

**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 3

**Influences
of Beauty
and Art**



~19-21
CLASS PERIODS



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

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

Personal Progress Check 3

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Influences of Beauty and Art



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, theme.
- identify and explain the significance, moral, or theme in short stories.

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

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

Preparing for the AP Exam

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

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

AREAS OF CHALLENGE: MULTIPLE-CHOICE

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

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

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

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

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

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

AREA OF CHALLENGE: EMAIL RESPONSE

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

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

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

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

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

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

UNIT PLANNING

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



Unit Planning Notes

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

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

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: 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.

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**SUGGESTED RESOURCES**

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

Rejoinder

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

Transportation Announcement

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

School Conversation

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

TEACHER TALK

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

MODE
Written Interpretive
Communication—
Written Text

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

Skill Category	Skill	Learning Objective
1: <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

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

Poster Announcement

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

Public Sign

- This bank of public signs could be selected for extensive reading. 体育运动标语 (easy, intermediate, hard)
360doc.com/content/12/04/19/14/1407330_204911991.shtml
- Health Theme Park Sign
hs.wenming.cn/jwmsxf/201508/t20150812_1906684.htm
- 文明出行标语
sohu.com/a/159841841_355463

Short Story

- 最美的声音 (easy)
360doc.com/content/18/01/30/15/42891739_726425174.shtml
- 梁祝 (hard)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=14793
- Visit Peking Opera Facial Makeup Exhibition
collections.uiowa.edu/chinese/readings/beginning/b_flash/b_unit_21/beginning_u21_05_test.html
- Story of Sun Yat-sen
hwjyw.com/fj/jcxz/zhongwen/7/10.pdf

TEACHER TALK

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

MODE

Spoken Interpersonal Communication

STIMULUS/TASK MODEL: CONVERSATION

Skill Category	Skill	Learning Objective
<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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**SUGGESTED RESOURCES**

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

TEACHER TALK

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

MODE
**Written Interpersonal
Communication**

STIMULUS/TASK MODEL: EMAIL RESPONSE

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

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

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

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

TEACHER TALK

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

MODE

Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

Skill Category	Skill	Learning Objective
2: <i>Make cultural and interdisciplinary connections</i>	2.A: Make connections among cultural and interdisciplinary information provided in texts.	2.A.2: Explain how information from a text connects or relates to the target culture or interdisciplinary phenomena. 2.A.3: Describe content and connections among cultural and interdisciplinary topics.
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain or use idiomatic and culturally authentic expressions.
7: <i>Communicate through spoken presentations</i>	7.A: Plan and research an issue or topic for presentational speaking.	7.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**

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

TEACHER TALK

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

MODE
Written Presentational
Communication

STIMULUS/TASK MODEL: STORY NARRATION

Skill Category	Skill	Learning Objective
4: <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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**SUGGESTED RESOURCES****Story Narration**

- This prompt can also be used in Unit 5 related to healthy lifestyle. 健康的生活习惯 (intermediate)
atth.jzb.com/forum/201210/09/165611z6fs4xfs0vvpzxgf.png
- This prompt can be used in Units 3, 5, and 6. 植树 (easy to intermediate)
s2.cdn.deahu.com/show/lfile/608EAE9D4A2A7A330492E193F3CFFDA1.jpg
- Helping a grandma
pinterest.com/pin/338473728223181511
- Making a birdhouse
pinterest.com/pin/593771532091321662

TEACHER TALK

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