

Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

	Chinese 1	Chinese 2	Chinese 3
	<p>During the first quarter, students will acquire basic skills involved in oral and written production. They acquire familiarity with pronunciation of the Mandarin sound system (22 initial sounds; 37 final sounds; 4 major tones and neutral tone) and learn tone change rules (3rd tone; <i>yi</i>; <i>bu</i>). They become familiar with the pinyin system and can transcribe a given sound to pinyin. Students learn to use basic grammar such as SVO sentence structure, position of time phrases, adverbial phrases, and prepositional phrases to produce language in the form of words, short lists and memorized phrases.</p> <p>At the end of the quarter students will be able to:</p>	<p>During the second quarter, students gain greater control over proficiency skills developed in the previous level while learning new tasks and grammatical structures (aspect marker <i>le</i>, verbal complements, disposal marker <i>ba</i>, directional complements, and basic comparisons). They increase their capacity to understand oral questions and texts as well as written passages, based on character recognition. They expand in their ability to present information orally and in writing about themselves and their community.</p> <p>At the end of the quarter students will be able to:</p>	<p>During the third quarter, students will practice and gain greater control over skills developed in previous levels. New grammatical structures include experiential markers, resultative complements (<i>kanwan</i>), complex and directional complements. Students increase in both breadth and length of expression when presenting information orally and in writing.</p> <p>At the end of the quarter students will be able to:</p>
Interpersonal Abilities	<p>Use memorized and formulaic expressions in Mandarin to:</p> <ul style="list-style-type: none"> • Greet, apologize, and express gratitude • Participate in simple exchanges such as making acquaintances; give and ask for given names and last names; initiate and respond to a proposed activity (time; activity; location) • Name their immediate environment: family, nationality, major, age, likes and dislikes • Count numbers from 1 to 999 and use numbers with days, dates, and monetary matters • Ask and answer questions regarding one's own age correspondence in the Chinese zodiac year. 	<p>Use new vocabulary and mostly memorized phrases or simple sentences to:</p> <ul style="list-style-type: none"> • Participate more actively in simple exchanges (who, what, when, where, how) regarding their immediate environment: daily routines, homes and dormitory; future plans • With respect to topics and vocabulary presented in course material, <ul style="list-style-type: none"> ○ list items in a wider array of categories (e.g. rooms in a house, clothing, cold symptoms, some Chinese cities) ○ give a simple description (e.g. of a holiday) ○ Make simple comparisons (larger, smaller,) to 	<p>Begin to adapt learned material and create longer utterances (sentences) to:</p> <ul style="list-style-type: none"> • Initiate, sustain and conclude exchanges with a classmate on familiar and new topics such as one's living environments, hobbies and sports, a trip in the past, future traveling plans, weather conditions of the four seasons, etc. • With respect to topics and vocabulary presented in course material, <ul style="list-style-type: none"> ○ indicate a brief sequence of events (e.g. car accident) ○ describe with some elaboration daily routine and lifestyle (farmer) ○ compare and contrast familiar topics in more detail (e.g. one's

Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

	<ul style="list-style-type: none"> • Participate in very simple simulated scenarios, such as asking for the price while shopping, and understand the Chinese currency system • Address their interlocutors formally and expressing politeness 	<p align="center">describe discrete items such cities or towns</p> <ul style="list-style-type: none"> • Interact in simple simulated situations based on contexts presented in course material (e.g. exchange money at a bank; get a library card; send a package at the post office; buy bus tickets) • Initiate and sustain a basic telephone exchange when asking to speak to someone 	<p align="center">hometown with another city).</p> <ul style="list-style-type: none"> ○ begin to compare/contrast cultural topics such as American and Chinese holidays, Chinese and Western painting, Beijing Opera and other local Chinese operas <ul style="list-style-type: none"> • Participate actively in a wider variety of simulated situations, e.g: ordering food in a Chinese restaurant, asking and giving directions • Demonstrate awareness of culturally appropriate behavior and assumptions in above scenarios
<p>Interpretive Abilities</p>	<ul style="list-style-type: none"> • Understand the basic writing system of characters including basic strokes, stroke order and some basic radicals • Recognize the basic structures of Chinese characters and apply such understanding to facilitating character learning • Understand the association between sound, meaning and form (character) • Understand all characters in simple written dialogues in each chapter of the textbook, as well as the main ideas of short reading passages created for this level • Understand simple conversations presented in video clips of the textbook • Follow directions and commands related to classroom tasks • Respond orally to questions on topics relating primarily to their own lives and to those of their classmates (e.g. 	<ul style="list-style-type: none"> • Practice and gain more comprehension of characters • Learn and begin to use both hard copy and online Chinese-English / English-Chinese dictionaries • Be aware of the fact that Chinese dialects (Mandarin, Shanghainese, etc.) are not mutually intelligible • Understand all characters in written dialogues from each chapter of the textbook • Begin to understand supplementary readings in ancillary textbook materials that use related vocabulary and structures • Answer a variety of data-based and some fact-based oral questions on course materials • Understand simple conversations of the type they themselves can carry out (i.e. on topics of personal interest, daily interactions) such as: <ul style="list-style-type: none"> ○ making phone calls ○ seeing a doctor 	<ul style="list-style-type: none"> • Continue to practice and broaden comprehension of more characters • Recognize topic-specific vocabulary in brief supplementary readings created for this level, e.g. Chinese kinship terms, menu categories • Understand all written characters in: <ul style="list-style-type: none"> ○ supplementary and cultural readings included in textbook ancillaries ○ dialogues from each chapter of the textbook • Answer all fact-based reading comprehension questions • Understand and restate in Chinese, using their own words, extended and more comprehensive oral and written dialogues (textbook materials) about: <ul style="list-style-type: none"> ○ Chinese painting and oil painting ○ national opera and local operas

Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

	daily activities, personal biographical information)	<ul style="list-style-type: none"> ○ making plans for the near future ○ renting apartments ○ talking about trips ○ making comparisons ○ shopping for clothes 	<ul style="list-style-type: none"> ○ Chinese New Year and holiday activities ○ sports (soccer) ○ plans for the summer break ○ change in a rural village and the improvement of a farmer's life
Presentational Abilities	<ul style="list-style-type: none"> • Give brief oral messages about home and family, school activities, daily routines. • Restate and rephrase simple information from materials presented orally and visually in class • Write in Chinese characters most of what they can say, e.g. ask/answer simple questions about their families and daily life, formulaic expressions expressing gratitude, apologies, etc. (~200 characters) 	<ul style="list-style-type: none"> • Create simple dialogues (of a dictionary) on topics related to course material such as “seeing a doctor”, “applying for a library card in Beijing”, “renting an apartment”, “buying shirts and shoes in China” • Present a 3-minute rehearsed oral skit with a classmate on the above topics • Learn Chinese word processing on the computer • Write most of what they can say in Chinese characters (~400 characters) 	<ul style="list-style-type: none"> • Create more complex dialogues on familiar topics from previous levels as well as on new topics related to course material e.g. “visiting someone's home”; “giving directions”, “touring a museum”; “describing a car accident” • Present a 5-minute rehearsed skit with classmates on the above topics • Give one's own summaries of the dialogues learned in class • Present a highly rehearsed report (15-sentence minimum) on selected topics, such as their hometown or favorite season • Write most of what they can say in Chinese characters (~550 characters)