

Integrated Performance Assessment (IPA) Part Three

Introduction

After students' oral presentations and interpretive tasks are completed, the class will read the final chapter of Juan Daniel. In this chapter, Juan Daniel draws a diagram of his frog container and membrane and sends it to the bioengineer, Ms. Peters. Extending this idea, student groups (working with their presentation groups) will be asked to write emails to the engineer who visited their classroom. In the email, students will thank the engineer for his/her feedback on the model membrane design, include pictures of first and "improved" model membranes, and describe their experience with the model membrane design process. Some instructional activities precede the actual email writing; these activities include leading a wrap-up discussion of the final chapter in the storybook and introducing students to more formal stylistic differences when writing to a professional. As part of the IPA feedback loop, student groups will give and receive peer feedback on first drafts of their email. This feedback will be in the form of a checklist. Student groups will also receive teacher feedback on their first drafts in the form of a more detailed rubric. Time for completing final revisions will be allotted during IPA Part 4.

Part Three: Presentational Task (Written)

(associated with JD Chapter 8)

Assessment Topic: How do we jointly construct an appropriate email to thank a professional and recount the model membrane design experience? How do we provide peers with helpful feedback during the writing process?

DESIRED RESULTS (教学目标)

Academic Content Assessment Objectives: Students can...

Chinese Language Arts

- Actively engage in the reading-for-global-meaning process
- Infer meaning of unfamiliar words
- Adhere to grade-level appropriate writing conventions
- Demonstrate understanding of the differences between degrees of formality in written Chinese
- Collaboratively compose an email using the appropriate format given audience and purpose
- Edit and revise a first draft of group email using peer feedback
- Evaluate Juan Daniel's decision to return his frog to the rain forest
- Recall, confirm/disconfirm, and justify predictions using evidence from the text
- Hypothesize about what they would have done with the frog had they been in Juan Daniel's situation
- Use journal entries, handouts and classroom print environment to help them "mine" chunks of language that they can use as they write

Science and Engineering

- Evaluate "improved" model membrane design using established criteria
- Sequence the steps of the engineering design process
- Report materials used and test results of "improved" model membrane design
- State and give reasons for key design changes between initial and "improved" models
- State and give reasons for "favorite" step selection

Social Studies and Culture

- Distinguish between formal and informal email writing styles in Chinese, specifically differences in greeting, personal pronoun use and closing

Learning Strategies: Students can...

- Work cooperatively with each other
- Give and receive constructive feedback
- Use background knowledge
- Use selective attention
- Evaluate the effectiveness of design methods
- Plan and organize
- Take notes

Chinese Language Objectives: Students can...

Functions and Forms

Content-obligatory (CO)

- Predict degree of probability of something using auxiliary “helping” verbs
- Describe emotional states of main characters using adjectives or adverbs
- Report about things, actions, or events in past time using action verbs with 了 (temporal marker) and adverbs of time
- Ask and answer questions using question words
- Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
- Support ideas/opinions using compound sentences with adverb 因此
- Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb
- Predict cause-effect relationship using hypothetical conditional sentences with 如果/要是……, (那么)…… and the adjectival verb 可能
- Draft an email using the appropriate organizational structure and style
- Express location using 在 [zài] in a locative phrase
- State quantities of materials using numbers and appropriate classifiers
- State exact amount of liquids using fractions/decimals with units of measurement
- Describe attributes of something/someone using the existential verb 有 with a modifying noun phrase
- Describe attributes of persons/place/things using modifying phrases
- Use a locative phrase 在...里/在...中 to identify the topic
- Report on things, actions, or events in past time using action verbs with 了 (temporal marker) and dependent time phrase
- Give reasons for actions/choices/preferences using preposition 为了
- Suggest an alternative idea using serial verb construction with pivotal noun phrase
- Make comparison between two things using “A + 比 (comparison marker) + B + (更) + adjective” structure
- Distinguish the superlative degree among two or more things/ideas within a topic using a locative phrase 在...里/在...中 to identify the whole topic, and the superlative adverb 最
- Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines

Content-compatible (CC)

- Express a personal opinion
- Request feedback
- Accept feedback/advice
- Ask for clarification about feedback/advice
- Negotiate turn-taking
- Give a command using serial verb construction
- Give an example
- Express agreement/disagreement
- Negotiate to reach consensus
- Express gratitude
- Report events in past time using adverbs of time
- Order a series of events using sequencing adverbs

Vocabulary

	Recognize (了解)	Produce (识记)
Content-obligatory	<p>Email Writing Activity 空格 spacing, 标点符号 punctuation, 缩进 indentation, 打草稿 to draft, 修改 to revise, 编辑 to edit, “收信人名字” “name of recipient”, 问候 greeting, 归档 file, 部分 section, 主题 subject 正文 body of a letter or an email, 结束语 closing, 祝福语 well wishes, 署名 signature, 日期 date</p>	<p>Professional People 工程师 engineer, 生物工程师 bioengineer, 科学家 scientist</p> <p>Engineering Design Process 工程设计步骤 Engineering Design Process, 提问 ask, 思考 imagine, 设计 plan, 制作 create, 改进 improve, 步骤 step, 设计 to design, 模型 to model/modeling, 工程师 engineer, 实验 experiment, 科学家 scientist, 薄膜 membrane, 结果 result, 改变 changes (noun), 去解决实际问题 to solve real-world problems, 试一试新的想法 to try out new ideas, 运用想象力 to use imagination, 改进的 improved</p> <p>Scientific Method 提问 ask questions, 假设 make hypothesis, 测试 test hypothesis, 分析 analyze results, 结论 draw conclusions, 汇报 report results</p> <p>Materials-Related 容器 container, 盖子 lid, 铝箔纸 aluminum foil, 有一个孔的铝箔纸 aluminum foil with one hole, 有两个孔的铝箔纸 aluminum foil with two holes, 咖啡过滤纸 coffee filter, 纱布 cheesecloth, 毡布 felt, 海绵 sponge, 尼龙纱窗布 nylon screen, 材料 materials, 闪亮 shiny, 平滑 smooth, 厚 thick, 薄的 thin, 纸做的 made of paper, 有洞/有孔 has holes, 没有洞/没有孔 does not have holes, 有用/管用 works well, 没有用/不管用 does not work well, 科学日志 science journal</p> <p>Assessment Activities 感谢 Thank you (formal register), 电子邮件 email, 收件人 to, 发件人 from, 发送 to send 称谓 name, 附件 attachment, 附带 attached, 最喜欢的部分 favorite part, 原因 reason, 数量 quantities</p>

	Recognize (了解)	Produce (识记)
Content-compatible	<p>Assessment Words 测试 assessment, 反馈 feedback, 反馈圈 feedback loop, 综合的 integrated, 表现 performance, 理解的 interpretive, 表达的 presentational, 交流的 interpersonal, 同学评估 peer evaluation, 自我评估 self-assessment, 评分表 rubric, “准确地汇报” “accurately report”, “清楚地演示” “clearly present”, “正确地使用” “correctly use”, “连动词结构” “serial verb construction”, “修饰语” “modifying phrases”, 量词 classifiers, 复合句 compound sentence, 比较级 comparative expression, 视觉接触 eye contact, 评估 to evaluate, 标准 criterion, 质量 quality, 数量 quantity</p> <p>Assessment Activities 全班 whole class, 小组 small group, 同伴 pairs/partners, 剪刀 scissors, 字条 section strips, 例子 example, 重新排列 rearrange, 排列 order, 剪 cut, 贴 paste</p>	<p>Adverbs/Adverb Phrases 慢 slow, 中 medium, 快 fast, 全部 all, 部分 some, 没有 none, 因此 as a result, therefore, 太多 too much, 太少 too little, 正好 just right/exact amount, 最多 at most, 更 even more, 约 approximately</p> <p>Measurement Words 度量衡 measurement, 液体量杯 measuring cup, 二分之一 $\frac{1}{2}$, 四分之一 $\frac{1}{4}$ 分数 fraction, 小数 decimal, 测量 to measure, 成功 success, 杯 cup, 毫升 milliliter, 体积 volume, 通过 to pass through, 倒 to pour, 合适的 approximate (adj), 分数 fraction, 百分比 percentage, 小数 decimal, 最简形式 simplest form, 面积 area: km^2 平方公里 平均降雨量 average rainfall, 毫米 mm, 计算 to calculate, 长方形 rectangle, 长 length, 宽 width, 高 height, 乘 to multiply, 估计 to estimate</p> <p>Adjectives 厚 thick, 薄 thin, 孔 small hole, 大小适中 right-sized, 适合 suitable, 管用/不管用 useful/not useful</p> <p>Action Words 滴 to drip, 测试 to test, 描述 to describe, 演示 to present, 制作 to create, 计划 to plan, 改变 to change, 比 to compare, , 代替 to replace, 收集 to collect, 控制 to control</p> <p>Job Cards/Roles 中文督察员 Chinese Champion, 材料管理员 Magnificent Materials Manager, 记录员 Remarkable Recorder, 工作管理员 Terrific Taskmaster, 演示质检员 Polished Presenter</p>

Note: In the **Language-Function-Form-Vocabulary Connection** section you will find additional vocabulary that is directly supportive of the various language functions. The particular words and phrases you choose to target will depend on your students' proficiency levels. Because of this, we have not included all vocabulary here. At the end of this lesson, you will find a table that provides more detailed information about the lesson vocabulary identified above.

PREPARATION (教学准备)**Materials Needed for IPA 3**

- MMIC IPA 3-IWB
- Integrated Performance Assessment Overview Poster (page 1 of MMIC IPA 3-IWB)
- Laminated “job” cards for groups
- *Juan Daniel* story books
- Scissors for section strips activities
- Handouts:
 - a. MMIC IPA 3-1: *Ms. Peters Email Section Strips*, one copy per pair of students
 - b. MMIC IPA 3-2: *Visiting Engineer Email Section Strips*, one copy per group
 - c. MMIC IPA 3-3: *Email Peer Feedback Checklist*, one copy per group
- MMIC IPA 3-4/4-1: *Presentational (Written) Scoring Rubric* (teacher evaluation), one copy per group
- Students’ science journals
- Any/all previous handouts, rubrics, and notes that students may find relevant to summarizing their work

IPA ACTIVITIES**Preview Phase – “Intro” activities**

Students will reread/scan Chapter 7 and make predictions about the Chapter 8, the final chapter of the *Juan Daniel* story. After finishing the story, students will verify predictions and discuss Juan Daniel’s decision to set the frog free.

Time: 30 minutes

Presentational Task (Written) Activity 1

1. Ask students to take out their books, reread/scan Chapter 7 (either individually or with partners), then close their books. When all books are closed, ask students to close their eyes and imagine what it might feel like to be Juan Daniel at this point in the story.

Sample Questions:

Chinese	English
你能不能想到一个例子，你或者你认识的某个人为了达到某个目标而很努力地工作？你的感觉是什么？你会做什么？	Can you think of a time when you or someone you know worked really hard to achieve a goal? How did you feel? What did you want to do?
想一想，由于 Juan Daniel 对足球的热爱，对幸运蛙的爱好，他学到了这么多新的知识。请列举他学到了什么新的东西？比方说，薄膜、模型、水流量、生物工程师和工程设计步骤.....	Think about all the new things Juan Daniel has learned because of his love of fútbol and a frog! Membranes...models... the rate of water flow... bioengineers... the engineering design process.
回想一下故事里的人物。你能不能想到 Mamá Tere、Carlos、José Eduardo 和 Peters 女士？	Think back to the different characters that were introduced in the story. Can you see Mamá Tere? Carlos? José Eduardo? Ms. Peters?

2. Chapter 7 ends with Juan Daniel telling his best friend Carlos “我还有件事要办。(There’s just one more thing that I need to take care of.)” Take a moment to talk with a neighbor about what this “one more thing” might be.
3. Once students have had some time to share their ideas with a partner, call on a few students to share predictions with the whole class. Record student predictions on page 1 of MMIC IPA 3-IWB for future review.

Language Function-Form-Vocabulary Connections (Activity 1)		
CO IPA 3.1.1	Predict degree of probability of something using auxiliary “helping” verbs	
For example:		
Approaching	Attaining	Expanding
我猜他告诉朋友他赢了。 I guess he told friends that he won.	我觉得／想他会／要给 Peters 女士写一封信。 I feel like/think he will write a letter to Ms. Peters.	你觉得 Juan Daniel 会不会／要不要给 Peters 女士写一封信？ Do you think Juan Daniel will or will not write a letter to Ms. Peters?
Form focus		
1. Auxiliary “helping verbs”		
In Mandarin, auxiliary “helping verbs” indicate the ability, possibility, intention or desire to carry out an action. The following are examples of auxiliary “helping verbs”: 会 ‘will likely + verb’, 会 ‘will know + verb’, 能/可以 ‘able to + verb’, 要/应该 ‘ought to + verb’, 要/想 ‘want to + verb’, 可以 ‘allow to + verb’, 不可以 ‘prohibited to + verb’		
2. How auxiliary “helping verbs” are same/different from other verbs		
Like other verbs, auxiliary verbs...		
<ul style="list-style-type: none"> a. occur as the A element in A-not-A questions, for example, 要不要给 Peters 女士写一封信？ (Do you think that Juan Daniel will write a letter to Ms. Peters or not?) b. can be negated, or example: 他明天不会踢足球。 (He will not play soccer tomorrow.) 		
Unlike other verbs, auxiliary verbs ...		
<ul style="list-style-type: none"> a. must co-occur with a verb or an assumed verb; For example, 薄膜的孔应该不应该很小？ (Should the holes of a membrane be small?) b. does not take aspect markers such as 了(le), 过(guò), 着 zhe; c. cannot be modified by intensifiers, such as 很 (very) or 更 (even more); d. cannot be nominalized; e. cannot occur before the subject; f. cannot take a direct object. 		
3. Three uses of character 会		
<ul style="list-style-type: none"> a. 会 as a verb (to know). For example: 我会中文。 (I know Chinese.) b. 会 as an auxiliary + verb (specifies a learned, acquired and usually mental ability: “know how to” or “to learn how”). For example: 我会踢足球。 (I know how to play soccer.) c. 会 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年会在这里举行。 (The championship game will be held here next year.) 		

