Chinese – Year 3

Healthy Eating—food and drinks (10 weeks – 2 hours/week)

**Unit description**

This unit provides opportunities for students to explore various food and drinks available in Australia and China.

**Key concept**Names of fruit and vegetables

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| **Learning intentions**  What will student learn?  Students will learn about:   * Names of some common food and drinks * range of language that are used when communicating about the topic | **Success criteria**  How will students achieve their learning goals?  Students are able to:   * identify common food and drinks in Australia and China, * Describe the taste of food and drinks * Identify the radicals associated with food and drinks * use the correct measure words to express the quantity of drink items. * Sort the food into five groups and talk about the importance of having a balanced diet * use the correct language structures to request food and drinks, ask information, express like and dislike, indicate causes and express personal opinions. * compare food choices between the two cultures in terms of lunch and birthday celebration * understand the borrowed words are the signs of the interaction of different language and culture and provide some examples. * Explore the importance of Chinese tea as well as the use of chopsticks in the Chinese communities and their influence in the world and discuss some table manners associated with them. |

**Outcomes**

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| **Stand: Communicating** | |
| *Objective: Interaction*   * Interacts with others to share information and participate in classroom activities in Chinese LCH2-1C | *Students:*   * Interact with teacher and peers in guided exchanges ACLCHC017 * Participate in activities with teacher support that involve following instructions and collaborating with peers (ACLCHC017, ACLCHC018)   *Students with prior learning and/or experience will:*   * interact with teacher and peers to share information (ACLCHC129) * participate in classroom activities and collaborative tasks that involve planning and simple transactions. (ACLCHC130) |
| *Objective: Accessing and Responding*   * locates and classifies information in texts LCH2-2C * responds to texts in a variety of ways LCH2-3C | *Students:*   * obtain specific information from texts (ACLCHC019, ACLCHC021) * respond to texts using graphic, visual and digital supports, or in English or Chinese (ACLCH019, ACLCHC020)   *Students with prior learning and/or experience will:*   * locate and organise information from spoken, written, digital and visual texts. (ACLCHC131, ACLCHC133) * respond in English or Chinese to texts, using spoken, written and digital modes, and models. (ACLCHC132 |
| *Objective: Composing*   * composes texts in Chinese using modelled language LCH2-4C | *Students:*   * compose simple texts using familiar words, formulaic expressions and modelled language. (ACLCHC021, ACLCHC022)   *Students with prior learning and/or experience will:*   * compose texts using formulaic expressions, modelled language and visual supports. (ACLCHC134) |
| **Strand: Understanding** | |
| *Objective: System of Language*   * recognises pronunciation and intonation patterns of Chinese LCH2-5U * demonstrates understanding of basic Chinese writing conventions LCH2-6U * demonstrates understanding of elements of Chinese grammar in familiar language patterns. LCH2-7U * demonstrates an awareness of how familiar texts are structured LCH2-8U | *Students:*   * recognise the tone-syllable nature of spoken Chinee and use Pinyin as a learning tool to reflect the sound of spoken Chinese (ACLCHU026) * recognise and write frequently used Hanzi (ACLCHU027) * understand and identify elements of basic grammar and sentence structure (ACLCHU028)   *Students with prior learning and/or experience will:*   * apply the tonal features of spoken Chinese, and recognise how syllables are decoded from and encoded into Pinyin (ACLCHC138) * identify the form, composition and spacing within Hanzi, relating components and their positions to their meaning and sound (ACLCHC139) |
| *Objective: The Role of Language and Culture*   * recognises how terms and expressions reflect aspects of culture LCH2-9U | *Students:*   * *understand that language use changes according to the context of use and reflects different relations. (ACLCHU031, ACLCHU047)*   *Students with prior learning and/or experience will:*   * reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying differences in language use and behaviours (ACLCHC137) |

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| **Building the field**   * Stimulus material * Flashcards * Magazine and catalogue pictures of food items ­­ * Surprise book: guess game (PPT) | |
| **Suggested radicals**  口 (吃，品，喝，吐)，饣（饭，饮，饥，饿，饱），米(糖，糕，料)，氵（酒，油，渴，汁，汤）  **Suggested vocabulary**  Lunch: sandwich, hamburger ,hot dog, fish, chicken, meat pie, bread, hot chips, fruit , egg, pizza  Cake, candy, biscuit, chips, ice cream, chocolate  Chinese food: dumpling, fried rice, bun, rice, noodles  Drinks: water, juice, milk, tea, coke, coffee， soup,  Like , dislike, the most, yummy, tasty, healthy, unhealthy, sweet, sour, salty ， hot, bitter  Five group food names: grain, vegetable, fruit, meat, dairy products –extension work | **Sentence structures**  这是什么？这是。。。  你午饭吃吃什么？我午饭吃。。。  你喜欢吃什么？你最喜欢喝什么？  我喜欢吃。。。因为。。。    For advanced level; (suggested)  你喜欢吃：中餐/西餐/日餐/泰餐/越南餐/意大利餐/法国大餐/印度餐吗？ |
| **Teaching resources**  Games made by teacher such as Bingo, matching cards， board games YouTube videos: <https://www.youtube.com/watch?v=6bZydvuMoq0> (song )Learn Mandarin | Chinese Food and Drink Song (Snacks) <https://www.youtube.com/watch?v=ldbcp4dbp80> <https://www.youtube.com/watch?v=ByfeMw7Uo_8> <https://www.youtube.com/watch?v=W53Cn19m3T0> Chinese food song https://www.youtube.com/watch?v=XxD3qKyDsTk   * Chinese Made Easy/ 你好 * Smart Notebook activities * Quizlet | |

