

AD-A073 719

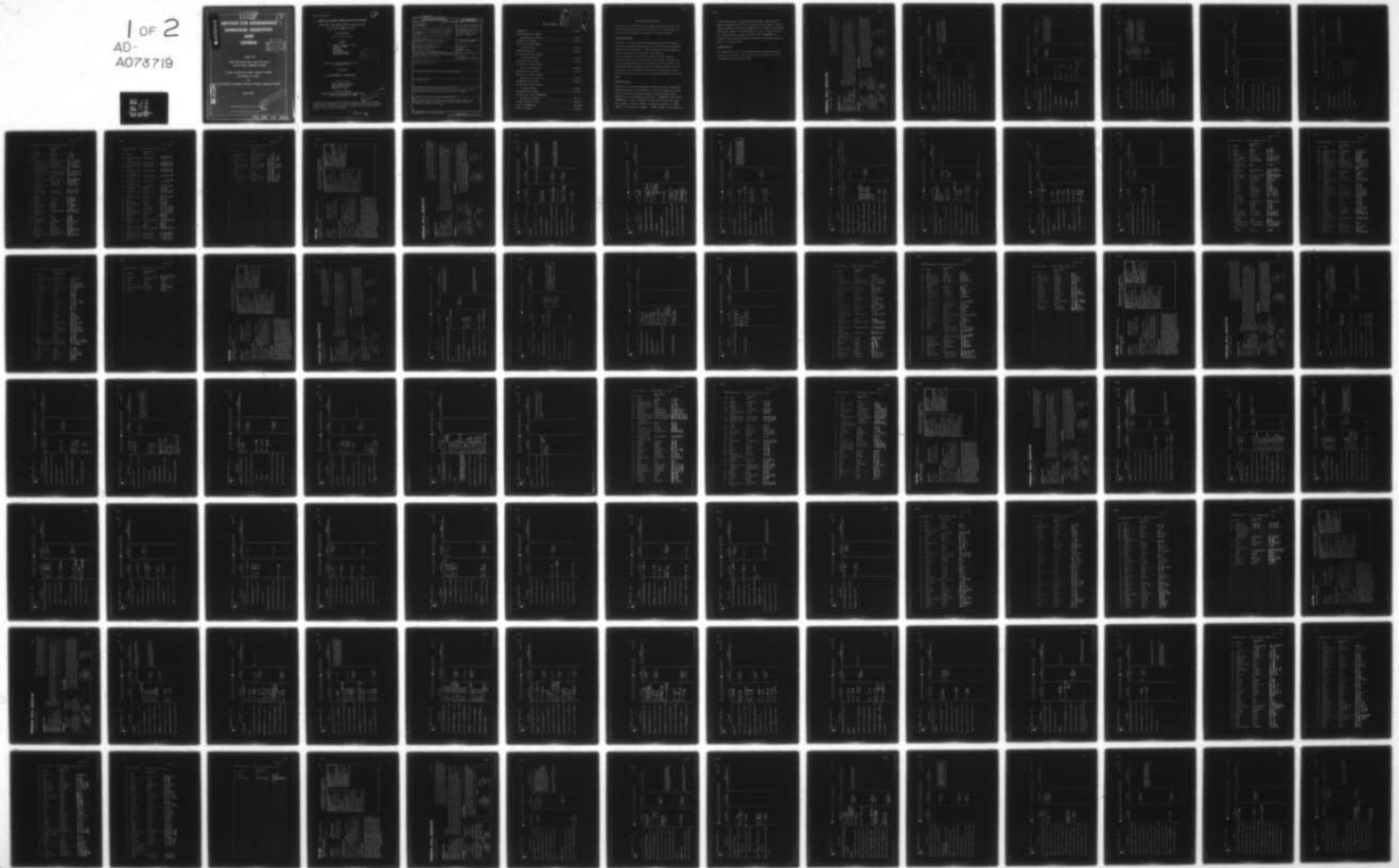
DEVELOPMENT AND EVALUATION ASSOCIATES INC SYRACUSE NY F/G 5/9  
METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)  
MAY 79 H H SETZLER, J A TRABERT, C CHOW

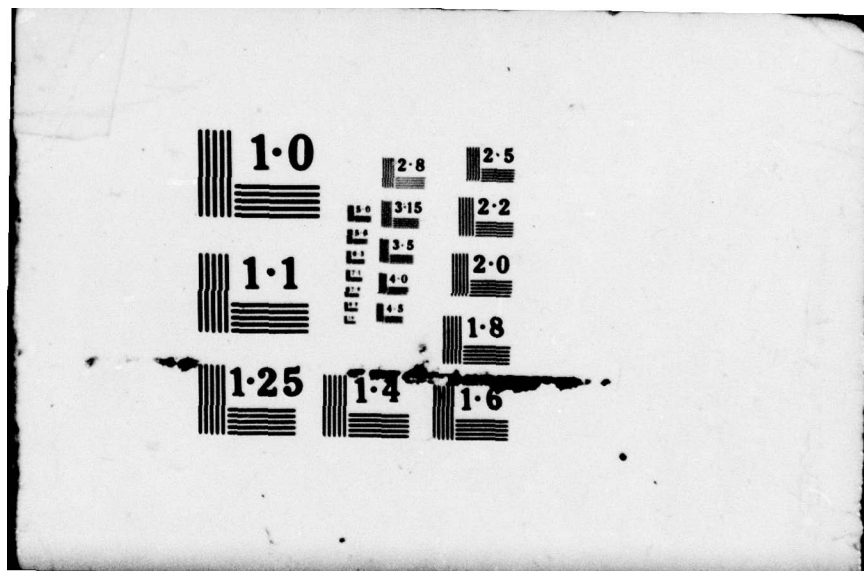
UNCLASSIFIED

77-106-03-VOL-8

NL

1 OF 2  
AD-  
A073719





~~LEVEL VII~~

2  
RA

DA 073719

# METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

DDC  
RECEIVED  
SEP 13 1979  
C

Volume 9 - A073720

VOLUME VIII

11BF1 OPERATIONS/INTELLIGENCE SPECIALIST  
SPECIAL FORCES (MANDARIN CHINESE)

A study conducted under contract number  
DAAG39-77-C-0197

for

The Defense Language Institute Foreign Language Center

DDC FILE COPY

May 1979

This document has been approved  
for public release and sale; its  
distribution is unlimited.

DEVELOPMENT & EVALUATION ASSOCIATES, INC.



Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

79 09 11 040

2

6 METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA,  
VOLUME VIII, 11BF1 OPERATIONS/INTELLIGENCE SPECIALIST,  
SPECIAL FORCES (MANDARIN CHINESE).

Contract Monitor

Francis A. Cartier, DLIFLC

Authors

10 Hubert H. /Setzler, Jr. (PI)  
Judith A. /Trabert  
Ciem /Chow  
Betty /Feng  
Nicholas /Karateew  
Ann Birdseye Reeves

DDC  
RECEIVED  
SEP 13 1979  
C

Development & Evaluation Associates, Inc.  
Syracuse, New York

11 25 May 1979

12 233p

9 FINAL REPORT OF RECOMMENDATIONS

14 77-106-03 Vol-8

Monitoring Agency:

HARRY DIAMOND LABORATORIES  
2800 Powder Mill Road  
Adelphi, MD 20783

Controlling Agency:

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER  
Presidio of Monterey, CA 93940

This document has been approved  
for public release and sale; its  
distribution is unlimited.

The views and conclusions contained in this document are those of the authors and should not be interpreted as necessarily representing the official policies, either express or implied, of the Defense Language Institute Foreign Language Center or the United States Government.

s/c 394518

JTB

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER A005-WU35114(VIII)	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Method for Determining Language Training Objectives and Criteria: Final Report of Recommendations, Vol VIII, 11BF1 Operations/Intelligence Specialist Special Forces (Mandarin Chinese)		5. TYPE OF REPORT & PERIOD COVERED Final Report of Recommendations May 1979
7. AUTHOR(s) Clem Chow and Betty Feng; Nicholas Karateew, Ann Birdseye Reeves, Hubert H. Setzler, Jr., Judith A. Trabert		6. PERFORMING ORG. REPORT NUMBER 77-106-03 (VIII)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Development & Evaluation Associates, Inc. Midtown Plaza, 700 East Water Street Syracuse, New York 13210		8. CONTRACT OR GRANT NUMBER(s) DAAG39-77-C-0197
11. CONTROLLING OFFICE NAME AND ADDRESS Department of the Army Harry Diamond Laboratories 2800 Powder Mill Rd., Adelphi, MD 20783		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS DLI Work Unit 35114
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Defense Language Institute Foreign Language Center Presidio of Monterey, CA 93940 Project Monitor: F. A. Cartier		12. REPORT DATE May 1979
		13. NUMBER OF PAGES 129
		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) 11BF1 Operations/Intelligence Specialist Special Forces; Mandarin Chinese; Terminal Skill Objectives; Enabling Objectives; Mapping Sheets.		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This volume presents the Terminal Skill Objectives, Mapping Sheets and Enabling Objectives for MOS 11BF1 Operations/Intelligence Specialist as performed in Mandarin Chinese.		

DD FORM 1473  
1 JAN 73

EDITION OF 1 NOV 65 IS OBSOLETE

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

TABLE OF CONTENTS

Accession For	NTIS GMA&I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DDC TAB			
	Unannounced			
	Justification			
By				
Distribution/				
Availability Codes				
Dist	Avail and/or	special		
	A			

INTRODUCTION.....VIII-1

TSO BF1.SF/C.8.01/CM TEACHES

    Organization and Planning.....VIII-3

TSO MAP BF1.SF/C.8.01/CM.....VIII-12

TSO BF1.SF/C.8.02/CM TEACHES

    Intelligence Cycle.....VIII-13

TSO MAP BF1.SF/C.8.02.....VIII-25

TSO 11BF1.SF/C.8.03/CM TEACHES

    Security/Safeguarding.....VIII-26

TSO MAP 11BF1.SF/C.8.03/CM.....VIII-34

TSO 11BF1.SF/C.8.04/CM TEACHES

    Collection of Information.....VIII-35

TSO MAP 11BF1.SF/C.8.04/CM.....VIII-46

TSO 11BF1.SF/C.8.05/CM TEACHES

    Organization of the G-Force.....VIII-47

TSO MAP 11BF1.SF/C.8.05/CM.....VIII-64

TSO 11BF1.SF/C.8.06/CM TEACHES

    Counterintelligence.....VIII-65

TSO MAP 11BF1.SF/C.8.06/CM.....VIII-82

TSO 11BF1.SF/C.7.01/CM DEMONSTRATES

    Map Reading and Compass.....VIII-83

TSO MAP 11BF1.SF/C.7.01/CM.....VIII-105

EO Set for DEMONSTRATES.....VIII-106

EO Set for TEACHES.....VIII-120

## 11BF1 Operations/Intelligence

The Special Forces 11BF1 Operations/Intelligence Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of a number of his duties and tasks.

### Language Requirements

The Special Forces 11BF1 Operations/Intelligence Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G-force, and instructing. Aside from immediate survival language, the ability to communicate as an instructor is most important.

Because of the nature of unconventional warfare, the 11BF1 Operations/Intelligence Specialist, as an instructor, tailors content, organization and training techniques to meet the unique characteristics of his audience. The training covers both the operations and the intelligence aspects of the 11BF1 job position. The instructor trains the G-force in the functions of staff planners and organizers, specialists in security and intelligence, and security guards.

### Communicative Tasks

The priority job tasks are concerned with training the G-force in organization and planning, security, the collection of intelligence information, the organization of the G-force, counterintelligence, and map and compass reading.

These job tasks use two Communicative Activities: "DEMONSTRATES" AND "TEACHES". "DEMONSTRATES" is specific "hands on" training, usually with physical equipment or weapons. In terms of grammar, the language requirement for "DEMONSTRATES" is less complex than "TEACHES". "TEACHES" demands a higher capability

in verbal communication to accomplish the training task. More abstract or symbolic knowledge underlies the skill in which the G-force member is trained. These two communicative activities, "DEMONSTRATES" and "TEACHES", form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "DEMONSTRATES" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

#### Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and EOs. Example elements in Mandarin Chinese are listed in the Mandarin Chinese Function Catalog.

