Week Three: 7/07-7/11
Overall Theme: 我的课余生活
My Extra-curricular Life
Week Three Theme: Making arrangements and processing information via the telephone

Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 25 hours

Designed by: Yanan Vrudny, Norman Masuda, Duarte Silva

Brief Description of Program (including curricular context and goals)
At the end of the third-week session, students will be able to use the telephone to make a variety of arrangements and process information, such as: making reservations, dealing with dialing a wrong number, leaving a message and following voice-mail instructions/commands.

What Enduring Understandings are Desired:
Students will understand
- Appropriate telephone etiquette (including cell phones) based on status, age and relationship to caller.
- How to receive and make phone calls in a Chinese setting.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
- When is it appropriate to make a phone call and under what circumstances?
- What is the appropriate way to begin and terminate calls?
- What is the appropriate response when you receive or reach a wrong number?

Standards/Goals:
1. Major Standards: C1.1, C1.2, C1.3
2. Supporting Standards: C2, C3, C4, C5

Content:
Knowledge:
- Frequently-used language in daily life/ and extra-curricular activities.
- Sentence patterns

Key Vocabulary:
Chinese characters:
Characters: wei, lan, qi, nin, li, wei, shu, hou, you, yong, cheng, shuang, gong, fu xie
伟，兰，起，您，李，位，叔，候，游，泳，城，双，功，夫，鞋
Characters: yin, wei, suo, chang, guan, zi, yin, cha, dou, ping, ke qi, mi, chao, de

高频率单词和短语:

句子模式:

武是哪位?
Nin shi na/nei wei? Who is this?
你找谁?
Ni zhao shei? Who are you looking for?
我找大伟。
Wo zhao Dawei. I’m looking for David.
请问，林老师回来了吗?
Qingwen, Lin Laoshi huilaile ma? Excuse me, has teacher Lin returned?
他几点回来?
Ta jidian huilai. What time will he return?
你要去中国城做什么?
Ni yao qu zhongguocheng zuo shenme?
What are you going to Chinatown to do?

技能:

- Acquire essential vocabulary, phrases and sentences for making and receiving phone calls.
- Describe appropriate language for making personal and business-related phone calls.

学科联系:

- Mathematics
- VPA
- History/SS
- Science

技术集成: (Computer lab)

- Listening activities
- Timed-response activities
- I-Pod activities(Computer lab and home)
• PowerPoint presentations
• E-mail exchanges

Assessments:
• Students do Bell-work activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom
• Stamp test for summative assessment

What evidence will show that students understand and can perform?

Performance tasks
• Follow instructions and relate information in a phone call.
• Role play placing and receiving a phone call.
• Describe a received voice-mail message to a peer.
• Draft an email message relating the information received via a phone call.

Quizzes, Tests, Prompts, Work Samples
• Students do Bell-work activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom

Unprompted Evidence (observations, dialogues)
• Role plays
• Student interactions
• Students’ personal accounts of telephone call incidents

Can do Statements From Linguafolio (representative)
• Interpretive Listening
  I can follow a command, especially when people use gestures.
  I can understand the difference between a question and a statement.
  I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.
  I can identify a short audio announcement relating the time and place of a movie or sporting event.
  I can follow a description of a typical day when visual support is provided.
• Interpretive Reading
  I can connect some characters to their sounds and meanings.
  I can follow along on the page when something familiar is read out loud.
• Identify months, days of the week and certain holidays/festivals in calendars
  I can interpret learned characters and reply with appropriate responses.

• **Interpersonal Speaking**
  I can introduce myself and others using basic culturally appropriate greetings.
  • I can introduce myself and someone else.
  • I can respond appropriate to an introduction (e.g. “I am happy to meet you.”).
  I can share some information about me, other members of my family, friends and free-time activities with others.
  • I can ask and tell about family members and their characteristics (e.g. tall, short, funny, serious).
  • I can ask and tell about friends, classmates, and teachers.

• **Presentational Speaking**
  I can present personal information about myself and others using words and simple phrases.
  • I can state my name, age, and where I am from.
  • I can give my phone number, home address, and email address.
  • I can say things about my physical appearance.
  • I can say things about my personality.
  • I can say things about my and my immediate world.
  I can express my likes and dislikes.
  • I can express which sports I like and don’t like.
  • I can express my favorite free-time activities and those I don’t like.
  • I can state my favorite foods and drinks and those I don’t like.
  • I can express some of my personal likes and dislikes.
  • I can describe a visit to a friend’s house.

• **Presentational Writing**
  I can write about myself using learned phrases and memorized expressions.
  • I can list my likes and dislikes.
  • I can list my family members.
  • I can list my free-time activities.
  • I can list my favorite food and clothes.
  I can create a simple schedule or calendar with days and numbers.
  I can write phrases and simple sentences to describe aspects of my everyday life.
  • I can write about me, my family, friends and my daily life

• **Required Resources:**


iPods and Language Lab with Computers

**Differentiation of Instruction:**
• Instruction will reflect the following strategies aimed at meeting students’ diverse-learning styles and academic abilities, such as
  - Collaborative group work
  - Paired work
  - Individualized work focusing on students strengths and needs
  - Use of visuals and gestures
  - Technology
  - Instructional strategies addressing multiple intelligences
  - Differentiated tasks to demonstrate student understanding

**Instructional Strategies:**
• Providing input in a contextualized manner to facilitate understanding and learning
• Frequent comprehension checks to check for understanding
• Guided practice to support students in apply new language and recycle previously-learned language
• Continuous formative assessment of student progress in acquiring the language and culture
• Opportunities to apply the language both in and outside of classroom settings
• Differentiated instruction and assignments based on students’ learning styles and academic abilities
• Employ real-world tasks to assess formative and summative student performance

**What do they already know that will help them learn new information?**
*(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)*
• Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

**Links to relevant web sites:**
- Chinese Pod (www.Chinesepod.com)
- Better Chinese (www.Betterchinese.com)

**Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/units*

**Lesson 7 第七课**

打电话
Da dianhua
(Making phone calls)

7.1 A wrong number
7.2 Not home
7.3 Wait a moment please
7.4 Speaking

**Lesson 8 第八课**

吃饭
Chifan
(Eating)
8.1 A note to a friend
8.2 We often go to a restaurant
8.3 Eating at the restaurant
8.4 Can you speak Chinese?