

**Unit 8: People Young and Old Have Jobs to do**  
**Lesson 3: Jobs Held by our Parents, Family, and Friends**

**Recommendation:**

Read the supporting document, “How to Use These Lessons,” for suggestions to help achieve successful implementation of this curriculum. It’s listed in the Instructional Resources in this lesson.

**Standards**

| California World Language Standards - Stage I   |
|---|
| <p><b>Content</b></p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.</p> <p style="padding-left: 20px;">1.1 Students address discrete elements of daily life, including:</p> <p style="padding-left: 40px;">k. Jobs</p>   |
| <p><b>Communication</b></p> <p>1.0 Students use <b>formulaic language</b> (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p>  |
| <p><b>Functions</b></p> <p>1.4 List, name, identify, enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>  |
| <p><b>Cultures</b></p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>1.1 Associate products, practices, and perspectives with the target culture.</p> <p>1.2 Recognize similarities and differences within the target cultures and among students’ own cultures.</p> <p>1.3 Identify cultural borrowings.</p>  |
| <p><b>Structures</b></p> <p>1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</p> <p>1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.</p> <p>1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.</p> |
| <p><b>Settings</b></p> <p>1.0 Students use language <b>in highly predictable common daily settings</b>.</p> <p>1.1 <b>Recognize</b> age appropriate cultural or language use opportunities outside the classroom.</p>   |

**Objective**

Students survey family and friends to collect information about jobs they hold or have held in order to describe and categorize them.

**Student Work**

| Interpersonal  | Presentational   | Interpretive   |
|--|--|--|
| Students listen and speak to others to communicate knowledge, feelings, and opinions, or to negotiate meaning. | Students speak and write language to express information or opinions to an audience. | Students individually listen to, read, and view content without interpersonal interaction. |

**Domains of Language**

| Listening   | Speaking  | Reading  | Writing   |
|---|---|--|---|
| <p>Students as a whole class listen to teacher give a contextualized mini-lecture.</p> <p>Students listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Students also demonstrate listening comprehension by pointing at pictures or <i>realia</i> or otherwise indicating their understanding.</p> <p>Students listen to each other in pairs, during teamwork, and to group presentations to the class.</p> | <p>Students speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Students speak to the teacher and frequently present to the class with partners or teams.</p> | <p>Students read four to six new Chinese characters in simplified Chinese.</p> <p>Students read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p> | <p>Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration.</p> <p>Students write four to six Chinese characters in simplified Chinese.</p> |

**Evidence of Learning – Assessment**

| Informal or Formal  |
|---|
| <p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures.</p> <p>Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone.</p> <p>The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>Assessment of students interacting in pairs or teams during interpersonal communication includes “kidwatching,” as described by Yetta Goodman (<i>Notes from A Kidwatcher: Selected Writings of Yetta M. Goodman</i>, edited by Sandra Wilde and published by Heinemann, Portsmouth, NH, 1996). The teacher moves about the classroom and listens in to student conversations. The teacher records observations of student practice, notes misunderstandings or errors to emphasize in future mini-lessons, and guides students who need assistance or encouragement.</p> |

The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class-generated rubric. Refer to the “Strategies Matrix: Teaching Strategies for World Language Classrooms,” in Instructional Resources for this lesson.

Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary words and phrases.

### Background on Teaching Tones with Color-coding and Kinesthetics to Aid Long-term Memory Color-coding Scheme for Mandarin Tones

*(Teacher demonstrates each and asks students to say the following and show the associated **kinesthetic gesture**)*

1<sup>st</sup> oral: “First tone – **blue**, up high, like the clear, flat sky.”

**[hand at forehead level, palm down, flat]** examples in pinyin: **jīntiān**

2<sup>nd</sup> oral: “Second tone – **green**, going up, like a tree reaching to the sun.”

**[hand at nose goes upward]** example in pinyin: **wán**

3<sup>rd</sup> oral: “Third tone – **brown**, dipping down then up, like a monkey swinging in a rainforest.”

