

TEKS Chinese Level 3 PAP: Unit 5: Sports (Lesson 18)	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>Interpretive Communication: 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"> a) Demonstrate understanding of authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. 	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p>
<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>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 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"> a) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation b) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation; c) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation d) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; e) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and f) interact and react in writing using culturally appropriate expressions, register, and style 	

<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>Presentational Communication: 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"> a) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations b) narrate situations and events orally and in writing using connected sentences with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration 	
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

<p>Unit 5: Sports (Lesson 18) 1. My Gut keeps getting Bigger and Bigger! 2. Watching American Football</p>	<p>Approximate Time: 4 weeks</p>
<p>Unit Overview</p>	<p>In this unit, students will learn new vocabulary, expressions and grammar which will enable them to talk about their favorite sports and exercise routines. They will apply new and previous vocabulary and grammar to discuss popular sports in China and the US, share their exercise habits and interests, and compare the daily exercise habits of Americans and Chinese.</p>
<p>Enduring Understandings:</p>	<ul style="list-style-type: none"> ● Exercise promotes a healthy lifestyle. ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication.
<p>Conceptual Lens: Health</p>	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language Name sport activities; Compare the differences between soccer and American football; Talk about exercise routines; Describe how long you have played or not played a certain sport; Express personal feelings about various sport activities. ● Using Language in Cultural Contexts Discuss popular sports in different cultures Compare general exercise habits in the US and China
<p>Guiding Questions:</p>	<p><u>Vocabulary, Grammar and Culture</u></p> <ol style="list-style-type: none"> 1. What kind of sports do you play? 2. What is your favorite sport program on TV? 3. How do people exercise in your country? 4. What is the most popular sport in your country?
<p>Learning Targets (based on the ACTFL Proficiency Guidelines)</p>	<p>Proficiency Learning Targets The students will be able to ...</p> <ul style="list-style-type: none"> ● Explain briefly why certain sports are or are not appealing to them; ● Describe the frequency and duration of their exercise; ● Make a simple comparison between how soccer and American football are played <p>Grammar Learning Targets The student will be able to ...</p>

	<ul style="list-style-type: none"> ● Talk about the duration of an action or non-action; ● Describe the continuation of an action that already in progress with 下去; ● Describe the continuation of an action or a state with the combination “verb + 着”; ● Understand when and how to use passive-voice in a sentence;
Assessments:	<p>Formative: Will include but are not limited to the following activities: Quick Write; Flash Cards, KWL chart; Piece it Together, quizzes.</p> <p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: read passages and listen to audio descriptions about sports ● <u>Interpersonal</u>: ask and respond to questions about sports or exercise ● <u>Presentation</u>: compare the popular sports in different cultures
TEKS addressed	See TEKS matrix above.
Topics of Unit 5	<p>Vocabulary & Grammar: Sport names Sport equipment adverbial clause verb 1 + 着+ verb 2 passive-voice sentence 好/ 难 verb</p> <p>Culture: Ping-Pong and soccer in China Tai Chi CCTV</p>
Facts	The passive voice in Chinese is not used as often as in English. It is often carries negative connotations.
Language of Instruction	

List of Resources

Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)-
Lesson 18: Seeing a Doctor p. 227-256.
Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)-
Lesson 18 Part one and two Audio CD –
Textbook and Workbook of Lesson 18
Video of Lesson 18
Vocabulary List
Grammar Notes
Worksheets

<http://moodle.hpisd.org/>