

**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 1

**Families in
Different
Societies**



~19-21
CLASS PERIODS



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

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

Personal Progress Check 1

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Families in Different Societies



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.
- 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.

UNIT PLANNING

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

Unit Planning Notes

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

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

MODE

Audio or Audiovisual Interpretive Communication

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

Skill Category	Skill	Learning Objective
1: <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.B: Interpret the meaning of a text.	3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context.
4: <i>Make meanings from words and expressions</i>	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce meaning of unfamiliar words.

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**SUGGESTED RESOURCES**

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

Transportation Announcement

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

School Conversations

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

Instructions

- Possible assignment: making dumplings or a potluck party (video recording) followed by presentation. 如何包饺子 (intermediate) chinacaipu.com/video/cy/84837.html
- 商场温馨提示 33 (intermediate to hard) pvy8.com/SoundDown/0/%e5%b9%bf%e6%92%ad/%e8%b6%85%e5%b8%82/2
- 电脑问路 (intermediate) collections.uiowa.edu/chinese/readings/beginning/b_audio/b_audio_u10/b_audio_u10_06.htm

TEACHER TALK

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

MODE

Written Interpretive Communication

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

Skill Category	Skill	Learning Objective
1: <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.

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**SUGGESTED RESOURCES**

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

Email Describing Location

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

Poster Announcement

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

Public Sign

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

TEACHER TALK

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

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Note

便条 (easy)

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

便条集锦

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

- 留言条 (Intermediate)
diyifanwen.com/fanwen/liuyantiao/2608969.html
- 道歉条 (hard)
diyifanwen.com/fanwen/liuyantiao/1512602042920353.htm
- Notes to family and neighbors
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_28/beginning_u28_01.html
- Note to grandmother
knews.cc/zh-sg/baby/gy6xxql.html
- Note to brother
hwjyw.com/fj/jcxz/hyjc/9/05.pdf

Short Story

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

- 小表妹的满月酒 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13953
- 离家的时候 (intermediate)
yes-chinese.com/reading/view.do?id=20111102202520
- These exercises are best used sequentially
 - ◆ 后羿射日 (intermediate):
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14791
 - ◆ 嫦娥奔月 (hard):
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14790
- 我的幸福小日子 (easy)
yes-chinese.com/reading/view.do?id=20111216065223
- 孟姜女的故事 (hard)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14808
- 孝子抱母看病 (hard)
yes-chinese.com/reading/view.do?id=20120309173443
- A Painting
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_30/beginning_u30_07.html
- Mother's Love
weibo.com/ttarticle/p/show?id=2309404237814966451484

MODE

Spoken Interpersonal
Communication

STIMULUS/TASK MODEL: CONVERSATION

Practice	Skill	Learning Objective
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	<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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SUGGESTED RESOURCES

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

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

TEACHER TALK

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

MODE

Written Interpersonal
Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

Skill Category	Skill	Learning Objective
4: <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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SUGGESTED RESOURCES

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

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

TEACHER TALK

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

MODE

Spoken Presentational
Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

Skill Category	Skill	Learning Objective
2: <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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SUGGESTED RESOURCES

- This is a long article with vocabulary and content comparing family values across different cultures. Teachers can help students to choose their preferred content for topics such as family structures, social networking, and personal beliefs. For example, paragraphs 1, 3, 5, 6, and 7 discuss the significance of change, and how change influences the family structures and social values among Chinese people. 移民后对家庭观念的改变 (intermediate) aulling.com.au/201701/41973.html
- This article discusses a social concept and its value in Chinese culture. Teachers can use the whole article. Paragraph 1 describes the concept. Paragraphs 2–3 demonstrate the significance of the concept, focusing on how teachers are valued and highly respected in Chinese culture—discussing, for instance, the impact of Confucius and the established holiday of Teacher’s Day. 尊师重教 (intermediate) hwjyw.com/zhwh/content/2009/09/03/640.shtml
- Teachers can design a question, maybe asking students to talk about one aspect of current Chinese family life; use the data in the article as a reference to learn about contemporary life in Chinese families and discuss the significance of this; and then ask students to prepare their own presentations. A possible significance might include a change in peoples’ lifestyle, such as increased spending on travel. Household Expense Changes in Chinese Families data.163.com/18/0325/00/DDN2OMRF0001811U.html

TEACHER TALK

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

MODE

Written Presentational Communication

STIMULUS/TASK MODEL: STORY NARRATION

Skill Category	Skill	Learning Objective
4: <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.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.
		8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations. 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. 8.B.3: Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end. 8.C.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.1: Use the selected writing system (simplified or traditional characters) consistently in written presentations. 8.D.3: Use keyboarding to communicate in written presentations.

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SUGGESTED RESOURCES

- This prompt can be used for a characteristic Chinese holiday in Unit 1, focusing on the transitional devices. 三八妇女节
atth.jzb.com/forum/201309/13/155557itgs5t9aqI2lgs5I.jpg
- Making a swing
pinterest.com/pin/328551735299597932
- Help Elderly People to Cross the Street
3g.en8848.com.cn/exam/zk/ktsh/170744.html
- Women's Day
joozone.com/upimg/allimg/110131/1_110131121807_1.jpg

TEACHER TALK

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

