

**AP CHINESE LANGUAGE
AND CULTURE**

UNIT 6

**Environmental,
Political,
and Societal
Challenges**



~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 6

Multiple-choice: ~30 questions

Free-response: 4 questions

- Story Narration
- Email Response
- Conversation
- Cultural Presentation

Environmental, Political, and Societal Challenges



Developing Understanding

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What are possible solutions to those challenges?
- What role do individuals play in addressing complex societal issues?

This final unit explores themes related to how complex issues and phenomena affect people's lives in Chinese-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. This unit presents one of the most challenging and abstract themes in that the content requires students to understand information about economic, environmental, population, and demographic issues in the target language. These topics require sophisticated vocabulary and linguistic concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could:

- investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- explore how individuals can positively or negatively influence the world around them.
- develop possible solutions that address contemporary global challenges.

Suggested Themes

Recommended Contexts

Global Challenges

Economic Trends, Environmental Issues, Population and Demographics

Contemporary Life

Lifestyles, Travel, Leisure, Food

Science and Technology

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

Families and Communities

Social Customs and Values, Relationships, Friendships, and Social Networking, Urban and Rural Communities and Their Development

Building Course Skills

In this last unit, students practice multiple-choice questions related to the following task types: rejoinders, voice messages, uncontextualized dialogue, radio reports, advertisements, event brochures, emails about sequence of events, and journalistic articles. Students develop their ability to comprehend and interpret information at the same level of complexity they can expect to see on the AP Exam as they describe the factual meaning of the text and identify its features. Students:

- discuss and compare environmental, political, and societal challenges between the target community and their own community.
- describe and explain cultural practices and perspectives related to the unit's theme.

Building on skills developed in previous units and practicing in the interpretive mode, students continue engaging in the interpersonal and presentational modes as they:

- carry out conversations or interviews on the topics addressed in this unit.
- use cultural information acquired from sources in Unit 6 to prepare and deliver an organized cultural presentation related to this unit's theme.
- provide and explain viewpoints with supporting details and elaboration.
- compose replies to emails by providing suggestions with justifications on the specific topic addressed by the other party.
- develop visual literacy by narrating stories (based on visuals) that reflect a clear progression of ideas, including a beginning, a middle, and a conclusion.

Preparing for the AP Exam

In this final unit, students continue to apply their growing knowledge and competencies in a variety of contexts and real-world scenarios. Listening and reading examples are equal in complexity and difficulty to what students will experience on the AP exam and should be performed under exam conditions.

AREAS OF CHALLENGE: MULTIPLE-CHOICE

In **radio reports**, students may struggle to identify relevant details.

- In earlier units, teachers may have anticipated which interdisciplinary information or vocabulary would be challenging to students and provided explanations. This strategy can be used throughout the units.

- As students are coming to the end of the course and preparing for the exam, ask them to predict relevant vocabulary related to the theme of the unit that may be used in the radio report. Then ask students to decode the vocabulary as best as they can using tools as needed, including the context and any prior knowledge about the content to identify relevant details.

In **advertisements**, students may not recognize unfamiliar terms, professional phrases, or cultural elements. To address this challenge:

- Teachers can select some authentic advertisement resources on familiar topics and have students work in pairs to identify relevant details.
- When encountering unknown information, teachers can encourage students to make educated guesses using cues from the sources.
- Students should use the class vocabulary bank and their prior knowledge to understand the content and answer the questions.

In **emails about sequence of events**, students may feel confused about various details that appear in the text. To address this challenge:

- students can list each event or activity presented in the text in order, and then look for key words such as time adverbs, dates, and transitional phrases to describe the literal meaning and interpret features of the text.
- students can use the context of the email to eliminate incorrect responses and select the best answer choice.

AREAS OF CHALLENGE: FREE-RESPONSE

Students have been practicing the writing tasks for the free-response questions throughout the year. As students prepare for the AP Exam, on both writing tasks, email response and story narration, encourage them to:

- create an outline to organize their ideas before writing
 - ◆ Determine what information needs to be included based on the information in the prompt.
 - ◆ Determine what information should come at the beginning, middle, and end of their response.
 - ◆ Determine transitional and cohesive devices that will communicate the organization of their response.
- remind students to use standard conventions for written language and consistently use the selected writing system while writing.
- remind students to leave time to review and revise after they have written their response. Ask them to list what they should be checking in their writing essay review.

For both speaking tasks, conversation and cultural presentation, students should:

- monitor their language production and try to self-correct when they make a mistake, as they are *not* penalized for doing so on the exam.
- continue with the conversation even if they realize they misunderstood one of the turns in the conversation, and listen carefully to the next prompt from the interlocutor to get back on track.
- use communication strategies such as circumlocution and paraphrasing to maintain spoken exchanges and presentations.

For both writing and speaking tasks, students need to:

- pay attention to register and try to avoid shifting register during their responses.
- continue to focus on completing each task by addressing all aspects of each prompt.

