

**AP CHINESE LANGUAGE  
AND CULTURE**

**UNIT 5**

**Factors That  
Impact the  
Quality of Life**



**~19–21**  
CLASS PERIODS

---



Remember to go to [AP Classroom](#) to assign students the online **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 5**

**Multiple-choice: ~30 questions**

**Free-response: 4 questions**

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

# Factors That Impact the Quality of Life



## Developing Understanding

### ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

This unit explores themes related to the quality of life in Chinese-speaking communities, which provides a meaningful context for students to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could:

- explore how one's social status influences their quality of life.
- investigate how cultural perspectives and traditions relate to the quality of life.
- consider how access to education, health care, justice, food, and water impact the quality of life.
- explore how geography influences the quality of life.

### Suggested Themes

### Recommended Contexts

*Contemporary Life*

Education and Careers, Lifestyles, Holidays and Celebrations

*Global Challenges*

Managing and Protecting Resources, Population and Demographics, International Trade

*Science and Technology*

Innovations and Inventions, Health Care and Medicine

*Beauty and Aesthetics*

Defining Beauty, Literature, Film, Traditional and Contemporary Arts and Music

## Building Course Skills

In this unit, students continue working in the interpretive mode with audio sources, including rejoinders, school conversations, and instructions; and written sources, including notes, poster announcements, public signs, emails describing location, and short stories. Sources in this unit are equivalent in complexity to what students can expect to see on the AP Exam.

Students develop their ability to comprehend and interpret information through audio and written sources of increasing complexity as they:

- acquire a variety of vocabulary from authentic sources related to the topics and themes in this unit.
- identify or describe the main ideas, details, perspectives, and connections among cultural and interdisciplinary topics.
- use cultural or interdisciplinary information to infer meaning from a text and deduce the meaning of unfamiliar words through context.
- summarize and sequence information in narrative form.

Building on skills developed in previous units and practice in the interpretive mode, students further engage in the interpersonal and presentational modes as they:

- apply analytic skills, vocabulary, and sentence structures gained from working with and deconstructing authentic sources to prepare for speaking and writing tasks.
- converse on the topics in this unit using communication strategies such as requesting clarification, asking for repetition, and paraphrasing to maintain spoken and written exchanges.
- exchange viewpoints on cultural perspectives and traditions and use cultural information acquired from sources to prepare and deliver an organized cultural presentation.
- use appropriate register, standard conventions, and the selected writing system consistently to work on writing tasks such as an email response and story narration.

## Preparing for the AP Exam

### AREAS OF CHALLENGE: MULTIPLE-CHOICE

In multiple-choice questions for the **instructions** stimulus, students sometimes find it difficult to identify the purpose and details presented in this type of audio text. To address this challenge:

- teachers should provide opportunities for students to identify and explain unknown information based on the context of the source, adding cultural background as appropriate.
- teachers can provide instructions written in Chinese. Students can then explain the details included in the instructions.

In the **email describing location**, students may struggle to completely understand details in the text about locations or direction. To address this challenge:

- teachers can provide a prereading warm-up exercise (e.g., reviewing vocabulary and sentence structures for giving directions, visiting places, and locating objects) that can help students connect previous learning to new knowledge and apply this knowledge to interpreting the text.
- students can craft an email that gives directions from the classroom to various points in the school (cafeteria, gym, restroom, front office, etc.) and have a partner draw a map summarizing how to get to the described locations.

In this unit, students continue to practice the four free-response questions. Like the multiple-choice questions in the personal progress check for this unit, these questions mirror the complexity students can expect to see on the AP Exam.

## AREAS OF CHALLENGE: Cultural Presentation

In the **cultural presentation**, students give an oral presentation in which they demonstrate cultural knowledge and linguistic accuracy as they describe a cultural practice, product, phenomenon, or perspective and explain its significance. Students can describe the selected cultural topic; however, they struggle to explain why this topic is significant. To help improve student performance on this task, teachers can:

- explain what makes the cultural topic significant and demonstrate for students how to explain the significance in their presentation.
- ask students to describe a cultural topic such as Chinese myths or legends, historic figures, or new cultural phenomena/changes to Chinese society. Then provide guided practice in addressing the significance of the selected cultural topic.
- provide students with targeted vocabulary and grammatical structures to be able to discuss these topics in Chinese.
- provide sample student responses from the AP Central website and the scoring guidelines for this task to familiarize students with expectations for performance on this task. Discuss low-, mid-, and high-level performances and have students identify aspects of each one using the scoring guidelines.

