



AP®

INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP® Chinese Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020



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AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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About AP

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students

with free formative assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit collegeboard.org/apcourseaudit for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on apcentral.collegeboard.org.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response

questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

| AP Score | Credit Recommendation | College Grade Equivalent |
|----------|--------------------------|--------------------------|
| 5 | Extremely well qualified | A |
| 4 | Well qualified | A–, B+, B |
| 3 | Qualified | B–, C+, C |
| 2 | Possibly qualified | n/a |
| 1 | No recommendation | n/a |

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditpolicies.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit collegeboard.org/apreading for eligibility requirements and to start the application process.

AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

UNIT GUIDES



Appearing in this publication and on AP Classroom, these planning guides outline all assessed course content and skills, organized into commonly taught units. Each unit guide scaffolds skill instruction across units and provides tips on taking the AP Exam.

PERSONAL PROGRESS CHECKS



Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

PROGRESS DASHBOARD



This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

AP QUESTION BANK



This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course themes and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

* To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit Planning** section to identify Chinese-language task models to use in class to familiarize students with expectations for the exam while building language skills as well as cultural and interdisciplinary competencies.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources could be used to build students' conceptual understanding and mastery of skills.

- Use the suggested mode and skill pairings.
- Integrate thematic content with skills, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the suggested resources in the Unit Planning sections to enrich your classroom instruction and get ideas about how to integrate authentic materials into your instruction.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

About the AP Chinese Language and Culture Course

The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

College Course Equivalent

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese.

Prerequisites

There are no prerequisite courses; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

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AP CHINESE LANGUAGE AND CULTURE

Course Framework



Introduction

In today’s global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication—interpersonal, interpretive, and presentational—defined in the *World Readiness Standards for Learning Languages* are foundational to the AP Chinese Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL *Performance Descriptors for Language Learners*. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

The AP Chinese Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary

usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Chinese Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

Course Framework Components

Overview

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit or placement.

The course framework includes the following essential components:

1 SKILLS

At the core of the AP Chinese Language and Culture course are course skills identifying what students should know and be able to do to succeed in the course. Students should develop and apply the described skills on a regular basis over the span of the course.

2 THEMES

The course is based on six recommended course themes that help teachers integrate language, content, and culture into a series of lessons and activities. Within each theme are recommended contexts and overarching essential questions that engage students, guide their classroom investigations, and promote the use of language in a variety of contexts.

3 MODES

Foundational to the course are the three modes of communication: interpretive, interpersonal, and presentational, as defined in ACTFL's *World Readiness Standards for Learning Languages*. Throughout the course, students demonstrate their abilities in the interpretive mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing for others; and in the presentational mode by speaking to and writing for an audience.

4 TASK MODELS

Each unit in the course features several of the task models that students will encounter on the exam, which build in difficulty and complexity over time to the level that matches the exam's expectations. These task models include seventeen different types of activities (stimuli with questions) that address interpretive communication and four free-response tasks that address the interpersonal and presentational modes.

Course Skills

The following table lays out the basic language and communication skills that students are expected to develop in the course. As shown later, each skill is further broken out into concrete learning objectives, which are described in the section on Unit Guides on p. 17.



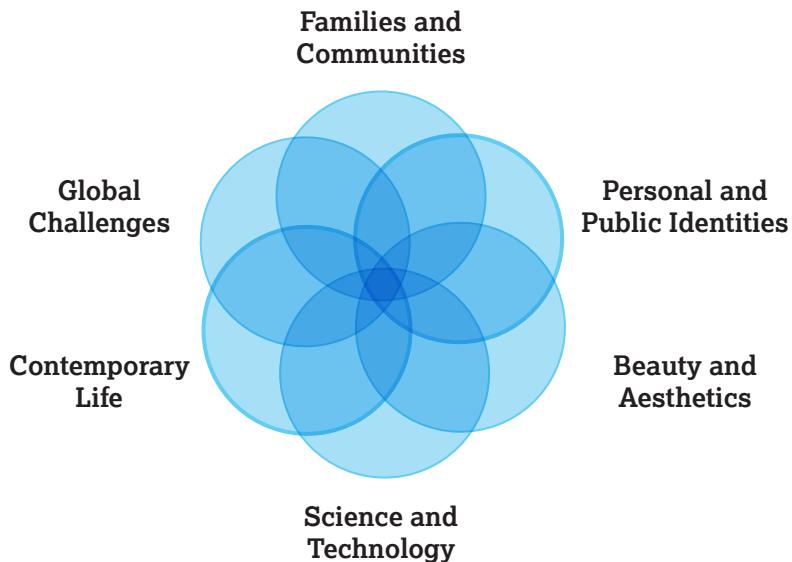
AP CHINESE LANGUAGE AND CULTURE

Course Skills

| Skill Category 1 | Skill Category 2 | Skill Category 3 | Skill Category 4 | Skill Category 5 | Skill Category 6 | Skill Category 7 | Skill Category 8 |
|--|---|--|---|---|---|---|---|
| Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text (text and pictures). | Make Connections 2 Make cultural and interdisciplinary connections. | Interpret Text 3 Interpret the content of written or audio text (words). | Make Meanings 4 Make meanings from words and expressions. | Speak to Others 5 Communicate interpersonally by speaking with others. | Write to Others 6 Communicate interpersonally by writing to others. | Present Orally 7 Communicate through spoken presentations. | Present in Writing 8 Communicate through written presentations. |
| 1.A Describe the literal meaning of the text. | 2.A Make connections among cultural and interdisciplinary information provided in texts. | 3.A Interpret the distinguishing features of a text. | 4.A Determine the meaning of familiar and unfamiliar words. | 5.A Understand and apply appropriate communication strategies in interpersonal speaking. | 6.A Understand and apply appropriate communication strategies in interpersonal speaking. | 7.A Plan and research an issue or topic for presentational speaking. | 8.A Plan and research an issue or topic for presentational writing. |
| | | 3.B Interpret the meaning of a text. | 4.B Use words appropriate for a given context. | 5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 8.B Use appropriate writing strategies to communicate an idea in presentational writing. |
| | | | | 6.C Understand and apply appropriate writing systems in interpersonal writing. | 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking. | 8.C Understand and apply appropriate writing systems in interpersonal writing. | 8.D Understand and apply appropriate writing systems in presentational writing. |
| | | | | | 6.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | | |

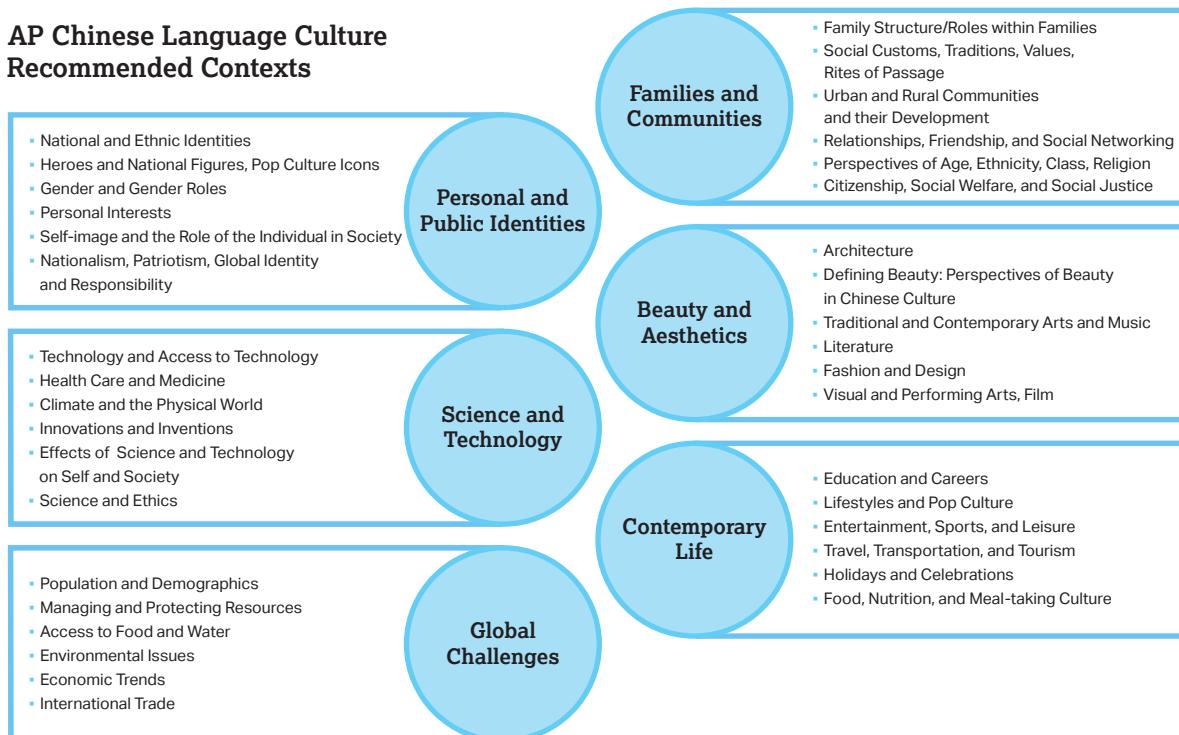
Course Themes

To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six suggested course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.



Within each of these themes, there are five to seven recommended contexts. The course is organized thematically into six units. Each unit targets a primary theme, but also connects to additional recommended contexts for those themes. Teaching to multiple themes in every unit ensures a rich curriculum that will spiral, as the themes are revisited through a variety of lenses throughout the course. This allows students to experience the study of language and culture in a variety of authentic and engaging ways and provides teachers with the opportunity to consider the interests and needs of their students when designing instruction. While teachers may organize the course thematically in any way they choose, adhering to the recommended course design provided by the unit guides that follow ensures that all the required courses themes are addressed multiple times in a scaffolded manner.

AP Chinese Language Culture Recommended Contexts



ESSENTIAL QUESTIONS

Related to the themes are essential questions designed to spark curiosity and encourage students to investigate and express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Chinese-speaking world. Examples of essential questions appear in the Unit Guide openers.

Course Modes

As students work with course themes and consider essential questions, they do so while engaging in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity as they work through the course. Students are expected to build skills in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

Course Task Models

As students work with the modes of communication listed above, they practice various task models that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

| Task Model Type | Mode |
|---------------------------------------|---------------------------|
| <i>Rejoinder</i> | Interpretive—audio text |
| <i>Transportation announcement</i> | Interpretive—audio text |
| <i>Voice message</i> | Interpretive—audio text |
| <i>School conversation</i> | Interpretive—audio text |
| <i>Radio report</i> | Interpretive—audio text |
| <i>Instructions</i> | Interpretive—audio text |
| <i>Uncontextualized dialogue</i> | Interpretive—audio text |
| <i>Note</i> | Interpretive—written text |
| <i>Email about sequence of events</i> | Interpretive—written text |
| <i>Email describing location</i> | Interpretive—written text |
| <i>Pen pal letter</i> | Interpretive—written text |
| <i>Poster announcement</i> | Interpretive—written text |
| <i>Advertisement</i> | Interpretive—written text |
| <i>Public sign</i> | Interpretive—written text |
| <i>Event brochure</i> | Interpretive—written text |
| <i>Journalistic article</i> | Interpretive—written text |
| <i>Short story</i> | Interpretive—written text |
| <i>Email response</i> | Interpersonal—written |
| <i>Story narration</i> | Presentational—written |
| <i>Conversation</i> | Interpersonal—spoken |
| <i>Cultural presentation</i> | Presentational—spoken |

More complex tasks, such as cultural presentation, are taught incrementally so that students develop skills over time and through practice before engaging with a full task model.

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AP CHINESE LANGUAGE AND CULTURE

Unit Guides

Introduction

This course is organized into six units that are based on the recommended themes. This creates an interesting, meaningful context in which to explore a variety of language and cultural concepts in the interpretive, interpersonal, and presentational modes. The themes in each unit help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

Skill Categories and Learning Objectives

At the core of the AP Chinese Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication. The interpretive mode is divided into four skill categories with underlying learning objectives. There are two skill categories associated with the interpersonal mode and two with the presentational mode.

The table that follows on pages 19–21 shows all eight skills categories with their associated skills and the learning objectives that will help students develop those skills.



Skills and Learning Objectives

| Skill Category 1 | Skill Category 2 | Skill Category 3 | Skill Category 4 |
|---|---|--|--|
| Comprehend Text 1 | Make Connections 2 | Interpret Text 3 | Make Meanings 4 |
| <p>Comprehend written, audio, audiovisual, and visual text.</p> | | | |
| #.A Skills #.A.1 Learning Objectives | | | |
| 1.A Describe the literal meaning of the text. 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. | 2.A Make connections among cultural and interdisciplinary information provided in texts. 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. | 3.A Interpret the distinguishing features of a text. 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B Interpret the meaning of a text. 3.B.1: Explain the moral or theme. 3.B.2: Infer implied meanings through context. | 4.A Determine the meaning of familiar and unfamiliar words. 4.A.1: Determine the meaning of a variety of vocabulary. (not assessed on Exam) 4.A.2: Deduce meaning of unfamiliar words. 4.B Use words appropriate for a given context. 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |



Skills and Learning Objectives (cont'd)

Skill Category 5

Speak to Others 5

Communicate interpersonally by speaking with others.

#.A Skills

#.A.1 Learning Objectives

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

- 5.A.1:** Initiate, maintain, and close spoken exchanges.
- 5.A.2:** Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3:** Provide and obtain relevant information in spoken exchanges.
- 5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5:** Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7:** Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

- 5.B.1:** Use a variety of grammar and syntax in spoken exchanges.
- 5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges.
- 5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
- 5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

Skill Category 6

Write to Others 6

Communicate interpersonally by writing to others.

6.A Understand and apply appropriate communication strategies in interpersonal writing.

- 6.A.1:** Initiate, maintain, and close written exchanges.
- 6.A.2:** Provide and obtain relevant information in written exchanges.
- 6.A.3:** Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges.
- 6.A.4:** Use a variety of grammar and syntax in written exchanges.
- 6.A.5:** Use register appropriate for the intended target culture audience in written exchanges.
- 6.A.6:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

- 6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3:** Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges.
- 6.B.4:** Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)

6.C Understand and apply appropriate writing systems in interpersonal writing.

- 6.C.1:** Use the selected writing system (simplified or traditional characters) consistently in written exchanges.
- 6.C.2:** Use handwriting to communicate in written exchanges. (not assessed on Exam)
- 6.C.3:** Use keyboarding to communicate in written exchanges.



Skills and Learning Objectives (cont'd)

Skill Category 7

Present Orally 7

Communicate through spoken presentations.

#.A Skills

#.A.1 Learning Objectives

7.A Plan and research an issue or topic for presentational speaking.

7.A.1: Use a process to plan spoken presentations. (not assessed on Exam)

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. (not assessed on Exam)

7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.

Skill Category 8

Present in Writing 8

Communicate through written presentations.

8.A Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations. (not assessed on Exam)

8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. (not assessed on Exam)

8.B Use appropriate writing strategies to communicate an idea in presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.

8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and an end.

8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

8.C.2: Use a variety of grammar and syntax in written presentations.

8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.

8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.

8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)

8.D Understand and apply appropriate writing systems in presentational writing.

8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations.

8.D.2: Use handwriting to communicate in written presentations. (not assessed on Exam)

8.D.3: Use keyboarding to communicate in written presentations.

Using the Unit Guides

UNIT 1 ~19–21 CLASS PERIODS

Families in Different Societies

ESSENTIAL QUESTIONS

- What contributes to family in Chinese-speaking communities?
- What are some important aspects of family values and family life in Chinese-speaking societies?
- What challenges do families face in today's world?

Developing Understanding

Unit 1 addresses themes related to families in Chinese-speaking communities that provide a meaningful context for students to explore and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave other themes of Personal and Public Identities, Contemporary Life, and Global Challenges with the recommended contexts suggested below. Through exploring these relevant themes, students can:

- discuss how families shape values and traditions as well as personal beliefs and personal interests
- examine challenges faced by families, such as access to education and jobs.
- express their own understanding of the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons and skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this unit and all subsequent units.

| Suggested Themes | Recommended Contexts |
|---------------------------------------|--|
| <i>Families and Communities</i> | Family Structure/Roles, Social Customs, Traditions, Values, Social Networking |
| <i>Personal and Public Identities</i> | National and Ethnic Identities; Personal Interests, Self-Image and the Role of the Individual in Society |
| <i>Contemporary Life</i> | Lifestyles and Pop Culture; Education and Careers, Travel, Transportation, and Tourism |
| <i>Global Challenges</i> | Environmental Issues, Managing and Protecting Resources, Economic Trends |

AP Chinese Language and Culture Course and Exam Description Course Framework V.1 | 27

UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the theme of the unit within the scope of the course.

The **Essential Questions** are thought-provoking questions that motivate students and inspire inquiry.

Suggested Themes provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme.

Recommended Contexts provide possible topics for exploring the themes in the units to help students build language and cultural skills.

UNIT 1 Families in Different Societies

Building Course Skills

In **notes**, students may have difficulty identifying the purpose. To address this challenge:

- before reading, teachers can provide essential vocabulary related to the note and add these terms to the class vocabulary bank.
- during reading, students can summarize or paraphrase the note after reading.

In **short stories**, students may struggle to identify the theme or main idea. They may also find it challenging to make inferences about the message of the story. To address these challenges:

- in early course units, teachers can select brief stories that have a simple storyline and ask students to identify the theme and main idea. The short stories can increase in complexity in later units.
- teachers can ask students to predict what may happen next or how the story may finish during group reading of short stories. This practice enhances students' ability to make inferences.

This unit and those that follow include information about all four free-response questions that align with the format and instructions students will see on the AP Exam. Students practice free-response questions with narrative, email response, conversation, and cultural presentation task models, with gradually increasing levels of complexity.

AREAS OF CHALLENGE: FREE-RESPONSE

Students may have difficulty typing characters correctly due to mistakes in character selection or phonetic transcription.

- To improve students' accuracy, teachers can assign daily practice in typing Chinese characters and identifying the desired characters.
- With this practice, word(s) typed with the selected input method will display multiple Chinese character options on the screen. Students can identify and then select the correct character instead of choosing the one that is displayed first in the sequence.

In **story narrations**, students struggle to provide an organized story with beginning, middle, and end. To address this challenge, teachers can:

- provide examples of stories in class outlining the beginning, middle, and end of the story.
- ask students to brainstorm vocabulary and explanations and add to the class vocabulary bank.
- ask students to describe the events in each picture. Teachers can then suggest some transitional expressions that will link them together.

In **email responses**, students sometimes find it difficult to understand the incoming email and may therefore provide limited responses. To address this challenge:

28 | Course Framework V.1
AP Chinese Language and Culture Course and Exam Description

Using the Unit Guides

The screenshot shows the AP Chinese Language and Culture Course and Exam Description for Unit 2. At the top left is a circular icon labeled "UNIT 2". Below it is the title "The Influence of Language and Culture on Identity". Underneath the title is the heading "MODE Spoken Interpersonal Communication" and the subtitle "STIMULUS/TASK MODEL: CONVERSATION". A table follows, with columns for "Skill Category", "Skill", and "Learning Objective". The "Skill Category" column contains two rows: "4: Make meanings from words and expressions" and "5: Communicate interpersonally by speaking with others". The "Skill" column contains two rows: "4.B: Use words appropriate for a given context." and "5.A: Understand and apply appropriate communication strategies in interpersonal speaking.". The "Learning Objective" column contains two rows each, with numbered sub-objectives (e.g., 4.B.1 through 5.A.7). At the bottom right of the table, it says "continued on next page". At the very bottom of the page, it says "56 | Course Framework V.1" and "AP Chinese Language and Culture Course and Exam Description".

MODES/TASK MODEL PAGES

Task Models in each of the three modes can be practiced in class and throughout the course to familiarize students with expectations for the exam while building language skills and cultural competencies.

Learning Objectives define what a student should know and be able to do to succeed in the course. These objectives outline expectations of student abilities across the interpretive, interpersonal, and presentational modes of communication.

The screenshot shows the AP Chinese Language and Culture Course and Exam Description for Unit 2. At the top left is a circular icon labeled "UNIT 2". Below it is the title "The Influence of Language and Culture on Identity". On the left side, there is a section titled "SUGGESTED RESOURCES" with a list of bullet points. On the right side, there is a section titled "TEACHER TALK" with a list of bullet points. At the bottom of the page, it says "AP Chinese Language and Culture Course and Exam Description" and "Course Framework V.1 | 57".

The **Suggested Resources** offer helpful suggestions for authentic, semi-authentic, or pedagogical materials that teachers can use in the classroom to promote Chinese language and culture.

The **Teacher Talk** sections offer helpful tips for working with a task model.

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AP CHINESE LANGUAGE AND CULTURE

UNIT 1

Families in Different Societies



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 1

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Families in Different Societies

ESSENTIAL QUESTIONS

- What constitutes a family in Chinese-speaking societies?
- What are some important aspects of family values and family life in Chinese-speaking societies?
- What challenges do families face in today's world?

