

**Course Alignment Guide**  
**OFL040 - Intermediate Chinese Course II**

**Prerequisite:** Intermediate Chinese Course I or demonstrated performance in the indicated area of study

**Number of Credits:** 3-4 semester hours

**Course Description:**

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students perform real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of the target culture(s). Students learn Mandarin as it is the official medium of school and all other governmental organs for the purposes of cross-dialect communication in the Chinese speaking world, although other dialects may also be introduced. Students are more confident in recognizing and using simplified and/or traditional characters tied to course content. They may also use Pinyin to facilitate pronunciation, as a bridge to literacy, or for keyboarding. Students learn grammar, vocabulary, tones, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform consistently in the Intermediate range while a few abilities may emerge in the Advanced range.

**Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)**

**Interpersonal Communication:** Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

**\*By the end of the second intermediate Chinese course,** students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.

- a. Functional ability includes:
  - asking and answering a wide variety of questions;
  - expressing why someone should do or say something;
  - stating differences of opinion;
  - giving short explanations or justifications; and
  - commenting on or stating what people, places, and things are like with many details.
- b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.
- c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.

d. Students continue to develop self-monitoring skills.

### **Sample Contexts, Tasks, and Topics**

- Students can initiate, maintain, and conclude conversations on a wide variety of familiar topics (e.g., daily routines, interests and hobbies, preferences, courses, work, short- and long-term plans, role of education).
- Students can use the language to handle tasks related to personal needs (e.g., request phone or car service, arrange for a make-up exam, or reschedule an appointment).
- Students can ask for information, details, and explanations in casual conversation on subjects of personal interest or interview someone.

**Students are also working towards** participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

### **Sample Contexts, Tasks, and Topics**

- Students can exchange information related to areas of mutual interest (e.g., ask for and provide information about specific events, hobbies, or lifestyles, such as vegetarianism; ask for and provide descriptions of people, places, and things; talk about family history, jobs, or career plans).
- Students can use the language to do a task that requires multiple steps (e.g., ask for, follow, and/or give instructions or directions to prepare food or to get from one place to another; tell someone how to access information online; explain basic rules, regulations and policies that apply in everyday situations).
- Students can use the language to handle a situation with a complication (e.g., return an unwanted item, find lost luggage, or plan an outing with friends).

**Interpretive Listening/Viewing:** Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.

**\*By the end of the second intermediate Chinese course,** students can demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a wide selection of familiar topics with or without visual support in a variety of oral texts and media.

- a. Students can often use context to figure out overall meaning.
- b. Students use their increasing knowledge of the target culture to interpret oral texts and media.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of the main idea and many details in reports (e.g., the importance of family, sporting events, demonstrations, the environment).
- Students can demonstrate understanding of the main idea and many details of interviews and reports

from a variety of speakers (e.g., reporter, foreign visitor, politician, actor, well-known person, author, tour guide).

- Students can demonstrate understanding of the main idea and many details of an exchange between speakers (e.g., discussions about arts and literature, social sciences, sciences, current events).

**Students are also working towards** demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a wide variety of oral texts and media, even when something unexpected occurs.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of the main idea and most details in reports on a wide variety of cultural topics (e.g., events, products, or well-known people) in a variety of oral texts (e.g., documentaries, news broadcasts).
- Students can demonstrate understanding of the main idea and most details on a wide variety of oral texts and media (e.g., oral stories, recorded books, summaries, speeches, films, videos).
- Students can demonstrate understanding of the main idea and most details of conversations (e.g., discussions about arts and literature, social sciences, sciences, current events).

**Interpretive Reading:** Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.

**\*By the end of the second intermediate Chinese course,** students can recognize and identify more characters tied to course content. Students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics related to course content in a variety of short texts.

- a. Students use context cues for basic comprehension.
- b. Students use roots, radicals, and patterns to figure out the meaning of some unfamiliar words and idiomatic expressions.
- c. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of the plot of simple, short stories or plays on familiar topics (e.g., people at their own age, families, and well-known persons; identify character traits; identify actions).
- Students can demonstrate understanding of the main idea and many details about well-known individuals (e.g., sports stars, actors, singers, politicians, scientists, authors).
- Students can demonstrate understanding of the main idea and many details in short texts on history, architecture, the arts, and the sciences as they relate to ancient or modern cultures.