4. Two uses of the character 要
<p>a. 要 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年要在这里举行。(The championship game will be held here next year.)</p> <p>b. 要 as a verb (to want, need). For example: 我要两张咖啡过滤纸。(I want two coffee filters.)</p>

CO IPA 3.1.2	Describe emotional states of main characters using adjectives or adverbs		
For example:			
Approaching	Attaining	Expanding	
高兴 (happy) 伤心 (sad) 累 (tired) 害怕 (afraid/scared) 生气 (angry) 紧张 (nervous) 不好意思 (embarrassed) 平静 (calm) 兴奋 (excited) 骄傲 (proud) 惊讶 (amazed) 满足 (satisfied)	高兴的脸 (happy face) 高兴地说 (speak happily) 伤心的男孩 (sad boy) 伤心地哭 (cry sadly) 愉快的歌 (joyful song) 愉快地唱 (sing joyfully) 不好意思的表情 (embarrassed expression) 不好意思地笑 (smile embarrassedly)	迷惑 (confused) 失意 (frustrated) 焦虑 (anxious) 感激 (grateful) 痛苦 (agonized) 愉快 (amused) 惊愕 (astonished) 精疲力尽 (exhausted) 雄赳赳, 气昂昂 (cocky)	
Juan Daniel 很伤心。 Juan Daniel is very sad.	Juan Daniel 有(一)点儿紧张, 可是他很快地平静下来。 Juan Daniel was a little bit nervous, but he quickly calmed down.	Juan Daniel 踢足球踢得精疲力尽。 Juan Daniel played soccer so hard that he was exhausted.	
Subj. + “very” + adj., (“be” verb is omitted in Chinese.)	..., Subj. + adv. + “地” (de) + Verb	Subj. + Verb + Object + Verb (same as before) + “得” + complement	
Form focus: use of 的、地、得			
的 (de) is used when an adjective and/or a pronoun modifies a noun. The form is: Adj./pron. + 的 + Noun, for example, 炎热的夏天 (sweltering summer), 我们的薄膜模型 (our model membrane design)			

<p>地 (dì) is used when an adverb modifies a verb. The form is: Adv. + 地 + Verb (unlike in English!), for example, 高兴地欢呼 (cheer happily)</p> <p>得 (de) is used when a verb complement is used after the main verb. The form is: Verb + 得 + Adv., for example, 我跑得快。(I ran fast.) Sometimes, the main verb can be repeated if there is an object following the main verb. The form is: Verb + Object + Verb + 得 + adv., for example, 我踢足球踢得好。(I kick the soccer ball well.)</p>						
Noticing and awareness spotlight						
1. 落 as polyphone						
<p>To be a polyphone, “duō yīn zì” (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning.</p> <p>For example:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;">落</td> <td style="border-left: 1px solid black; padding-left: 10px;">luò</td> <td style="padding-left: 10px;">落后 verb, meaning “fall behind, fall down”</td> </tr> <tr> <td></td> <td style="border-left: 1px solid black; padding-left: 10px;">là</td> <td style="padding-left: 10px;">落下 verb, meaning “for et, leave behind”</td> </tr> </table>	落	luò	落后 verb, meaning “fall behind, fall down”		là	落下 verb, meaning “for et, leave behind”
落	luò	落后 verb, meaning “fall behind, fall down”				
	là	落下 verb, meaning “for et, leave behind”				
2. Use of “有 + (一)点儿” structure						
<p>“Be” verb is sometimes translated into “have/has” when “(一)点儿” is used in front of an adj., e.g., 我有一点儿累。(I am a little tired.) The structure is: Subj. + 有(have/has) + “(一)点儿” + adj.</p>						

CO IPA 3.1.3	Report about things, actions, or events in past time using action verbs with 了 (temporal marker) and adverbs of time	
For example:		
Approaching	Attaining	Expanding
<p>Juan Daniel 学习薄膜。</p> <p>Juan Daniel learns about membranes.</p>	<p>在他的薄膜模型设计里，他学到了薄膜的特性。</p> <p>In his Model Membrane design, he learned about the properties of a membrane.</p>	<p>在他的薄膜模型设计里，他学到了如何控制水流，让水一滴滴地滴下来。</p> <p>In his Model Membrane design, he learned about how to control the water flow, let water drip through slowly.</p>
SVO construction without using past tense	Topic as noun phrase (在 zài + noun + 里 lǐ) as a time phrase in complex sentence and temporal marker 了	Topic as noun phrase (在 zài + noun + 里 lǐ) as a time phrase in complex sentence with temporal marker 了

Form focus
1. Use of 了 as temporal marker
Simple past time can be communicated using 了 (temporal marker), e.g., action verb + 了 (temporal marker). The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.
2. Use of dependent time phrase/clause in complex sentence
Mandarin uses prepositions as linking words to connect two clauses and form one complex sentence. When the first clause is dependent on the second clause to complete its meaning, prepositions will be placed at the end of the first clause. The first clause may consist of a time phrase [noun + preposition] (e.g., 在足球比赛的时候, During the soccer game) or a time clause with an adverb of time such as 正当的时候 (just when). For example, 正当他鼓足劲儿要出脚的时候, At the moment when he was about to kick the ball,...
For example, Noun/simple SVO sentence + (以)后 (after), + main clause. Noun/simple SVO sentence + (以)前 (before), + main clause. Noun/simple SVO sentence + (正当)的时候 (when/while at), + main clause.
3. Use of “在 里” as topic phrase
在 zài ...里 lǐ: describing time or location “in” or “inside of” <ul style="list-style-type: none"> • 在葡萄干实验里: in the raisin experiment • 在足球场上: on the soccer field
Noticing and awareness spotlight
1. Use of temporal marker “了” with “verb + verb complement” structure
When a two-character “verb + verb complement” structure is used, the temporal marker “了” must be placed after the verb complement. For example, [我] 看到了。(I saw.)
However, if the verb complement consists of two characters instead of just one, then “了” can be placed either after the one-character first main verb or after the two-character verb complement. For example, 他走了出来。(He walked out of there.) 他走出来了。(He walked out of there.)

CO IPA 3.1.4	Ask and answer questions using question words		
For example:			
Approaching	Attaining	Expanding	
..... 吗? Use of ma 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)	
Form focus: Placement of question words			
<p>Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.</p> <p>For example: 谁参加足球比赛? (Who is going to play the soccer game? ["Who" occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? ["How many" is in the # position of the noun phrase # + classifier + noun])</p>			
Noticing and awareness spotlight: Use of 吗? 吧? 呢?			
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement.</p> <p>呢? is a tag question meaning “, and you?”</p> <p>吗? is a question particle that is used when one expects a “yes” or “no” response.</p>			

CC IPA 3.1.5	Express a personal opinion		
Approaching	Attaining	Expanding	
我觉得/想..... I feel like/think...	在我看来..... It seems to me like...	我建议..... I suggest...	
也许/可能..... Maybe/ Perhaps...	对我来说, In my opinion, ...	我的看法是..... My thoughts are...	
	我认为..... I believe/think ...	我是说..... What I mean is...	

CC IPA 3.1.6	Accept feedback/advice/idea		
For example:			
	Approaching	Attaining	Expanding
行。 OK.	不错。 Not bad.	高明。 Brilliant.	
好主意。 Good idea.	你说得对。 You are correct.	多谢指教。 Thank you for your advice.	
可以。 Yes, I can.	我会照做。 I will do as you say.	我会吸取你的建议。 I will accept your suggestion.	

CC IPA 3.1.7	Ask for clarification about feedback/advice/idea		
For example:			
	Approaching	Attaining	Expanding
你说什么? What did you say?	我没听懂, 请你再说一次。 I didn't understand, could you please say it again?	你可不可以重复一遍? Could you repeat it one more time?	
我不懂。 I didn't understand that.	你是不是说..... Did you say...	请你再跟我讲一讲。 Please explain it to me one more time.	
什么意思? What does it mean?	你说的是.....的意思吗? Does what you said mean...?	你可以给我解释一下吗? Could you explain that to me?	
Form focus: Nominalization using 的 (e.g., 你说的是.....)			
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning "what you say" in 你说的是 (What you say is...).			
Noticing and awareness spotlight: Use of 吗? 吧? 呢?			
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning "..., and you?" 吗? is a question particle that is used when one expects a "yes" or "no" response.			

CC IPA 3.1.8	Negotiate turn-taking	
For example:		
Approaching	Attaining	Expanding
<p>该我了! My turn!</p> <p>到你了! Your turn!</p> <p>下一个是谁? Who's next?</p> <p>下一个是你吗? Are you the next one?</p>	<p>下一个该轮到谁了? Who is the next?</p> <p>我觉得该你了。 I think it's your turn.</p> <p>大家都在等你呢! All of us are waiting for you!</p>	<p>如果你不赶紧，我们都不能往下进行。 If you don't hurry, none of us can move on to the next.</p>

Presentational Task (Written) Activity 2

Time: 30 minutes

1. Display page 2 of MMIC IPA 3-IWB, read Chapter 8 aloud to the class. Do not display the chapter title. Have students follow along as the chapter is read. Allow students to take turns with the pointer on the whiteboard as the words are being read. Encourage them to listen closely to see if their predictions were correct. Students should listen for words or phrases that match their predictions.
2. After reading Chapter 8, have students work with a partner to come to agreement about their response to the question: “Juan Daniel 要办什么事” (What did Juan Daniel need to take care of?) Then invite them to look at the text in their books and underline words and phrases that support their answer. Have some of the pairs share answers and supporting evidence found in the text. Finally, briefly discuss why the answer is “He needed to free his frog.”
3. Display page 3 of MMIC IPA 3-IWB and show students the chapter title “放生 (Freeing the Frog)”, and invite them to guess at its meaning. Ask them to share what clues help them guess the meaning of the title. For example, “Which part of this phrase might have helped you pronounce/read/understand the title?”
4. Next, display page 4 of MMIC IPA 3-IWB and allow students time to ask/answer these questions with their partners.

Chinese	English
Juan Daniel 为什么不想保留这只幸运蛙?	Why doesn't Juan Daniel want to keep the frog?
你们从故事里找到哪些证据?	What evidence from the story do you have?
你们觉得他做得对不对?	Do you think he did the right thing?
如果你是 Juan Daniel, 在同样的情况下, 你会怎么做? 为什么?	What would you have done in his situation? Why?

5. Close by reminding students that responses aren't always “right” or “wrong”—different people (with varying belief systems) in different situations may choose different solutions to Juan Daniel's frog dilemma.

Language Function-Form-Vocabulary Connections (Activity 2)	
CO IPA 3.2.1	Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
Form focus: radical → character → compound/word	
1. radical	
<p>A radical is the smallest meaningful orthographic unit in compound characters, for example, 虫 (insect) is used in the character 蛙 (frog). 虫 (insect) can also be a stand-alone character. There are three types of radicals: semantic (give information about character meaning) [手 (hand)], phonetic (give information about character pronunciation) [分 (fen) in the compound 纷 (one after another)], and perceptual (do not give information about character meaning or pronunciation, instead function as visual fillers) [此 (this, these in classical Chinese), however, in the compound 嘴 (mouth) the radical 此 functions as a perceptual radical providing information about neither meaning nor pronunciation].</p>	
2. character	
<p>A Chinese character is a meaningful orthographic unit that is always pronounced as one syllable. Chinese characters have evolved as a writing system over millennia and have developed in various ways. Some characters are pictographs that were originally drawings of concrete objects, for example, 雨 (rain), the four dots depicting the rain coming down from the sky; others are better described as ideographs because they were created as graphic representations of more abstract ideas such as the notion of “above”, 上, the stroke above the horizontal line indicating the idea of “above” or “up.” Another way to create characters was to combine two or more pictographs or ideographs to portray a new meaning, for example, 休 (to rest), a combination of the pictographs for person, 人, and a person leaning against a tree, 木. These types of characters are referred to as ideogrammatic characters. Over 90% of Chinese characters were created as phono-semantic compound characters and are made up of a combination of semantic and phonetic radicals. For example, 控 (to control), the semantic radical on the left side, 手 (hand), indicates that the word meaning will include an action with a hand, and the phonetic radical on the right side 空 (kōng), helps the reader with character pronunciation “kòng.”</p>	
3. compound	
<p>Compounds consist of at least two characters, neither of which is an affix, a character that on its own lacks meaning but when added to other characters becomes a meaningful unit. Most Chinese words are compounds. Compounds have various types of syntactic relationships.</p> <p>A few compound types:</p> <p><i>Verb-Object</i>: 踢足球 (to kick soccer ball)、开球 (to kick of)、发誓 (to pledge)</p> <p><i>Verb-Complement</i>: 摔倒 (to fall down)、改进 (to improve and get better)、进来 (to come in)</p> <p><i>Subject-Predicate</i>: 天亮 (bright [sky is bright])</p>	

<p>Number-Classifier: 各种 (various kinds)、一道 (a ray of...)、一片 (a patch of...)</p> <p>Adverb-Verb: 慢跑 (to jog [to run slowly])、快走 (to hurry [to walk fast])</p> <p>Verb-Verb-Noun: 栖息地 (habitat [to stay and rest at a place])</p> <p>Adjective-Adjective-Noun: 浅桃色 (light peach color)、吉祥物 (mascot [happy and auspicious object])</p>
4. word
<p>A word is written with one or more Chinese characters. A word can consist of a single character (脚, foot), a compound (幸运, lucky), a duplicate (招招手, to wave), or an affixed form (第一, first, 第二, second, etc.).</p>

CO IPA 3.2.2	Ask and answer questions using question words	
For example:		
Approaching	Attaining	Expanding
<p>..... 吗?</p> <p>Use of ma</p> <p>..... 是不是.....?</p> <p>Is or is not?</p>	<p>谁.....? (Who)</p> <p>什么.....? (What)</p> <p>哪里.....? (Where)</p> <p>什么时候.....? (When)</p> <p>怎么.....? (How)</p> <p>为什么.....? (Why)</p>	<p>几/多少? (How many)</p> <p>哪(些).....? (Which)</p>
Form focus: Placement of question words		
<p>Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence.</p> <p>For example:</p> <p>谁参加足球比赛? (Who is going to play the soccer game? [“Who” occurs in subject position])</p> <p>你看见几个足球运动员? (How many soccer players did you see? [“How many” is in the # position of the noun phrase # + classifier + noun])</p>		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
<p>A few particles are commonly used at the end of questions.</p> <p>吧? is used to invite agreement.</p> <p>呢? is a tag question meaning “, and you?”</p> <p>吗? is a question particle that is used when one expects a “yes” or “no” response.</p>		

CO IPA 3.2.3	Predict degree of probability of something using auxiliary “helping” verbs	
For example:		
Approaching	Attaining	Expanding
我会留下青蛙。 I may keep the frog.	如果我是 Juan Daniel, 我 (可能) 会问爸爸妈妈我能 不能留下这只青蛙。 If I were Juan Daniel, perhaps I would ask my mom and dad if I could keep this frog.	如果我是 Juan Daniel, 我 (可能) 会不留下这只青 蛙, 因为青蛙可能想回家。 If I were Juan Daniel, perhaps I would not keep this frog, because the frog may want to go home.
Form focus		
1. Auxiliary “helping verbs”		
In Mandarin, auxiliary “helping verbs” indicate the ability, possibility, intention or desire to carry out an action. The following are examples of auxiliary “helping verbs”: 会 ‘will likely + verb’, 会 ‘will know + verb’, 能/可以 ‘able to + verb’, 要/应该 ‘ought to + verb’, 要/想 ‘want to + verb’, 可以 ‘allow to + verb’, 不可以 ‘prohibited to + verb’		
2. How auxiliary “helping verbs” are same/different from other verbs		
Like other verbs, auxiliary verbs... <ul style="list-style-type: none"> a. occur as the A element in A-not-A questions, for example, 要不要给 Peters 女士写一封信? (Do you think that Juan Daniel will write a letter to Ms. Peters or not?) b. can be negated, or example: 他明天不会踢足球。 (He will not play soccer tomorrow.) Unlike other verbs, auxiliary verbs ... <ul style="list-style-type: none"> a. must co-occur with a verb or an assumed verb; For example, 薄膜的孔应该不应该很小? (Should the holes of a membrane be small?) b. does not take aspect markers such as 了(le), 过(guò), 着 zhe; c. cannot be modified by intensifiers, such as 很 (very) or 更 (even more); d. cannot be nominalized; e. cannot occur before the subject; f. cannot take a direct object. 		
3. Three uses of character 会		
<ul style="list-style-type: none"> a. 会 as a verb (to know). For example: 我会中文。 (I know Chinese.) b. 会 as an auxiliary + verb (specifies a learned, acquired and usually mental ability: “know how to” or “to learn how”). For example: 我会踢足球。 (I know how to play soccer.) c. 会 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年会在这里举行。 (The championship game will be held here next year.) 		

4. Two uses of the character 要	
a.	要 as an auxiliary + verb (refers to the likelihood of the occurrence of an event: “will”, “most likely”). For example: 冠军赛明年要在这里举行。(The championship game will be held here next year.)
b.	要 as a verb (to want, need). For example: 我要两张咖啡过滤纸。(I want two coffee filters.)

CO IPA 3.2.4	Support ideas/opinions using compound sentences with adverb 因此		
Approaching	Attaining	Expanding	
因为他不需要那只青蛙。 Because he does not need that frog.	Juan Daniel 觉得他们不再需要那只青蛙了，因此，他把青蛙放走了。 Juan Daniel thought they did not need that frog anymore, therefore, he let the frog go.	由于 Juan Daniel 觉得他们用决心、技巧和技巧来赢比赛，不是因为那只青蛙因此，他把青蛙放走了。 Juan Daniel thought that their determination, skill and plan make them win the game, not because of that frog, therefore, he let the frog go.	
....., 因为 (because)..... 因为 (because)....., 所以 (so)....., 因此 (as a result, therefore),	由于 (due to)....., 因此 (as a result, therefore),	
Form focus:, 因此 (as a result, therefore) ,			
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.			
Noticing and awareness spotlight: Use of 由于 (due to)			
由于 (due to) reflects a more formal register and is more likely to be used in written communication.			