Developing Understanding

Unit 1 explores themes related to families in Chinese-speaking communities that provide a meaningful context for students to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave the themes of Personal and Public Identities, Contemporary Life, and Global Challenges with the recommended contexts suggested below. Through exploring these relevant themes, students can:

- discuss how families shape values and traditions as well as personal beliefs and personal interests.
- examine challenges faced by families, such as access to education and jobs.
- express their own understanding of the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons that build skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this and all subsequent units.

Suggested Themes

Recommended Contexts

Families and Communities

Family Structure/Roles, Social Customs, Traditions, Values, Social Networking

Personal and Public Identities

National and Ethnic Identities, Personal Interests, Self-Image and the Role of the Individual in Society

Contemporary Life

Lifestyles and Pop Culture, Education and Careers, Travel, Transportation, and Tourism

Global Challenges

Environmental Issues, Managing and Protecting Resources, Economic Trends

Building Course Skills

Students build skills in interpreting audio and written texts by working on various listening and reading tasks. The listening task models addressed in this unit include transportation announcements, school conversations, and instructions. Reading task models include emails describing a location, poster announcements, public signs, notes, and short stories. In performing these tasks, students learn to:

- identify main ideas, details, audience, purpose, and point of view.
- infer implied meanings through context.
- explain how a text connects to the target culture.

Listening to, reading, and discussing audio and written texts in the interpretive mode in this unit prepares students to engage in the interpersonal and presentational modes as they:

- participate in oral and written exchanges of information, opinions, and ideas on aspects of family life in a Chinese-speaking culture and another culture.
- write formal and informal correspondence using the appropriate style and a consistent writing system.
- narrate a complete and coherent story consistent with the pictures in sequence and demonstrate a clear progression of ideas, using appropriate transitional expressions.
- create a short written and oral presentation discussing an aspect of a target community's culture, using an outline and cultural information acquired in Unit 1 through various sources.

Preparing for the AP Exam

This unit includes multiple-choice questions presented in the format in which they appear on the AP Exam. Consistent exposure to the exam's format in all units helps prepare students for the exam. As the units progress, the level of complexity of selected materials and expectations for students' performance increase.

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In a **school conversation**, students may struggle to capture details. To address this challenge:

- teachers can offer guided questions and explanations of key words prior to listening to the conversation to help students target details as they listen.
- students can respond to these guided questions to capture details during and after listening.
- students and teachers can develop a class vocabulary bank with key words and explanations. Students and teachers can then add to this vocabulary bank throughout the course.

In **notes**, students may have difficulty identifying the purpose. To address this challenge:

- before reading, teachers can provide essential vocabulary related to the note and add these terms to the class vocabulary bank.
- students can then summarize or paraphrase the note after reading.

In **short stories**, students may struggle to identify the theme or main idea. They may also find it challenging to make inferences about the message of the story. To address these challenges:

- in early course units, teachers can select brief stories that have a simple storyline and ask students to identify the theme and main idea. The short stories can increase in complexity in later units.
- teachers can ask students to predict what may happen next or how the story may finish during group reading of short stories. This practice enhances students' ability to make inferences.

This unit and those that follow include information about all four free-response questions that align with the format and instructions students will see on the AP Exam. Students practice free-response questions with story narration, email response, conversation, and cultural presentation task models, with gradually increasing levels of complexity.

AREAS OF CHALLENGE: FREE-RESPONSE

Students may have difficulty typing characters correctly due to mistakes in character selection or phonetic transcription.

- To improve students' accuracy, teachers can assign daily practice in typing Chinese characters and identifying the desired characters.
- With this practice, word(s) typed with the selected input method will display multiple Chinese character options on the screen. Students must identify and then select the correct character(s), instead of choosing the one that is displayed first in the sequence.

In **story narrations**, students struggle to provide an organized story with a beginning, middle, and end. To address this challenge, teachers can:

- provide examples of stories in class outlining the beginning, middle, and end of the story.
- ask students to brainstorm vocabulary and explanations and add to the class vocabulary bank.
- ask students to describe the events in each picture. Teachers can then suggest some transitional expressions that will link their ideas.

In **email responses**, students sometimes find it difficult to understand the incoming email and may therefore provide a limited response. To address this challenge:

Families in Different Societies

- teachers can provide sample emails and have students work in pairs to identify the purpose of a message, what is being requested, and other pertinent details before responding.
- teachers can provide students with a checklist of grammar and mechanical errors to look for and address when reviewing their own or peer-reviewing others' work.
- student pairs can then exchange their email responses for peer review. These peer reviews can provide feedback on the accuracy of the response and grammar, or mechanical errors, and even offer suggestions for extending the response.

In a **conversation**, students may not fully understand the interlocutor. Some students struggle to provide detailed and well-elaborated responses. Teachers can address these challenges by:

- providing conversations for students to listen to. During the conversations, teachers can pause and formatively assess students' understanding.
- ask individual students to practice conversations in class and then ask others to provide more details after each response.

In **cultural presentations**, students often fail to address all aspects of the prompt and may either include incorrect cultural information or an off-task response. To address this challenge, teachers can:

- present cultural information in Chinese in each unit and ask students to compare the cultural information with their own culture. Students can also provide a written or spoken reflection about the cultural information.
- present information on cultural products and practices related to each unit over the course of the year and explain their significance and the cultural perspectives they represent in Chinese supported by text and visuals.
- ask students to give a short cultural presentation in Chinese—either as individuals or in a group—after each unit to demonstrate what they have learned.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit's recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 1.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

**STIMULUS/TASK MODEL: TRANSPORTATION ANNOUNCEMENT,
SCHOOL CONVERSATION, AND INSTRUCTIONS**

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Transportation Announcement

- This resource provides several transportation announcements. 南京地铁报站 (easy to intermediate) ximalaya.com/yinyue/3684777/40005591
- This resource is a bilingual version of an announcement for flight boarding. 飞机起飞前的广播词 (intermediate) ximalaya.com/qinggan/4127072/38656986
- Bilingual announcement. Beijing subway announcement. bilibili.com/video/av19286144/

School Conversations

- The resource is based on school conversation with expression of identity/introduction. Slower than normal speed. Teachers can conduct guided practice based on the first ⅔ of the recording, then free practice: 青春 : 一加一 (intermediate) fluentu.com/chinese/play/3123/youth-one-plus-one-part-1/.

Instructions

- Possible assignment: making dumplings or a potluck party (video recording) followed by presentation. 如何包饺子 (intermediate) chinacaipu.com/video/cy/84837.html
- 商场温馨提示 33 (intermediate to hard) pyy8.com/SoundDown/0/%e5%b9%bf%e6%92%ad/%e8%b6%85%e5%b8%82/2
- 电脑问路 (intermediate) collections.uiowa.edu/chinese/readings/beginning/b_audio/b_audio_u10/b_audio_u10_06.htm

TEACHER TALK

- Preview vocabulary in the context of the authentic source; select and present key vocabulary prior to presenting the source.

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: EMAILS DESCRIBING LOCATION, POSTER ANNOUNCEMENT, PUBLIC SIGN, NOTE, AND SHORT STORY

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.1: Explain the moral or theme. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions and/or choosing what works best for your class.

Email Describing Location

- Email describing location 地点 (easy)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13127
- My House
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_2/beginning_u2_10.html
- My Home
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_10/beginning_u10_01.html

Poster Announcement

- It is suggested that the following three bullets be applied sequentially.
 - ◆ 打折广告 (easy)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13110
 - ◆ 打折广告 2 (intermediate, good to review popular measure words)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13111
 - ◆ 打折广告3 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13112
- 广场舞大赛公告 (intermediate)
zfxgk.beijing.gov.cn/110036/tzgg52/2018-04/20/content_ea96a4243df243689ef57cd21b113634.shtml
- Summer Camp Announcement
ijxjj.com/huodong/huodong_231.html

Public Sign

- This bank of public signs could be selected for reading enhancement with similar vocabulary related to the family theme, sequentially based on the level of difficulty: easy, intermediate, and hard. 文明家庭的标语 (easy to intermediate to hard)
yuwenmi.com/biaoyukouhao/587522.html
- Children of Migrant Workers
jyb.cn/photo/gnjy/201011/t20101128_402460.html

TEACHER TALK

- Teachers can introduce commonly used phrases and expressions on various topics that they might see on posters and signs.
- Have students identify register, greetings and closings, key vocabulary and phrases, and the purpose of the message in the email and note.

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Families in Different Societies



Note

便条 (easy)

readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13951

便条集锦

collections.uiowa.edu/chinese/readings/beginning/b_audio/b_audio_u28/b_audio_u28_01.htm

- 留言条 (Intermediate)

diyifanwen.com/fanwen/liuyantiao/2608969.html

- 道歉条 (hard)

diyifanwen.com/fanwen/liuyantiao/1512602042920353.htm

- Notes to family and neighbors

collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_28/beginning_u28_01.html

- Note to grandmother

kknews.cc/zh-sg/baby/gy6xxql.html

- Note to brother

hwjyw.com/fj/jcxz/hyjc/9/05.pdf

Short Story

The following resources are short stories that can be written to various levels of difficulty and can be translated to English for additional practice.

- 小表妹的满月酒 (intermediate)

readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13953

- 离家的时候 (intermediate)

yes-chinese.com/reading/view.do?id=20111102202520

- These exercises are best used sequentially

- ◆ 后羿射日 (intermediate):

readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14791

- ◆ 嫦娥奔月 (hard):

readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14790

- 我的幸福小日子 (easy)

yes-chinese.com/reading/view.do?id=20111216065223

- 孟姜女的故事 (hard)

readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14808

- 孝子抱母看病 (hard)

yes-chinese.com/reading/view.do?id=20120309173443

- A Painting

collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_30/beginning_u30_07.html

- Mother's Love

weibo.com/ttarticle/p/show?id=2309404237814966451484

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Practice | Skill | Learning Objective |
|--|--|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: <i>Communicate interpersonally by speaking with others</i> | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or choosing what works best for your class.

- Teachers can design or modify six questions based on the dialogues. The content is appropriate for the themes related to family and social relationships and good for elaborating the answers. 礼轻情义重 (intermediate)
hanyufanting.com/2016/12/28/new-practical-chinese-reader-3-lesson-28/
- Teacher could select six questions from this written interview, create a setting for the conversation, and then record the half-dozen questions, using the answers as a reference when practicing. Talk about your family
jianshu.com/p/9a84f9e41da7

TEACHER TALK

- Have students record their conversations, examine their speaking sample, and suggest ways to provide additional elaboration.

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: Communicate interpersonally by writing to others | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

- 中式餐桌礼仪 (intermediate)
secretchina.com/news/gb/2015/01/30/566952.html
- 举止文明, 礼貌待人 (intermediate)
wenku.baidu.com/view/4bed2ef6561252d380eb6ea4

TEACHER TALK

- Expand students' repertoire of transitional expressions and cohesive devices
- Teach students to read closely (e.g., have students mark and annotate key passages) to interpret meaning from the incoming email or other texts.

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: Communicate through spoken presentations | 7.A: Plan and research an issue or topic for presentational speaking. 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |

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Families in Different Societies



SUGGESTED RESOURCES

- This is a long article with vocabulary and content comparing family values across different cultures. Teachers can help students to choose their preferred content for topics such as family structures, social networking, and personal beliefs. For example, paragraphs 1, 3, 5, 6, and 7 discuss the significance of change, and how change influences the family structures and social values among Chinese people. 移民后对家庭观念的改变 (intermediate) auliving.com.au/201701/41973.html
- This article discusses a social concept and its value in Chinese culture. Teachers can use the whole article. Paragraph 1 describes the concept. Paragraphs 2–3 demonstrate the significance of the concept, focusing on how teachers are valued and highly respected in Chinese culture—discussing, for instance, the impact of Confucius and the established holiday of Teacher’s Day. 尊师重教 (intermediate) hwjyw.com/zwhw/content/2009/09/03/640.shtml
- Teachers can design a question, maybe asking students to talk about one aspect of current Chinese family life; use the data in the article as a reference to learn about contemporary life in Chinese families and discuss the significance of this; and then ask students to prepare their own presentations. A possible significance might include a change in peoples’ lifestyle, such as increased spending on travel. Household Expense Changes in Chinese Families data.163.com/18/0325/00/DDN2OMRF000181IU.html

TEACHER TALK

- Provide a template to help students plan and organize their presentation.

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. |
| | 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing. | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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SUGGESTED RESOURCES

- This prompt can be used for a characteristic Chinese holiday in Unit 1, focusing on the transitional devices. 三八妇女节
att.jzb.com/forum/201309/13/155557itgs5t9aq12lgs5l.jpg
- Making a swing
pinterest.com/pin/328551735299597932
- Help Elderly People to Cross the Street
3g.en8848.com.cn/exam/zk/ktsh/170744.html
- Women's Day
joozone.com/upimg/allimg/110131/1_110131121807_1.jpg

TEACHER TALK

- Teach students through modeling to address all aspects of the picture sequence and to include descriptions of all four pictures in the narration.

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**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 2

**The Influence
of Language
and Culture
on Identity**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 2

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

The Influence of Language and Culture on Identity

ESSENTIAL QUESTIONS

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

Developing Understanding

Unit 2 looks at how language and culture influence identity in Chinese-speaking societies. This relevant and engaging theme provides a meaningful context for students to acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, teachers are encouraged to interweave the themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology. For example, students could:

- explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- examine how social media impacts personal image and identity.
- consider the role of advertising in shaping personal and public identity.
- explore how a community's identity is reflected in its art.

Suggested Themes

Recommended Contexts

Personal and Public Identities

Personal Interests, Gender Roles, National Figures, and Pop Culture Icons

Beauty and Aesthetics

Perspectives of Beauty in Chinese Culture, Architecture, Literature

Contemporary Life

Entertainment, Sports, Nutrition, and Food Culture

Science and Technology

Health Care and Medicine, Technology and Access to Technology, Science, and Ethics

Building Course Skills

In Unit 2, students build skills in interpreting audio and written texts by engaging with various listening and reading tasks. The listening task models addressed in this unit are rejoinders, radio reports, and uncontextualized dialogues. Reading task models include emails about a sequence of events, advertisements, journalistic articles, event brochures, and pen pal letters. Building on skills developed in Unit 1, in this unit, students:

- identify perspectives, tone or attitude, main ideas, purpose, details, supporting ideas, and sequence of events.
- use context to deduce the meaning of unfamiliar words and explain or use idiomatic and culturally authentic expressions.
- use provided cultural and/or interdisciplinary information to determine the meaning of a text.

Practicing with task models in the interpretive mode prepares students to engage in the interpersonal and presentational modes as they:

- initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions.
- continue to develop visual literacy through narrating stories based on pictures with a clear progression of ideas, including a beginning, a middle, and an end using transitions.
- deliver a short oral cultural presentation to explain ideas and opinions with examples using the sources provided in this unit.
- write and respond to emails and letters using appropriate register and a selected writing system consistently.

Preparing for the AP Exam

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In **uncontextualized dialogue**, students find inferring implied meanings challenging. Teachers can help students with this challenge by exposing them to dialogues on a variety of topics throughout the course with a gradual increase in complexity:

- Early in the course, consider topics related to Families and Communities and Personal and Public Identities.
- As the course continues, increase the complexity of the dialogues by selecting topics related to more unfamiliar course themes.

- As students listen to these dialogues, teachers can discuss with students the main idea and the implied meaning of the dialogue.

In the **pen pal letter**, students have difficulty with comprehension. To address this challenge:

- early in the course, students can chunk the text into small segments and work in small groups discussing and summarizing each chunk of text.
- students can identify and explain challenging vocabulary and add to the class vocabulary bank.
- students can also create questions and ask other small groups to respond. These groups can review the responses together.
- as students' skills improve, ask students to discuss, summarize, and respond to larger portions of the text, working their way to responding to the full letter.

In **rejoinder questions**, students often struggle to understand the context and unfamiliar idiomatic and culturally authentic expressions used. Teachers can address this struggle by asking students to work in pairs to:

- discuss the context of the conversation.
- list and deduce unknown words and add these words to the class vocabulary word bank.
- identify and explain idiomatic and culturally authentic expressions.
- review the four possible answers, select the best answer, and explain why the other three are incorrect.

AREAS OF CHALLENGE: STORY NARRATION

As mentioned in Unit 1, in story narration, students struggle to provide an organized story. In addition to this challenge, students struggle to apply a variety of vocabulary and sentence structures to describe the pictures. As a result, they fail to provide a full story with details and elaboration.

To address these challenges:

- students should build vocabulary in contexts related to course themes. Instead of relying on isolated vocabulary lists, teachers should focus on students' acquisition of contextualized vocabulary through authentic and pedagogical sources. One way to build this contextual vocabulary is through the building of, and continued reference to, the class vocabulary bank that teachers and students began at the start of the course.
- teachers can provide scenarios of everyday life that require students to use new vocabulary and sentence structures to solve daily problems in the target language.

One other challenge with story narration is in the effective use of cohesive devices and transitional expressions when narrating the story. Students may also list information with little narration in fragmented sentences instead of providing a well-connected paragraph-length discourse. To address these challenges:

- teachers should work with students to develop a robust variety of transitional expressions and cohesive devices that go beyond the commonly used “and,” “but,” and “because.”
- teachers can encourage students to frequently use these expressions and cohesive devices by requiring their use in student work.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit's recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 2.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

**STIMULUS/TASK MODEL: REJOINDER, RADIO REPORT,
UNCONTEXTUALIZED DIALOGUE**

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free use to the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Rejoinder

- Teachers can use the part with “气死我了”. 签字 (intermediate) (2'25”–2'52")
hanyufanting.com/2017/05/18/growing-up-with-chinese-lesson-74/

Radio Report

- 中国扩大研究生招生 4.3 (课文三 intermediate to hard)
media.eblcu.com/dwhy/H207/soft/text_04_03.html
- 世界汉语教学事业蓬勃发展 5.2 (intermediate to hard)
media.eblcu.com/dwhy/H207/soft/text_05_02.html
- 天气预报 2.3 (intermediate)
media.eblcu.com/dwhy/H207/soft/text_02_03.html
- Art and Technology Festival Report
v.qq.com/x/page/v0153o4t534.html

Uncontextualized Dialogue

- 汪阿金一家的巨大变化 6.1 (Hard)
media.eblcu.com/dwhy/H207/soft/text_06_01.html

TEACHER TALK

Teachers can help students by asking them to listen attentively with the following guidelines in mind:

- What is the topic brought up by the interlocutor?
- Which response has a natural flow following the interlocutor's speech?
- Is the selected response culturally appropriate in this context?

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: EMAIL ABOUT SEQUENCE OF EVENTS, ADVERTISEMENT, EVENT BROCHURE, PEN PAL LETTER, AND JOURNALISTIC ARTICLE

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free use to the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Email Describing Sequence

- 行程表 (easy)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13128
- Fishing
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_14/beginning_u14_08.html
- An Unforgettable Speech Contest
hwjyw.com/fj/jcxz/hjyc/8/6.pdf

Advertisement

- 找室友 (easy)
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_11/beginning_u11_05.html
- 清华大学对外汉语课程 (intermediate)
tsinghua.edu.cn/publish/iclcc/3362/index.html
- Teachers can search for similar job advertisements. 诚聘英语外籍教师 (intermediate)
bupt.edu.cn/content/content.php?p=81_8_2744
- Cell Phone Advertisement
3g.163.com/mobile/article/8JNFGMDD00111790.html

Event Brochure

- The brochure has good content for building a useful vocabulary pool. 北语中文夏令营 (intermediate)
admission.blcu.edu.cn/2017/0829/c1394a710/page.htm
- Computer Class for Elderly People
jnpec.edu.cn/wljyxy/info/1217/1117.htm
- Chinese Idioms Contest
kejiao.cntv.cn/2014/01/15/ARTI1389766252863993.shtml

TEACHER TALK

- Ask students to skim a text first, state their immediate impressions of the main idea in the text, and mark evidence of the main idea and supporting details.

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Pen Pal Letter

- 给笔友的一封信 (intermediate)
ruiwen.com/zuowen/shuxin/1255261.html

Journalistic Article

- 天津人民喜迁新居 (intermediate)
media.eblcu.com/dwhy/H207/soft/text_06_03.html
- This is a long article, but all its paragraphs are good reading practice. Teachers can select the parts that best fit their subtopics. 小留学生寄宿面面观 (intermediate)
epochtimes.com/gb/15/1/10/n4338512.htm
- Students and Internet Language
news.sina.com.cn/cul/2004-12-21/2287.html
- 七十岁老人看病免挂号费
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_12/beginning_u12_08.html

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: Communicate interpersonally by speaking with others | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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SUGGESTED RESOURCES

- Teachers can design six questions based on the questionnaires. The topic can be modified from extracurricular activities into Chinese cultural activities or volunteer work. The choices of answers can be used to elaborate the correct answers. 调查问卷 (intermediate) wenjuan.com/lib_detail_full/53d898abf7405b43bc980192
- Teachers can choose or modify six questions based on the dialogue. The content of the other questions can be used to elaborate the correct answers. A cultural comparison question may be added, such as the different circumstances of student working in China in their own culture or region. 打工的大学生多起来了 (intermediate) hanyufanting.com/2017/03/08/new-practical-chinese-reader-4-lesson-47-part-1/
- Teachers can create a setting for the conversation, change the six items into questions, and use the content as a reference when practicing with students. Teachers may want to add a question related to China, such as what you would do if you wanted to make online friends in China. Survey of Internet Use xuexi.la/diaochabaogao/23403.html
- Teachers can create a setting for the conversation, six questions based on each paragraph in the script, and use the content as a reference when practicing with students. The teacher may want to add a question of culture comparison, such as how your life here is different from your life in your own country. Life of a Student hanyufanting.com/2017/08/28/slow-and-clear-chinese-listening-practice-1/

TEACHER TALK

- Help students improve oral communication skills by asking them to conduct 2- or 3-minute short dialogues on various topics with their partner as one of the daily warm-up exercises.