**Students are also working towards** demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics related to course content in a variety of texts.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of the main idea and many details from advice or public information texts (e.g., nutritional recommendations, health suggestions, safety alerts).
- Students can demonstrate understanding of the main idea and many details from a variety of texts (e.g., arts and literature, social sciences, sciences, current events; description of a city's history and attractions; short summary of a historical figure's accomplishments).
- Students can demonstrate understanding of the main idea and many details in short literary selections.

**Presentational Speaking:** Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

**\*By the end of the second intermediate Chinese course,** students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

- a. Functional ability includes:
  - giving simple explanations, advice, recommendations, and opinions;
  - giving reasons why one should do or say something;
  - making simple predictions and hypotheses; and
  - giving short explanations or stating what people, places, and things are like with many details.
- b. Students use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.

### **Sample Contexts, Tasks, and Topics**

- Students can make simple presentations about personal and social experiences, as well as other activities (e.g., childhood or past experiences, social events, something they did, future plans, aspirations).
- Students can make simple presentations on something learned or researched (e.g., current or historical events; well-known people or landmarks; similarities or differences in cultural practices, products, and perspectives, such as the role of family and education; topics from academic subjects, such as science, mathematics, or art).
- Students can make simple presentations and express opinions about common interests and issues (e.g., identify favorite movies, songs, books, plays, or works of art and tell why students like them; identify well-known people, historical or influential figures, and tell why they are important; react to current events and explain why they are newsworthy).
- Students can present songs, skits, or dramatizations of their own creation or from the target culture

(e.g., children’s stories, proverbs, poems, or nursery rhymes; skits, practiced dialogs, or speeches).

**Students are also working towards** creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

### **Sample Contexts, Tasks, and Topics**

- Students can present on academic and work topics (e.g., historical events, well-known or influential people, or environmental issues; the series of steps needed to complete tasks or experiments; qualifications and goals for academic programs or jobs).
- Students can present on events, activities, and topics of interest (e.g., something learned from the media; personal, historical, or cultural events; hobbies or lifestyle; history/current status of a school, organization, or company; future plans and aspirations).
- Students can present and defend their own opinions and practices when comparing them with others’ perspectives (e.g., rules or policies, such as cell phone use and etiquette, or requirements for driving; common issues, such as curfews, smoking in public places; current events topics, such as recycling, nutrition and exercise, the food supply, population control, education, conservation, or climate change).

**Presentational Writing:** Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

**\*By the end of the second intermediate Chinese course,** students can write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics related to course content in a series of sentences using some culturally appropriate vocabulary and expressions.

- a. Functional ability includes:
  - writing short narratives, summaries, or apologies;
  - making simple requests for information;
  - stating satisfaction or dissatisfaction with someone or something;
  - presenting simple comparisons and contrasts; and
  - giving short explanations or stating what people, places, and things are like with some details.
- b. Their writing reflects some knowledge of cultural differences related to written communication.

### **Sample Contexts, Tasks, and Topics**

- Students can write about people, activities, events, and experiences (e.g., physical appearance, personality, likes and dislikes of friends, family members, or influential people; holidays, vacations, celebrations; future plans).
- Students can write about topics of personal and general interest (e.g., movies, TV shows, books; well-known athletes, historical figures, celebrities, authors; brief explanations of community, historical, academic, or cultural phenomena).

- Students can write basic instructions on how to make or do something (e.g., instructions on how to prepare something simple to eat, simple directions to a nearby location or online resource, rules of a simple game, simple surveys).
- Students can make formal requests in writing using models (e.g., information to plan a trip; appointments with professors or colleagues; job applications, club memberships; study abroad, school, or program admissions applications).
- Students can create short multimedia presentations using a series of sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).
- Students can write short skits, stories, poems, or reports (e.g., tour guide to a well-known cultural site; summarizing information from authentic language materials and giving personal reactions; artifacts-based creative writing).

**Students are also working towards** creating with language in various timeframes to write about a greater variety of familiar topics related to course content in logically connected sentences using some culturally appropriate vocabulary and expressions.

### **Sample Contexts, Tasks, and Topics**

- Students can write short compositions and announcements (e.g., explaining or clarifying something; describing common events and routines; writing autobiographical statements for contests, study abroad, or job applications; drafting invitations or flyers for upcoming events).
- Students can write short reports about something learned or researched (e.g., current events, academic subjects, minutes or summaries from club or other meetings).
- Students can compose short communications to express reactions or viewpoints (e.g., reviews of movies, plays, books, or exhibits; blogs or discussion forum entries; letters, responses).
- Students can make formal requests in writing (e.g., information to plan a trip; appointments with professors or colleagues; job applications, club memberships).
- Students can create multimedia presentations using logically connected sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).