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.01 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders, Special Forces Task Analysis data from 10th SFG, Ft. Devens, and Field Manual FM 101-5'

## COMMUNICATIVE TASK

COMPONENTS	STATEMENT
Role <input type="checkbox"/> Instructor	The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face
Com Act <input type="checkbox"/> Teaches	situation on a group or individual basis staff organization and planning by describing (1) the
Audience <input type="checkbox"/> Group/Individual	identifying characteristics of the commander, executive officer, and the five staff member sections
Topics <input type="checkbox"/> Organ. & Planning	of a typical small unit, (2) the functions of each section, and (3) functions in detail of the
Purpose <input type="checkbox"/> Training staff planners	intelligence unit for the purpose of training staff planners.

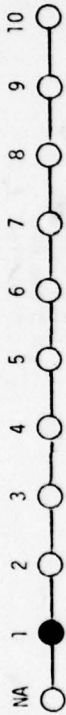
## CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
<input type="checkbox"/> 2 hours	<input type="checkbox"/> 30 min.
Materials/Equipment	Materials/Equipment
Field manuals, standard	Blackboard and chalk,
and technical diction-	prepared charts
aries, job aids	
REGISTER	
Speech	Print
--- techno-jargon	--- technical
--- formal	--- literary
--- colloquial	--- informal
<input checked="" type="checkbox"/>	<input type="checkbox"/>

## MacroSTANDARDS

DESCRIPTION The student will describe to an audience in the Chinese language staff organization and planning and answer questions. The presentation will include the three parts of the lesson, be easily understood by the audience, and include appropriate vocabulary and use of functions as given in T.03 and T.04.

LPM INDICES	
Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	<input checked="" type="checkbox"/> military
<input checked="" type="checkbox"/> 2.0 Intel Att	<input checked="" type="checkbox"/> technical
<input type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04

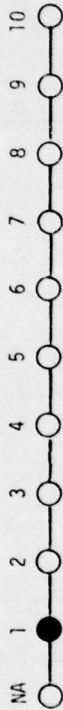


TSO No. 11BFLSE / C.8.01 - / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Our next topic is <u>staff organization and planning</u> in a <u>small unit</u>. We will discuss how the staff member who is in charge of <u>intelligence operations</u> relates to the other staff members in the same unit. Even more important than that, we are going to talk about how the staff member working with intelligence can <u>support the commander</u> and the operations of the whole unit.</p>	<p>'CĀN MÓU 参謀  <sup>2</sup>BIĀN Zǔ 编组          jì HUÀ 计划  <sup>4</sup>XIǎO DĀN WÈI 小单位  <sup>5</sup>QÍNG BÀO ZUÒ YÈ 情报作业  <sup>6</sup>ZHĪ YUÁN 支援  <sup>7</sup>ZHǐ HUǐ GUǎN 指挥官</p>	<p>1.1 identify 1.2 state factual information</p> <p>3.10.1 importance</p>	<p>This TSO begins with the content/context required for EO C.8-2.</p> <p>The student will begin by gaining attention, motivating the trainee(s), and stating the learning objectives as required in EO C.8-1.</p>



TASK SCENARIO

How many people make up a small unit

In general, a small unit has a commander, an

Executive Officer, and five staff members:

S-1: Administrative

S-2: Intelligence

S-3: Operations

S-4: Supply

S-5: Psychological Operations

KEY TERMS  
Vocabulary Items

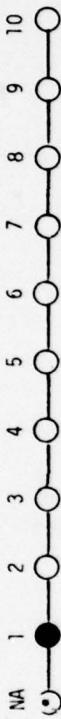
- ' XÍNG ZHÈNG 行政
- ' QÍNG BÀO 情报
- ' ZUÒ YÈ 作业
- \* BŪ Jǐ 补给
- <sup>5</sup> XĪN LÍ ZUÒ ZHÀN 心理战

FUNCTIONS  
Major Descriptors

- 1.1 identify
- 1.2 state factual information

COMMENTS  
Culture/References/Supplements

The student must be able to provide simple definitions for each intelligence term, give examples and non-examples and make comparisons.



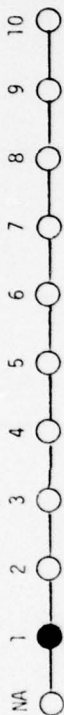
TSO No. 11BF1.SF / C.8.01 / CM  
 TSO  
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>The instructor then goes into an explanation of all the detail responsibilities of each member of the unit. First the Commander, the Executive Officer, the S-1, and then the S-2.</p> <p>The S-2 intelligence staff member has three main responsibilities:</p> <ol style="list-style-type: none"> <li><u>1. Production of intelligence</u></li> <li><u>2. Use of intelligence and information</u></li> <li><u>3. Counterintelligence</u></li> </ol>	<p>' QÍNG BÀO DE CHǎN SHÈNG 情报的产生</p> <p><sup>2</sup> QÍNG BÀO HE ZI LIAO DE YUN YONG 情报和资料的运用</p> <p><sup>3</sup> FÁN QÍNG BÀO 反情报</p>	<p>1.1 identify state factual information</p> <p>1.2 possibility</p> <p>2.4.1 impossibility</p> <p>2.4.2 capability</p> <p>2.5.1 incapability</p> <p>2.5.2 need</p> <p>2.6 obligation</p> <p>4.5 warnings</p> <p>4.6 directions/instructions/commands</p>	<p>The student will demonstrate his/her ability to perform the steps in EO C.8-2 DEVELOPING THE SUBJECT.</p> <p>*These functions are of high frequency in developing main points in a lesson.</p>



TSO No. LIBELSF / C-8.01 / CM  
 TSO  
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>He is also responsible for the <u>training plans</u> in intelligence operations in support of the unit.</p> <p>The instructor then goes on to describe the responsibilities of the S-3, S-4, and S-5 staff members. He then touches on the common functions of all staff members:</p> <p>Apart from their specific responsibilities, all staff members also share common functions:</p>	<p>XUN LIAN JI HUA 訓練計劃</p>		



TSO No. 11BE1.SF / C.8.01 / CM

TSO

EO

TASK SCENARIO

1. Providing information
2. Making estimates
3. Making recommendations
4. Preparing plans and orders
5. Supervising the execution of plans and orders

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>'GONG JI QING BAO 供给情报</p> <p>'PAN DUAN 判断</p> <p>'TUJI JIAN 推荐</p>		
<p><sup>4</sup>ZHUN BEI JI HUA HE MING LING 准备计划和命令</p> <p><sup>5</sup>JIAN DU JI HUA HE MING LING 监督计划和命令的</p>		<p>The student will conclude the lesson by recalling main points and recommending course of action.</p>

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	administrative	XÍNGZHÈNG	行政
/x/	analyze	FĒNXĪ	分析
/x/	apply	YÙNYÒNG	运用
/x/	Assistant Chief of Staff, G-1, Personnel	CĀN YĪ RÉN SHÌ ZHÙ Lǐ CĀN MÓU ZHǎNG	参一人事助理参谋长
/x/	Assistant Chief of Staff, G-2, Intelligence	CĀN ÈR QÍNG BÀO ZHÙ Lǐ	参二情报助理
/x/	Assistant Chief of Staff, G-3, Operations and Training	CĀN SĀN ZUÒZHÀNXùn LIÀNZHÙ Lǐ CĀN MÓU ZHǎNG	参三作战训练助理参谋长
/x/	Assistant Chief of Staff, G-4, Logistics	CĀN SÌ HÒU QÍN ZHÙ Lǐ CĀN MÓU ZHǎNG	参四后勤助理参谋长
/x/	Assistant Chief of the General Staff	CĀN MÓU CÌ ZHǎNG	参谋次长
/ /	carry out duty(ies)	ZHÍHÁNG RÈNWÙ	执行任务
/x/	Chief of the General Staff	CĀN MÓU ZǒNG ZHǎNG	参谋总长
/ /	commander	ZHǐ HUĪ GUĀN	指挥官
/x/	command post	ZHǐ HUĪ BÙ	指挥部
/ /	complete	WÁN CHÉNG	完成
/x/	counterintelligence	FǎN QÍNG BÀO	反情报
/x/	distinguish	SHÍ BIÉ	识别
/x/	Deputy Chief of the General Staff	Fù CĀN MÓU ZǒNG ZHǎNG	副参谋总长
/x/	duty	RÈNWÙ	任务
/x/	exercise authority	ZHÍ ZHǎNG	执掌
/x/	final purpose	ZUÌ ZHōNG MÙ DÌ	最终目的
/x/	flight	FĒN DUÌ	分队
/x/	front line	QIÁN XIÀN	前线
/ /	general staff	GĀO JÍ CĀN MÓU	高级参谋
/ /	general staff	GĀO CĀN (abbreviation)	高参
/x/	general staff of commu- nication	TōNG Xìn CĀN MÓU	通信参谋

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.01 / CM

Crit	English	Target Language: CHINESE	
/x/	general staff of intelligence	QÍNG BÀO CĀN MÓU	情报参谋
/x/	general staff of liaison	LIÁN LÀO CĀN MÓU	联络参谋
/x/	general staff of logistics	HÒU QÍN CĀN MÓU	后勤参谋
/x/	general staff of military information	DÍ BÀO CĀN MÓU	谍报参谋
/x/	general staff of political war	ZHÈNG ZHÀN CĀN MÓU	政战参谋
/x/	general staff of psychological war	XĪN ZHÀN CĀN MÓU	心战参谋
/x/	general staff of warfare	ZUÒ ZHÀN CĀN MÓU	作战参谋
/ /	intelligence	QÍNG BÀO	情报
/x/	intelligence information	QÍNG BÀO ZÍ LIÀO	情报资料
/x/	intelligence operation	QÍNG BÀO ZUÒ YÈ	情报作业
/x/	judge	YÁN PÁN	研判
/x/	making estimates	PÀN DUÀN	判断
/x/	making recommendations	TUÌ JIÀN	推荐
/x/	operation	ZUÒ YÈ (RÈN WU)	作业(任务)
/x/	operational plan	ZUÒ YÈ JÌ HUÀ	作业计划
/x/	operational procedure	ZUÒ YÈ CHÉN XÙ	作业程序
/x/	organization	BIĀN Zǔ	编组
/ /	planning	JÌ HUÀ	计划
/x/	preparing plans and orders	ZHǔN BÈI JÌ HUÀ HÉ MING LING	准备计划和命令
/ /	process	ZHÈNG Lǐ	整理
/x/	production of intelligence	QÍNG BÀO DE CHǎN SHÈNG	情报的产生
/x/	providing information	GONG Jǐ QÍNG BÀO	供给情报
/x/	psychological operation	XĪN Lǐ ZUÒ ZHÀN	心理作战
/ /	psychological war	XĪN Lǐ ZUÒ ZHÀN	心理作战



# TSO Map

TSO LIBELSE / C-8-01 / CM

VIII-12

M.01

## ENABLING OBJECTIVES: Scope and Sequence Chart

### RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

### SEQUENCE TYPE

- linear
- hierarchical
- solitary

### PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See ISO LIBELSE/C-8-01/CM: I-04

Technical Documents: FM 31-21 Special Forces Operational

### Techniques

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

### Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b> Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b> Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.02 / CM

Page T.01

DOCUMENTATION: Interview and survey data from Special Forces  
 11BF1 MOS holders; TEC lesson: 935-071-1026-F; Special Forces  
 Task Analysis Data from 10th SFG, Ft. Devens; Field Manual:  
 FM 30-50.

