Unit 3: Making Appointments

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1. **INTRODUCTION**

This project adapts “Unit 3: Making Appointments” from Chinese for Tomorrow (the “Source Materials”) into instructional materials prepared based on the principles of tasked-based language teaching (“TBLT”). This tasked-based unit, Making Appointments, is designed according to four parameters—

1. **Focus on form**: As oppose to focus on forms, the primary focus of the tasks is on meaning;
2. **Complexity**: The tasks concern both linguistic complexity and cognitive complexity;
3. **Communicative competence**: The tasks aim to enhance students’ *communicative competence* through both real-world and pedagogical tasks; and
4. **5 Cs**: The tasks include as many Cs as in the 5Cs—Communication, Cultures, Connections, comparisons, and Communities (the Standards for Foreign Language Learning by ACTFL). (See Appendix I for further discussions of how the tasks developed integrate with the 5Cs.)

This adapted unit is developed for non-heritage, beginner-level learners of Chinese. It is designed for approximately three 50-minute sessions, with approximately 50 minutes for take-home assignments.

1.1 **Rationales for Adaptation**

The Source Materials are adapted pursuant to the following rationales –

**A. Streamlined input**

The Source Materials have two stated objectives: Make appointments; and accept and decline invitations. The very first dialog, however, contains topics ranging from date, time, modes of transportation, to directions. In view of the fact that this is intended to be the third unit for beginners, we consider such varied foci in one dialog could prove to be distracting and ineffective.

Therefore, we developed the first task, “We all have (at least) two birthdays,” with the streamlined focus on simply “date and time.” We believe that, at the end of this task, the students will be able to make appointments and thus fulfill the first objective of this unit.

**B. Improved sequencing**

Between dialogs, the Source Materials offer vocabulary and explanations of grammar; but no communicative activities. The tasks developed in this adapted unit, in contrast, provide opportunities for verbal and written communication through activities such as interviewing one another, reporting results of the interviews to the class, preparing journals, etc.
C. *Augmented narration*

In the Source Materials, the first two dialogs are followed by more verbal narration. We decided to integrate written narration into the second task, “Xiaomei’s Crazy Day,” by assigning the students a post-task activity of preparing journals of their typical days. This would reinforce the knowledge they acquired through the task; and expand their skills.

D. *Enriched cultural elements*

By introducing the students to the concepts of Gregorian calendar and Chinese lunar calendar, we incorporated cultural elements into the tasks. This is a quality that was lacking in the Source Materials.

E. *Enhanced authenticity*

To remedy the absence of authentic input in the Source Materials, we provided links to web sites, Excel-based calendar conversion table and developed invitation (pedagogic authentic input) to afford students experiences of how Chinese is used in the real world.

1.2 **Objectives**

The re-configured Unit 3 includes tasks which are designed to ensure that, at the end of the unit, the students will be able to –

A. Use vocabulary, phrases and structures to verbally communicate the intention to make appointments/extend invitations;
B. Become familiar with cultural elements such as the concepts of Gregorian calendar and Chinese lunar calendar;
C. Write simple paragraphs describing a typical day in their lives;
D. Design invitations on eVite, an online social event planning service; and
E. Properly accept or decline invitations
2. ADAPTED MATERIALS

2.1 “We all have (at least) two birthdays!”

2.1.1 Pre-task: Priming

Provide students with the following web links and an “Amazing Calendar” at the end of the previous session –

http://www.mandarintools.com/calconv_old.html

http://www.chinesetools.eu/tools/chinesecalendar/

Note: Amazing Calendar is an Excel-based program (screen shot below), the operation of which will be included in the PowerPoint presentation.

![Amazing Calendar](image)

Have students, prior to class, look up birthdays of one or two of their idols (living athletes, entertainers, authors …); use the web links and/or the “Magic Calendar” provided to key in these birthdays per the Gregorian calendar in Chinese (pinyin allowed); and convert them into birthdays per Chinese lunar calendar.
2.1.2 Task: Survey

1) Prepare a table with columns for names of idols, birthdays per Gregorian calendar and Chinese lunar calendar (see Appendix II)

2) Put students in pairs, have them report the birthdays of their idols as recorded by their partners

3) Have students record all the birthdays as they are being reported in class

4) Have students work with their partners and identify, based on the reported birthdays, how many people were born in which month, which month has the most birthdays, and which has the fewest

2.2 “Xiaomei's Crazy Day”

