



INCLUDES

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

AP[®] Chinese Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2024



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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.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."

5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

The 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 39 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—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

The AP Program 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. The AP Program 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; and
- 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.collegeboard.org/creditandplacement/search-credit-policies.

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 class selection 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 students, offering opportunities to give and get meaningful feedback on student progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each Unit Guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.



PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, 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 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.*



REPORTS

Reports provides teachers with a one-stop shop for student results on all assignment types, including Progress Checks. 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.



QUESTION BANK

The Question Bank is a searchable library of all AP questions that teachers use to build custom practice for their students. Teachers can create and assign assessments with formative topic questions or questions from practice or released AP Exams.

Class Section Setup and Enrollment

- 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 information upon joining their first class section.

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

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 at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- 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 their mastery of skills.

- Use the topic pages in the **Unit Guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources, including **AP Daily**, on the topic pages to bring a variety of assets into the classroom.



Assess

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

- As you teach each topic, use **AP Classroom** to assign student **Topic Questions** as a way to continuously check student understanding and provide just in time feedback.
- At the end of each unit, use **AP Classroom** to assign students **Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level formative feedback using **Reports**.
- Create additional practice opportunities using the **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 equivalent to an intermediate college-level course in Mandarin Chinese language and culture.

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.

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 and/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 table found on pages 17–19.

