

Unit 8: People Young and Old Have Jobs to do
Lesson 2: Jobs in our Neighborhood Compared with Jobs in China

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>Content</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>Communication</p> <p>1.0 Students use formulaic language (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>Functions</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>Cultures</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>Structures</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>Settings</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.</p>

Objective

Students brainstorm jobs in their neighborhood and compare information about those jobs with similar jobs in China. Students learn vocabulary related to several jobs including job titles, description of uniform (if applicable), education and skills requirements, etc.

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> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese</p>

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**)*

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

[hand at forehead level, palm down, flat] examples in pinyin: **zhōng gōng duō xiāng**

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

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

3rd 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**

4th 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**

5th 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
Chants (with clapping) for this lesson:		
Jobs in our neighborhood! Jobs in China!	这里的工作， 中国的工作。	Zhè lǐ de gōng zuò, zhōng guó de gōng zuò.
Jobs in our neighborhood! Jobs in China!	这里的工作， 中国的工作。	Zhè lǐ de gōng zuò, zhōng guó de gōng zuò.
Many are similar, some are different!	很多相似， 也有不同。	Hěn duō xiāng sì, yě yǒu bù tóng.
Many are similar, some are different!	很多相似， 也有不同。	Hěn duō xiāng sì, yě yǒu bù tóng.
Poems for this lesson:		
Musicians in China or in the USA, both work with music day after day.	中国的音乐家， 美国的音乐家， 每天都和音乐打交道。	Zhōng guó de yīn yuè jiā, měi guó de yīn yuè jiā, měi tiān dōu hé yīn yuè dǎ jiāo dào.
Doctors in China or in the USA, both work with patients day after day.	中国的医生， 美国的医生每天都和病人打交道。	Zhōng guó de yī shēng, měi guó de yī shēng, měi tiān dōu hé bìng rén dǎ jiāo dào.
Teachers in China or in the USA, both work with students day after day.	中国的老师， 美国的老师， 每天都和学生打交道。	Zhōng guó de lǎo shī, měi guó de lǎo shī, měi tiān dōu hé xué shēng dǎ jiāo dào.
Cooks in China or in the USA, both work with food, day after day.	中国的厨师， 美国的厨师， 每天都和食物打交道。	Zhōng guó de chú shī, měi guó de chú shī, měi tiān dōu hé shí wù dǎ jiāo dào.
Truck drivers in China or in the USA, both work transporting things, days after day.	中国的卡车司机， 美国的卡车司机， 每天都在运送货物。	Zhōng guó de kǎ chē sī jī, měi guó de kǎ chē sī jī, měi tiān dōu zài yùn sòng huò wù.
Police officers in China or in the USA, both work enforcing laws, day after day.	中国的警察， 美国的警察， 每天都在维护法律。	Zhōng guó de jǐng chá, měi guó de jǐng chá, měi tiān dōu zài wéi hù fǎ lǜ.
Nurses in China or in the USA, both work caring for people, day after day.	中国的护士， 美国的护士， 每天都在关心他人。	Zhōng guó de hù shi, měi guó de hù shi, měi tiān dōu zài guān xīn tā rén.

Song for this lesson (can be sung to the tune of “Twinkle, Twinkle Little Star”):

Doctors from China and the USA. Take care of patients, make sickness go away.	中国医生， 美国医生， 照顾病人， 赶走疾病。	Zhōng guó yī shēng , měi guó yī shēng , zhào gù bìng rén, gǎn zǒu jí bìng.
Both use acupuncture, herbs, tai chi. Also western medicine, x-ray, surgery. Doctors from China and the USA.	针灸、中药和太极，西药， X光和手术。	Zhēn jiǔ, zhōng yào hé tài jí, Xī yào , X guāng hé shǒu shù.
Take care of patients, make sickness go away.	中国医生， 美国医生， 照顾病人， 赶走疾病。	Zhōng guó yī shēng , měi guó yī shēng , zhào gù bìng rén, gǎn zǒu jí bìng.