MODE

Written Interpersonal Communication

STIMULUS/TASK TYPE: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: Communicate interpersonally by writing to others | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

- 出国留学的注意事项 (intermediate)
eduglobal.com/usa/Article/115288/
- 我学中文的方式 (intermediate)
hwjyw.com/resource/content/2011/12/07/22656.shtml
- Teachers could use this topic to create a brief email from a student, complaining that his/her parents won't allow him/her to use the internet, asking why parents won't allow children to use the internet, and what suggestions the friend can give. Teacher can use the response "To孩子" as reference for composing the email response - shorten, simplify, and pick a few key points with some explanation
archive.wenming.cn/sng/2009-12/03/content_18396402.htm
- Suggested topic: student anxiety about test-taking.
archive.wenming.cn/sng/2010-05/25/content_19874899.htm

TEACHER TALK

- Have students work in pairs to gather and organize initial ideas to respond to questions in the incoming email and seek feedback from the teacher.
- Remind students to use register appropriately for the intended target culture and audience.

MODE

Spoken Presentational Communication

STIMULUS/TASK TYPE: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: Communicate through spoken presentations | 7.A: Plan and research an issue or topic for presentational speaking. | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. |
| | 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |

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SUGGESTED RESOURCES

- The article provides a detailed description of Jackie Chan and the significance and influence of his achievements in the movie industry. Teachers can use paragraphs 4, 5, and 6 to describe, and paragraphs 1, 2, 3, and 7–12, to demonstrate his significance, such as being the first Chinese winner of an Academy Award. 成龙(intermediate)
news.ifeng.com/a/20160902/49888563_0.shtml
- This article describes the state of Chinese language learning in the world, focusing on its important role in global economic and cultural exchange and collaboration.
一带一路成长故事 (intermediate):
cim.chinesecio.com/hbcmf/f/article/info?id=32a1dea84d2042a28b10a2c121b08fec
- The teacher could create a prompt and modify this article so that it is easier for students to read. 穷二代
sohu.com/a/121025319_524555

TEACHER TALK

- Provide a variety of presentation topics related to the unit of study and have students select a topic. Give students 5 minutes to prepare their talk and 2–3 minutes to present it. If needed, students can use index cards to help them, but with only key words and phrases.

MODE

Written Presentational Communication

STIMULUS/TASK TYPE: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. |
| | 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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SUGGESTED RESOURCES

Story Narration

- Visiting a sick friend 同学病了 (intermediate) :
s16.sinaimg.cn/mw690/7196d41ftx6BegO95y72f&690
- This prompt fits contemporary life. 帮老奶奶过马路 (intermediate)
timgsa.baidu.com/timg?image&quality=80&size=b9999_10000&sec=1532180987989&di=85c6be001b4759566f12eec939d56e5d&imgtype=0&src=http%3A%2F%2Fsinaimg.cn%2Fmw690%2F7196d41ftx6BegDpsFp1f%26690
- Use pictures 2–5. The prompt can be used in Units 2, 3, and 5. 扫雪助人 (intermediate)
s9.sinaimg.cn/middle/9dcda861gc59ed6755068&690
- Helping others
sohu.com/a/206087979_609562
- Picking up a wallet
3g.en8848.com.cn/exam/zk/ktsh/168805.html

TEACHER TALK

- Have students orally discuss the content including main characters, plot, and details in each picture before asking them to narrate a complete story in writing.

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AP CHINESE LANGUAGE AND CULTURE

UNIT 3

Influences of Beauty and Art



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 3

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Influences of Beauty and Art

ESSENTIAL QUESTIONS

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Developing Understanding

This unit explores themes related to the influences of beauty and art in Chinese-speaking communities. While the primary focus will be on the theme of **Beauty and Aesthetics**, teachers should incorporate the themes of Personal and Public Identities, Contemporary Life, and Families and Communities by integrating recommended contexts from these themes. For example, students could:

- explore how art influences the quality of life and values in a community.
- consider the role/importance of art in Chinese-speaking communities.
- discover how the arts capture and reflect the history of a community.
- investigate how the concept of beauty is defined within a culture.
- explore how art challenges and reflects cultural perspectives.

Suggested Themes

Recommended Contexts

Beauty and Aesthetics

Arts and Music, Visual and Performing Arts, Fashion and Design

Personal and Public Identities

National and Ethnic Identities, Gender or Gender Roles, Heroes and National Figures

Contemporary Life

Lifestyles and Pop Culture, Holidays and Celebrations

Families and Communities

Social Customs, Traditions, and Values, Citizenship, Social Welfare

Building Course Skills

This unit features listening task models that include rejoinders, transportation announcements, and school conversations. Reading task models include public signs, poster announcements, emails describing location, and short stories. As students' skills increase, so should the complexity of the content of the task models. Students build and refine skills in interpreting audio and written texts by engaging with texts of increasing complexity as they:

- infer the meaning of a text, idiomatic and culturally authentic expressions, and unfamiliar words using provided cultural and interdisciplinary information.
- identify the main idea, details, intended audience, point of view, tone, purpose, theme.
- identify and explain the significance, moral, or theme in short stories.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes. Building on skills developed in Unit 2, they:

- build the academic vocabulary needed for carrying out speaking and writing tasks.
- comprehend the speaker's and writer's messages and respond in a culturally appropriate manner.
- exchange information, ideas, and opinions on this unit's themes using a variety of vocabulary and sentence structures, standard conventions, and the appropriate register for written language in emails and letters.
- identify, compare, and explain the relationships between products, practices, and perspectives on beauty and aesthetics in the target culture.

Preparing for the AP Exam

As the primary theme for this unit is Beauty and Aesthetics, students begin to move away from talking about topics with which they have direct personal experience, such as Family and Communities and Personal and Public Identities, to talking about topics with which they may be less familiar. These more complex topics require students to acquire more information about their external world—introducing them to unfamiliar and challenging vocabulary and requiring students to make cultural and interdisciplinary connections. Teachers can help students with this transition by providing exposure to more varied content about this theme.

In addition to moving toward more complex themes, teachers should also work with students to develop strategies that help them address challenging content with less teacher assistance. This gradual release of control allows students to continue to work through course challenges, even when they make an error or are not completely certain of their responses. Some examples of strategies for increasing complexity and empowering students to identify and address challenges are shared below.

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In **transportation announcements**, students may find it difficult to understand details. To address this challenge:

- teachers should provide opportunities for students to practice strategies for taking notes while listening to the transportation announcements. Teachers can initially provide a graphic organizer with key words and questions that help students identify main ideas and relevant details. As students' skills increase, teachers can remove the graphic organizer, and before students listen to the announcement, have them list questions that will need to be answered by the announcement so that they are able to identify main ideas and relevant details.
- teachers should encourage students to take notes as they listen, especially looking for key words.
- students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding. Teachers can reduce the number of times the recording is played as students' skills increase.

In **public signs**, students may have difficulty making meaning from words and expressions with no visual images. To address this challenge:

- teachers can select and introduce some commonly used phrases and expressions that might be seen on signs.
- teachers can create assignments with words, commonly used phrases, and expressions that students match to the visual image that contains no phrases or expressions. Students may enjoy completing this formative assignment in a class competition format.
- students can locate signs and create flash cards that contain the phrases and expression and no visual images. Students can practice in pairs with the flash cards.

In **poster announcements**, students may struggle to identify the distinguishing features such as purpose and/or intended audience. Teachers can address this challenge by:

- guiding students to discover these features by actively deconstructing the text—stating its purpose, intended audience, and cultural connections.
- asking students to develop discussion questions based on the purpose, audience, and cultural connections identified.
- asking students to work in pairs using the poster announcement to answer the student-developed questions.

AREA OF CHALLENGE: EMAIL RESPONSE

As mentioned earlier in this guide, in the email responses, students may find it difficult to understand the incoming email and their responses might be limited, off topic, or inaccurate. Students also often struggle with showing a progression of ideas and addressing all the questions asked in the incoming email. To address these challenges:

- teachers can provide a sample email task from the AP Central website and model how to identify each question asked in the stimulus. Teachers can ask students to brainstorm possible responses to the questions and then lead the class in constructing a fully organized, detailed email response that includes a greeting, closing, use of appropriate register, and responses to the questions.
- teachers can remind students to read the prompt carefully and identify all the elements that must be addressed in their response. When they finish their work, students should review to make sure they have included all the required elements.
- students can then review a different email stimulus and independently identify each question being asked. Students can provide responses to the questions.

- students can practice using the prompt they used to independently identify the questions and provide responses. They can organize their responses into a paragraph-length email response using expressions and cohesive devices that have been discussed up to this point in the course.
- as students' skills progress, before asking students to respond to the incoming email, teachers can have students work in pairs or small groups to discuss possible responses with explanations without teacher input.

An additional area of challenge with the email response is that students struggle to use standard conventions (e.g., punctuation) and appropriate register, word choice, and sentence structures in the email response. To address this challenge:

- teachers can provide a checklist of items for students to review after they have written their response.
- as students practice more and their skills improve, teachers can remove the checklist and remind students to independently review their work based on their knowledge of items to look for in their review.
- as students revise their writing, students can develop a habit of monitoring language production, recognizing errors, and self-correcting. Teachers should also encourage students to use the vocabulary, idioms, and sentence structures they are familiar with to answer questions.

As the course progresses and students independently write longer, more organized, and more complex responses, it is important to remind students to continue practicing typing and identifying the desired characters or phonetic spellings.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit's recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 3.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINDER, TRANSPORTATION ANNOUNCEMENT, SCHOOL CONVERSATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text and pictures)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| 2: <i>Make cultural and interdisciplinary connections</i> | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Rejoinder

- Teachers can choose the part with the negation words (i.e., 不好意思, 可惜, 0'33"–0'55"). Add three choices of answers. 衣服大小 (intermediate)
hanyufanting.com/2016/08/19/asking-about-sizes-shopping-at-the-clothing-store-part-3/
- Chinese Calligraphy: (From 6:35–7:25.)
hanyufanting.com/2016/12/29/new-practical-chinese-reader-3-lesson-29/

Transportation Announcement

- Shanghai subway announcement: (From the beginning to 0:24 and 1:55–2:03.)
youtube.com/watch?v=DmISMMY5u8E

School Conversation

- 京剧我看得懂 (intermediate)
media.eblcu.com//dwhy/H101/Norm_055kewen.html
- Yue Opera: (From 0:10–3:12.)
hanyufanting.com/2016/12/21/new-practical-chinese-reader-2-lesson-22/

TEACHER TALK

- Have students identify thematic vocabulary, idiomatic expressions, transitional expressions, and sentence patterns used in the transportation announcement, school conversations, and instructions, which they can apply later in the unit when working on speaking and writing tasks.

MODE

Written Interpretive Communication—Written Text

STIMULUS/TASK MODEL: PUBLIC SIGN, POSTER ANNOUNCEMENT, EMAIL DESCRIBING LOCATION, AND SHORT STORY

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.1: Explain the moral or theme. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or choosing what works best for your class.

Email Describing Location

- 长白山天池 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14798
- 茶语网 (intermediate). Title: I Want to Open a Small Tea Shop (我要开个小茶馆)
chayu.com/zt/wykgxgcg

Poster Announcement

- 阅览室公告 (easy to intermediate)
jmrb.com/a/content/2018-07/06/content_2162515.htm
- 美术展览 (intermediate)
namoc.org/zsjz/zlzx/201806/t20180604_319188.htm
- Art Contest Announcement
sswchina.com/article-32286-1.html
- Job Advertisement
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_23/beginning_u23_01.html

Public Sign

- This bank of public signs could be selected for extensive reading. 体育运动标语 (easy, intermediate, hard)
360doc.com/content/12/0419/14/1407330_204911991.shtml
- Health Theme Park Sign
hs.wenming.cn/jwmsxf/201508/t20150812_1906684.htm
- 文明出行标语
sohu.com/a/159841841_355463

Short Story

- 最美的声音 (easy)
360doc.com/content/18/0130/15/42891739_726425174.shtml
- 梁祝 (hard)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14793
- Visit Peking Opera Facial Makeup Exhibition
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_21/beginning_u21_05_test.html
- Story of Sun Yat-sen
hwjyw.com/fj/jcxzzhongwen/7/10.pdf

TEACHER TALK

- Monitor and facilitate students during their reading process by answering questions, providing clarification, and checking for understanding.

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: <i>Communicate interpersonally by speaking with others</i> | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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SUGGESTED RESOURCES

- Sample sentences for conversation questions. Teachers can design six questions or expand the topics to cultural comparison. 评价电影 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14795
- From beginning – 2:20: Teachers can create a background in which the conversation takes place, and then create questions based on the answers given by these overseas students, such as what is your name and where are you from, how long have you been in China, what is your impression of China and why, how would you introduce China to your friends back in ... (country), how do you feel about being in China, what is a color that you think represents China and why. Use the interviewees' answers in the video as reference when practicing with students. Impressions of China.
pearvideo.com/video_1090739

TEACHER TALK

- Provide examples of effective student responses to conversations from AP Central as models for students.

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: <i>Communicate interpersonally by writing to others</i> | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

Suggested topic: Planning activities for an exchange student in Shenzhen. The email response could provide suggestions on where to visit and what activities to participate in, such as a folk cultural village and the happy valley. 深圳必玩 (intermediate)

travel.qunar.com/p-cs300118-shenzhen-jingdian

- Suggested topic: performing in a talent show. The teacher can also add a stimulus with regard to which talent to choose and why. 如何克服怯场 (intermediate)
zh.wikihow.com/%E5%85%8B%E6%9C%8D%E6%80%AF%E5%9C%BA
- Suggested topic: Places to visit in Beijing. Teachers can use the text on pages 9–10 as a reference to help students compose their own email response. Temple of Heaven
hwjyw.com/fj/jcxz/zhongwen/4/2.pdf
- Suggested topic: How to address people in China. Social customs on meeting and greeting.
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_01/beginning_u01_07.html

TEACHER TALK

- Provide examples of effective student responses to emails from AP Central as models for students.

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 2: <i>Make cultural and interdisciplinary connections</i> | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: <i>Communicate through spoken presentations</i> | 7.A: Plan and research an issue or topic for presentational speaking. 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |

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SUGGESTED RESOURCES

- These articles can be used for the cultural presentation topics related to Chinese arts or leisure activities. The first article describing calligraphy is concise and fits the AP level. In the second article, teachers can choose bullet points whose significance students should explain, such as its impact on personal physical and mental health, enhancement of global cultural exchange, etc.
 - ◆ Description and significance: 中国书法 (intermediate):
collections.uiowa.edu/chinese/readings/intermediate/i_audio/i_audio_u18/i_audio_u18_01.htm
 - ◆ Significance: 中国书法艺术大众化的重要性:
fx361.com/page/2016/1103/308562.shtml
- The Great Wall. The teacher could create a prompt and then use this article as a reference when students practice.
hwjyw.com/fj/jcxz/zhongwen/7/7.pdf
- Auspicious Patterns. The teacher could create a prompt and then use this article as a reference when students practice. The teacher should ask students to discuss its significance, which might include the desire to live a happy life.
hwjyw.com/zhwh/content/2009/09/03/628.shtml

TEACHER TALK

- Guide students to create and deliver their short presentations using rubrics.
- Provide examples of effective student responses to cultural comparisons from AP Central as models for students.

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing. | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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SUGGESTED RESOURCES

Story Narration

- This prompt can also be used in Unit 5 related to healthy lifestyle. 健康的生活习惯 (intermediate)
atth.jzb.com/forum/201210/09/165611z6fs4xfs0vvpxzgf.png
- This prompt can be used in Units 3, 5, and 6. 植树 (easy to intermediate)
s2.cdn.deahu.com/show/lfile/608EAE9D4A2A7A330492E193F3CFFDA1.jpg
- Helping a grandma
pinterest.com/pin/338473728223181511
- Making a birdhouse
pinterest.com/pin/593771532091321662

TEACHER TALK

- Provide examples of effective student responses to story narration from AP Central as models for students.

AP CHINESE LANGUAGE AND CULTURE

UNIT 4

How Science and Technology Affect Our Lives



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 4

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

How Science and Technology Affect Our Lives



Developing Understanding

ESSENTIAL QUESTIONS

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

Unit 4 explores the effects of science and technology on people's lives in Chinese-speaking communities. This theme encourages students to work with more complex and academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. Students continue to interact with more complex topics as they broaden their vocabulary and communication skills by learning more about science and technology in the target culture. While **Science and Technology** is the primary thematic focus of the unit, it is possible to integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities. For example, students could:

- explore how developments in science can both create and resolve challenges in contemporary society.
- investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- consider ways access to technology affects society and the quality of life.
- examine how science and technology affect the values and ethics of a community.

Suggested Themes

Recommended Contexts

Science and Technology

Effects of Technology on Self and Society, Climate and the Physical World

Global Challenges

Population and Demographics, Access to Food and Water

Contemporary Life

Travel, Transportation, and Tourism, Entertainment, Sports and Leisure, Lifestyles

Personal and Public Identities

Nationalism, Patriotism, Global Identity, and Responsibility

Building Course Skills

In this unit, students continue working in the interpretive mode with audio and written sources of increasing complexity. The listening task models for the unit include rejoinders, voice messages, and uncontextualized dialogue. Reading task models include event brochures, emails about sequence of events, advertisements, journalistic articles, and pen pal letters. Building on skills developed in Unit 3, students continue to use context to:

- deduce the meaning of unfamiliar words and infer the implied meanings of a text.
- identify and describe features of sources, including intended audience, purpose, point of view, tone or attitude.
- identify sequence of events, main ideas, and details.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes. Students:

- provide and obtain information on the impact of the development of science and technology on people's lives in written and spoken exchanges.
- use standard conventions, a consistent writing system, and appropriate register for written language in emails, letters, and narratives.
- select resources and gather needed information for preparing a short cultural presentation on the topics addressed in this unit, including viewpoints, supporting evidence, and elaboration.
- apply appropriate and varied vocabulary and sentence patterns to create written presentations with an introduction, development of topic, and conclusion.

Preparing for the AP Exam

As students prepare for the AP Exam, teachers should encourage them to work more independently and develop strategies to address content they find challenging.

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In the **voice message**, the speaker's speed of delivery and presentational style may interfere with students' understanding. The content of the message may also be challenging if the topic is unfamiliar to students. To address these challenges:

- as students develop their skills, they can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding. As students improve their skills, teachers can decrease the number of times that a source is played.

- students can become comfortable listening to the native speakers' speech by listening to various authentic audio or audiovisual teacher-provided sources throughout the course.
- prior to listening to the messages, students can develop a graphic organizer listing questions such as, who is the speaker? what is the purpose of the message? that will likely be answered by the voicemail message.

In **journalistic articles**, students often have difficulty making connections among cultural and interdisciplinary information provided. To address this challenge:

- teachers and students can continue to add challenging words and phrases to the course word bank.
- using their understanding of vocabulary, students can predict and analyze the possible content of the text before reading.
- once the challenging vocabulary is identified and explained, students can research cultural and interdisciplinary information provided in the news article and make connections to content they have previously studied.

In the **event brochure**, students struggle to interpret the text if they are unfamiliar with the event topic. To address this challenge:

- teachers can introduce a variety of cultural event topics with discussion questions throughout the course to help students learn more relevant content related to the topics.
- as students' skills progress, they can research cultural event topics and develop questions while reading the content. Students can then provide the text to their classmates and have them answer the questions.

AREA OF CHALLENGE: CONVERSATION

In the conversation free-response question, the challenge of not fully understanding the interlocutor was shared earlier in this guide. An additional struggle is speech delivery. Excessive hesitation, vague pronunciation, and inconsistent pace and intonation all affect comprehensibility in the conversation. To address these challenges:

- students can listen to various authentic audio sources, including conversations to get exposure to the flow of conversations.
- students can record and compare their own recorded speeches with exemplar samples available on the AP Central website so as to identify and self-correct for hesitations, pronunciation, pace, and intonation errors.
- students can also practice pronunciation and speed of delivery with a partner or teacher.

An additional struggle with conversation free-response question is that students sometimes provide irrelevant or off-topic answers due to the misinterpretation of questions.

To address this challenge:

- teachers should encourage students to listen and carefully read and follow the directions in English.
- Teacher should encourage students who misunderstand a turn in the conversation to do their best and continue to the next prompt.