Students do not always manage their time well when presenting. To address this challenge:

- teachers can use a previous year's cultural presentation prompt from AP Central and have students brainstorm how to respond and organize their presentation by writing

down key words or ideas in the order they want to include them in their presentation. Students can then complete this same activity individually using another prompt.

- students can listen critically to a wide variety of audio presentations throughout the year, noting the organization of those presentations.

The cultural presentation question is one of the more challenging questions on the AP Exam. Successful students generally have had significant classroom practice and have received targeted and directed feedback from teachers. Some strategies teachers can implement to help students build their presentation skills include:

- breaking skills down incrementally.
- providing practice over time to develop each skill.
- providing timely and focused feedback. Let students know where they have done well and where they need to improve. Watch for improvement in individual students' skills and provide encouragement as students practice and improve.
- providing opportunities for students to practice with a partner and receive feedback to improve their delivery. Practicing with a partner not only improves the presenter's presentation, but also provides an opportunity for the student providing feedback to reflect on areas where their own presentation skills can improve.
- ensuring that students understand the scoring guidelines. As discussed above, the scoring samples on AP Central can provide a wealth of knowledge for students on how the question is scored and, therefore, how students can organize and present their cultural presentation.

## 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.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Go to [AP Classroom](#) to assign students the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

MODE

# Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINER, SCHOOL CONVERSATION, INSTRUCTIONS

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Comprehend written, audio, audiovisual, and visual text (text and pictures)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.2:</b> Identify supporting/relevant details. <b>1.A.3:</b> Sequence information in narrative form.
<b>2:</b> <i>Make cultural and interdisciplinary connections</i>	<b>2.A:</b> Make connections among cultural and interdisciplinary information provided in texts.	<b>2.A.1:</b> Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
<b>3:</b> <i>Interpret the content of written or audio text (words)</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.1:</b> Identify the intended audience. <b>3.A.2:</b> Identify the purpose. <b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce meaning of unfamiliar words.

*continued on next page*

**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**

- 好好儿庆祝 (easy): (From 13:08–14:02.)  
[hanyufanting.com/2017/07/10/new-practical-audio-visual-chinese-lesson-23-part-1/](http://hanyufanting.com/2017/07/10/new-practical-audio-visual-chinese-lesson-23-part-1/)

**School Conversation**

- Studying Chinese (From 1:40–2:16.)  
[hanyufanting.com/2017/05/17/growing-up-with-chinese-lesson-70/](http://hanyufanting.com/2017/05/17/growing-up-with-chinese-lesson-70/)

**Instructions**

- From Gym membership: 健身会会员 (intermediate): (From 0:25–1:28.) Teachers can focus on the female narrator.  
[hanyufanting.com/2016/10/11/chinese-listening-practice-getting-a-gym-membership-in-china/](http://hanyufanting.com/2016/10/11/chinese-listening-practice-getting-a-gym-membership-in-china/)
- 微信延时转帐 (intermediate)  
[video.eastday.com/a/170626165435491504428.html](http://video.eastday.com/a/170626165435491504428.html)
- How to practice running downhill. (From 1:05–1:32.)  
[v.qq.com/x/page/o052844ghzt.html](http://v.qq.com/x/page/o052844ghzt.html)
- How to type on a screen. (From 3:11–4:09.)  
[v.qq.com/x/page/j0544n3g39b.html](http://v.qq.com/x/page/j0544n3g39b.html)

**TEACHER TALK**

- Preview critical vocabulary prior to having students listen, and provide students with listening questions before their listening activities.



# MODE

## Written Interpretive Communication

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

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Comprehend written, audio, audiovisual, and visual text (text and pictures)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.2:</b> Identify supporting/relevant details. <b>1.A.3:</b> Sequence information in narrative form.
<b>2:</b> <i>Make cultural and interdisciplinary connections</i>	<b>2.A:</b> Make connections among cultural and interdisciplinary information provided in texts.	<b>2.A.1:</b> Determine or infer the meaning of a text using provided cultural and/or interdisciplinary information.
<b>3:</b> <i>Interpret the content of written or audio text (words)</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.1:</b> Identify the intended audience. <b>3.A.2:</b> Identify the purpose. <b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.1:</b> Explain the moral or theme. <b>3.B.2:</b> Infer implied meanings through context.
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce meaning of unfamiliar words.

