**我會！Unit 4: Hobbies 愛好**

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| **姓名： Name:** |

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| 我會… | 我 | 同學/ 朋友 | 班長/ 助教 | 老師 | 復習 | 復習 | 復習 |
| …ask someone and answer what I like to do on the weekend. |  |  |  |  |  |  |  |
| …ask someone what their hobbies are and say what mine are.  |  |  |  |  |  |  |  |
| …list at least 10 different hobbies. |  |  |  |  |  |  |  |
| …insert additional info between the verb and object. (ie. “I like eating *Chinese* food”)  |  |  |  |  |  |  |  |
| …use 有的(you de) to talk about “some….” (ie. “some people….”, “some movies….”, “some teachers….”) |  |  |  |  |  |  |  |
| …use “…的時候” (deshihou) to talk about doing one thing WHILE doing something else. (“When I was 5 years old, I learned to swim”) |  |  |  |  |  |  |  |
| …ask Y/N questions by using the A不A pattern instead of 嗎. When the “A” has two characters, I can shorten it (ie. “可不可以” Ke Bu Keyi) |  |  |  |  |  |  |  |
| …talk about things that I often do. (ChangChang)  |  |  |  |  |  |  |  |
| …reprogram my brain to format Chinese sentences in a STPVO order where the action (verb object) is at the end of the sentence. |  |  |  |  |  |  |  |
| …use 那 (Na) as a filler word to start sentences. (as in “So, ……..”) |  |  |  |  |  |  |  |
| …suggest to someone that we go do something and ask for their opinion. (“好嗎?” or “怎麽樣?” Zenmeyang?)  |  |  |  |  |  |  |  |
| 我會… | 我 | 同學/ 朋友 | 班長/ 助教 | 老師 | 復習 | 復習 | 復習 |
| …use “因為(yinwei) A 所以 (suoyi) B” to indicate cause and effect. |  |  |  |  |  |  |  |
| …if an activity happens elsewhere, I can add 去(Qu) in front of the verb to say we will go do that activity. |  |  |  |  |  |  |  |
| …tell a long-lost friend “long time no see.” |  |  |  |  |  |  |  |
| …use 想 (xiang) to ask someone what they want to do this weekend and tell them what I want to do.  |  |  |  |  |  |  |  |
| …ask someone if they want to do something specific, and tell someone I do or don’t want to do something specific. |  |  |  |  |  |  |  |
| …use 覺得 (juede) to express an opinion. (ie. “I think doing homework is boring”)  |  |  |  |  |  |  |  |
| …turn some verbs into adjectives by putting 好(hao) in front (test yourself: “eat/delicious, watch/good-looking, listen/good-sounding, play/fun, laugh/funny) |  |  |  |  |  |  |  |

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| …recreate the first dialogue correctly by looking at the English translation on pg. 120. |  |  |  |  |  |  |  |
| … recreate the second dialogue correctly by looking at the English translation on pg. 120. |  |  |  |  |  |  |  |
| …use most of the vocabulary and grammar from this chapter to have a spontaneous, unscripted conversation with someone else. |  |  |  |  |  |  |  |
| Reading/Writing |  |  |  |  |  |  |  |
| …cover everything but the characters in the on the character page for this chapter and say the pinyin and English translation of each character. |  |  |  |  |  |  |  |
| …successfully go through the Quizlet flashcard sets for this chapter, correctly identifying each character. |  |  |  |  |  |  |  |
| The progress page in Skritter says I have successfully learned all the characters, tones, pinyin, and definitions for this chapter. |  |  |  |  |  |  |  |
| …read aloud Dialogue 1 (p. 66/7) looking only at the characters (not the pinyin). |  |  |  |  |  |  |  |
| …read aloud Dialogue 2 (p. 83/4) looking only at the characters (not the pinyin). |  |  |  |  |  |  |  |
| …write a sentence dictated to me by a friend or 安老師 using words from this chapter.  |  |  |  |  |  |  |  |
| …turn to page 322/3 in the textbook and read both dialogues in SIMPLIFIED characters |  |  |  |  |  |  |  |
| …WRITE the simplified version of all the characters in this unit that have a different simplified version |  |  |  |  |  |  |  |