

TEKS Chinese Level 3 PAP: Unit 6: Travel (Lesson 19)	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.

Unit 6: Travel (Lesson 19) 1. Traveling to Beijing 2. Planning an Itinerary	Approximate Time: 4 weeks
Unit Overview	What do you like to do during the summer? What is your travel itinerary if you decide to travel around the world? In this unit, students will learn new vocabulary, expressions and grammar that will enable them to describe the preparation for a trip, briefly introduce the culture and famous tourist sites of the main cities in China, and their plan and purpose for traveling. They will also apply new and previous vocabulary and grammar to book plane tickets, ask for commercial discounts, reserve hotels, as well as to discuss where they should go and what they should do when they are in China.
Enduring Understandings:	<ul style="list-style-type: none"> ● Contact with people from different cultures increases the importance of knowing other languages. ● Traveling allows you to expand your perspective of the world. ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication.
Conceptual Lens: Travel	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language Grammar and syntax Pronunciation Translation and interpretation Idiomatic expressions and appropriate vocabulary. ● Using Language in Cultural Contexts Famous scenic sporting and historic sites in China
Guiding Questions:	<u>Vocabulary, Grammar, Culture</u> <ol style="list-style-type: none"> 1. Where would you like to go over summer vacation? And why? 2. How do you prepare for a trip? 3. Which city have you been to in China? What are its special attractions in this city? 4. What do you want to do if you visit a city in China? 5. How do you compare the prices of tickets from different airline companies? 6. Where can you get good deals on your tickets? 7. What do you recommend people do while visiting Dallas?
Learning Targets (based on the ACTFL Proficiency Guidelines)	Proficiency Learning Targets The student will be able to ... <ul style="list-style-type: none"> ● Talk about your plan for summer vacation;

	<ul style="list-style-type: none"> ● Ask for and make recommendations about traveling and lodging; ● Search for the information of the city that you are interested in; ● Talk to a travel agent to get airfare discounts, book tickets, and make travel arrangements. ● Talk about what should be prepared for a trip ● Discuss your travel routes and itinerary <p>Grammar Learning Targets The student will be able to ...</p> <ul style="list-style-type: none"> ● Use the expression 不得了 to suggest an extreme situation; ● Use question pronouns as indefinite references (whoever, whatever, etc); ● Say large numbers; ● Make a comparison with 比.
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: <u>Interpretive:</u> Students will able to read/hear descriptions and determine the place that the description is referring to <u>Interpersonal:</u> Student will participate in a conversation to ask the necessary questions to ensure that he/she is prepared for a trip. <u>Presentational:</u> Students will prepare a presentation on selling a travel package to their peers in the target language.</p>
TEKS addressed	See TEKS matrix above.
Topics of Unit 6	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> Cities in China Famous tour sites Airline companies in the US and China Travel documents Discount Degree complement Question pronouns Large numbers

	<p>Comparisons</p> <p>Culture: High speed train in China The capital city of China Shanghai, Xi'an, Guangzhou, Taipei</p>
Facts	
Language of Instruction	
List of Resources	<p>Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)- Lesson 19: Travel p. 257-284 Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)- Lesson 19 Part one and two Audio CD – Textbook and Workbook of Lesson 19 Video of Lesson 19 Vocabulary List Grammar Notes Worksheets</p> <p>http://moodle.hpisd.org/</p>