

TEKS Chinese Level 3 PAP: Unit 7: At the Airport (Lesson 20)	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 7: At the Airport (Lesson 20)</p> <ol style="list-style-type: none"> 1. Checking In at the Airport 2. Arriving in Beijing 	<p>Approximate Time: 4 weeks</p>
<p>Unit Overview</p>	<p>People often start their international trips at airports. In this unit, students will learn new vocabulary, expressions, and grammar that will enable them to communicate at airports. They will apply new and previous vocabulary, expressions and grammar to check in for a flight, talk about some services provided aboard the plane, and discuss their next travel activities after arrival. They will also use learned vocabulary to send off a departing friend or to greet guests at the airport.</p>
<p>Enduring Understandings:</p>	<ul style="list-style-type: none"> ● Traveling changes perspectives and promotes cultural understanding. ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication
<p>Conceptual Lens: Travel</p>	<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
<p>Guiding Questions:</p>	<p><u>Vocabulary, Grammar, Culture</u></p> <ol style="list-style-type: none"> 1. How do you check in at an airport? 2. What should you say to a friend who is departing or to greet a guest at airport? 3. How do you compliment someone else’s language abilities? 4. What do you know about international time zones?
<p>Learning Targets (based on the ACTFL Proficiency Guidelines)</p>	<p>Proficiency Learning Targets The student will be able to ...</p> <ul style="list-style-type: none"> ● Check in for a flight and check luggage at airport ● Wish others a safe journey; ● Greet guests at an airport ● Compliment someone’s language abilities;

	<ul style="list-style-type: none"> • Express concern about someone’s health • Discuss the process of travelling to China; <p>Grammar Learning Targets The student will be able to ...</p> <ul style="list-style-type: none"> • Use 的, 得, and 地 appropriately; • Understand the difference between “...的时候” and “... 以后” • Use “还+positive adjective” in the conversation
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> • <u>Interpersonal:</u> • <u>Presentational:</u>
TEKS addressed	See TEKS matrix above.
Topics of Unit 7	<p>Vocabulary & Grammar:</p> <p>Airport Checking in for a flight Checked and carry-on luggage Domestic and international flight Airlines Attributives with 的, 得, and 地</p> <p>Culture:</p> <p>Beijing roast duck The Capital Airport in Beijing Kinship terms in Chinese</p>

Facts	
Language of Instruction	
List of Resources	<p>Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)- Lesson 20: Travel p.285-312 Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)- Lesson 20 Part one and two Audio CD – Textbook and Workbook of Lesson 20 Video of Lesson 20 Vocabulary List Grammar Notes Worksheets</p> <p>http://moodle.hpisd.org/</p>