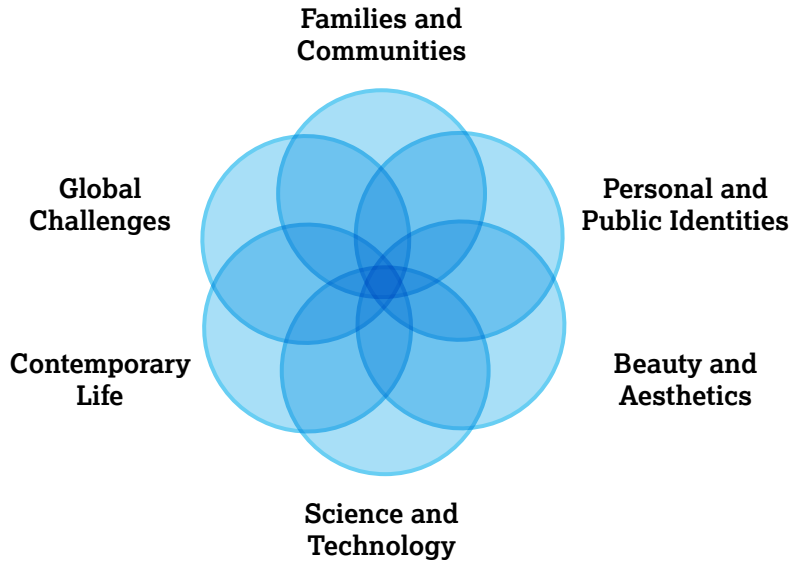


AP CHINESE LANGUAGE AND CULTURE
Course Skills

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

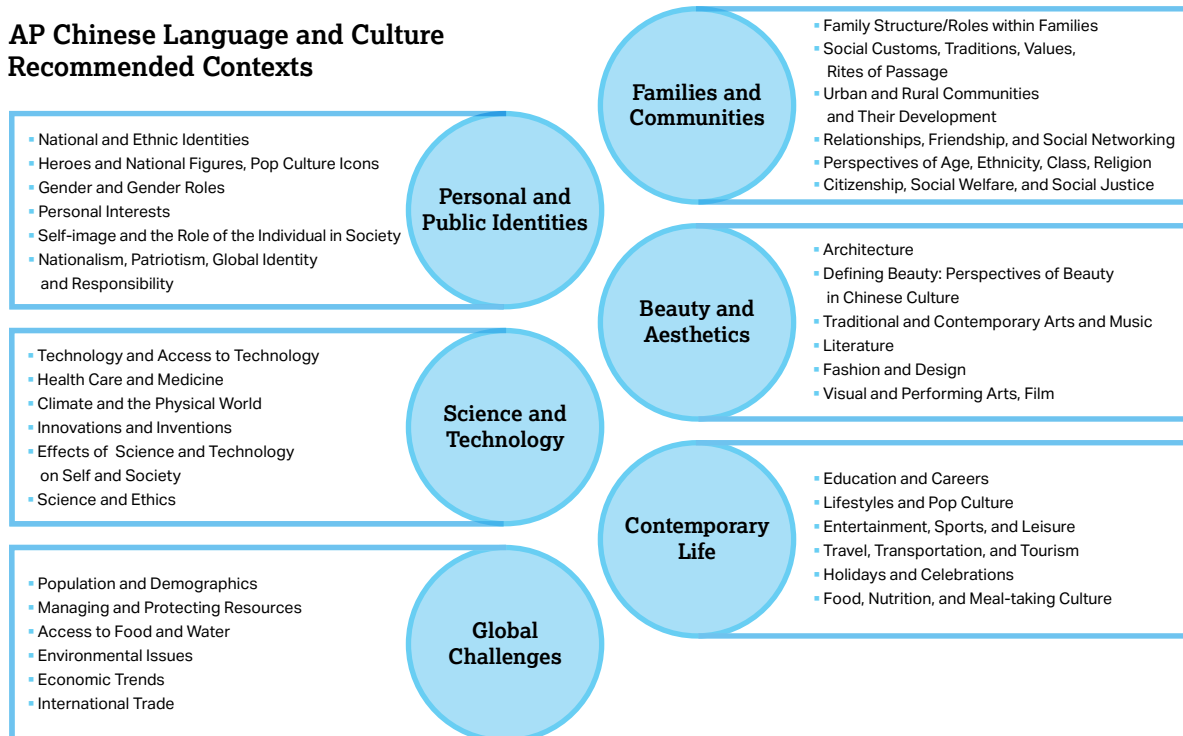
Course Themes

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 course themes are addressed multiple times in a scaffolded manner.

AP Chinese Language and 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; and
- 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 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 17–19 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

Comprehend Text 1

Comprehend written, audio, audiovisual, and visual text.

Skill Category 2

Make Connections 2

Make cultural and interdisciplinary connections.

Skill Category 3

Interpret Text 3

Interpret the content of written or audio text.

Skill Category 4

Make Meanings 4

Make meanings from words and expressions.

#.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.



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.



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

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
<i>Families and Communities</i>	Family Structures/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

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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

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.

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, words 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.

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:

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.

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Building Course Skills describes specific skills that are appropriate to focus on in that unit.

Preparing for the AP Exam provides helpful tips and common student challenges identified from prior exam data.

Using the Unit Guides

UNIT 2

The Influence of Language and Culture on Identity

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.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. 7.D: Express a perspective with details and examples to illustrate an opinion or 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.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.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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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.

UNIT 2

The Influence of Language and Culture on Identity

TEACHER TALK

- Find a written source related to one of the Unit 2 themes and create an email prompt based on the source topic. Use the suggestions in the bullets below to help guide students to respond appropriately to the email.
- Have students work in pairs to gather and organize initial ideas to respond to questions in the email and seek feedback from the teacher.
- Remind students to use register appropriately for the intended target culture and audience.

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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 **Progress Check** for this unit.

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

Progress Check 1

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Families in Different Societies



Developing Understanding

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?

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
<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

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; and
- 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:

- 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.



Families in Different Societies

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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: <i>Comprehend written, audio, audiovisual, and visual text (text and pictures).</i>	1.A: Describe the literal meaning of the text.	<p>1.A.1: Identify the main idea.</p> <p>1.A.2: Identify supporting/relevant details.</p> <p>1.A.3: Sequence information in narrative form.</p>
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>	<p>3.A: Interpret the distinguishing features of a text.</p> <p>3.B: Interpret the meaning of a text.</p>	<p>3.A.1: Identify the intended audience.</p> <p>3.A.2: Identify the purpose.</p> <p>3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.</p> <p>3.B.2: Infer implied meanings through context.</p>
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.



TEACHER TALK

- Find sources (websites, transportation, school signs and announcements, advertisements, cooking instructions) focused on topics related to this unit. Feel free to use the content as is or modify as needed.
- 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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Select or create emails focused on topics related to this unit.
- Have students identify register, greetings, closings, key vocabulary, and phrases in the emails you provided.
- Find images of posters, signs, and announcements related to topics from this unit. Introduce students to commonly used phrases and expressions found on them.

