THEMATIC UNIT

By Zoe Jiang 江凌欧 & Naichi Shih 施乃绮

Unit title: Greetings/Date & Time /Shopping
Grade: 9-12
Level: Novice

Subject/Topic Area(s):
- Greetings: hello, I, you, he, she, name, surname, China, USA, teacher, student;
- Date & time: year, month, date, weekday, segment of a day, hour, minute, today, tomorrow, yesterday;
- Colors: red, blue, black, green, pink, yellow, white, purple, orange, brown;
- Fruits: apple, orange, watermelon, grape, strawberry, banana;
- Clothes: shirt, t-shirt, pants, shoes, skirt, dress;
- Money: dollar, cent, getting changes, bargaining, purchasing.

Key words:
- Greetings: 你好/很/请问/贵姓/我/你/他/她/叫/名字/吗/呢/先生/小姐/人
  中国/美国/上海/是/不/老师/学生/
- Numbers: 一/二/三/四/五/六/七/八/九/十
- Date & time: 今天/明天/昨天/星期/几/日/号/月/年/今年/现在/早上/上午/中午/下午/晚上/半夜/早饭/中饭/晚饭/点/分/半/生日/今年/岁
- Zodiacs: 属/鼠/牛/虎/兔/龙/蛇/马/羊/猴/鸡/狗/猪
- Colors: 颜色/黄色/红色/蓝色/绿色/紫色/黑色/白色/橙色/粉红色/咖啡色
- Fruits: 水果/苹果/橙子/草莓/西瓜/葡萄/香蕉/果汁
- Clothes: 衣服/衬衫/T恤/裤子/裙子/鞋子/长/短
- Shopping: 喜欢/贵/便宜/块钱/“太贵了！”/一共/找（钱）

Standards:
National Foreign Language Standards: 5 C’s and 3 modes
- Standard 1.1: Interpersonal communication
- Standard 1.2: Interpretive communication
- Standard 1.3: Presentational communication
- Standard 2.1: Practices of cultures—greeting
- Standard 2.2: Products of culture—calendar
- Standard 3.1: Making connections—math & music
- Standard 4.1: Comparison (language)—date format
- Standard 4.2: Comparison (language/culture)—date format
Standard 5.1: School and community—homework assignment; shopping in Chinatown or Chinese stores in the community
Standard 5.2: Lifelong learning; travel to China

**Brief Summary of Unit:**

In this unit, students will learn how to greet each other, describe date & time, express likes/dislikes and negotiate when shopping for fruits and clothes in Chinese. They will also learn about Chinese zodiac.

**Number of days for activity:** Three days, 150 minutes each day

**Materials and resources (including technology and multimedia):**

- **Technology & multimedia:** Power point/ Flash games/ Music/ Video clip/ Internet/ Palm phone
- **Authentic Materials:** National flags/ Chinese name cards/ Chinese calendar/Clothes/Fruits
- **Property:** Chinese play money/ Birthday chart/ Flash cards/ Jellybeans/ Froot loops /Markers /Small whiteboards
- **Teacher handouts**

**Identifying Desired Results:**

**What enduring understandings are desired?**

Students will understand…

- How we support and encourage each other in a group. When learning a second language, it is important to participate actively without the fear of making errors. We respect each other and involve everyone in the practice in a meaningful context as often as possible.
- Body languages and gestures play important roles in the communication not only for helping to understand the main idea in a language exchange but also for conveying cultural information.

**What essential questions will guide this unit and focus teaching/learning?**

- What is important for people from China to know about you, your family and your community?
- How to differentiate the Chinese and English concepts of telling the date and the time of a day?
- How the Chinese language has some words used in spoken Chinese while some in written Chinese?
How to recognize the steps of a negotiating process?

What key knowledge and skill will students acquire as a result of this unit?

Students will know…

- Vocabularies about greetings, numbers, time, date, colors, fruits, clothes and shopping;
- The verb “是”;
- The adverb “也”;
- The negative adverb “不”;
- Measure words: “个, 串, 根, 件, 条, 双”;
- The difference between “二”and “两”;
- The particle “的”: …possessive;
- The adverb “都”;
- Comparative sentences with “比”;
- Questions ending with “吗” and “呢”;
- Questions with “几” (星期几/几月几号/几点几分); and
- Alternative Questions with “还是”.

Students will be able to…

- Greet each other;
- Express and acknowledge thanks;
- Say some nationalities;
- Count from one to one thousand;
- Use the vocabulary acquired to tell time and date;
- Plan and describe daily schedule;
- Ask and answer the questions related to age and birthday;
- Speak about colors, fruits and clothes;
- Fully participate in casual conversations pertaining to daily life;
- Make purchase of fruits and clothes; and
- Bargain in a culturally appropriate way.

What do they already know that will help them learn new information?

- Say the kinship terms of family members;
- Describe family members’ professions;
- Talk about their own hobbies and ask about someone’s hobbies;
- Call a travel agency, ask for discounts, compare airfares and routes; and
- Describe one’s travel itinerary.