CO IPA 3.2.5	Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb		
Approaching	Attaining	Expanding	
因为他不需要那只青蛙。	Juan Daniel 觉得他们不再需要那只青蛙了，因此，他把青蛙放走了。	由于 Juan Daniel 觉得他们用决心、技巧和技巧来赢比赛，不是因为那只青蛙因此，他把青蛙放走了。	

Because he does not need that frog.	Juan Daniel thought they did not need that frog anymore, therefore, he let the frog go.	Juan Daniel thought that their determination, skill and plan make them win the game, not because of that frog, therefore, he let the frog go.
simple SVO (Subj-verb-direct object)	Subj +把 + direct object noun phrase + verb + temporal marker	Subj +把 + direct object noun phrase + verb + temporal marker
Form focus		
1. Use of 把-construction vs. simple SVO (Subj-verb-direct object)		
<p>A 把-construction (including 把 + direct object + verb + complement) will typically reference something specific that the speaker thinks the hearer knows about, not something unknown to the hearer.</p> <p>If a sentence <i>communicates something that happens to the direct object</i>, then use of the 把-construction is appropriate.</p> <p>For example,</p> <ul style="list-style-type: none"> Juan Daniel 把青蛙放走了。 (Subj +把 + direct object noun phrase + verb + directional complement + past tense marker.) Juan Daniel let the frog go. 我们把这个想法放/写在这个部分。 (Subj +把 + direct object noun phrase + verb + locative complement.) We wrote/put our ideas in this section. <p>However, if there is <i>no additional information given as to what has happened to the direct object</i>, use of a 把-construction is incorrect. For example, in the sentence below, the 把-construction is not allowed:</p> <p>Juan Daniel 想他的青蛙。 (Subj. + verb + direct object noun phrase) Juan Daniel misses his frog.</p>		

CO IPA 3.2.6	Predict cause-effect relationship using hypothetical conditional sentences with 如果/要是....., (那么)..... and the adjectival verb 可能	
Approaching	Attaining	Expanding
我会留下青蛙。 I may keep the frog.	如果我是 Juan Daniel, 我 (可能) 会问爸爸妈妈我能不能留下这只青蛙。 If I were Juan Daniel, perhaps I would ask my mom and dad if I could keep this frog.	如果我是 Juan Daniel, 我 (可能) 会不留下这只青蛙, 因为青蛙可能想回自己的家。 If I were Juan Daniel, perhaps I would not keep the frog, because the frog may want to go home.
会 (maybe, perhaps)	要是/如果....., (可能).....	要是/如果....., (可能)....., 因为.....

Form focus: 要是/如果.....,(可能).....
<p>The hypothetical conditional sentence consists of two parts:</p> <ul style="list-style-type: none"> • The If-clause (要是/如果) expressing the conditional hypothesis • The main clause expressing the respective result; usually contains adverb “perhaps/maybe” (可能)
Noticing and awareness spotlight: the difference between 能 and 会
<p>能 and 会 are both auxiliary verbs meaning “can” or “may.” They are used interchangeably. However, there is a difference between them:</p> <p>会 (huì) specifies a learned, acquired skill or a mental ability;</p> <p>能 (néng) means having the physical ability or opportunity to do something unless a condition prevents it. It is always followed by an action verb (or an action verb is understood).</p> <p>For example:</p> <p>我会设计薄膜模型，但是我现在不能，因为我没有合适的材料。</p> <p>I can design a model membrane, but I cannot do it right now, because I don't have the right materials.</p>

Focused Assessment Phase —“Through” Activities

The teacher will evaluate students’ content-language-culture knowledge development with a writing assessment (the written presentational performance task of the IPA for the unit).

Presentational Task (Written) Activity 3

Time: 45 minutes

1. Display page 5 of MMIC IPA 3-IWB, ensure that students clearly understand where they are within the IPA process. Allow students time to discuss with each other (or as a large group) what they have so far accomplished and read out loud what is still to come.
2. Introduce the presentational writing assessment (page 6 of MMIC IPA 3-IWB page):

Chinese	English
<p>在故事的第八章里，Juan Daniel 给生物工程师，Peters 女士，写了一封感谢信对她的宝贵意见表示感谢，并寄上薄膜模型的草图，告诉她他是怎样解决“青蛙问题”的。用相似的方法，你和你的设计小组的成员要给来听取你们演示的工程师写一封电子邮件，并将你们做出的第一个薄膜模型和“改进的”薄膜模型作为附件寄给他。</p>	<p>In Chapter 8, Juan Daniel sends a drawing to the bioengineer, Ms. Peters, to thank her for her helpful suggestions and to tell her how he solved his “frog problem” by designing a model membrane. In a similar way, you will work with your membrane design groups to write an email letter to the engineer who came to visit and listen to your presentations. Attached to the email will be pictures of your first and final “improved” model membranes.</p>

Note: Let students know that their emails will be sent by the teacher, thereby avoiding the possibility that some schools may not have student email accounts, and some students may not have personal email accounts.

3. Elicit student background knowledge by asking students if they have email accounts. Who sends them messages? Whom do they email? Do they ever email adults? There is a high probability that, even if students are accustomed to sending/receiving email, they most likely don’t use this form of communication for formal writing. In a large-group discussion format, draw attention to different examples of how/why an individual might send emails.
4. Consider sharing sample emails to/from the teacher that are relevant to the classroom’s community, highlighting the differences between an email to a good friend and a more formal/professional email by a teacher or a student (i.e., greeting, closing, and formal pronoun usage).

Note: Using real emails (with names removed, if necessary) provides authentic examples of writing, allowing students the opportunity to make genuine connections to writing.

5. Continuing in the large-group discussion, ask students the following questions (displayed on pages 7-8 of MMIC IPA 3-IWB). Allow students time to share ideas.

Chinese	English
Juan Daniel 是不是真的只画图画而没有写信或者寄信出去?	Would Juan Daniel really just draw a picture with no letter and mail it?
除了写书信外, Juan Daniel 还可以用什么方法跟 Peters 女士进行书面交流? (回答: 电子邮件/发信息)	Besides a letter, how else might Juan Daniel be able to communicate with Ms. Peters in writing? (<i>Response: Email/text message</i>)
你觉得他在电子邮件里会写些什么?	What do you think he might write in an email to Ms. Peters?

6. On page 8 of the whiteboard, with students, brainstorm the contents of an email that Juan Daniel might have written to Ms. Peters. For example, a thank you, an explanation for writing, a description of his model membrane and how he used the engineering design process, etc.
7. Display page 9 of MMIC IPA 3-IWB. Ask students to imagine the amount and kinds of materials Juan Daniel might have used for his first and final models, and the changes he may have needed to make during the model membrane design process.

Note: You will want to include this information in the body of the whole class “model” email to Ms. Peters.

8. Show students an email form (page 10 of MMIC IPA 3-IWB) and call attention to the various parts of an email, 收件人 Recipient:, 主题 Subject:, 内容 Content:, 添加附件 Attachment:, etc.
9. On page 11 of the whiteboard pages, begin to co-construct a written communication from Juan Daniel to Ms. Peters in email form with the class. Begin with information in the header.

Juan Daniel’s email header:

- Recipient: (email address of receiver)
- Subject: (brief statement of email topic)
- Attach a file—Initial and final “improved” model membrane photos

Note: You may want to call students’ attention to the country codes located at the end of some email addresses. For example, the country code for Mainland China is .cn, for El Salvador it is .sv, and for the U.S. it is .us.

10. Show students page 12 of MMIC IPA 3-IWB and call attention to the contents of the email message box. In the message body, be sure to highlight the greeting, closing, and formal

pronoun usage, as well as other key components of an email to an adult professor. See the list below for essential parts.

In the message box Juan Daniel's email/letter must include:

- Name of recipient
- Correct greeting
- Body including:
 - Introductory thank you
 - Reason for writing the email
 - Results for the 2 models
 - Description of the engineering design process (events are in order)
 - Correct pronoun: 您 (nín) or 你 (nǐ)
- Correct closing
- Signature and date

11. On page 13 of the whiteboard pages, continue modeling the co-construction of a model email communication from Juan Daniel to Ms. Peters with the class.
12. Display this email draft so that students may refer to it throughout the remainder of IPA 3 and 4.

Language Function-Form-Vocabulary Connections (Activity 3)	
CO IPA 3.3.1	Draft an email using the appropriate organizational structure and style
Form focus: Basic parts of an email/letter	
Header	Message Box
Recipient: Subject: Attach a file	Name of recipient Greeting Body Closing Signature and date
Noticing and awareness spotlight: Polite vs. familiar style in writing	
1. Use appropriate personal pronoun for audience	
Use 你 (you, informal) for similar age such as your friends, your sisters and brothers; Use 您 (you, formal) for elders such as teachers, parents, professionals as a form of respect	
2. Use formal closing to show respect	
There are two main ways to approach a formal closing when the sender of the email/letter communication wants to show respect.	
<p>1. In a more formal email/letter communication, it is customary to write the phrase, “此致 (This is all I say.)” after the final sentence of the body. This phrase becomes the final two characters and begins the formal closing. Then, on a new line the closing is completed with the word, “敬礼 (Salutations).” This closing can be written with or without the two-character indentation.</p> <p>2. It is also possible to simply write a closing without the phrase, “此致 (This is all I say.)”. In this case, one begins a new line with indentation of two-character spaces followed by:</p> <ol style="list-style-type: none"> a. One word or phrase, for example, “敬礼 (Salute)”、 “安好 (Peace)”、 “健康 (Health)”、 “平安 (Safe)”、 工作顺利 (Success at work)” b. One sentence that begins with “祝你 (Wish you...)” or “敬祝 (Wish respectfully...)” followed by a wish, e.g., “祝你安好! (Wish you peace!)”、 “祝你健康! (Wish you health!) ”), “祝你工作顺利! (Wish you success at work!)” 	

CO IPA 3.3.2	Ask and answer questions using question words		
For example:			
	Approaching	Attaining	Expanding
..... 吗? Use of ma 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)	
Form focus: Placement of question words			
Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence. For example: 谁参加足球比赛? (Who is going to play the soccer game? ["Who" occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? ["How many" is in the # position of the noun phrase # + classifier + noun])			
Noticing and awareness spotlight: Use of 吗? 吧? 呢?			
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning “, and you?” 吗? is a question particle that is used when one expects a “yes” or “no” response.			

CC IPA 3.3.3	Express a personal opinion		
	Approaching	Attaining	Expanding
我觉得/想 I feel like/think...	在我看来..... It seems to me like...	我建议..... I suggest...	
也许/可能 (maybe, perhaps)	对我来说, In my opinion, ...	我的看法是..... My thoughts are...	
	我认为..... I believe/think ...	我是说..... What I mean is...	

Presentational Task (Written) Activity 4

Time: 45 minutes

1. Allow students to work with one partner (ideally a member of the presentational working groups). Pass out “jumbled” email section strips (MMIC IPA 3-1: *Ms. Peters Email Section Strips*). Allow students to cut and organize the strips, paying close attention to location of the greeting and closing. When groups are finished, assemble (with student guidance) the section strips, one by one, on page 14 of MMIC IPA 3-IWB.
2. Next, pass out second set of “jumbled” email section strips (MMIC IPA 3-2: *Visiting Engineer Email Section Strips*) to each group. Make sure that email strips are equitably distributed among group members. Allow group members time to negotiate among themselves for literal meaning of the text, as well as its placement. In order to do this, structure the activity so that each group member must use the following sentences (page 15 of MMIC IPA 3-IWB). The group must reach consensus before moving on to the next strip.

Chinese	English
这个部分用了像_____的词语，因此我觉得这部分应该放在最前/最后。	This part used words like..., therefore, I think this part should go first/last.
我觉得.....应该放在正文前边/上面/下头，你同意吗？	I think ... should be placed in front of/above/below the body, do you agree?
你觉得这个应该放在哪儿？	Where do you think this part should go?
为什么你把它放在这儿？	Why do you put it here?
我把这个放在这儿，你觉得怎么样？	What do you think if I put this one here?

Note: *Because this second task is more complex than the previous email assembly task, consider limiting the amount of time students attempt to assemble the email to that which is sufficient for all student group members to have a chance to speak, but perhaps not finish assembling the email.*

3. Returning to a large-group format, allow student volunteers to assemble the email template on the whiteboard. Label each of the three “chunks” of the body of the email as Sections 1-3. Discuss key features, and let students know that this will be the format they will be expected to use in their email to the engineer.

Language Function-Form-Vocabulary Connections (Activity 4)		
CO IPA 3.4.1	Express location using 在 [zài] in a locative phrase	
Approaching	Attaining	Expanding
这儿 (here [vernacular]) 这里 (here, this place) 那儿 (there [vernacular]) 那里 (there, that place)前边/面/头 (in front of)后边/面/头 (behind)上边/面/头 (above)下边/面/头 (below)里边/面/头 (inside)外边/面/头 (outside)	第一/第二/第三章/段/页 (the first/second/third chapter/paragraph/page)
我觉得.....放在这儿/里, 好不好? I think ... goes here/there, right?	我觉得.....应该放在正文前边/上面/下头, 你同意吗? I think ... should be placed in front of/above/below the body, do you agree?	我看把这个部分放在第一章/段/页比较好, 你说呢? I think it's better to put this part in the first chapter/paragraph/page, what do you say?
I think ... should + 放 (be placed, put) + “在 (zài) + 这儿/里/ (here/there)”, tag question?	I think ... should + 放 (be placed, put) + “在 (zài) + noun phrase + locative particle”, tag question?	I think + 把-structure [把 + object + 放 (to put) + 在 (zài) + adverbs of location] + 比较好 (relatively better), tag question?
Form focus: Use of locative phrase “在 (zài) + noun phrase + locative particle”		
To express location Chinese speakers use a locative phrase that begins with the coverb 在 (zài). The locative phrase structure is “在 (zài) + noun phrase + locative particle.” For example, 我觉得结束语应该放在正文后面。I think that the closing should be put after the body.		
Noticing and awareness spotlight: Use of suffixes 边、面、头		
Locative particles such as 前 (in front of) and 后 (behind) will typically be used with one of the following suffixes: 边 (-bian)、面 (-mian)、头 (-tou) and become, for example, 前边/面/头.		

CO IPA 3.4.2	Support ideas/opinions using compound sentences with adverb 因此	
Approaching	Attaining	Expanding
我觉得这部分是_____因为它用_____的词语.	这个部分用了像_____的词语, 因此我觉得这部分应该放在最前/最后.	我选择把正文放在结束语前面的原因是.....

I think this part is because it uses words like....	This part used words like..., therefore, I think this part should go first/last.	I chose to put the body above the closing, the reason is ...
....., 因为 (because)..... 因为 (because)....., 所以 (so)....., 因此 (as a result, therefore),	Modifying phrase [Subj. pronoun + verb + 把-construction (把 + direct object + verb + locative phrase) + 的] + head noun 原因 + Be Verb 是...
Form focus		
1....., 因此 (as a result, therefore) ,		
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.		
2. Use of 把-construction vs. simple SVO (Subj-verb-direct object)		
Similar to “把-sentence,” the “让/使-construction” allows one to place the direct object in front of the main verb, which is not typical word order in Chinese. This draws more attention to what is happening to the object itself.		
A 把-construction (including 把 + direct object + verb + complement) will typically reference something specific that the speaker thinks the hearer knows about, not something unknown to the hearer.		
If a sentence <i>communicates something that happens to the direct object</i> , then use of the 把-construction is appropriate.		
For example,		
<ul style="list-style-type: none"> Juan Daniel 把球踢进了。(Subj +把 + direct object noun phrase + verb + directional complement + past tense marker.) Juan Daniel kicked the soccer ball in. 我们把这个想法放/写在这个部分。(Subj +把 + direct object noun phrase + verb + locative complement.) We wrote/put our ideas in this section. 		
However, if there is <i>no additional information given as to what has happened to the direct object</i> , use of a 把-construction is incorrect. For example, in the sentence below, the 把-construction is not allowed:		
Juan Daniel 想他的青蛙。(Subj. + verb + direct object noun phrase) Juan Daniel misses his frog.		