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Practice	Skill	Learning Objective
<p>4: <i>Make meanings from words and expressions.</i></p>	<p>4.B: Use words appropriate for a given context.</p>	<p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain or use idiomatic and culturally authentic expressions.</p>
		<p>5: <i>Communicate interpersonally by speaking with others.</i></p>
	<p>5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</p>	<p>5.B.1: Use a variety of grammar and syntax in spoken exchanges.</p> <p>5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.</p> <p>5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.</p> <p>5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.</p>

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**TEACHER TALK**

- Have students create a conversation in the informal register on a topic relevant to one or more of the unit themes (family events, traditions/celebrations, family roles/responsibilities, etc.).
- Have students record their conversations, examine their speaking sample, and suggest ways to provide additional elaboration.
- Provide students with a dialogue or interview related to the topic of Family Relationships. Have students work in pairs to describe and talk about their own families and the topic addressed in the conversation. Then, in a large group, ask students six questions about the dialogue or conversation they discussed.

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: 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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UNIT 1

Families in Different Societies



TEACHER TALK

- Provide students with an email on a topic relevant to this unit.
 - 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: <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.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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**UNIT
1**

Families in Different Societies



TEACHER TALK

- Have students prepare a brief presentation about an aspect or two of contemporary family life in China.
 - Provide a template to help students plan and organize their presentations.
-

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

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.
8: <i>Communicate through written presentations.</i>	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: 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: 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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UNIT 1

Families in Different Societies



TEACHER TALK

- Provide students with a picture sequence (from a previous exam or other source).
 - Model for students how to address all aspects of the picture sequence and to include descriptions of all four pictures in the narration.
-

**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 **Progress Check** for this unit.

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

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



Developing Understanding

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?

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; and
- 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; and
- 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; and
- 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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: REJOINER, RADIO REPORT, UNCONTEXTUALIZED DIALOGUE

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.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: <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.



TEACHER TALK

- Provide students with audio sources that include audio (radio reports, rejoinders, and uncontextualized dialogues).
- 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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Provide students with written sources (emails, advertisements, brochures).
- 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.

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

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**TEACHER TALK**

- Provide students with dialogues and/or questionnaires related to Chinese cultural activities and other unit topics.
 - Ask students comprehension questions as well as cultural comparison questions about the source material.
 - Have students explore such questions as what it is like to work in China compared to working in their own community.
 - Help students improve oral communication skills by asking them to practice 2- to 3-minute short dialogues on various topics with a partner as one of the daily warm-up exercises.
-

MODE

Written Interpersonal Communication

STIMULUS/TASK TYPE: 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: 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: 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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**TEACHER TALK**

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

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**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 a brief talk and 2–3 minutes to present the topic. 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: <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.
8: <i>Communicate through written presentations.</i>	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.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.	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.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.3: Use keyboarding to communicate in written presentations.	8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations.

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**TEACHER TALK**

- Find pictures or a series of pictures related to the unit topics and use them as story content for class discussions and activities.
 - 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.
-

**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 **Progress Check** for this unit.

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

Progress Check 3

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Influences of Beauty and Art



Developing Understanding

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?

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, and theme; and
- 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; and
- 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 and explain possible responses 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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: REJOINER, 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.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: <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.



TEACHER TALK

- Provide students with school-, travel-, and/or transportation-related information sources (announcements, conversations, instructions, etc.).
- Have students identify thematic vocabulary, idiomatic expressions, transitional expressions, and sentence patterns used in the sources.

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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Provide students with source material (emails, announcements, signs, short stories, etc.) related to the unit topic of Beauty and Art in China. Create questions to help guide student reading comprehension and reflection in relation to the unit theme.
- Monitor and facilitate students during their reading process by answering questions, providing clarification of any areas of confusion, and checking for understanding.

