoring

Links to relevant web sites:

<http://www.learnnc.org/lp/editions/mandarin1/>

<http://my.cheng-tsui.com/node/683>

<http://www.youtube.com/watch?v=P5o6Zs-42YE>

<http://www.youtube.com/watch?v=K6FG8GjU590>

<http://tw.youtube.com/watch?v=KwBNOpB3HLo&feature=related>

Rubric for Oral Test

4 points	Speaks with confidence and no significant hesitations No grammatical mistakes Makes a definite attempt to use tones, mostly correctly Able to convey all the above information
3 points	Speaks with confidence and few significant hesitations No grammatical mistakes Makes a definite attempt to use tones, many correctly Able to convey all the above information
2 points	Speaks with little confidence and significant hesitations Several grammatical mistakes Little attempt to use tones and many are incorrect
1 points	Speaks with little/no confidence and significant hesitations Many grammatical mistakes No attempt to use tones Unable to convey most of the above information