# Daily Class Plan 1.4. I Like Ice Cream

**Date**
3 hours, 20-minute break, total teaching time: 160 min

**Class**
Beginning

**Objectives**
1. Able to say/ask one’s preference in food and drink
2. Able to say some American and Chinese food
3. Able to say some drinks and desserts
4. Useful Expression: *shénme yìsi?* 'What does it mean?'
5. Character Composition: 吃，喝，叫，你，他

**vocabulary**
xihuan/chi/he/hen/hao chi/Meiguo cai/ Zhongguo cai/ tiandian/ hao he

**sentences**
1. Nǐ xiăhuăn chī shénme?
2. Nǐ xiăhuăn chī shénme Zhōngguó cài?
3. Nǐ xiăhuăn chī shénme tiăndiàn?
4. Wǒ hěn xiăhuăn chī bīngqílín
5. Hânbāobāo hěn hâochī.

**Materials needed**
narration, dialogues, song lyrics, advertisements, signs, character cards, vocabulary list, Powerpoint,

## Class Procedure 1.4. I Like Ice Cream Day 1

### Warm up
10 min.
- match the numbers.
- classifying activity
- both activity forms attached at the end

### Review Quiz
10 min.
Sing pinyin song. Q & A: 今天是几月几号？你属什么？你几岁？你是中国人（美国人）吗？

### Objective 1
Able to say/ask one’s preference in food and drink

### Activity 1.1
10 min.
Say 漢堡包, 三明治, 披薩, 可樂, 炒麵 to let students guess the meaning and after each guess show them a digital photo to conform the answers. (see L4 food.ppt)

Introduce other items. Teacher asks each individual the names of food & desserts

T: zhe shi shenme?
S: Zhe shi jiaozi.
T: zhe shi shenme?
S: Zhe shi chao mian.

### Activity 1.2
Each student draws three food items. Students in pairs say in Chinese what the food the other student draws.

### Activity 1.3
10 min.
Introduce the sentence "Nǐ xiăhuăn chī/he shénme?" and ‘ni xiăhuăn xxx ma?’ by asking students when viewing L4 food.ppt.

Say 我喜歡吃漢堡包 with big smile and nodding head. Say 我不喜歡吃沙拉 with a disappointed expression and shaking your head. Ask students if they can figure out the meaning of 喜歡. Ask students what American food and Chinese food they like in Chinese by pointing to L4 food.ppt. For example: Ask students 你喜歡吃漢堡包嗎？Students will answer either 我喜歡吃漢堡包 or 我不喜歡吃漢堡包.
| Activity 1.4 | Xihuan, bu xihuan  
Show 2 set of cards, one with food picture one with happy face/sad face. Ask students to complete the sentence: 我喜歡漢堡包, 我不喜歡漢堡包, etc.  
Students do the activity, provided that they have the cards. |
|-------------|---------------------------------------------------------------|
| Activity 1.5 | 10 min  
Show the photos (L1.4 food.ppt) to practice:  
Ta xihuan chi/he shenme? Ta xihuan chi/he _____. |
| Activity 1.6 | 10 min.  
Pair works: show students L4 food.ppt (p.15) with all the food/drink/dessert items and let them find out their partner's favorite items and report to the class.  
Instructions: use " Nǐ xǐhuan chī/he shénme?" and “Wǒ xǐhuan chī ______” to interview your partner and find out his/her favorite items and report to the class. |
| Objective 2 | Able to say some American and Chinese Food  
Activity 2.1 | 10 min.  
Use a digital photo of 漢堡包 and say 美國菜. Use another digital photo of 炒麵 and say 中國菜. Once they figure 中國菜 and 美國菜, point at the photos of various food items and ask 中國菜? 美國菜? Then, place the Chinese food items in one pile. Introduce the names of the Chinese food items and ask students 你喜歡中國菜嗎？你喜歡什麼中國菜？(L4 food.ppt) |
| Activity 2.2 | 10 min.  
Talk about 炒飯 and let students to guess how to make 炒飯 and the ingredients needed. Show a video clip: making 炒飯。 |
| Objective 3 | Able to say some drinks and desserts  
Activity 3.1 | 10 min.  
Introduce the vocabulary first.(L4 food.ppt)  
Introduce 珍珠奶茶, a popular drink for Chinese people.  
Show photos of some drinks and desserts  
百事可樂(姚明，周杰倫)  
http://www.youtube.com/v/C6ajhW7K_10&hl=en  
紅遍全球（可口可樂）:  
http://www.youtube.com/watch?v=peM_Mj-RGmI  
After viewing questions: What kind of drinks did you see is the video? Do you know how to say them in Chinese? |
| Activity 3.2 | 10 min  
Provide students a form (below) and ask them to interview three students about their favored dessert, drink, Chinese food and American food. Afterwards, teacher asks some students to report their findings. |
| Activity 3.3 | 15 min  
A short skit  
• Students in pair write a short exchange. |
### Objective 4
**Useful Expression:** *shénme yìsi?* ‘What does it mean?’