## COMMUNICATIVE TASK

### COMPONENTS

### STATEMENT

Role  Instructor The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face  
 Com Act  Teaches situation on a group or individual basis the organization and operation of the intelligence cycle  
 Audience  Group/Individual by identifying the four phases of the intelligence cycle, describing the main functions of each  
 Topics  Intelligence cycle phase, and describing the operation of the intelligence cycle for the purpose of training intel-  
 Purpose  Training intel. specialists' intelligence specialists.

## CONDITIONS

PREPARATION TIME PERFORMANCE TIME

2 hours

30 min.

Materials/Equipment Materials/Equipment  
 Field manual, technical blackboard and chalk,  
 and standard dictionaries, prepared charts  
 job aids

### REGISTER

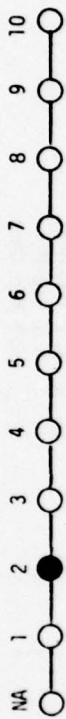
Speech Print  
 --- techno-jargon --- technical  
 --- formal --- literary  
 colloquial --- informal

## MacroSTANDARDS

DESCRIPTION: The student will describe the organization and operation of the intelligence cycle to an audience in the Chinese language and correctly answer two questions asked by audience members. The presentation will cover the critical points named above, be easily intelligible, and employ vocabulary and functions as specified in T.03 and T.04.

### LPM INDICES

Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	<input checked="" type="checkbox"/> military
<input checked="" type="checkbox"/> 2.0 Intell Att	<input type="checkbox"/> technical
<input checked="" type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04



TSO No. 11BF1.SF / C.8.02 / CM  
 TSO  
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. Our topic for today is <u>Intelligence Cycle</u>.</p>	<p><sup>1</sup> QÍNG BÀO XÚN HUÁN 情报循环</p>	<p>5.1 greet 5.5.1 introduce oneself</p>	<p>The student will gain attention, motivate trainees, and state the learning objectives as defined in EO C.8-1.</p>
<p><u>What is Intelligence Cycle</u></p> <p>Intelligence Cycle is the way we <u>systematically collect and make use of intelligence information</u>.</p>	<p><sup>2</sup> YÓU Zǔ zhī de sōu jí 有组织的搜集</p> <p><sup>3</sup> Cǎi yòng 采用</p>	<p>1.1 identify state factual information 1.2</p>	<p>The student will demonstrate his ability to develop the subject of "intelligence cycle" following the steps in EO C.8-2.</p>
<p>The <u>four phases of the Cycle</u></p> <p>There are four phases in the Intelligence Cycle:</p> <p>1. <u>Directing</u> the collection effort</p>	<p><sup>4</sup> XÚN HUÁN DE SÌ BÈ Zǒu 循环的四个步骤</p> <p><sup>5</sup> Zhǐ dǎo 指导</p>	<p>1.1 identify state factual information 1.2</p>	



TASK SCENARIO

- 2. Collecting the information
  - 3. Processing the collected information
  - 4. Disseminating and using the resulting intelligence
- How do the four phases operate
- Although the four phases seem to follow one another, they can also all take place at the same time. Also, as new information is being collected, information collected earlier is analyzed,

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1. SŌU JÍ 搜集 2. CHŪ Lǚ SŌU JÍ LÁI DE Zǐ 处理收集来的资料 3. SÀN BÙ HE YING YONG SUO HUO 散布和应 4. QING BAO 散报和应 5. SUǐ RÁN 虽然 6. YI GE GEN LING YI GE 一个跟另一个 7. TONG SHI FA SHENG 同时发生 8. XIAN QIAN SŌU JÍ DE 先前搜集的 9. FEN XI 分析	1.1 identify state factual 1.2 information	



TSO No. LIBEL.SF / C.8.02 / CM  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>processed, and disseminated.</p> <p>As the <sup>1</sup>topic is called Intelligence Cycle, all the phases are operating <sup>2</sup>continuously and in a <sup>3</sup>cyclical fashion. Now let's talk about what happens in each phase.</p> <p><u>Directing the collection effort</u></p> <p>This phase begins with <sup>4</sup>deciding what <sup>5</sup>sorts of intelligence information are needed and which</p>	<p><sup>1</sup> ZHǔ TÍ 主题</p> <p><sup>2</sup> LIÁN XÙ DÌ 连续地</p> <p><sup>3</sup> XÚN HUÁN DE FĀNG SHÌ 循环的方式</p> <p><sup>4</sup> JUÉ DÌNG 决定</p> <p><sup>5</sup> ZHǒNG LÈI 种类</p>	<p>1.1 identify state factual information</p> <p>1.2</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>The student must be able to provide simple definitions of intelligence terms, give examples and non-examples, and make comparisons when appropriate.</p> </div>



TASK SCENARIO

ones are more important than others. <sup>1</sup>A plan is drawn up to show what are the most important areas for collection of information. This plan is kept up to date all the time. When the situation changes or the nature of the information changes, the plan will be changed to suit the new situation or the information. The plan shows the reason that information is needed and can be used to produce requests to be sent to the

COMMENTS

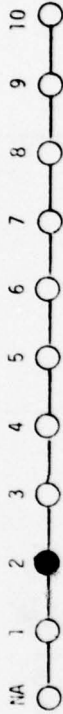
The student will follow the steps in E0 C.8-2.

FUNCTIONS  
 Major Descriptors

- 3.10.1 importance
- 2.6 need
- 2.8 obligation
- 4.6 directions/instructions/commands

KEY TERMS  
 Vocabulary Items

- <sup>1</sup> LÌ HǎO JÌ HUÀ 立好计划
- <sup>2</sup> ZUÌ JIN DE, ZUÌ XIN DE 最近的, 最新的
- <sup>3</sup> QING KUANG GAI BIAN 情况改变
- <sup>4</sup> QING BAO DE BEN ZHI 情报的本质
- <sup>5</sup> SHI YING 适应
- <sup>6</sup> LI YOU 理由
- <sup>7</sup> YAO QIU 要求



TSO No. 11BE1.SF / C.8.02 / CM

TSO

L / EO

TASK SCENARIO

<sup>1</sup> collection agencies <sup>2</sup> most capable for the tasks.

Collecting the information

After the agencies have received the <sup>3</sup> specific

orders and requests to collect certain informa-

tion, the <sup>4</sup> collection efforts are <sup>5</sup> supervised to

<sup>6</sup> make sure that these orders and requests are

carried out <sup>7</sup> effectively and <sup>8</sup> timely.

Processing the collected information

After <sup>9</sup> information is collected, it is not usable

KEY TERMS  
Vocabulary Items

<sup>1</sup> QÍNG BÀO SŌU JÍ BÙ MÉN  
情报搜集部门  
<sup>2</sup> ZUÌ NÉNG GÀN  
最能干

<sup>3</sup> TÈ SHŪ DE MÌNG LÌNG  
特殊的命令

<sup>4</sup> SŌU JÍ GŌNG ZUÒ SŌU JÍ GŌNG ZUÒ  
搜集工作  
<sup>5</sup> JIĀN DŪ 监督  
<sup>6</sup> WU SHǐ 务使

<sup>7</sup> YŌU XIAO DE 有效的  
<sup>8</sup> HÉ SHÍ DE 合时的

<sup>9</sup> ZI LIAO 资料

FUNCTIONS  
Major Descriptors

1.1 identify  
1.2 state factual  
information

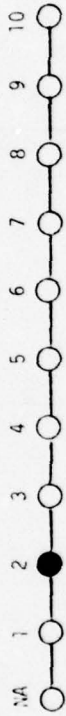
4.6 instructions/  
directions/  
commands

1.1 identify  
1.2 state factual  
information

COMMENTS  
Culture/References/Supplements

Refer to EO C.8-2.

Refer to EO C.8.2.



TSO No. 11BFL-SF / C.8.02 / CM



TASK SCENARIO

as intelligence until it is <sup>1</sup>processed. There

are three steps in this phase:

1. <sup>2</sup>Recording

2. <sup>3</sup>Evaluating the information to see if

it is what is needed, <sup>4</sup>reliable and

<sup>5</sup>accurate.

3. <sup>6</sup>Interpreting the information to find

what is <sup>7</sup>really meant and how <sup>8</sup>important

it is.

KEY TERMS  
Vocabulary Items

<sup>1</sup>BÈI CHǔ Lǐ GUÒ 被处理过

<sup>2</sup>JÌ LÙ 记录

<sup>3</sup>JIÀN DÌNG 鉴定

<sup>4</sup>KĒ KÀO 可靠

<sup>5</sup>ZHÈNG QUÈ 正确

<sup>6</sup>YÁN PÀN 研判

<sup>7</sup>ZHĒN YÌ 真意  
<sup>8</sup>ZHÒNG YÀO 重要

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements



TSO No. LIBEL SE / C.8.02 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Disseminating and using the resulting intelligence</u></p> <p>The intelligence information resulting from the processing phase is <u>distributed</u> to different <u>users</u>.</p> <p>A useful intelligence information is one that can help the <u>commander</u> in deciding on what additional intelligence is needed.</p>	<p>1 FĒN PÈI 分配</p> <p>2 YŌNG ZHĒ 用者</p> <p>3 ZHĪ HUĪ GUĀN 指挥官</p>	<p>1.1 identify 1.2 state factual information</p>	<p>Refer to EO C.8-2.</p> <p>The student will conclude the lesson as required in EO C.8-3.</p>

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE
/x/	accurate	ZHÈNG QUÈ 正确
/x/	although	SUǐ RÁN 虽然
/x/	analyzed	FĒN XĪ 分析
/	a plan is drawn up	LÌ HǎO JÌ HUÀ 立好计划
/	Chief of the Intelligence Unit	QÍNG BÀO SHǒU ZHǎNG 情报首长
/	colleagues (or subordinates)	GÀN BÙ 干部
/x/	collected earlier	XIĀN QIÁN SŌU JÍ DE 先前搜集的
/x/	collecting	SŌU JÍ 搜集
/x/	collection agencies	QÍNG BÀO SŌU JÍ BÙ MÉN 情报搜集部门
/	collection effort	SŌU JÍ GŌNG ZUÒ 搜集工作
/	commander	ZHǐ HUǐ GUĀN 指挥官
/	concealed	QIÁN FÚ 潜伏
/x/	confidential	Jī Mì 机密
/x/	continuity	LIÁN QUÀN XìNG 连贯性
/x/	continuously	LIÁN XÙ BÙ DUÀN 连续不断
/x/	core	HÉ XĪN ZŪ ZHĪ 核心组织
/	core member(s)	HÉ XĪN FÈN Zǐ 核心份子
/x/	counterespionage	
/	cyclical fashion	XÚN HUÁN DE FĀNG SHĪ 循环的方式
/	decide	JUÉ DìNG 决定
/	depute	PAI QIǎN 派遣
/	direct	ZHǐ DǎO 指导
/x/	directing operation	ZUÒ YÈ ZHǐ DǎO 作业指导
/x/	direct intelligence information	ZHĪ JIĒ QÍNG BÀO 直接情报
/x/	disseminate	SǎN BÙ 散布
/x/	disseminating and using the resulting intelligence	SǎN BÙ HÉ YìNG Yòng 散布和应用 SUǒ HUÒ QÍNG BÀO 所获情报
/x/	distribute	FĒN PÈI 分配