**[hand starts at mouth level, goes down below chin, then up to nose level]** example in pinyin: **wǒmen**

4<sup>th</sup> oral: “Fourth tone – **red**, like an angry slap on the top of your head.”

**[hand does slap movement from forehead to chin levels]** example in pinyin: **ràng**

5<sup>th</sup> oral: “Fifth tone – neutral **black**, like a gentle tap.”

**[fingers of hand close as hand makes tap movement]** example in pinyin: **de** (no written accent mark)

**Important Note:** The Mandarin third tone is rare in normal speech. In conversation, it is cut in half, the “half dip,” and only the lower rising half (the second half) is heard. The full dip is only fully pronounced in a few circumstances:

- For emphasis
- At the end of a sentence
- List of individual words

**Warm Up with Language through Repetition-Rhythm-Rhyme**

**Poems, Chants, and Songs**

| English  | Chinese Characters    | Pinyin   |
|--|-----------------------|--|
| <b>Chants (with clapping) for this lesson:</b>   |                       |  |
| Farmers and ranchers raise plants and animals. (Agriculture!)  | 农民养植物和动物 (农作物!)       | nóngmín yǎng zhíwù hé dòngwù 。<br>(nóngzuòwù!)                               |
| Artisans and factory workers make things with their hands and machines. (Manufacturing!)             | 手工业者和工人用手和机器做东西 (制造业) | shǒugōng yè zhě hé gōngrén yòng shǒu héjīqì zuò dōngxi<br>(zhìzàoyè!)        |
| Maids and janitors keep places clean and orderly. (Service industry!)                                | 管理员保持干净和有秩序 (服务业)     | guǎnlǐyuán bǎochí gānjìng hé yǒu zhìxù (fúwù yè!)                            |
| Chefs and cooks prepare meals for others. (Food service!)  | 厨师做饭 (食品业)            | chúshī zuò fàn (shípǐn yè!)  |
| Secretaries and accountants maintain records and accounts. (Clerical work!)                          | 秘书和会计算账 (秘书的工作)       | mìshū hé kuàijì suàn zhàng<br>(mìshū de gōngzuò!)                            |
| Nurses and doctors keep us healthy. (Health care providers!)   | 护士和医生让人健康 (健康业)       | hùshi hé yīshēng ràng rén jiànkāng<br>(jiànkāng yè!)                         |
| Police and firefighters protect us from crime and fires. (Public safety work!)                       | 警察和消防员防暴和防火 (公共安全业)   | jǐngchá hé xiāofáng yuán fáng bào hé fáng huǒ (gōnggòng ānquán yè!)          |
| Teachers and professors help us learn literacy and more. (Educational work!)                         | 老师和教授帮人阅读和别的 (教育业)    | lǎoshī hé jiàoshòu bāng rén yuèdú hébiéde (jiàoyù yè!)                       |
| Scientists and engineers research and build. (High technology!)                                      | 科学家和工程师做研究和建筑 (高科技)   | xiàozhǎng hé zhèngzhìjiā guǎnlǐ xiàngmù, xiě fǎlǜ hézhèngcè (gōnggòng fúwù!) |
| Postal workers and truck drivers deliver letters, packages, and more. (Transportation and delivery!) | 邮政员和卡车司机送货 (交通运输业)    | lǚshī hé bǎobiāo bǎohù wǒmen de quánlì hé rén 。 (fǎlǜ hé ānquán!)            |
| Miners and explorers find resources and new supplies. (Discoveries!)                                 | 矿工发现能源和新的供给 (探索)      |  |

校长和政治家管理项目，写法律和政策（公共服务）

律师和保镖保护我们的权利和人。（法律和安全）

**Poems for this lesson:**

People work growing food. (Farmers and ranchers!)

人们种食物。（农民）

rénmen zhòng shíwù 。  
 (nóngmín!)

People work making things. (Artisans and factory workers!)

人们做东西。（手工业者和工人）

rénmen zuò dōngxi 。  
 (shǒugōng yè zhě hé gōng rén!)

People work cleaning for others. (Maids and janitors!)

人们清洁东西。（女仆和管理员）

rénmen qīngjié dōngxi 。  
 (rǔ pú hé guǎnlǐ yuán!)