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

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

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**TEACHER TALK**

- Find conversations and interviews of students studying in China.
- Create a setting or situational context and have students role play and simulate similar interviews, taking turns to play the part of a student studying abroad in China or a student working for the school newspaper and interviewing a student who is studying abroad.
- Prepare some initial practice questions for students and have students generate additional questions to ask. Start with simple factual questions before moving to questions about cultural products, followed by questions about cultural practices and/or perspectives.
- 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: 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: 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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TEACHER TALK

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

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**TEACHER TALK**

- Find authentic resources related to Chinese cultural topics from this unit, such as Chinese art or leisure activities.
- Help students use the resources to prepare a presentation on one of the topics. Guide students to discuss the significance of the topic, for example, the benefit of traditional leisure activities on physical and mental health, etc.
- Guide students to create and deliver their short presentations using cultural perspective presentation 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: <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.
8: <i>Communicate through written presentations.</i>	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: 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: 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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TEACHER TALK

- Provide students with pictures related to Beauty and Art in China and use those pictures in class activities as story narration prompts.
 - Provide examples of effective student responses to story narration from AP Central as models.
-

**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 **Progress Check** for this unit.

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

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 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; and
- identify the 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 perspective presentation on the topics addressed in this unit, including viewpoints, supporting evidence, and elaboration; and
- 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;
- teachers 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; and
- 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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: REJOINER, VOICE MESSAGE, AND UNCONTEXTUALIZED DIALOGUE

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.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: <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.



TEACHER TALK

- Have students listen to audio sources (voice messages, uncontextualized dialogues) that discuss the topics of science and technology.
- Create questions about the audio material to help guide student listening and comprehension, training students how to focus on key information and details.
- Ask students to think about and discuss what they already know about a topic and cultural concepts related to 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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Provide students with sources (brochures, emails, advertisements, articles, letters) related to science and technology.
- Create questions to help guide student reading and comprehension and practice common science and technology vocabulary.
- Distribute to students different segments of the selected science and technology texts. Ask students to discuss them and summarize the message of each portion they receive and have them create questions about information that might be addressed in the full text.

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

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TEACHER TALK

- Formulate six questions to guide student discussion of a topic related to science and technology in China and have students create dialogues/mini-dialogues discussing the topic in pairs.
 - Assign students in turn to perform their mini-dialogues in front of the class and receive feedback.
-

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

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**TEACHER TALK**

- Find an information source about the influences of science and technology, and create an email prompt on the topic. Use the source to help guide students to create their own email responses.
- As an assignment, have students email you and or their classmates with details and suggestions about activities they are interested in, such as a field trip, tutoring, or summer camp. As a follow up, check for understanding and practice in summarizing information and have students orally summarize or rephrase the content of their email.

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

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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.



TEACHER TALK

- Provide students with source material related to a topic on science and technology in China and have students prepare a cultural presentation related to the topic. Guide students to include detailed descriptions and a thorough demonstration of the significance of the topic.
- Prepare a prompt, for example, talking about one contemporary Chinese technology or technological advance, and discuss its significance with students. Highlight the advancement and development of technology in modern-day China.
- 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: <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.
8: <i>Communicate through written presentations.</i>	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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TEACHER TALK

- Find pictures related to the unit topics, write several guiding questions for students to consider while examining the pictures, and use the pictures and questions as story narration prompts.
 - Provide ample opportunity for students to practice describing clear and detailed responses based on the provided pictures and provide them with timely feedback.
-

**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 **Progress Check** for this unit.

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

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



Developing Understanding

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?

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 unit topics and themes;
- identify or describe the main ideas, details, perspectives, and connections among cultural and interdisciplinary topics;
- use cultural or interdisciplinary information to infer meanings from a text and deduce the meaning of unfamiliar words through context; and
- 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; and
- 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 progress check for this unit, these questions mirror the complexity students can expect to see on the AP Exam.

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.



Factors That Impact the Quality of Life

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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: REJOINER, SCHOOL CONVERSATION, INSTRUCTIONS

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.
		1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Provide students practice with a range of listening source material (rejoinders, school announcements, conversations, and instructions).
- Preview critical vocabulary prior to having students listen to the source material, 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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Provide students with written and audio sources (emails, announcements, signs, and short stories) related to factors that impact the quality of life in China. Create questions to help students understand and focus on important content and details in the source material.
- Actively guide students to examine sources, determine distinguishing features, and make inferences.