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language: CHINESE	
<input checked="" type="checkbox"/>	division(s) involved	Yǒu Guān Bù Mén	有关部门
<input checked="" type="checkbox"/>	effectively	Yǒu Xiào De	有效的
<input checked="" type="checkbox"/>	enforce	Shí Shī	实施
<input checked="" type="checkbox"/>	evaluating	Jiàn Dìng	鉴定
<input checked="" type="checkbox"/>	exchange intelligence	Qíng Bào Jiāo Huàn	情报交换
<input checked="" type="checkbox"/>	follow one another	Yī Gè Gēn Lìng Yī Gè	一个跟另一个
<input checked="" type="checkbox"/>	four phases of the cycle	Xún Huán De Sì Bù Zòu	循环的四步 马聚
<input type="checkbox"/>	giving orders	Xià Dá Mìng Lìng	下达命令
<input type="checkbox"/>	important	Zhòng Yào	重要
<input type="checkbox"/>	indication	Zhǐ Shì	指示
<input checked="" type="checkbox"/>	indirect intelligence information	Jiàn Jiē Qíng Bào	间接情报
<input checked="" type="checkbox"/>	information	Zī Liào	资料
<input checked="" type="checkbox"/>	information leak	Xiè Lòu	泄漏
<input checked="" type="checkbox"/>	intelligence agent(s)	Tè Wù Rén Yuán	特务人员
<input checked="" type="checkbox"/>	intelligence cycle	Qíng Bào Xún Huán	情报循环
<input checked="" type="checkbox"/>	intelligence specialists	Qíng Bào Zhuān Yuán	情报专员
<input type="checkbox"/>	intention	Yì Tú	意图
<input checked="" type="checkbox"/>	interpret	Yán Pàn	研判
<input type="checkbox"/>	make sure	Wù Shǐ	务使
<input type="checkbox"/>	make use	Cǎi Yòng	采用
<input type="checkbox"/>	mission	Rèn Wù, Shǐ Mìng	任务, 使命
<input type="checkbox"/>	most capable	Zuì Néng Gàn	最能干
<input checked="" type="checkbox"/>	national defense	Guó Fáng Jī Mì	国防机密
<input type="checkbox"/>	security		
<input checked="" type="checkbox"/>	nature of the infor- mation	Qíng Bào De Běn Zhì	情报的本质
<input type="checkbox"/>	need	Xū Qiú	需求
<input type="checkbox"/>	operating method(s)	Gōng Zuò Fāng Shì	工作方式
<input type="checkbox"/>	others	Qí Tā	其他
<input type="checkbox"/>	other sources	Qí Tā Lái Yuán	其他来源

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.02 / CM

Crit	English	Target Language:	
		CHINESE	
/x/	personnel management	YUN YONG REN YUAN	运用人员
/x/	planning	JI HUA	计划
/x/	processed	BEI CHU LI GUO	被处理过
/x/	processing the collected information	CHU LI SOU JI LAI DE ZI LIAO	处理搜集来的资料
/x/	priorities	YOU XIAN	优先
/ /	really meant	ZHEN YI	真意
/ /	reason	LI YOU	理由
/ /	recording	JI LU	记录
/ /	relay quickly	XUN SU CHUAN DI	迅速传递
/x/	reliable	KE KAO	可靠
/x/	request	YAO QIU	要求
/x/	requirements	TIAO JIAN	条件
/x/	restricted	MI	密
/x/	scheme(s), skill	SHOU DUAN	手段
/x/	secret	JI JI MI	极机密
/x/	selection	XUAN ZE	选择
/x/	situation changes	QING KUANG GAI BIAN	情况改变
/x/	sorts	ZHONG LEI	种类
/x/	special units	TE BIE DAN WEI	特别单位
/x/	specific orders	TE SHU DE MING LING	特殊的命令
/x/	staff	CAN MOU	参谋
/x/	suit	SHI YING	适应
/x/	supervise	JIAN DU	监督
/x/	systematically collect	YOU ZU ZHI DE SOU JI	有组织的搜集
/x/	take place at the same time	TONG SHI FA SHENG	同时发生
/x/	the inside contact	NEI XIAN	内线
/x/	timely	HE SHI DE	合时的
/x/	top secret	JUE DUI JI MI	绝对机密
/x/	topic	ZHU TI	主题
/x/	troops	BU DUI	部队



M.01

**TSO Map** TSO 11BF1.SF / C.8.02 / CM  
 RECOMMENDED TRAINING SEQUENCE

NA 1 ② 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/1-4  
 Functions Catalog: Mandarin Chinese  
 Rolebooks: Instructor (Mandarin Chinese)  
 Special Vocabulary: See TSO 11BF1.SF/C.8.02/CM: T.04  
 Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart  
 Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b>                  Gain attention                  3.7/5.5.1/6.1.1/6.2/6.3                  Motivate                  2.6/2.8/3.1.1/3.4/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7                  Explain evaluation                  2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>	
<p><b>DEVELOPING THE SUBJECT</b>                  Identify/define main points                  1.1/1.1/3.10.1                  Explain/support main points                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>		
<p><b>CONCLUDING THE LESSON</b>                  Recall main points                  1.1/1.2/2.3.1/2.3.2                  Recommend courses of action                  2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>		

**TERMINAL SKILL OBJECTIVE**No. 11BF1-SF / C.8.03 / CMDOCUMENTATION: Interview and survey data, Special Forces  
11BF1 MOS holders; Special Forces task analysis data from  
10th SFG, Ft. Devens; Field Manual FM 31-21**COMMUNICATIVE TASK****COMPONENTS**Role  InstructorCom Act  TeachesAudience  Group/IndividualTopics  Security/SafeguardingPurpose  Training security guards**STATEMENT**

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face situation on a group or individual basis the concept of security and safeguarding by describing the importance of security, identifying the three security objectives, and identifying the eight ways guerrilla-force security can be increased for the purpose of training security guards.

**CONDITIONS**PREPARATION TIME 1 hourPERFORMANCE TIME 20 min.Materials/Equipment

Materials/Equipment

Field manual, standard and blackboard, chalk, preparedtechnical dictionaries, chartsjob aids.**REGISTER**

Speech	Print
<input type="checkbox"/> techno-jargon	<input type="checkbox"/> technical
<input type="checkbox"/> formal	<input type="checkbox"/> literary
<input checked="" type="checkbox"/> colloquial	<input type="checkbox"/> informal

**MacroSTANDARDS**

DESCRIPTION The student will explain the concept of a security guard in the Chinese language to an audience, and correctly answer questions on the topic. He/she will cover all critical topical points, be easily intelligible to the audience, and will employ appropriate vocabulary and functions as identified in T.03 and T.04 in the presentation.

LPM INDICES

**Functions**

<input type="checkbox"/>	1.0 Fact Info
<input type="checkbox"/>	2.0 Intell Att
<input type="checkbox"/>	3.0 Emo Att
<input type="checkbox"/>	4.0 Suasion
<input type="checkbox"/>	5.0 Soc Rit
<input type="checkbox"/>	6.0 Man Comm

**Vocabulary**

<input checked="" type="checkbox"/>	military
<input checked="" type="checkbox"/>	technical
<input type="checkbox"/>	other

See T.04



TASK SCENARIO

We are now going to discuss the topic of

'security guard in a Guerrilla Warfare Operational

Area.

Why is security important

Security is vital to survival. There are three

security objectives:

1. Prevent the enemy from knowing what
  - <sup>6</sup>the Guerrilla force is doing, how it is
  - <sup>7</sup>structured, and where it is.

KEY TERMS  
Vocabulary Items

<sup>1</sup>Jǐng Wèi 警卫  
<sup>2</sup>Yóu Jī Zhàn Qū 游击战区

<sup>3</sup>Bì Yào 必要  
<sup>4</sup>Shēng Cún 生存  
<sup>5</sup>Mù Biāo 目标

<sup>6</sup>Yóu Jī Duì 游击队  
<sup>7</sup>Yǒu Zǔ Zhī De 有组织的

FUNCTIONS  
Major Descriptors

- 1.1 identify state factual information
- 1.2

COMMENTS  
Culture/References/Supplements

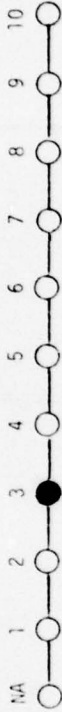
The student will gain attention, motivate trainees, and state the learning objectives according to EO C.8-1.

The student will develop the subject of Security Safeguarding according to the steps in EO C.8-2.



TSO No. 11BFLSF / C.8.03 / CM  
TSO  
E0

TASK SCENARIO	KEY TERMS Vocabulary items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>2. Prevent the enemy from <u>attacking</u> the Guerrilla force.</p>	<p>1. GONG JI 攻击</p>		
<p>3. <u>Develop</u> an <u>area command organization</u>.</p> <p>The instructor then explains these three objectives at length and goes on to how to make them operational.</p> <p>There are eight ways that the security of the Guerrilla force can be <u>increased</u>:</p>	<p>2. FA ZHAN 发展</p> <p>3. ZHAN QU ZHI HUI ZONG BU 战区指挥总部</p>	<p>1.1 identify state factual information</p> <p>1.2 directions/ instructions/ commands</p> <p>4.6 warnings</p> <p>4.5 possibility</p> <p>2.4.1 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>3.10.1 importance</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions for each security term, give examples and non-examples, and make comparisons.</p> </div>
	<p>4. ZENG JIA 增加</p>		



TSG No. 11BFI.SF / C.8.03 / CM

TSO

E0

TASK SCENARIO

1. Compartmentalization of activities
2. Dispersion and tactical security
3. Communication security
4. Mobility of unit
5. Camouflage, light, and noise discipline
6. Counterintelligence measures

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

1. HUÓ DONG DE FEN LEI  
活动的分类

2. SHU SAN  
疏散

3. ZHAN SHU DE JING JIE  
战术的警戒

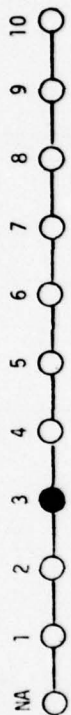
4. TONG XUN DE JING JIE  
通讯的警戒

5. DAN WEI DE LIU DONG XING  
单位的流动性

6. WEI ZHUANG  
伪装

7. DENG GUANG HE SHENG YIN DE GUAN ZHI  
灯光和声音的管制

8. FAN QING BAO CUO SHI  
反情报措施



TSO No. 11BF1.SF / C.8.03 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>7. <u>Physical security and warning systems</u></p>	<p><sup>1</sup> DĀN WĒI BĒN SHĒN JǐNG WĒI 单位本身警卫 <sup>2</sup> JǐNG BÀO XÌ TǒNG 警报系统 <sup>3</sup> FǎN XUĀN CHUĀN CUÒ SHĪ 反宣传措施</p>		
<p>8. <u>Counter-propaganda measures</u></p>			<p>The student will conclude the lesson in accordance with the steps in E0 C.8-3.</p>

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language:	
		Chinese	
/x/	ambuscade	FÚ JÌ	伏击
/x/	ambush	MÁI FÚ	埋伏
/x/	area commander	ZHÀN QŪ ZHǐ HUǐ GUĀN	战区指挥官
/x/	area command organization	ZHÀN QŪ ZHǐ HUǐ ZŌNG BŪ	战区指挥总部
/x/	area under martial law	JÌÈ YÁN DÈ QŪ	戒严地区
/x/	assault force(s)	TŪ JÍ BÙ DUÌ	突击部队
/x/	attack	GŌNG JÍ	攻击
/x/	battalion	DÀI DUÌ	大队
/x/	blackout	DÈNG HUŌ GUǎN ZHÌ	灯火管制
/x/	camouflage	WĒI ZHUĀNG	伪装
/x/	command post	ZHǐ HUǐ BŪ	指挥部
/x/	communication security	TŌNG XŪN DE JǐNG JÌÈ	通讯的警戒
/x/	communication team	TŌNG XŪN ZŪ	通信组
/x/	compartmentalization	FĒN LÈI	分类
/x/	compartmentalization of activities	HUŌ DŌNG DE FĒN LÈI	活动的分类
/x/	concealment	YǐN BÌ	隐蔽
/x/	counterintelligence measures	FǎN QÍNG BÀO CUÒ SHĪ	反情报措施
/x/	counterpropaganda measures	FǎN XUĀN CHUĀN CUÒ SHĪ	反宣传措施
/x/	covering force(s), screening force(s)	YǎN HŪ BÙ DUÌ	掩护部队
/x/	demolition squad	BÀO PÒ ZŪ	爆破组
/x/	develop	FĀ ZHĀN	发展
/x/	dispersion	SHŪ SÀN	疏散
/	dusk	FÚ XIǎO	拂晓
/	exercise (training)	YǎN XÍ	演习
/x/	field	YĒ WÀI	野外
/x/	field exercise	YĒ WÀI YǎN XÍ	野外演习
/x/	field forces	YĒ ZHàn JŪN	野战军

