**Menu Making**

Teaching object: 160 Grade 6-7 students, Chinese-learning beginners

Teaching time: 270 minutes(6 periods, 45 minutes each period)

Type of class: vocabulary/listening/speaking/writing/reading/TPR

Teaching content: Food, Drinks, Vegetables, Meat, Seafood, Eight Types of Traditional Chinese Cuisines and Menu Making

Teaching aims:

By the end of the lesson, students will be able to

1. know names of different food and drink materials.
2. know different types of Chinese cuisines.
3. express likes and dislikes about food with the sentence pattern “---你喜欢吃什么？---我喜欢吃...因为它...<健康的/新鲜的/美味的...>”.
4. make a menu for a Chinese restaurant and role-order dishes with the sentence patterns “我想点... 买单... 我请客...”.

Teaching highlights:

1. express likes and dislikes about food with the sentence pattern “---你喜欢吃什么？---我喜欢吃...因为它...<健康的/新鲜的/美味的...>”.

2. make a menu for a Chinese restaurant and role-order dishes with the sentence patterns “我想点... 买单... 我请客...”.

Teaching difficulties: making the menu and role-ordering dishes .

Teaching methods: Task-based teaching method/Group work/TPR/Student-centered teaching

Teaching aids: pictures/flash cards/whiteboards/kahoot/padlet

Teaching procedures:

**Main Food and Drinks**

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task2 Brainstorm what main food and drinks students know.

〖Designing intention: Talk about the teaching content and activate the classroom environment.〗

Task3 Learn to say and write Chinese and American main food and drinks.

〖Designing intention: The differentiated explanation of food and drinks in China and America makes students realize the cultural and historical differences. The practice of speaking and writing immerse students in the real language environment .〗

Task4 Students play a game called “Word Bank”, in which students are separated into two groups-food group and drink group. Each one is a main food or a kind of drink and write down the explanation of this main food or drink. After this, group members take turns to ask the other group members to guess what the main food or drink it is in Mandarin! The more answers they get, the more scores they will win.

〖Designing intention: To check if they can speak the words out accurately and fluently in a lively, competitive and efficient way and to see if we can move on with our class.〗

Task5 Learn the different sentence pattern to ask and answer about students’ favourite main food or drink is and the reasons why they like them best.

〖Designing intention:The activities make students switch from vocabulary learning to sentence learning which is advanced for their Mandarin learning level.〗

Task6 Practice the dialogue ““---你喜欢吃什么？---我喜欢吃...因为它...<健康的/新鲜的/美味的...>””.with their group members or other classmates.

〖Designing intention: The speaking practice switches students from simple input activity from output activity.〗

**Fruit and Vegetables**

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task2 Brainstorm what fruit and vegetables students know.

〖Designing intention: Talk about the teaching content and activate the classroom environment.〗

Task3 Learn to say and write Chinese and American fruit and vegetables.

〖Designing intention: The differentiated explanation of fruit and vegetables in China and America makes students realize the cultural, historical and geographical differences. The practice of speaking and writing immerse students in the real language environment .〗

Task4 Students play a game called “Word Bank”, in which students are separated into two groups-fruit group and vegetable group. Each one is a fruit or vegetable and write down the explanation of this fruit or vegetable. After this, group members take turns to ask the other group members to guess what the fruit or vegetable it is in Mandarin! The more answers they get, the more scores they will win.

〖Designing intention: To check if they can speak the words out accurately and fluently in a lively, competitive and efficient way and to see if we can move on with our class.〗

Task5 Learn the different sentence pattern “---你喜欢吃什么？---我喜欢吃...因为它...<健康的/新鲜的/美味的...>” to ask and answer about students’ favourite fruit or vegetable is and the reason.

〖Designing intention:The activities make students switch from vocabulary learning to sentence learning which is advanced for their Mandarin learning level.〗

Task6 Practice the dialogue with their group members or other classmates.

〖Designing intention: The speaking practice switches students from simple input activity from output activity.〗

**Meat, Seafood and Seasoning**

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task2 Brainstorm what meat, seafood and seasoning students know.

〖Designing intention: Talk about the teaching content and activate the classroom environment.〗

Task3 Learn to say and write Chinese and American meat, seafood and seasoning.

〖Designing intention: The differentiated explanation of meat, seafood and seasoning in China and America makes students realize the cultural, historical and geographical differences. The practice of speaking and writing immerse students in the real language environment .〗

Task4 Students play a Quizizz game about meat, seafood and seasoning.〖Designing intention: To check if they can speak the words out accurately and fluently in a lively, competitive and efficient way and to see if we can move on with our class.〗

Task5 Learn the different sentence pattern “---你喜欢吃什么？---我喜欢吃...因为它...<健康的/新鲜的/美味的...>” to ask and answer about students’ favourite meat and seafood and the reason.

〖Designing intention:The activities make students switch from vocabulary learning to sentence learning which is advanced for their Mandarin learning level.〗

Task6 Practice the dialogue with their group members or other classmates.

〖Designing intention: The speaking practice switches students from simple input activity from output activity.〗

**Chinese Eight Cuisines**

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task 2 Ask about famous dishes in America and give instructions about Chinese eight cuisines regionally and their typical characters and flavors.

〖Designing intention:Students have a general understanding of different types of cuisines and the cultures.〗

Task 3 Students watch videos about different types of Chinese cuisines and the ordering, billing and meal-inviting ways in Chinese restaurants.

Task 4 Students practice and role-play the ordering, billing and meal-inviting ways with the sentence pattern “我想点... 买单... 我请客...” in the simulative environment.

〖Designing intention: The speaking practice switches students from simple input activity from output activity.〗

**Menu Making**

Task1 Teacher and students greet each other in Chinese.

〖Designing intention:Beginning the whole class with target language.〗

Task 2 Teacher gives the instructions about the rules to make menus.

1. Write down the names of everything we've learned in both Pinyin and Chinese characters. 40%
2. Include elements: Drink, Main Food, Dish(Vegetable & Meat), Fruit(Fruit Salad & Fruit Ice Cream). 40%
3. Include prices with Arabic numbers and pictures of all the food. 10%
4. Design 5%
5. Download PDF on Canva and upload it via Padlet.

https://padlet.com/xiaolinzhang\_tclp/ius27lvcijknutea

1. Write down your English name and your class(eg. Mon &Wed Period1)5%

Task 3 Teacher helps students with the menu making.