2.2.1 Pre-task: Priming

- Play the recording of the dialog between Lily and Xiaomei for the students to listen
- Group students into pairs; and have them work together to answer the questions in the questionnaire (see Appendix III) –
  - How many classes did Xiaomei have today?
  - Does Xiaomei consider Chinese difficult? Why?
  - Why did Xiaomei not have her lunch until 3:00 p.m.?
- Teacher-led discussions

2.2.2 Task

1) Distribute the text of the dialog (see Appendix III) to the students as reference

2) Provide a blank Day Planner (see Appendix III) and ask students to note on it what Xiaomei did at what time during the day

3) Provide another blank Day Planner (see Appendix III) and ask the students to note what they do during a regular day at what time

4) Group students into pairs and have them report to each other about what they generally do at what time on a regular day

2.2.3 Post-task: Writing assignment

- Have each student write a journal of his/her typical day based on his/her filled-out Day Planner and discussions in class (minimum 8 sentences)
2.3 “You are invited!”

2.3.1 Pre-task: Priming

- Have students listen to Dialog (II) of the Source Materials (available on the CD that came with the textbook) at home or in the language lab before the class.
- After listening to the dialog, before the class, have students review a questionnaire (see Appendix IV) and rate each statement in the questionnaire:
  - 1=Strongly agree
  - 2=Agree
  - 3=Disagree
  - 4=Strongly disagree

A. Susan does not like movies.
B. Susan does not want to go to Xiaonian’s birthday party.
C. John is fond of Suan.
D. Susan is not inclined to go out with John.

2.3.2 Task

1) Listing
   a. Have each student recall and list different parties he/she has attended; and the party invitations he/she has previously received.
   b. Have each student rank the parties on his/her list based on his/her preference.

2) Survey and teacher-led discussions
   a. Have students report to the class the parties on their lists.
   b. “What is your favorite party? Why?”
   c. “What is your least favorite party? Why?”
   d. Teacher ranks the parties reported by the students’ by popularity.

3) Accepting or declining an invitation
   a. Show students an invitation (see Appendix III).
   b. Have students discuss what kind of party the invitation is for, and the information included in the invitation.
   c. Teacher modeling conversation –
      - Will you accept the invitation or decline it?
      - What can we say to show the appreciation of the invitation while accepting it?
      - How do we decline the invitation in a nice and courteous manner?
4) Planning a party
   a. Based on the survey above, group the students by the types of party of their preference
   b. Introduce eVite to the students and have them brainstorm hosting the party of their preference –
      o What information to include in the invitation
      o Food and drinks to be served
      o Activities provided, if any

2.3.3 Post-task: Written and verbal presentations

1) Have students create eVite invitations to include date, time & place of the party; and what activities to take place at the party, if any
2) Send the invitations to the classmates
3) At the beginning of the next session, share the eVite invitations; and have the students role-play accepting or declining the invitations
   (See sample of an eVite invitation in Appendix IV)
APPENDIX I

Components of Tasks Integrated with 5Cs

A. Communication:

a) Interpersonal: in-class discussions allow for negotiation of meaning such as interviewing partners to find out about his/her idols’ birthdays per Gregorian and Chinese lunar calendars.

b) Interpretive: the dialogue of “Xiaomei’s Crazy Day” is provided for reading and then answer the questionnaire based on the reading.

c) Presentational: Students present the birthdays of their partners’ idols; and role-play to accept/decline invitations.

B. Culture: Students learn about birthdays per Chinese lunar birthdays.

C. Comparisons:

a) Language: The expressions of date and time in Chinese and English – year / month / date / days of the week

b) Gregorian calendar vs. Chinese lunar calendar
APPENDIX II

我們（最少）都有兩個生日

- 選一或兩位你心目中的偶像（當今的運動員、藝人、作家。。。），利用網路或是其他資訊，查出他們的生日
- 用提供的網站，或是“神奇萬年曆”，把你偶像的陽曆生日換算成農曆的生日
- 用以下表格，記下你心目中偶像的陽曆和農曆生日
- 兩位一組，報告你同伴偶像的陽曆和農曆生日
- 當其他同學報告時，把他們報告的偶像姓名和生日記錄下來
- 和你的同伴一起，依同學們的報告，看看那個月有幾個生日，那個月內生日最多，那個月最少，誰的偶像年紀最大，誰的偶像年紀最小?

