

<b>TEKS: Chinese Level 1</b> <b>Unit 5 – Hobbies</b>	<b>TEKS:</b>	<b>Specifications:</b>
<p><b>INTERPRETIVE COMMUNICATION</b>            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><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p> <ul style="list-style-type: none"> <li>● C2: C: read and respond to weekend plans in Chinese</li> <li>● C2: C: watch a video and respond to questions</li> <li>● C2: A, C2: B, C2: C, C2: D: listen, reflect, and respond to native Chinese speakers in conversations about their hobbies</li> </ul>
<p><b>INTERPERSONAL COMMUNICATION</b>            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"> <li>● C1: A, C1: B, C1: E, C1:F : ask questions and respond to one another, express and exchange opinions and preferences about hobbies             <ul style="list-style-type: none"> <li>○ Questions</li> <li>○ Interviews</li> <li>○ Discussions</li> </ul> </li> <li>● C1:A, C1:B, C1:E : participate in a conversation with their teacher or classmates about their hobbies</li> </ul>

<p><b>PRESENTATIONAL COMMUNICATION</b></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"><li>● C3:A, C3: B: write their plans for the weekend based on what they like or don't like to do</li><li>● C3: A, C3:B : talk about their own or someone else's hobbies</li></ul>
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<b>Unit 5: Hobbies</b>	Approximate Time: 6 weeks
<b>Unit Overview</b>	<p>Everyone has his/her favorite activities in their day to day lives.</p> <p>What are your hobbies? Do you share your interests with others? How do you spend your time on weekends? What are people’s favorite pastimes in different countries? How does culture influence interest in certain activities?</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to talk about what you like or dislike. You will apply new and previous vocabulary and grammar to express and exchange opinions and preferences through a text message or an email about a weekend plans.</p> <p>By the end of this unit, you will have acquired the language skills necessary to communicate about basic personal hobbies.</p>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● There are different favorite pastimes in different cultures, but more and more activities have spread to people from around the world.</li> <li>● People’s hobbies may reflect their personalities.</li> <li>● Language proficiency fosters personal connections.</li> <li>● Correct grammar and vocabulary use is necessary for effective communication.</li> </ul>
<b>Conceptual Lens</b>	<ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b> <ul style="list-style-type: none"> <li>○ Hobbies</li> <li>○ Word order</li> <li>○ The conjunction 那么</li> <li>○ Questions with 好吗</li> <li>○ Modal verbs</li> <li>○ Detachable V-O compound</li> <li>○ Affirmative and negative questions</li> <li>○ Action verbs</li> </ul> </li> <li>● <b>Using Language in Cultural Contexts</b> <ul style="list-style-type: none"> <li>○ Going out for dinner</li> <li>○ Sports</li> <li>○ Music</li> </ul> </li> </ul>

<p><b>Guiding Questions</b></p>	<p><b><u>Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. What are your favorite sports?</li> <li>2. What do you usually like to do on the weekend?</li> <li>3. How do you express your opinions about movies or music?</li> </ol> <p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. What is the word order in Chinese sentences?</li> <li>2. What must the modal verb 想 be followed by?</li> <li>3. What is detachable V-O compound?</li> <li>4. How do you tell the others that you are interested in something or some activities?</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>1. What are the most popular pastimes for Chinese people?</li> <li>2. What are the most popular sports in China?</li> </ol>
<p><b>Learning Targets (Based on ACTFL Proficiency Guideline)</b></p>	<p><b>Proficiency Learning Targets</b> <b>The student will be able to correctly...</b></p> <ul style="list-style-type: none"> <li>• say and write the terms for basic personal hobbies.</li> <li>• talk about what they like or dislike.</li> <li>• ask about someone's hobbies.</li> <li>• ask friends out to do some activities.</li> <li>• set up plans for the weekend.</li> </ul> <p><b>Grammar Learning Targets</b> <b>The student will be able to correctly...</b></p> <ul style="list-style-type: none"> <li>• use time words in A-not-A questions.</li> <li>• use the conjunction 那.</li> <li>• ask questions with 好吗.</li> <li>• tell the difference between 想 and 觉得, 想 and 喜欢.</li> <li>• modify the object.</li> </ul>
<p><b>Assessments</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Listening and reading comprehension exercises</li> <li>• Matching game</li> <li>• Guided conversation</li> </ul> <p><b>Summative:</b></p>

	<ul style="list-style-type: none"> <li>● <u>Interpretive</u>: Listening and reading check</li> <li>● <u>Interpersonal</u>: Have a conversation about weekend plans with the teacher</li> <li>● <u>Presentational</u>: Describe he/she likes to do</li> </ul>
<b>TEKS Addressed</b>	See TEKS matrix above.
<b>Topics of Chapter 5</b>	<p><b>Sections &amp; Contexts:</b></p> <ul style="list-style-type: none"> <li>● Talking about Hobbies</li> <li>● Would you like to play ball?</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>● Chinese way of “splitting the check”</li> <li>● Chinese pastimes</li> </ul>
<b>Facts</b>	<ol style="list-style-type: none"> <li>1. Time expressions should be placed before verb in a sentence.</li> <li>2. In A-not-A questions, 很 , 都 , 常常 and other adverbials cannot be used.</li> <li>3. The conjunction 那么 can be used to link up the sentences.</li> <li>4. If the performance of an action involves a location changing, 去 should be use in front of the verb.</li> <li>5. 想 should be followed by a verb or a clause.</li> <li>6. For a “detachable compound”, the attributive element should be inserted between the verb and the noun.</li> </ol>
<b>Language of Instruction</b>	Statement Question Expressions Question Word Detachable compound Affirmative and negative form Subject Object Noun Verb Adverb Negative adverb Radical Pronunciation Measure word Module verb

<b>List of Authentic Resources</b>	
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