- during classroom practice, teachers can have students repeat or rephrase questions to increase their understanding.
- ask students to work on speaking activities that require them to provide answers with examples or justifications such as role-playing or holding a debate.
- teachers can invite native speakers from the local community with whom students can engage in spontaneous conversations.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit's recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 4.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINDER, VOICE MESSAGE, AND UNCONTEXTUALIZED DIALOGUE

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Rejoinder

- 上网 (intermediate): (From 0:55–1:38.)
hanyufanting.com/2016/08/21/get-online/
- 计算机高手 (intermediate): (From 1:12–1:42.)
harvest2e.cengageasia.com/ca3_harvest2e/slot/u1/Workbook%20Audio%20Files/Harvest%20WB%20L1_Section%20One.mp3

Voice Message

- 给“好朋友”的“信” (intermediate)
wenku.baidu.com/view/2714fc8d55270722192ef7a9?isbtn=1
- Mother's voicemails
fotomen.cn/2018/05/12/wfvedio180512-mother/

Uncontextualized Dialogue

- 买手机 (easy to intermediate)
hanyufanting.com/2016/08/21/buying-a-phone/

TEACHER TALK

- Ask students to think about and discuss what they already know about a topic and cultural concept related to the audio resources. Then, have them share their knowledge with their classmates before listening to the resources.

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: EVENT BROCHURE, EMAIL ABOUT SEQUENCE OF EVENTS, ADVERTISEMENT, JOURNALISTIC ARTICLE, AND PEN PAL LETTER

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Event Brochure

- 中科馆暑期购票攻略 (intermediate)
cstm.cdstm.cn/e/action>ShowInfo.php?classid=91&id=2515
- Teachers can select the right level or use them sequentially.
 - ◆ 科技改变生活征文活动 (intermediate):
hgs-edu.cn/a/Campusculture/tongzhijianbao/2017/0423/1746.html
 - ◆ 学生手册设计大赛 (hard):
hgs-edu.cn/a/Campusculture/tongzhijianbao/2017/0417/1720.html
- 汉语网络考试 (intermediate)
hanban.edu.cn/news/article/2012-11/09/content_469406.htm
- Elderly People's Internet Training Class
hzxlib.net/article/laonianrendiannaogongyipeixuntongzhi-3244-1.html
- Science Exhibition Show
ustc.edu.cn/2017/0518/c13941a215493/page.htm

Email About Sequence of Events

For the resources below, teachers may create an email prompt on the topic.

- A one-day field trip. 中科馆精彩教育活动推荐 (intermediate)
cstm.cdstm.cn/e/action>ShowInfo.php?classid=91&id=3049
- 人工智能创意赛 (intermediate to hard)
godasai.com/zhuanye/biancheng/chengxusheji/2018-06-12/864.html
- 如何注册淘宝 (intermediate)
jingyan.baidu.com/article/14bd256e423570bb6d26120c.html
- How to call a taxi on a cell phone
jingyan.baidu.com/article/b0b63dbfc6e854a48307094.html

Advertisement

- This ad has vocabulary related to a technical career. 华为暑期实习 (intermediate to hard)
yingjiesheng.com/job-002-497-615.html

TEACHER TALK

- Distribute to students different segments of the text (teachers prepare materials in advance). Ask students to discuss them and summarize the message of each portion they received, and have them create questions that might be addressed in the full text.



- China Unicom Advertisement 1
4g.zol.com.cn/585/5850966.html
- Chinese Unicom Advertisement 2
bhrb.beihai.gov.cn:8080/epaper/bhwb/html/2013/05/24/09/09_6.htm
- China Mobile Advertisement
3g.163.com/dy/article/DFV3IE8D0525TEAU.html

Journalistic Article

- This article is long, with comprehensive information related to cell phone use in the classroom. 无手机课堂 (intermediate to hard)
chinanews.com/sh/2015/12-30/7693718.shtml
- 拒做低头族 (intermediate)
scnews.newssc.org/system/2013/10/18/013861044.shtml
- Students and the Internet
child.rksec.com/media/16361.html
- Elderly People and the Internet
cncaprc.gov.cn/contents/737/186215.html

Pen Pal Letter

- 科技时代要不要上大学 (intermediate)
suppmaterials.voices.wooster.edu/2013/03/02/level-2-lesson-7-reading-exercise/
- 在电脑上打电话 (intermediate)
collections.uiowa.edu/chinese/readings/beginning/b_audio/b_audio_u24/b_audio_u24_04.htm
- Teachers can write a letter identifying how the two media are used in different cultures. 微信和脸书 (intermediate)
wenxuecity.com/blog/201503/64743/16669.html
- Online Chinese School
hwjyw.com/fj/jcxz/zhongwen/10/2.pdf
- A visit to the science museum with my father
hwjyw.com/fj/jcxz/hyjc/7/6.pdf
- Computer dating
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_15/beginning_u15_07.html

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: Communicate interpersonally by speaking with others | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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SUGGESTED RESOURCES

- Teachers can design six questions to discuss the appropriate use of technology in academic learning and communicating, social network, Internet safety, etc. 如何正确使用互联网 (intermediate)
wenku.baidu.com/view/3cdb9a3110661ed9ad51f3f8.html
- Teachers can design six questions to discuss the apps popular in China and how they influence life among Chinese people. 你习以为常, 他大喜过望 (intermediate)
us.xinhuanet.com/2017-07/26/c_129663431.htm
- Teachers can create a setting for the dialogue and six questions based on each paragraph of the script, using each paragraph in the script as a reference when practicing with students: School Life
hanyufanting.com/2017/08/28/slow-and-clear-chinese-listening-practice-1/

TEACHER TALK

- Assign students in turn to perform their mini-dialogues in front of the class and receive feedback from the teacher and classmates (note: assign 1–2 groups only each day).

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: Communicate interpersonally by writing to others | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

- Suggested topic: How to buy tickets online. The response could provide suggestions for risk reduction and safe transactions. 怎样安全地网购火车票 (intermediate)
jingyan.baidu.com/article/cbf0e5004f2afc2eaa289398.html
- 外国人: 在中国手机就是生命 (intermediate)
oversea.huanqiu.com/article/2017-11/11358378.html
- Suggested topic: The impact of WeChat
applysquare.com/topic-en/KEhY7VqMo/

TEACHER TALK

- Teachers can have students email them with details or suggestions about things they are interested in such as a field trip, tutoring, and summer camp as homework. Teachers can then have students orally summarize or rephrase the content in the email to check for their understanding.

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: Communicate through spoken presentations | 7.A: Plan and research an issue or topic for presentational speaking. 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |

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| Skill Category | Skill | Learning Objective |
|----------------|--|---|
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |



SUGGESTED RESOURCES

- This resource provides abundant content for the new Four Inventions in China, including both detailed descriptions and thorough demonstrations of the global-wide significance of each invention. The content of any invention can be chosen to fulfill the prompts related to the effects of technology, lifestyle, science and ethics, social welfare, etc. 中国人的新四大发明 (intermediate)
xinhuanet.com/tech/2017-10/23/c_1121839636.htm
- The teacher can prepare a prompt, perhaps talking about one contemporary Chinese technology, and then use this article as a reference for the presentation. The teacher should discuss significance with students. Possible significance may include the advancement and development of technology in modern-day China—for instance, China becoming one of the most important countries in the world with regard to the aerospace industry. 神舟五号
hwjyw.com/fj/jcxzzhongwen/5/9.pdf

TEACHER TALK

- Provide a graphic organizer (T-chart or Venn diagram) to help students plan and organize their presentation.

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing. | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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SUGGESTED RESOURCES

- This prompt is about the disadvantage of watching TV too late at night. 看球赛导致迟到 (intermediate)
en8848.com.cn/d/file/201207/1b7667d007743050cd8966fb5457a507.jpg
- Growing trees
3g.en8848.com.cn/exam/zk/ktsh/164652.html
- Picking up garbage
3g.en8848.com.cn/exam/zk/ktsh/170888.html

TEACHER TALK

- Provide ample opportunity for students to practice describing clear and detailed responses based on the provided pictures and provide timely feedback.

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AP CHINESE LANGUAGE AND CULTURE

UNIT 5

Factors That Impact the Quality of Life



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 5

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Factors That Impact the Quality of Life

ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

Developing Understanding

This unit explores themes related to the quality of life in Chinese-speaking communities, which provides a meaningful context for students to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could:

- explore how one's social status influences their quality of life.
- investigate how cultural perspectives and traditions relate to the quality of life.
- consider how access to education, health care, justice, food, and water impact the quality of life.
- explore how geography influences the quality of life.

Suggested Themes

Recommended Contexts

Contemporary Life

Education and Careers, Lifestyles, Holidays and Celebrations

Global Challenges

Managing and Protecting Resources, Population and Demographics, International Trade

Science and Technology

Innovations and Inventions, Health Care and Medicine

Beauty and Aesthetics

Defining Beauty, Literature, Film, Traditional and Contemporary Arts and Music

Building Course Skills

In this unit, students continue working in the interpretive mode with audio sources, including rejoinders, school conversations, and instructions; and written sources, including notes, poster announcements, public signs, emails describing location, and short stories. Sources in this unit are equivalent in complexity to what students can expect to see on the AP Exam.

Students develop their ability to comprehend and interpret information through audio and written sources of increasing complexity as they:

- acquire a variety of vocabulary from authentic sources related to the topics and themes in this unit.
- identify or describe the main ideas, details, perspectives, and connections among cultural and interdisciplinary topics.
- use cultural or interdisciplinary information to infer meaning from a text and deduce the meaning of unfamiliar words through context.
- summarize and sequence information in narrative form.

Building on skills developed in previous units and practice in the interpretive mode, students further engage in the interpersonal and presentational modes as they:

- apply analytic skills, vocabulary, and sentence structures gained from working with and deconstructing authentic sources to prepare for speaking and writing tasks.
- converse on the topics in this unit using communication strategies such as requesting clarification, asking for repetition, and paraphrasing to maintain spoken and written exchanges.
- exchange viewpoints on cultural perspectives and traditions and use cultural information acquired from sources to prepare and deliver an organized cultural presentation.
- use appropriate register, standard conventions, and the selected writing system consistently to work on writing tasks such as an email response and story narration.

Preparing for the AP Exam

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In multiple-choice questions for the **instructions** stimulus, students sometimes find it difficult to identify the purpose and details presented in this type of audio text. To address this challenge:

- teachers should provide opportunities for students to identify and explain unknown information based on the context of the source, adding cultural background as appropriate.
- teachers can provide instructions written in Chinese. Students can then explain the details included in the instructions.

In the **email describing location**, students may struggle to completely understand details in the text about locations or direction. To address this challenge:

- teachers can provide a prereading warm-up exercise (e.g., reviewing vocabulary and sentence structures for giving directions, visiting places, and locating objects) that can help students connect previous learning to new knowledge and apply this knowledge to interpreting the text.
- students can craft an email that gives directions from the classroom to various points in the school (cafeteria, gym, restroom, front office, etc.) and have a partner draw a map summarizing how to get to the described locations.

In this unit, students continue to practice the four free-response questions. Like the multiple-choice questions in the personal progress check for this unit, these questions mirror the complexity students can expect to see on the AP Exam.

Factors That Impact the Quality of Life

AREAS OF CHALLENGE: Cultural Presentation

In the **cultural presentation**, students give an oral presentation in which they demonstrate cultural knowledge and linguistic accuracy as they describe a cultural practice, product, phenomenon, or perspective and explain its significance. Students can describe the selected cultural topic; however, they struggle to explain why this topic is significant. To help improve student performance on this task, teachers can:

- explain what makes the cultural topic significant and demonstrate for students how to explain the significance in their presentation.
- ask students to describe a cultural topic such as Chinese myths or legends, historic figures, or new cultural phenomena/changes to Chinese society. Then provide guided practice in addressing the significance of the selected cultural topic.
- provide students with targeted vocabulary and grammatical structures to be able to discuss these topics in Chinese.
- provide sample student responses from the AP Central website and the scoring guidelines for this task to familiarize students with expectations for performance on this task. Discuss low-, mid-, and high-level performances and have students identify aspects of each one using the scoring guidelines.

Students do not always manage their time well when presenting. To address this challenge:

- teachers can use a previous year's cultural presentation prompt from AP Central and have students brainstorm how to respond and organize their presentation by writing

down key words or ideas in the order they want to include them in their presentation. Students can then complete this same activity individually using another prompt.

- students can listen critically to a wide variety of audio presentations throughout the year, noting the organization of those presentations.

The cultural presentation question is one of the more challenging questions on the AP Exam. Successful students generally have had significant classroom practice and have received targeted and directed feedback from teachers. Some strategies teachers can implement to help students build their presentation skills include:

- breaking skills down incrementally.
- providing practice over time to develop each skill.
- providing timely and focused feedback. Let students know where they have done well and where they need to improve. Watch for improvement in individual students' skills and provide encouragement as students practice and improve.
- providing opportunities for students to practice with a partner and receive feedback to improve their delivery. Practicing with a partner not only improves the presenter's presentation, but also provides an opportunity for the student providing feedback to reflect on areas where their own presentation skills can improve.
- ensuring that students understand the scoring guidelines. As discussed above, the scoring samples on AP Central can provide a wealth of knowledge for students on how the question is scored and, therefore, how students can organize and present their cultural presentation.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit's recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 5.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINDER, SCHOOL CONVERSATION, INSTRUCTIONS

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Rejoinder

- 好好儿庆祝 (easy): (From 13:08–14:02.)
hanyufanting.com/2017/07/10/new-practical-audio-visual-chinese-lesson-23-part-1/

School Conversation

- Studying Chinese (From 1:40–2:16.)
hanyufanting.com/2017/05/17/growing-up-with-chinese-lesson-70/

Instructions

- From Gym membership: 健身会会员 (intermediate): (From 0:25–1:28.) Teachers can focus on the female narrator.
hanyufanting.com/2016/10/11/chinese-listening-practice-getting-a-gym-membership-in-china/
- 微信延时转帐 (intermediate)
video.eastday.com/a/170626165435491504428.html
- How to practice running downhill. (From 1:05–1:32.)
v.qq.com/x/page/o052844ghzt.html
- How to type on a screen. (From 3:11–4:09.)
v.qq.com/x/page/j0544n3g39b.html

TEACHER TALK

- Preview critical vocabulary prior to having students listen, and provide students with listening questions before their listening activities.

MODE

Written Interpretive Communication

**STIMULUS/TASK MODEL: PUBLIC SIGN, POSTER ANNOUNCEMENT,
NOTE, EMAIL DESCRIBING LOCATION, SHORT STORY**

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. 3.B: Interpret the meaning of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.1: Explain the moral or theme. 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Email Describing Location

- 我的宿舍房间 (intermediate)
media.eblcu.com/dwhy/H101/Norm_018kewen.html
- Teachers can compose an email sharing the options of going to the World Expo Convention Center from Pudong or Hongqiao airport. 如何抵达上海世博展览馆 (intermediate)
shexpocenter.com/shanglv_02.html
- Traveling to the Bund
hwjyw.com/fj/jcxz/zhongwen/7/3.pdf
- A "Magical" House
hwjyw.com/fj/jcxz/hyjc/10/08.pdf

Poster Announcements

- 运动会改期的通知 (easy)
bwfxnw.bfsu.edu.cn/info/1154/6702.htm
- 举办摄影展活动的公告 (intermediate)
cm.xmu.edu.cn/3a/3a/c951a14906/page.htm
- 学生早锻期间车辆绕行 (intermediate)
cztgi.edu.cn/2018/0306/c899a34137/page.htm
- Volunteer Teaching of Children of Migrant Workers
xiaohegongyi.com/Html/?2058.html
- Career Planning
career.tsinghua.edu.cn/publish/career/8131/2016/20160928084549011780207/20160928084549011780207_.html
- Group exercise activity
urp.nku.cn/_t35/2015/0421/c1651a17479/page.htm

Public Sign

- 森林防火标语 (intermediate)
ruiwen.com/biaoyu/1430654.html
- 推广普通话标语 (easy to intermediate to hard)
ruiwen.com/biaoyu/1660604.html
- 安全标语 (intermediate)
ruiwen.com/biaoyu/1666280.html
- Health Park's public signs. (See pictures 2 through 6.)
kuaibao.qq.com/s/20180622F1YN2O00?refer=spider

TEACHER TALK

- Actively guide students to examine a work to determine distinguishing features and make inferences.

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Factors That Impact the Quality of Life



Note

- 看电影留言条 (easy)
ppzuowen.com/a/yingyongwen/liuyantiao/93260.html
- 妈妈给儿子的便条 (intermediate)
wenku.baidu.com/view/4c5ddc9250e2524de5187e8e.html
- 留言条集锦 (intermediate)
yuke.xju.edu.cn/info/1248/1704.htm
- Parents' note to a daughter
51test.net/show/6898241.html

Short Story

- 一件可笑的事 (easy to intermediate)
edu.pcbaby.com.cn/zuowen/1205/1107758.html
- 教爸爸学电脑 (intermediate)
duwenzhang.com/wenzhang/qinqingwenzhang/20160615/353912.html
- 一个IT男的生活 (easy to intermediate)
hanyufanting.com/2017/08/29/slow-and-clear-chinese-listening-practice-2/
- Lost wallet
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_14/intermediate_u14_06.html
- A life-changing decision
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_13/intermediate_u13_08.html
- A Chinese father cooks
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_17/intermediate_u17_05.html

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: Communicate interpersonally by speaking with others | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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Factors That Impact the Quality of Life



SUGGESTED RESOURCES

- This dialogue is useful in describing the traditional tea house, identifying the "loud" atmosphere in a Chinese public place. Teachers can design six questions. 入乡随俗 (intermediate)
hanyufanting.com/2016/12/27/new-practical-chinese-reader-3-lesson-27/
- Teachers can design six questions around how to attract more people to a cultural event. 怎样吸引人参加活动 (intermediate)
jingyan.baidu.com/article/3f16e003a064302590c1035e.html
- This resource helps students discuss lifestyles, relationships, social conscience, etc. 庆祝生日的食物 (intermediate)
k.sina.com.cn/article_6395563097_p17d348c59001005atc.html
- Teachers can create a setting for the dialogue and then follow the six questions asked in the video with practice with students. Students being interviewed in the video are of different learning levels and some may make mistakes. The teacher can compare the answers and use the Chinese subtitle in the video as a reference in this case. Studying Chinese in China
3g.163.com/v/video/VR8ANQ50J.html
- Why come to China?
m.people.cn/n4/2017/0927/c204408-9926509.html
Additional website
k.sina.com.cn/article_3790774615_me1f2a157033001y7l.html

TEACHER TALK

- Provide students with strategies for working with conversation outlines.

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: Communicate interpersonally by writing to others | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

- 给环保工人的一封信 (intermediate)
edu.pcbaby.com.cn/380/3804825.html
- 大房子还是小房子 (intermediate)
newhouse.hrb.fang.com/2011-02-15/4508994.htm
- Suggested topic: How to have a healthy lifestyle. 健康的生活方式 (intermediate)
k.sina.com.cn/article_6367116133_17b827b65001002qk7.html
- Study methods
archive.wenming.cn/sng/2010-07/01/content_20222949.htm
- Suggested topic: Study and play.
archive.wenming.cn/sng/2010-06/24/content_20155766.htm

TEACHER TALK

Provide a question checklist for students to review and revise their work, such as

- Did I respond appropriately to the prompt?
- Did I respond to all questions in the incoming email?
- Did I use effective transitional elements in my writing?

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: Communicate through spoken presentations | 7.A: Plan and research an issue or topic for presentational speaking. | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. |
| | 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |

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Factors That Impact the Quality of Life

| Skill Category | Skill | Learning Objective |
|----------------|--|---|
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |



SUGGESTED RESOURCES

- This resource discusses giving and receiving gifts, and it can be used for topics like relationships, social conscience, defining beauty/fashion, etc. Teachers can select the content related to the importance of gift culture among the Chinese, such as appreciation, respect, support, and social networking, including the unique value and significance of different types of gifts in different regions. wenku.baidu.com/view/c9d5aed480eb6294dd886cca.html
- This resource can be used for topics such as leisure activities, travel and tourism, and lifestyles. Using this article, teachers can help students see the lives of Chinese people and the Chinese landscape in different cities and understand Chinese history and culture. Teachers can also encourage students to discuss the message derived from this article and then have students prepare a presentation on a similar topic. Students should describe the selected topic and explain its importance. [我的西安之旅](http://hwjyw.com/resource/content/2011/07/05/19470.shtml) hwjyw.com/resource/content/2011/07/05/19470.shtml

TEACHER TALK

- Teach students how to gather information and evidence needed for them to prepare an effective presentation.

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. |
| | 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing. | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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Factors That Impact the Quality of Life



SUGGESTED RESOURCES

Story Narration

- 衣服被吹走 (intermediate)
en8848.com.cn/d/file/201207/7b326e6f7ce6ec42c4b9dec01164214c.jpg
- 宠物乐园 (intermediate)
wendangwang.com/doc/f3e6cf7db40654ad0fa3f605
- 丢失的照相机 (intermediate)
flts.cn/sites/default/files/picture/2012/m201309zlj-t3.jpg
- Saving a Drowning Child
s10.sinaimg.cn/large/7196d41ftx6BegVn27na9&690
- Lost Wallet
s14.sinaimg.cn/large/7196d41ftx6BegDzXfnfd&690
- Donating Books
2abc8.com/new/44072/

TEACHER TALK

- Ask one student to read the story he/she narrated using the provided images, and then have other classmates place the pictures in sequential order that aligns to the narrated story.