<table>
<thead>
<tr>
<th>偶像姓名</th>
<th>陽曆生日</th>
<th>農曆（陰曆）生日</th>
<th>年齡</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>
APPENDIX III

小美的一天

✧ 請聽一段錄音
✧ 兩人一組，一起回答下述問卷裡的問題

3.1 問卷

1. 小美今天有幾節課?
2. 小美覺得中文難嗎？為什麽?
3. 小美為什麽到下午三點才吃午飯?
4. 莉莉打電話找小美，小美為什麽不在家？

3.2 莉莉與小美

<table>
<thead>
<tr>
<th>莉莉</th>
<th>小美，你今天怎麼樣？</th>
</tr>
</thead>
<tbody>
<tr>
<td>小美</td>
<td>我平常星期一最忙了！早上七點半起床，八點一邊吃早飯，一邊聽中文錄音。九點到學校上第一節課。</td>
</tr>
<tr>
<td>莉莉</td>
<td>你今天早上有幾節課？</td>
</tr>
<tr>
<td>小美</td>
<td>早上九點到十一點半有兩節中文課，有很多生詞和語法，好難喔！</td>
</tr>
<tr>
<td>莉莉</td>
<td>我今天十點半在學校餐廳吃午飯，你呢？</td>
</tr>
<tr>
<td>小美</td>
<td>我十二點到學校餐廳的時候，人好多，我只買了一杯咖啡，到下午三點上完了電腦課才吃午飯。</td>
</tr>
<tr>
<td>莉莉</td>
<td>我晚上六點打電話找你，可是你不在家。</td>
</tr>
<tr>
<td>小美</td>
<td>我下午四點到圖書館上網和做功課。晚上八點才回家。</td>
</tr>
<tr>
<td>莉莉</td>
<td>好辛苦喔！吃晚飯了吧？</td>
</tr>
<tr>
<td>小美</td>
<td>現在才要吃。</td>
</tr>
<tr>
<td>莉莉</td>
<td>什麼？！九點了才吃晚飯？！快去吧！</td>
</tr>
</tbody>
</table>
### 3.3 日程表

- 小美今天做了些什麼事？在什麼時候？
- 在下面的日程表上，寫下小美今天做的事和時間
- 完成的日程表範例如下：

<table>
<thead>
<tr>
<th>時間</th>
<th>活動</th>
</tr>
</thead>
<tbody>
<tr>
<td>早上 7:30</td>
<td>七點半 起床</td>
</tr>
<tr>
<td>早上 8:00</td>
<td>八點 聽中文錄音</td>
</tr>
<tr>
<td>早上 9:00</td>
<td>九點 上中文課</td>
</tr>
<tr>
<td>上午 11:30</td>
<td>十一點半 中文課下課</td>
</tr>
<tr>
<td>中午 12:00</td>
<td>十二點 買咖啡</td>
</tr>
<tr>
<td>下午 3:00</td>
<td>三點 吃中飯</td>
</tr>
<tr>
<td>下午 4:00</td>
<td>四點 到圖書館</td>
</tr>
<tr>
<td>晚上 8:00</td>
<td>八點 回家</td>
</tr>
<tr>
<td>晚上 9:00</td>
<td>九點 吃晚飯</td>
</tr>
</tbody>
</table>

### 3.4 日程表

- 在日程表上，寫下你平常做什麼事的時間
- 兩人一組，討論彼此平常做什麼事的時間

<table>
<thead>
<tr>
<th>時間</th>
<th>活動</th>
</tr>
</thead>
<tbody>
<tr>
<td>早上 ___ : ___</td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td>中午 ___ : ___</td>
<td></td>
</tr>
<tr>
<td>下午 ___ : ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
<tr>
<td>晚上 ___ : ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
</tr>
</tbody>
</table>

- 作業 – 用你的日程表，和這節課學到的字、詞和資訊，寫一篇日記（最少八句話）
APPENDIX IV

4.1 聽錄音、答問卷

問卷

1=很同意 2=同意 3=不同意 4=很不同意

A. 蘇珊不喜歡看電影。
B. 蘇珊不想去小年的生日晚會。
C. 約翰很喜歡蘇珊。
D. 蘇珊不想和約翰約會。

4.2 這是什麼晚會/派對?

一起來慶祝小美的二十歲生日！

日期：二零一三年五月五日
時間：晚上六點鐘
地點：心心茶餐廳
地址：法拉盛羅斯福大道 600 號（凱旋路交口）地下樓
       （718） 963-3456
是否參加，請在四月二十八日前，以電話或 E-mail 與大偉聯絡 (646) 333-8765 dawei@hotmail.com

春節晚會？
生日派對？
情人節晚會？
聖誕節派對？
感恩節晚會？
你接受不接受邀請？
  o 如果接受邀請，你會怎麼說？
  o 如果不接受，你會怎麼說？

分組討論，你們來開個晚會/派對 – 時間、地點、活動、吃什麼、喝什麼

4.3 eVite 邀請函範例