**Chinese Stage 4 program**

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| **Unit Title: Eating and Drinking** | **Duration: 4 weeks (Term 4 week 1-4)** |

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| **Unit overview** | |
| Students discuss eating and drinking in a variety of contexts. Communicative activities include discussing likes and dislikes regarding food and drink, creating menus, writing surveys, and ordering food and drink in a restaurant. Students research, design menus in teams and present a role-play set in a mock Chinese restaurant.  ***Students with prior learning and/or experience***  Students discuss eating and drinking in a variety of contexts. Communicative activities include discussing likes and dislikes regarding food and drink, students collate information from texts, research a Chinese regional cuisine and present their findings to the class in PPT and hand in a short writing description in Chinese.  ***Students with a background in Chinese***  Students access a range of texts to identify how the Chinese food is maintained or adapted in their daily life and the Australian context. They analyse the information and present their findings in a report to the local newspaper | |
| **Outcomes** | **Resources** |
| **A student:**   * Use Chinese to interact with others to exchange information, ideas and opinions, and make plans LCH4-1C * Identifies main ideas in, and obtains information from, texts LCH4-2C * Organises and responds to information and ideas in texts for different audiences LCH4-3C * Applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C * Demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U * Applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U * Identifies variations in linguistics and structural features of texts LCH4-8U | * YouTube clips related to Chinese food and regional cuisine * Websites * Online vocabulary quizzes and games * Worksheets and exercises * Flashcards, pictures and posters * Interactive whiteboard (WB) activities |

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| **Content** | **Teaching, learning and assessment** |
| **Students:**  ·recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity (ACLCH C010, ACLCHC011) | **Introduction**   * **Students:**   - view YouYube “我爱中国菜“, practise singing and understanding the  meaning of scripts and vocabulary in the song, including the name of Chinese  region food, cutting and cooking methods.  - talking about in pairs what they like to eat and drink   * discussing likes and dislikes regarding food and drink, creating menus, writing surveys, and ordering food and drink in a restaurant * go online to look at authentic Chinese menus and discuss their layout with   the class, ask students to share what they notice about the food and prices in comparison with menus in Australian restaurants   * Reflect on how they having their food with, eg table setting and tools like fork/chopsticks, and how that is part of their family culture, background and identity. |
| ·recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171) | * **Students :** * View digital media presentation of Chinese food * Learn the vocabulary for some foods and drinks, eg 米饭，面条， 面包，茶，水，水果，果汁。 * Talking about themselves and their family’s likes and dilikes, eg 我喜欢吃/喝…。我不喜欢吃/喝…。 * View on-line presentation with images, websites and/or YouTube clips, eg Real Chinese -Food and Restaurant, Chinese Breakfast Introduction, 饭馆， 广东菜，四川菜， 东北菜，上海菜，北京小吃，北京烤鸭…。 * Research about some food, drinks and dishes that make up Chinese cuisine. How similar is it to Australian food? * Practice reading and writing key characters |
| ·respond in English or Chinese to information and ideas in a variety forms for specific contexts(ACLCHC085) | * **Students:** * Label a worksheet in characters with the name of each food , drinks regional cuisins , next to the picture representing the object, eg 饺子，包子，四川菜，咖啡…。 * Revise Chinese numbers, 12 Zodiacs, days of the week, family members with teacher |
| ·interact with peers and known adults a range of topics and experiences (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161) | **· Using PPT and flashcards, the teacher introduces the key vacabularies,**  eg 牛/猪/羊/鸡肉+ 面/饭，早/中/晚饭，  **Students:**   * Practise writing the new key characters according to the stroke order. * The teacher models how to ask someone and their family eat and drink for breakfast,lunch and dinner, eg 我们早饭吃面包。哥哥午饭吃披萨饼，喝果汁。妈妈晚饭吃饺子，喝茶。 * **Students:** * Consolidate the new language structure through spoken practice * Plan a canteen meal menu for the week usiing the characters learnt, eg 星期一：炒面，牛肉饭，鸡肉…。 * **Studnets :** * Collate the information from the class survey on drinking or eating habits then compare and contrast the results, mainly in Hanzi with some pinin.   Eg. 你吃很多饺子吗？我的妈妈很少喝可乐。只有我不喝牛奶。 |
