

TEKS: Chinese Level 1 Unit 4 – Dates & Time	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 and respond to street signs with date and time on them ● C2: A, B, C: listen to and respond to a simple invitation over the phone. ● C2:C: watch a video and respond to questions ● C2:A, C2:B, C2:C, C2:D: listen, reflect, and respond to native Chinese speakers to help schedule their activities
<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, express and exchange opinions and preferences about scheduling an activity for certain times and dates <ul style="list-style-type: none"> ○ Questions ○ Interviews ○ Discussions ● C1:A, C1:B, C1:E : participate in a conversation with their teacher or classmates about dates and time

PRESENTATIONAL COMMUNICATION

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.

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:

b) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.

- C3:B: speak about time and dates
- C3:B : talk about themselves or someone else’s age and birthday
- C3:B:l write an invitation for a birthday party

Unit 4: Hobbies	Approximate Time: 6 weeks
Unit Overview	<p>There are all kinds of activities in our daily lives, and everyone needs to manage their time each day. People around the globe use different ways to describe dates and time. The concept of time is also different between cultures.</p> <p>How do people tell dates and time? How do people talk about someone’s age? How do you schedule an activity? How do you invite someone to eat out?</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to communicate about dates, time, and age. You will apply new and previous vocabulary and grammar to read and respond to a text message from a friend and to leave a voicemail to your friend to respond to an invitation.</p> <p>By the end of this unit, you will have acquired the language skills necessary to communicate about dates, time and age</p>
Enduring Understandings	<ul style="list-style-type: none"> ● The concept of time varies by culture. ● Different definitions of time influence people’s day to day lives ● Taking culture into account when in different environments
Conceptual Lens	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Numbers ○ Dates and times ○ Calendars ○ Age and birthdays ○ Usage of the particle 的 ○ Alternative questions ○ Affirmative and negative questions ○ The adverb “还” ● Using Language in Cultural Contexts <ul style="list-style-type: none"> ○ Calendar ○ Age ○ Zodiac signs ○ Invitations
Guiding Questions	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. How do you ask for and give the time and date in Chinese? 2. How do you talk about someone’s age and birthday? 3. How do you invite someone to eat out?

	<p>4. How do you schedule an activity with your friends?</p> <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. What order should you use when you talk about a date? 2. What order should you use when you talk about time? 3. How do you name the days of the week? 4. What is the difference between the names of months and the names of the days of the week in English and in Chinese? 5. How do you ask alternative questions with “还是”? 6. How do you ask affirmative + negative question? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. What is the Chinese lunar calendar based on? 2. What are the Chinese Zodiac signs? 3. How do Chinese people write the date? 4. Is it appropriate to ask for a person’s age and birthday? 5. What do people typically do to celebrate their birthdays?
<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"> ● give or ask for dates and time. ● talk about one’s age and birthday. ● invite someone to dinner. ● schedule an activity. <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● count numbers 0 to 100 orally and in writing. ● talk about and write dates and times. ● use the particle “的”. ● ask alternative questions. ● ask affirmative + negative questions.
<p>Assessments</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Multiplication table ● Matching game ● Guided conversation

	<p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: Listening and reading comprehension ● <u>Interpersonal</u>: conversation about arranging dinner plans ● <u>Presentational</u>: My weekend
<p>TEKS Addressed</p>	<p>See TEKS matrix above.</p>
<p>Topics of Unit 4</p>	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> ● Month, day, year, weekdays ● Hour, minute ● Age and birthday ● Numbers ● Alternative questions ● Affirmative + negative question <p>Culture:</p> <ul style="list-style-type: none"> ● Lunar calendar ● Age and birthday ● Eating out
<p>Facts</p>	<ol style="list-style-type: none"> 1. Date and time expressions start from bigger units to smaller ones. 2. In Chinese, a week starts on Monday. 3. The question word “几” is used in questions about date and time. It is not located at the beginning of the question. 4. The calendars in China usually show the date for both the solar and lunar calendars. 5. It is another common question structure to repeat the verb or adjective in its affirmative and negative form.
<p>Language of Instruction</p>	<p>Statement Question Expressions Question Word Alternative question Affirmative and negative form Subject Object Noun Verb Adverb</p>

	Negative adverb Radical Pronunciation Measure word
List of Authentic Resources	