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

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TEACHER TALK

- Share with students oral conversations/dialogues that are related to Unit 5 topics, and design six questions about the audio material content to ask students or to have students practice answering in pairs.
 - Provide students with strategies for working with conversation outlines.
-

MODE

Written Interpersonal Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

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

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**TEACHER TALK**

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

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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.

**TEACHER TALK**

- Find source material related to a topic in this unit and have students prepare a cultural presentation about the selected topic, making references to information in the source material.
- Guide students to describe the selected topic and explain its importance or role within Chinese-speaking communities.
- 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: <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.
8: <i>Communicate through written presentations.</i>	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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TEACHER TALK

- Find pictures related to factors that impact the quality of life in China, and use them as story narration prompts.
 - Ask one student to read a story narration that uses the provided images, and then have other classmates place the pictures in sequential order that aligns to the narrated story.
-

**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 **Progress Check** for this unit.

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

Progress Check 6

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Environmental, Political, and Societal Challenges



Developing Understanding

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?

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, and
- 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; and
- 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; and
- 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, and
- 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 useful teaching tips.



Go to [AP Classroom](#) to assign students the **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: REJOINER, VOICE MESSAGE, UNCONTEXTUALIZED DIALOGUE, RADIO REPORT

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.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: <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.



TEACHER TALK

- Share a variety of online source material (voice messages, radio reports, and uncontextualized dialogues) related to the unit themes and topics.
- Create questions to help guide student understanding of and reflection about the source material.
- 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: <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. 1.A.3: Sequence information in narrative form.
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.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: <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.



TEACHER TALK

- Find written materials (event brochures, emails that describe a sequence of events, advertisements, journalistic articles, and pen pal letters) related to environmental, political, and societal challenges.
- Create questions to help guide student understanding of and reflection about the topics.
- Divide a text into sections and have students sequence the sections in the most logical order.

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

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**TEACHER TALK**

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

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TEACHER TALK

- Share source material with information related to a topic in this unit, and create an email prompt on the selected topic. Use the source material to help students create their own email responses.
 - 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: <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.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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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.



TEACHER TALK

- Share source material related to a topic in this unit and have students prepare a cultural presentation on the topic. Encourage students to include both detailed descriptions and a thorough discussion of the significance of the topic in Chinese-speaking communities in their presentations.
- Have students record key information while listening to their classmates present 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: <i>Make meanings from words and expressions.</i>	4.B: Use words appropriate for a given context.	<p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain or use idiomatic and culturally authentic expressions.</p>
8: <i>Communicate through written presentations.</i>	8.A: Plan and research an issue or topic for presentational writing.	<p>8.A.1: Use a process to plan written presentations.</p> <p>8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.</p>
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	<p>8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>8.B.2: Use communication strategies, such as circumlocution and paraphrasing, to maintain written presentations.</p> <p>8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end.</p>
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	<p>8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.</p> <p>8.C.2: Use a variety of grammar and syntax in written presentations.</p> <p>8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.</p> <p>8.C.4: Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.</p>
	8.D: Understand and apply appropriate writing systems in presentational writing.	<p>8.D.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations.</p> <p>8.D.3: Use keyboarding to communicate in written presentations.</p>

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TEACHER TALK

- Share with students pictures related to environmental, political, and societal challenges in China, and use them as story narration prompts.
 - 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 in a variety of online resources. These sites also provide annotation tools, dictionaries, and converters for Pinyin, Unicode, and simplified and traditional Chinese, as well as information on Chinese Input Method Editors. Some contain comprehensive and easy to use Chinese dictionaries searchable by pronunciation, radical, stroke count, or English words.