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.03 / CM

Crit	English	Target Language: Chinese	
/x/	guard	WÈI BĪNG	卫兵
/x/	guerrilla forces	YÓU JĪ DUÌ	游击队
/x/	guerrilla warfare	YÓU JĪ ZHÀN	游击战
/x/	guerrilla warfare operational area	YÓU JĪ ZHÀN QŪ	游击战区
/x/	headquarter	SĪ LĪNG BÙ	司令部
/	increase	ZĒNG JIĀ	增加
/x/	inner security zone	NÈI JĪNG JIÈ QŪ	内警戒区
/x/	interior guard	NÈI JĪNG WÈI	内警卫
/x/	liaison connecting group	LIÁN LǍO ZŪ	联络组
/x/	light and noise dis- cipline	DĒNG GUĀNG HÉ SHĒNG YĪN DE GUǎN ZHÌ	灯光和声音的 管制
/x/	march security	XÚN LUÓ JĪNG	巡逻警
/x/	military discipline	JŪN JÌ	军纪
/x/	militia	MÍN BĪNG	民兵
/x/	mobility of unit	DĀN WÈI DE LIÚ DÒNG XÌNG	单位的流动性
/x/	objectives	MÙ BIĀO	目标
/x/	outer security zone	WÀI JĪNG JIÈ QŪ	外警戒区
/x/	out guard	BÙ SHÀO	步哨
/x/	outpost	QIÁN SHÀO	前哨
/x/	partisan	BIÉ DÒNG DUÌ YUÁN CĀN JIĀ YÓU JĪ ZHÀN RÉN	别动队员参 加游击战人
		MÍN	民
/x/	physical security	DĀN WÈI BĒN SHĒN JĪNG WÈI	单位本身警卫
/x/	post (guard)	FÀNG SHÀO	放哨
/x/	propaganda war	XUĀN CHUĀN ZHÀN	宣传战
/x/	reconnaissance party	ZHĒN CHÁ ZŪ	侦察组
/x/	reconignment	SHĒNG DŌNG JĪ XĪ	声东击西
/x/	region	QŪ	区
/x/	rumor monger	SǍN BŌ YÁO YÁN ZHĒ	散播谣言者
/x/	scheme of maneuver	JĪ DŌNG JÌ HUÀ, BĪNG LÌ YŪN Yòng JÌ HUÀ	基动计划, 兵力运用计划



# TSO Map

TSO 11BF1.SF / C.8.03 / CM

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 ③ 4 5 6 7 8 9 10

### SEQUENCE TYPE

- linear
- hierarchical
- solitary

### PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Rolebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See ISO 11BEL-SE/C.8.03/CM. I.0A

Technical Documents: FM 31-21 Special Forces Operational

### Techniques

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b> Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	<p><b>CONCLUDING THE LESSON</b> Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.04 / CM

DOCUMENTATION: Interview data, Special Forces 11BF1 jobholders;

Survey data, Special Forces 11BF1 jobholders; TEC lessons:

935-071-1026-F; Special Forces Task Analysis data, 10th SFG,

Ft. Devens; Correspondence subcourse: Infantry Subcourse, 034-3

Basic Intelligence.

## COMMUNICATIVE TASK

### COMPONENTS

Role  InstructorCom. Act  TeachesAudience  Group/IndividualTopics  Collection of InformationPurpose  Train others to collect

intelligence information

### CONDITIONS

PREPARATION TIME

2 hours

Materials/Equipment

Field manuals, standard

dictionary, technical dic-

tionary

### REGISTER

Speech

 techno-jargon formal colloquial

Print

 technical literary informal

### STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face

situation on a group or individual basis the techniques of information collection by (1) identifying

the three types of information, (2) identifying six sources of information available as combat intel-

ligence, (3) identifying three techniques of information collection, and (4) how to collect and

report on a given tactical situation for the purpose of training others to collect intelligence

information.

### MacroSTANDARDS

DESCRIPTION The student will explain the techniques of information collection

in the Chinese language to an audience and correctly answer questions posed

by audience members. His/her presentation will be easily understandable and

will use appropriate functions and vocabulary as specified in T.03 and T.04.

### LPM INDICES

#### Functions

<input type="checkbox"/>	1.0 Fact Info
<input type="checkbox"/>	2.0 Intell Att
<input type="checkbox"/>	3.0 Emo Att
<input type="checkbox"/>	4.0 Suasion
<input type="checkbox"/>	5.0 Soc Rit
<input type="checkbox"/>	6.0 Man Comm

#### Vocabulary

<input checked="" type="checkbox"/>	military
<input checked="" type="checkbox"/>	technical
<input type="checkbox"/>	other

See T.04



TSO No. 11BF1.SF / C.8.04 / CM

TSO

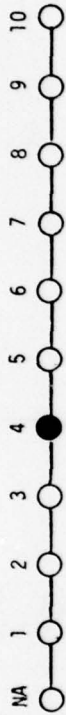
ET EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. I am your instructor for the <u>collection of intelligence information</u>.</p> <p>There are two important things to <u>remember</u> in the collection of information. They are that the information must be <u>thorough</u> and the <u>reporting</u> must be <u>timely</u>. To save time, it is often best if you can report information <u>orally</u>.</p>	<p>1 SŌU JÍ QÍNG BÀO 搜集情报</p> <p>2 JÌ ZHŪ JÌ ZHŪ</p> <p>3 CHÈ DÌ 澈底</p> <p>4 BÀO GÀO 报告 5 YING SHI 应付 6 KŌU SHŪ 口头</p>	<p>5.1 greet 5.5.1 introduce oneself</p> <p>2.3.1 remembering 2.8 obligation 4.6 directions/instructions/commands</p>	<p>The students will gain attention, motivate the trainees, and the learning objectives for the "collection of information" according to the steps in EO C.8-1.</p> <p>The student will develop the lesson on collection of information according to the steps in EO C.8-2.</p>



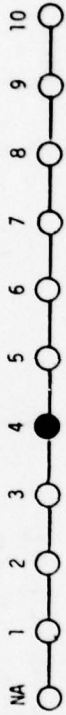
TSO No. LIBEL.SF / C.8.04 /  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>If this is not possible, then <u>written notes</u> should be reported. In any case, writing down information is a good practice.</p>	<p>Í Bǐ Jì 笔记</p>		
<p><sup>2</sup> <u>Three Kinds of Information</u></p>	<p><sup>2</sup> SĀN ZHǒNG SĀN 种</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>What kind of information are we interested in?  There are three kinds: <sup>3</sup> <u>Weather</u>, <sup>4</sup> <u>Enemy</u>, and <sup>5</sup> <u>Terrain</u>.</p>	<p><sup>3</sup> TIĀN QÌ 天气 <sup>4</sup> DÍ RÉN 敌人 <sup>5</sup> DÌ SHÌ 地势</p>		
<p>Think of them as <sup>6</sup> <u>Sky</u>, <sup>7</sup> <u>Earth</u>, and <sup>8</sup> <u>Man</u>.</p>	<p><sup>6</sup> TIĀN 天 <sup>7</sup> DÌ 地 <sup>8</sup> RÉN 人</p>		



TSO No. 11BFLSF / C.8.04 / CM  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>1</u> Six Sources of Information</p> <p>Where do we get information from? There are six basic sources of information:</p> <ol style="list-style-type: none"> <li><u>1</u> Enemy activities</li> <li><u>2</u> Captured prisoner of war</li> <li><u>3</u> Captured enemy document</li> <li><u>4</u> Captured enemy materials or equipment</li> <li><u>5</u> Local civilians</li> <li><u>6</u> Recovered own or allied personnel</li> </ol>	<p>1. LIU ZHONG LAI YUAN 六种来源</p> <p>2. DI REN XING DONG 敌人行动</p> <p>3. ZHAN FU ZHAN FENG 战俘战俘</p> <p>4. LUO LAI DI FANG WEN JIAN 俘虏敌方文件</p> <p>5. LUO LAI DI FANG JUN XIE 俘虏敌方军械</p> <p>6. BEN DI JU MIN 本地居民</p> <p>7. JIU CHU BEN JUN HUO YOU JUN REN 救出本军或友军人员</p>	<p>1.1 identify state factual information</p> <p>1.2</p>	<div style="border: 1px solid black; padding: 5px;"> <p>The student must be able to provide simple definitions, give examples and non-examples, and make comparisons as required.</p> </div>



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Three Methods of Collecting Information</u></p> <p>How do we get information from the sources?</p> <p>There are in general three methods of doing this:</p>	<p>1. <sup>2</sup> <u>Observe</u></p> <p>2. <sup>3</sup> <u>Question</u></p> <p>3. <sup>4</sup> <u>Examine</u></p>	<p>1.1 identify 1.2 state factual information</p>	
<p>Let's see how we can collect information by using these three methods. First, we can observe the enemy. Then, we can question local civilians.</p>	<p>' SĀN GE BÀN FĀ 三个办法</p> <p><sup>2</sup> GUĀN CHÁ 观察</p> <p><sup>3</sup> WÈN HUÀ 问话</p> <p><sup>4</sup> SHĒN CHÁ 审察</p>	<p>4.6 directions/ instructions/ commands</p>	

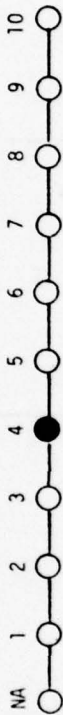


TSO No. 11BF1.SF/ C.8.04 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>And, if we have them, we can examine captured enemy documents.</p> <p>Remember, we need to know <sup>1</sup>what, <sup>2</sup>where, and <sup>3</sup>when of the <sup>4</sup>situation.</p> <p>Six <sup>5</sup>Key Words in Reporting Information</p> <p>What are the key words to remember when we report information? There are six key words:</p> <p>1. <sup>6</sup>Size-also report <u>what it is</u></p> <p>2. <sup>8</sup>Activity-in which <u>direction</u> is the enemy moving</p>	<p>SHĒN ME 什么</p> <p>HÉ DÌ 何地</p> <p>HÉ SHÍ 何时</p> <p>QÍNG SHÌ 情势</p> <p>YÀO DIǎN 要点</p>	<p>2.3.1 remembering</p>	<p>Refer to E0 C.8-2.</p>
	<p>DÀ XIAO 大小</p> <p>TĀ SHÌ SHĒN ME 它是什么</p> <p>XÍNG DÒNG 行动</p> <p>FĀNG XIàng 方向</p>	<p>1.1 identify 1.2 state factual information 3.10.1 importance</p>	



TSO

EO

TASK SCENARIO

3. <sup>1</sup>Location-give <sup>2</sup>map coordinates, if possible; also what the terrain is like
4. <sup>3</sup>Unit-identify what it is
5. <sup>5</sup>Time
6. <sup>6</sup>Equipment-systematically report <sup>7</sup>in detail. <sup>8</sup>For example, when identifying uniforms, go from <sup>9</sup>top to bottom. When describing equipment, go from <sup>10</sup>front to rear.

Do we report information only when something is

<sup>14</sup>happening? No; sometimes it is important to

<sup>15</sup>report the absence of usual activity. The enemy

may be planning for something that we should

know about.

