

<b>TEKS Chinese Level 3PAP: Unit 2: Seeing a Doctor (Lesson 15)</b>	<b>TEKS:</b>	<b>Specifications:</b>
<p><b>INTERPRETIVE COMMUNICATION</b> In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p><b>Interpretive Communication:</b> reading and listening. The student comprehends connected statements from culturally authentic print and digital and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) Demonstrate understanding of authentic print, digital, audio and audiovisual materials in a variety of contexts;</li> <li>b) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</li> <li>c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</li> <li>d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</li> </ul>	<p><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b> In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p><b>Interpersonal Communication:</b> speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation</li> <li>b) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</li> <li>c) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation</li> <li>d) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</li> <li>e) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</li> <li>f) interact and react in writing using culturally appropriate expressions, register, and style</li> </ul>	

<p><b>PRESENTATIONAL COMMUNICATION</b></p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p><b>Presentational Communication:</b> speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</li> <li>b) narrate situations and events orally and in writing using connected sentences with details and elaboration; and</li> <li>c) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration</li> </ul>	
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\*\* The TEKS highlighted above are those that we focus on as summative assessments in this unit.

<p><b>TEKS Chinese Level 3PAP</b>  <b>Unit 2: Seeing a Doctor (Lesson 15)</b>  1. My Stomach ache is killing Me  2. Allergies</p>	<p>Approximate Time: 4 weeks</p>
<p><b>Unit Overview</b></p>	<p>In this unit, students will explore health topics in general. Students will learn vocabulary, expressions, and grammar to enable them to communicate with a Chinese doctor, describe basic symptoms of a cold and allergies, understand and repeat the medical instructions that the doctor gives, talk about the reasons for seeing or not seeing the doctor, urge others to see a doctor when they are not feeling well, and discuss the differences between medical services in the US and China.</p>
<p><b>Enduring Understandings:</b></p>	<ul style="list-style-type: none"> <li>● Medical services differ based on culture.</li> <li>● Language proficiency fosters personal connections.</li> <li>● Correct grammar and vocabulary use is necessary for effective communication.</li> </ul>
<p><b>Conceptual Lens: Health</b></p>	<ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b>  Grammar and syntax  Pronunciation  Translation and interpretation  Idiomatic expressions and appropriate vocabulary.</li> <li>● <b>Using Language in Cultural Contexts</b>  Medical service  Chinese traditional medicine</li> </ul>
<p><b>Guiding Questions:</b></p>	<p><u>Vocabulary, Grammar, Culture:</u></p> <ol style="list-style-type: none"> <li>1. How do you describe the symptoms of a cold or allergies?</li> <li>2. How do you suggest to someone who does not feel well to see a doctor?</li> <li>3. How do you give and repeat medical instructions?</li> <li>4. How do you explain the reasons why you want or don't want to see a doctor?</li> <li>5. How do you express an extreme degree with an adjective?</li> <li>6. How do you tell the frequency with which an action repeats?</li> <li>7. When do you use 把 in a sentence?</li> </ol>

	<p>8. Where do you go to see a doctor when you don't feel well?</p> <p>9. Do you need to schedule an appointment before you see a doctor?</p> <p>10. How do people pay their medical bills in China?</p> <p>11. Is everyone covered by health insurance?</p>
<p><b>Learning Targets</b> (based on the ACTFL Proficiency Guidelines)</p>	<p><b>Proficiency Learning Targets</b> The student will be able to ...</p> <ul style="list-style-type: none"> <li>• Tell the doctor about the symptoms of a cold or allergy;</li> <li>• Ask a doctor what kinds of treatments are needed;</li> <li>• Understand and repeat the doctor's instructions on when and how often to take a medication;</li> <li>• Tell people about his/her allergies and briefly describe the symptoms.</li> </ul> <p><b>Grammar Learning Targets</b> The student will be able to ...</p> <ul style="list-style-type: none"> <li>• Tell someone the frequency with which an action repeats;</li> <li>• Express an extreme degree of something using an adjective with a pejorative meaning;</li> <li>• Understand when to use a 把 sentence;</li> <li>• Place the prepositional phrase 对 in a sentence correctly;</li> <li>• Use the combination of “verb + 起 (+obj.) 来” to indicate something static becoming dynamic</li> <li>• Use the structure 越来越... to denote a progressive change over time</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Formative:</b> Will include but are not limited to the following activities: Quick Write; Flash Cards, KWL chart; Piece it Together, quizzes.</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• <u>Interpretive</u>: Students will demonstrate an understanding of communication related to visiting a doctor's office.</li> <li>• <u>Interpersonal</u>: Students will be able to carry on conversations between a doctor and a patient, and describe the symptoms of minor illnesses.</li> <li>• <u>Presentational</u>: Students will demonstrate an understanding of vocabulary and grammar concepts through rehearsed and unrehearsed dialogue.</li> </ul>
<p><b>TEKS addressed</b></p>	<p>See TEKS matrix above.</p>

<p><b>Topics of Unit 2</b></p>	<p><b>Vocabulary:</b>  Basic symptoms of minor illnesses and allergies  Terms for medicinal instructions  Health and insurance  Expressions used in a doctor’s office</p> <p><b>Grammar:</b>  The structure of “adjective+死” indicating an extreme degree;  The frequency of an action;  “verb+起来” signifying the beginning of an action or state;  把 sentence;  The location of the preposition 对 in a sentence;  越来越 and 再说</p> <p><b>Culture:</b>  Medical services in China  Medical Insurance  Traditional Chinese medicine</p>
<p><b>Facts</b></p>	
<p><b>Language of Instruction</b></p>	
<p><b>List of Resources</b></p>	<p>Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)-  Lesson 15: Seeing a Doctor p.133-164  Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)-  Lesson 15 Part one and two Audio CD –  Textbook and Workbook of Lesson 15  Video of Lesson 15  Vocabulary List  Grammar Notes  Worksheets</p> <p><a href="http://moodle.hpisd.org/">http://moodle.hpisd.org/</a></p>