**Suggested teaching, learning and assessment activities**

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|  | **Students with needs** | | **Class** | **Extension** | **Registration** | | |
| **Introduction** | * Revise the five tastes: sweet, sour, bitter, hot, salty * Revise fruit and vegetables Literacy icon= * Brain storm five group foods in Chinese/English. Critical and creative thinking icon (critical thinking) (bus stop) * Introduce radicals and vocabulary using flashcards from [Quizlet](https://quizlet.com/en-gb) and Smart Notebook Literacy icon * Radical: 饣，米，氵， 口，艹，亻 Literacy icon * Review Pinyin and intonation | | | | |  | |
| **food** | Students practise Pinyin and character writing **with the teacher’s assistance***.* Students consolidate speaking, listening, reading and writing skills in a range of activities  (Speaking, listening, reading and writing)  **Vocabulary list:**  水果， 菜，鱼，肉，米，面包  三明治，肉饼，  饼干 ，巧克力  甜，酸，咸，好吃，不好吃，  **Sentences：**  这是什么水果？这是。。。  你午饭吃什么？我午饭吃。。。  你喜欢吃什么？我喜欢吃巧克力，甜甜的，好吃。 | Students practise Pinyin and character writing **independently***.* Students consolidate speaking, listening, reading and writing skills in a range of activities  (speaking, listening, reading and writing)    **Vocabulary list:**  水果， 菜，鱼，肉，鸡蛋，米，面包  三明治，汉堡包，热狗， 肉饼，炸薯条, 披萨饼  蛋糕，饼干，糖，巧克力，  好吃，不好吃，健康，不健康，甜，酸，苦，辣，咸，但是  **Sentences：**  这是什么水果？这是。。。  你午饭吃什么？我午饭吃。。。  你喜欢吃什么？我喜欢吃巧克力，甜甜的，很好吃，但是，它不健康。 | | Students practise Pinyin and character writing **independently***.* Students prepare a **five group food pyramid in Chinese characters and choose a particular food from each category to promote them in class** to consolidate learnt vocabulary. ------Advanced level  (speaking, listening, reading and writing)  **Vocabulary list:**  食物，谷类，水果，蔬菜，鱼，肉，鸡蛋，米，面包  蛋糕，饼干，糖，巧克力，冰激凌  好吃，不好吃，健康，不健康，甜，酸，苦，辣，咸，但是，要，多吃，少吃  **Sentences：**  我喜欢吃巧克力，甜甜的，很好吃，但是，它不健康，我们要少吃。 | | |  |
| Activities：   * Bus stop: name of food in Chinese under each category of the five food group (critical thinking) Literacy icon Critical and creative thinking icon * Board games, bingo games Literacy icon * Interactive activities using Smart Notebook, quizlet, and so on Literacy icon Information and communication technology capability icon * Class survey: the most popular lunch choice in the classLiteracy icon * Trace and write words Literacy icon * Work as a whole class to construct sentences (collaboration skill, substantive communication) Literacy icon Critical and creative thinking icon * choice board activities Literacy icon * Five group food pyramid (magazine cutting) and choose one food item from category and prepare a power point presentation Literacy icon | | |
| **Drinks** | **Brief descriptions of the teaching and learning processes**  At this stage, students are required to understand and name the words associated to this topic and be able to practice the pinyin and write some characters with the assistance of the teachers. They would understand the special language structure of the measure words and using appropriate expression to indicated like and dislike. Students would also learn about how to request certain drinks and use the expression to show their preferences. Students would be involved in a series of activities which allow them to experience the Chinese tea culture and be able to understand the evolution of languages during the cultural interactions.  **Vocabulary list**:   * Content words: 水，果汁，咖啡， 茶， 牛奶，可乐, * Verb associated to this topic: 想要，不要，喝，给， * Measure word: 杯，瓶，罐 * Expression of preference: 想要……/不要……   **Sentences**  …想要喝…  请给我一杯……  你想要……吗？  我想要……/我不想要……  Grammar link   * Measure words and the structure. e.g. 杯/瓶/罐   Culture significancesIntercultural understanding iconDifference and diversity icon   * Chinese Tea   Introduce the origin and the stories associated to the Chinese tea.  Show the proper way of brewing Chinese tea by videos.  Discuss the influences of Chinese tea in the western world. Intercultural understanding icon Difference and diversity icon   * Conduct a research on various types of Chinese tea in Chinese/English and present it to class using PPT Information and communication technology capability icon * Borrowed words Difference and diversity iconIntercultural understanding icon   Show the language and cultural interaction by introducing the borrowed words from English in modern Chinese languages. e.g. 咖啡，可乐，三明治，比萨Literacy icon  Intercultural understanding icon | | | **Resources and Materials**  Flash cards of words and expressions associated to this topic.  