

TEKS: Chinese Level 1 Unit 6 – Visiting Friends	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 a beverage menu in Chinese ● C2:C: watch videos and respond to questions ● C2:A, C2:B, C2:C, C2:D: listen to, reflect on, and respond to Chinese native speakers introducing one person to another
<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 to each other and respond to one another, express and exchange opinions and preferences about a visiting a friend’s house ● C1:A - E : initiate a conversation with a guest visiting the student’s house using culturally appropriate expressions and register.

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:

a) state and support an opinion or preference orally and in writing; and

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

- C3: B: describe a visit to a friend’s house in Chinese using key words and phrases from the unit

Unit 6: Visiting Friends	Approximate Time: 6 weeks
Unit Overview	<p>What should you do when you want to visit your friends? Do you need an advance notice before visiting? How should you introduce people to one another? What are common beverages and foods offered to visitors?</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to communicate when visiting a friend’s house, as well as cultural similarities and differences when visiting. You will apply new and previously learned vocabulary and grammar to read and respond to descriptions about visiting a friend, to write a narrative highlighting cultural differences, and to describe your experience at a friend’s house</p> <p>By the end of this unit, you will have acquired the language skills necessary to communicate while you visit your friends.</p>
Enduring Understandings	<ul style="list-style-type: none"> ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication.
Conceptual Lens	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Welcome and introduce a friend ○ Give a compliment ○ Beverages ○ Describe a place ● Using Language in Cultural Contexts <ul style="list-style-type: none"> ○ Etiquette ○ Privacy in different cultures ○ Tea culture
Guiding Questions	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. How do you introduce people to one another? 2. What should you say when you are introduced to somebody? 3. What should you say to welcome a visitor? 4. How do you compliment someone’s house? 5. What is the question word for asking the location of an action? <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. What words should be used following a verb in an imperative sentence to moderate the tone of voice?

	<ol style="list-style-type: none"> 2. Are there any sentences without verbs in Chinese? 3. How do you express where actions happen? 4. Which particle should be used at the end of an imperative sentence to soften the tone? 5. How do you talk about the occurrence or completion of an action or event? 6. Which adverb can be used to indicate that the occurrence or completion of an action or event is later than expected? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. Is it common to pay a visit to a friend’s house without advance notice? 2. Do people bring anything when visiting a friend’s home? 3. What are some of the common beverages and foods offered to visitors?
<p>Learning Targets (Based on ACTFL Proficiency Guideline)</p>	<p>Proficiency Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● welcome a visitor. ● introduce one person to another. ● compliment someone on his/her house. ● ask for beverages as a guest at someone else’s place. ● talk about where an action happens. ● offer beverages to a visitor. ● briefly describe a visit at a friend’s place. <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● use “一下” and “一点” to moderate the tone of voice. ● use adjectives as predicates in sentences. ● use “吧” to soften the tone of an imperative sentence. ● express a complement or occurrence of an action. ● express the occurrence of an action or situation which is later than expected.
<p>Assessments</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● “Do you know each other” activity ● “How about you?” activity ● Class survey <p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: listening and reading quizzes ● <u>Interpersonal</u>: perform a conversation about visiting a friend’s place

	<ul style="list-style-type: none"> ● <u>Presentational</u>: write about a visit to someone’s house
TEKS Addressed	See TEKS matrix above.
Topics of Unit 6 : Visiting Friends	<p>Sections and Contexts:</p> <ul style="list-style-type: none"> ● Dialogue: “Visiting a Friend’s home” ● Narrative: “At a Friend’s house” <p>Culture:</p> <ul style="list-style-type: none"> ● Chinese civilities upon meeting for the first time ● Chinese tea
Facts	<ol style="list-style-type: none"> 1. In Chinese, when an adjective functions as a predicate, it is not preceded by the verb 是. 2. 很 is not as strong as “very” in English. 3. The phrase of the preposition 在 combined with a noun should be placed before a verb to indicate the location of an action. 4. The dynamic particle 了 is not a past tense marker. 5. The adverb 才 indicates that the occurrence of an action or situation is later than expected.
Language of Instruction	<p>Adjectives as predicates Imperative sentences Prepositions Question words Complement of an action Adverbs Negative adverbs Radicals Pronunciation Measure words</p>
List of Authentic Resources	