CO IPA 3.4.3	Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb	
Approaching	Attaining	Expanding
我放这个在这里，你呢？	我把这个部分放在这儿，你觉得怎么样？	我选择把正文放在结束语前面，你认为呢？

I put this here, what do you think?	I put this part here, what do you think?	I chose to put the body above the closing, what do you think?										
Subj + verb+ object	Subj pronoun+把-construction (把 + direct object + verb + locative phrase)	Modifying phrase [Subj. pronoun + verb + 把-construction (把 + direct object + verb + locative phrase)]										
Form focus												
Similar to “把-sentence,” the “让/使-construction” allows one to place the direct object in front of the main verb, which is not typical word order in Chinese. This draws more attention to what is happening to the object itself.												
1. Use of 把-construction vs. simple SVO (Subj-verb-direct object)												
<p>A 把-construction (including 把 + direct object + verb + complement) will typically reference something specific that the speaker thinks the hearer knows about, not something unknown to the hearer.</p> <p>If a sentence <i>communicates something that happens to the direct object</i>, then use of the 把-construction is appropriate.</p> <p>For example,</p> <ul style="list-style-type: none"> Juan Daniel 把球踢进了。(Subj + 把 + direct object noun phrase + verb + directional complement + past tense marker.) Juan Daniel kicked the soccer ball in. 你觉得如何把我们的口语报告做得更好? (Subj + verb + question word + 把 + direct object noun phrase + verb + adverbial complement.) How do you think we could improve our group presentation? <p>However, if there is <i>no additional information given as to what has happened to the direct object</i>, use of a 把-construction is incorrect. For example, in the sentence below, the 把-construction is not allowed:</p> <p>Juan Daniel 想他的青蛙。(Subj. + verb + direct object noun phrase) Juan Daniel misses his frog.</p>												
2. 得 as polyphone												
<p>To be a polyphone, “duō yīn zì” (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning.</p> <p>For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">得</td> <td style="padding: 2px 10px;">de</td> <td style="padding: 2px 10px;">说得好 V + 得 + adverb, a particle used between a verb and an adverb that modifies the verb</td> </tr> <tr> <td style="padding: 2px 10px;">děi</td> <td style="padding: 2px 10px;">得走 verb, meaning “have to, must”</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">薄</td> <td style="padding: 2px 10px;">báo</td> <td style="padding: 2px 10px;">薄的 adj. + 的, meaning “thin”</td> </tr> <tr> <td style="padding: 2px 10px;">bó</td> <td style="padding: 2px 10px;">薄膜 noun, meaning “membrane”</td> </tr> </table>			得	de	说得好 V + 得 + adverb, a particle used between a verb and an adverb that modifies the verb	děi	得走 verb, meaning “have to, must”	薄	báo	薄的 adj. + 的, meaning “thin”	bó	薄膜 noun, meaning “membrane”
得	de	说得好 V + 得 + adverb, a particle used between a verb and an adverb that modifies the verb										
	děi	得走 verb, meaning “have to, must”										
薄	báo	薄的 adj. + 的, meaning “thin”										
	bó	薄膜 noun, meaning “membrane”										

CC IPA 3.4.4		Give a command using serial verb construction		
Approaching		Attaining		Expanding
我们试一试这个吧! Let's try this!		我建议用/试一试..... I suggest we use/try... 你可以用/试一试..... You may use/try.....		为什么不用/试一试问候语/ 结束语? Why don't you use/try the greeting/closing? 我们最好用/试一试署名. You'd better use/try the signature.
Subj. pronoun + verb reduplication (verb + 一 + verb) + object + 吧 (ba)!		Subj. + Verb ₁ + Verb phrase (verb ₂ + noun phrase)		为什么不 (Why not) + Verb + Object
Form focus: Subj. + Verb ₁ + Verb phrase (verb ₂ + noun phrase)				
A serial verb construction refers to a sentence with two or more verbs that are connected by one and the same event. In this type of serial verb construction the second verb is a verb phrase that functions as the object of the sentence.				
Noticing and awareness spotlight				
1. Use of 吧 (ba)				
吧 (ba) is a particle which is used at the end of a sentence to indicate a suggestion.				
2. Use of verb reduplication				
The “verb + 一 + verb” construction, e.g., 试一试, is an example verb reduplication. Use of verb reduplication creates a sense that the action being performed is done briefly or just a little bit.				

CC IPA 3.4.5		Give an example		
Approaching		Attaining		Expanding
这部分用_____的词 语。 This part uses this word.		这个部分用了像_____的词 语。 This part used words like...		这个部分是祝福语，举个例子 ，它用了带有_____的字。 This part is the closing, to illustrate this, it includes words such as ____.

Subj. + verb + object phrase (noun +的+ noun).	Subj. + verb + 了 (temporal marker) + object phrase [modifying phrase with preposition 像 (preposition 像 + object + 的) + direct object].	SVO + logical connector + such as, subj pronoun + serial verb construction [verb ₁ + 了 + verb ₂] + object phrase (noun + 的 + noun).
Noticing and awareness spotlight: Words/phrases used to give an example		
<p>There are different phrases used to give an example. These phrases are usually set off with a comma.</p> <p>例如/譬如 (for example, for instance)</p> <p>像 (like, such as)</p> <p>举个例子来说 (to illustrate this)</p> <p>换句话说 (in other words, to put it another way)</p> <p>就是说 (that is to say)</p> <p>好像 似的 (just as/like... [used as simile])</p>		

CC IPA 3.4.6	Express a personal opinion		
Approaching	Attaining	Expanding	
<p>我觉得/想</p> <p>I feel like/think...</p> <p>也许/可能 (maybe, perhaps)</p>	<p>在我看来.....</p> <p>It seems to me like...</p> <p>对我来说,</p> <p>In my opinion, ...</p> <p>我认为.....</p> <p>I believe/think ...</p>	<p>我建议.....</p> <p>I suggest...</p> <p>我的看法是.....</p> <p>My thoughts are...</p> <p>我是说.....</p> <p>What I mean is...</p>	

CC IPA 3.4.7	Express agreement/disagreement		
Approaching	Attaining	Expanding	
好。 Good. 我同意。 I agree. 我也是/同意。 I also + verb (am/agree). 对。 Exactly/Correct.	你说得对。 You are correct. 你完全正确。 You're absolutely right. 我也是这么认为的。 I think so too. 我也不这么认为。 I don't think so either.	我的想法跟你的一样。 I share your thoughts. 我赞成。 I agree (more formal). 我完全赞同。 I agree with you entirely.	
不。 No. 不好。 Not good. 不同意。 I don't agree with you. 不对。 Not exactly.	我不是这么认为的。 I don't think so. 是，可是你不觉得.....? Yes, but don't you think... 我觉得我不同意。 I'm afraid I have to disagree.	我的意见跟你的不同。 My suggestions are different from yours. 我想和你讨论讨论..... I must take issue with you on that. 然而 However	

CC IPA 3.4.8	Negotiate to reach consensus		
Approaching	Attaining	Expanding	
好吧。 OK. 我同意。 I agree.	我同意你的想法。 I agree with your idea. 我也一样。 Same here.	不约而同。 We reach the consensus without consulting with each other.	

Presentational Task (Written) Activity 5**Time:** 45 minutes

1. In working groups, make sure that students choose new group roles. The responsibilities of these roles will be significant, as the group is scored together on the email/letter writing task. Roles and responsibilities are outlined below (see page 16 of IWB).

Chinese Champion

- checks and ensures that correct language structure, word order, vocabulary, and characters are being produced
- assists group members in making meaning with the text

Magnificent Materials Manager

- cuts and keeps track of email strips/scissors

Terrific Taskmaster

- leads group discussion of email sections
- ensures that group members stay on task in a timely fashion

Polished Presenter

- checks and ensures that email format follows the model provided and includes a formal greeting, pronoun use and closing
- responds to questions from group members, classmates or the teacher

2. Returning to sample email template (MMIC IPA 3-2), allow student working groups (with new job roles assigned) time to discuss each section of the email and make sure they know what is being asked of them. Use the following questions to guide group discussions (page 17 of IWB):

Chinese	English
第一部分要写什么? 为什么?	What information do we need for Section 1? Why?
第二部分要写什么? 为什么?	What information do we need for Section 2? Why?
第三部分要写什么? 为什么?	What information do we need for Section 3? Why?
电子邮件里还有其它要写的吗?	What other information do we need to write in our email?

3. Allow time for students to pose questions to the large group.
4. Display page 18 of MMIC IPA 3-IWB and briefly discuss format of email contents. Allow groups time to construct the first draft of their email to the visiting engineer. Encourage

them to use print displayed in the classroom and any and all handouts, journal notes, rubrics and pictures that they have already accumulated during this unit.

Note: Make sure to align this activity with the school district's technology standards/system. If the district sets up student emails for students, then they may draft and "save as draft" emails. If students do not have district accounts, the teacher may compile word docs and send from the teacher's account. Depending on technology availability, draft emails may also be completed on class computers (in a word processing document) or on paper.

Required Email Format: This is a sample email only. Students should not be allowed to simply copy it. Student groups will need to construct the contents of their own email following the format used below: Name, greeting, body: thank you, first model membrane description and evaluation, improved model membrane description and evaluation, favorite part), closing, signature/date. Make sure students understand when and how to indent.

Chinese	English
(给工程师的) 邮件内容范文	Email content template (to engineer)
称谓	Name
亲爱的 XXX:	Dear ...,
问候语	Greetings
您好吗?	How are you? (indent two character spaces)
正文	Body
<p>感谢您到我们学校看我们第一个薄膜模型的演示。您的建议很有帮助。我们想告诉您我们是如何改进我们的薄膜模型的。改进的薄膜模型有很多不同的、很好的效果。</p> <p>我们把第一个薄膜模型的照片以附件的形式寄给您。我们的第一个薄膜模型用了_____ (材料的种类和数量)。</p> <p>我们第一个薄膜模型_____ (成功了还是没有成功)。我们的模型让_____ (太多、太少、刚好、[写出精确数值]) 的水通过。</p>	<p>Thank you for coming to our school and listening to our first model membrane presentation. Your suggestions were very helpful. We want to tell you about the changes we made to our improved model membrane and the difference these changes made.</p> <p>Attached, please find a picture of our first model. (<i>Insert picture here.</i>) In our first model, we used _____ (type and quantity of materials).</p> <p>Our first design did/did not work well. Our design allowed <u>too much/too little/just right/(exact amount)</u> water to pass through the model membrane.</p>

按照工程设计步骤的第五步，我们在“改进”薄膜模型的时候，我们特别喜欢您的建议，_____。在第五步里，我们重复了工程设计步骤的前四步：

第一步：_____。在第一步里，我们_____。

第二步：_____。在第二步里，我们_____。

第三步：_____。在第三步的时候，我们打算用_____

(数量) _____ (量词) _____

(材料)，因为_____。

第四步：_____。在第四步里，我们_____。

_____ (材料的种类和

数量，并跟第一个薄膜模型做一下比较)。[例如：跟第一次相比，我们多用了

两张咖啡过滤纸。我们没有用海绵。我们少用了一块尼龙纱窗布。]

_____ (成功了，没有成功，还是效果更好)。它让

_____ (更多、更少、

还是同样)的水通过。

_____，因为

_____。我们希望您会

喜欢我们改进的薄膜模型。

_____ (type and

quantity of materials), (compared to first

type/quantity of materials). [Example: We

used two more coffee filters than before.

We did not use a sponge. We used one less

piece of nylon screen.]

_____ (quantity + more/less/same

amount) water to pass through.

Our “improved” design did/did not work

as well/worked even better. It allowed

_____ because _____

We hope you like seeing our improved

model membrane design.

Our favorite part of the engineering

design process was _____

We hope you like seeing our improved

model membrane design.

While working on step 5 (“improve”) of the engineering design process, we especially liked your suggestion to _____.

For step five, we again followed the first four steps of the engineering design process:

Step 1: _____. For step 1, we...

Step 2: _____. For step 2, we...

Step 3: _____. For step 3, we

planned to use _____ (quantity) of

_____ (materials) because...

Step 4: _____. For step 4, we...

_____ (type and

quantity of materials), (compared to first

type/quantity of materials). [Example: We

used two more coffee filters than before.

We did not use a sponge. We used one less

piece of nylon screen.]

_____ (quantity + more/less/same

amount) water to pass through.

Our “improved” design did/did not work

as well/worked even better. It allowed

_____ because _____

We hope you like seeing our improved

model membrane design.

Our favorite part of the engineering

design process was _____

We hope you like seeing our improved

model membrane design.

结束语

祝工作顺利!

Closing

Wish you success at work! (indent two character spaces)

署名和日期

学生: XXX, XXXX, XX
XXXX 年 (X)X 月 (X)X 日

Signature and date

Students: [Group members sign names]
XXXX Year (X)X Month (X)X Day

Presentational Task (Written) Activity 6

Time: 40 minutes

Feedback phase: Student groups will exchange first drafts of their email with another group, then read, discuss and complete MMIC IPA 3-3, *Email Peer Feedback Checklist*.

1. Display page 19 of MMIC IPA 3-IWB. Return students' attention to the peer feedback they offered each other during oral presentations, for example, MMIC 13-3: *Group Feedback Form* and MMIC 13-4: *Numbers, Classifiers and Volume*. Allow student volunteers to remind the class how to give and receive feedback.
2. Ask working groups to exchange first drafts of emails with another group for peer review. Display pages 20-22 of IWB and introduce MMIC IPA 3-3, *Email Peer Feedback Checklist*, a list of things that the group members will look for in the other group's email. Pass out MMIC IPA 3-3, *Email Peer Feedback Checklist*, one per group.
3. Each group will read the email, complete the feedback sheet, and return both to the original group. Group members will then review and discuss the feedback they receive and make any changes/revisions that are needed.
4. Students must turn in the original draft email, the other group's feedback sheet and their revised email.
5. Introduce and discuss MMIC IPA 3-4/4-1: *Presentational (Written) Scoring Rubric*, using pages 23-26 of MMIC IPA 3-IWB. Point out to students that you will use this scoring rubric to provide additional feedback on their peer-reviewed, revised emails at this time and to evaluate their final emails later.
6. Review the revised emails using MMIC IPA 3-4/4-1: *Presentational (Written) Scoring Rubric*. Suggest any additional revisions and return the teacher- and peer-reviewed emails to each group. Again, make sure that students understand that this is the same rubric that will be used to assess the final version of their email. Time for completing final revisions will be allotted during IPA Part 4.

Focused Assessment Phase—“Beyond” Activities

Students will engage in conversation about giving and receiving feedback.

Presentational Task (Written) Activity 7

Time: 30 minutes

1. Display page 27 of MMIC IPA 3-IWB and introduce the T-chart that you will use to record student responses to the following questions. Engage students in a classroom conversation focused on learning through the feedback process. On pages 28-30 of MMIC IPA 3-IWB, record student responses about giving and responding to peer feedback in a T-chart: Left-hand column: “What students say?”, right-hand column: “What students do?”

Chinese	English
不管是电子邮件，还是口头演示，你学到怎样提出反馈意见吗？讲一讲，你在提出有意义的意见时，你会怎么说，怎么做？	In giving feedback on the emails, as well as in giving/receiving feedback on oral presentations, what have you learned about how to give feedback? Tell me what you say and do when giving helpful feedback?
你学到怎样回应反馈意见吗？讲一讲，你在接受反馈意见时，你会怎么说，怎么做？	What have you learned about how to respond to feedback? Tell me what you say and do when getting helpful feedback?
你对学校提供电脑给学生使用的情况有什么反馈意见吗？学生用电脑完成这个综合能力测试是不是轻松自如？	What kind of feedback do you have regarding the school’s availability of computers for students to use, the ease with which students have been able to complete this IPA on a computer?

Language Function-Form-Vocabulary Connections (Activity 5-7)		
CO IPA 3.5-7.1	Ask and answer questions using question words	
For example:		
Approaching	Attaining	Expanding
..... 吗? Use of ma 是不是.....? Is or is not?	谁.....? (Who) 什么.....? (What) 哪里.....? (Where) 什么时候.....? (When) 怎么.....? (How) 为什么.....? (Why)	几/多少? (How many) 哪(些).....? (Which)
Form focus: Placement of question words		
Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence. For example: 谁参加足球比赛? (Who is going to play the soccer game? ["Who" occurs in subject position]) 你看见几个足球运动员? (How many soccer players did you see? ["How many" is in the # position of the noun phrase # + classifier + noun])		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning “, and you?” 吗? is a question particle that is used when one expects a “yes” or “no” response.		