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
<i>Close Reading</i>	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.
<i>Descriptive Outlining</i>	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.
<i>Discovering Vocabulary in Context</i>	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.
<i>Double-Entry Journal</i>	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.
<i>Graphic Organizers</i>	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
<i>Interpreting Visual Data</i>	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.
<i>Jigsaw</i>	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.
<i>Manipulatives</i>	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.
<i>Marking the Text</i>	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).
<i>Metacognitive Markers</i>	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
<i>Sentence Unpacking</i>	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.
<i>Sequencing a Text</i>	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, and to have students demonstrate sequencing.	Provide a text cut into sections and have students place them in the most logical order.
<i>Skimming/ Scanning</i>	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.
<i>SOAPSTone</i>	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.
<i>Summarizing/ Paraphrasing</i>	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.
<i>Think Aloud</i>	Talking through a difficult passage or task by using a form of metacognition, whereby the reader expresses how they have 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
<i>Checklists</i>	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.
<i>Circumlocution</i>	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.
<i>Debate</i>	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.
<i>Drafting</i>	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
<i>Fishbowl (Inner/Outer Circles)</i>	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. It 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.
<i>Five Square</i>	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.
<i>Generating Questions</i>	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
<i>Gradual Release Writing or Speaking</i>	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.
<i>Graphic Organizers</i>	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.
<i>Guided Writing</i>	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.
<i>Inner and Outer Circles</i>	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
<i>Marking the Draft</i>	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.
<i>Oral Reading</i>	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.
<i>Outlining a Presentation</i>	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.
<i>Presentation Strategies</i>	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.
<i>Quickwrite or Quicktalk</i>	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.
<i>Revisiting Prior Work</i>	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
<i>Role Play</i>	Students assume a role and engage in a conversation with another person.	To encourage creativity and spontaneity in speaking.	<p>Students role play to represent the conversation that two characters in a story have the next time they meet.</p> <p>Students select a conversation prompt out of a hat and conduct a role play.</p>
<i>Scoring Guidelines Application</i>	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.
<i>Self-Editing/ Peer-Editing</i>	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.
<i>Speed Dating</i>	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 1 minute (time can be varied), and then they move to a new partner. Debrief at the end to find common responses.
<i>Sketching</i>	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. Afterward, have them use their completed storyboards to spontaneously retell the story.
<i>Small Group Scoring</i>	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
<i>Socratic Seminar</i>	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.
<i>Substituting</i>	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.
<i>Think-Pair-Share</i>	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.
<i>Two-Minute Speech</i>	Giving a spontaneous 2-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 <i>one</i> 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: <i>Describe the literal meaning of the text.</i>	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,” that is, 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: <i>Make connections among cultural and interdisciplinary information provided in texts.</i>	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: <i>Interpret the distinguishing features of a text.</i>	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: <i>Interpret the meaning of a text.</i>	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: <i>Determine the meaning of familiar and unfamiliar words.</i>	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: <i>Use words appropriate for a given context.</i>	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: <i>Understand and apply appropriate communication strategies in interpersonal speaking.</i>	How can you continue a conversation if you do not know a specific word?	Describe an object without using the actual name of the object.	Circumlocution
5.B: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i>	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; and
- 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: <i>Understand and apply appropriate communication strategies in interpersonal writing.</i>	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: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i>	Have you proofread your message to correct errors in grammar and syntax as well as spelling, accents, and 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: <i>Understand and apply appropriate writing systems in interpersonal writing.</i>	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; and
- 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; and
- 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: <i>Plan and research an issue or topic for presentational writing.</i>	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: <i>Use appropriate writing strategies to communicate an idea in presentational writing.</i>	How do you develop an organized presentation?	Students complete a graphic organizer for organizing an essay.	Outlining a Presentation
8.C: <i>Understand and apply appropriate and varied syntactical expressions in presentational writing.</i>	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: <i>Understand and apply appropriate writing systems in presentational writing.</i>	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	15–20
	Voice message	3	
	School conversation	3	
	Radio report	2–4	
	Instructions	3–4	
	Uncontextualized dialogue	1–3	
Reading Selections	Note	2–4	35–40
	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 159–166.)

