



FOOD IN CHINA

By Pamela Burns



TASK: Students will present promotional material of food (dishes and drinks) for a Chinese/Australian restaurant using Publisher, Powerpoint, Photostory or other computer program.

WHAT DO I WANT MY STUDENTS TO LEARN?

- | | |
|--------|--|
| 4.UL.1 | A student demonstrates understanding of the main ideas and supporting detail in spoken texts, and responds appropriately. |
| 4.UL.2 | A student demonstrates understanding of the main ideas and supporting detail in written texts, and responds appropriately. |
| 4.UL.3 | A student establishes and maintains communication in familiar situations. |
| 4.UL.4 | A student applies a range of linguistic structures to express own ideas in writing. |

STUDENTS LEARN ABOUT

- ways to analyse text structure and locate relevant information in text;
- the structures and features of specific text types in order to interpret key features of the text such as heading, introduction, visual supports;
- the use of information and communication technologies for communicative purposes;
- the purpose and their influence on the choice of structure, format and vocabulary.

STUDENTS LEARN TO

- identify the purpose in texts and distinguish between the main ideas and supporting detail;
- skim and scan text to predict meaning;
- produce original text using information and communication technologies;
- plan, draft and edit when constructing own text.

2. Why is the learning important?

- In studying food, students need to be aware of the nutritional value of various foods within the food pyramid. They will also study different types of food (savour, sweet).
- China and the regions within China have some well-known and special foods. Peking Duck, dumplings, rice, noodles, and Szechuan are all foods that belong to various areas.
- Broaden students' outlook and help them to understand the differences between areas of China. Compare and contrast Chinese and Australian foods.
- Discover the culture that is Chinese cooking and cuisine. Examine traditions. Learn to use chopsticks.

3. How well do I want them to learn it?

Students will be able to use simple Chinese characters and language structures to produce promotional material for a restaurant.

4. How will I know when they have learnt it'?

- Through classroom observation.
- Through vocabulary and character tests.
- Through presentation of their promotional materials.



What sort of language functions or structures will the students need in order to study the unit and complete the project/task?	What vocabulary will the students need in order to study the unit and complete the project/ task?	Which characters will the students need in order to study the unit and complete the project/task?
<p>ASK AND ANSWER QUESTIONS:</p> <ul style="list-style-type: none"> • Do you like.....? • I like • I don't like •is very good; •is not nice. •is delicious. • Inthey eat. • Inthey drink. • costs • Come to! • Open and • From to 	<p>NOUNS:</p> <p>rice, noodles, dumplings, meat, lamb, beef, chicken, duck, various vegetables, sweet cakes, water, chopsticks, fork.</p> <p>morning tea, tea, teapot, restaurant, waiter, customer, food, <i>shao-mai</i>, steamed chicken feet with sauce, turnip pudding, steamed shrimp dumplings.</p> <p>VERBS:</p> <p>speak, like, drink, have, be, eat, go, enjoy.</p> <p>ADJECTIVES:</p> <p>nice, awful, soour, sweet, bitter, good, delicious, very much, Australian, Chinese.</p> <p>ADVERBS:</p> <p>very much, a little, not much.</p>	<p>(as for vocabulary and sentence structures)</p>
<p>RESOURCES:</p> <ul style="list-style-type: none"> • Sample menus to discuss the features with students (ie. headings, pictures, dot points, prices), and the ways in which they help to convey meaning • Use the KWLChart to begin planning. [HANDOUT 1] • Software for publishing brochures - <i>Microsoft Office Publisher</i>, clipart, Google images for pictures. • Photographs/pictures of food • a sample menu • flashcards • Map of China <p style="text-align: right;"> - http://www.travelchinaguide.com/iintro/cuisine.htm - http://www.travelchinaguide.com/iintro/cuisine_drink/ - Food Pyramid [HANDOUT 2] </p>		

HANDOUT 1

FOOD IN CHINA - KWL CHART

Develop a series of teaching and learning strategies that will teach the required language structures, vocabulary and characters that will equip the students to complete the task/project. Incorporate these into your weekly lesson plans.