| ·understand and use elements of Chinese grammar, including pronoun and adverbs, word order and sentence structure to express ideas(ACLCHU092,ACLCHU060, ACLCHU205, ACLCHU172) | * **Students:** * Vocabulary related to Chinese food and drinks for breakfast, lunch and dinner,eg 馄饨，锅贴，油条，早茶 * Create a word bank related to their particular Chinese food to introduce to the class prior to their mock restaurant presentation, eg 饮茶，火锅，拉面，小吃，饺子，筷子 * **Students** learn to**:** * Understand and use pronoun 你，我，他，你/我/他们 * the use of connectives， eg和，也 * the use of expressing an opinion, eg 我想….; 我要…..;我想要….; * Recognise that there are many measure words in Chinese, eg 个，杯，碗，盘 * Understand and use of special verbs, eg 喜欢/不喜欢，想/不想，吃/喝, 有/没有， 想/要/想要 * Understand and use adjectives, eg 饿/渴，不饿/渴， 好吃/好喝 ，不好吃/好喝, 多/少，很多/少 * **Students** practise writing a description using scaffolds provided by the tahcer,   Eg，我们家星期六去饭馆吃饭。 爸爸吃了米饭，肉和菜。我喝了果汁和  中国茶。 |
| ·compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC232) | **Students:**   * practise using conjunctions to join sentences, eg by responding to flashcards of food and drink. * practise sequencing the instructions on how to order a food or drink, to enhance the flow and clarity of ideas.   ·**Using all the information preseted in class and other information gathered through research, students working in groups for** **“ Chinese Food Restaurant Project”:**   * choose a Chinese cuisine * collect and collate the information * manage a mock restaurant with its own name, menu, order sheet, table setting, mock 3D food and scripts. * prepare a mock restaurant presentation  |  | | --- | | **Assessment:**  **Students (group in 4-5) are required to research, and present, a range of Chinese Restaurant Food (one of the Chinese Region Food) that is commonly served in Chinese cultural contexts, such as Shanghai Food, Sichuan Food, Guangdong Food, Beijing Food and other food which Chinese communities eat.**   * They must research the Chinese context through the Internet, library books and other resources. Many Chinese Food Restaurants are now commonplace in our own multicultural Australian context. * The menu you present should be labelled in Chinese, pinyin & English. Your assessment will be marked according to  1. the range of Chinese food included; 2. the artistic props and presentation of the Chinese restaurant (i.e. menu / table setting / 3D food); 3. The quality of menu & script – including quality of Chinese writings (in English, Chinese characters & pinyin); 4. Quality of the speaking & conversation flow (including content & structure); 5. Time-limit : Presentation is 8-10 minutes long. | |
| **Students:**   * obtain and process information from a range of spoken, written and digital texts (ACLCHC051, ACLCHC052, ACLCHC196,   ACLCHC163) | ***Students with prior learning and/or experience***  **Students:**  − research a range of Chinese Restaurant Food that is commonly served in Chinese cultural contexts, through viewing and reading a range of spoken, written and digital texts and identify information, including key expressions used  − compare Chinese Restaurant Food and Australian food video clip,including the apperance, materials, table setting and table manner.  − collate the information from sources, and identify similarities and differences. |
| * recognise and use knowledge of *Hanzi* to infer meaning from common *Hanzi* components or position of components (ACLCHU059, ACLCHU204, ACLCHU171)   ·understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, ACLCHU205, ACLCHU172) | **Students:**  − create a word bank of new words, eg 北京烤鸭，宫保鸡丁，麻辣火锅，小吃,饮茶，快餐，速食  •**Teacher explains the use of transitional words综上所述….，**  ·**Students:**   * learn and practise using transitional words to sequence ideas, eg by using flashcards, eg 首先、此外、其次、最后，总之、总而言之、综上所述。 * explaining and justifying opinions, eg 因为…, 所以… 。可是…, 如果…。虽然 …但是… * expressing opinions, eg我认为…,我觉得…   **·Students:**   * practise using conjunctions to join sentences, eg by responding to flashcards or pictures of eating and drinking |
| * interact with peers and known adults on a range of topics and experiences (ACLCHC049,   ACLCHC050, ACLCHC194, ACLCHC161) | **Students:**   * Students brainstorm their favourite and least favourite food, eg 你最喜欢/讨厌吃什么菜？你最喜欢/讨厌喝什么饮料？ * Students interact with peers or known adults to find out their favourite food and drink they’d like to have. Students:   + exchange opinions and preferences about different food and drinks, eg 我最喜欢吃中国菜 and stating reasons, eg 因为爸爸做的中国菜很好吃。   + express agreement or disagreement with others’ opinions, eg 我不赞成你的说法   + identify food of common interest, eg 我们大家都喜欢吃披萨饼   ask questions to find out which food their peers would like to heve if they  dine out, eg 你周末想吃什么料理？你想上那家餐馆吃饭？ |