People work cooking for others. (Chefs and cooks!)

人们做饭。（厨师）

rénmen zuò fàn 。  
 (chúshī!)

People work helping others. (Secretaries and accountants!)

人们互相帮助。（秘书和会计）

rénmen hùxiāng bāngzhù 。  
 (mìshū hé kuàijì!)

People work caring for others. (Nurses and doctors!)

人们互相帮助。（护士和医生）

rénmen guānxīn biérén 。  
 (hùshì hé yīshēng!)

People work protecting others. (Police and firefighters!)

人们保护别人。（警察和消防员）

rénmen bǎohù biérén 。  
 (jǐngchá hé xiāofáng yuán!)

People work teaching others. (Teachers and professors!)

人们教育别人。（教师和教授）

rénmen jiàoyù biérén 。  
 (jiàoshī hé jiàoshòu!)

People work inventing for others. (Scientists and engineers!)

人们发明东西。（科学家和工程师）

rénmen fā míng dōngxi 。  
 (kē xué jiā hé gōng chéng shī!)

People work carrying for others. (Postal workers and truck drivers!)

人们送东西。（邮递员和卡车司机）

rénmen sòng dōngxi 。  
 (yóu dì yuán hé kǎ chē sī jī!)

People work finding things for others. (Miners and explorers!)

人们发现别人。（矿工和探险家）

rénmen fā xiàn biérén 。  
 (kuàng gōng hé tàn xiǎn jiā!)

People work organizing things for others. (Principals and politicians!)

人们整理东西。（校长和政治家）

rénmen zhèng lǐ dōngxi 。  
 (xiào zhǎng hé zhèng zhǐ jiā!)

Young people, older people, people have jobs to do!

rénmen bǎohù biérén 。 (lǚshī hé bǎobiāo!)

Nián qīng rén, lǎo nián rén, rén rén dōu yǒu gōng zuò!

|  |  |  |
|--|--|--|
|  | <p>人们保护别人。（律师和保镖）</p> <p>年轻人，老年人，人人都有工作！</p> |  |
|--|--|--|

**Song for this lesson (can be sung to the tune of “The More We Get Together”):**

|  |   |   |
|--|---|---|
| <p>Someone I know is a <u>teacher</u> (or substitute another job title and revise the underlined portions),<br/>                 A <u>teacher</u>, a <u>teacher</u>.<br/>                 Someone I know is a <u>teacher</u><br/>                 Who helps <u>students learn</u>.</p> <p>By <u>showing and explaining</u><br/>                 By <u>assigning and checking</u><br/>                 Someone I know is a <u>teacher</u><br/>                 Who helps <u>students learn</u>.</p> | <p>我知道有的人是老师<br/>                 老师，老师<br/>                 我知道帮助学生的人<br/>                 是老师<br/>                 她们指出和解释知识<br/>                 布置和检查作业<br/>                 我知道帮助学生的人<br/>                 是老师</p> | <p>wǒ zhīdào yǒude rén shì lǎoshī<br/>                 lǎoshī, lǎoshī<br/>                 wǒ zhīdào bāngzhù xuésheng xuéxí de rén<br/>                 shì lǎoshī<br/>                 tāmen zhīchū hé jiě shì zhīshi<br/>                 bùzhì hé jiǎnchá zuòyè<br/>                 wǒ zhīdào bāngzhù xuésheng xuéxí de rén<br/>                 shì lǎoshī</p> |
|--|---|---|