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AP CHINESE LANGUAGE AND CULTURE

UNIT 6

Environmental, Political, and Societal Challenges



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 6

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Environmental, Political, and Societal Challenges

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What are possible solutions to those challenges?
- What role do individuals play in addressing complex societal issues?

Developing Understanding

This final unit explores themes related to how complex issues and phenomena affect people's lives in Chinese-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. This unit presents one of the most challenging and abstract themes in that the content requires students to understand information about economic, environmental, population, and demographic issues in the target language. These topics require sophisticated vocabulary and linguistic concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could:

- investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- explore how individuals can positively or negatively influence the world around them.
- develop possible solutions that address contemporary global challenges.

Suggested Themes

Recommended Contexts

Global Challenges

Economic Trends, Environmental Issues, Population and Demographics

Contemporary Life

Lifestyles, Travel, Leisure, Food

Science and Technology

Effects of Technology on Self and Society, Innovations, Climate and the Physical World

Families and Communities

Social Customs and Values, Relationships, Friendships, and Social Networking, Urban and Rural Communities and Their Development

Building Course Skills

In this last unit, students practice multiple-choice questions related to the following task types: rejoinders, voice messages, uncontextualized dialogue, radio reports, advertisements, event brochures, emails about sequence of events, and journalistic articles. Students develop their ability to comprehend and interpret information at the same level of complexity they can expect to see on the AP Exam as they describe the factual meaning of the text and identify its features. Students:

- discuss and compare environmental, political, and societal challenges between the target community and their own community.
- describe and explain cultural practices and perspectives related to the unit's theme.

Building on skills developed in previous units and practicing in the interpretive mode, students continue engaging in the interpersonal and presentational modes as they:

- carry out conversations or interviews on the topics addressed in this unit.
- use cultural information acquired from sources in Unit 6 to prepare and deliver an organized cultural presentation related to this unit's theme.
- provide and explain viewpoints with supporting details and elaboration.
- compose replies to emails by providing suggestions with justifications on the specific topic addressed by the other party.
- develop visual literacy by narrating stories (based on visuals) that reflect a clear progression of ideas, including a beginning, a middle, and a conclusion.

Preparing for the AP Exam

In this final unit, students continue to apply their growing knowledge and competencies in a variety of contexts and real-world scenarios. Listening and reading examples are equal in complexity and difficulty to what students will experience on the AP exam and should be performed under exam conditions.

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In **radio reports**, students may struggle to identify relevant details.

- In earlier units, teachers may have anticipated which interdisciplinary information or vocabulary would be challenging to students and provided explanations. This strategy can be used throughout the units.

- As students are coming to the end of the course and preparing for the exam, ask them to predict relevant vocabulary related to the theme of the unit that may be used in the radio report. Then ask students to decode the vocabulary as best as they can using tools as needed, including the context and any prior knowledge about the content to identify relevant details.

In **advertisements**, students may not recognize unfamiliar terms, professional phrases, or cultural elements. To address this challenge:

- Teachers can select some authentic advertisement resources on familiar topics and have students work in pairs to identify relevant details.
- When encountering unknown information, teachers can encourage students to make educated guesses using cues from the sources.
- Students should use the class vocabulary bank and their prior knowledge to understand the content and answer the questions.

In **emails about sequence of events**, students may feel confused about various details that appear in the text. To address this challenge:

- students can list each event or activity presented in the text in order, and then look for key words such as time adverbs, dates, and transitional phrases to describe the literal meaning and interpret features of the text.
- students can use the context of the email to eliminate incorrect responses and select the best answer choice.

AREAS OF CHALLENGE: FREE-RESPONSE

Students have been practicing the writing tasks for the free-response questions throughout the year. As students prepare for the AP Exam, on both writing tasks, email response and story narration, encourage them to:

- create an outline to organize their ideas before writing
 - ◆ Determine what information needs to be included based on the information in the prompt.
 - ◆ Determine what information should come at the beginning, middle, and end of their response.
 - ◆ Determine transitional and cohesive devices that will communicate the organization of their response.
- remind students to use standard conventions for written language and consistently use the selected writing system while writing.
- remind students to leave time to review and revise after they have written their response. Ask them to list what they should be checking in their writing essay review.

For both speaking tasks, conversation and cultural presentation, students should:

- monitor their language production and try to self-correct when they make a mistake, as they are *not* penalized for doing so on the exam.
- continue with the conversation even if they realize they misunderstood one of the turns in the conversation, and listen carefully to the next prompt from the interlocutor to get back on track.
- use communication strategies such as circumlocution and paraphrasing to maintain spoken exchanges and presentations.

For both writing and speaking tasks, students need to:

- pay attention to register and try to avoid shifting register during their responses.
- continue to focus on completing each task by addressing all aspects of each prompt.

By this point in the course, students should be very familiar with the instructions, formats, and expectations for each of the free-response questions and know how to follow directions on the exam. Successful students generally provide their own viewpoints, supporting evidence, elaboration, and significant details in organized responses.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular mode of communication with task models for that mode and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use to complement their own resources as they plan their instruction. Note that the suggested resources are not created, maintained, or endorsed by College Board.



Unit Planning Notes

Use the space below to plan your approach to the unit. We suggest that teachers not limit themselves to this unit’s recommended task models alone but rather fully address the content of the unit by integrating other task models, resources, and activities throughout.



Go to **AP Classroom** to assign students the **Personal Progress Check** for Unit 6.
Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINDER, VOICE MESSAGE, UNCONTEXTUALIZED DIALOGUE, RADIO REPORT

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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SUGGESTED RESOURCES

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Rejoinder

- 能源危机 (intermediate to hard)
sfsu.app.box.com/s/yskceibyhhjrhxrok1qqh956tjr1i9ag
- From 2:44–3:09: Teachers can create three other answers in Chinese. The Bund
hanyufanting.com/2017/05/19/growing-up-with-chinese-lesson-79/

Voice Message

- Teachers can compose and record a script. 留言条集锦 2 (intermediate)
wenku.baidu.com/view/e1a4452cbd64783e09122b0e.html?sxts=1533835630218
- Teachers can record a script. Message to parents.
51test.net/show/7431592.html

Uncontextualized Dialogue

- 搬家的折扣 (intermediate)
hanyufanting.com/2016/09/12/chinese-listening-practice-deciding-when-to-move-in-china/
- Click “TEXT PLUS” at the bottom to listen to the audio. 交谈：国庆 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13991
- 股票 (intermediate)
sfsu.app.box.com/s/16ooq7u6us1davsnkeyw33cyjalnhdb

Radio Report

- Teachers can focus on the listening skills of catching numbers. 快递业和运输 (intermediate)
baidu.pptv.com/watch/6236498225927109219.html?page=videoMultiNeed
- 外企在中国投资回报率 (intermediate to hard)
collections.uiowa.edu/chinese/readings/intermediate/i_audio/i_audio_u25/i_audio_u25_05.htm
- 上海磁浮列车 (hard)
collections.uiowa.edu/chinese/readings/advanced/a_audio/a_audio_u12/a_audio_u12_06.htm
- WeChat and Alipay: (From 5:44–6:08.)
hanyufanting.com/2018/03/23/slow-and-clear-chinese-listening-practice-16/
- Smog: (Use the audioclip on top, beginning at 0:31.)
rfa.org/mmandarin/yataibaodao/huanjing/yf1-10152015102303.html
- From beginning–0:31: Summer break travel. (From the beginning to 0:31.)
chinanews.com/m/shipin/cns/2017/07-03/news719090.shtml

TEACHER TALK

- Always have students review frequently used vocabulary, sentence patterns, and professional phrases in texts such as news, voice messages, and announcements.

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: ADVERTISEMENT, EVENT BROCHURE, EMAIL ABOUT SEQUENCE OF EVENTS, JOURNALISTIC ARTICLE

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 1: Comprehend written, audio, audiovisual, and visual text (text and pictures) | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Sequence information in narrative form. |
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.1: Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information. |
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words. |

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**SUGGESTED RESOURCES**

For the resources below, feel free to use the recommended content or modify as needed, creating questions, and/or using what works best for your class.

Event Brochure

- “创业：我的选择”演讲比赛 (intermediate)
dkxy.yzu.edu.cn/art/2009/4/24/art_5477_32192.html
- Teachers can choose different sets of the plans for student practice.
 - ◆ 慈善义卖活动流程 (intermediate):
liuxue86.com/a/3343397.html
 - ◆ 慈善晚会策划方案 (intermediate):
wenku.baidu.com/view/12c2cbdad1f34693daef3e99.html?rec_flag=default&sxts=1532690180472
- See paragraphs 1, 3, 4, and 5. 植树造林活动 (intermediate to hard)
yuhang.gov.cn/zjyh/jryh/hotnews/2018ywzs/dtbd/201802/t20180226_1116596.html
- Summer camp for children of migrant workers.
bbs.hangzhou.com.cn/thread-23018351-1-1.html
- Migrant workers and family reunion activity.
lzxqgh.cn/gonggao/2018-07-02/642.html

Email About Sequence of Events

- Sharing thoughts on student life in different countries. 大学生的一天 (easy to intermediate)
hanyufanting.com/2017/08/28/slow-and-clear-chinese-listening-practice-1/
- Teachers can select the activities and formulate an email. 大连国际沙滩文化节 (intermediate)
dl.sina.com.cn/news/shenghuo/2017-06-14/detail-ifyfzfyz4111242.shtml
- Travel to Hong Kong
hwjyw.com/fj/jcxzzhongwen/7/2.pdf
- Planting trees.
edu.pcbaby.com.cn/399/3996628.html

Advertisement

- A series of advertisements covering different categories of environmental, political, and societal challenges. 公益广告大全 (easy to intermediate to hard)
wenku.baidu.com/view/45159a93852458fb760b569b.html?rec_flag=default
- A series of advertisements related to one's health and hospitals. 医院广告 (easy to intermediate)
ruiwen.com/biaoyu/1728564.html
- A template pool of commercial advertisements. Teachers can compose ads by adding the names of goods. 打折促销广告集锦 (intermediate)
ruiwen.com/biaoyu/1671341.html
- Two travel agency advertisements
sywb.10yan.com/20120924/%E5%B0%81%E4%B8%89_3.jpg
- Concert advertisement
weibo.com/ttarticle/p/show?id=2309404104531226010918

TEACHER TALK

- Divide a text into sections and have students sequence them in the most logical order.

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Journalistic Article

- 世界环境日宣传 (intermediate)
xz.people.com.cn/n2/2018/0725/c138901-31857500.html
- 节约用水宣传 (intermediate)
wenming.cn/jwmsxf_294/gygg/201405/t20140519_1947911.shtml
- Four short articles focusing on food safety. 食品安全 (intermediate to hard)
ruiwen.com/zuowen/anquan/724195.html
- Street-cleaning workers in Xi'an
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_28/intermediate_u28_03.html
- Smog
news.cntv.cn/special/spj/0000/13/80/index.shtml
- About Honesty
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_29/intermediate_u29_04.html
- Hong Kong's aging population
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_29/intermediate_u29_01.html

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 5: Communicate interpersonally by speaking with others | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 5.A.3: Provide and obtain relevant information in spoken exchanges. 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges. 5.A.5: Use pronunciation and tones that are comprehensible when interacting with speakers of the target language in spoken exchanges. 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges. |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | 5.B.1: Use a variety of grammar and syntax in spoken exchanges. 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. |

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SUGGESTED RESOURCES

- The resource (2'18"-3'02") discusses the experience and challenges of learning Chinese. Teachers can design six questions based on the whole dialogue. 你快要成中国通了 (intermediate)
hanyufanting.com/2016/12/25/new-practical-chinese-reader-2-lesson-26/
- Teachers can design six questions. 回馈社会 (intermediate)
hanyufanting.com/2016/10/21/chinese-listening-practice-giving-back-to-the-community-in-china/
- The content can be used for topics such as education, family values, challenges, etc. 空巢老人 (intermediate)
audio-lingua.eu/spip.php?article4682&lang=fr
- Teachers can create a setting for the conversation and add three other questions, maybe "Do you work out regularly?" and "What kind of exercise do you like and why?" at the beginning, and "What's the difference between working out in China and in your country?" after the 1st question in the video ("How long do you work out every week?"). Working Out, Environment and National Policy
v.qq.com/x/page/i0015lvyi6l.html

TEACHER TALK

- Encourage students to use the target language, and help them maintain communication despite gaps in vocabulary by providing strategies to "talk around" what they're missing.

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 6: Communicate interpersonally by writing to others | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 6.A.4: Use a variety of grammar and syntax in written exchanges. 6.A.5: Use register appropriate for the intended target culture audience in written exchanges. 6.A.6: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of written language (e.g., orthography, punctuation) in written exchanges. |
| | 6.C: Understand and apply appropriate writing systems in interpersonal writing. | 6.C.1: Use the selected writing system (simplified or traditional characters) consistently in written exchanges. 6.C.3: Use keyboarding to communicate in written exchanges. |

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SUGGESTED RESOURCES

For the resources below, teachers may create an email prompt on the topic, then use the resource to help students create their own email responses.

- Teachers can compose an email prompt asking for comparison/persuasion with suggestions or solutions.
 - ◆ 出国留学的利弊2 (intermediate):
1juzi.com/new/82527.html
 - ◆ 寄宿家庭的利弊 (intermediate):
qianmu.org/article/3614.htm
- Teachers can compose an email prompt asking for comparison/persuasion with suggestions or solutions.
 - ◆ 假期旅游应该注意什么(intermediate):
sohu.com/a/161505508_99939989
 - ◆ 假期旅游应该注意什么 2 (intermediate):
jingyan.baidu.com/article/ca2d939d6cd6eceb6c31ced1.html
- Suggested topic: Test scores.
archive.wenming.cn/sng/2010-04/26/content_19625287.htm
- Suggested topic: Children of migrant workers and the challenges of school attendance.
archive.wenming.cn/sng/2010-03/30/content_19384590.htm

TEACHER TALK

- Provide students with strategies to use prior to writing, during writing, and for reviewing their writing.

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 2: Make cultural and interdisciplinary connections | 2.A: Make connections among cultural and interdisciplinary information provided in texts. | 2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics. |
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 7: Communicate through spoken presentations | 7.A: Plan and research an issue or topic for presentational speaking. 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | 7.A.1: Use a process to plan spoken presentations. 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations. 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. 7.B.3: Use pronunciation and tones in spoken presentations that are comprehensible to speakers of the target language. 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations. 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations. |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | 7.C.1: Use a variety of grammar and syntax in spoken presentations. 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations. |

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| Skill Category | Skill | Learning Objective |
|----------------|--|---|
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | 7.D.1: Explain ideas and opinions with examples in spoken presentations. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations. |

**SUGGESTED RESOURCES**

- This dialogue provides a detailed description of and discusses the significance of women's changed social status in China. Teachers can guide students to practice the content in terms of women's current circumstances in China (part 1), the significance of their raised social status and expanded opportunities (part 2), and the pros and cons of this kind of change (part 3).
中国妇女的地位 (intermediate)
hanyufanting.com/2017/01/21/new-practical-chinese-reader-4-lesson-40-part-2/
- The resources discuss the pressures Chinese youth need to contend with; this source can be used for the following topics: social conscience, relationships, global citizenship, etc. Students are encouraged to identify the challenges of balancing a heavy academic workload and life, the stress resulting from unnecessary competition, the value conflicts between different generations, and possible solutions to improve the situation. Teachers may select the useful sentences that demonstrate significance, for example, from the last three paragraphs of article 2.
 - ◆ 把快乐还给孩子 (intermediate):
collections.uiowa.edu/chinese/readings/advanced/a_audio/a_audio_u21/a_audio_u21_04.html
 - ◆ 把快乐还给孩子 2 (intermediate):
chinanews.com/sh/2017/06-01/8238911.shtml

TEACHER TALK

- Have students record key information while listening to their classmates presenting their speech. This learning habit helps facilitate active listening and process information.

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: Make meanings from words and expressions | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions. |
| 8: Communicate through written presentations | 8.A: Plan and research an issue or topic for presentational writing. | 8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. |
| | 8.B: Use appropriate writing strategies to communicate an idea in presentational writing. | 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. |
| | 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing. | 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations. |
| | 8.D: Understand and apply appropriate writing systems in presentational writing. | 8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations. |

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SUGGESTED RESOURCES

Story Narration

- Teachers can use this prompt to emphasize the conjunctions in writing. 香蕉皮的故事 (easy to intermediate)
s10.sinaimg.cn/large/4c26097ahbf1ea1abe489&690
- Reporting crime
pinterest.com/pin/328551735299597951
- Saving a cat
pinterest.com/pin/328551735299176773
- Lost dog
pinterest.com/pin/808536939320967709
- Project Hope
3g.en8848.com.cn/exam/zk/ktsh/170890.html

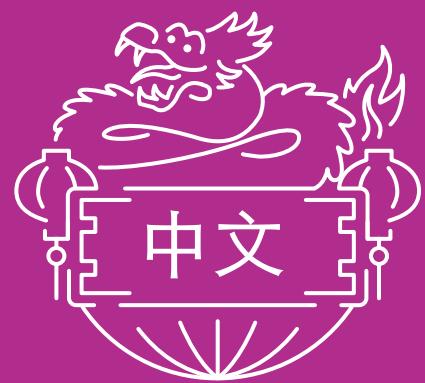
TEACHER TALK

- Draft a story narration by incorporating brainstormed or initial ideas into a written format.

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AP CHINESE LANGUAGE AND CULTURE

Instructional Approaches



Selecting and Using Course Materials

As the course develops real-world communicative and cultural competencies, it is critical to integrate a variety of authentic materials into instruction and assessment. Authentic materials are texts or resources designed for native speakers of the language and not created for the language classroom. Such authentic materials include, but are not limited to:

- websites
- newspapers, magazines, and other printed sources
- short stories
- blogs and other social media
- podcasts
- music
- videos: films, advertisements, news programs, TV shows
- radio broadcasts

There are several textbooks designed for AP Chinese Language and Culture. Some provide ways to organize the course, as well as instructional and assessment strategies, while others specifically focus on preparing students for the AP Exam. As textbooks that use a variety of authentic materials are limited, teachers can assemble materials selected from different texts or resources with modified pedagogical materials that broaden or deepen each theme and are appropriate to their students' cognitive level and needs.

Teachers can find multifunctional learning tools that teach Chinese pronunciation, characters, and grammar as well as culture at chinese-tools.com. This resource also has annotation tools, dictionaries, and converters for Pinyin, Unicode, and simplified and traditional Chinese, as well as information on Chinese Input Method Editor.

zhongwen.com is a useful site that contains a comprehensive and easy to use Chinese dictionary searchable by pronunciation, radical, stroke count, or English word.

The American Council on the Teaching of Foreign Languages (ACTFL) is the largest organization of world language educators in the USA. ACTFL's standards and

approach for instruction, performance and assessment are foundational to AP world language and culture courses and exams. actfl.org

ACTFL offers many documents that inform instruction and assessment:

- **World-Readiness Standards for Learning Languages** This document provides "a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." The five goal areas (Communication, Culture, Connections, Comparisons, Communities) of language constitute the standards for language acquisition. This document is foundational for AP world language and culture courses.
- **Performance Descriptors for Language Learners** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It explains the difference between proficiency and performance. AP world language courses base expectations for performance on this document.
- **ACTFL Proficiency Guidelines 2012** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements** This document guides language learners to identify, set learning goals, and chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. This resource helps students and teachers establish reasonable goals for progress.
- **The Language Educator** This publication for ACTFL members (four issues per year) provides educators of all languages and at all levels with a single, comprehensive source of news and information
- **Foreign Language Annals** This official refereed journal of current scholarly research in languages is published by ACTFL and available to ACTFL members.

Instructional Strategies

The AP Chinese Language and Culture course framework outlines the concepts and skills students must master to be successful on the AP Exam. To address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches into their daily lessons and activities. Teachers can help students develop the skills by

engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction. In the skills tables that follow these instructional strategies, we provide some selected strategies to show how they might be used to develop specific skills.

Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts)

| Strategy | Definition | Purpose | Sample Activity |
|-----------------------------------|---|--|--|
| Activating Prior Knowledge | Providing an opportunity for students to think about what they already know about a concept, place, person, culture and so on, and share their knowledge with a wider audience. | To prepare students to encounter new concepts, places, persons, cultures and so on, prior to reading a text. | Provide an advance organizer of guiding questions, a graphic organizer, or other visual. |
| Chalk Talk | Providing an opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board. | To build skills in responding spontaneously and to provide an opportunity for all students to participate in the written discussion. | Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another. |
| Change of Perspective | Providing an opportunity for students to retell a story from the perspective of a different character. | To have students retell/paraphrase a story and use its structures and vocabulary in a creative way. | Retell a selected story from a different character's perspective. |
| Chunking the Text | Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes, and so on. | To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text. | Break apart a text into several sections for students to examine section by section. |
| Close Listening | Accessing small chunks of audio text to listen to multiple times, taking notes as needed to comprehend key details—word for word and sentence by sentence. | To develop deeper understanding by engaging in focused listening of audio text excerpts. | Model how to ask questions when engaging with an audio text. |

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Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|--|---|---|---|
| Close Reading | Accessing small chunks of text to read, reread, mark and annotate key passages—word for word, sentence by sentence, and line by line. | To develop comprehensive understanding by engaging in one or more focused readings of a text. | Model how to ask questions when engaging with a text and annotate it. |
| Descriptive Outlining | Analyzing the content, development, organization, and impact of a text or audio source by dividing it into functional chunks and describing what each chunk is saying and doing. | To better understand how a text is put together and how it conveys its message. | Students create an outline of a text or audio source by dividing it into chunks and describing the function or purpose of each chunk in conveying the message. |
| Discovering Vocabulary in Context | Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries and/or thesauruses, and replacing unfamiliar words with familiar ones. | To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text. | Use contextual clues and language resources to understand words and idiomatic expressions. |
| Double-Entry Journal | Creating a two-column journal (also called Dialectical Journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text). | To respond to a specific passage with comments, questions or insights to foster active involvement with a text and to facilitate increased comprehension. | Assign this journal once per week to encourage students to read and comprehend texts on their own. |
| Graphic Organizers | Using a visual representation for the organization of information. | To build comprehension and facilitate discussion by representing information in visual form. | Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas. |

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Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|-------------------------------------|---|---|--|
| Gridding | Providing categories of information for students to check off or fill in as they listen. | To guide students as they listen and have them participate in active listening. | Provide a grid with categories for students to use as they listen to public service, transportation, or school announcements. |
| Guided Reading | Identifying a series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text). | To help students learn to use multiple strategies to make meaning from a challenging text. | Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next. |
| Hashtag Summary | Chunking a text into sections; then, after reading each section, providing a # followed by a key word(s) or phrase that summarizes that section of text; the hashtag summaries then are reviewed to determine relationships among the sections. | To facilitate increased comprehension of texts through carefully-chosen, concise language; to begin recognizing relationships among sections of text; to encourage students to use their own modes of language to comprehend texts. | Provide a text that has been chunked into sections, have students read in pairs and identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags. |
| How Reliable Is This Source? | Evaluating the bias, credibility, and reliability of a source. | To help students select reliable and credible sources for evidence to support their arguments. | Define the terms "bias," "credible," and "reliable," and provide examples of sources that are considered reliable and others that are not. |
| Interactive Word Wall | Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year. | To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness. | Dedicate a section of the classroom to posting useful words and/or phrases such as interrogatives, transitional expressions, etc. |

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Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------|--|--|--|
| Interpreting Visual Data | Building students' skills to understand and apply data presented in a variety of visual formats, such as charts, graphs, tables, maps, and infographics. | To develop student skills in decoding information presented visually. | Teach students common vocabulary found in charts and graphs such as percent, rate, increase, decrease, range, change, etc. Provide a variety of charts, tables, etc. in every unit to ensure increasing familiarity with data presented visually. |
| Jigsaw | Reading different texts or passages from a single text, students take on the role of "experts," sharing information from that reading. Students share with a specific group and then return to their initial group to share their new knowledge. | To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety. | Divide students into groups and assign a text or section of a text to each group, who then become the "experts" on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others. |
| Manipulatives | Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text. | To provide a tactile and visual means of examining texts to encourage multiple ways of understanding them. | Provide a text cut into sections and have students place them in the most logical order. |
| Marking the Text | Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, claim, transitional expressions, and cohesive devices. | To focus reading for specific purposes, such as author's purpose, and to organize information from selections; to facilitate reexamination of a text. | Use different highlighter colors to emphasize different aspects of a text (e.g., transitional expressions, main idea, claim, evidence to support the claim). |
| Metacognitive Markers | Responding to text with a system of cueing marks, where students use a ? for questions about the text, an ! for reactions related to the text, an * for comments about the text, and underlining to signal key ideas. | To track responses to texts and use those responses as a point of departure for talking or writing about texts. | Use a system of symbols (?!, *, etc.) to have students engage with a text. |

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Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|-----------------------------|--|--|--|
| Notetaking | Creating a record of information while listening to a speaker or while reading a text. | To facilitate active listening and/or reading, to record and organize ideas that assist in processing information. | Have students use Cornell notes, T-notes, key words, or key ideas to take notes. |
| Predicting | Making guesses about the content of a text by examining titles, visuals, captions, headings/sub-headings, and/or thinking ahead about ideas that may be presented, based on evidence in the text. | To help students become actively involved, interested, and mentally prepared to understand ideas. | Have students predict what a text will be about by looking at the title and visual. |
| Previewing | Examining a text's structure, features, layout, visuals, and so on, prior to reading. | To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading. | Explain and provide examples to illustrate how various types of texts are commonly structured, such as recipes, advertisements, articles, charts, graphs, tables, infographics, etc. |
| QHT | Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers). | To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension. | When reading or listening, ask students to identify unfamiliar words, words they think they might know, and words they know well. Use the identified words to foster comprehension of the text and vocabulary acquisition. |
| Questioning the Text | Developing literal, inferential, and universal questions about a text. | To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text. | Each student writes one literal, one inferential, and one universal question to ask others about a text. |
| Read Aloud | Reading aloud in class while pausing to check for understanding. | To actively engage students in reading, to check where they may be struggling, and to clarify potential misunderstandings. | Read a text aloud to a class and pause occasionally to check for understanding. |

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Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------|---|--|--|
| Sentence Unpacking | Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do. | To understand the functions and effects of different language choices. | Select an opening line from a text and break it down into component parts. |
| Sequencing a Text | Dividing a text into sections and having students reassemble the text in order. | To have students demonstrate understanding of a text, to encourage logical thinking, to have students demonstrate sequencing. | Provide a text cut into sections and have students place them in the most logical order. |
| Skimming/Scanning | Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details, and provides speedy recognition of information. | To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or detail in a text. | Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc., as appropriate. |
| SOAPSTone | Analyzing text by discussing and identifying <i>Speaker, Occasion, Audience, Purpose, Subject, and Tone</i> . | To use a process to identify and understand aspects of a text. | Provide a graphic organizer listing speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis to discuss the text in class. |
| Summarizing/Paraphrasing | Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text. | To facilitate comprehension and recall of a text. | Provide a text or audio and have students retell the content in their own words, or have them summarize the content. |
| Think Aloud | Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he/she has made sense of the text. | To reflect on how readers make meaning of challenging texts. | Model aloud how you make meaning of a text as you read. In other words, share the questions you ask yourself when you engage with a difficult text. |

Receptive Skills: Interpretive Mode: (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|----------------------------|---|---|--|
| Vocabulary Notebook | Using a designated format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words, definitions, and connection to academic study. | To facilitate and sustain a systematic process of vocabulary development. | Maintain a notebook of vocabulary items encountered over the course of the academic year. |
| What's Next? | Predicting what would happen next at the end of a story. | Students provide a continuation or alternate ending to a story. | After reading a short story, students continue the story or provide a different ending written in the style of the author. |

Productive Skills: Writing and Speaking Strategies

| Strategy | Definition | Purpose | Sample Activity |
|--|--|---|--|
| Adding (Revision) | Also called Plus 1- Making conscious choices to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas. | To refine and clarify the writer's or speaker's thoughts during revision and/or drafting. | Students examine a writing or speaking sample and suggest ways to provide additional elaboration. |
| Deleting (Revision) | Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences or ideas. | To refine and clarify the writer's or speaker's thoughts during revision and/or drafting. | Students examine a writing or speaking sample and suggest ways to be more succinct. |
| Ask the Expert (or Students as Experts) | Students are assigned as "experts" on concepts or skills they have mastered; groups rotate through the expert stations to learn about concepts or skills they have not yet mastered. | Provides opportunities for students to share their knowledge and learn from one another. Gives opportunities for students to engage in interpersonal and presentational speaking. | Students present on a topic related to the unit that they have researched. |
| Brainstorming | Using a flexible but deliberate process of articulating multiple ideas in a short period of time. | To generate ideas, concepts or key words that provide a focus and/or establish organization as part of the prewriting or revision process. | Generate a list of ideas related to a topic. Generate a semantic map or mind map related to a topic. |

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Productive Skills: Writing and Speaking Strategies (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|-----------------------|---|--|---|
| Checklists | Using a checklist of things to consider or remember to do while students write. | For focused self- or peer-evaluation | Use a checklist for writing an essay including the following elements: thesis statement, development of topic, conclusion, organization/flow of ideas, proofreading pass to correct for conventions of written language, etc. Or: provide a checklist of all the elements of each exam task model when students practice. |
| Circumlocution | Students keep talking or writing even when they are lacking vocabulary by using strategies to "talk around" what they're missing. | To keep students using the target language and to help them maintain communication despite gaps in vocabulary. | Play \$100,000 Pyramid, a game that builds skills in circumlocution. One student describes items to their team for them to identify. The game is won by the team accumulating the most points. |
| Debate | Engaging in an informal or formal argumentation of an issue. | To provide students with an opportunity to collect and orally present evidence and reasoning for arguments of a proposition or issue. To have students think deeply about multiple perspectives. To have students engage in presentational and spontaneous interpersonal speaking. | Have students read a selected text on a controversial topic. Assign a position for each student to defend. Students debate from their assigned perspective and then switch sides and debate from the opposite viewpoint. |
| Drafting | Composing a text in its initial form. | To incorporate brainstormed or initial ideas into a written format. | Draft emails, letters, essays, original stories, etc., to gather and organize initial ideas and seek feedback. |

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Productive Skills: Writing and Speaking Strategies (*cont'd*)

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------------|--|---|--|
| Fishbowl (Inner/Outer Circles) | Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques, while an outer circle of students will listen, respond, and evaluate. Could be a text-based discussion or not. | To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses. | Provide students with a text (print or audio) on a controversial topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions, while the outer circle listens; later, they summarize the discussion. |
| Five Square | Four Square with a fifth option in the center of the room. Divide the room into answer options and allow students to stand in the area representing their answer. The fifth area is the center of the room. | To practice answering multiple choice questions and providing rationales, including textual evidence for answers. | Give students a passage of a multiple-choice test. They work in groups to answer the questions and then go to their answer "corners." Each answer group provides a rationale for their answer. If someone from the group goes to a different section, they defend their choice to deviate from the group. |
| Generating Questions | Clarifying and developing ideas by asking questions of the draft; may be part of self-editing or peer editing. | To clarify and develop ideas in a draft; used during drafting and as part of writer response. | Questions for students to ask while reviewing a draft: <ul style="list-style-type: none"> ▪ Did I respond appropriately to the prompt? ▪ Did I provide all the required information? ▪ How well have I controlled grammar and verb tenses? ▪ Is my work well-organized? ▪ What other details could I add? |

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Productive Skills: Writing and Speaking Strategies (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|--|---|---|--|
| Gradual Release Writing or Speaking | Project an essay prompt. Whole class brainstorms on what the prompt is asking and initial ways to respond to the prompt. Small group/paired writing of an outline to answer the prompt. Individual preparation of one body paragraph. Then, students come back with partners/group to discuss and assess their paragraphs. Finally, students write the entire essay on their own. | To teach students how to deconstruct the prompt, find supporting evidence and organize their essays. | Use an AP writing prompt from AP Central and go through the process with students. This can be used to help students deconstruct any prompt. |
| Graphic Organizers | Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps). | To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing. | Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas. |
| Guided Writing | Modeling the writing that students are expected to produce, the teacher guides students through the organization, generation of ideas and revision of texts before students are asked to do it. | To demonstrate the process of writing by modeling the construction, revision and/or process of crafting texts. | Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions. |
| Inner and Outer Circles | Providing the opportunity for students to speak spontaneously with many people | To develop students' skills in spontaneous speaking and active listening. | Have students form an inner and an outer circle facing one another. Each student asks the person in front of them three to five prepared questions related to a topic in the unit and then both circles rotate. This continues until they end up with their original partners. |

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Productive Skills: Writing and Speaking Strategies (*cont'd*)

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------|--|---|---|
| Marking the Draft | Interacting with the draft version of a piece of writing by highlighting, underlining, color coding and annotating to indicate revision ideas. | To encourage focused, reflective thinking about revising drafts. | Students can complete this task with a partner. |
| Oral Reading | Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings). | To share one's own work or the work of others; to build fluency and increase confidence in presenting to a group. | Have student share their own stories, personal narratives, and poems by reading them aloud. |
| Outlining a Presentation | Using a system of numerals and letters to identify topics and supporting details and to ensure an appropriate balance of ideas. | To generate ideas, concepts, and/or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process. | Can be used for planning both oral and written presentations. |
| Presentation Strategies | Using verbal and non-verbal strategies in spoken presentations to connect with the audience. | To make effective spoken presentations and to fully engage the audience. | Review the verbal and non-verbal strategies for effective spoken presentations, then watch some clips of famous people presenting and have students identify which strategies they are using to engage the audience. Encourage students to incorporate at least one of these strategies into their next presentation. |
| Quickwrite or Quicktalk | Writing or talking for a short, specific amount of time about a designated topic related to a text. | To generate multiple ideas in a quick fashion that could be turned into longer pieces of writing at a later time (may be considered as part of the drafting process). Gets students used to writing and speaking spontaneously. | Quickwrite: Give students a topic and let them write about it for 5 minutes maximum. Quicktalk: Give students a topic and let them speak about it to a partner or a small group for 30–60 seconds. |
| Revisiting Prior Work | Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on. | To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing. | Have students review prior argumentative essays as they begin to draft a new one. |

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Productive Skills: Writing and Speaking Strategies (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------------|--|--|--|
| Role Play | Students assume a role and engage in a conversation with another person. | To encourage creativity and spontaneity in speaking. | Students role play to represent the conversation that two characters in a story have the next time they meet. Students select a conversation prompt out of a hat and conduct a role play. |
| Scoring Guidelines Application | Examine student writing samples using AP assessment scoring guidelines found on AP Central. | To build student understanding of how they are assessed on the AP Exam. | Use student samples and the scoring guidelines posted on AP Central. |
| Self-Editing/ Peer-Editing | Students work with a partner to examine each other's work to identify content, organization, and mechanics that can be improved. | To provide a systematic process for revising and editing a written text. | Provide a checklist of targeted items or issues that students should look for when reviewing a peer's work. |
| Speed Dating | Students interview several partners regarding their views on a given topic. | To provide practice in interpersonal speaking. | Generate a list of interview questions on a topic related to the unit for students to use. Students begin with a partner, interview them using the questions for one minute (time can be varied) and then they move to a new partner. Debrief at the end to find common responses. |
| Sketching | Drawing or sketching ideas, including sketching a scene or creating a storyboard, to demonstrate comprehension and to generate spontaneous speaking. | To generate and/or clarify ideas by visualizing them; may be part of prewriting, then using visuals for retelling the story. | Storyboard: Have students listen to a story and sketch the scenes. Afterwards, have them use their completed storyboards to spontaneously retell the story. |
| Small Group Scoring | Working in small groups, students use the scoring rubrics to score sample essays and provide a rationale/explanation for their score. | To recognize the differences in high scoring/ low scoring essays and to use the strengths in revising their own writing. | Use a variety of prompts and released sample essays to work on small group scoring. |

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Productive Skills: Writing and Speaking Strategies (*cont'd*)

| Strategy | Definition | Purpose | Sample Activity |
|--------------------------|--|---|---|
| Socratic Seminar | Having a focused discussion of an essential question, topic, or selected text in which students ask questions of each other; questions initiate a conversation that continues with a series of responses and additional questions. | To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students also have the responsibility of supporting their opinions and responses using specific textual evidence. | Students read a text on a controversial topic and develop questions about the topic. In a circle, they ask their questions and others respond, giving their opinions and supporting them through evidence from the text. |
| Substituting | Replacing original words or phrases in a text with new words or phrases without changing the meaning. | To build vocabulary through the use of synonyms. | In pairs, give students a short text with various words underlined and have them substitute those words with synonyms. |
| Think-Pair-Share | Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group. | To construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group. | Provide a text and a question about the text. Students read the text, then provide an answer to the question. They then share their responses with a partner or with a small group. Finally, they share their group's answers with the class. |
| Two-Minute Speech | Giving a spontaneous two-minute speech on a topic | To build students' confidence and abilities in spontaneous speaking. | Generate a variety of speech topics related to the unit of study or of general interest to adolescents. Students select a topic and then have 5 minutes to prepare their talk, using one note card with only key words and key phrases if needed. |

Developing Course Skills

Throughout the AP Chinese Language and Culture course, students develop skills that are fundamental to the learning of a language and culture and to communicating effectively across the three modes of communication. Since these disciplinary practices represent the complex language and communication skills that adept language-learners need to develop, students will benefit from multiple opportunities to develop and practice these skills in a scaffolded manner.

Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text

The comprehension of texts is essential to learning a language and culture because it represents foundational input that is necessary to produce language. Much of the course content is delivered through print, written, visual, audiovisual, and audio texts; therefore, students must be able to engage with and comprehend information conveyed in a wide variety of interdisciplinary texts.

Comprehending texts requires students to be skilled at decoding unfamiliar language, understand vocabulary in context, and use contextual clues when dealing with challenging text. Teachers can encourage students to persevere and practice, and they can address issues by the careful selection of texts and by designing carefully scaffolded instruction.

Below are some suggested strategies for instruction.

Skill Category 1: Comprehend written, audio, audiovisual, and visual text

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|---|--|---------------------------------|
| 1.A: Describe the literal meaning of the text | What is the main idea and what are the most important supporting details? | Provide a flyer for a cultural event and ask students to identify the main idea and list the most important details. | Marking the Text |

Skill Category 2: Make Cultural and Interdisciplinary Connections

One of the “5Cs” (Communication, Culture, Connections, Comparisons, and Communities) that is foundational to ACTFL’s standards for language learning is “connections,” i.e., making connections among interdisciplinary and/or cultural topics. In AP world language classrooms, the content is interdisciplinary and culturally oriented by nature and what is studied is related to other disciplines that go well beyond the language classroom.

Teachers can work with students to develop their ability to make cultural connections by helping them to recognize and understand cultural references in texts. When working with interdisciplinary texts teachers can provide opportunities for students to make connections with prior learning. They can help

students understand the context of a text and teach strategies for students to use context to understand the text. Teachers can also keep students’ interests in mind as they choose texts and materials to work with, as students are more likely to persevere with a text that engages them.

It’s a good idea to actively encourage students to make cross-disciplinary and cultural connections by using activating strategies, such as advance organizers or anticipatory sets of questions. Consistent exposure to interdisciplinary and cultural topics will build confidence and competence in the skill of making connections during the course.

Below are some suggested strategies for instruction.

Skill Category 2: Make cultural and interdisciplinary connections

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|---|--|
| 2.A: Make connections among cultural and interdisciplinary information provided in texts | What does the source reveal about the target culture? | Provide a text that describes a cultural event and guide students to determine what can be inferred about the culture based on the event. | Descriptive Outline |
| | What do you learn about another discipline from this source? | Provide a text that offers new learning in an academic discipline and guide them to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions. | Skimming/Scanning or Chunking the Text |

Skill Category 3: Interpret the Content of Written or Audio Text

Interpreting a text goes beyond comprehending its literal meaning. It requires students to identify distinguishing textual features (purpose, audience, point of view, style, theme, moral, tone), infer implied meanings, and identify and understand cultural nuances. Students also need to recognize relationships between texts.

In interpreting content, students will need to employ the same skills they use for comprehending and making interdisciplinary or cultural connections—decoding

unfamiliar language, working on understanding vocabulary in context, using contextual clues, and persevering with challenging text. Teachers can help students by selecting texts that incrementally introduce challenging content, designing appropriately scaffolded instruction and providing well-crafted guiding questions that will lead students to discover the more abstract elements of a text.

Below are some suggested strategies for instruction.

Skill Category 3: Interpret the content of written or audio text

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|--|----------------------------------|
| 3.A: Interpret the distinguishing features of a text | For whom was the text created and why? | Provide an audio source and guide students to identify the intended audience, the purpose and point of view through guiding questions. | Close Reading or Close Listening |
| 3.B: Interpret the meaning of a text | What is implied by the text? | Select a text with inferences. Demonstrate close/critical reading techniques (asking deep questions, annotating the text to indicate evidence, interpreting vocabulary in context) to show students how to have “a conversation with the text” that will allow them to interpret it. | Hashtag Summary or Fishbowl |

Skill Category 4: Make Meanings from Words and Expressions

Making meaning from unfamiliar words or expressions is essential to demonstrate comprehension of any text. While students do not have to understand every word to understand a text, they need to become adept at decoding unfamiliar vocabulary by using context clues that appear. Students need encouragement to persist and take risks when engaging with a source. This may mean withholding correction as students make a few errors when they encounter unfamiliar words or expressions.

Teachers can encourage students' growth in making meanings from words and expressions through consistent practice with texts that contain unknown vocabulary and have rich examples of idiomatic and cultural expressions. Teachers can guide students to decode words by looking at prefixes, suffixes, word stems, and radicals; as well as looking for context clues, word derivations and cultural concepts.

Below are some suggested strategies for instruction.