By this point in the course, students should be very familiar with the instructions, formats, and expectations for each of the free-response questions and know how to follow directions on the exam. Successful students generally provide their own viewpoints, supporting evidence, elaboration, and significant details in organized responses.

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 6. Review the results in class to identify and address any student misunderstandings.

MODE

Audio or Audiovisual Interpretive Communication

STIMULUS/TASK MODEL: REJOINER, VOICE MESSAGE, UNCONTEXTUALIZED DIALOGUE, RADIO REPORT

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

- 能源危机 (intermediate to hard)
sfsu.app.box.com/s/yskceibyhhjrhxroklqqh956tjr1i9ag
- From 2:44–3:09: Teachers can create three other answers in Chinese. The Bund
hanyufanting.com/2017/05/19/growing-up-with-chinese-lesson-79/

Voice Message

- Teachers can compose and record a script. 留言条集锦 2 (intermediate)
wenku.baidu.com/view/e1a4452cbd64783e09122b0e.html?sxts=1533835630218
- Teachers can record a script. Message to parents.
51test.net/show/7431592.html

Uncontextualized Dialogue

- 搬家的折扣 (intermediate)
hanyufanting.com/2016/09/12/chinese-listening-practice-deciding-when-to-move-in-china/
- Click “TEXT PLUS” at the bottom to listen to the audio. 交谈：国庆 (intermediate)
readchinese.nflc.org/contents/learn_obj/lo_launch.html?loid=13991
- 股票 (intermediate)
sfsu.app.box.com/s/16ooq7u6us1davsnokeyw33cyjlnhdb

Radio Report

- Teachers can focus on the listening skills of catching numbers. 快递业和运输 (intermediate)
baidu.pptv.com/watch/6236498225927109219.html?page=videoMultiNeed
- 外企在中国投资回报率 (intermediate to hard)
collections.uiowa.edu/chinese/readings/intermediate/i_audio/i_audio_u25/i_audio_u25_05.htm
- 上海磁浮列车 (hard)
collections.uiowa.edu/chinese/readings/advanced/a_audio/a_audio_u12/a_audio_u12_06.html
- WeChat and Alipay: (From 5:44-6:08.)
hanyufanting.com/2018/03/23/slow-and-clear-chinese-listening-practice-16/
- Smog: (Use the audioclip on top, beginning at 0:31.)
rfa.org/mandarin/yataibaodao/huanjing/yf1-10152015102303.html
- From beginning–0:31: Summer break travel. (From the beginning to 0:31.)
chinanews.com/m/shipin/cns/2017/07-03/news719090.shtml

TEACHER TALK

- Always have students review frequently used vocabulary, sentence patterns, and professional phrases in texts such as news, voice messages, and announcements.

MODE

Written Interpretive Communication

STIMULUS/TASK MODEL: ADVERTISEMENT, EVENT BROCHURE, EMAIL ABOUT SEQUENCE OF EVENTS, 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.	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

- “创业：我的选择”演讲比赛 (intermediate)
dkxyyzu.edu.cn/art/2009/4/24/art_5477_32192.html
- Teachers can choose different sets of the plans for student practice.
 - ◆ 慈善义卖活动流程 (intermediate):
liuxue86.com/a/3343397.html
 - ◆ 慈善晚会策划方案 (intermediate):
wenku.baidu.com/view/12c2cbdad1f34693daef3e99.html?rec_flag=default&sxts=1532690180472
- See paragraphs 1, 3, 4, and 5. 植树造林活动 (intermediate to hard)
yuhang.gov.cn/zjyh/jryh/hotnews/2018ywzs/dtbd/201802/t20180226_1116596.html
- Summer camp for children of migrant workers.
bbs.hangzhou.com.cn/thread-23018351-1-1.html
- Migrant workers and family reunion activity.
lzqxqgh.cn/gonggao/2018-07-02/642.html

Email About Sequence of Events

- Sharing thoughts on student life in different countries. 大学生的一天 (easy to intermediate)
hanyufanting.com/2017/08/28/slow-and-clear-chinese-listening-practice-1/
- Teachers can select the activities and formulate an email. 大连国际沙滩文化节 (intermediate)
dl.sina.com.cn/news/shenghuo/2017-06-14/detail-ifyfzfy4111242.shtml
- Travel to Hong Kong
hwjyw.com/fj/jcxz/zhongwen/7/2.pdf
- Planting trees.
edu.pcbaby.com.cn/399/3996628.html

Advertisement

- A series of advertisements covering different categories of environmental, political, and societal challenges. 公益广告大全 (easy to intermediate to hard)
wenku.baidu.com/view/45159a93852458fb760b569b.html?rec_flag=default
- A series of advertisements related to one's health and hospitals. 医院广告 (easy to intermediate)
ruiwen.com/biaoyu/1728564.html
- A template pool of commercial advertisements. Teachers can compose ads by adding the names of goods. 打折促销广告集锦 (intermediate)
ruiwen.com/biaoyu/1671341.html
- Two travel agency advertisements
sywb.10yan.com/20120924/%E5%B0%81%E4%B8%89_3.jpg
- Concert advertisement
weibo.com/ttarticle/p/show?id=2309404104531226010918

TEACHER TALK

- Divide a text into sections and have students sequence them in the most logical order.