*continued on next page*

**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.

**Email Describing Location**

- 我的宿舍房间 (intermediate)  
[media.eblcu.com//dwhy/H101/Norm\\_018kewen.html](http://media.eblcu.com//dwhy/H101/Norm_018kewen.html)
- Teachers can compose an email sharing the options of going to the World Expo Convention Center from Pudong or Hongqiao airport. 如何抵达上海世博展览馆 (intermediate)  
[shexpocenter.com/shanglv\\_02.html](http://shexpocenter.com/shanglv_02.html)
- Traveling to the Bund  
[hwjyw.com/fj/jcxz/zhongwen/7/3.pdf](http://hwjyw.com/fj/jcxz/zhongwen/7/3.pdf)
- A "Magical" House  
[hwjyw.com/fj/jcxz/hyjc/10/08.pdf](http://hwjyw.com/fj/jcxz/hyjc/10/08.pdf)

**Poster Announcements**

- 运动会改期的通知 (easy)  
[bwfxnw.bfsu.edu.cn/info/1154/6702.htm](http://bwfxnw.bfsu.edu.cn/info/1154/6702.htm)
- 举办摄影展活动的公告 (intermediate)  
[cm.xmu.edu.cn/3a/3a/c951a14906/page.htm](http://cm.xmu.edu.cn/3a/3a/c951a14906/page.htm)
- 学生早锻期间车辆绕行 (intermediate)  
[cztgi.edu.cn/2018/0306/c899a34137/page.htm](http://cztgi.edu.cn/2018/0306/c899a34137/page.htm)
- Volunteer Teaching of Children of Migrant Workers  
[xiaohegongyi.com/Html/?2058.html](http://xiaohegongyi.com/Html/?2058.html)
- Career Planning  
[career.tsinghua.edu.cn/publish/career/8131/2016/20160928084549011780207/20160928084549011780207\\_.html](http://career.tsinghua.edu.cn/publish/career/8131/2016/20160928084549011780207/20160928084549011780207_.html)
- Group exercise activity  
[urp.nku.cn/\\_t35/2015/0421/c1651a17479/page.htm](http://urp.nku.cn/_t35/2015/0421/c1651a17479/page.htm)

**Public Sign**

- 森林防火标语 (intermediate)  
[ruiwen.com/biaoyu/1430654.html](http://ruiwen.com/biaoyu/1430654.html)
- 推广普通话标语 (easy to intermediate to hard)  
[ruiwen.com/biaoyu/1660604.html](http://ruiwen.com/biaoyu/1660604.html)
- 安全标语 (intermediate)  
[ruiwen.com/biaoyu/1666280.html](http://ruiwen.com/biaoyu/1666280.html)
- Health Park's public signs. (See pictures 2 through 6.)  
[kuaibao.qq.com/s/20180622F1YN2000?refer=spider](http://kuaibao.qq.com/s/20180622F1YN2000?refer=spider)

**TEACHER TALK**

- Actively guide students to examine a work to determine distinguishing features and make inferences.

*continued on next page*



## Note

- 看电影留言条 (easy)  
[ppzuowen.com/a/yingyongwen/liuyantiao/93260.html](http://ppzuowen.com/a/yingyongwen/liuyantiao/93260.html)
- 妈妈给儿子的便条 (intermediate)  
[wenku.baidu.com/view/4c5ddc9250e2524de5187e8e.html](http://wenku.baidu.com/view/4c5ddc9250e2524de5187e8e.html)
- 留言条集锦 (intermediate)  
[yuke.xju.edu.cn/info/1248/1704.htm](http://yuke.xju.edu.cn/info/1248/1704.htm)
- Parents' note to a daughter  
[51test.net/show/6898241.html](http://51test.net/show/6898241.html)