CO IPA 3.5-7.2	Describe attributes of persons/place/things using modifying phrases	
For example: 有小孔的铝箔纸 (the aluminum foil that has tiny holes) 厚厚的、用塑料做的海绵 (the sponge that is thick and made of plastic)		
Approaching	Attaining	Expanding
白色的 (white) 银色的 (silver) 厚(厚)的 (thick) 薄(薄)的 (thin) 光亮的 (shiny)	有小孔的 (that has tiny holes) 没孔的 (that does not have holes)	吸收水分的 (that absorbs water) 用纸做的 (that is made of paper)

Attributive adjective [adj. + 的] + Head noun	Relative clause [(没)有 + noun + 的] + Head noun	Relative clause [verb + noun + 的] + Head noun
Form focus: Relative clause [verb + noun + 的] + Head noun		
Modifying phrases can be either attributive adjectives, e.g., 光亮的 (shiny) or relative clauses, e.g., 有 (have) 小孔 (tiny holes) + 的 (that has tiny holes). Modifying phrases are placed in front of the head noun (e.g., 有小孔的铝箔纸).		
Noticing and awareness spotlight		
1. The negation of 有 (have) is 没有		
The negative particle 没 (méi), not 不 (bù), must be used to negate 有 (yǒu) [have]. 没 can be used by itself to express 没有 (méi yǒu). If 没 is used by itself, 有 is assumed such that 没 = 没有.		
2. Adjective repetition		
厚厚的 (thick)、薄薄的 (thin) Use of double adjectives is typical for young children.		

CO IPA 3.5-7.3	State quantities of materials using numbers and appropriate classifiers	
For example: 一张铝箔纸 (a piece of aluminum foil) 五张咖啡过滤纸 (five coffee filters) 三块纱布 (three pieces of cheesecloth) 两块海绵 (two sponges)		
Approaching	Attaining	Expanding
个 (gè) people and general object 家 (jiā) families and business establishments 件 (jiàn) clothing 棵 (kē) plants 只 (zhī) insects and animals 支 (zhī) rod-shaped objects, e.g., pencil, Chinese paint brush 把 (bǎ) small objects and objects with a handle, e.g., scissors, chair 本 (běn) journals, books and files	张 (zhāng) thin and flat objects, e.g., aluminum foil, coffee filter 块 (kuài) pieces of small things, e.g., felt, sponge 位 (wèi) persons of status, e.g., professor, engineer 碗 (wǎn) things that come in bowls mostly, e.g., noodles, rice, water 场 (chǎng) events and happenings such as episode, e.g., soccer game	滴 (dī) a drop/a drip used for liquid items 对 (duì) couple/pair: modifies anything that comes in pairs 架 (jià) planes and large vehicles and a few smaller electric objects such as radios

Form focus: Number + Classifier + Object (noun)	
Classifiers are used when counting objects (nouns). Almost all nouns have a corresponding classifier. When learning a noun it is always good to learn its classifier.	
Noticing and awareness spotlight	
1. The difference between 二 and 两	
二	两
1) Counting: e.g., 一、二、三..... 2) Used in ordinal numbers: e.g., 第一 (first)、第二 (second)、第三 (third) 3) As last part of any higher number that ends in two: e.g., 十二 (12)、八十二 (82)	Used whenever a classifier is used to indicate “two of something”, see: Subj. + Verb + 两 + Classifier + Noun
2. The difference between 只 and 支	
只 (zhī)	支 (zhī)
只 is used for insects and animals.	支 is used for rod-shaped objects.
These two classifiers are homophones. They have the same pronunciation but different uses and meanings.	

CO IPA 3.5-7.4	State exact amount of liquids using fractions/decimals with units of measurement
For example: 二分之一杯 (a half of a cup) 四分之三杯 (three quarters of a cup) 118.34 毫升 (118.34 milliliters)	
Focus on form: Fractions/decimals	
Fractions begin with the denominator, followed by 分之 (parts of), and the numerator, e.g., # (denominator) + 分之 + # (numerator). When reporting decimals, the whole number before the period is expressed as a multi-digit number (e.g., 118.34; before the decimal point, 118 reads as 一百一十八 [one hundred and eighteen]), while the decimal is expressed as single digits (e.g., .34 reads as 点三四 [dot, three, four]).	

Noticing and awareness spotlight	
1. Units of measurement	
Units of measurement can function as nouns or classifiers. When units of measurement are nouns, no classifier is used. For example: Unit of measurement as noun: 118.34 毫升 (118.34 milliliters), 11.5 杯 (11.5 cups) Unit of measurement as classifier: 150 毫升水 (150 milliliters of water), 一杯水 (a cup of water) Other such units of measurement are 盎司 (ounce), 英尺 (foot), 英里 (mile), 磅 (pound), etc.	
2. 杯 (cup)	
杯 (cup) as physical object: use the classifier “个” (e.g., 一个杯子 [one cup]) 杯 (cup) as unit of measurement: do not use classifier (e.g., 11.5 杯 [11.5 cups]) 杯 (cup) as classifier: used as a classifier (e.g., 一杯水 [a cup of water])	

CO IPA 3.5-7.5	Describe attributes of something/someone using the existential verb 有 with a modifying noun phrase	
Approaching	Attaining	Expanding
水太多/太少/正好。 There is too much/too little/just right water. 我们有太多/太少/足够的水。 We have too much/too little/just right water.	(在)杯子里有太多/太少/足够/118.34 毫升的水。 There is too much/too little/just right/118.34 milliliters of water in the cup.	有太多/太少/足够/118.34 毫升的水通过了薄膜模型。 There is too much/too little/just right/118.34 milliliters of water that passed through the model membrane.
Subj. (noun) + [be verb is omitted] + adverb 太多/太少/正好 too much/too little/just right	Locative phrase + existential verb (有) + modifying noun phrase (adj. + 的 + noun)	Existential verb (有) + modifying noun phrase (adj. + 的 + noun) + Verb phrase
Focus on form		
1. Locative phrase + existential verb (有) + modifying noun phrase		
The locative phrase, identifying the place where something exists, begins the sentence. The locative phrase is followed by the existential verb (有 [have]) and a modifying noun phrase.		
2. Modifying noun phrase [adj. + 的] + Head noun		
Modifying phrases can be attributive adjectives followed by the particle 的, e.g., 光亮的 (shiny), 太少的 (too little). Modifying phrases are placed in front of the head noun they describe (e.g., 足够的水 just enough water).		

CO IPA 3.5-7.6	Use a locative phrase 在...里/在...中 to identify the topic		
Approaching	Attaining	Expanding	
在这里，我们用两张咖啡过滤纸和一块毡布。 In here, we use two coffee filters and one piece of felt here.	在我们的第一个薄膜模型的设计中，我们用了一块海绵、三张咖啡过滤纸，和一块毡布。 In our first model membrane design we used a sponge, three coffee filters, and one piece of felt.	在我们的经改进的薄膜模型的设计中，我们用了一块海绵、三张咖啡过滤纸，和一块毡布。 In our improved model membrane design we used a sponge, three coffee filters, and one piece of felt.	
Topic phrase (在 zài + adverb of location), subj pronoun + verb	Topic as noun phrase [在 zài + object phrase (possessive pronoun + noun phrase) + 中], subj. pronoun + verb	Topic as noun phrase [在 zài + object phrase (possessive pronoun + modified noun phrase) + 中], subj. pronoun + verb	
Form focus: Use of “在 zài ... 中” as topic phrase			
在 zài ... 中: describing time or location “in” or “inside of” <ul style="list-style-type: none"> 在这些薄膜模型设计中: In these model membrane designs 在足球场上: on the soccer field 			
Noticing and awareness spotlight: Providing detail with a modifying phrase			
To provide more detail within a locative phrase, we can add a modifying phrase, for example, “在 (zài) + modifying phrase + (的) + noun (+ locative particle).” There are a few different ways to construct a modifying phrase: <ol style="list-style-type: none"> Adj + 的: For example, 在我们的经改进的薄膜模型的设计中 (in our improved model membrane design) # Adj. + CL + noun + 的 + noun: For example, 在我们的第一个薄膜模型的设计中 (in our first model membrane design) 			

CO IPA 3.5-7.7	Report on things, actions, or events in past time using action verbs with 了 (temporal marker) and dependent time phrase		
Approaching	Attaining	Expanding	
我们用两张咖啡过滤纸和一块毡布。 We use two coffee filters and one piece of felt.	在我们的薄膜模型的设计中，我们用了一块海绵、三张咖啡过滤纸，和一块毡布。 We used a sponge, three coffee filters, and one piece of felt in our model membrane design.	昨天，我们用了两张咖啡过滤纸和一块毡布。 We used two coffee filters and one piece of felt yesterday.	

No temporal marker, no adverb of time	Temporal marker 了 used	Temporal marker 了 and adverb of time used
Form focus: action verb + 了 (temporal marker) + adverb of time		
Past time can be communicated using “了”, adverbs of time or both.		
Noticing and awareness spotlight:		
1. Position of temporal marker “了”		
The temporal marker “了” is positioned either immediately after the main verb or at the end of the sentence/clause.		
2. Use of temporal marker “了” with “verb + verb complement” structure		
When a two-character “verb + verb complement” structure is used, the temporal marker “了” must be placed after the verb complement. For example, [我] 看到了。(I saw.)		
However, if the verb complement consists of two characters instead of just one, then “了” can be placed either after the one-character first main verb or after the two-character verb complement. For example, 他走了出来。(He walked out of there.) 他走出来了。(He walked out of there.)		

CO IPA 3.5-7.8	Give emphasis to the specific direct object by using 把 or 让/使 construction and placing the direct object before the verb	
Approaching	Attaining	Expanding
水不可以通过我们的第一个薄膜模型。 Water could not pass through our first model membrane.	我们的第一个薄膜模型 (不) 能让太多的水通过。 Our first model membrane should (not) let too much water pass through.	我们的第一个薄膜模型 能让水慢慢地通过。 Our first model membrane should let water pass through slowly.
Subj. + Verb + Object	Subj. + 不 negation + 能 auxiliary verb + 让/使- construction [让/使 + direct object phrase + main verb]	Subj. + 能 auxiliary verb + 让/使- construction [让/使 + direct object + adv. + 地 particle + main verb]
太多的水通过咖啡过滤纸。	咖啡过滤纸让太多的水通过我们的薄膜模型。	有两个孔的铝箔纸让水一滴滴地通过我们的薄膜模型。

Too much water passes through the coffee filters.	Coffee filters allowed too much water to pass through our model membrane.	Aluminum foil with two holes allowed water to drip through our model membrane.
Subj. + Verb + Object	Subj. + 让/使-construction [让/使 + direct object phrase + verb phrase (verb + object)]	Subj. + 让/使-construction [让/使 + direct object phrase + verb phrase (verb + object)]
你觉得我们的薄膜模型怎么样? What you do think of our model membrane?	你觉得如何把我们的薄膜模型做得更好? How do you think we could improve our model membrane?	你认为如何使我们的薄膜模型工作得更好? Do you have any ideas/suggestions for how we could make our model membrane work even better?
Subj. + Verb + Object + Question word	Subj. + V + Question word + 把-construction (把 + Object + verb + 得 particle + adverb)	Subj. + Verb + Question word + 使-construction [使 + object phrase + verb + 得 particle + adverb]
Form focus: Use of 让/使-construction		
Similar to “把-sentence,” the “让/使-construction” allows one to place the direct object in front of the main verb, which is not typical word order in Chinese. This draws more attention to what is happening to the object itself.		
Noticing and awareness spotlight		
1. Placement of question words		
Most question words in English occur at the beginning of a sentence. However, question words in Chinese occur in a variety of positions. Generally, question words appear in the same position as the grammatical function they serve in the sentence. For example: 谁来吃晚饭? (Who is coming to dinner? [“Who” occurs in subject position]) 你看见几个人? (How many people did you see? [“How many” is in the # position of the noun phrase # + classifier + noun])		
2. Difference between 的 (de) and 得 (de)		
的 is used to modify a noun. 的 precedes the noun it modifies, e.g., adjective + 的 + noun; 得 is used to modify a verb. 得 follows the verb it modifies, e.g., V + 得 + adverb		
3. 得 as polyphone		
To be a polyphone, “duō yīn zì” (多音字) in Chinese, a character must have two or more pronunciations and multiple meanings. Each pronunciation goes with one meaning. For example:		
得	de	说得好 V + 得 + adverb, a particle used between a verb and an adverb that modifies the verb
	děi	得走 verb, meaning “have to, must”

薄	báo	薄的 adj. + 的, meaning "thin"
	bó	薄膜 no n, meaning "membrane"

CO IPA 3.5-7.9	Support ideas/opinions using compound sentences with adverb 因此		
Approaching	Attaining	Expanding	
我们用了....., 因为咖啡过滤纸让太多的水通过。	咖啡过滤纸让太多的水通过我们的薄膜模型, 因此, 我们用了.....	由于太多的水通过了我们的薄膜模型, 因此, 我们用了.....	
We used....., because coffee filters allowed too much water to pass through.	Coffee filters allowed too much water to pass through our model membrane, as a result we used.....	Due to too much water passing through our model membrane, as a result we used.....	
....., 因为 (because)..... 因为 (because)....., 所以 (so)....., 因此 (as a result, therefore),	由于 (due to)....., 因此 (as a result, therefore),	
Form focus:, 因此 (as a result, therefore) ,			
因此 (as a result, therefore) is an adverb that can be used instead of the conjunction 因为 in the second clause.			
Noticing and awareness spotlight: Use of 由于 (due to)			
由于 (due to) reflects a more formal register and is more likely to be used in written communication.			

CO IPA 3.5-7.10	Give reasons for actions/choices/preferences using preposition 为了		
Approaching	Attaining	Expanding	
我们用了....., 因为太多的水通过咖啡过滤纸。	为了让水流得慢一些, 我们用了更多的毡布。	我们选择.....的原因是.....	
We used..., because too much water pass through coffee filters .	In order to slow the rate of water flow we used more pieces of felt.	The reason that we chose... was...	

....., 因为 (because)..... 因为 (because)....., 所以 (so).....	Preposition/coverb (为了 + 让/使-construction [让/使 + Object + Verb + adv. phrase [得 (adv. marker) + adv.]], Subj. + Verb + adj. phrase [adv. 更 + adj. 多 + adj. marker 的] + Object.	Adjective phrase [Subj. pronoun + Verb + Object + 的] + Noun/Subject (原因) + Be Verb 是...
Form focus: Use of 让/使-construction		
Similar to “把-sentence,” the “让/使-construction” allows one to place the direct object in front of the main verb, which is not typical word order in Chinese. This draws more attention to what is happening to the object itself.		
Noticing and awareness spotlight		
1. Placement of preposition/coverb		
Prepositions/coverbs such as 为了 (for the purpose of) introduce a noun phrase. Together, the preposition + noun phrase combination are typically placed before the main SVO in the sentence. In sentence initial position they add emphasis.		
2. Difference between 的 (de) and 得 (de)		
的 is used to modify a noun. 的 precedes the noun it modifies, e.g., adjective + 的 + noun; 得 is used to modify a verb. 得 follows the verb it modifies, e.g., V + 得 + adverb		

CO IPA 3.5-7.11	Suggest an alternative idea using serial verb construction with pivotal noun phrase	
Approaching	Attaining	Expanding
我们用有小孔的铝箔纸，没用海绵。 We used the aluminum foil with tiny holes, we didn't use the sponge.	我们用咖啡过滤纸代替有小孔的铝箔纸。 We used the coffee filter instead of the aluminum foil with tiny holes.	为什么不用毡布代替尼龙纱窗布? Why don't we use the felt instead of the nylon screen?
Parallel SVO sentence construction used to first confirm and then disconfirm.	Subj. + Verb ₁ + Object ₁ + Verb ₂ + Object ₂	为什么不 (why not) + Verb ₁ + Object ₁ + Verb ₂ + Object ₂
Form focus: Subj. + Verb₁ + Object₁ + Verb₂ + Object₂		
A serial verb construction refers to a sentence with two or more verbs that are connected by one and the same event. One type of serial verb constructions is called the pivotal construction. A pivotal construction contains a noun phrase (Object ₁) that “pivots” between functioning as the object of Verb ₁ and the subject of Verb ₂ .		