| ·respond in English or Japanese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences (ACLCHC167, ACLCHC168) | **Assessment: Students collate information from texts, research a Chinese regional cuisine and present their findings to the class in PPT and hand in a short written description in Chinese.** |
| Students:  ·access and evaluate information from a range of spoken, written and digital texts | ***Students with a background in Chinese***   * Students research 8 main Chinese cuisines that are popular among Chinese community in the world. Students present their findings in summary form in a table. |
| ·interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226) | **The teacher uses the following questions to initiate a discussion with students about Australian and Chinese food:**  ·探讨中国的“吃”和中国文化的关系。  ·何谓中国八大菜系？你最喜欢哪一个？为什么？  · 中国的饮食与西方的饮食结构有什么不同？  · 中西餐桌礼仪有什么不同？ |
| ·access and evaluate information from a range of spoken, written and digital texts (ACLCHC228, ACLCHC229) | **Students:**  − access a diverse range of spoken, written and digital texts and summarise key  information in Chinese about the culture of food in Australia and Chinese  − compare perspectives about each regional food in Chinese as they view or read  each clip  − express their own perspective about specific Chinese region food and Australian  food  − consider whether their food culture at home has been changed since they  settled in the community of Australia and how important Chinese food are  maintained in the Australian context. |
| ·Recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171)  • understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, ACLCHU205, ACLCHU172) | ·**The teacher discusses with students the various grammatical structures and phrases.**  **· Students learn to practise using**   * explaining and justifying opinions, eg * 由于…, 所以… 。可是…, 如果…, 应该… 还应该, 一方面… 另一方面….； 第一,….: 第二，…..。 * expressing opinions, eg 我认为…, 我希望…, 我觉得…, 我发现… * exchange experiences and preferences in relation to the different food, eg 宁可/宁愿/宁肯…也不/绝不/也别/也要… * understand idiom and quotation, eg 中国美食甲天下，偷鸡不着蚀把米，巧妇难为无米之炊，不为五斗米折腰 * Students learn成语 related to food culture, eg 饮食文化, 鱼米之乡，米已成炊, 粗茶淡饭 |
| ·understand how different types of texts are structured and use particular features to suit different contexts, purposes and audiences | **The teacher:**  • provides a text type model for a newspaper report for students to deconstruct  • explains language features and structure, including context, purpose and audience  • provides an opportunity for guided practice of the text type for students to jointly construct as a group. |
| ·respond in Japanese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences (ACLCHC167, ACLCHC168) | **Assessment: Students access a range of texts to identify how the Chinese food is maintained or adapted in their daily life and the Australian context. They analyse the information and present their findings in a report to the local newspaper.** |
| **Sample assessment activities** | |
| **Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U**  **Students obtain information about Chinese food, table manners and customs around eating and drinking.**  **Students research, design menus in teams and present a role-play set in a mock Chinese restaurant, and focusing on:**  • accuracy of language use, word order and sentence construction  • appropriate sequencing of ideas  • application of key aspects of Chinese speaking and writing conventions  • speaking and writing appropriately for context and audience. | |
| **Students with prior learning and/or experience**  **Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U**  **Students collate information from texts, research a Chinese regional cuisine and present their findings to the class in PPT and hand in a short writing description in Chinese.**  • accuracy of language use and sentence construction  • appropriate expression and sequencing of ideas  • application of key aspects of Chinese writing conventions  • writing appropriately for context, purpose and audience.  **Students with a background in Chinese**  **Outcomes assessed: LCH4-4C, LCH4-6U, LCH4-7U, LCH4-8U**  **Students access a range of texts to identify how the Chinese food is maintained or adapted in their daily life and the Australian context. They analyse the information and present their findings in a report to the local newspaper**  • the accuracy of language use and sentence construction  • appropriate sequencing of, elaboration on and justification of ideas  • the application of Chinese writing conventions, including a range of Hanzi  • writing appropriately for context, purpose and audience | |