Teacher Modeling of Communication followed by Student’s Structured Practice

Message Functions/Structure	Key Vocabulary/Phrases	Strategies for Oral Practice
<p>COMMUNICATIVE: Describing places, things, ideas, and people</p>	<p>Let me tell you about _____ in our neighborhood. _____ in our neighborhood are _____ and _____ (adjectives). They _____ (verb).</p> <p>(Retelling above...) My partner told me about _____ in his/her neighborhood. S/he said _____ in his/her neighborhood are _____ and _____. S/he said they _____.</p> <p>让我告诉你我们附近的____。我们附近的____非常____。他们____。</p> <p>ràng wǒ gào su nǐ wǒ men fù jìn de ____. wǒ men fù jìn de ____ fēi cháng _____. Tā men ____.</p> <p>我爸爸/妈妈告诉了我他/她附近的____。他/她说附近的____非常____。他/她说他们____。</p> <p>Wǒ bà ba/ mā ma gào su le wǒ tā fù jìn de ____. Tā shuō fù jìn de ____ fēi cháng _____. Tā shuō tā men ____.</p>	<p><u>Three-step interview</u> process within a team of four: each gets to interview a partner, be interviewed by that partner (while the other two are doing the same), then report to the other two members of the team what their partners told them.</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>SCIENCE THINKING SKILLS – Observation:</p> <ul style="list-style-type: none"> Tell your partner what you see in _____ (this section, the upper left corner, etc.). 	<p>Sentence starters for observation charts:</p> <p>I see _____.</p> <p>We see _____.</p> <p>What’s this?</p>	<p>Use the strategy <u>observation charts</u> to focus and motivate the students on the topic of the lesson and access their prior knowledge, sharing it with a partner.</p>

<ul style="list-style-type: none"> • Give your partner two pieces of information about the shape and size of a _____. • Tell your partner what you would hear if you were _____ (in this place, hitting a rock with a hammer, in a thunderstorm, etc.) • Share with your partner some ideas about patterns you can see in _____. • Tell your partner what you think _____ would feel like. 	<p>I think it is a _____.</p> <p>What's that? I think it is a _____.</p> <p>What colors do you see? I see _____.</p> <p>What shapes do you see? I see _____.</p>	
<p>ACADEMIC: Comparing and contrasting</p>	<p>_____ in our neighborhood are similar to _____ in China because _____. However, they are different because _____.</p> <p>我们附近的 _____ 和中国的 _____ 很相似, 因为 _____。但是它们也有不同, 因为 _____。</p> <p>wǒ men fù jìn de _____ hé zhōng guó de _____ hěn xiāng sì, yīn wéi _____. Dàn shì tā men yě yǒu bù tóng, yīn wéi _____。</p>	<p>Use <u>partner talk</u>, <u>bicycle chain</u>, or <u>lines of communication</u>.</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.

Students will brainstorm, in teams, lists of job titles of people who work in their neighborhood and/or country. [Give instructions in target language and contextualize, hint, or otherwise confirm understanding, accepting student use of L1 to show you they get it.] The teacher will then provide a list of job titles in Mandarin (characters and pinyin) and have teams match their lists with the words provided by the teacher, adding ideas if they brainstormed more than the teacher provided, or translating if the teacher provided more than the students brainstormed.

Using observation charts strategy, pairs will rotate through the classroom where 8-10 large posters have been placed with picture file cards of the people in the U.S. and China performing similar jobs. The job titles brainstormed and provided by the teacher along with sentence starters provided by the teacher will scaffold short conversations the pairs will have with each other as they observe the various charts. Each pair will also decide on a question, comment, or prediction about the photos to write in Mandarin (character in one corner and pinyin in another) or, very tiny at the bottom, the words in English (to be folded under once that scaffolding is not needed). Students may also sketch a picture or icon to represent their conversation about what they observe in the pictures. Alongside each poster will also be a mind map graphic organizer with the headings job title; uniform; education required; skills needed; function performed; tools utilized; places of work; and miscellaneous. As they rotate through, each team will write some key words (in English if needed) in the mind map to show what they know about these job titles. The teacher will then provide the Mandarin translation for the whole class to observe. The teacher will also share each chart with the whole class and make comments about the specific jobs and whether they correlate with jobs in China or not. These charts will stay on the wall for students to refer to during the unit.

Another day, the 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 using the comparative pictorial input chart strategy. As with all input such as “mini-lectures,” two students are selected to serve as “observers” during the input, and every ten minutes or so will be asked to acknowledge good learning behaviors (making good decisions, solving problems, and showing respect) they notice their friends engaging in by awarding them a “Mandarin Miscellany” award card or other literacy related item, such as a pencil, notepad, bookmark, etc.

On large chart paper, or butcher paper, the teacher will have prepared, in advance, a lightly-penciled version of the blackline master for this lesson. If you don’t think you can copy it freehand, make an overhead transparency or send it through your computer and shine it through an LCD projector onto the big chart or butcher paper and trace it. (See “materials.”) Following is a suggested script to go with it based on Mandarin, see BLACKLINE MASTER – COMPARATIVE PICTORIAL INPUT – Sample Script.

“Doctors in the United States work in many places, from clinics to hospitals to research centers. That’s true of doctors in China, too. Doctors in the United States often wear white coats over their civilian clothes. These white coats often have their names embroidered over the chest pocket. In China, _____. Doctors in the United States often have a stethoscope around their necks...and so do doctors in China. Doctors in the United States carry a prescription pad in their pocket to write down the name of medicines. In China, _____. Although some healthcare professionals in the United States practice acupuncture, it is much more common for doctors in China to be trained in the use of acupuncture and herbal remedies.”