## Short Story

- 一件可笑的事 (easy to intermediate)  
[edu.pcbaby.com.cn/zuowen/1205/1107758.html](http://edu.pcbaby.com.cn/zuowen/1205/1107758.html)
- 教爸爸学电脑 (intermediate)  
[duwenzhang.com/wenzhang/qinqingwenzhang/20160615/353912.html](http://duwenzhang.com/wenzhang/qinqingwenzhang/20160615/353912.html)
- 一个IT男的生活 (easy to intermediate)  
[hanyufanting.com/2017/08/29/slow-and-clear-chinese-listening-practice-2/](http://hanyufanting.com/2017/08/29/slow-and-clear-chinese-listening-practice-2/)
- Lost wallet  
[collections.uiowa.edu/chinese/readings/intermediate/i\\_flash/i\\_unit\\_14/intermediate\\_u14\\_06.html](http://collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_14/intermediate_u14_06.html)
- A life-changing decision  
[collections.uiowa.edu/chinese/readings/intermediate/i\\_flash/i\\_unit\\_13/intermediate\\_u13\\_08.html](http://collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_13/intermediate_u13_08.html)
- A Chinese father cooks  
[collections.uiowa.edu/chinese/readings/intermediate/i\\_flash/i\\_unit\\_17/intermediate\\_u17\\_05.html](http://collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_17/intermediate_u17_05.html)

## MODE

**Spoken Interpersonal  
Communication**

STIMULUS/TASK MODEL: CONVERSATION

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

*continued on next page*



## SUGGESTED RESOURCES

- This dialogue is useful in describing the traditional tea house, identifying the “loud” atmosphere in a Chinese public place. Teachers can design six questions. 入乡随俗 (intermediate)  
[hanyufanting.com/2016/12/27/new-practical-chinese-reader-3-lesson-27/](http://hanyufanting.com/2016/12/27/new-practical-chinese-reader-3-lesson-27/)
- Teachers can design six questions around how to attract more people to a cultural event. 怎样吸引人参加活动 (intermediate)  
[jingyan.baidu.com/article/3f16e003a064302590c1035e.html](http://jingyan.baidu.com/article/3f16e003a064302590c1035e.html)
- This resource helps students discuss lifestyles, relationships, social conscience, etc. 庆祝生日的食物 (intermediate)  
[k.sina.com.cn/article\\_6395563097\\_p17d348c59001005atc.html](http://k.sina.com.cn/article_6395563097_p17d348c59001005atc.html)
- Teachers can create a setting for the dialogue and then follow the six questions asked in the video with practice with students. Students being interviewed in the video are of different learning levels and some may make mistakes. The teacher can compare the answers and use the Chinese subtitle in the video as a reference in this case. Studying Chinese in China  
[3g.163.com/v/video/VR8ANQ50J.html](http://3g.163.com/v/video/VR8ANQ50J.html)
- Why come to China?  
[m.people.cn/n4/2017/0927/c204408-9926509.html](http://m.people.cn/n4/2017/0927/c204408-9926509.html)  
Additional website  
[k.sina.com.cn/article\\_3790774615\\_me1f2a157033001y7l.html](http://k.sina.com.cn/article_3790774615_me1f2a157033001y7l.html)

## TEACHER TALK

- Provide students with strategies for working with conversation outlines.

## MODE

Written Interpersonal  
Communication

STIMULUS/TASK MODEL: EMAIL RESPONSE

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

*continued on next page*



## 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.

- 给环保工人的一封信 (intermediate)  
[edu.pcbaby.com.cn/380/3804825.html](http://edu.pcbaby.com.cn/380/3804825.html)
- 大房子还是小房子 (intermediate)  
[newhouse.hrb.fang.com/2011-02-15/4508994.htm](http://newhouse.hrb.fang.com/2011-02-15/4508994.htm)
- Suggested topic: How to have a healthy lifestyle. 健康的生活方式 (intermediate)  
[k.sina.com.cn/article\\_6367116133\\_17b827b65001002qk7.html](http://k.sina.com.cn/article_6367116133_17b827b65001002qk7.html)
- Study methods  
[archive.wenming.cn/sng/2010-07/01/content\\_20222949.htm](http://archive.wenming.cn/sng/2010-07/01/content_20222949.htm)
- Suggested topic: Study and play.  
[archive.wenming.cn/sng/2010-06/24/content\\_20155766.htm](http://archive.wenming.cn/sng/2010-06/24/content_20155766.htm)

## TEACHER TALK

Provide a question checklist for students to review and revise their work, such as

- Did I respond appropriately to the prompt?
- Did I respond to all questions in the incoming email?
- Did I use effective transitional elements in my writing?

