Mandarin 3 - Unit 4 - Travel Around the World

Unit Focus

Unit 4 of Mandarin 3 will give the students exposure to the world. Students will learn what kind of items they will need to travel around the world and especially to China or Taiwan. On top of more landmarks, modes of travel will be reexamined. Students will expand their knowledge of the geography of China.

The unit will culminate in students acting as a travel agent, creating an itinerary from Madison, CT through some famous sites in China, and back to Madison.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- 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)
- 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)
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)

Transfer

Students will be able to independently use their learning to...

T1 Gather information from a variety of resources and perspectives to build cultural context.
T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.

Meaning

Understanding(s)

Students will understand that...

U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.
U4 One can use language skills to pursue personal interests and broaden his/her opportunities.

Essential Question(s)

Students will keep considering...

Q1 How does the target language/ culture compare and contrast with my own? How do I use that comparison to connect with people?
Q2 Is what I'm saying understood?
Q3 How do I plan for travel in a country I have never visited before?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Vocabulary - Summer plans: 马上 Mǎshàng，放假fàngjià，放fàng， 假jiǎ， 公司gōngsī，实习shíxí，打工dǎgōng，计划

Skill(s)

Students will be skilled at...

S1 Speaking about past, present, and future travel activities.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	jìhuà，暑假shǔjià，打算dǎsuàn，父母 fùmǔ，首都shǒudū，政治zhèngzhì，文化 wénhuà，名胜古迹míngshèng gǔjī，有名 yǒumíng，导游dǎoyóu，护照hùzhào，订 dìng，签证 qiānzhèng，旅行社lǚxíngshè， 长城chángchéng，香港 xiānggǎng，台北 táiběi, 不得了Bùdéliao， extremely **K2** Vocabulary - travel plans: 初chū，单程 dānchéng，往返 wǎngfǎn，航空hángkōng， 查chá，航班 hángbān，千qiān，直飞zhí fēi，打折dǎzhé，转机zhuǎnjī，靠kào，窗 户chuānghù，走道zǒudào，份fèn，素餐 sùcān，旅馆lǚguǎn，租zū，中国国际航公 公司 zhōngguó guójì háng gōng gōngsī, **K3** Language structures related to travel plans: Question Pronouns as Indefinite References (Whoever, Whatever,etc) Numbers over One Thousand Comparative Sentences with 比bǐ A+比+B+ Adjective+Numeral+Measure Word +Noun **K4** Vocabulary related to arrival and departure from a trip: 行李 xínglǐ，托运tuōyùn，包 bāo，箱子xiāngzi，超重chāozhòng，超 chāo，登机牌dēng jī pái，牌 pái，登机口 dēng jī kǒu，口 kǒu，哭kū，地de，照顾 zhàogù，起飞qǐfēi，小心xiǎoxīn，一路平安 yīlù píng'ān，叔叔shūshu ，阿姨 āyí，欢迎 huānyíng，瘦shòu，爷爷yéyé，奶奶 nǎinai，烤鸭kǎoyā，首都机场，shǒudū jīchǎng **K5** Language structures related to arrival and departure: 的de, 得 dé, 地de Compared 的时候de shíhòu and . . .以后 Yǐhòu Compared 还hái + Positive Adjective **K6** Basic knowledge of common tourist sites in China	**S2** Planning a trip for yourself and others **S3** Speaking, writing, and typing correct Chinese characters and pinyin. **S4** Communicating about various tourist sites in China