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Journalistic Article

- 世界环境日宣传 (intermediate)
xz.people.com.cn/n2/2018/0725/c138901-31857500.html
- 节约用水宣传 (intermediate)
wenming.cn/jwmsxf_294/gygg/201405/t20140519_1947911.shtml
- Four short articles focusing on food safety. 食品安全 (intermediate to hard)
ruiwen.com/zuowen/anquan/724195.html
- Street-cleaning workers in Xi'an
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_28/intermediate_u28_03.html
- Smog
news.cntv.cn/special/spj/0000/13/80/index.shtml
- About Honesty
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_29/intermediate_u29_04.html
- Hong Kong's aging population
collections.uiowa.edu/chinese/readings/intermediate/i_flash/i_unit_29/intermediate_u29_01.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

- The resource (2'18"–3'02") discusses the experience and challenges of learning Chinese. Teachers can design six questions based on the whole dialogue. 你快要成中国通了 (intermediate)
hanyufanting.com/2016/12/25/new-practical-chinese-reader-2-lesson-26/
- Teachers can design six questions. 回馈社会 (intermediate)
hanyufanting.com/2016/10/21/chinese-listening-practice-giving-back-to-the-community-in-china/
- The content can be used for topics such as education, family values, challenges, etc. 空巢老人 (intermediate)
audio-lingua.eu/spip.php?article4682&lang=fr
- Teachers can create a setting for the conversation and add three other questions, maybe "Do you work out regularly?" and "What kind of exercise do you like and why?" at the beginning, and "What's the difference between working out in China and in your country?" after the 1st question in the video ("How long do you work out every week?"). Working Out, Environment and National Policy
v.qq.com/x/page/i0015lvyi6l.html

TEACHER TALK

- Encourage students to use the target language, and help them maintain communication despite gaps in vocabulary by providing strategies to "talk around" what they're missing.

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.

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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.

- Teachers can compose an email prompt asking for comparison/persuasion with suggestions or solutions.
 - ♦ 出国留学的利弊2 (intermediate):
1juzi.com/new/82527.html
 - ♦ 寄宿家庭的利弊 (intermediate):
qianmu.org/article/3614.htm
- Teachers can compose an email prompt asking for comparison/persuasion with suggestions or solutions.
 - ♦ 假期旅游应该注意什么(intermediate):
sohu.com/a/161505508_99939989
 - ♦ 假期旅游应该注意什么 2 (intermediate):
jingyan.baidu.com/article/ca2d939d6cd6eceb6c31ced1.html
- Suggested topic: Test scores.
archive.wenming.cn/sng/2010-04/26/content_19625287.htm
- Suggested topic: Children of migrant workers and the challenges of school attendance.
archive.wenming.cn/sng/2010-03/30/content_19384590.htm

TEACHER TALK

- Provide students with strategies to use prior to writing, during writing, and for reviewing their writing.

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.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C: Use appropriate language and vocabulary for the intended audience in 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.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.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 dialogue provides a detailed description of and discusses the significance of women's changed social status in China. Teachers can guide students to practice the content in terms of women's current circumstances in China (part 1), the significance of their raised social status and expanded opportunities (part 2), and the pros and cons of this kind of change (part 3).
中国妇女的地位 (intermediate)
hanyufanting.com/2017/01/21/new-practical-chinese-reader-4-lesson-40-part-2/
- The resources discuss the pressures Chinese youth need to contend with; this source can be used for the following topics: social conscience, relationships, global citizenship, etc. Students are encouraged to identify the challenges of balancing a heavy academic workload and life, the stress resulting from unnecessary competition, the value conflicts between different generations, and possible solutions to improve the situation. Teachers may select the useful sentences that demonstrate significance, for example, from the last three paragraphs of article 2.
 - ◆ 把快乐还给孩子 (intermediate):
collections.uiowa.edu/chinese/readings/advanced/a_audio/a_audio_u21/a_audio_u21_04.html
 - ◆ 把快乐还给孩子 2 (intermediate):
chinanews.com/sh/2017/06-01/8238911.shtml

TEACHER TALK

- Have students record key information while listening to their classmates presenting their speech. This learning habit helps facilitate active listening and process information.

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

- Teachers can use this prompt to emphasize the conjunctions in writing. 香蕉皮的故事 (easy to intermediate)
s10.sinaimg.cn/large/4c26097ahbf1ea1abe489&690
- Reporting crime
pinterest.com/pin/328551735299597951
- Saving a cat
pinterest.com/pin/328551735299176773
- Lost dog
pinterest.com/pin/808536939320967709
- Project Hope
3g.en8848.com.cn/exam/zk/ktsh/170890.html

TEACHER TALK

- Draft a story narration by incorporating brainstormed or initial ideas into a written format.