Skill Category 4: Make meanings from words and expressions

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|--|--|---------------------------------|
| 4.A: Determine the meaning of familiar and unfamiliar words | How can you determine what this word means? | By using a think aloud, model for students how to determine the meaning of unfamiliar vocabulary in a text by using contextual clues, word derivation, decoding the parts of the word, and/or cultural concepts. | Think Aloud |
| 4.B: Use words appropriate for a given context | Is the vocabulary you're using colloquial or academic? | After students have produced a written text, have them replace words or phrases they have used with synonyms of a more academic nature. Students may use a dictionary, thesaurus, or other sources. | Substituting |

Skill Category 5: Communicate Interpersonally by Speaking with Others

Learning to speak with others constitutes a main reason why students enroll in language and culture courses. Spontaneous speech is one of the most difficult skills for students to achieve. Therefore, it is critical to provide students with multiple and ongoing opportunities to speak with each other.

The more students practice this skill, the more likely students will produce language that is comprehensible to native speakers of the target language. Students need opportunities to speak the language in authentic situations in order to progress

beyond using memorized words and phrases. They need to work on communicating messages effectively, practice listening to the spoken language to increase comprehension, and become comfortable speaking spontaneously.

Teachers can establish a classroom culture where students feel comfortable taking risks by providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 5: Communicate interpersonally by speaking with others

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|--|---------------------------------|
| 5.A: Understand and apply appropriate communication strategies in interpersonal speaking | How can you continue a conversation if you do know a specific word? | Describe an object without using the actual name of the object. | Circumlocution |
| 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking | What transitional words and cohesive devices can be used to link sentences for longer conversations? | Listen to a conversation and have students identify transitional words and cohesive devices. | Close Listening |

Skill Category 6: Communicate Interpersonally by Writing to Others

Being able to communicate with others through writing constitutes another main reason why students enroll in language and culture courses. Written interpersonal communication is an important real-life skill to develop within the language classroom. Therefore, it is critical to provide students with multiple and ongoing opportunities to write to others in both the formal and informal registers.

The more students practice writing texts, notes, emails, and letters, the more likely they will produce written language that is comprehensible to native speakers of the target language.

In order to communicate successfully in writing in the interpersonal mode, students need to practice

- building their vocabulary
- typing accurate phonetic spellings, recognizing

and identifying the correct characters from a list of available characters displayed on the computer screen

- communicating their message using accurate grammatical and syntactic structures
- working to comprehend the incoming message
- consistently using the appropriate register
- providing sufficient information, elaboration, and details
- developing an organized, cohesive message

Teachers can help students by actively teaching all aspects of successful interpersonal writing, breaking down the writing task into a step-by-step process, and providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 6: Communicate interpersonally by writing to others

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|--|---|---------------------------------|
| 6.A: Understand and apply appropriate communication strategies in interpersonal writing | Have you selected the correct register and used it consistently? | Analyze written interpersonal communications with an eye on how register is addressed and to review all the aspects involved in register. | Generating Questions |
| 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing | Have you proofread your message to correct errors in grammar and syntax as well as spelling, accents, punctuation? | After students have written a message, provide an editing checklist and have them work with a partner to peer-edit one another's work. | Self-Editing/Peer-Editing |
| 6.C: Understand and apply appropriate writing systems in interpersonal writing | Have you consistently used a selected writing system (simplified or traditional characters) in your writing? | Have students practice writing characters before typing them as one of the daily class exercises or homework and assign students to type characters on a regular basis. | Checklist |

Skill Category 7: Communicate Through Spoken Presentations

Presenting information orally is an important way that students demonstrate their ability to communicate effectively in the language. Spoken presentations can be challenging to students, as they need to communicate ideas related to a variety of interdisciplinary and cultural topics in an organized and engaging manner. Many students find speaking in front of a group to be challenging and stressful. They are apprehensive about making mistakes and effectively communicating their message. The ability to carefully plan and outline key ideas and main points is critical so that students will present information without relying on memorizing or reading their presentations. Therefore, teachers should give students multiple and ongoing opportunities to give oral presentations.

In order to be successful in their oral presentations, students need to:

- employ vocabulary and grammatical and syntactical structures to effectively convey their thoughts.

- organize their information to deliver an effective presentation
- use strong transitional expressions and cohesive devices that guide the listener's understanding.

Students should also be encouraged to take risks, as they will likely make errors in their presentations. By practicing this skill regularly, students will become more comfortable and confident in presenting orally. Students should receive feedback that helps them improve not only the content and accuracy of their presentation but also their confidence in their presentational skills. As the year progresses, they will acquire more interdisciplinary vocabulary and more complex language structures to support longer and more sophisticated oral presentations.

Below are some suggested strategies for instruction.

Skill Category 7: Communicate through spoken presentations

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|---|--|--|
| 7.A: Plan and research an issue or topic for presentational speaking | Have you organized the main ideas and supporting details for your presentation? | Teacher provides a graphic organizer or template to help students plan their presentations. | Graphic Organizers or Outlining a Presentation |
| 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking | How have you made your presentation engaging for your audience? | In class, brainstorm a list of effective presentation techniques. Then watch some online presentations and observe what makes each presentation effective or not. | Presentation Strategies |
| 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking | Have you included effective transitional expressions and cohesive devices to guide your audience through your presentation? | Teachers can post transitional expressions on a word wall in the classroom and consistently direct students to them. | Interactive Word Wall |
| 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking | Have you clearly expressed your opinions and supported them with details and examples? | Teachers can provide formulas for expressing and defending opinions and have students practice using them by asking them to quickly state and justify their opinions on a variety of topics. | Debate |

Skill Category 8: Communicate Through Written Presentations

Presenting information in writing is an important way that students demonstrate their ability to communicate effectively in the language. Presentational writing can be challenging to students, as students are often required to effectively express and explain complex ideas and support them with evidence from sources. The ability to conduct research, evaluate sources, and then extract relevant information from sources is an important part of creating effective written presentations. Therefore, it is critical to provide students with multiple and ongoing opportunities to present their ideas in written form.

In order to be successful in their written presentations, students need to

- employ academic vocabulary
- type accurate phonetic spellings, and recognize and identify the correct characters from a list of available characters displayed on the computer screen
- use effective grammatical and syntactical structures
- develop organizational skills

- use effective transitional expressions and cohesive devices to guide the reader's understanding
- include relevant evidence from sources.

Teachers can address these struggles by actively teaching a writing process. Teach students how to create a step-by-step plan to produce a written presentation to help them create well-organized written work that has a logical flow. Make sure that students know the importance of taking time to proofread their work to correct errors in structure and mechanics.

Teachers can provide targeted feedback on grammatical and syntactical errors to improve the comprehensibility of students' work. The more students practice these skills, the more likely it is that they will become effective in communicating their ideas in writing. With practice and feedback, they will acquire the academic vocabulary, organizational skills, and appropriate conventions of written language to create effective written presentations.

Below are some suggested strategies for instruction.

Skill Category 8: Communicate through written presentations

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|--|---|
| 8.A: Plan and research an issue or topic for presentational writing | How do you gather information to prepare a presentation? | Teacher leads a discussion on what makes a source reliable. Students search for reliable sources on a specific topic. | How Reliable Is This Source? |
| 8.B: Use appropriate writing strategies to communicate an idea in presentational writing | How do you develop an organized presentation? | Students complete a graphic organizer for organizing an essay. | Outlining a Presentation |
| 8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing | How do you incorporate a variety of sentence types in a presentation? | Students review a draft of their writing and determine ways to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas. | Self-Editing/ Peer-Editing |
| 8.D: Understand and apply appropriate writing systems in presentational writing | Have you consistently used a selected writing system (simplified or traditional characters) in your writing? | Guide students to analyze each character's components and to discover their association with the meaning of the character. | Checklist or Self-editing/ Peer-editing |

AP CHINESE LANGUAGE AND CULTURE

Exam Information



Exam Overview

The AP Chinese Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is just over 2 hours long and includes 70 multiple-choice questions and 4 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

| Section | Question Type | Number of Questions | Exam Weighting | Timing |
|--|--|---------------------|----------------|------------|
| I | Part A: Multiple-choice questions | 70 | 50% | 80 minutes |
| | Rejoinders | 10–15 | 10% | 10 minutes |
| | Listening selections | 15–20 | 15% | 10 minutes |
| Part B: Multiple-choice questions | | | | |
| | Reading selections | 35–40 | 25% | 60 minutes |
| II | Free-response questions | 4 | 50% | 41 minutes |
| | Question 1: Story narration | | 15% | 15 minutes |
| | Question 2: Email response | | 10% | 15 minutes |
| | Question 3: Conversation (6 questions) | | 10% | 4 minutes |
| | Question 4: Cultural presentation | | 15% | 7 minutes |

The exam assesses skills developed in each of the six thematic units.

1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors That Impact the Quality of Life
6. Environmental, Political, and Societal Challenges.

How Student Learning Is Assessed on the AP Exam

All eight AP Chinese Language and Culture skill categories are assessed on every AP Exam in the multiple-choice and free-response sections as detailed below.

| | Multiple-Choice Section | Free-Response Section |
|--------------------------------------|--|--|
| Skill Category 1: Comprehend Text | Text comprehension is assessed in every multiple-choice set. Approximately 50-60% of the questions assess this skill category. | Free-response questions 2: Email Response and 3: Conversation assess students' ability to comprehend text. |
| Skill Category 2: Make Connections | Making cultural and/or interdisciplinary connections is assessed in most multiple-choice sets. Approximately 10% of the questions assess this skill. | Making both cultural and interdisciplinary connections is assessed in most of the free-response questions. |
| Skill Category 3: Interpret Text | This skill category includes interpreting distinguishing features and the meaning of a text. Most of the multiple-choice sets assess text interpretation. Approximately 25-30% of the questions assess this skill. | Text interpretation is not directly assessed in the free-response questions. |
| Skill Category 4: Make Meanings | Most of the multiple-choice sets assess skill 4.A: Determine the meaning of familiar and unfamiliar words. Approximately 10% of the questions assess this skill. | All four free-response questions assess making meaning. |
| Skill Category 5: Speak to Others | The skills associated with speaking to others are not assessed in the multiple-choice questions. | Free-response question 3: Conversation assesses the skills associated with speaking with others. |
| Skill Category 6: Write to Others | The skills associated with writing to others are not assessed in the multiple-choice questions. | Free-response question 2: Email Response assesses the skills associated with writing to others. |
| Skill Category 7: Present Orally | The skills associated with oral presentation are not assessed in the multiple-choice questions. | Free-response question 4: Cultural Presentation assesses the skills associated with oral presentations. |
| Skill Category 8: Present in Writing | The skills associated with written presentation are not assessed in the multiple-choice questions. | Free-response question 1: Story Narration assesses the skills associated with written presentations. |

Section I: Multiple-Choice

The first section of the AP Chinese Language and Culture Exam includes 70 multiple-choice questions. There are three different types of multiple-choice questions: rejoinders, questions with a listening selection stimulus, and questions with a reading selection stimulus. Typically questions with a stimulus appear in a set. The following chart lays out the different types of stimulus materials and the number of questions per set. The order below represents the relative order of each set on the exam, although there may be two sets for any given stimulus type.

| Stimulus Type | | Number of Questions |
|----------------------|--------------------------------|---------------------|
| Rejoinders | | 10–15 |
| Listening Selections | Transportation announcement | 2–4 |
| | Voice message | 3 |
| | School conversation | 3 |
| | Radio report | 2–4 |
| | Instructions | 3–4 |
| | Uncontextualized dialogue | 1–3 |
| Reading Selections | Note | 2–4 |
| | Email about sequence of events | 2–4 |
| | Email describing location | 2–4 |
| | Pen pal letter | 4–6 |
| | Poster announcement | 3–4 |
| | Advertisement | 2–4 |
| | Public sign | 1–2 |
| | Event brochure | 4–5 |
| | Journalistic article | 4–8 |
| | Short story | 4–8 |

Section II: Free-Response

The second section of the AP Chinese Language and Culture Exam includes four free-response questions. Each question is scored on a six-point holistic scale. (See rubrics on pages 183–190.)

Free-response question 1: Story narration requires students to write a story narration based on four provided pictures. This task assesses writing ability in the presentational mode of communication by requiring students to write a complete and coherent story based on the picture sequence. Students should demonstrate their ability to produce paragraph-level discourse with linguistic accuracy.

Students are assessed on their ability to:

- Narrate a complete and logical story based on the pictures provided that includes a beginning, middle, and end
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Consistently use register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 2: Email response

requires students to compose an email reply to an email in Chinese received from a friend. This task assesses writing ability in the interpersonal mode of communication. In their response, students must address all the questions posed in the email, demonstrating skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. They should also demonstrate the ability to use language in a culturally appropriate manner.

Students are assessed on their ability to:

- Thoroughly address all aspects of the stimulus with attention to detail
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Consistently use register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 3: Conversation requires students to participate in a simulated interpersonal conversation. This task assesses speaking ability in the interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The task consists of a statement identifying an interlocutor and a conversation topic followed by six questions. Students are allotted 20 seconds to speak at each turn in the conversation.

Students are assessed on their ability to:

- Thoroughly address all aspects of the prompt with attention to detail
- Connect sentences smoothly
- Demonstrate natural pace and intonation, accurate pronunciation, and consistent use of register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Free-response question 4: Cultural presentation

requires students to select and describe a provided Chinese cultural topic and explain its significance. This task assesses speaking ability in the presentational mode of communication by requiring students to give an oral presentation on a specific Chinese cultural topic. Students are allotted 4 minutes to prepare and 2 minutes to deliver their presentation. In addition to linguistic accuracy in forming coherent and cohesive discourse, students should demonstrate cultural appropriateness in describing and analyzing the specified cultural practice, product, or perspective. Students are assessed on their ability to:

- Thoroughly address all aspects of the prompt with attention to detail
- Demonstrate organized and clear progression of ideas with appropriate transitional elements and cohesive devices
- Provide ample, accurate, and detailed cultural information
- Connect sentences smoothly
- Demonstrate natural pace and intonation, accurate pronunciation, and consistent use of register appropriate to the situation
- Use varied and appropriate vocabulary, including idiomatic language
- Use a wide range of grammatical structures

Task Verbs Used in Free-Response Questions

The following **task verbs** are commonly used in the free-response questions:

Choose: Select a topic among provided choices.

Describe: Provide the relevant characteristics of a specified topic.

Explain: Provide information about how or why a selected topic is significant.

Hear: Listen to directions and an audio source.

Imagine: Visualize ideas related to a stimulus.

Make a presentation: Orally respond to a prompt.

Make a speech: Deliver a speech.

Narrate: Describe or recount a complete story (with a beginning, middle, and end) as suggested by the pictures.

Participate in a conversation: Respond to spoken prompts (such as providing a greeting; offering details, explanations, opinions, or perspectives; accepting or declining an invitation or suggestion; proposing solutions; and/or concluding a conversation).

Prepare: Plan your response.

Read: Look at or view printed directions and information.

Record: Capture spoken responses digitally.

Respond: Reply to a question or prompt.

Speak: Express ideas verbally in response to a specific question or prompt.

Type: Use a keyboard to type answers in the target language.

Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and AP Chinese Language and Culture Exam and serve as examples of the types of questions that appear on the exam. After the sample questions you will find a table that shows which skill, learning objective(s), and unit each question relates to. The table also provides the answers to the multiple-choice questions.

Please note, the sample exam includes questions with available audio. If using the downloadable PDF version of this publication, you can access the audio by clicking on the audio icon . If using the print version, please visit your course's [exam page](#) on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

Section I: Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the exam. For each task, we have provided the script in both simplified and traditional versions.

Rejoinders

1. Mark your answer on your answer sheet.

(MA) 这个星期五是中秋节，星期天又是你妈妈的生日，
所以我希望你能回来一趟，跟我们一起庆祝。

(WA) 可是星期五我要参加学校中文俱乐部的中秋节晚会。

(N) A

(MA) 那你就坐星期六早上的火车回家吧。

(N) B

(MA) 那就下星期放学以后再给你过生日吧。

(N) C

(MA) 那你就赶在中秋节以前回学校。

(N) D

(MA) 那我今年就不过生日了。

(MA) 這個星期五是中秋節，星期天又是你媽媽的生日，
所以我希望你能回來一趟，跟我们一起慶祝。

(WA) 可是星期五我要參加學校中文俱樂部的中秋節晚會。

(N) A

(MA) 那你就坐星期六早上的火車回家吧。

(N) B

(MA) 那就下星期放學以後再給你過生日吧。

(N) C

(MA) 那你就趕在中秋節以前回學校。

(N) D

(MA) 那我今年就不過生日了。

🔊 2. Mark your answer on your answer sheet.

(MA) 我们球队最近的好几场比赛都没看见你来参加，在忙什么呢？

(N) A

(WA) 最近要参加一个很大的比赛，天天都来打球。

(N) B

(WA) 明天跟球队去机场，很早就得出发。

(N) C

(WA) 我这几天生病了，不是去看医生，就是在家休息。

(N) D

(WA) 最近不太忙，我可以送你去机场。

(MA) 我們球隊最近的好幾場比賽都沒看見你來參加，在忙什麼呢？

(N) A

(WA) 最近要參加一個很大的比賽，天天都來打球。

(N) B

(WA) 明天跟球隊去機場，很早就得出發。

(N) C

(WA) 我這幾天生病了，不是去看醫生，就是在家休息。

(N) D

(WA) 最近不太忙，我可以送你去機場。

School conversation

Selection plays one time.



- 🔊 (N) Now you will listen once to a conversation between two students.
- (MA) 张梅，听说你当选了学生会会长，恭喜你。
- (WA) 谢谢大家的支持，我会加倍努力，可是也有点儿担心事情太多，会影响学习。
- (MA) 别担心，学生会有什么活动需要帮忙的，就告诉我一声。
- (WA) 太好了，有你这句话我就放心了。

(MA) 張梅，聽說你當選了學生會會長，恭喜你。

(WA) 謝謝大家的支持，我會加倍努力，可是也有點兒擔心事情太多，會影響學習。

(MA) 別擔心，學生會有什麼活動需要幫忙的，就告訴我一聲。

(WA) 太好了，有你這句話我就放心了。

(N) Now answer the questions for this selection.

3. Why does the male student congratulate the female student?
 - (A) She was elected president of the student council.
 - (B) She received a good grade on a test.
 - (C) She received a service award.
 - (D) She was named an honor student.
4. The female student was worried that she may not have enough time to
 - (A) study
 - (B) see her friends
 - (C) work
 - (D) do community service
5. The female student reacts to the male student's offer with
 - (A) surprise
 - (B) embarrassment
 - (C) amusement
 - (D) relief

Instructions

Selection plays one time.



(N) Now you will listen once to someone giving instructions.

(WA) 大家请注意，我们现在坐地铁去文化中心，要买票了，票价是二十五块。大家先在售票机上找到文化中心站，然后在站名上按一下，再准备付钱。你们可以用硬币或者纸币，也可以用信用卡付钱。售票机收了钱以后会自动出票，还会把零钱找给你。

(WA) 大家請注意，我們現在坐地鐵去文化中心，要買票了，票價是二十五塊。大家先在售票機上找到文化中心站，然後在站名上按一下，再準備付錢。你們可以用硬幣或者紙幣，也可以用信用卡付錢。售票機收了錢以後會自動出票，還會把零錢找給你。

(N) Now answer the questions for this selection.

6. The machine sells

- (A) snacks
- (B) beverages
- (C) stamps
- (D) tickets

7. The instructions mention each of the following payment methods EXCEPT
- (A) coins
 - (B) credit cards
 - (C) paper money
 - (D) tokens
8. What is the price of the item being purchased?
- (A) ¥5
 - (B) ¥10
 - (C) ¥25
 - (D) ¥50

Letter

Read this letter from a pen pal.

| | |
|---|---|
| 小龙 : | 小龍 : |
| 好久不见！最近好吗？希望你学习都很顺利！ | 好久不見！最近好嗎？希望你學習都很順利！ |
| 还记得我们上次谈到的暑假去东北旅游的事吗？那时候，我没有足够的钱，而且去东北又很远，我父母也有一点儿担心。 | 還記得我們上次談到的暑假去東北旅遊的事嗎？那時候，我沒有足夠的錢，而且去東北又很遠，我父母也有一點兒擔心。 |
| 最近，我在学校工作挣了一点钱，够我到东北去旅游了。我爸妈前几天在电视上看到了一个介绍东北的节目，现在他们也了解了其实去东北旅游并不是那么困难！ | 最近，我在學校工作掙了一點錢，夠我到東北去旅遊了。我爹媽前幾天在電視上看到了一個介紹東北的節目，現在他們也了解了其實去東北旅遊並不是那麼困難！ |
| 你现在还想去东北旅游吗？要是你还想去的话，我可以去跟旅行社打听一下如何安排行程、订车票和旅馆。 | 你現在還想去東北旅遊嗎？要是你還想去的話，我可以去跟旅行社打聽一下如何安排行程、訂車票和旅館。 |
| 希望我们能够一起去！等你回信。 | 希望我們能夠一起去！等你回信。 |
| 祝好， | 祝好， |
| 大同 | 大同 |
| 1月28日 | 1月28日 |

9. Which region does Datong hope to visit?
- (A) Southeast
 - (B) Northwest
 - (C) Northeast
 - (D) Southwest

10. Datong and Xiaolong had originally considered taking the trip at what time of year?
- (A) Spring
 - (B) Summer
 - (C) Fall
 - (D) Winter
11. What was Datong's parents' initial reaction to the proposed trip?
- (A) Interested
 - (B) Excited
 - (C) Concerned
 - (D) Envious
12. What made the trip more financially feasible for Datong?
- (A) He earned money from working on campus.
 - (B) He received money from his parents.
 - (C) He won a prize on a television show.
 - (D) He found a special deal from a travel agency.
13. What does Datong offer to do next?
- (A) Purchase airline tickets
 - (B) Get information on planning a trip
 - (C) Order a travel brochure online
 - (D) Form a travel group with friends

Public Sign

Read this public sign.

