

**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 2

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



~19–21
CLASS PERIODS



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

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

Personal Progress Check 2

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

The Influence of Language and Culture on Identity



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.
- use provided cultural and/or interdisciplinary information to determine the meaning of a text.

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

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

Preparing for the AP Exam

AREAS OF CHALLENGE: MULTIPLE-CHOICE

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

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

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

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

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

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

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

AREAS OF CHALLENGE: STORY NARRATION

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

To address these challenges:

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

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

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

UNIT PLANNING

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



Unit Planning Notes

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

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

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: 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.

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**SUGGESTED RESOURCES**

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

Rejoinder

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

Radio Report

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

Uncontextualized Dialogue

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

TEACHER TALK

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

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

MODE

Written Interpretive Communication

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

Skill Category	Skill	Learning Objective
1: <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>	3.A: Interpret the distinguishing features of a text.	<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>
	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.

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**SUGGESTED RESOURCES**

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

Email Describing Sequence

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

Advertisement

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

Event Brochure

- The brochure has good content for building a useful vocabulary pool. 北语中文夏令营 (intermediate)
admission.blcu.edu.cn/2017/0829/c1394a710/page.htm
- Computer Class for Elderly People
jnpec.edu.cn/wlgyxy/info/1217/1117.htm
- Chinese Idioms Contest
kejiao.cntv.cn/2014/01/15/ART11389766252863993.shtml

TEACHER TALK

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

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Pen Pal Letter

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

Journalistic Article

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

MODE

Spoken Interpersonal
Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
4: <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

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

TEACHER TALK

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

MODE

Written Interpersonal
Communication

STIMULUS/TASK TYPE: EMAIL RESPONSE

Skill Category	Skill	Learning Objective
4: <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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SUGGESTED RESOURCES

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

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

TEACHER TALK

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

MODE

Spoken Presentational
Communication

STIMULUS/TASK TYPE: CULTURAL PRESENTATION

Skill Category	Skill	Learning Objective
2: <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

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

TEACHER TALK

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

MODE

Written Presentational
Communication

STIMULUS/TASK TYPE: STORY NARRATION

Skill Category	Skill	Learning Objective
4: <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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SUGGESTED RESOURCES

Story Narration

- Visiting a sick friend 同学病了 (intermediate):
s16.sinimg.cn/mw690/7196d41ftx6BegO95y72f&690
- This prompt fits contemporary life. 帮老奶奶过马路 (intermediate)
timgsa.baidu.com/timg?image&quality=80&size=b9999_10000&sec=1532180987989&di=85c6be001b4759566f12eec939d56e5d&imgtype=0&src=http%3A%2F%2Fs16.sinimg.cn%2Fmw690%2F7196d41ftx6BegDpsFp1f%26690
- Use pictures 2–5. The prompt can be used in Units 2, 3, and 5. 扫雪助人 (intermediate)
s9.sinimg.cn/middle/9dcda861gc59ed6755068&690
- Helping others
sohu.com/a/206087979_609562
- Picking up a wallet
3g.en8848.com.cn/exam/zk/ktsh/168805.html

TEACHER TALK

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