[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** 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

This is optional, depending upon the class and whether the comprehension checks along the way indicate the students are grasping the input and that it has been comprehensible.

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 Mandarin or 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, “Some doctors in the USA include Chinese medicine in their practice.”

Teacher pre-teaches the phrase, making sure everyone knows what each word means and agreeing on gestures to indicate each word, such as holding up picture file cards or agreeing upon specific gestures to represent the vocabulary. 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 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] “Some doctors in the USA include Chinese medicine in their practice.”

Do some doctors in the USA include Chinese medicine in their practice? [yes]

That’s right! Some doctors in the USA include Chinese medicine in their practice.

Do some doctors in the USA include Chinese food in their practice? [no]

No! Some doctors in the USA include Chinese medicine in their practice, not food.

Do some doctors in the USA include Chinese medicine or Chinese food in their practice? [medicine]

Yes! Some doctors in the USA include Chinese medicine in their practice.

Do some doctors or some police officers in the USA include Chinese medicine in their practice? [doctors]

Exactly! Some doctors in the USA include Chinese medicine in their practice.

Do some doctors in the USA include Chinese medicine in their practice or in their car? [practice]

Of course! Some doctors in the USA include Chinese medicine in their practice.

Who includes Chinese medicine in their practice? [some doctors in the USA]

Correct! Some doctors in the USA include Chinese medicine in their practice.

Where do some doctors in the USA include Chinese medicine? [in their practice]

Very good! Some doctors in the USA include Chinese medicine in their practice.

What do some doctors in the USA include in their practice? [Chinese medicine]

That’s right! Some doctors in the USA include Chinese medicine in their practice.

[closing statement, circle completed]

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

SCHOOL-HOME CONNECTION

Using a survey form provided by the teacher, students will survey 3-5 older people (family and friends) in their school, home, or neighborhood about what they know about Chinese medicine and Chinese music. Students will share what their friends and family know about Chinese medicine and music with their teammates/classmates then pass the homework in to the teacher. Based on the information the students collected, the teacher will provide accurate information as needed.

CLASS PROJECTS

If at all possible, students should be given the opportunity to role-play various jobs, emphasizing similarities and differences between the positions in the USA versus China, 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 in China

General and specific information on jobs in China:

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

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

http://en.wikipedia.org/wiki/Law_enforcement_in_the_People%27s_Republic_of_China

<http://www.asiahealthcareblog.com/2010/02/22/western-physicians-in-china-see-things-differently/>

<http://www.myhealthbeijing.com/2010/02/whats-different-about-practicing-in-china/>

<http://www.highbeam.com/doc/1G1-210519401.html>

http://en.wikipedia.org/wiki/Category:Chinese_chefs

<http://www.bbc.co.uk/news/business-13166959>

http://en.wikipedia.org/wiki/Education_in_the_People%27s_Republic_of_China

General information on Chinese medicine

http://en.wikipedia.org/wiki/Traditional_Chinese_medicine

General information on Chinese music

http://en.wikipedia.org/wiki/Music_of_China

Lesson Materials

BLACKLINE MASTER for contextualized mini-lecture via comparative pictorial input chart (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 2)