Noticing and awareness spotlight: Use of 没(有)	
<p>The negative particle 没(有) is also used to indicate that an action DID NOT happen in the past; “不 (bù) + verb” is used to indicate that an action DOES NOT happen in the present or WILL NOT happen in the future.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. 我不吃早饭。I don't eat breakfast. (habit) 2. 我没吃早饭。I haven't eaten breakfast. 	

CO IPA 3.5-7.12	Make comparison between two things using “A + 比 (comparison marker) + B + (更) + adjective” structure		
Approaching	Attaining	Expanding	
铝箔纸跟毡布不一样。 The aluminum foil and the felt are different.	有小孔的铝箔纸比海绵更适合。 The aluminum foil with tiny holes is more suitable than the sponge.	有小孔的铝箔纸比海绵更能控制水流。 The aluminum foil with tiny holes can control the water flow better than the sponge.	
A + 跟 (and) + B + 一样 (same)/不一样 (different)	A + 比 + B + (更) + adj.	A + 比 + B + + (更) + verb phrase	
Form focus: A + 比 + B + (更) + Adj.			
“A” and “B” can be either nouns or noun phrases. 比 (comparison marker) is positioned between A and B with the adjective placed after B.			
Noticing and awareness spotlight: Use of 更 (even, even more)			
The adverb 更 is placed before the adjective. It is often omitted if the adjective is monosyllabic; it is typically used if the adjective is multisyllabic.			

CO IPA 3.5-7.13	Distinguish the superlative degree among two or more things/ideas within a topic using a locative phrase 在...里/在...中 to identify the whole topic, and the superlative adverb 最		
Approaching	Attaining	Expanding	
在工程设计步骤里，我们喜欢的是.....。	在工程设计步骤里，我们最喜欢的部分是.....。	在这工程设计步骤里，我们没有比.....更喜欢的部分了。	

In the engineering design process, we like the...	In the engineering design process, our favorite part is...	In this engineering design process, we don't have any other part that we like better than
Topic as noun phrase (在 zài + noun + 中), modifying noun phrase (subj + verb + 的) + main noun/subject + 是 (be verb)	Topic as noun phrase (在 zài + noun + 中), modifying noun phrase (subj + 最 superlative + verb + 的) + main noun/subject + 是 (be verb) ...	Topic as noun phrase (在 zài + noun + 中), subj. + negation + 比 (comparison marker) + noun phrase + 更 (than)...
Form focus		
1. The superlative adverb 最		
最 is an adverb that indicates the superlative form meaning “most,” “-est” and is placed immediately before the verb/adjectival verb it modifies.		
2. Use of “在 zài 中” as topic phrase		
在 zài ... 中: describing time or location “in” or “inside of”		
<ul style="list-style-type: none"> • 在这些薄膜模型设计中: In these model membrane designs • 在足球场上: on the soccer field 		
Noticing and awareness spotlight: Use of “没有比.....更” expression		
没有比.....更(Don't have more ... than ...)		
Negative particle + verb + comparative		
Another way to express the superlative is to say there is nothing –er (better, bigger, worse, etc.).		

CO IPA 3.5-7.14	Construct characters to form words and phrases adhering to character structure rules and stroke order guidelines
<p>For example:</p> <p>Left-right: 叫、场</p> <p>Top-bottom: 吉、只</p> <p>Left, middle, right: 树、谁</p> <p style="padding-left: 20px;">Top, middle, bottom: 复、常</p> <p style="padding-left: 20px;">One-part, totally enclosed: 国、回</p> <p style="padding-left: 20px;">Partially enclosed: 用, 原</p>	

Approaching	Attaining	Expanding
<p>One- and two-part characters</p> <p>One-part character 我、生</p> <p>One-part, totally enclosed 国、回</p> <p>Two-part characters Left-right: 叫、场 Top-bottom: 吉、只</p>	<p>Three-part characters</p> <p>Left, middle, right: 树、谁</p> <p>Top, middle, bottom: 复、常</p> <p>Left, top-right, bottom-right: 锋、纷</p> <p>Top-left, bottom-left, right: 部、剂、劲</p> <p>Left-top, right-top, bottom: 然、赞</p> <p>Top, left-bottom, right-top: 死、前</p>	<p>Four + part characters</p> <p>Left-top, right-top, left-bottom, right bottom: 能、舒</p> <p>Left, top-right, middle-right, bottom-right: 慢、镜</p> <p>Left, middle, top-right, bottom-right: 游</p> <p>Left, middle-top, middle-bottom, right: 湖</p>
Form focus: Formation of Chinese characters		
1. Character structure rules		
<p>Chinese characters are called “square” characters because no matter how simple or complex, each character fits inside a square. Characters can usually be divided into different parts. These parts form character structures. There are four main structures: one-part structure, two-part structure, three-part structure, and four-part structure. These structures can be further divided into sub-parts.</p> <p>For example,</p> <p>Two-part structures:  (top/bottom),  (left/right)</p> <p>Three-part structures:  (left, top-right, bottom-right),  (top-left, bottom-left, right), etc.</p>		
2. Stroke order guidelines		
<p>General rules for writing Chinese characters are:</p> <ol style="list-style-type: none"> 1. Horizontal first, then vertical. 2. Top first, then bottom. 3. Left first, then right. 4. Left-slanted first, then right-slanted. 5. Outside first, then inside. 6. Center first, then both sides. 7. With “closed” characters, enter character first, then close it up. 		

CO IPA 3.5-7.15	Use a developing understanding of basic units of word formation in Chinese to infer and construct meaning with written text
Form focus: radical → character → compound/word	
1. radical	
<p>A radical is the smallest meaningful orthographic unit in compound characters, for example, 虫 (insect) is used in the character 蛙 (frog). 虫 (insect) can also be a stand-alone character. There are three types of radicals: semantic (give information about character meaning) [手 (hand)], phonetic (give information about character pronunciation) [分 (fen) in the compound 纷 (one after another)], and perceptual (do not give information about character meaning or pronunciation, instead function as visual fillers) [此 (this, these in classical Chinese), however, in the compound 嘴 (mouth) the radical 此 functions as a perceptual radical providing information about neither meaning nor pronunciation].</p>	
2. character	
<p>A Chinese character is a meaningful orthographic unit that is always pronounced as one syllable. Chinese characters have evolved as a writing system over millennia and have developed in various ways.</p> <p>Some characters are pictographs that were originally drawings of concrete objects, for example, 雨 (rain), the four dots depicting the rain coming down from the sky; others are better described as ideographs because they were created as graphic representations of more abstract ideas such as the notion of “above”, 上, the stroke above the horizontal line indicating the idea of “above” or “up.” Another way to create characters was to combine two or more pictographs or ideographs to portray a new meaning, for example, 休 (to rest), a combination of the pictographs for person, 人, and a person leaning against a tree, 木. These types of characters are referred to as ideogrammatic characters.</p> <p>Over 90% of Chinese characters were created as phono-semantic compound characters and are made up of a combination of semantic and phonetic radicals. For example, 控 (to control), the semantic radical on the left side, 手 (hand), indicates that the word meaning will include an action with a hand, and the phonetic radical on the right side 空 (kōng), helps the reader with character pronunciation “kòng.”</p>	
3. compound	
<p>Compounds consist of at least two characters, neither of which is an affix, a character that on its own lacks meaning but when added to other characters becomes a meaningful unit. Most Chinese words are compounds. Compounds have various types of syntactic relationships. A few compound types:</p> <p><i>Verb-Object:</i> 踢足球 (to kick soccer ball)、开球 (to kick of)、发誓 (to pledge)</p> <p><i>Verb-Complement:</i> 摔倒 (to fall down)、改进 (to improve and get better)、进来 (to come in)</p> <p><i>Subject-Predicate:</i> 天亮 (bright [sky is bright])</p> <p><i>Number-Classifier:</i> 各种 (various kinds)、一道 (a ray of...)、一片 (a patch of...)</p>	

Adverb-Verb: 慢跑 (to jog [to run slowly])、快走 (to hurry [to walk fast])
Verb-Verb-Noun: 栖息地 (habitat [to stay and rest at a place])
Adjective-Adjective-Noun: 浅桃色 (light peach color)、吉祥物 (mascot [happy and auspicious object])

CC IPA 3.5-7.16	Report events in past time using adverbs of time		
Approaching	Attaining	Expanding	
星期一、星期二、星期三、 星期四、星期五、星期六、 星期天(日) seven days of the week 昨天 yesterday 第一、第二、第三..... ordinals: first, second, third... 今天早上 this morning	上个星期 last week 上次 last time 第一次 the first time 以前, 这次,before, this time, ... #天(以)前 # days ago 过去 in the pass	上半个星期/月 earlier this week/month 上半天/年 earlier in the day/year	
Noticing and awareness spotlight			
1. Placement of adverbs of time			
Adverbs of time are placed either at the beginning of the sentence or after the subject and before the main verb.			
2. Timeline as a vertical (not horizontal) concept			
If we imagine a vertical line to represent past, present, future time, then the Chinese use of the word 上 (literally “above”) to represent past time and 下 (literally “below”) to indicate future may be easier for English speakers to acquire.			
3. Use of “以”			
#天(以)前 (# days ago): In this adverbial phrase, “以” is optional. 以前 (before): As a conjunction, “以” cannot be omitted.			

CC IPA 3.5-7.17		Order a series of events using sequencing adverbs		
Approaching		Attaining		Expanding
第一、第二、第三..... Ordinals: first, second, third... 首先,, 然后,, 最后,, First, ..., later, ..., finally, ... 开始 in the beginning 先.....,后..... ...before..., ...after...		首先,, 再,, 接下来,, Initially, ..., then, ..., next, ... 起先、起初 in the beginning 后来 later on 那以后 after that 结束 at the end		于是 consequently, as a result 总之 in conclusion 稍后 afterwards 最终 at the end

CC IPA 3.5-7.18		Express a personal opinion		
Approaching		Attaining		Expanding
我觉得/想 I feel like/think... 也许/可能 (maybe, perhaps)		在我看来..... It seems to me like... 对我来说, In my opinion, ... 我认为..... I believe/think ...		我建议..... I suggest... 我的看法是..... My thoughts are... 我是说..... What I mean is...

CC IPA 3.5-7.19		Express agreement/disagreement		
Approaching		Attaining		Expanding
好。 Good. 我同意。 I agree. 我也是/同意。 I also + verb (am/agree). 对。 Exactly/Correct.		你说得对。 You are correct. 你完全正确。 You're absolutely right. 我也是这么认为的。 I think so too. 我也不这么认为。 I don't think so either.		我的想法跟你的一样。 I share your thoughts. 我赞成。 I agree (more formal). 我完全赞同。 I agree with you entirely.
不。 No. 不好。 Not good. 不同意。 I don't agree with you. 不对。 Not exactly.		我不是这么认为的。 I don't think so. 是，可是你不觉得.....? Yes, but don't you think... 我觉得我不同意。 I'm afraid I have to disagree.		我的意见跟你的不同。 My suggestions are different from yours. 我想和你讨论讨论..... I must take issue with you on that. 然而 However

CC IPA 3.5-7.20		Negotiate to reach consensus		
Approaching		Attaining		Expanding
好吧。 OK. 我同意。 I agree.		我同意你的想法。 I agree with your idea. 我也一样。 Same here.		不约而同。 We reach the consensus without consulting with each other.

CC IPA 3.5-7.21	Request feedback		
Approaching	Attaining	Expanding	
你觉得我们的薄膜模型怎么样? What do you think of our model membrane?	你觉得如何把我们的薄膜模型做得更好? How do you think we could improve our model membrane?	你认为如何使我们的薄膜模型工作得更好? Do you have any ideas/suggestions for how we could make our model membrane work even better?	
Subj. + V + Object + Question word	Subj. + V + Question word + 把-construction (把 + Object + V + 得 + adverb)	Subj. + V + Question word + 使-construction (使 + Object + V + 得 + adverb)	

CC IPA 3.5-7.22	Accept feedback/advice/idea		
For example:			
Approaching	Attaining	Expanding	
行。 OK. 好主意。 Good idea. 可以。 Yes, I can.	不错。 Not bad. 你说得对。 You are correct. 我会照做。 I will do as you say.	高明。 Brilliant. 多谢指教。 Thank you for your advice. 我会吸取你的建议。 I will accept your suggestion.	

CC IPA 3.5-7.23	Ask for clarification about feedback/advice/idea		
For example:			
Approaching	Attaining	Expanding	
你说什么? What did you say? 我不懂。 I didn't understand that.	我没听懂, 请你再说一次。 I didn't understand, could you please say it again? 你是不是说..... Did you say...	你可不可以重复一遍? Could you repeat it one more time? 请你再跟我讲一讲。 Please explain it to me one more time.	

什么意思? What does it mean?	你说的是.....的意思吗? Does what you said mean...?	你可以给我解释一下吗? Could you explain that to me?
Form focus: Nominalization using 的 (e.g., 你说的是.....)		
A verb/verb phrase can become a noun by placing the particle 的 (de) after it. For example, the verb phrase 你说 (you say) can function as a noun phrase 你说的, meaning “what you say” in 你说的是 (What you say is...).		
Noticing and awareness spotlight: Use of 吗? 吧? 呢?		
A few particles are commonly used at the end of questions. 吧? is used to invite agreement. 呢? is a tag question meaning “..., and you?” 吗? is a question particle that is used when one expects a “yes” or “no” response.		

CC IPA 3.5-7.24	Express gratitude	
Approaching	Attaining	Expanding
谢谢! Thank you! 多谢! Thanks a lot!	十分感谢! (Thank you so much!) 你的主意太棒了! Your ideas were so very helpful! 感激不尽! I cannot thank you enough!	我非常感激你给我的建议! I really appreciate the ideas that you gave me! 你的建议对我太有帮助了! I am very grateful for your ideas!

Evidence of learning

- Informal observation of confirming predictions about Ch. 8 of *Juan Daniel* with support from text and whole class discussion of making a personal connection with the chapter
- First drafts of email
- Informal observation of participation in the co-construction of the sample email (teacher + whole class)
- Completed Handouts:
 - MMIC IPA 3-1: *Ms. Peters Email Section Strips*
 - MMIC IPA 3-2: *Visiting Engineer Email Section Strips*
 - MMIC IPA 3-3: *Email Peer Feedback Checklist*
- MMIC IPA 3-4/4-1: *Presentational (Written) Scoring Rubric* (teacher evaluation)

