

**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 4

**How
Science and
Technology
Affect Our
Lives**



~19–21
CLASS PERIODS



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

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

Personal Progress Check 4

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

How Science and Technology Affect Our Lives



Developing Understanding

ESSENTIAL QUESTIONS

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

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

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

Suggested Themes

Recommended Contexts

Science and Technology

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

Global Challenges

Population and Demographics, Access to Food and Water

Contemporary Life

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

Personal and Public Identities

Nationalism, Patriotism, Global Identity, and Responsibility

Building Course Skills

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

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

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

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

Preparing for the AP Exam

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

AREAS OF CHALLENGE: MULTIPLE-CHOICE

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

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

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

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

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

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

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

AREA OF CHALLENGE: CONVERSATION

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

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

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

- teachers should encourage students to listen and carefully read and follow the directions in English.
- Teacher should encourage students who misunderstand a turn in the conversation to do their best and continue to the next prompt.
- during classroom practice, teachers can have students repeat or rephrase questions to increase their understanding.
- ask students to work on speaking activities that require them to provide answers with examples or justifications such as role-playing or holding a debate.
- teachers can invite native speakers from the local community with whom students can engage in spontaneous conversations.

UNIT PLANNING

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



Unit Planning Notes

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

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

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: 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.

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**SUGGESTED RESOURCES**

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

Rejoinder

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

Voice Message

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

Uncontextualized Dialogue

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

TEACHER TALK

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

MODE

Written Interpretive Communication

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

Skill Category	Skill	Learning Objective
1: <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.

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**SUGGESTED RESOURCES**

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

Event Brochure

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

Email About Sequence of Events

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

- A one-day field trip. 中科院精彩教育活动推荐 (intermediate)
cstm.cdstm.cn/e/action/ShowInfo.php?classid=91&id=3049
- 人工智能创意赛 (intermediate to hard)
godasai.com/zhuanye/biancheng/chengxusheji/2018-06-12/864.html
- 如何注册淘宝 (intermediate)
jingyan.baidu.com/article/14bd256e423570bb6d26120c.html
- How to call a taxi on a cell phone
jingyan.baidu.com/article/b0b63dbfcb6e854a48307094.html

Advertisement

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

TEACHER TALK

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

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

Journalistic Article

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

Pen Pal Letter

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

MODE

**Spoken Interpersonal
Communication**

STIMULUS/TASK MODEL: CONVERSATION

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

TEACHER TALK

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

MODE

**Written Interpersonal
Communication**

STIMULUS/TASK MODEL: EMAIL RESPONSE

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

TEACHER TALK

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

MODE

Spoken Presentational
Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

Skill Category	Skill	Learning Objective
2: <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.	<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>



SUGGESTED RESOURCES

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

TEACHER TALK

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

MODE

Written Presentational
Communication

STIMULUS/TASK MODEL: STORY NARRATION

Skill Category	Skill	Learning Objective
4: <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

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

TEACHER TALK

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