宁停三分，不抢一秒。
寧停三分，不搶一秒。

14. Where would the sign most likely appear?
- (A) At a railroad crossing
 - (B) In an airport
 - (C) At a bus stop
 - (D) In a parking lot
15. What is the purpose of the sign?
- (A) To indicate a direction
 - (B) To promote safety
 - (C) To post a fee
 - (D) To prevent theft

Section II: Free-Response Questions

Below are two sample free-response questions—numbers 1 and 4. (For more information on all four free-response questions, see page 171.)

Free-Response Question 1: Story Narration

Prompt/directions:

You will be asked to perform a writing task in Chinese. You will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.

1.



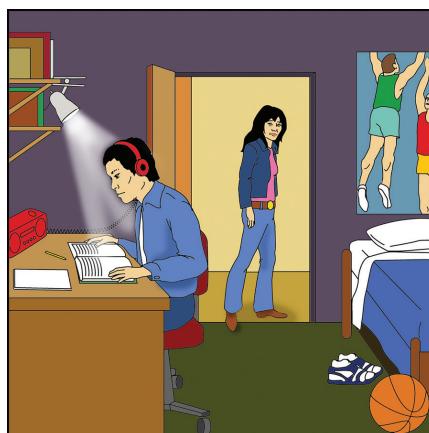
2.



3.



4.



Free-Response Question 4: Cultural Presentation

Prompt/Directions:

You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

 **Script**

(N) Choose ONE Chinese historic or scenic site (the Great Wall, the Oriental Pearl TV Tower, Sun Moon Lake, etc.). In your presentation, describe this historic or scenic site and explain its significance or importance in Chinese culture.

(N) You have four minutes to prepare your presentation.

[240 seconds]

(N) You have two minutes to record your presentation.

[120 seconds]

Answer Key and Question Alignment to Course Framework

| Multiple-Choice | | Task Model | Skill | Learning Objective |
|-----------------|--------|---------------------|-------|--------------------|
| Question | Answer | | | |
| 1 | A | Rejoinder | 3.A | 3.A.2 |
| 2 | C | Rejoinder | 1.A | 1.A.1 |
| 3 | A | School Conversation | 1.A | 1.A.1 |
| 4 | A | School Conversation | 1.A | 1.A.2 |
| 5 | D | School Conversation | 3.A | 3.A.3 |
| 6 | D | Instructions | 1.A | 1.A.2 |
| 7 | D | Instructions | 1.A | 1.A.2 |
| 8 | C | Instructions | 1.A | 1.A.2 |
| 9 | C | Pen Pal Letter | 2.A | 2.A.1 |
| 10 | B | Pen Pal Letter | 1.A | 1.A.2 |
| 11 | C | Pen Pal Letter | 3.A | 3.A.3 |
| 12 | A | Pen Pal Letter | 1.A | 1.A.2 |
| 13 | B | Pen Pal Letter | 1.A | 1.A.3 |
| 14 | A | Public Sign | 3.B | 3.B.2 |
| 15 | B | Public Sign | 3.A | 3.A.2 |

| Free-Response Question | Question Type | Skill |
|------------------------|-----------------------|-------------------------|
| 1 | Story Narration | 4.B, 8.B, 8.C, 8.D |
| 4 | Cultural Presentation | 2.A, 4.B, 7.B, 7.C, 7.D |

AP CHINESE LANGUAGE AND CULTURE SCORING RUBRICS FOR FREE-RESPONSE QUESTIONS

Free-Response Question: Story Narration (Question 1 on the AP Exam)

| | Task Completion | Delivery | Language Use |
|---|--|---|---|
| 6 EXCELLENT Demonstrates excellence in presentational writing | <ul style="list-style-type: none"> ▪ Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus ▪ Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length | <ul style="list-style-type: none"> ▪ Consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Rich and appropriate vocabulary and idioms, with minimal errors ▪ Wide range of grammatical structures, with minimal errors |
| 5 VERY GOOD Suggests excellence in presentational writing | <ul style="list-style-type: none"> ▪ Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus ▪ Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length | <ul style="list-style-type: none"> ▪ Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> ▪ Appropriate vocabulary and idioms, with sporadic errors ▪ Variety of grammatical structures, with sporadic errors |
| 4 GOOD Demonstrates competence in presentational writing | <ul style="list-style-type: none"> ▪ Narration tells a complete story consistent with stimulus but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end ▪ Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | <ul style="list-style-type: none"> ▪ May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning ▪ Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |

continued on next page

| | Task Completion | Delivery | Language Use |
|---|---|--|---|
| 3 ADEQUATE Suggests competence in presentational writing | <ul style="list-style-type: none"> ▪ Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end ▪ Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | <ul style="list-style-type: none"> ▪ Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> ▪ Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language ▪ Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 WEAK Suggests lack of competence in presentational writing | <ul style="list-style-type: none"> ▪ Response characterized by description or listing, with little narration; may be inconsistent with stimulus ▪ Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | <ul style="list-style-type: none"> ▪ Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language ▪ Limited grammatical structures, with frequent errors that obscure meaning |
| 1 VERY WEAK Demonstrates lack of competence in presentational writing | <ul style="list-style-type: none"> ▪ Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus ▪ Lacks organization and coherence; very disjointed sentences or isolated words | <ul style="list-style-type: none"> ▪ Constant use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language ▪ Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 UNACCEPTABLE Contains nothing that earns credit | <ul style="list-style-type: none"> ▪ Completely irrelevant to the stimulus ▪ Not in Chinese characters ▪ Blank | | |

Free-Response Question: Email Response (Question 2 on the AP Exam)

| | | Task Completion | Delivery | Language Use |
|--|--|--|---|--|
| 6 EXCELLENT Demonstrates excellence in interpersonal writing | | <ul style="list-style-type: none"> ▪ E-mail addresses all aspects of stimulus with thoroughness and detail ▪ Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length | <ul style="list-style-type: none"> ▪ Consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Rich and appropriate vocabulary and idioms, with minimal errors ▪ Wide range of grammatical structures, with minimal errors |
| 5 VERY GOOD Suggests excellence in interpersonal writing | | <ul style="list-style-type: none"> ▪ E-mail addresses all aspects of stimulus ▪ Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length | <ul style="list-style-type: none"> ▪ Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> ▪ Appropriate vocabulary and idioms, with sporadic errors ▪ Variety of grammatical structures, with sporadic errors |
| 4 GOOD Demonstrates competence in interpersonal writing | | <ul style="list-style-type: none"> ▪ E-mail addresses all aspects of stimulus but may lack detail or elaboration ▪ Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | <ul style="list-style-type: none"> ▪ May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning ▪ Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 ADEQUATE Suggests emerging competence in interpersonal writing | | <ul style="list-style-type: none"> ▪ E-mail addresses topic directly but may not address all aspects of stimulus ▪ Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | <ul style="list-style-type: none"> ▪ Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> ▪ Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language ▪ Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |

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| | Task Completion | Delivery | Language Use |
|--|--|---|---|
| 2 WEAK Suggests lack of competence in interpersonal writing | <ul style="list-style-type: none"> ▪ E-mail addresses topic only marginally or addresses only some aspects of stimulus ▪ Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | <ul style="list-style-type: none"> ▪ Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language ▪ Limited grammatical structures, with frequent errors that obscure meaning |
| 1 VERY WEAK Demonstrates lack of competence in interpersonal writing | <ul style="list-style-type: none"> ▪ E-mail addresses stimulus only minimally ▪ Lacks organization and coherence; very disjointed sentences or isolated words | <ul style="list-style-type: none"> ▪ Constant use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language ▪ Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 UNACCEPTABLE Contains nothing that earns credit | <ul style="list-style-type: none"> ▪ Completely irrelevant to the stimulus ▪ Not in Chinese characters ▪ Blank | | |

Free-Response Question: Conversation (Question 3 on the AP Exam)

| | | Task Completion | Delivery | Language Use |
|---|--|--|--|--|
| 6 EXCELLENT Demonstrates excellence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail ▪ Smoothly connected sentences | <ul style="list-style-type: none"> ▪ Natural pace and intonation, with minimal hesitation or repetition ▪ Accurate pronunciation (including tones), with minimal errors ▪ Consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Rich and appropriate vocabulary and idioms, with minimal errors ▪ Wide range of grammatical structures, with minimal errors |
| 5 VERY GOOD Suggests excellence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail ▪ Connected sentences | <ul style="list-style-type: none"> ▪ Smooth pace and intonation, with occasional hesitation and repetition ▪ Occasional errors in pronunciation (including tones) ▪ Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> ▪ Appropriate vocabulary and idioms, with sporadic errors ▪ Variety of grammatical structures, with sporadic errors |
| 4 GOOD Demonstrates competence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Directly addresses prompt and provides an appropriate response ▪ Sentences may be loosely connected | <ul style="list-style-type: none"> ▪ Generally consistent pace and intonation, with intermittent hesitation and repetition ▪ May have several errors in pronunciation (including tones), which do not necessitate special listener effort ▪ May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning ▪ Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3 ADEQUATE Suggests emerging competence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Directly addresses prompt and provides a basic but appropriate answer ▪ Disconnected sentences | <ul style="list-style-type: none"> ▪ Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension ▪ Errors in pronunciation (including tones) sometimes necessitate special listener effort ▪ Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> ▪ Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language ▪ Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |

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| | | Task Completion | Delivery | Language Use |
|---|--|---|--|---|
| 2 WEAK Suggests lack of competence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Directly addresses prompt and provides an appropriate but incomplete answer ▪ Fragmented sentences | <ul style="list-style-type: none"> ▪ Labored pace and intonation, with frequent hesitation and repetition ▪ Frequent errors in pronunciation (including tones) necessitate constant listener effort ▪ Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language ▪ Limited grammatical structures, with frequent errors that obscure meaning |
| 1 VERY WEAK Demonstrates lack of competence in interpersonal speaking | | <ul style="list-style-type: none"> ▪ Addresses prompt minimally or marginally ▪ Very disjointed sentences or isolated words | <ul style="list-style-type: none"> ▪ Very labored pace and intonation, with constant hesitation and repetition ▪ Frequent errors in pronunciation (including tones) necessitate intense listener effort ▪ Constant use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language ▪ Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 UNACCEPTABLE Contains nothing that earns credit | | <ul style="list-style-type: none"> ▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt ▪ "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese ▪ Not in Mandarin Chinese ▪ Blank (although recording equipment is functioning) or mere sighs | | |

Free-Response Question: Cultural Presentation (Question 4 on the AP Exam)

| | | Task Completion | Delivery | Language Use |
|--------------------|---|--|--|---|
| 6 EXCELLENT | Demonstrates excellence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses all aspects of prompt with thoroughness and detail ▪ Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length ▪ Cultural information is ample, accurate, and detailed | <ul style="list-style-type: none"> ▪ Natural pace and intonation, with minimal hesitation or repetition ▪ Accurate pronunciation (including tones), with minimal errors ▪ Consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Rich and appropriate vocabulary and idioms, with minimal errors ▪ Wide range of grammatical structures, with minimal errors |
| 5 VERY GOOD | Suggests excellence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses all aspects of prompt ▪ Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length ▪ Cultural information is accurate and detailed | <ul style="list-style-type: none"> ▪ Smooth pace and intonation, with occasional hesitation and repetition ▪ Occasional errors in pronunciation (including tones) ▪ Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> ▪ Appropriate vocabulary and idioms, with sporadic errors ▪ Variety of grammatical structures, with sporadic errors |
| 4 GOOD | Demonstrates competence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses all aspects of prompt but may lack detail or elaboration ▪ Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected ▪ Cultural information is accurate but may lack detail | <ul style="list-style-type: none"> ▪ Generally consistent pace and intonation, with intermittent hesitation and repetition ▪ May have several errors in pronunciation (including tones), which do not necessitate special listener effort ▪ May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> ▪ Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning ▪ Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |

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| | | Task Completion | Delivery | Language Use |
|-----------------------|---|---|---|---|
| 3 ADEQUATE | Suggests competence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses topic directly but may not address all aspects of prompt ▪ Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences ▪ Cultural information is generally correct but has some inaccuracies | <ul style="list-style-type: none"> ▪ Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension ▪ Errors in pronunciation (including tones) sometimes necessitate special listener effort ▪ Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> ▪ Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language ▪ Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2 WEAK | Suggests lack of competence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses topic only marginally or addresses only some aspects of prompt ▪ Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences ▪ Cultural information has several inaccuracies | <ul style="list-style-type: none"> ▪ Labored pace and intonation, with frequent hesitation and repetition ▪ Frequent errors in pronunciation (including tones) necessitate constant listener effort ▪ Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language ▪ Limited grammatical structures, with frequent errors that obscure meaning |
| 1 VERY WEAK | Demonstrates lack of competence in presentational speaking and cultural knowledge | <ul style="list-style-type: none"> ▪ Presentation addresses prompt only minimally ▪ Lacks organization and coherence; very disjointed sentences or isolated words ▪ Cultural information has frequent or significant inaccuracies | <ul style="list-style-type: none"> ▪ Very labored pace and intonation, with constant hesitation and repetition ▪ Frequent errors in pronunciation (including tones) necessitate intense listener effort ▪ Constant use of register inappropriate to situation | <ul style="list-style-type: none"> ▪ Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language ▪ Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0 UNACCEPTABLE | Contains nothing that earns credit | <ul style="list-style-type: none"> ▪ Mere restatement of the prompt ▪ Clearly does not respond to the prompt; completely irrelevant to the topic ▪ Not in Mandarin Chinese ▪ Blank (although recording equipment is functioning) or mere sighs | | |

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP Chinese Language and Culture Exam Page](#) on AP Central.



Question 1: Story Narration

Prompt/directions:

You will be asked to perform a writing task in Chinese. You will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.

1.



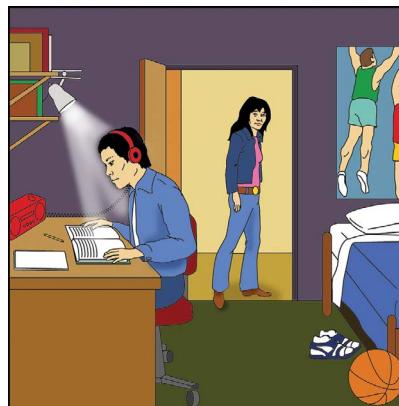
2.



3.



4.



General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Guidelines for Question 1: Story Narration

Skills: 4.B 3.B 3.C 3.D

6 points

| | 1 Very weak | 2 Weak | 3 Adequate | 4 Good | 5 Very good | 6 Excellent |
|-----------------|---|---|---|--|--|--|
| | Demonstrates lack of competence in presentational writing | Suggests lack of competence in presentational writing | Suggests competence in presentational writing | Demonstrates competence in presentational writing | Suggests excellence in presentational writing | Demonstrates excellence in presentational writing |
| TASK COMPLETION | <ul style="list-style-type: none"> Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus Lacks organization and coherence; very disjointed sentences or isolated words | <ul style="list-style-type: none"> Response characterized by description or listing, with little narration; may be inconsistent with stimulus Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | <ul style="list-style-type: none"> Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | <ul style="list-style-type: none"> Narration tells a complete story consistent with stimulus but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | <ul style="list-style-type: none"> Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length | <ul style="list-style-type: none"> Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length |
| | <ul style="list-style-type: none"> Constant use of register inappropriate to situation | <ul style="list-style-type: none"> Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> Consistent use of register appropriate to situation |
| LANGUAGE USE | <ul style="list-style-type: none"> Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language Little or no control of grammatical structures, with frequent errors that significantly obscure meaning | <ul style="list-style-type: none"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language Limited grammatical structures, with frequent errors that obscure meaning | <ul style="list-style-type: none"> Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning | <ul style="list-style-type: none"> Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning Mostly appropriate grammatical structures, with errors that do not generally obscure meaning | <ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors | <ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors Wide range of grammatical structures, with minimal errors |
| | <p>0: UNACCEPTABLE Contains nothing that earns credit</p> <ul style="list-style-type: none"> Completely irrelevant to the stimulus Not in Chinese characters <p>BLANK: (no response)</p> | | | | | |

Question 4: Cultural Presentation

Prompt/Directions:

You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Script

(N) Choose ONE Chinese historic or scenic site (the Great Wall, the Oriental Pearl TV Tower, Sun Moon Lake, etc.). In your presentation, describe this historic or scenic site and explain its significance or importance in Chinese culture.

(N) You have four minutes to prepare your presentation.

[240 seconds]

(N) You have two minutes to record your presentation.

[120 seconds]

Scoring Guidelines for Question 4: Cultural Presentation

Skills: 2.A 4.B 7.B 7.C 7.D

6 points

| | 1 Very weak | 2 Weak | 3 Adequate | 4 Good | 5 Very good | 6 Excellent |
|-----------------|--|---|---|---|---|---|
| | Demonstrates lack of competence in presentational speaking and cultural knowledge | Suggests lack of competence in presentational speaking and cultural knowledge | Suggests competence in presentational speaking and cultural knowledge | Demonstrates competence in presentational speaking and cultural knowledge | Suggests excellence in presentational speaking and cultural knowledge | Demonstrates excellence in presentational speaking and cultural knowledge |
| TASK COMPLETION | <ul style="list-style-type: none"> Presentation addresses prompt only minimally | <ul style="list-style-type: none"> Presentation addresses topic only marginally or addresses only some aspects of prompt | <ul style="list-style-type: none"> Presentation addresses topic directly but may not address all aspects of prompt | <ul style="list-style-type: none"> Presentation addresses all aspects of prompt but may lack detail or elaboration | <ul style="list-style-type: none"> Presentation addresses all aspects of prompt | <ul style="list-style-type: none"> Presentation addresses all aspects of prompt with thoroughness and detail |
| | <ul style="list-style-type: none"> Lacks organization and coherence; very disjointed sentences or isolated words | <ul style="list-style-type: none"> Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | <ul style="list-style-type: none"> Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | <ul style="list-style-type: none"> Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected | <ul style="list-style-type: none"> Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length | <ul style="list-style-type: none"> Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length |
| | <ul style="list-style-type: none"> Cultural information has frequent or significant inaccuracies | <ul style="list-style-type: none"> Cultural information has several inaccuracies | <ul style="list-style-type: none"> Cultural information is generally correct but has some inaccuracies | <ul style="list-style-type: none"> Cultural information is accurate but may lack detail | <ul style="list-style-type: none"> Cultural information is accurate and detailed | <ul style="list-style-type: none"> Cultural information is ample, accurate, and detailed |
| DELIVERY | <ul style="list-style-type: none"> Very labored pace and intonation, with constant hesitation and repetition | <ul style="list-style-type: none"> Labored pace and intonation, with frequent hesitation and repetition | <ul style="list-style-type: none"> Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension | <ul style="list-style-type: none"> Generally consistent pace and intonation, with intermittent hesitation and repetition | <ul style="list-style-type: none"> Smooth pace and intonation, with occasional hesitation and repetition | <ul style="list-style-type: none"> Natural pace and intonation, with minimal hesitation or repetition |
| | <ul style="list-style-type: none"> Frequent errors in pronunciation (including tones) necessitate intense listener effort | <ul style="list-style-type: none"> Frequent errors in pronunciation (including tones) necessitate constant listener effort | <ul style="list-style-type: none"> Errors in pronunciation (including tones) sometimes necessitate special listener effort | <ul style="list-style-type: none"> May have several errors in pronunciation (including tones), which do not necessitate special listener effort | <ul style="list-style-type: none"> Occasional errors in pronunciation (including tones) | <ul style="list-style-type: none"> Accurate pronunciation (including tones), with minimal errors |
| | <ul style="list-style-type: none"> Constant use of register inappropriate to situation | <ul style="list-style-type: none"> Frequent use of register inappropriate to situation | <ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors | <ul style="list-style-type: none"> May include several lapses in otherwise consistent use of register appropriate to situation | <ul style="list-style-type: none"> Consistent use of register appropriate to situation except for occasional lapses | <ul style="list-style-type: none"> Consistent use of register appropriate to situation |
| LANGUAGE USE | <ul style="list-style-type: none"> Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language | <ul style="list-style-type: none"> Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language | <ul style="list-style-type: none"> Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language | <ul style="list-style-type: none"> Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning | <ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors | <ul style="list-style-type: none"> Rich and appropriate vocabulary and idioms, with minimal errors |
| | <ul style="list-style-type: none"> Little or no control of grammatical structures, with frequent errors that significantly obscure meaning | <ul style="list-style-type: none"> Limited grammatical structures, with frequent errors that obscure meaning | <ul style="list-style-type: none"> Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning | <ul style="list-style-type: none"> Mostly appropriate grammatical structures, with errors that do not generally obscure meaning | <ul style="list-style-type: none"> Variety of grammatical structures, with sporadic errors | <ul style="list-style-type: none"> Wide range of grammatical structures, with minimal errors |

continued on next page

0: UNACCEPTABLE Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Mandarin Chinese

BLANK: (although recording equipment is functioning) or mere sighs

