



Mandarin 2 - Unit 4 - Let's Get an Uber!

Unit Focus

Unit 4 of Mandarin 2 will bring the students for a tour of the streets of the world. Students will learn how to give and receive directions for someone traveling. Students will learn the Cardinal directions, how to use landmarks, distances and times (with travel), and how to communicate about taking or using a form of transportation.

Students will continue reading Susan You Mafan and will use the book to help them to discuss how Susan goes from place to place.

Students will be exposed to maps of cities in China and Taiwan and will use them to create a plan for travel. The unit will culminate in students creating a plan to travel in New York City using public transportation.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none">Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)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)Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)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)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 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Gather information from a variety of resources and perspectives to build cultural context. T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 Knowledge of another language and culture help one to participate in the global community (real and virtual).	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How will knowing another language help me explore my interests? Q3 How do I find where I am going? Q4 How do I select and use information to support my ideas?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Discuss different means of transportation <ul style="list-style-type: none">New vocab:<ul style="list-style-type: none">飞(fēi) 机(jī)- airplane	<i>Students will be skilled at...</i> S1 Explaining how to get from one location to another via various forms of transportation

Stage 1: Desired Results - Key Understandings

- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)

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

- 机(jī) 场(chǎng)- airport
- 公(gōng) 共(gòng) 汽(qì) 车(chē)-bus
- 地(dì) 铁(tiě)- subway
- 出(chū) 租(zū) 车(chē)-taxi
- 开(kāi) 车(chē)- drive

K2 Explain how to transfer from one subway or bus line to another and navigate public transit

- New Vocab/Grammar structure:
 - 先(xiān) .. 再(zài) ... first, then
 - 或(huò) 者(zhě) , 还(hái) 是(shì) -or
 - 还(hái) 是(shì) .. 吧(ba) Pondering alternatives- had better
 - 换-huan-to change
 - 线-xian-line
 - 麻烦-ma fan-trouble/bother
 - 最后-zui hou-at last

K3 Express gratitude after receiving a favor

- Student would need to write an email to thanks for a favor.
- New Vocab:
 - 电子邮件-email-dian zi you jian
 - 不好意思- to feel embarrassed- bu hao yi si
 - 出去-to go out-chu qu
 - 高速公路-highway-gao su gong lu
 - 发短信-to send a text message
- Grammar
 - 每...都...-Every
 - 要...了-soon

S2 Sequencing stages of transportation, especially when using public transit

S3 Expressing gratitude for another person's help in the proper format