MODE

# Spoken Presentational Communication

STIMULUS/TASK MODEL: CULTURAL PRESENTATION

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

*continued on next page*



Skill Category	Skill	Learning Objective
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<p><b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.</p> <p><b>7.D.2:</b> Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations.</p>



## SUGGESTED RESOURCES

- This resource discusses giving and receiving gifts, and it can be used for topics like relationships, social conscience, defining beauty/fashion, etc. Teachers can select the content related to the importance of gift culture among the Chinese, such as appreciation, respect, support, and social networking, including the unique value and significance of different types of gifts in different regions. 中国人的送礼文化和送礼习俗  
[wenku.baidu.com/view/c9d5aed480eb6294dd886cca.html](http://wenku.baidu.com/view/c9d5aed480eb6294dd886cca.html)
- This resource can be used for topics such as leisure activities, travel and tourism, and lifestyles. Using this article, teachers can help students see the lives of Chinese people and the Chinese landscape in different cities and understand Chinese history and culture. Teachers can also encourage students to discuss the message derived from this article and then have students prepare a presentation on a similar topic. Students should describe the selected topic and explain its importance. 我的西安之旅  
[hwjyw.com/resource/content/2011/07/05/19470.shtml](http://hwjyw.com/resource/content/2011/07/05/19470.shtml)

## TEACHER TALK

- Teach students how to gather information and evidence needed for them to prepare an effective presentation.

## MODE

Written Presentational  
Communication

STIMULUS/TASK MODEL: STORY NARRATION

Skill Category	Skill	Learning Objective
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain or use idiomatic and culturally authentic expressions.
	<b>8:</b> <i>Communicate through written presentations</i>	<p><b>8.A:</b> Plan and research an issue or topic for presentational writing.</p> <p><b>8.A.1:</b> Use a process to plan written presentations. <b>8.A.2:</b> Use research strategies to gather information and evidence for inclusion in written presentations.</p> <p><b>8.B:</b> Use appropriate writing strategies to communicate an idea in presentational writing.</p> <p><b>8.B.1:</b> Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>8.B.2:</b> Use communication strategies such as circumlocution and paraphrasing to maintain written presentations. <b>8.B.3:</b> Narrate stories based on visuals—with a clear progression of ideas, including a beginning, middle, and end.</p> <p><b>8.C:</b> Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p><b>8.C.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. <b>8.C.2:</b> Use a variety of grammar and syntax in written presentations. <b>8.C.3:</b> Produce simple, compound, and complex sentences in a variety of time frames in written presentations. <b>8.C.4:</b> Use standard conventions of the written language (e.g., orthography, punctuation) in written presentations.</p> <p><b>8.D:</b> Understand and apply appropriate writing systems in presentational writing.</p> <p><b>8.D.1:</b> Use the selected writing system (simplified or traditional characters) consistently in written presentations. <b>8.D.3:</b> Use keyboarding to communicate in written presentations.</p>

*continued on next page*



## SUGGESTED RESOURCES

### Story Narration

- 衣服被吹走 (intermediate)  
[en8848.com.cn/d/file/201207/7b326e6f7ce6ec42c4b9dec01164214c.jpg](http://en8848.com.cn/d/file/201207/7b326e6f7ce6ec42c4b9dec01164214c.jpg)
- 宠物乐园 (intermediate)  
[wendangwang.com/doc/f3e6cf7db40654ad0fa3f605](http://wendangwang.com/doc/f3e6cf7db40654ad0fa3f605)
- 丢失的照相机 (intermediate)  
[flts.cn/sites/default/files/picture/2012/m201309zlj-t3.jpg](http://flts.cn/sites/default/files/picture/2012/m201309zlj-t3.jpg)
- Saving a Drowning Child  
[s10.sinaimg.cn/large/7196d41ftx6BegVn27na9&690](http://s10.sinaimg.cn/large/7196d41ftx6BegVn27na9&690)
- Lost Wallet  
[s14.sinaimg.cn/large/7196d41ftx6BegDzXfnfd&690](http://s14.sinaimg.cn/large/7196d41ftx6BegDzXfnfd&690)
- Donating Books  
[2abc8.com/new/44072/](http://2abc8.com/new/44072/)

## TEACHER TALK

- Ask one student to read the story he/she narrated using the provided images, and then have other classmates place the pictures in sequential order that aligns to the narrated story.