KEY TERMS  
Vocabulary Items

1. FANG WEI 方位
2. DI TU JING WEI DU 经纬度
3. DAN WEI 单位
4. ZHI MING 指明
5. SHI JIAN 时间
6. QI XIE 器械
7. YOU ZU ZHI DE 有组织的
8. XIAO JIE 小节
9. PI RU 譬如
10. JUN ZHUANG 军装
11. BING ZHI DI 顶至底
12. MIAO SHU 掏至后
13. QIAN ZHI HOU 前至后
14. FA SHENG ZHONG 发生中
15. MEI YOU PING CHANG DE XING DONG 没有平常的行动

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements



TSO No. 11BF1.SF / C.8.04 / CM



TSO



EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>(Optional)</p> <p>Now I will show you a picture of some activities.</p> <p>'Study it carefully, then I will put it away.' You must report the information that you get from the picture.</p>	<p>Á Zǐ Xì Kàn Kàn Tā 仔仔细看 看它 Bǎ Tā Ná Kāi 把它拿开</p>		<p>The student will ask and answer questions on the information in the picture.</p> <p>The student will use EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE to perform this activity.</p>

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese	
/x/	activity	XÍNG DÒNG	行动
/x/	advantages of people	RÉN HÉ	人和
/x/	advantages of situation	DÈ LÌ	地利
/x/	advantages of time	TIĀN SHÍ	天时
/x/	armed forces	WŪ ZHUĀNG BÙ DUÌ	武装部队
/x/	armed militia	WŪ ZHUĀNG MÍN BĪNG	武装民兵
/x/	captured enemy document	LUǒ LÁI DÍ FĀNG WÉN JIÀN	缴来敌方文件
/x/	captured enemy materials or equipment	LUǒ LÁI DÍ FĀNG JŪN XÌE	缴来敌方军械
/x/	captured prisoner of war	ZHÀN FÚ	战俘
/x/	clear	QĪNG XĪ	清晰
/x/	collar-badges of rank	LĪNG ZHĀNG	领章
/x/	collection of intelligence information	SŌU JÍ QÍNG BÀO	搜集情报
/x/	completed, having a beginning and an end	YŌU SHǐ YŌU ZHŌNG	有始有终
/x/	decoration	JIĀNG ZHĀNG	奖章
/x/	describing	MIÁO SHŪ	描述
/x/	deserter	TÁO BĪNG	逃兵
/x/	directing team	DŪ DǎO XIǎO Zŭ	督导组
/x/	direction	FĀNG XIANG	方向
/x/	director	ZHĪ DǎO YUÁN	指导员
/x/	distinguish signs	SHĪ BIÉ FÚ HÀO	识别符号
/x/	earth	DÌ	地
/x/	enemy	DÍ RÉN	敌人
/x/	enemy activities	DÍ RÉN XÍNG DÒNG	敌人行动
/x/	enemy armament	DÍ JŪN JŪN BÈI	敌军军备
/x/	enemy capabilities	DÍ JŪN DÒNG TÀI	敌军动态
/x/	epitomize	ZHĀI YÀO	摘要
/x/	equipment	QÌ XÌE	器械
/x/	for example	PÌ RŪ	譬如
/x/	front to rear	QIÁN ZHĪ HÒU	前至后

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language: Chinese
/x/	happening	FĀ SHÈNG ZHŌNG 发生中
/x/	identify	ZHǐ MíNG 指明
/x/	in detail	Xiǎo JíE 小节
/x/	in progress	Jìn XíNG ZhōNG 进行中
/x/	intelligence about the enemy	DÍ QíNG 敌情
/x/	intelligence estimate	DÍ QíNG Pàn Duàn 敌情判断
/x/	interrogate prisoner of war	Zhàn Fú Shěn Wèn 战俘审问
/x/	in time	Jí Shí 及时
/x/	key words	Yào DiǎN 要点
/	local civilians	Běn Dì Jū MíN 本地居民
/x/	local inhabitants	Dāng Dì Jū MíN 当地居民
/x/	location	Fāng Wèi 方位
/x/	man	Rén 人
/x/	map coordinates	Dì Tú JīNG Wěi Dù 地图经纬度
/x/	memory	Jì Yì Lì 记忆力
/x/	merit	Gōng Láo 功劳
/x/	observe	GUāN CHÁ 观察
/x/	orally	Kǒu Shù 口述
/x/	ordinary dress (contrasted with uniform)	BIÀN ZHUāNG 便装
/x/	put it away	Bǎ Tā NÁ Kāi 把它拿开
/x/	question	Wèn Huà 问话
/x/	recovered own or allied personnel	Jiù Chū Běn JūN Huò Yǒu JūN Rén Yuán 救出本军或友军人员
/x/	remember	Jì Zhù 记住
/x/	reporting	Bào Gào 报告
/x/	six sources	LIù ZhǒNG Lái Yuán 六种来源
/x/	situation	QíNG Shì 情势
/x/	size	Dà Xiǎo 大小
/	skulk when going into battle	Lín Zhèn Tuō Táo 临阵脱逃

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.04 / CM

Crit	English	Target Language:	
		Chinese	
/x/	sky	TIAN	天
/x/	soldiers in pursuit	ZHUÌ BING	追兵
/x/	speedy	KUAI JIE	快捷
/x/	study it carefully	ZI XI KAN KAN TA	仔细看看它
/x/	systematically	YOU ZU ZHI DE	有组织的
/x/	terrain	DI XING, DI SHI	地形, 地势
/x/	the absence of usual activity	MEI YOU PING CHANG DE XING DONG	没有平常的 行动
/x/	the collection of intelligence information	SOU JI QING BAO	搜集情报
/x/	thorough	CHÈ Dǐ	澈底
/x/	three kinds	SAN ZHONG	三种
/x/	three methods	SAN GE BAN FA	三个办法
/x/	time	SHI JIAN	时间
/x/	timely	YING SHI	应时
/x/	top to bottom	DING ZHI DI	顶至底
/x/	to trace the origins of	ZHUÌ GEN JIU DI	追根至底
/x/	understand thoroughly the enemy situation	LIAO JIE DI QING	了解敌情
/x/	uniform	JUN ZHUANG	军装
/x/	unit	DAN WEI	单位
/x/	verification	QIU ZHENG	求证
/x/	weather	TIAN QI	天气
/x/	what	HE SHI	何事
/x/	what it is	TA SHI SHEN ME	它是什么
/x/	when	HE SHI	何时
/x/	where	HE DI	何地
/x/	written notes	BI JI	笔记
/x/	which	HE WU	何物
/x/	who	HE REN	何人
/ /			
/ /			

**TSO Map** TSO 11BFLSF / C.8.04 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 ④ 5 6 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchical
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/1-4  
 Functions Catalog: Mandarin Chinese  
 Rolebooks: Instructor (Mandarin Chinese)  
 Special Vocabulary: See TSO 11BFLSF/C.8.04/CM: I.04  
 Technical Documents: FM 31-21 Special Forces Operational  
 Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."  
 Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b>                  Gain attention                  3.7/5.5.1/6.1.1/6.2/6.3                  Motivate                  2.6/2.8/3.1.1/3.4/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7                  Explain evaluation                  2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b>                  Identify/define main points                  1.1/1.1/3.10.1                  Explain/support main points                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b>                  Recall main points                  1.1/1.2/2.3.1/2.3.2                  Recommend courses of action                  2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.05 / CM

DOCUMENTATION: Interview and survey data from Special Forces 11BF1 MOS holders, Special Forces Task Analysis data from 10th SFG, Ft. Devens, FM 31-21, 31-20, and ARTEP 31-101.

## COMMUNICATIVE TASK

### COMPONENTS

STATEMENT

Role  Instructor The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face

Com Act  Teaches situation on a group or individual basis the organization of a Guerilla force by describing:

Audience  Group/Individual (1) what a Guerilla force is; (2) Principles of Organization; and (3) factors effecting the size

Topics  Organ. of G Force of units for the purpose of training staff personnel in operations.

Purpose  Train staff in operations

## CONDITIONS

PREPARATION TIME 20 hours PERFORMANCE TIME 45 min.

Materials/Equipment Materials/Equipment

Field manuals, technical Blackboard and chalk,

and standard dictionaries prepared charts

### REGISTER

Speech  formal  colloquial

Print  techno-jargon  literary  informal

## MacroSTANDARDS

DESCRIPTION The student will explain to an audience in the Chinese language the organization of the guerrilla force and correctly answer questions on the topic. The explanation will be intelligible to the audience and will employ appropriate vocabulary and functions as specified in T.03 and T.04.

### LPM INDICES

<u>Functions</u>	<u>Vocabulary</u>
<input checked="" type="checkbox"/> 1.0 Fact Info	<input checked="" type="checkbox"/> military
<input checked="" type="checkbox"/> 2.0 Intell Att	<input checked="" type="checkbox"/> technical
<input checked="" type="checkbox"/> 3.0 Emo Att	<input type="checkbox"/> other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04



TSO No. 11BF1.SF / C.8.05 / CM

TSO  
EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good day. My name is _____. I am your instructor for the topic of the Organization of Guerrilla Force. In discussing this topic, it is important to realize that each guerrilla force is different because the <u>circumstances</u> under which each operates are not always the same. What we will be discussing today are the <u>general principles</u> that all <u>guerrilla force</u></p>	<p>1 QING KUANG 情况</p> <p>2 YUAN ZE 原则</p> <p>3 YOU JI DUI 游击队</p>	<p>5.1 greet</p> <p>5.5 introduce oneself</p> <p>3.10.1 importance</p> <p>3.7 intention</p> <p>1.1 identify</p> <p>1.2 state factual information</p>	<p>The student will gain attention, motivate trainees, and state the learning objectives as part of the steps required in EO C.8-1.</p> <p>Overview of activities/procedures/content, see EO C.8.1.</p>

TASK SCENARIO

organizations should consider.

What is a Guerrilla Force?

A guerrilla force is usually a small group of

2 3 4 5 6 7 8 9 10 11 12 13

1 2 3 4 5 6 7 8 9 10 11 12 13

techniques, such as 6 7 8 9 10 11 12 13

8 9 10 11 12 13

attacking small, 11 12 13

13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1 BIĀN Zǔ 编组 2 TÈ BIÉ DE 特别的 3 Xùn LIÀn GUò DE 训练过的 4 Zhǒng Lèi 种类 5 Rǎo Luàn 扰乱 6 Gē Duàn 割断 7 DIàn Huà Xiàn 电话线 8 Wū Rǎn 污染 9 Qì Yóu 汽油 10 Bù Jí Pǐn 补给品 11 Yáo Yuǎn DE 遥远的 12 Qián Shào 前哨 13 Shè Bèi 设备	1.1 identify 1.2 state factual information	Refer to EO C.8-2, PROVIDING EXPLANATION
	3.10.1 importance	



TSO No. JLBEL.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>objective</u> in most cases is to <u>disrupt</u> the enemy's <u>activities</u> and <u>effectiveness</u>.</p> <p><u>Principles of Organization</u></p> <p>The one important principle regarding organization of guerrilla force is that it is <u>essential</u> to have <u>simplicity</u>, <u>flexibility</u>, and <u>divisibility</u>. Guerrilla forces are unlike other <u>conventional</u> armed forces units; therefore, they must be organized to <u>fit</u> their operations. Here are</p>	<p>1 MÙ BIǎO 目标 2 PÒ HUAI 破坏 3 XÍNG DÒNG 行动 4 XIǎO LÌ 效力</p> <p>5 BÌ YÀO 必要 6 JIǎN DĀN 简单 7 SHĒN SWŌ XÍNG 伸缩性 8 KĒ FĒN XÍNG 可分性 9 QUǎN LÌ DE 惯例的 10 SHÌ YING 适应</p>	<p>3.10.1 importance</p> <p>1.1 identify</p> <p>1.2 state factual information</p> <p>2.8 obligation</p>	<p>The student must be able to provide simple definitions of technical terms, give examples and non-examples, and make comparisons when required.</p>



TSO No. 11BF1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>a number of principles of <sup>1</sup>basic <sup>2</sup>organization:</p> <p>1. Each guerrilla unit must be <sup>3</sup>self-contained, since the unit may have to operate on its own for <sup>4</sup>long periods of <u>time</u>.</p>	<p><sup>1</sup> JĪ BĒN DE 基本的 <sup>2</sup> BIĀN Zǔ 编组 <sup>3</sup> ZÌ QUÁN DE 自全的</p>	<p>1.1 identify 1.2 state factual information 2.6 need</p>	
<p>2. The guerrilla unit must have strong <sup>5</sup>fire power and <sup>6</sup>offensive weapons that can do the enemy great <sup>7</sup>damage in a <sup>8</sup>very short time. Guerrilla warfare is</p>	<p><sup>4</sup> CHÁNG QÍ JIĀN 长期间  <sup>5</sup> HUǒ lì 火力 <sup>6</sup> GŌNG SHÌ WŪ QÌ 攻势武器 <sup>7</sup> SŪN SHANG 损伤 <sup>8</sup> HĒN DUǎN SHÍ QÍ 很短时期</p>	<p>1.1 identify 1.2 state factual information 2.6 need</p>	