**Activity 4.1** 10 min. Ask students what ‘shenme’ means. After they say ‘shenme’ is *what*, tell them that *yìsi* means ‘meaning’. And ask them what is the English for ‘Shenmi yìsi?’ Once students know this expression, use it all the times in class.

### Objective 5
**Character Composition:** 吃，喝，叫，你，他

**Activity 5.1** 15 min. Explain the characters of 口 and 人, imitating the shape a mouth and a person. Explain 形声字, combination of sound element and meaning element in a character. Most characters are created in this way, 90% of characters.

**Activity 5.2** 15 min. Use Puzzle Game to review the characters learned so far: make each character big on one page and cut the page in half. Students in pairs are asked to match the characters. The pair that can match all the characters in the shortest time win fortune cookies.

### Exit tickets
10 min. Check students’ learning result by asking
你喜欢吃什么？你喜欢喝什么？

### Assignment
- Give 5-6 characters with the radical of 口 and 人. Ask the students to circle the meaning part (see the sample at then end)
- matching activities (see Matching activities_L1.4)

### Lesson 1.4 Day 2

#### Objective 1
**L1.4 Narration**

**Activity 1.1** 15min Pre-reading activities: T asks students what they should say when they introduce themselves and their friends in Chinese (including pronouns, name, age, preferences in food & drinks)

Read the narration: T ask each student to read one sentence in order (T may provide assistance and corrective feedback during the reading activity). Constantly use *Shénme yìsi* so students understand the meaning of the dialogue.

Post-reading: writing exercise, two students in a group write a short introduction about you and your friend (including all elements in the narration)

#### Objective 2
**Hen/bu hao chi, Hen/bu hao he**

**Activity 2.1** 15 min Information Gap activity (see the form at the end) Students in pairs, one student takes A slip and another takes B slip. Each has to ask questions to find out what the other person thinks which food/drink items are delicious or not.

#### Objective 3
**Xiong Mao and Lao Ying**

**Activity 3.1** 15 min Listening activity
- Pre-listening: (brainstorming questions) What do you
Know about the Chinese panda? Have you seen them? If so, where? What do they like to eat?
- Listen to the dialogue between Huamei and Challenger with questions (see panda-challenger listening, audio file)
- Post-listening: answer following questions in Chinese:
  Who are Huamei and Challenger?
  How old are they? What do they like? Where do they live?
  What are the symbolic meaning of Huamei and Challenger? Role play the dialogue (if the class has time)

**Mini-book project**

<table>
<thead>
<tr>
<th>20 min</th>
<th>Create Individual work: mini-book 'My Friend'</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write a mini-book about the friend that you interview. The book will include the information and drawings of his/her name, age, birthday, food/drinks that he/she likes.</td>
</tr>
</tbody>
</table>

**Exit tickets**

Teacher shows a menus or pictures of food, drink, and desserts while asking:
Ni xihuan chi/he shenme?  
Ni xihuan Zhongguo cai ma? Shenme Zhongguo cai?  
Ni xihuan chi shenme tiandian?  
Regou hao chi ma?