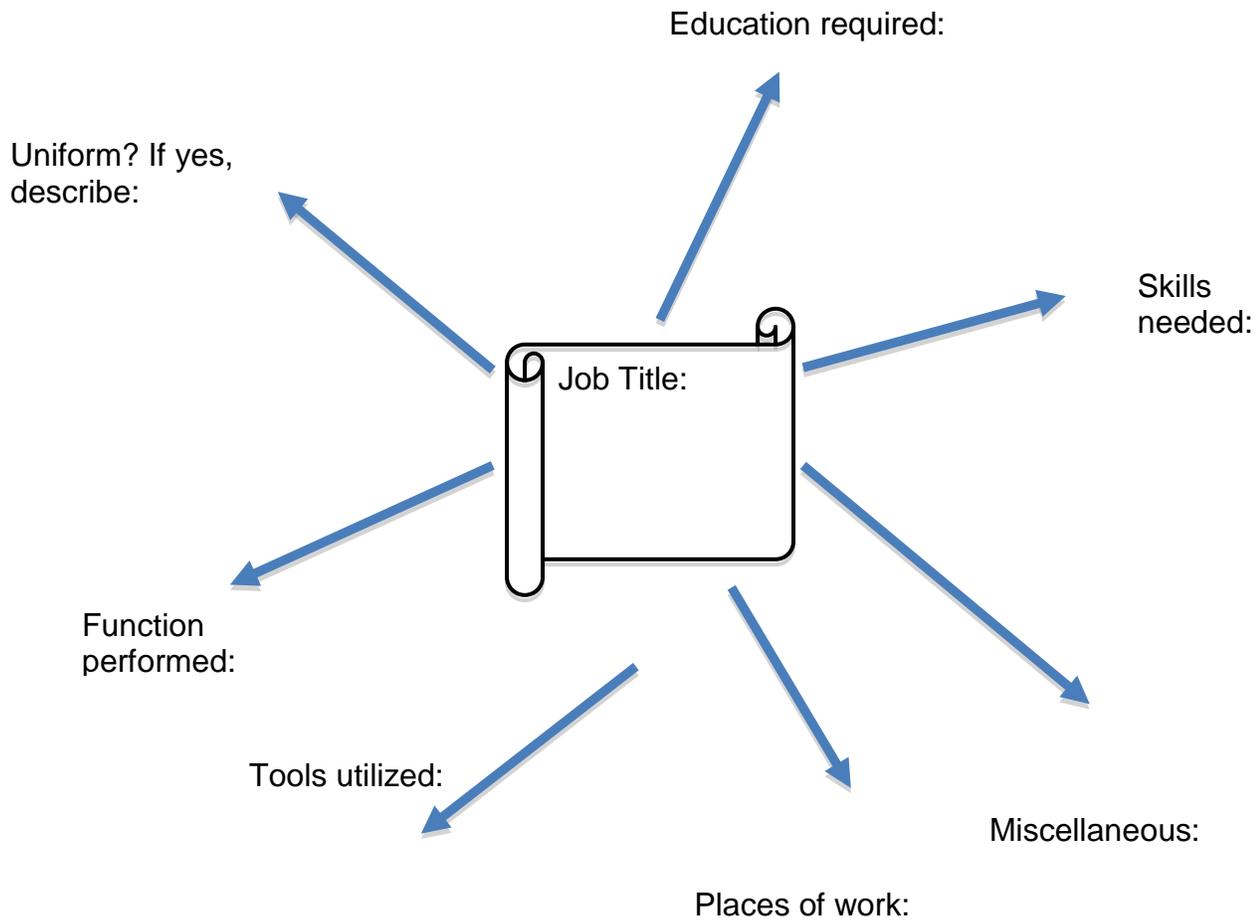
(Label everything in Mandarin, characters, and pinyin for most classes, as you draw and talk about the similarities and difference between Chinese and American doctors.)



S. R. Fox, SDCOE, 2011

Poster Graphic Organizer Pattern

Students write their prior knowledge about the pictures on the observation chart. This graphic organizer blank is to be placed alongside a plain blank paper for each pair of students to write their question, comment, and prediction about the picture file cards on the observation chart.



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!

Musicians in China and the USA perform on musical instruments or sing.

中国的音乐家和美国的音乐家 都演奏乐器或唱歌。

zhōng guó de yīn yuè jiā hé měi guó de yīn yuè jiā
dōu yǎn zòu yuè qì huò chàng gē.

People in China and the USA work for a living every day!

中国人和美国人每天都 工作谋生。

zhōng guó rén hé měi guó rén měi tiān dōu gōng zuò móu shēng.

Doctors in China and the USA help sick people get healthy.

中国的医生和美国的医生 都帮助病人恢复健康。

zhōng guó de yī shēng hé měi guó de yī shēng dōu bāng zhù bìng
rén huī fù jiàn kāng.

Teachers in China and the USA help students learn.

中国的老师和美国的老师都帮助学生学习。

zhōng guó de lǎo shī hé měi guó de lǎo shī dōu bāng zhù xué shēng xué xí.

Cooks in China and the USA prepare delicious food.

中国的厨师和美国的厨师都制作美味的食物。

zhōng guó de chú shī hé měi guó de chú shī dōu zhì zuò měi wèi de shí wù.

Truck drivers in China and the USA deliver products to places near and far.

中国的卡车司机和美国的 卡车司机都运送货物。

zhōng guó de kǎ chē sī jī hé měi guó de kǎ chē sī jī dōu
yùn sòng huò wù.

Police officers in China and the USA protect citizens from criminals.

中国的警察和美国的警察都 保护市民远离犯罪。

zhōng guó de jǐng chá hé měi guó de jǐng chá dōu bǎo hù shì mǐn
yuǎn lí fàn zuì.

Nurses in China and the USA help sick people get better.

中国的护士和美国的护 士都关心病人。

zhōng guó de hù shi hé měi guó de hù shi dōu guān xīn tā rén.

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.



Chef in roast duck restaurant in Beijing, China.

Photo by Sally Fox