TSO No. 11BF1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>usually conducted in a very quick and</p> <p><sup>1</sup> <u>surprising</u> manner.</p>	<p><sup>1</sup> JĪNG QÍ DE 惊奇的</p>		
<p>3. The organization must be able to provide <sup>2</sup> <u>heavy-weapons support</u> to individual units where needed, while each individual unit must have the <sup>4</sup> <u>ability</u> to</p>	<p><sup>2</sup> ZHŌNG WŪ QÌ 重武器 <sup>3</sup> ZHÌ YUÁN 支援</p>	<p>1.1 identify 1.2 state factual information 2.6 need</p>	
<p>operate <sup>5</sup> <u>independently</u>. Yet, if necessary, the smaller units can be</p>	<p><sup>4</sup> NÉNG LÌ 能力 <sup>5</sup> DÚ LÌ DE 独立的</p>		
<p><sup>6</sup> <u>merged</u> easily to form larger and more</p>	<p><sup>6</sup> HÉ BĪNG 合并</p>		



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>powerful units.</p> <p>4. Only one or two persons with <sup>1</sup>internal</p> <p><sup>2</sup>liaison <sup>3</sup>responsibility in any unit</p> <p>should know the <sup>4</sup>locations and activi-</p> <p>ties of other units.</p> <p><u>Factors Affecting the Size of Units</u></p> <p>In considering the organization of the guerrilla</p> <p>force, we should also be <sup>5</sup>aware of the different</p> <p>factors that affect the sizes of guerrilla force</p> <p>units.</p>	<p><sup>1</sup> NÈI BÙ DE 内部的</p> <p><sup>2</sup> LIÁN LUÒ 联络</p> <p><sup>3</sup> ZÉ RÈN 责任</p> <p><sup>4</sup> DÌ DIǎN 地点</p> <p><sup>5</sup> ZHĪ DÀO 知道</p>	<p>4.1 suggests</p> <p>2.11 awareness</p>	



TSO No. 11BF1.SF / C.8.05 / CM  
 TSO  
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>1. <sup>1</sup>Area. Obviously the <sup>2</sup>size of the location where guerrilla activities are to occur will <sup>3</sup>limit the number of guerrilla that can operate there.</p>	<p><sup>1</sup> DÌ QŪ 地区  <sup>2</sup> DÀ XIǎO 大小  <sup>3</sup> XIǎN ZHÌ 限制</p>	<p>1.1 identify                      1.2 state factual information</p>	
<p>2. <sup>4</sup>Missions. A guerrilla unit should have only the necessary number of personnel</p>	<p><sup>4</sup> RÈN WU 任务</p>	<p>4.1 suggests</p>	
<p>in order to <sup>5</sup>complete the mission. Each small unit should not be given more than one or two missions at any one time.</p>	<p><sup>5</sup> WÁN CHÉNG 完成</p>	<p>4.4 advise                      4.5 warning</p>	



TSO

EO

TASK SCENARIO

3. Political considerations. The guerrilla force leader should not confuse his political stature with the number of personnel in his unit. It is more important to his political objective if his unit is consistently successful in its operations.

4. Enemy control. The size of the guerrilla force is often determined by the

KEY TERMS  
Vocabulary Items

<sup>1</sup> ZHENG ZHI DE 政治的  
<sup>2</sup> KAO LU 考虑  
<sup>3</sup> LING XIU 领袖  
<sup>4</sup> CUO REN 错认  
<sup>5</sup> DI WEI 地位

<sup>6</sup> DI REN 敌人  
<sup>7</sup> KONG ZHI 控制

FUNCTIONS  
Major Descriptors

4.4 advise  
3.10.1 importance

1.1 identify  
1.2 state factual information

COMMENTS  
Culture/References/Supplements



TSO No. 11BFLSF / C.8.05 / CM  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>amount of control the enemy has in the area. The stronger the enemy control, the smaller and more effective the guerrilla force unit must be.</p>			
<p>5. Available <u>personnel</u>. Guerrilla force units are made up of <u>volunteers</u>. The organizer of the force must consider the size of the local population in <u>recruiting</u> volunteers. For example,</p>	<p>1 RÉN YUÁN 人員                  2 Zhì Yuàn Bīng 志願兵,                  3 Zhēng Bīng 征兵,</p>	<p>1.1 identify state factual information                  1.2</p>	



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>the enemy will become <sup>1</sup>suspicious if all</p> <p>the able-bodied population members</p>	<p><sup>1</sup> KÉ YÍ DE 可疑的</p>		
<p><sup>2</sup> disappear in a very short period to</p>	<p><sup>2</sup> SHĪ ZŌNG 失踪,</p>		
<p><sup>3</sup> join the guerrilla force.</p>	<p><sup>3</sup> CÉN JIĀ 参加</p>		
<p>6. Supply and support <sup>4</sup>capability. Guer-</p> <p>rilla force relies on supply and sup-</p>	<p><sup>4</sup> KÉ NÉNG XÍNG 可能行动</p>	<p>1.1 identify 1.2 state factual information</p>	
<p>port: the size of the supply and sup-</p> <p>port will limit the size of the force.</p>			
<p>7. <sup>5</sup> Social custom. It is important to take</p>	<p><sup>5</sup> FĒNG SÚ 风俗</p>	<p>3.10.1 importance</p>	



TSO No. 118F1.SF / C.8.05 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>the local social customs very <sup>1</sup>seriously when organizing a guerrilla force.</p>	<p><sup>1</sup>YAN ZHONG DE 严重的</p>	<p>1.1 identify state factual information 1.2</p>	
<p>Such customs can <sup>2</sup>affect a number of the guerrilla operations, such as the</p>	<p><sup>2</sup>YING XIANG 影响</p>	<p>2.5.1 capability</p>	
<p><sup>3</sup>suitability of certain <sup>4</sup>tactics, weapons, and <sup>5</sup>disciplinary principles.</p>	<p><sup>3</sup>SHI HE 适合 <sup>4</sup>ZHAN SHU <sup>5</sup>YOU GUI</p>		
<p>In considering the topic of Organization of Guerrilla Force, it is important to remember the particular nature of guerrilla warfare</p>		<p>2.3.1 remembering 3.10.1 importance</p>	<p>The student will conclude the lesson according to the steps in EO C.8-3.</p>



TASK SCENARIO

operations, the conditions under which such operations are conducted, and the people who are involved in these operations.

KEY TERMS  
Vocabulary Items

<sup>1</sup> QÍNG XÍNG 情形

<sup>2</sup> QIĀN SHÈ 牵涉

FUNCTIONS  
Major Descriptors

1.1 identify  
1.2 state factual information

COMMENTS  
Culture/References/Supplements

LPM Vocabulary Indices for TSO No. 11BF1.SF / C8.05 / CM

Crit	English	Target Language: Chinese	
/x/	ability	NÉNG LÌ	能力
/x/	activity	XÍNG DÒNG	行动
/x/	adapt oneself to circumstances	SUI JI YING BIAN	随机应变
/x/	advance	KAI BA	开拓
/x/	affect	YING XIANG	影响
/x/	area	DI QU	地区
/x/	Army Medical Corps	YI LIAO DUI	医疗队
/x/	aware	ZHI DAO	知道
/x/	basic	JI BEN DE	基本的
/x/	battalion	YING	营
/x/	blow up the bridge	PO HUAI QIAO LIANG	破坏桥梁
/x/	capability	KE NENG XING DONG	可能行动
/x/	casualty	SHANG WANG	伤亡
/x/	circumstance	QING KUANG	情况
/x/	company	LIAN	连
/x/	complete	WAN CHENG	完成
/x/	condition	QING XING	情形
/x/	confuse	CUO REN	错认
/x/	conscript	ZHENG BING	征兵
/x/	consideration	KAO LU	考虑
/x/	contaminate water supply	WU RAN SHUI YUAN	污染水源
/x/	contaminating	WU RAN	污染
/x/	control	KONG ZHI	控制
/x/	conventional	GUAN LI DE	惯例的
/x/	cut supplies	DUAN JUE BU JI	断绝补给
/x/	cutting	GE DUAN	割断
/x/	damage	SUN SHANG	损伤
/x/	destroy the communication	PO HUAI JIAO TONG	破坏交通
/x/	disappear	SHI ZONG	失踪
/x/	disciplinary	YOU GUI LU	有规律的
/x/	disrupt	PO HUAI	破坏

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese
✓	divisibility	KĒ FĒN XÌNG 可分性
✓	effectiveness	XIÀO LÌ 效力
✓	enemy	DÍ RÉN 敌人
✓	essential	BÌ YÀO 必要
✓	facilities	SHÈ BÈI 设备
✓	fire power	HUǒ LÌ 火力
✓	firing line	HUǒ XIÀN 火线
✓	fit	SHÌ YING 适应
✓	flexibility	SHĒN SUO XING 伸缩性
✓	front line	QIÁN XIÀN 前线
✓	gasoline	QÌ YÓU 汽油
✓	guerrilla force	YÓU JÍ DUÌ 游击队
✓	harassment	RǎO LUÀN 扰乱
✓	heavy weapons	ZHòng WŪ Qì 重武器
✓	independently	DÚ Lì DE 独立的
✓	internal	NÈI BŪ DE 内部的
✓	involve	QIĀN SHÈ 牵涉
✓	join	CĒN JIĀ 参加
✓	judicial investigation	KǎO HÉ 考核
✓	leader	LǐNG XIŪ 领袖
✓	liaison	LIÁN LUÒ 联络
✓	limit	XIÀN ZHÌ 限制
✓	location	DÌ DIǎN, WÈI ZHÌ 地点, 位置
✓	long periods of time	CHáng QÍ JIĀN 长期间
✓	merge	HÉ BìNG 合并
✓	mission	RÈN WŪ 任务
✓	mutiny	BīNG BIÀN 兵变
✓	nourish, strengthen	PÉI YǎNG 培养
✓	objective	MŪ BIĀO 目标
✓	offensive weapons	GōNG SHÌ WŪ Qì 攻势武器
✓	organization	BIĀN ZŪ 编组
✓	outpost	QIÁN SHÀO 前哨

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.05 / CM

Crit	English	Target Language: Chinese
/x/	panic	KǒNG HUĀNG 恐慌
/x/	personnel	RÉN YUÁN 人员
/x/	platoon	PÁI 排
/x/	political	ZHÈNGZHÌ DE 政治的
/x/	principle	YUÁN ZÉ 原则
/x/	provisions, grain for troops	LIÁNG Mǐ 粮秣
/x/	recruiting	ZHÈNG BĪNG 征兵
/x/	remote	YÁO YUǎN DE 遥远的
/x/	responsibility	ZÉ RÈN 责任
/x/	restless	BÙ DÉ ĀN NÍNG 不得安宁
/x/	run away	TÁO WÁNG 逃亡
/x/	search for	WU SÈ 物色
/x/	self-contained	Zì QUÁN DE 自全的
/x/	seriously	YÁN ZHòng DE 严重的
/x/	set fire	Zòng HUǒ 纵火
/x/	short course	DUǎN QÍ Xùn LIÀN 短期训练
/x/	simplicity	JIǎN DǎN 简单
/x/	size	DÀ XIAǒ 大小
/x/	social custom	FēNG SÚ 风俗
/x/	specially	TÈ BIÉ DE 特别的
/x/	squad	BĀN 班
/x/	standing army	CHáng BÈI BĪNG 常备兵
/x/	stature	DÌ WÈI, SHÌ LÌ 地位, 势力
/x/	suitability	SHÌ HÉ 适合
/x/	supplies	BŪ JÍ PǐN 补给品
/x/	supply of ammunition	DÀN YÀO BŪ JÍ 弹药补给
/x/	support	ZHĪ YUǎN 支援
/x/	surrender	TÓU XIǎNG 投降
/x/	surprising	JĪNG QÍ DE 惊奇的
/x/	suspicious	KĒ YÍ DE 可疑的
/x/	tactics	ZHàn SHŪ 战术



# TSO Map

TSO LIBEL.SF / C.8.05 / CM

## RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 ⑤ 6 7 8 9 10

### SEQUENCE TYPE

- linear
- hierarchical
- solitary

### PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

### REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/1-4

Functions Catalog: Mandarin Chinese

Polebooks: Instructor (Mandarin Chinese)

Special Vocabulary: See TSO 11BFL.SF/C.8.04/CM: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques

### DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

VIII-64

## ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b> Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b> Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b> Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b> Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.8.06 / CM

DOCUMENTATION: Interview and survey data from Special Forces

11BF1 MOS holders, Special Forces Task Analysis Data from

10th SFG, Ft. Devens, and FM 31-20,31-21, FM 21-75, FM 30-5

## COMMUNICATIVE TASK

### COMPONENTS

Role  Instructor

Com Act  Teaches

Audience  Group/Individual

Topics  Counterintelligence

Purpose  Training security specialists

### STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Chinese language in a face-to-face

situation on a group or individual basis the operations of counterintelligence by describing

the fundamental steps in denial, detection, and deception for the purpose of training security

specialists

## CONDITIONS

PREPARATION TIME

1 hour

PERFORMANCE TIME

20 min.