**Teacher Modeling of Communication followed by Student’s Structured Practice**

| Message Functions/Structure   | Key Vocabulary/Phrases   | Strategies for Oral Practice  |
|---|--|---|
| <p><b>COMMUNICATIVE:</b><br/>                 Greetings and leave-taking, common courtesy</p> | <p><b>Hello! Hello!</b><br/> <b>What kind of work do you do at home?</b> I do _____ work at home.</p> <p>你在家做什么工作？<br/>                 Nǐ zài jiā zuò shén me gōng zuò?</p> <p><b>What kind of work do you do at school?</b> I do _____ work at school.</p> <p>你在学校做什么工作？<br/>                 Nǐ zài xué xiào zuò shén me gōng zuò?</p> <p><b>What kind of work does your father do?</b> He does _____ work.</p> <p>你爸爸做什么工作？<br/>                 Nǐ bà ba zuò shén me gōng zuò ?</p> | <p><u>Lines of communication or inside-outside circles</u></p> <p><i>(Refer to the Instructional Resources of this lesson to access the Strategies Matrix: Teaching Strategies for World Language Classrooms, which describes the underlined strategies.)</i></p> |

|   |   |  |
|---|---|--|
|   | <p><b>What kind of work does your mother do?</b><br/>                 She does _____ work.<br/>                 你妈妈做什么工作？<br/> <b>Nǐ mā ma zuò shén me gōng zuò?</b></p> <p><b>What kind of work does your grandfather do?</b> He does _____ work.<br/><br/>                 你的爷爷做什么工作？<br/> <b>Nǐ de yé ye zuò shén me gōng zuò?</b></p> <p><b>What kind of work does your grandmother do?</b> She does _____ work.<br/><br/>                 你的奶奶做什么工作？<br/> <b>Nǐ de nǎi nǎi zuò shén me gōng zuò?</b></p> <p><b>What kind of work does your neighbor do?</b><br/>                 She does _____ work.<br/><br/>                 你的邻居做什么工作？<br/> <b>Nǐ de lín jū zuò shén me gōng zuò?</b></p> <p><b>What kind of work do you want to do?</b> I want to learn how to do _____.<br/>                 你想做什么工作？<br/> <b>Nǐ xiǎng zuò shén me gōng zuò?</b></p> |  |
| <p><b>ACADEMIC:</b><br/>                 Comparing and contrasting</p>      | <p>How is the job of _____ different from the job of _____? How are they similar?<br/><br/>                 _____工作和_____工作是怎么不同的？它们是怎么相同的？<br/><br/> <b>_____gōngzuò hé_____gōngzuò shì zěnme bùtóng de ? tāmen shì zěnme xiāngtóng de ?</b></p>   |  |
| <p><b>ACADEMIC:</b><br/>                 Ordering and sequencing</p>        | <p>Which job requires the most education?<br/>                 Which job requires the least education?<br/><br/>                 哪种工作要求最多的教育？<br/>                 哪种工作要求最少的教育？<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò yāoqiú zuìduō de jiàoyù ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò yāoqiú zuìshǎo de jiàoyù ?</p>  |  |
| <p><b>ACADEMIC:</b><br/>                 Classifying and discriminating</p> | <p>Which job is in agriculture?<br/>                 Which job is in manufacturing?<br/>                 Which job is in research and technology?</p>   |  |

|   |   |  |
|---|---|--|
|   | <p>Which job is in the service industry?<br/>                 Which job is in the public sector?<br/>                 Which job is in the private sector?<br/>                 Which job is in arts and entertainment?<br/>                 Which job is in the world of sports?<br/>                 哪种工作是农业 ?<br/>                 哪种工作是制造业 ?<br/>                 哪种工作是研究和科技 ?<br/>                 哪种工作是服务业 ?<br/>                 哪种工作是公共行业 ?<br/>                 哪种工作是私人行业 ?<br/>                 哪种工作是艺术和娱乐 ?<br/>                 哪种工作是在体育类的 ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì nóngyè ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì zhìzào yè ?<br/>                 ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì yánjiū hékējì ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì fúwù yè ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì gōnggòng hángyè ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì sīrén hángyè ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì yìshù héyúlè ?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò shì zài tǐyù lèi de ?</p> |  |
| <p><b>ACADEMIC:</b><br/>                 Evaluating information</p> | <p>Which job do you like most for yourself? Why?<br/>                 哪种工作你最喜爱? 为什么?<br/>                 nǎ/na/něi zhǒng/zhòng gōngzuò nǐ zuìxǐài ?<br/>                 wèishénme ?</p>   |  |