Where and when did they learn it?

During the previous days at the Chinese Academy.
Determining Acceptable Evidence

*What evidence will show that students understand?*

- **Performance Tasks:** Go to Shanghai to see 2010 Shanghai World EXPO

<table>
<thead>
<tr>
<th>Interpretive tasks</th>
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<tbody>
<tr>
<td>- Understand the host family’s basic information. (Their surnames &amp; names, ages, etc.); and</td>
</tr>
<tr>
<td>- Understand the time and dates related to 2010 Expo Shanghai.</td>
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<table>
<thead>
<tr>
<th>Interpersonal tasks</th>
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<tbody>
<tr>
<td>- Email exchanges to gather information from the host family.</td>
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<tr>
<td>- Students will ask each other’s likes and dislikes; and</td>
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<tr>
<td>- Making purchases in Shanghai local market (fruits, fruit juice and clothes.)</td>
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</tbody>
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<thead>
<tr>
<th>Presentational tasks</th>
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<tbody>
<tr>
<td>- Introduce yourself to the host family;</td>
</tr>
<tr>
<td>- Decide when to visit Shanghai; and</td>
</tr>
<tr>
<td>- Talk about what fruits/ clothes you’d like to shop in Shanghai.</td>
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- **Other evidence**

  Works samples, tests, quizzes.

- **Unprompted Evidence (Observations, dialogues):**

  - Teacher will observe the students’ classroom participation and their willingness to try; and
  - Teacher will also assess students’ performance in language use, utterance and body languages.

- **Student Self-Assessment using LinguaFolio.**

**Lessons:**

Lesson 1: Greetings
Lesson 2: Date and time
Lesson 3: Shopping
Assessment Blueprint (Performance Tasks)

Task Title: Go to Shanghai to see 2010 Shanghai World EXPO

Approximate Time Frame: 150 minutes

Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1

Description of Task:

Go to Shanghai to see 2010 Shanghai World EXPO

You are a student of a US-China Exchange Program at the University of Virginia, interested in studying the Chinese language and experiencing firsthand the dynamic and traditional Chinese culture. You plan to travel to Shanghai this summer for the Shanghai Expo 2010. In order to facilitate immersion into Chinese culture, you arrange to stay with a host family. You send them a letter introducing yourself. During your sightseeing, you and your friends want to go to the local market in Shanghai.

Task A – Introducing yourself (You can choose using Word, PPT, Poster)

Directions:

- Your host family in Shanghai is eager to know more about you. You send them a letter introducing yourself.
- Your letter needs to include but not limited to the following information.
  - Your Chinese name;
  - You are a student;
  - Your nationality;
  - Your age, and zodiac animal;
  - Your hobbies;
  - Your favorite color and fruit; and
  - Plan for a full week of activities.

Task B - Shopping (unrehearsed interactive oral activity)

Role Play – In the local Market
**Directions:** You are visiting the local Market with your Chinese friends. You will play the following roles:

**American/Chinese Customers**
- Greeting
- Ask salesman/woman about the fruit and clothing items you’d like to buy
- Ask him/her about the price
- **Negotiate/bargain** the price with the salesman/woman

**Salespeople**
- Greeting
- Tell customers about your items
- Tell customers how much they cost
- Negotiate the price with the customer
- Thank the student for his/her purchase

**Evidence of desired understanding:**

Student is able to:
- Discuss and comment on the fruits and clothes;
- Express likes and dislikes;
- Ask about the price, negotiate the price; and
- Count Chinese currency and verify correct changes.

**Rubric for Task A and Task B:**

<table>
<thead>
<tr>
<th>Name:</th>
<th><strong>10 pts Excellent</strong></th>
<th><strong>8-9 pts Good</strong></th>
<th><strong>6-7 pts Fair</strong></th>
<th><strong>0-5 pts Need improvement</strong></th>
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<tbody>
<tr>
<td></td>
<td>Complete task</td>
<td>Complete most of</td>
<td>Complete task</td>
<td>Task incomplete</td>
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<tr>
<td></td>
<td>confidently and</td>
<td>the task</td>
<td>minimally with</td>
<td>with several significant</td>
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<td></td>
<td>fluently with</td>
<td>effectively and</td>
<td>some errors that</td>
<td>errors.</td>
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<tr>
<td></td>
<td>minimal to no error,</td>
<td>clearly with no</td>
<td>obscure meaning.</td>
<td>Product incomprehensible.</td>
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<tr>
<td></td>
<td>Meet or exceed the</td>
<td>significant errors.</td>
<td>Meet standard</td>
<td></td>
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<tr>
<td></td>
<td>standard.</td>
<td>Meet standard</td>
<td>partially.</td>
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**Preparedness**

**Pronunciation/ Tones**

**Vocabulary /**
<table>
<thead>
<tr>
<th>Grammar</th>
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<tbody>
<tr>
<td>Clarity</td>
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<td>Task completion</td>
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