Vocabulary List

Content-obligatory (CO)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
biān jí	编辑	to edit	verb
biāo diǎn fú hào	标点符号	punctuation	noun
bù fèn	部分	section	noun
dǎ cǎo gǎo	打草稿	to draft	verb
guī dǎng	归档	file	noun/verb
jié shù yǔ	结束语	closing	noun
kòng gé	空格	spacing	noun
rì qī	日期	date	noun
shōu xìn rén míng zì	收信人名字	name of recipient	noun
shǔ míng	署名	signature	noun
suō jìn	缩进	indentation	noun
wèn hòu	问候	greeting	noun
xiū gǎi	修改	to revise	verb
zhèng wén	正文	body of a letter or an email	noun
zhǔ tí	主题	subject	noun
zhù yǔ	祝语	well wishes	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
bó de	薄的	thin	adjective
bó mó	薄膜	membrane	noun
bù zhòu	步骤	step	noun
cái liào	材料	materials	noun
cè shì	测试	test hypothesis	verb
chēng wèi	称谓	name	noun
fā jiàn rén	发件人	from	noun
fā sòng	发送	to send	noun
fēn xī	分析	analyze results	verb
fù dài	附带	attached	adjective
fù jiàn	附件	attachment	noun
gǎi biàn	改变	changes	noun
gǎi jìn	改进	improve	verbal phrase
gǎi jìn de	改进的	improved	adjective

gài zi	盖子	lid	noun
gǎn xiè	感谢	Thank you (formal register)	verb
gōng chéng shè jì bù zhòu	工程设计步骤	Engineering Design Process	noun
gōng chéng shī	工程师	Engineer	noun
hǎi mián	海绵	sponge	noun
hòu	厚	thick	adjective
huì bào	汇报	report results	verb
jiǎ shè	假设	make hypothesis	verb
jié guǒ	结果	result	noun
jié lùn	结论	draw conclusions	verb
kā fēi guò lǜ zhǐ	咖啡过滤纸	coffee filter	noun
kē xué jiā	科学家	Scientist	noun
kē xué rì zhì	科学日志	science notebook/journal	noun
lǚ bó zhǐ	铝箔纸	aluminum foil	noun
méi yǒu dòng/méi yǒu kǒng	没有洞/没有 孔	does not have holes	verb
méi yǒu yòng/bù guǎn yòng	没有用/不管 用	does not work well	verbal phrase
mó xíng	模型	to model/modeling	verb
ní lóng shā chuāng bù	尼龙纱窗布	nylon screen	noun
píng huá	平滑	smooth	adjective
qù jiě jué shí jì wèn tí	去解决实际问 题	to solve real- world problems	verbal phrase
róng qì	容器	container	noun
shā bù	纱布	cheesecloth	noun
shǎn liàng	闪亮	shiny	adjective
shè jì	设计	to design	verb
shè jì	设计	plan	verbal phrase
shēng wù gōng chéng shī	生物工程师	Bioengineer	noun
shí yàn	实验	experiment	verb/noun
shì yí shì xīn de xiǎng fǎ	试一试新的想 法	to try out new ideas	verbal phrase
shōu jiàn rén	收件人	to	noun

shù liàng	数量	quantities	noun
sī kǎo	思考	imagine	verbal phrase
tí wèn	提问	ask questions	verb
tí wèn	提问	ask	verbal phrase
yǒu dòng/yǒu kǒng	有洞/有孔	has holes	verb
yǒu liǎng gè kǒng de lǚ bó zhǐ	有两个孔的铝箔纸	aluminum foil with two holes	noun phrase
yǒu yí gè kǒng de lǚ bó zhǐ	有一个孔的铝箔纸	aluminum foil with one hole	noun phrase
yǒu yòng/guǎn yòng	有用/管用	works well	verbal phrase
yuán yīn	原因	reason	noun
yùn yòng xiǎng xiàng lì	运用想象力	to use imagination	verbal phrase
zhān bù	毡布	felt	noun
zhì zuò	制作	create	verbal phrase
zhǐ zuò de	纸做的	made of paper	adjective
zuì xǐ huān de bù fèn	最喜欢的部分	favorite part	noun phrase

Content-compatible (CC)

了解 Recognize			
Pīnyīn	Characters	English meaning	Parts of speech
bǐ jiào jí	比较级	comparative expression	noun
biǎo dá de	表达的	presentational	adjective
biǎo xiàn	表现	performance	noun
biāo zhǔn	标准	criterion	noun
cè shì	测试	assessment	noun
chóng xīn pái liè	重新排列	rearrange	verb
fǎn kuì	反馈	feedback	noun
fǎn kuì quān	反馈圈	feedback loop	noun
fù hé jù	复合句	compound sentence	noun
jiǎn	剪	to cut	verb
jiǎn dāo	剪刀	scissors	noun
jiāo liú de	交流的	interpersonal	adjective
lǐ jiě de	理解的	interpretive	adjective

lì zǐ	例子	example	noun
lián dòng cí jié gòu	连动词结构	serial verb combination	noun
liàng cí	量词	classifiers	noun
pái liè	排列	order	verb/noun
píng fēn biǎo	评分表	rubric	noun
píng gū	评估	to evaluate	verb
qīng chǔ de yǎn shì	清楚地演示	clearly present	verbal phrase
quán bān	全班	whole class	noun
shì jué jiē chù	视觉接触	eye contact	noun
shù liàng	数量	quantity	noun
tiē	贴	paste	verb
tóng bàn	同伴	pairs/partners	noun
tóng xué píng gū	同学评估	peer evaluation	noun
xiǎo zǔ	小组	small group	noun
xiū shì yǔ	修饰语	modifying phrases	noun
zhèng què de shǐ yòng	正确地使用	correctly use	verbal phrase
zhì liàng	质量	quality	noun
zhǔn què de huì bào	准确地汇报	accurately report	verbal phrase
zì tiǎo	字条	section strips	noun
zì wǒ píng gū	自我评估	self-assessment	noun
zōng hé de	综合的	integrated	noun
识记 Produce			
Pīnyīn	Characters	English meaning	Parts of speech
bǎi fèn bǐ	百分比	percentage	noun
bēi	杯	cup	noun
bǐ	比	to compare	verb
bó de	薄的	thin	adjective
bù fèn	部分	some	adverb
cái liào guǎn lǐ yuán	材料管理员	Magnificent Materials Manager	noun
cè liáng	测量	to measure	verb
cè shì	测试	to test	verb
cháng	长	length	noun
cháng fāng xíng	长方形	rectangle	noun

chéng	乘	to multiply	verb
chéng gōng	成功	success	noun
dà xiǎo shì zhōng	大小适中	right-sized	adjective
dài tì	代替	to replace	verb
dào	倒	to pour	verb
dī	滴	to drip	verb
dù liàng héng	度量衡	measurement	noun
èr fēn zhī yī	二分之一	1/2	measure word
fēn shù	分数	fraction	noun
fēn shù	分数	fraction	noun
gǎi biàn	改变	to change	verb
gāo	高	height	noun
gèng	更	even more	adverb
gōng zuò guǎn lǐ yuán	工作管理员	Terrific Taskmaster	noun
gū jì	估计	to estimate	verb
guǎn yòng/bù guǎn yòng	管用/不管用	useful/not useful	adjective
hǎo mǐ	毫米	mm	noun
háo shēng	毫升	milliliter	measure word
hé shì de	合适的	approximate	adjective
hòu	厚	thick	adjective
jì huà	计划	to plan	verb
jì lù yuán	记录员	Remarkable Recorder	noun
jì suàn	计算	to calculate	verb
kǒng	孔	small hole	noun
kòng zhì	控制	to control	verb
kuài	快	fast	adverb
kuān	宽	width	noun
màn	慢	slow	adverb
méi yǒu	没有	none	adverb
miàn jí	面积	area	noun
miáo shù	描述	to describe	verb
píng fāng gōng lǐ	平方公里	km ²	noun
píng jūn jiàng yǔ liàng	平均降雨量	average rainfall	noun
quán bù	全部	all	adverb
shì hé	适合	suitable	adjective

shōu jí	收集	to collect	verb
sì fēn zhī yī	四分之一	one fourth/quarter	measure word
tài duō	太多	too much	adverb phrase
tài shǎo	太少	too little	adverb phrase
tǐ jí	体积	volume	noun
tōng guò	通过	to pass through	verb
xiǎo shù	小数	decimal	noun
xiǎo shù	小数	decimal	noun
yǎn shì	演示	to present	verb
yǎn shì zhì jiǎn yuán	演示质检员	Polished Presenter	noun
yè tǐ liáng bēi	液体量杯	measuring cup	noun
yīn cǐ	因此	as a result	adverb phrase
yuē	约	approximately	adverb
zhèng hǎo	正好	just right/exact amount	adverb phrase
zhì zuò	制作	to create	verb
zhōng	中	medium	adverb
zhōng wén dū chá yuán	中文督察员	Chinese Champion	noun
zuì duō	最多	at most	adverb phrase
zuì jiǎn xíng shì	最简形式	simplest form	noun

给 Peters 女士的感谢信

说明：沿虚线剪开以下部分。把这些部分重新组成一封感谢 Peters 女士的电子邮件。



祝身体健康!



Juan Daniel



亲爱的 Peters 女士：



收：KPeters@ues.edu.sv

主题：谢谢



非常感谢您花时间给我介绍青蛙和青蛙的皮肤。我学到了很多关于薄膜的知识和工程设计步骤。如果没有您的帮助，我的幸运蛙可能活不到今天；我们的足球队可能也不会胜利。谢谢您！



给访问工程师的电子邮件

说明：沿虚线剪开以下部分。把这些部分重新组成一封给访问工程师的电子邮件，然后把它们贴在所提供的电子邮件模板里。



我们也把改进的薄膜模型的照片以附件的形式寄给您。我们改进的薄膜模型用了_____，_____（材料的种类和数量，并跟第一个薄膜模型做一下比较）。[例如：跟第一次相比，我们多用了两张咖啡过滤纸。我们没有用海绵。我们少用了一块尼龙纱窗布。]

我们改进的薄膜模型_____（成功了，没有成功，还是效果更好）。它让_____（更多、更少、还是同样）的水通过。

在工程设计步骤里，我们最喜欢的是_____，因为_____。我们希望您会喜欢我们改进的薄膜模型。



感谢您到我们学校看我们第一个薄膜模型的演示。您的建议很有帮助。我们想告诉您我们是如何改进我们的薄膜模型的。改进的薄膜模型有很多不同的、很好的效果。

我们把第一个薄膜模型的照片以附件的形式寄给您。我们的第一个薄膜模型用了_____（材料的种类和数量）。



亲爱的 XXX:



收件人:

主题:

添加附件



祝工作顺利!

XXX, XX, 和 XXX



我们第一个薄膜模型_____ (成功了还是没有成功)。我们的模型让
_____ (太多、太少、刚好、[写出精确数值]) 的水通过。

按照工程设计步骤的第五步,我们在“改进”薄膜模型的时候,我们特别喜欢您的建议,_____。在第五步里,我们重复了工程设计步骤的前四步:

第一步:_____。在第一步里,我们_____。

第二步:_____。在第二步里,我们_____。

第三步:_____。在第三步的时候,我们打算用_____ (数量) _____ (量词) _____ (材料), 因为_____。

第四步:_____。在第四步里,我们_____。



收件人: [短信通知收件人](#)

主题:

[添加附件](#) ↓ (最大2G) | [网盘附件](#) | [写信模板](#) [拼写检查](#) | [↑隐藏图文编辑](#)

内容: **B** / *I* / U / A[^] / A_v / / / / / / / / 签名 ▾

紧急 已读回执 纯文本 定时发信 邮件加密

谁在发表反馈意见? _____

日期: _____



电子邮件意见反馈表

这封电子邮件是谁写的? _____

项目	标准	"√"
内容	感谢	
	写信的原因	
	两个薄膜模型的照片	
	"提问"的例子	
	"思考"的例子	
	"设计"的例子	
	"制作"的例子	
	工程师对"改进"的建议	
	两个薄膜模型分别所用的材料的数量	
	两个薄膜模型的测试结果	
	第一个和"改进"的薄膜模型比较	
	工程设计步骤中最喜欢的部分	
	"为什么"最喜欢这个部分	
	祝语	
其它建议:		
格式	收件人	
	主题	
	添加附件	
	称呼	
	问候语	
	正文	
	结束语	
	署名和日期	
	其它建议:	

谁在发表反馈意见? _____

日期: _____

项目	标准	“√”
语言控制	正确使用空格和标点符号	
	每段开头空两格	
	正确使用量词和计量单位	
	正确使用整数、分数和小数报告数量	
	准确地使用形容词短语来描述材料的属性	
	准确地使用“了”和时间副词来表示过去式汇报材料选择和测试结果	
	正确使用有副词“因此” 或者“为了”的复合句来说明行动/选择/喜好的原因	
	正确使用双动词结构来解释材料选择	
	正确使用比较级来比较第一个和改进的薄膜模型	
	表达感激适当	
	其它建议:	

你们怎样喜欢这封电子邮件?

Who is giving feedback? _____

Date: _____



Email Peer Feedback Checklist

Who wrote this email? _____

Category	Criteria	Check
Content	Thank you	
	Reason for writing the email	
	Photos of both models	
	“Ask” example	
	“Imagine” example	
	“Plan” example	
	“Create” example	
	“Improve” suggestion from engineer	
	Number of materials used for both model membranes	
	Test results for both model membranes	
	Comparison/contrast of first and “improved” designs	
	Favorite part of the engineering design process	
	Reason “why” ____ was the favorite part	
	Well wishes	
Helpful comments:		
Format	To:	
	Subject:	
	Attach a file	
	Name of recipient	
	Correct greeting	
	Body (Content of email)	
	Closing	
	Group members’ signatures and date	
	Helpful comments:	

Who is giving feedback? _____

Date: _____

Category	Criteria	Check
Language Control	Correct spacing and punctuation	
	Correct indentation	
	Correctly use classifiers to report materials and units of measurement	
	Correctly use numbers/fractions/decimals to report quantities	
	Accurately use modifying phrases to describe attributes of materials	
	Accurately use action verbs with 了 (temporal marker) and adverbs of time to report materials selection and test results in past time	
	Correctly use adverb (因此) or preposition (为了) + noun phrase to give reasons for actions/choices/preferences	
	Accurately use serial verb construction with pivotal noun phrase to report and justify materials selection	
	Accurately use comparative expressions to make comparisons between original and improved model membrane models	
	Appropriately express gratitude	
	Helpful comments: 	

How do you like this email?

电子邮件评分表

MMIC EIE® 《薄膜模型单元》，综合能力测试（三）/（四）：表达能力（书面）

日期: _____ 学生 1: _____ 学生 2: _____

学生 3: _____ 学生 4: _____

- 4 = 优: 超越要求, 对教学目标的理解和运用的能力卓越
 3 = 良: 完善要求, 对教学目标的理解和运用的能力良好
 2 = 及格: 达到要求, 对教学目标的理解和运用的能力一般
 1 = 不及格: 达不到要求, 对教学目标的理解和运用的能力有限

意见反馈活动的必要内容:

- 每个小组要交: _____ 电子邮件的第一稿
 _____ 电子邮件意见反馈表
 _____ 电子邮件的修改稿
 _____ 两个薄膜模型的照片

最后评分的必要内容:

- 每个小组要交: _____ 电子邮件的第一稿和照片
 _____ 电子邮件意见反馈表
 _____ 电子邮件的修改稿
 _____ 有老师反馈意见的电子邮件评分表
 _____ 电子邮件的成稿

	标准	得分	评语
邮件格式	收件人:	4 3 2 1	
	主题:	4 3 2 1	
	添加附件	4 3 2 1	
	称呼	4 3 2 1	
	问候语	4 3 2 1	
	正文	4 3 2 1	
	结束语	4 3 2 1	
	署名和日期	4 3 2 1	
	邮件格式得分:	_____/32	

	标准	得分	评语	
学术内容	写信的原因	4 3 2 1		
	“提问”的例子	4 3 2 1		
	“思考”的例子	4 3 2 1		
	“设计”的例子	4 3 2 1		
	“制作”的例子	4 3 2 1		
	工程师对“改进”的建议	4 3 2 1		
	两个薄膜模型分别所用的材料的数量和测试结果	4 3 2 1		
	第一个和“改进”的薄膜模型的比较	4 3 2 1		
	工程设计程序中最喜欢的部分	4 3 2 1		
	“为什么”最喜欢这个部分	4 3 2 1		
	感谢和祝语	4 3 2 1		
	学术内容得分:			_____/44
	语言控制	正确使用量词和计量单位		4 3 2 1
正确使用整数、分数和小数报告数量		4 3 2 1		
准确使用形容词短语来描述材料的属性		4 3 2 1		
准确使用“了”和时间副词来表示过去式汇报材料选择和测试结果		4 3 2 1		
正确使用介词短语“为了……”来说明原因		4 3 2 1		
正确使用双动词结构来解释材料选择并汇报结果		4 3 2 1		
正确使用比较级来比较第一个和改进的薄膜模型		4 3 2 1		
适当表达感激		4 3 2 1		
语言控制得分:		_____/32		

96-108 优

80-95 良

65-79 及格

0-64 不及格

总分: ____/108

Presentational (Written) Scoring Rubric

MMIC Engineering is Elementary® Model Membrane Unit, IPA 3: Presentational (Writing) Task

Date: _____ Student 1: _____ Student 2: _____
 Student 3: _____ Student 4: _____

4 = Exceeding: Exceeds expectations and demonstrates exceptional command of unit goals.

3 = Achieving: Is above average and demonstrates very good command of unit goals.

2 = Partially achieving: Meets expectations and demonstrates adequate command of unit goals.

1 = Not achieving: Falls short of expectations and demonstrates poor command of unit goals.