**Teacher Bridges to the Content Connection or Builds Schema for Students  
 (Direct Instruction: Age and Stage-appropriate)**

*Please refer to the compilation, “Strategies Matrix: Teaching Strategies for World Language Classrooms” for detailed explanations of how to deliver the underlined strategies. It’s listed in the Instructional Resources of this lesson. Other items named may be found in the Lesson Materials at the end of this lesson.*

Teacher brings students close to the front of the room to be seated on the rug for a short, contextualized “mini-lecture” in the target language. As with all input such as “mini-lectures,” two students are selected to serve as “observers” and will acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” note or other literacy related item, such as a pencil, notepad, bookmark, etc.

Teacher has pulled out the input chart from Unit 5, lesson 1. This time the focus is on the work, not the leisure. Also, s/he has pulled the chart from Unit 8, lesson 1 as a reference and placed both input charts near the input area/front of the room. Revisit the brainstormed lists of job categories and titles from lesson 1 by having students pair up and remind each other of as much as they can remember in Mandarin about work.

Using the blackline master provided, teacher models surveying friends and family about jobs they have held. For example, the teacher may have some photos of his/her parents, sister/brother, aunt/uncle, etc., and have students come forward and hold the photo to play the role of that person. Then, the teacher will model asking them if they would be willing to be surveyed (put the sentence frames on a chart). As part of this modeling, the teacher will use voices to speak the role of interviewer and interviewee for the role-play, and contextualize it by having prepared some photos or sketches on letter-sized paper of the job types each of his/her family members held. The teacher also models filling in the homework grid on a docu-cam, overhead projector, or LCD projector (or enlarged paper chart version if such technologies are not available). After surveying this make-believe family and asking them to put the photo/sketch of their type of work on the graphic organizer chart (blackline master), teacher then allows them to sit down, thereby modeling taking the information from the grid and transferring it to the big version of the blackline master chart for the whole class to see.

After this mini-lesson in Mandarin about what work is, students will be asked to find out about as many jobs and chores and other work their friends and family have done as a homework assignment. Leave a large area open for students to fill in with photos or drawings of people they know doing various kinds of work after they do their homework surveys on their grids. Then, after discussing it with their friends in their teams, they will present their photos/pictures and post them onto the chart. Once quite a few pictures are on the chart, teams will have a chance to come to the chart and begin the process of reorganizing the pictures according to characteristics such as how much education is required to do the work, whether the work is more physical or more intellectual, whether the work is service, high tech, manufacturing, agriculture, or other category, etc., to extend their understanding. This can be done a few times, each time with different teams in charge of moving the photos/cards and explaining why they are organizing them the way they are, using Mandarin as much as possible. [The teacher may need to model the process.]

[During this input or direct instruction, the observers are watching for students making good decisions, showing respect and/or solving problems, so be sure to take a minute to let each one award a “Mandarin Miscellany” slip to someone who has **earned** (赢 *yíng*) it, and tell specifically what they saw the person do that earned it!]

*“Return to your seats to complete your learning log by duplicating the chart and completing the “text and you” columns — three facts in the “text” column and an opinion, comment, feeling, reflection, or preference in the “you” column.”*

### Debrief in English

One way to debrief this input chart listed in the direct instruction section is to review it by pointing and talking about it again in the target language, but having the students say chorally, in English, what they think you are saying. That way if they are misunderstanding something, the teacher may correct, clarify, and reinforce the correct meaning. Another way is to have students give a kinesthetic gesture to show they understand specific words. Students — as a whole group, pairs, or individuals — can also point to the appropriate spot on the chart as the teacher says key vocabulary. The teacher may also choose to briefly “put on his/her English hat” or “click on his/her English speech” and ask if there are any questions or clarifications needed.

### TPRS – Total Physical Response Storytelling AKA Teaching Proficiency through Reading and Storytelling

*Circling is an intentional strategy to repeatedly expose students to the target structures and attune their ear to pronunciation. The teacher states this circling pattern in Mandarin Chinese with students responding and the teacher repeating as a way of affirming their statements.*

“Circling” on the phrase, “When Justin Bieber grows up he wants to be a veterinarian.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as doing a knee bend and rising up for “grows up,” grasping hands for “wants to,” and a picture file card of a veterinarian for “veterinarian.” Then the teacher starts to “circle” the phrase, with the students’ job only to make the gestures and respond in English or Mandarin to indicate their understanding.

