

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

In the second year of language study, students will build on the interpersonal, interpretive and presentational abilities developed during the first year.

Interpersonal Abilities	Chinese 21	Chinese 22	Chinese 23
<p>Throughout the second year, students produce increasingly longer and more complex oral speech in spontaneous interactions with their classmates and instructors. They expand in their ability to describe, narrate, and make comparisons in a wider range of contexts. They can create and adapt the language they know to their immediate needs and are understood by native speakers accustomed to dealing with language learners. By the end of the second year, students are typically able to produce full sentence-length utterances and strings of sentences.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Greet, introduce, and take leave of people in both casual and formal settings • Inquire about personal information in a culturally appropriate manner according to age, social rules, position, title • Describe people, events and activities such as: <ul style="list-style-type: none"> ○ appearance/personality of family members, hometown, roommate ○ school life: schedule, classes, dormitory • Make more detailed comparisons among people, places, countries • Participate in simulated encounters in a culturally appropriate manner, e.g. give and ask for directions, extend and accept invitations, exchange gifts, offer/respond to praise, make small talk, bargain, make complaints • Describe, narrate, and compare traditional festivals, foods, dining experiences, leisure activities, hobbies, popular culture, and movies • Begin to express opinions on class topics using short sentences. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe a residential community • Describe their own travel and study abroad preparations and experiences • Compare in more detail related experiences • Begin to narrate memorable occasions and complications • Assume roles and act out prepared dialogues in which they: <ul style="list-style-type: none"> ○ express surprise, disapproval, and concern ○ express doubts and make complaint ○ give consent and object to an idea ○ urge someone to do something ○ relate an event to a third party ○ make and compare travel plans ○ look for an apartment • Describe, briefly narrate, compare, and briefly express their position on cultural topics presented in course materials such as: Chinese marriage customs, generation gap, race relations, women's position in society, education, career choices, 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe, narrate, and compare and contrast job-related topics such as previous experiences, the ideal job, cultural differences • Participate in a mock job interview • Describe an embarrassing situation and seek ways to resolve it • Ask for a favor • Compare, state one's position, and offer brief hypotheses on a wider array of cultural topics, e.g. modern Chinese society, emigration/immigration, the economy, activism and social reform, organized vs. folk

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	<ul style="list-style-type: none"> • Discuss and exchange information with classmates about their content area of focus • Develop skills to clarify and restate information • Begin to use circumlocution strategies to resolve difficulties in communication • Invite and interact with classroom speakers • Listen to and imitate how others speak • Seek support and feedback from others • Self monitor and evaluate language development 	<p>the environment, and cultural practices</p> <ul style="list-style-type: none"> • Discuss and exchange information on their content area of focus using more functions and with growing complexity • Clarify and restate information • Use circumlocution strategies to resolve difficulties in communication on prepared material • Invite and interact with classroom speakers based on prepared materials • Decipher tone (e.g. humor, sarcasm) • Seek support and feedback from others • Self monitor and evaluate language development 	<p>religions, regional differences of language use, important literary works and Chinese inventions, China-Taiwan relationships, etc.</p> <ul style="list-style-type: none"> • Discuss and exchange information about their content area of focus with greater sophistication • Clarify and restate information and use circumlocution strategies to resolve difficulties in communication more spontaneously • Invite and interact with classroom speakers based on authentic materials collected outside of class • Listen for tone and react appropriately • Seek support and feedback from others • Self monitor and evaluate language development
<p>Interpretive Abilities</p> <p>During the second year of study, students develop their ability to interpret a variety of written and oral texts. They continue to develop a more culturally authentic frame of reference and use Mandarin Chinese with increasing frequency and sophistication to demonstrate their understanding.</p> <p>Students will be able to read progressively longer written texts (from 300 to 600 characters in length) that are closely linked in topic and vocabulary to class materials. By the end of the</p>	<p>Chinese 21</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence • Understand the main ideas and significant details of conversations, of rehearsed oral presentations of classmates, and of written texts created for this level • Answer fact-based questions and some analytical questions 	<p>Chinese 22</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence • Develop a broader linguistic and cultural understanding beyond main ideas and significant details • Identify the tone and stance of longer conversations and written texts created for this level 	<p>Chinese 23</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence • Develop a more complete linguistic and cultural understanding beyond main ideas and significant details • Identify the tone and stance of more complex conversations and written texts created for this level

