**Chinese: Stage 5 – Year 10**

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| **Unit Title**: Sickness | | **Duration**: 5 – 6 weeks | | |
| **Unit Overview** | | | | |
| In this unit, students will learn to express their sickness when going to see a doctor. This includes writing a sick leave note and be able to read prescription and follow doctor’s instructions. | | | | |
| **Outcomes** | | | **Resources** | |
| A student:   * manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LCH5-1C * identifies and interprets information in a range of texts LCH5-2C * evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LCH5-3C * experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences LCH5-4C * demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-5U * demonstrates understanding of how Chinese writing conventions are used to convey meaning LCH5-6U * analyses the function of complex Chinese grammatical structures to extend meaning LCH5-7U * analyses linguistic, structural and cultural features in a range of texts LCH5-8U * explains and reflects on the interrelationship between language, culture and identity LCH5-9U | | | * YouTube videos (Chinese with English subtitles), eg about medical system in China, Chinese medicines * Worksheets * Kahoot * Workbook and textbook of Nihao 3 & Easy Steps to Chinese * CDs * Flashcards | |
| **Content** | **Teaching, learning and assessment** | | | |
| Students:   * compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences (ACLCHC101, ACLCHC102) * obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100) * respond in English or Chinese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience (ACLCHC100, ACLCHC101) * initiate and sustain interactions to share information, opinions and ideas (ACLCHC097, ACLCHC098) * understand and use Chinese language and grammatical forms, and explore how to use/combine these elements to express complex ideas (ACLCHU108) * participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems (ACLCHC097) * apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts (ACLCHU109) * obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100) * respond in English or Chinese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience (ACLCHC100, ACLCHC101) | * Teacher introducing basic vocabulary: * Body parts e.g. 肩膀，腰， 腿 * Types of illness/injury e.g. Body part + 疼/痛/酸/受伤了，咳嗽，流鼻涕， 感冒 * Other vocabulary e.g. 药，粒，次， 医院   **Suggested activities: Simon Says for body parts; charades for types of illness/injury**   * With teacher support, students engage in classroom activities to put basic knowledge into application. Students:   + **Identify** their feelings, eg 感觉，觉得不舒服，疼死了   + Learn to **describe** the symptoms of sickness, eg 喉咙痛，痒，不舒服，头疼，发烧   + **Discuss** appropriate solution to treat illness, eg 多休息，看医生，请假   **Suggested activities: Role play for Dr consultation; pairing game for symptoms and treatment**   * Students:   + Analyze, process and respond to detailed text on the topic of sickness   + Identify, interpret and evaluate the main ideas and supporting details of written and spoken texts on the topic of sickness   + Understand how to culturally use the language appropriately when discussing sickness, eg 你哪里不舒服，你怎么样，他吃坏肚子了   **Suggested activities: Comprehension texts and Kahoot; fill in the blank activities for extended paragraphs**   * Students:   + Use new language to produce original texts, such as sick notes, letters, prescription etc.   + Understand language skills when writing different text types, eg sick note, diary, recount and instructions   + Provide instructions on different courses of treatments   + Describe their sickness from their past experiences   + Identify cultural attitudes toward sickness and treatments   **Suggested activities: compose a medical report;**   * Students explore how to use/combine grammatical forms to express complex ideas. Students: * compare ways in which tense is expressed, eg 完 to indicate the achievement of a desired result, 了to indicate action in progress * use terms related to frequency, eg 常常、每天、有时候、不常、平常 * understand the differences between 没and去 and how to use them   **Suggested activities: grammatical exercises; provide incorrect sentences and ask students to identify the errors**   * With teacher support, students watch videos relates to Chinese medicine and Chinese medical system. Students:   + Research the topic on Chinese medical system and Australian medical system   + People’s attitudes toward sickness, eg Chinese people believe that people sometimes get sick from cold weather whereas Australian believe it is from virus etc.   + Discuss if Chinese medicine is effective and its origin | | | |
| Students:   * initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLCHC065, ACLCHC210, ACLCHC177) * obtain, interpret and evaluate information, ideas and opinions from a range of texts (ACLCHC067, ACLCHC069, ACLCHC212, ACLCHC179) * respond in English or Chinese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences (ACLCHC068, ACLCHC213, ACLCHC181) * participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems (ACLCHC065, ACLCHC211, ACLCHC178) * compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values (ACLCHC070, ACLCHC215, ACLCHC183) * analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes (ACLCHU110, ACLCHU077, ACLCHU190) * understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLCHU221, ACLCHU189) * research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use (ACLCHU078, ACLCHU224, ACLCHU261) | ***Students with prior learning and/or experience***   * Teacher showing students a list of vocabulary and asking if they can recognise some or all   + The vocabulary includes body parts, types of illness/injury and other relevant words * Students   + engaging in oral and digital discussion with peers on the topic and learning the new vocabulary which they don’t recognise from the list eg 咳嗽，癌症，糖尿病，关节炎，风湿，艾滋病   + describing an experience of seeing a doctor to friends and giving opinions, inviting others to exchange views eg 我的医生在我住的区是最棒的。他/她不仅亲切，而且医术精湛。   + exploring concepts related to contemporary issue with a Chinese friend, eg比较中澳社会大多数人对艾滋病人的态度 * Students:   + viewing episodes of popular TV programs, eg 《外科风云》, sharing opinions on characters and plot, and relating the situations and contexts of the programs to similar events in their own life   + identifying the implied values that influence a writer’s representation of a particular issue, eg reporting on how the issue of 老人医保问题 in China and discussing on 子女承担医疗费用还是国家负担 * Students:   + using different ways of expressing appreciation or gratitude, and comparing practices across contexts, considering which term to use in various situations relating the topic eg 医生，辛苦您了；麻烦您了； 非常感谢；医术精湛，医德高尚；华佗再世   + designing a campaign to promote and persuade people to 尊重医生based on a series of news 医闹/袭医事件 eg creating slogans for a Chinese community * Students:   + assuming the persona of a character from a film or story, and writing a diary entry reflecting on their experiences   + creating written and multimodal narratives, poems or reflective journals about famous doctors, eg. Victor Peter Chang, 华佗 in the Chinese-speaking world * Students:   + analysing the subtle differences between expressions that convey similar meanings, using, eg 除了….也 and 除了.…都 1. 除了王医生以外，李医生也不错。2. 除了眼睛可以眨，他身体其它部分都不能动。and 虽然 and 尽管   + exploring the particular functions of key grammatical forms and their correct context of use, eg distinguishing between the uses of 的、 得、 地 and 可以、能、会   + relating the observed situations and contexts to similar events in their own life, eg 如果我是她.…; 我觉得他最好.… * Students:   + comparing the language of previous generations to their own language use and discussing the nature of the differences between them eg 伤寒；处方；肾虚   + examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development eg心塞了咋整？心病还有心药医 | | |

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| **Assessment activities**  Students to work in groups, but each given a role and task to contribute towards a wholesome story:   * A student falls ill * Goes to school and noticed by friend/teacher * Friend/teacher sends him/her to doctor * Doctor provides diagnoses and treatment plan after conversation * Student stays home for the next few days and parent calls school for sick leave * Student returns to school with a written note |
| Outcomes assessed:   * a range of information and ideas * accuracy of a variety of grammatical structures and sentence construction * application of a range of instructions * use of structural and linguistic features and sequencing of ideas appropriate to the text type * language use that reflects aspects of culture. |