**The following is a short example of circling (which should go on for approximately five-ten minutes or when the teacher has repeated the key vocabulary in the area of 50-75 times) —** focused on the teacher statements and questions — missing most of the parts the students either say or indicate comprehension of by shaking or nodding their heads, or making kinesthetic gestures:

*[opening statement, circling begins]* “When Justin Bieber grows up he wants to be a veterinarian.”

Does Justin Bieber want to be a veterinarian when he grows up? [yes]

**Yes, class! You’re right! When Justin Bieber grows up he wants to be a veterinarian.**

When Justin Bieber grows up does he want to be a police officer? [no, veterinarian]

**That’s right, when Justin Bieber grows up he wants to be a veterinarian.**

When Justin Bieber grows up does he want to be a veterinarian or a police officer? [veterinarian]

**Right again! I can’t trick you! When Justin Bieber grows up he wants to be a veterinarian.**

So, when does Justin Bieber want to be a veterinarian? [when he grows up]

**Yes! Justin Bieber wants to be a veterinarian when he grows up.**

Who wants to be a veterinarian when he grows up? [Justin Bieber]

**Exactly! When Justin Bieber grows up he wants to be a veterinarian.**

What does Justin Bieber want to be when he grows up? [a veterinarian]

**That’s right! When Justin Bieber grows up he wants to be a veterinarian.**

Oh, when Justin Bieber grows up he wants to be a veterinarian.

*[closing statement, circle completed]*

## Extend the Learning: School-Home Connection and Class Projects, Small Group Activities, Individual Practice

### SCHOOL-HOME CONNECTION

Students survey family members and friends about jobs they have held during their lives, using the “Jobs Grid” homework sheet to fill in words and sketches to remember what they were told about favorite jobs and least favorite jobs, easy jobs and hard jobs. This grid will start out mainly in English but the teacher will help students write and pronounce the words in Mandarin that are related to the English ones. All students will have a chance to tell their team about one of the people they surveyed as part of a **3-step interview**.

This jobs grid will also become a “word bank” for activities to practice the words orally.

### ADDITIONAL ACTIVITIES

Another day, students may be asked to think about their survey results mathematically by counting the various answers and classifying them. They may be asked to report out the percentage of people they surveyed who worked in a restaurant, or a school, or a factory, or a farm, for example.

### CLASS PROJECTS

If at all possible, students should be given the opportunity to role-play various jobs they’ve learned about, perhaps as a charades game for their class or team to guess what job they’re performing, perhaps using sentence frames and word banks to use as much of the target language as they can without putting a damper on the fun!

## Instructional Resources and References

### How to Use These Lessons

<http://mandarin.sdcoe.net/cd3.html>

Refer to the guide for using these lessons for more information.

### Strategies Matrix: Teaching Strategies for World Language Classrooms

<http://mandarin.sdcoe.net/cd3.html>

This matrix offers a compendium of instructional strategies that accelerate language acquisition, ensure student engagement, and lead to high levels of student achievement.

### Jobs Held by Family and Friends

General information about jobs and careers

<http://www.about.com/careers/>

Information about specific jobs and careers:

<http://www.healthcarejobs.org/>

<http://www.officer.com/careers>

<http://portal.acs.org/portal/acs/>

<http://www.sportscareers.com/>

<http://www.ecojobs.com/>

## Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture (with 10/2) for previous section: **Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)**

### People Young and Old Have Jobs to Do “Jobs in our Neighborhood Compared with Jobs in China”

(Big Picture Contextualized Mini-Lecture for Unit 8, Lesson 3)

