



Mandarin 1 - Unit 4 - Visiting a Friend

Unit Focus

The final unit of Mandarin I, Visiting a Friend, has students consider various customs when visiting a friend in their own culture as well as in others. The students will learn culturally appropriate customs for hosts and guests in China. The unit will culminate in the students taking on the role of a guest or host, engaging in polite conversation and demonstrating their awareness of customary behavior.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none"> 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) 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) Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) 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) 	<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 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 One can use language skills to pursue personal interests and broaden his/her opportunities.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How does etiquette reflect the beliefs and values of a people? Q3 How are other cultures different from my own, and from each other?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Important Vocabulary <ul style="list-style-type: none"> Expressing thirst Offering a beverage <ul style="list-style-type: none"> xiang 想 - to want chi 吃 - to eat 	<i>Students will be skilled at...</i> S1 Typing characters in chinese S2 Stating preferences of beverages S3 Greeting people and making introductions S4 Employing language structures in polite conversation

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

- Stating food preferences 我的妈妈喜 欢吃中国菜, 不喜欢吃美国菜。
 - xi huan 喜欢 - to like
 - bu xi huan 不喜欢 - to dislike

K2 Greetings and introductions

K3 Food Vocabulary (Juice and beverage)

- Apple juice, grape juice, lemon juice, watermelon juice, orange juice, chocolate milk, Cola, soda, coffee, and tea

K4 Language structures related to polite conversation:

- 一点儿-yì diǎn er-a little bit
- 很-hěn-very
- 在-zài-at, in ,on
- 吧-ba-(particle)
- 了-le-(particle)
- 才-cái-not until