Feedback Phase Non-negotiables:

- Group handed in... _____ First draft of email
- _____ Peer feedback checklist
- _____ First revision of email
- _____ Photos of both models

Final Score Non-negotiables:

- Group handed in... _____ First draft of email with photos
- _____ Peer feedback checklist
- _____ First revision of email
- _____ Teacher feedback rubric
- _____ Final email

Email Format	Criteria	Scale	Comments
	To:	4 3 2 1	
	Subject:	4 3 2 1	
	Attach a file	4 3 2 1	
	Name of recipient	4 3 2 1	
	Correct greeting	4 3 2 1	
	Body (Content of email)	4 3 2 1	
	Closing	4 3 2 1	
	Group members' signatures and date	4 3 2 1	
	Email Formatting Skills Total:		

	Criteria	Scale	Comments
Academic Content	State reason for writing the email	4 3 2 1	
	Give "Ask" example	4 3 2 1	
	Give "Imagine" example	4 3 2 1	
	Give "Plan" example	4 3 2 1	
	Give "Create" example	4 3 2 1	
	State "Improve" suggestion from engineer	4 3 2 1	
	Report materials used and results for the two models	4 3 2 1	
	Make a comparison/contrast between first and "improved" designs and explain	4 3 2 1	
	Describe the favorite part of the engineering design process	4 3 2 1	
	State reason "why" ____ was the favorite part	4 3 2 1	
	Include thank you and well wishes	4 3 2 1	
	Academic Content Total:	____/44	
Language Control	Correctly use classifiers to report materials and units of measurement	4 3 2 1	
	Correctly use numbers/fractions/decimals to report quantities	4 3 2 1	
	Accurately use modifying phrases to describe attributes of materials	4 3 2 1	
	Accurately use action verbs with 了 (temporal marker) and adverbs of time to report materials selection and test results in past time	4 3 2 1	
	Correctly use preposition/coverb (为了) + noun phrase to give reasons	4 3 2 1	
	Accurately use serial verb construction with pivotal noun to report and justify materials selection	4 3 2 1	
	Accurately use comparative expressions to make comparisons between original and improved model membrane models	4 3 2 1	
	Appropriately express gratitude	4 3 2 1	
		Language Control Total:	

96-108 Exceeding 80-95 Achieving 65-79 Partially achieving 0-64 Not achieving

Final Points: ____/108

Juan Daniel笑了笑，对Carlos说：
“我还有件事要办。”
“明天早上你跟我一起到学校，好吗？”

你觉得Juan Daniel要办什么事？
接下来要发生什么事？



放生

第二天早上，Juan Daniel带着幸运蛙和他设计的薄膜模型来到学校。他坐在学校门口，仔仔细细地把玻璃碗和薄膜模型画在一张纸上。他把这张纸折好装进一个信封。信封上写着：

Kristin Peters 女士收
 Facultad de Ingeniería y Arquitectura
 Universidad de El Salvador
 San Salvador, El Salvador

他刚把信封粘好，Carlos便走了过来。“我来了！”Carlos说：“你有什么事要做？”“不是我的事。”Juan Daniel说，“是关于我们球队吉祥物的事。”Juan Daniel带着Carlos来到学校后面。这里的树枝叶茂密。Juan Daniel小心翼翼地把“薄膜”从玻璃碗上取下来，看着幸运蛙从里面跳出来，跳到矮矮的树丛里去。

“你不想把它留下来吗？下次我们比赛的时候，还需要它当我们的吉祥物啊！”Carlos说。

“不用。”Juan Daniel说，“它给我很多启发。下一次比赛的时候，我们用决心、技巧、和很好的计划就能赢！”

第二天早上，Juan Daniel带着幸运蛙和他设计的薄膜模型来到学校。他坐在学校门口，仔仔细细地把玻璃碗和薄膜模型画在一张纸上。他把这张纸折好装进一个信封。信封上写着：

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“你不想把它留下来吗？下次我们比赛的时候，还需要它当我们的吉祥物啊！”Carlos说。

“不用。”Juan Daniel说，“它给我很多启发。下一次比赛的时候，我们用决心、技巧、和很好的计划就能赢！”

活动 #2

Juan Daniel 为什么不想保留这只幸运蛙？

你们从故事里找到哪些证据？



你们觉得他做得对不对？

如果你是 Juan Daniel，在同样的情况下，你会怎么做？为什么？

综合能力测试

表达能力
(口头)

- 小组演示改进的薄膜模型

理解能力

- 仔细听老师朗读第七章并完成测试
- 独立阅读第七章并完成测试

表达能力
(书面)

- 写一封电子邮件向访问工程师表示感谢

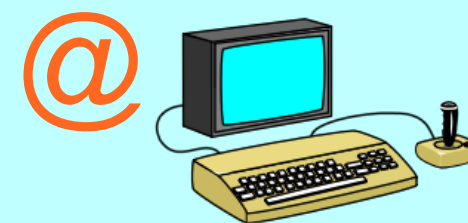
交流能力

- 按照工程设计程序两人一组排序
- 两人一组讨论一下 *Juan Daniel* 的故事，然后问一问对方有关的文化知识

活动 #3

在故事的第八章里，Juan Daniel给生物工程师，Peters女士，写了一封感谢信对她的宝贵意见表示感谢，并寄上薄膜模型的草图，告诉她他是怎样解决“青蛙问题”的。

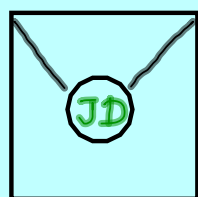
用相似的方法，你和你的设计小组的成员要给来听取你们演示的工程师写一封电子邮件，并将你们做出的第一个薄膜模型和“改进的”薄膜模型作为附件寄给他。



活动 #3

Juan Daniel是不是真的只画图画而没有写信或者寄信出去？

除了写书信外，Juan Daniel 还可以用什么方法跟 Peters女士进行文字交流？



你觉得他在电子邮件里会写些什么？



活动 #3

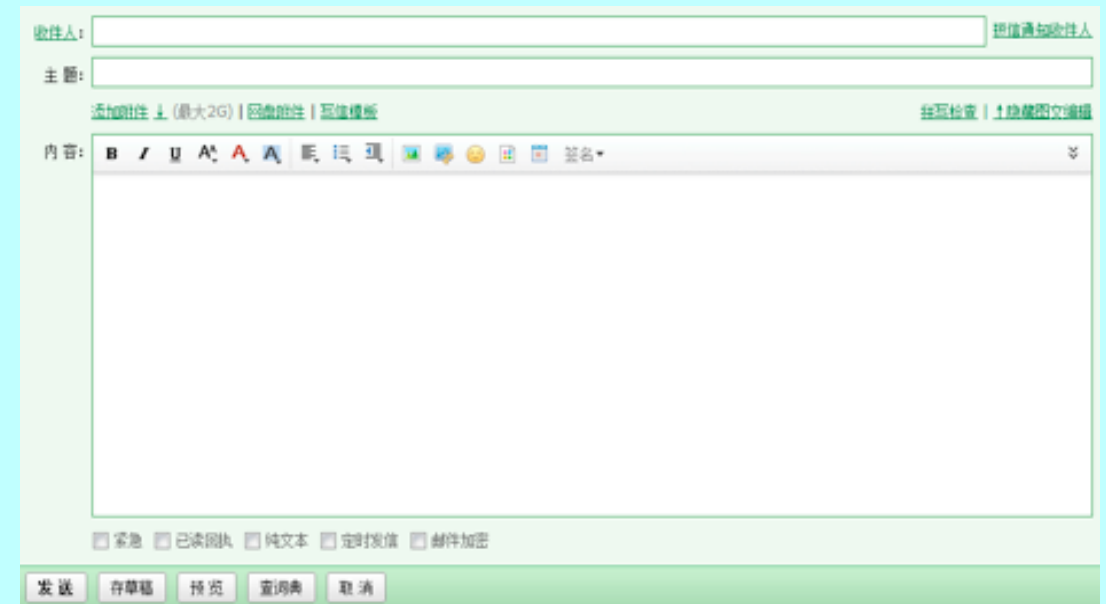
Juan Daniel 第一个薄膜模型	Juan Daniel 改进的薄膜模型



改变？

给Peters女士的电子邮件

活动 #3



给Peters女士的电子邮件

活动 #3

收件人:

主题:

添加附件:

KPeters@ues.edu.sv

谢谢



改进的薄膜模型.jpeg

给Peters女士的电子邮件

活动 #3

你觉得他在电子邮件里会写些什么？

称呼
问候语
正文： 感谢她的帮忙 写信的原因 比较两个薄膜模型分别所用的材料的数量和测试结果 工程设计步骤次序描述正确 正确使用您/你
结束语，祝语
署名和日期



你觉得他在电子邮件里会写些什么? 活动 #3

_____:



活动 #4

非常感谢您花时间给我介绍青蛙和青蛙的皮肤。我学到了很多关于薄膜的知识和工程设计步骤。如果没有您的帮助，我的幸运蛙可能活不到今天；我们的足球队可能也不会胜利。谢谢您！

收: KPeters@ues.edu.sv

亲爱的 Peters 女士:

主题: 谢谢

祝身体健康!

Juan Daniel

活动 #4

这个部分用了像_____的词语，因此我觉得这部分应该放在最前/最后。

我觉得_____应该放在正文的前边/上面/下头，你同意吗?

你觉得这个应该放在哪儿?

为什么你把它放在这儿?

我把这个放在这儿，你觉得怎么样?

活动 #5

小组成员	任务
中文督察员	使用正确的汉字、用语、文法帮助各组员用中文表达
材料管理员	剪和保存电子邮件格式纸条
工作管理员	协调讨论 大家都有均等的机会
记录和报告员	检查邮件草稿是否符合格式要求 回答老师和其他同学的提问

活动 #5

第一部分要写什么？为什么？
第二部分要写什么？为什么？
第三部分要写什么？为什么？
电子邮件里还有其它要写的吗？

给Peters女士的电子邮件

活动 #5

你觉得他在电子邮件里会写些什么？

称呼
问候语
正文： 感谢她的帮忙 写信的原因 比较两个薄膜模型分别所用的材料的数量和测试结果 工程设计步骤次序描述正确 正确使用您/你
结束语，祝语
署名和日期



活动 #6

MMIC 13-6

说明：反馈小组先讨论，然后请记录员把下列问题的答案写下来。

圈出小组讨论结果：

1. 音量	这个小组的音量足够大吗？	够大/不够大
2. 发音	这个小组的发音足够清楚吗？	清楚/不清楚
3. 视觉	演示的时候，这个小组有没有演示他们的薄膜模型或者画图说明？	有 / 没有
4. 看观众	说话的时候，这个小组有没有看观众？	有 / 没有

写出答案：

5. 语速	说话的时候，这个小组的语速太快、太慢、还是正好？	
-------	--------------------------	--

6. 这个小组的薄膜模型成功了吗？为什么成功了或者为什么没有成功？请用 2-3 个句子写出来。

MMIC 13-4

数词、量词和体积

说明：

1. 仔细听这个小组用的材料，把你听到的数词和量词记录下来。
2. 记录你听到的液体体积。
3. 和你的小组成员讨论一下，这个演示小组说的量词正确吗？你们听到的体积一样吗？

演示小组成员名字：_____



数词	量词	可能用到的材料 (这个小组可能只用了下列一些材料)	他们说的量词对吗？圈出答案。
		海绵	对 / 不对
		铝箔纸	对 / 不对
		有一个孔的铝箔纸	对 / 不对
		有两个孔的铝箔纸	对 / 不对
		毡布	对 / 不对
		咖啡过滤纸	对 / 不对

谁在发表反馈意见？ _____

日期： _____

活动 #6



电子邮件意见反馈表

这封电子邮件是谁写的？ _____

项目	标准	"V"
内容	感谢	
	写信的原因	
	两个薄膜模型的照片	
	"提问"的例子	
	"思考"的例子	
	"设计"的例子	
	"制作"的例子	
	工程师对"改进"的建议	
	两个薄膜模型分别所用的材料的数量	
	两个薄膜模型的测试结果	
	第一个和"改进"的薄膜模型比较	
	工程设计步骤中最喜欢的部分	
"为什么"最喜欢这个部分		
祝语		
其它建议：		

活动 #6

活动 #6

格式	收件人	
	主题	
	添加附件	
	称呼	
	问候语	
	正文	
	结束语	
	署名和日期	
	其它建议:	

项目	标准	"v"
语言控制	正确使用空格和标点符号	
	每段开头空两格	
	正确使用量词和计量单位	
	正确使用整数、分数和小数报告数量	
	准确地使用形容词短语来描述材料的属性	
	准确地使用“了”和时间副词来表示过去式汇报材料选择和测试结果	
	正确使用有副词“因此”或者“为了”的复合句来说明行动/选择/喜好的原因	
	正确使用双动词结构来解释材料选择	
	正确使用比较级来比较第一个和改进的薄膜模型	
	表达感激适当	
其它建议:		

MMIC IPA 3-4 (4-1)

MMIC IPA 3-4 (4-1)

电子邮件评分表

MMIC EIE® 《薄膜模型单元》，综合能力测试 (三) / (四): 表达能力 (书面)

日期: _____ 学生 1: _____ 学生 2: _____
 学生 3: _____ 学生 4: _____

- 4 = 优: 超越要求, 对教学目标的理解和运用的能力卓越
- 3 = 良: 完善要求, 对教学目标的理解和运用的能力良好
- 2 = 及格: 达到要求, 对教学目标的理解和运用的能力一般
- 1 = 不及格: 达不到要求, 对教学目标的理解和运用的能力有限

意见反馈活动的必要内容:

- 每个小组要交: _____ 电子邮件的第一稿
- _____ 电子邮件意见反馈表
- _____ 电子邮件的修改稿
- _____ 两个薄膜模型的照片

最后评分的必要内容:

- 每个小组要交: _____ 电子邮件的第一稿和照片
- _____ 电子邮件意见反馈表
- _____ 电子邮件的修改稿
- _____ 有老师反馈意见的电子邮件评分表
- _____ 电子邮件的成稿

	标准	得分	评语
语言控制	收件人:	4 3 2 1	
	主题:	4 3 2 1	
	添加附件	4 3 2 1	
	称呼	4 3 2 1	
	问候语	4 3 2 1	
	正文	4 3 2 1	
	结束语	4 3 2 1	
	署名和日期	4 3 2 1	
邮件格式得分:		_____/32	

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 Duplication Permitted

MMIC IPA 3-4/4-1 CH
 Presentational (Written) Scoring Rubric

MMIC IPA 3-4 (4-1)

	标准	得分	评语
学术内容	写信的原因	4 3 2 1	
	“提问”的例子	4 3 2 1	
	“思考”的例子	4 3 2 1	
	“设计”的例子	4 3 2 1	
	“制作”的例子	4 3 2 1	
	工程师对“改进”的建议	4 3 2 1	
	两个薄膜模型分别所用的材料的数量和测试结果	4 3 2 1	
	第一个和“改进”的薄膜模型的比较	4 3 2 1	
	工程设计步骤中最喜欢的部分	4 3 2 1	
	“为什么”最喜欢这个部分	4 3 2 1	
	感谢和祝语	4 3 2 1	
学术内容得分:		____/44	

MMIC IPA 3-4 (4-1)

语言控制	正确使用量词和计量单位	4 3 2 1	
	正确使用整数、分数和小数报告数量	4 3 2 1	
	正确使用形容词短语来描述材料的属性	4 3 2 1	
	正确使用“了”和时间副词来表示过去式汇报材料选择和测试结果	4 3 2 1	
	正确使用介词短语“为了……”或者“因此”来说明原因	4 3 2 1	
	正确使用双动词结构来解释材料选择并汇报结果	4 3 2 1	
	正确使用比较级来比较第一个和改进的薄膜模型	4 3 2 1	
	适当表达感激	4 3 2 1	
	语言控制得分:		

提出反馈意见

活动 #7

同学们说了什么？	同学们做了什么？

提出反馈意见

活动 #7

不管是电子邮件，还是口头演示/报告，你学会了怎样提出反馈意见吗？讲一讲，你在提出有意义的意见时，你会怎么说，怎么做？

怎么说？	怎么做？

提出反馈意见

活动 #7

你学到怎样回应反馈意见吗？
讲一讲，你在接受反馈意见时，
你会怎么说，怎么做？

怎么说？	怎么做？

提出反馈意见

活动 #7

你对学校提供电脑给学生使用的情况有什么反馈意见吗？
学生用电脑完成这个综合能力测试是不是轻松自如？