**Matching the numbers**

Please match the numbers:

<table>
<thead>
<tr>
<th>二十一</th>
<th>83</th>
</tr>
</thead>
<tbody>
<tr>
<td>四十五</td>
<td>64</td>
</tr>
<tr>
<td>七十</td>
<td>98</td>
</tr>
<tr>
<td>八十三</td>
<td>21</td>
</tr>
<tr>
<td>六十四</td>
<td>45</td>
</tr>
</tbody>
</table>

**Classifying Activity**

Place the following words in the appropriate category, such as ‘rén’ in people category.
péngyou, lǎoyīng Zhōngguó, lǎoshi, Měiguó, xióngmāo, rén,

<table>
<thead>
<tr>
<th>people:</th>
<th>rén</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals:</td>
<td></td>
</tr>
<tr>
<td>countries:</td>
<td></td>
</tr>
</tbody>
</table>

**class survey form (food)**

<table>
<thead>
<tr>
<th>Name</th>
<th>S1.</th>
<th>S2.</th>
<th>S3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dessert</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**video clips**

about the bald eagle, Challenger
[http://www.youtube.com/watch?v=mfevfJNDulq](http://www.youtube.com/watch?v=mfevfJNDulq)

experiencing Boba
[http://www.youtube.com/watch?v=wd6qV0XGrUo](http://www.youtube.com/watch?v=wd6qV0XGrUo)

Watch Newborn Baby Panda Grow LIVE
[http://www.youtube.com/watch?v=eeApunoSSBk](http://www.youtube.com/watch?v=eeApunoSSBk)

McDonna Gongfu Panda
[http://www.youtube.com/watch?v=W9hd8euYH6A](http://www.youtube.com/watch?v=W9hd8euYH6A)

art of tea
[http://www.youtube.com/watch?v=ViYgUSPWRxM](http://www.youtube.com/watch?v=ViYgUSPWRxM)

eyellow bridge: character animation

McDonna commercial (focus family and relationship)
[http://www.youtube.com/watch?v=vUhEj_BOK2Q&feature=related](http://www.youtube.com/watch?v=vUhEj_BOK2Q&feature=related)

**Character homework**

Circle the meaning part 口 or 人 in each of the characters
1. 唱  chăng  to sing
2. 今  jīn  now
3. 問  wèn  ask
4. 住  zhù  to live
5. 伴  bàn  companion
6. 咬  yǎo  to bite
7. 休  xiū  to rest
8. 吞  tūn  to swallow

**Information Gap Activity**

**Student A**
You went to a party that served a lot of food and drink. You think that stir-fry rice and dumpling were delicious, but fried chicken was not good. You loved the juice, but thought the ice tea was tasteless. As for dessert, you thought the cake was delicious and the chocolate cookies were too sweet. Use ｈｅｎ ｈǎo ｃｈǐ/ｈē to express what you think is delicious or not.

You also need to find out what your partner thinks about the food/drink in the party by asking.

shénme ｈｅｎ ｈǎo ｃｈǐ?
shénme ｂù ｈǎo ｃｈǐ?
shénme ｈěn ｈǎo ｈē?
shénme ｂù ｈǎo ｈē

**Student B**
You went to a party that served a lot of food and drink. You think that roasted duck and tofu were delicious, but sandwich was not good. You loved the boba, but thought the coffee was tasteless. As for dessert, you thought the ice cream was delicious and the donuts were too sweet. Use ｈｅｎ ｈǎo ｃｈǐ/ｈē to express what you think is delicious or not.

You also need to find out what your partner thinks about the food/drink in the party by asking.

shénme ｈｅｎ ｈǎo ｃｈǐ?
shénme ｂù ｈǎo ｃｈǐ?
shénme ｈěn ｈǎo ｈē?
shénme ｂù ｈǎo ｈē