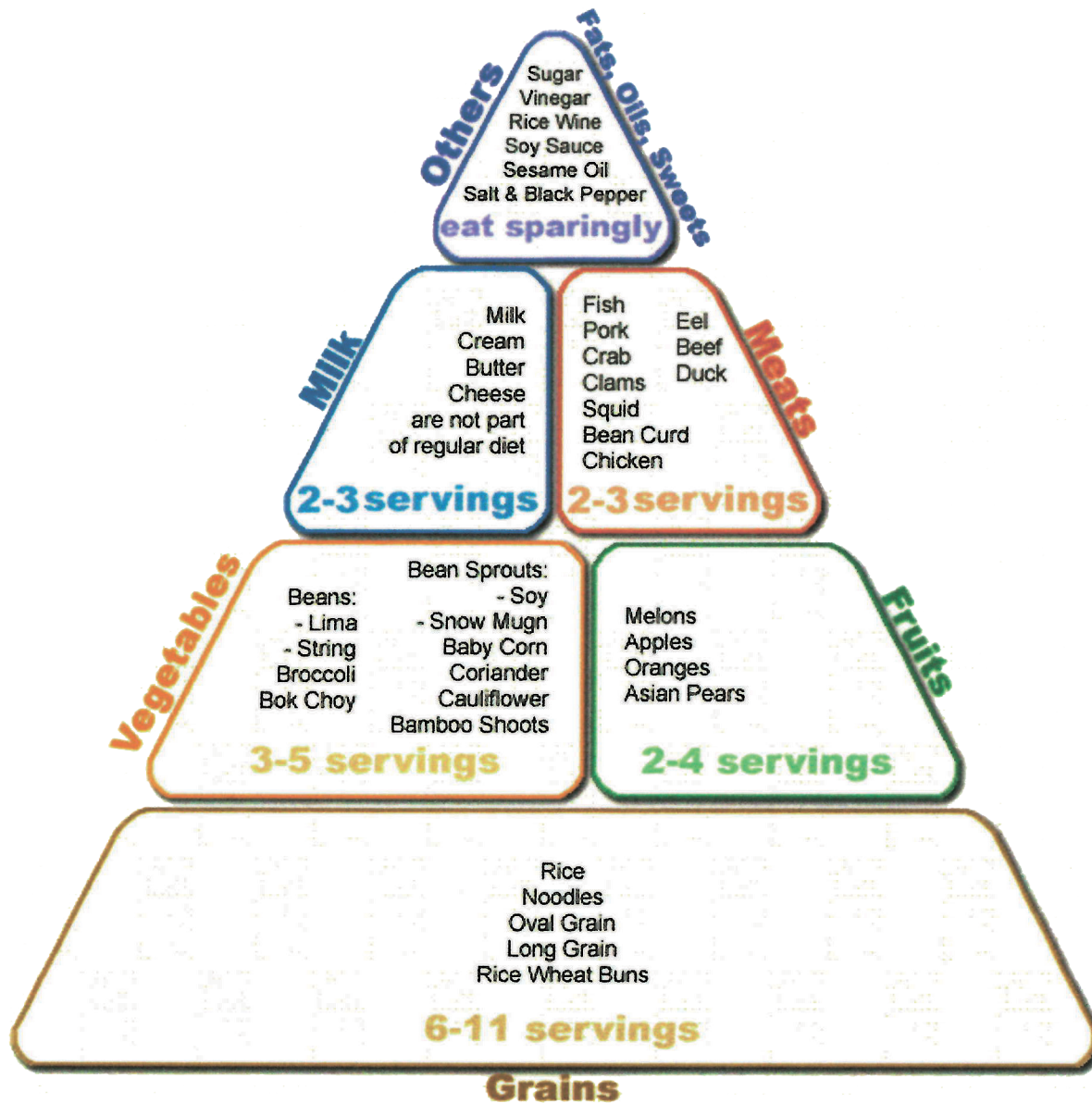
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FOOD IN CHINA

FOOD: This unit can be from 4 - 6 weeks, depending on the number of lessons the class has each week.

	SETTING THE SCENE	SPEAKING	LISTENING	READING	WRITING	CONCLUSION
WEEK 1	Take a Food Chart to class. Ask students which types of food they like most - sweet, savoury or sour. Talk about Chinese restaurants in Australia. Compare take-away Chinese and others such as KFC, McDonalds, Thai, Lebanese.	Teachers and students ask one another: <i>Do you like?</i> <i>I like</i> <i>I don't like</i> <i>I prefer I detest</i> <i>It's</i> <i>How much is ?</i> <i>It cost</i> <i>How much are ?</i> <i>They cost</i>	Set up a pretend shop. Students role-play being the seller and buyer. Students in the audience have to note what is bought and how much it cost.	Look at a menu from a Chinese restaurant. Students recognise as many characters of foods as they can.	Students write two sentences each, in characters. <i>I like and</i> <i>I don't like and</i>	Teacher uses flashcards to reinforce vocabulary. Games about likes and dislikes of foods. Teacher issues scaffold of IT task, where students have to prepare promotional material for a restaurant.
WEEK 2						
WEEK 3						
WEEK 4						

PASTE IN IMAGES OF FOOD



HANDOUT 3

FOOD IN CHINA - A SAMPLE WORKSHEET

A sample worksheet for completion while listening to presentations. The teacher will decide if the sheet should be completed in English or Chinese.

NAME OF SELLER	NAME OF BUYER	FOOD FOR SALE	HOW MUCH IT COSTS	HOW MANY/MUCH THEY BOUGHT

<http://www.yumcha.net.au/menu.htm>

A sample website for interesting foods and dishes:

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