*(Translate the following to target language)*



Picture File  
Cards

Agricultural

Food Service

White Collar or  
Professional

Blue Collar or Skilled  
Labor

OTHER

OTHER

**“Jobs Held by our Parents, Family, and Friends”  
 SCHOOL-HOME Connection – JOBS GRID**

Name \_\_\_\_\_

Date \_\_\_\_\_

Students survey family members and friends about jobs they have had during their life, filling in a “jobs grid” and asking them to tell stories they remember from each job. For each person, after writing the job title in the grid in English, make a sketch to represent it, and write the Mandarin word if known. Then the students will **ask the person which job was the most fun and why, and put a star on it, and which job was the hardest or they liked the least, and why, and put a sad face on it.**

| Name of Person Surveyed | Job Title #1 | Job Title #2 | Job Title #3 | Job Title #4 |
|-------------------------|--------------|--------------|--------------|--------------|
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Parent’s Signature Confirming Student Work \_\_\_\_\_

**“Jobs Held by our Parents, Family, and Friends”  
 KIDS’ JOBS GRID – RANKING OUR TOP FAVORITE FUTURE JOBS**

Name \_\_\_\_\_

Date \_\_\_\_\_

Students survey classmates and friends about jobs they are interested in having in the future by filling in this “jobs grid.” For each person, after writing their top four future job titles in the grid in Mandarin, make a sketch to represent it and remember its meaning. Students will use Mandarin to ask and tell each other what kind of work they want to do and their favorite four jobs.

| Name of Person Surveyed | #1 Preferred Future Job | #2 Preferred Future Job | #3 Preferred Future Job | #4 Preferred Future Job |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| SELF                    |                         |                         |                         |                         |
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Parent’s Signature Confirming Student Work \_\_\_\_\_

*Mandarin Miscellany*

普通话集锦

pǔtōnghuà jíjīn

Add your own visuals (with your students) to make these award cards even more motivating for your students!

Farmers and ranchers work to grow food.

农民的工作是种地

nóng mǐn de gōng zuò shì zhòng dì

Artisans and factory workers make things for people.

手工艺者和工人为人们  
做东西。

shǒu gōng yì zhě hé gōng rén wèi rén men zuò dōng xī.

Maids and janitors clean things for people.

仆人和管理员清洁东西。

pú rén hé guǎn lǐ yuán qīng jié dōng xī.

Chefs and cooks prepare food for other people.

厨师做饭。

chú shī zuò fàn.

Secretaries and accountants keep track of records for people.

# 秘书和会计算账。

mì shū hé kuài jì suàn zhàng.

Nurses and doctors help sick people get well.

# 护士和医生帮助病人。

hù shì hé yī shēng bāng zhù bìng rén.

Police and firefighters keep people safe.

警察和消防员让人们安全。

jǐng chá hé xiāo fang yuán rang rén men ān quán.

Teachers and professors help people learn.

老师和教授帮助人们学习。

lǎo shī hé jiào shòu bāng zhù rén men xué xí.

Scientists and engineers invent and build new things.

# 科学家和工程师发明和建新的东西。

kē xué jiā hé gōng chéng shī fā míng hé jiàn xīn de dōng xī.

Postal workers and truck drivers deliver things for people.

# 邮递员和卡车司机送东西。

yóu dì yuán hé kǎ chē sī jī sòng dōng xī.

Miners and explorers find things we need and want.

# 矿工发现我们需要 和想要的东西。

kuàng gōng fā xiàn wǒ men xū yàn  
hé xiǎng yào de dōng xī .

Principals and politicians organize and make rules or laws.

# 校长和警察制定规章和法律。

xiào zhǎng hé jǐng chá zhè dìng guī zhāng hé fǎ lǜ.

Lawyers and bodyguards defend people from harm.

律师和保镖保护人们。

lǚ shī hé bǎo biāo bǎo hù rén men.

Veterinarians help animals recover from injury or illness.

兽医帮助动物从疾病中康复。

shòu yī bāng zhù dòng wù cóng jí bìng zhōng kāng fù.

**Picture File Cards** – shrink or enlarge as needed for posters, playing cards, etc. Use your own pictures of people in your school or neighborhood or find more online by searching the Internet.



Gardener in Fuzhou City, China.

Photo by Sally Fox