Online videos  How to correctly brew Chinese tea  <https://www.youtube.com/watch?v=5Z9dFef_VGQ>  Song: Please give me + drink  <https://www.youtube.com/watch?v=NgzUCeQDylg>  Ted-ed: the history of Chinese tea  <https://www.youtube.com/watch?v=LaLvVc1sS20>  Chinese porcelain tea set  Worksheets  **Activities:**   * Trace and write different words in this topic Literacy icon * Game: guess the drink Literacy icon * Flash card game: Literacy icon * Board game: what do I have on the board? * Group activity: use flash cards to compose expressions and sentences * Song: students learn to use the expression by learning the song: Please give me + drink * Students translate the key words in a dialogue related to this topic and then use the dialogue as a model to create new sentences.Literacy icon * Drilling activity: practice the words and expression repetitivelyLiteracy icon * Complete questions after watching videos of the history of Chinese tea * Role play + class survey: Literacy icon * The drink stand – * Students take turns to use target language to request a certain drink and then find out the most popular drink in the class. * Experience the Chinese tea set: Intercultural understanding icon   Students can look at the prepared pictures of the tea set and discuss the design and the pattern of the tea set. They could touch a real tea set and then talk about the great invention of Chinese porcelain.   * **For advanced level:** students explore different types of fruit and vegetable juice and prepare a chart in Chinese Literacy iconCritical and creative thinking icon | | |  |
| **Chinese food** | **Brief descriptions of the teaching and learning processes**  At this stage, students are required to understand and name the words associated to this topic and be able to practice the pinyin and write some characters with the assistance of the teachers. They would understand and talk about the features of Chinese food. Students would continue to explore more measure words in this topic. They would have the opportunities to experience the use of chopsticks and talk about some basic Chinese table manners.  **Vocabulary list:**   * Content words: 米饭，面条，包子，饺子，饼子，馒头，点心，菜，肉，汤，火锅etc. * Verb associated to this topic: 想要，不要，吃，喝，给， * Measure word: 个，碗，碟 * Expression of preference: 想要……/不要……   **Sentences**  …想要吃/喝…  请给我一个/一碗/一碟……  我想吃……因为……/我不想吃……因为……  Grammar link   * Measure words and the structure. e.g. 个/碗/碟   Culture significances Intercultural understanding icon Difference and diversity icon   * Chopsticks   Introduce the proper way of using Chinese chopsticks by demonstration/videos.  Discuss the proper Chinese table manners by viewing videos and group discussions.   * Features of Chinese food   Talk about the difference between the Chinese and western foodLiteracy icon   * Discuss the difference of food choices for birthday celebration: noodles vs birthday cake Literacy icon Difference and diversity icon | | | **Resources and Materials**  Flash cards of words and expressions associated to this topic.  Online videos  Discovering China - Chinese Cuisine  <https://www.youtube.com/watch?v=hKzJwFDYJMM>  Chinese chopsticks  [https://www.youtube.com/](https://www.youtube.com/watch?v=hWWIOmmKG3k&index=76&t=0s&list=PLCFDD3F76245D00A9 )  [watch?v=hWWIOmmKG3k&index=](https://www.youtube.com/watch?v=hWWIOmmKG3k&index=76&t=0s&list=PLCFDD3F76245D00A9 )  [76&t=0s&list=PLCFDD3F76245D00A9](https://www.youtube.com/watch?v=hWWIOmmKG3k&index=76&t=0s&list=PLCFDD3F76245D00A9 )  Chinese Dining Etiquette  <https://www.youtube.com/watch?v=jkyE2rPac3s>  Chinese chopsticks  Worksheets  **Activities:**   * Trace and write different words in this topicLiteracy icon * game: guess the food Literacy icon * Flash card game: match the pictures with the words Literacy icon * Board game: what do I have on the board? Literacy icon * Make a healthy Chinese dish by cutting and pasting pictures from magazines onto the paper plates. Literacy icon * Shopping list / shopping trolley Literacy icon   Group activity:   * Talk about the appropriate table manners Intercultural understanding icon * Compare the Chinese and western food Difference and diversity icon   Chopsticks competition: using chopsticks to pick up rubbers.   * Revise the concept and structure of measure words and learn more of them. Literacy icon * Flash card game: Choose the appropriate   measure word for the food. Literacy icon   * Use the scaffold templates to complete sentences to request food and drink, express like and dislike, indicate causes and express personal opinions.   Literacy icon   * Cooking lessons - Make Chinese dumplings Intercultural understanding icon * Story book Literacy icon | | |  |
| **Assessments** | Tasks: Ordering food at a restaurant   * Speaking and listening: present a role play in groups on food ordering at a restaurant (students request for food, express their like and dislike and provide reasons) * Reading: read the menu prepared by the teacher when ordering food * Writing: write a dialogue for the role play and/or other writing tasks prepared by the teacher . | | | | | |  |