

TEKS: Chinese Level 1 Unit 2 – Greetings	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student comprehends sentence-length information from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</p> <p>b) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>c) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</p> <p>d) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p>	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p> <ul style="list-style-type: none"> ● C2:C: read children’s rhymes/song. ● C2: C: listen to or read statements or questions about a person’s name, nationality, and occupation ● C2:C: Watch a video and respond to questions ● C2:A, C2:B, C2:C, C2:D: Listen to, reflect on, and respond to native Chinese speakers during their first encounter with someone
<p>INTERPERSONAL COMMUNICATION In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>C1: Interpersonal Communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) ask and respond to questions about everyday life in spoken and written conversation:</p> <p>b) express and exchange personal opinions or preferences in spoken or written conversation</p> <p>c) ask and tell others what they need to do, should, or must do in spoken or written conversation</p> <p>e) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and</p> <p>f) participate in written conversation using culturally appropriate expressions, register, and style.</p>	<ul style="list-style-type: none"> ● C1: A, C1: B, C1: E, C1:F : ask questions and respond to one another to exchange personal information <ul style="list-style-type: none"> ○ First name and last name ○ Nationality ○ Student or teacher ● C1:A, C1:B, C1:F : ask questions and respond to one another to get acquainted with a new friend through email using eastern manner ● C1:A, C1:B, C1:E : participate in a simulated conversation with their teacher or classmates modeling a meeting with new friend using eastern manners

<p>PRESENTATIONAL COMMUNICATION</p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: The student will present information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) state and support an opinion or preference orally and in writing; and</p> <p>b) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.</p>	<ul style="list-style-type: none">● C3:A, C3:B: introduce themselves to one another or a new group of people and give their name, nationalities and professions● C3:A, C3:B: write information including names, nationalities, and professions about themselves or others
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Unit 2: Greetings	Approximate Time: 4 weeks
Unit Overview	<p>People’s social mannerisms, even gestures as simple as how they greet or address each other, reflect culture.</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to meet new people and introduce yourself in Chinese. You will apply new and previous vocabulary and grammar to read and respond to text messages or emails to a person you are talking with for the first time.</p> <p>By the end of this unit, you will have acquired the language skills necessary to give culturally appropriate greetings to people.</p>
Enduring Understandings	<ul style="list-style-type: none"> ● Interpersonal interactions vary by culture. ● Culture influences people’s social activities.
Conceptual Lens	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Basic greetings ○ Given name and family name ○ Common expressions ○ Occupations ○ Nationalities ● Using Language in Cultural Contexts <ul style="list-style-type: none"> ○ Greetings ○ Names ○ Addressing people by title
Guiding Questions	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. What are some common Chinese last names? 2. How do Chinese select their given names? 3. How do you address people appropriately in China? 4. How does a radical function in a group of characters? 5. Which countries can you name in Chinese? 6. How do you ask questions in a formal/polite way compared to an informal way?

	<p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. What is the basic word order in a statement and in a question? 2. What are the differences between the word “是” and the English “to be”? 3. How do you ask and answer a question ending with “吗” and “呢”? 4. How do you use the negative adverb “不”? 5. Where should the adverb 也 be located in a sentence? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. How is the order in which people say their names different in China compared to the western world? 2. What is the name of the most popular book for Chinese family names? 3. How do Chinese people address to each other?
<p>Learning Targets (Based on ACTFL Proficiently Guideline)</p>	<p>Proficiency Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● exchange basic greetings in formal and informal social situations ● request a person’s last name and full name, and provide their own ● determine whether someone is a teacher or a student ● ascertain someone’s nationality ● address people <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● use the verbs 是, 姓 and 叫 in sentences. ● explain and use the negative verb 不 in a sentence. ● use the verb 也 in a sentence. ● say and write a statement and a question. ● ask and answer a question ending with 吗 or 呢. ● identify the radicals within characters.
<p>Assessments</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Name countries on a map ● Get to know a new friend ● Quia matching game ● Homework and Moodle exercise <p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: Watch, reflect, and respond to a video in Chinese.

	<ul style="list-style-type: none"> ● <u>Interpersonal</u>: Getting know each other assessment ● <u>Presentational</u>: Create conversation, Who am I?
TEKS Addressed	See TEKS matrix above.
Topics of Unit 2	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> ● Pronouns, nouns, verbs, question words, adverbs, ● Sentence structure ● Single vs. plural ● Negative adverbs 不, 也不 ● Adverb 也 ● Questions ending with 吗 and 呢 ● Name ● Punctuations <p>Culture:</p> <ul style="list-style-type: none"> ● Family name and given name ● Address and title ● Methods of greeting
Facts	<ol style="list-style-type: none"> 1. The word order remains the same in statements and questions. The question word shouldn't be placed at the beginning of a question as it is in English, except if the question word is the subject. 2. Plural pronouns can be formed by adding 们 after the singular pronoun. 3. There are no variant forms for the verb 是 and other verbs as there are in English 4. A declarative statement can be turned into a simple question statement by adding 吗 at the end of the sentence. 5. 呢 often follows a noun or pronoun to form a question when the content of the question is clear from the context. It is similar to "how about...?", "and....?", "what about...?". 6. There are some words which can serve as both a noun and a verb. 姓 is one of them. When 姓 is used as a verb, it must be followed by and object. 7. 不 is one of the two main negative adverbs in Chinese. It usually precedes the verb in a sentence. 8. The Chinese adverb 也应该 be placed before the verb or adjective in a sentence.

Language of Instruction	Statement Question Expressions Question Word Question particle Subject Object Noun Verb Adverb Negative adverb Radical Pronunciation
List of Authentic Resources	