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; and
- 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; and
- 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; and
- 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，所以希望你能回來一趟，跟我們一起慶祝。

(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。

(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

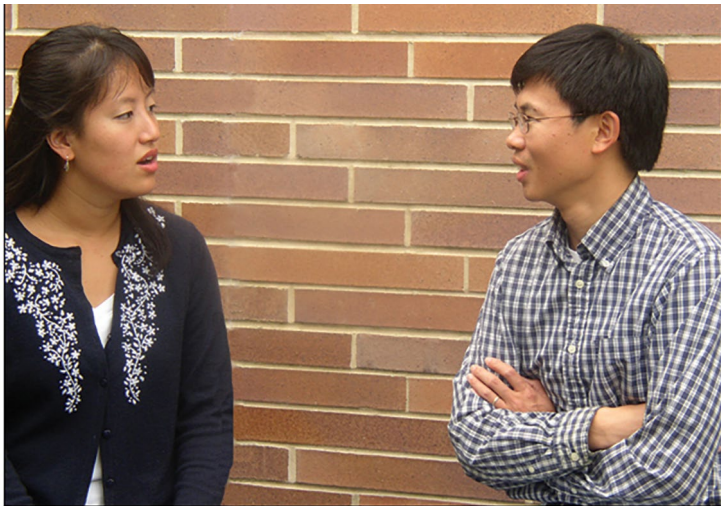
(WA) 我這幾天生病了，不是去看醫生，就是在家休息。

(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 support，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。

(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.

<p>小龙：</p> <p>好久不见！最近好吗？希望你学习都很顺利！</p> <p>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。</p> <p>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！</p> <p>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。</p> <p>希望我们能够一起去！等你回信。</p> <p>祝好，</p> <p style="text-align: right;">大同 1月28日</p>	<p>小龍：</p> <p>好久不見！最近好嗎？希望你學習都很順利！</p> <p>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。</p> <p>最近，我在學校工作掙了一點錢，夠我到東北去旅遊了。我爸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！</p> <p>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。</p> <p>希望我們能夠一起去！等你回信。</p> <p>祝好，</p> <p style="text-align: right;">大同 1月28日</p>
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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 Question	Answer	Task Model	Skill	Learning Objective
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
<p>6 EXCELLENT</p> <p>Demonstrates excellence in presentational writing</p>	<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
<p>5 VERY GOOD</p> <p>Suggests excellence in presentational writing</p>	<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
<p>4 GOOD</p> <p>Demonstrates competence in presentational writing</p>	<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
<p>2 WEAK</p> <p>Suggests lack of competence in interpersonal writing</p>	<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
<p>1 VERY WEAK</p> <p>Demonstrates lack of competence in interpersonal writing</p>	<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
<p>0 UNACCEPTABLE</p> <p>Contains nothing that earns credit</p>	<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
<p>2 WEAK</p> <p>Suggests lack of competence in interpersonal speaking</p>	<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
<p>1 VERY WEAK</p> <p>Demonstrates lack of competence in interpersonal speaking</p>	<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
<p>0 UNACCEPTABLE</p> <p>Contains nothing that earns credit</p>	<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
<p>6 EXCELLENT</p> <p>Demonstrates excellence in presentational speaking and cultural knowledge</p>	<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
<p>5 VERY GOOD</p> <p>Suggests excellence in presentational speaking and cultural knowledge</p>	<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
<p>4 GOOD</p> <p>Demonstrates competence in presentational speaking and cultural knowledge</p>	<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
<p>3 ADEQUATE</p> <p>Suggests competence in presentational speaking and cultural knowledge</p>	<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
<p>2 WEAK</p> <p>Suggests lack of competence in presentational speaking and cultural knowledge</p>	<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
<p>1 VERY WEAK</p> <p>Demonstrates lack of competence in presentational speaking and cultural knowledge</p>	<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
<p>0 UNACCEPTABLE</p> <p>Contains nothing that earns credit</p>	<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.



Scoring Guidelines

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** **8.B** **8.C** **8.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
DELIVERY	<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

0: UNACCEPTABLE Contains nothing that earns credit

- Completely irrelevant to the stimulus
- Not in Chinese characters

BLANK: (no 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]

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 Lacks organization and coherence; very disjointed sentences or isolated words Cultural information has frequent or significant inaccuracies 	<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"> 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"> 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"> 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"> 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
DELIVERY	<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"> 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"> 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"> 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"> 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"> Natural pace and intonation, with minimal hesitation or repetition Accurate pronunciation (including tones), with minimal errors 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

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

