

<b>TEKS : Chinese Level 3 PAP</b> <b>Unit 4: Renting an Apartment</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><b>Interpretive Communication:</b> reading and listening. The student comprehends connected statements from culturally authentic print and digital 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>	<ul style="list-style-type: none"> <li>a) Demonstrate understanding of authentic print, digital, audio and audiovisual materials in a variety of contexts;</li> <li>b) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</li> <li>c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</li> <li>d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</li> </ul>	<p><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p>
<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><b>Interpersonal Communication:</b> 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 short statements, sentences, and strings of sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation</li> <li>b) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</li> <li>c) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation</li> <li>d) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</li> <li>e) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</li> <li>f) interact and react in writing using culturally appropriate expressions, register, and style</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><b>Presentational Communication:</b> speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</li> <li>b) narrate situations and events orally and in writing using connected sentences with details and elaboration; and</li> <li>c) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration</li> </ul>	
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\*\* The TEKS highlighted above are those that we focus on as summative assessments in this unit.

<p><b>TEKS: Chinese Level 3PAP</b>  <b>Unit 4: Renting an apartment (Lesson 17)</b>  1. Finding a Better Place  2. Calling about an Apartment for Rent</p>	<p>Approximate Time: 4 weeks</p>
<p><b>Unit Overview</b></p>	<p>How do you feel about your living environment? What does your dream house look like? In this unit, students will learn new vocabulary, expressions, and grammar that will enable them to describe their living quarters, talk about their neighborhood, comment briefly on the suitability of living conditions for college students, as well as discuss and negotiate rent, utilities, and security deposits. They will also be able to compare school dorms, apartments, and houses between China and the US.</p>
<p><b>Enduring Understandings:</b></p>	<ul style="list-style-type: none"> <li>● Language proficiency fosters personal connections.</li> <li>● Correct grammar and vocabulary use is necessary for effective communication.</li> </ul>
<p><b>Conceptual Lens: Lifestyles</b></p>	<ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b>  Grammar and syntax  Pronunciation  Radicals  Translation and interpretation  Idiomatic expressions and appropriate vocabulary</li> <li>● <b>Using Language in Cultural Contexts</b>  Community  School dormitory  Currency</li> </ul>
<p><b>Guiding Questions:</b></p>	<p><u>Vocabulary, Grammar, Culture:</u></p> <ol style="list-style-type: none"> <li>1. What does your dream house look like?</li> <li>2. What kinds of furniture are in your living space?</li> <li>3. How long have you been living at your current residence?</li> <li>4. How do you tell an approximate number in Chinese?</li> <li>5. What is the capacity of a certain location or container?</li> <li>6. What kind of neighborhood do you prefer to live in?</li> <li>7. Have you had any experience living abroad?</li> </ol>
<p><b>Learning Targets</b>  <b>(based on the ACTFL Proficiency Guidelines)</b></p>	<p><b>Proficiency Learning Targets</b>  <b>The students will be able to ...</b></p> <ul style="list-style-type: none"> <li>● Name common pieces of furniture;</li> <li>● Describe their current and ideal housing</li> </ul>

	<ul style="list-style-type: none"> <li>● Introduce the cities, towns or neighborhoods where they live;</li> <li>● Ask for and give information about renting.</li> <li>● Talk about how long they have been living at their current residences and reasons that they are going to continue living there or move out;</li> <li>● Discuss and negotiate rent, utilities, and security deposits;</li> <li>● Talk about exchange rates for different currencies.</li> </ul> <p><b>Grammar Learning Targets</b>  <b>The student will be able to ...</b></p> <ul style="list-style-type: none"> <li>● Express surprise that someone can do something with conjunction “连.. 都...”;</li> <li>● Understand that sentence structures are different when describing current actions that will or will not remain in the future;</li> <li>● Describe the capacity of a location or container with a potential complement “verb+不下 “;</li> <li>● Use 多 to tell an approximate number;</li> <li>● Talk about all-including or all-excluding with the structure of “question pron.+ 都”</li> </ul>
<b>Assessments:</b>	<p><b>Formative:</b>  Will include but are not limited to the following activities: Quick Write; Flash Cards, KWL chart; Piece it Together, quizzes.</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● <u>Interpretive</u>: read and listen to the description of a rent ad.</li> <li>● <u>Interpersonal</u>: carry on a conversation and respond to an email about renting an apartment or house.</li> <li>● <u>Presentational</u>: deliver a speech in a group or in class about a topic given, or write a composition/essay on a particular topic covered in the unit.</li> </ul>
<b>TEKS addressed</b>	See TEKS matrix above.
<b>Topics of Unit 4</b>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Furniture</li> <li>Floor plan of a house or apartment</li> <li>Neighborhood and community</li> <li>School dorm</li> <li>Renting</li> <li>Pets</li> </ul>

	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Conjunction “连...都...”</li> <li>Verb 不下</li> <li>Question pronoun + 都</li> <li>Duration of an action that remains or does not remain in the future</li> <li>Radicals</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Chinese school dormitories</li> <li>Buying or renting a house in China</li> <li>Raising pets</li> <li>Exchange rate of currency</li> </ul>
<b>Facts</b>	
<b>Language of Instruction</b>	
<b>List of Authentic Resources</b>	