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<p>sequence, students will be able to recognize 1,500 compound words</p> <p>With respect to oral texts, second-year students work almost exclusively with materials created specifically for the class (e.g. dialogues, oral presentations related to class materials), but can distinguish categories of information in authentic oral texts such as television programming (e.g. weather reports, news, commercials, dramas, etc.) and can track shifts in topic in those categories.</p>	<ul style="list-style-type: none"> • Use context and cultural information to facilitate understanding of texts • Begin to identify cultural differences in language use • Use clues given to anticipate content • Synthesize main ideas and supporting information in oral and written texts • Identify the genre of very simple authentic written texts, such as maps, menus, advertisements, and pick out known vocabulary. • Begin to recognize both simplified and traditional characters in phrases and short sentences created for the class and closely related to textbook material. Students continue to write in their choice of either simplified or traditional characters. 	<ul style="list-style-type: none"> • Answer fact-based and most analytical questions with some elaboration • Connect knowledge from texts with cultural knowledge and current events • Use clues given to anticipate content • Get meaning from context • Identify intent or purpose expressed in language by analyzing word choice in context • Identify the genre of and pick out limited information in simple authentic texts such as personal ads, tables (e.g. economic or demographic information), and short selected newspaper segments. • Recognize and read aloud characters from both simplified and traditional writing systems, in paragraphs created for the class and closely related to textbook material 	<ul style="list-style-type: none"> • Answer fact-based and analytical questions with elaboration • Connect knowledge from texts with cultural knowledge and current events • Get meaning from context • Analyze more formal literary usage in oral and written texts • Understand the main idea and pick out specific information in short authentic texts (of 1-2 paragraphs) carefully selected from newspapers or the Internet, such as official news releases. Topics of these readings are closely linked to materials studied in class. • Read aloud both simplified and traditional characters in longer texts created for the class or in short authentic written materials
<p>Presentational Abilities</p> <p>During the second year of study, students present their work in the form of written compositions, formal oral presentations, semi-rehearsed small group or pairwork, and extemporaneous class discussion related to class topics.</p> <p>They continue to develop skill in description, narration, comparison, and summary, and begin to present and substantiate their views.</p> <p>Oral and written presentations broaden</p>	<p>Chinese 21</p> <p>By the end of the first quarter, students will be able to:</p> <ul style="list-style-type: none"> • Become aware of and begin to employ appropriate presentational language • Write compositions (~150 characters) on topics primarily related to personal or daily environment • Give rehearsed (memorized) oral presentations (~ 2 minutes in duration), based on their written compositions 	<p>Chinese 22</p> <p>During the second quarter, students will be able to:</p> <ul style="list-style-type: none"> • Develop greater control of presentational abilities of the previous quarter • Write compositions (~200 characters) on topics of personal and general interest using a variety of different linguistic functions • Write and perform dialogues/skits based on material learned in class • Give rehearsed oral presentations (~ 	<p>Chinese 23</p> <p>During the third quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease • Combine a variety of linguistic functions in written compositions and rehearsed oral presentations (250 characters; 3-4 minutes in length), on a wider range of general interest topics

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<p>in length and scope throughout the sequence, as do rehearsed oral responses. In prepared assignments, students will typically be able to produce discourse ranging from connected sentences to a paragraph in length. By the end of the second year, students will be able to write 800 characters.</p>	<ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations with classmates • Ask questions of classroom speakers in order to clarify and/or elaborate on oral presentation topics • Begin to summarize (in oral and written form) the main ideas and supporting data of conversations and written texts learned in class. • Give prepared oral and written responses to class material • Present short extemporaneous oral summaries of oral or written texts discussed in class 	<p>3 minutes) based on their written compositions</p> <ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations with classmates • Begin to use some prescribed phrasing or strategies to address oral presenters (e.g. summarize or refer to what the speaker has said as a prelude to asking a question) • Continue to summarize materials learned in class and begin to carry out spontaneous discussion based on class material. • Give more detailed and lengthier (1 paragraph) prepared oral and written responses to class material • Elaborate extemporaneously on their own speech by giving follow-up summaries, reactions, comparisons, etc. • Engage in less rehearsed discussion in class and with the teacher in a one-on-one format 	<ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations in more detail with classmates • Begin to use some formal (literary) language, forms of address, and register in more official settings • Begin to summarize materials new to them and carry out spontaneous discussion based on new material. • Give lengthier and more elaborate prepared oral and written responses (of 1 to 2 paragraphs in length) to class material • Elaborate extemporaneously on their own speech by giving follow-up commentary and opinion • Engage in less rehearsed discussion on more abstract subjects and begin to hypothesize in a limited manner
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