



Mandarin 1 - Unit 3 - Hobbies

Unit Focus

In Unit 3 of Mandarin I, students will be given the opportunity to learn about how a Chinese student would go about his or her leisure time. Students will learn the Mandarin words for hobbies, sports, and other pastimes. Students will be shown how students in both America and China experience recreational time after school. For example, what sports does each culture play? How important are sports to the whole experience of the student? Students will be asked to consider what makes the daily life of a Chinese student different from the American way of life.

The unit will culminate in students taking on the role of a company representative for Exchange International Enterprises (XIE). The purpose of this (fake) company is to expose students to the culture where they will experience an exchange.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) • Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2) • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2) • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 One can use language skills to pursue personal interests and broaden his/her opportunities. U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U4 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do questions enhance the flow of conversation? Q3 How do cultural products and practices reflect the beliefs and values of a people? Q4 How are other cultures different from my own, and from each other?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Sports and Activities Vocab:

- Swimming, Cycling, Running, kick, soccer, hit (play), American-Football, tennis, table tennis, cricket, exercise, basketball, sports, go, ok, walk, busy, Let's go!

K2 Vocab:

- kěyǐ (can, for permission)
- demonstrative pronouns
- to know (for facts) - zhīdao

K3 Hobbies vocabulary

- watch a movie, read a book, sing a song, dance, listen to music, watch tv

K4 Question words

- a -not-a (to ask yes/no questions)
- questions with hǎo ma (ok, shall we)

K5 Language structures for making plans and discussing preferences

- then, in that case
- word order
- to go + action
- because...therefore
- 想-xiǎng-want to
- verb + object (eg. to sleep v. to have a good sleep)

Skill(s)

Students will be skilled at...

S1 Asking more complicated questions to keep the flow of conversation and to make plans

S2 Comparing and contrasting the day in the life of a student between China and America.

S3 Talking about sports and recreation.

S4 Talking about hobbies and preferences