Materials/Equipment

Materials/Equipment

Field manuals, standard and

Blackboard and chalk,

technical dictionaries.

prepared charts

### REGISTER

Speech

techno-jargon

formal

colloquial

Print

technical

literary

informal

## MacroSTANDARDS

DESCRIPTION The student will explain the operations of counterintelligence

to an audience in the Chinese language, and correctly answer questions posed

by the audience. The presentation and answers will be easily intelligible to

the audience, and will employ appropriate vocabulary and functions as des-

cribed in T.03 and T.04.

LPM INDICES

### Functions

1.0 Fact Info

2.0 Intell Att

3.0 Emo Att

4.0 Suasion

5.0 Soc Rit

6.0 Man Comm

### Vocabulary

military

technical

other

See T.04



TSO No. 11BE1.SF / C.8.06 / CM  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Introduction</u></p> <p>Good Day. My name is _____. I am your instructor for <u>counterintelligence</u>.</p> <p>There are three <u>categories</u> of counterintelligence <u>measures</u>. These are <u>denial</u>, <u>detection</u>, and <u>deception</u>. The important thing to remember about counterintelligence is that you need to <u>protect your personnel</u> and <u>information</u> from the enemy. Next we will discuss the three cate-</p>	<p>反情报措施 FAN QING BAO CUO SHI 种类 ZHONG LEI 策划 CE HUA 否定 FOU DING 侦察 ZHEN CHA 欺骗 QI PIAN 保卫 BAO HU 人员 REN YUAN 消息 XIAO XI</p>	<p>5.1 greet 5.5.1 introduce oneself</p> <p>1.1 identify 1.2 state factual information</p> <p>3.10.1 importance 2.3.1 remembering</p> <p>2.6 need</p>	<p>The student will gain attention, motivate, and state the learning objectives as required in EO C.8.1.</p> <p>The student will demonstrate his ability to perform the "teaching" steps in presenting the lesson on counterintelligence according to EO C.8-2.</p>



TSO No. 11BFLSF / C.8.06 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>gories <sup>1</sup>in detail.</p>	<p>1 XIANG XI DE 详细的</p>		
<p><sup>2</sup>Denial</p>	<p>2 FOU DING 否定</p>		
<p>You must always be <sup>3</sup>on guard to deny the enemy</p>	<p>3 JIN SHEN 谨慎</p>	<p>2.8 obligation</p>	<p>Refer to EO C.8-2.</p>
<p>any <sup>4</sup>opportunity to get any information on your</p>	<p>4 JI HUI 机会</p>	<p>1.1 identify</p>	
<p><sup>5</sup>company's <sup>6</sup>activities or plans. There are <sup>7</sup>a</p>	<p>5 LIAN 连</p>	<p>1.2 state factual information</p>	
<p><sup>8</sup>number of ways you can <sup>9</sup>practice denial. Some</p>	<p>8 XING DONG 行动</p>		
<p>of these are <sup>10</sup>well-developed and <sup>11</sup>established.</p>	<p>7 YI XIE 一些</p>		
<p>For example, if you are <sup>12</sup>guarding some <sup>13</sup>classified</p>	<p>9 SHI XING 实行</p>		
<p>area, you must check every visitor, even if you</p>	<p>10 FA ZHAN DE HEN HAO DE 发展得很好的</p>		
	<p>11 YI JIAN LI DE 已建立的</p>		
	<p>12 SHOU WEI 守卫</p>	<p>4.6 directions/ instructions/ commands</p>	
	<p>13 BAO MI 保密</p>		



TSO No. 11B1LSE / C.8.06 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>know the person, to see that he or she has security clearance. You must <u>demand</u> that all visitors show that they have a <u>"need to know."</u></p>	<p>YAO QIU 要求 BI XU ZHI DAO 必须知道 WEN JIAN 文件 JI HUA 计划 HUI ZHANG 徽章 ZHAO PIAN 照片</p>	<p>2.8 obligation</p>	<p>The student must be able to provide simple definitions of each technical term, give examples and non-examples, and make comparisons when required.</p>
<p>They can show this by producing <u>documents</u> stating this need, showing <u>project badges</u> with their <u>photographs</u> on them, or having their names listed in an <u>access roster</u> prepared or given to you by your <u>superior</u>.</p>	<p>JIN RU HUO SHI YONG...ZHI QUAN 进入或使用...之权 MING DAN 名单 SHANG SI 上司 YUN YONG 运用 BAO MI 保密</p>	<p>2.5.1 capability 4.6 directions/instructions/commands 4.6 directions/instructions/commands</p>	

TASK SCENARIO

KEY TERMS  
 Vocabulary Items

FUNCTIONS  
 Major Descriptors

COMMENTS  
 Culture/References/Supplements

you should use the <sup>1</sup>appropriate <sup>2</sup>cover sheets.

There are three types of cover sheets: <sup>3</sup>confidential, <sup>4</sup>secret, and <sup>5</sup>top secret. Use the cover sheets whenever you have documents outside <sup>6</sup>the safe. You must also <sup>7</sup>practice <sup>8</sup>safe-keeping of such <sup>9</sup>documents. If you are on guard duty and find that a safe is opened or <sup>10</sup>unlocked, you should <sup>11</sup>notify your <sup>12</sup>superior <sup>13</sup>immediately and <sup>14</sup>stand guard until <sup>15</sup>relieved.

HÉ SHÈ DE 合适的  
 FÈNG MIÀN 封面  
 JÌ MÌ 机密  
 JÍ JĪ MÌ 绝对机密  
 JUÉ DUÌ JĪ MÌ 绝对机密  
 BĀO XIǎN XIǎNG 保险箱  
 SHÍ XÍNG 实行  
 BĀO WÈI 保卫  
 WÉN JIÀN 文件  
 KĀI LE SUǒ DE 开了锁的  
 TŌNG ZHĪ 通缉  
 SHÀNG SĪ 上司  
 Mǎ SHàng 马上  
 SHŌU WÈI 守卫  
 JĪE CHÚ RÈN WU 解除任务

2.8 obligation  
 4.6 directions/instructions/commands  
 2.8 obligation  
 4.6 directions/instructions/commands



TSO No. 11BFI:SF / C.8.06 / CM

TSO

EO

TASK SCENARIO

When using <sup>1</sup>radio or telephone, remember to use <sup>2</sup>code words. These words are set and can be found in the <sup>3</sup>code word book (CEOI). There are also a number of <sup>4</sup>disciplines that you should <sup>5</sup>observe when you are <sup>6</sup>in the field. <sup>7</sup>Light discipline states that you must use <sup>8</sup>red filter or <sup>9</sup>torch light and use it under some type of cover such as a coat. Don't <sup>10</sup>smoke <sup>11</sup>in the open. If you have to smoke, use a <sup>12</sup>shelter.

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	Culture/References/Supplements	COMMENTS
<sup>1</sup> WÚ XIÀN DIÀN 无线电	2.3.1 remembering		
<sup>2</sup> MÌ Mǎ DÀI Zì 密码代字			
<sup>3</sup> MÌ Mǎ BĒN 密码本	4.6 directions/ instructions/ commands		
<sup>4</sup> JÌ Lǜ 纪律			
<sup>5</sup> ZŪN SHŪ 遵守			
<sup>6</sup> Zài zhàn chǎng shàng 在战场上	2.8 obligation		
<sup>7</sup> Dēng huǒ jì lǜ 灯火纪律			
<sup>8</sup> Hóng sè lǜ jìng 红色滤镜	4.6 directions/ instructions/ commands		
<sup>9</sup> Diàn tǒng 电筒			
<sup>10</sup> Chōu yān 抽烟			
<sup>11</sup> Zài kōng kuàng chù 在空旷处	4.5 warnings		
<sup>12</sup> Yān bì wù 掩护物	4.6 directions/ instructions/ commands		



TASK SCENARIO

Also, camouflage all <sup>2</sup>shiny surfaces by using  
<sup>2</sup>non-reflective paint, <sup>5</sup>mud, and other similar  
<sup>6</sup>material. We will discuss camouflage in more  
 detail when we talk about deception. <sup>7</sup>Litter  
 control discipline says that you should not leave  
 any material behind, no matter how <sup>8</sup>useless it is,  
 so the enemy cannot obtain information or <sup>9</sup>make  
 use of the material. You must <sup>10</sup>bury litter  
 material and <sup>11</sup>salvage weapons (if possible) or

COMMENTS  
Culture/References/Supplements

FUNCTIONS  
Major Descriptors

KEY TERMS  
Vocabulary Items

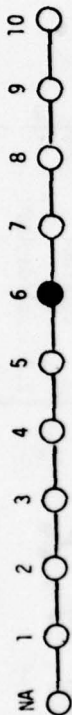
1. WÉI ZHUANG 伪装  
 2. FĀ GUANG DE BIAO MIAN 发光的表面  
 3. BÙ FĀN SHÈ DE 不反射的  
 4. TÚ LIÀO 涂料  
 5. NÍ Tŭ 泥土  
 6. QÌ CÁI 器材  
 7. FÈI WU KONG ZHI JI LU 废物控制纪律  
 8. MEI YOU YONG DE 没有用的

9. LI YONG 利用  
 10. MAI 埋  
 11. QIANG JIU 抢救  
 武器

4.6 directions/  
instructions/  
commands

4.6 directions/  
instructions/  
commands

4.6 directions/  
instructions/  
commands  
2.8 obligation

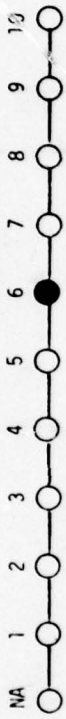


TSO No. 118F1.SF / C.8.06 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><sup>1</sup> <u>destroy</u> them.</p> <p>The need for <u>noise discipline</u> is obvious. The enemy may be so near to you that any human or <u>mechanical</u> noise will give your activities and <u>location</u> away. Use <u>hand</u> and <u>arm signals</u>, and try to <u>muffle</u> mechanical noises.</p> <p><sup>7</sup> <u>Fire discipline</u>: firing your weapon at the wrong time can <u>affect</u> the <u>outcome</u> of your operation. Use <u>proper</u> timing. Remember,</p>	<p>' FEN HUǒ 林火</p> <p><sup>2</sup> SHēNG XIǎNG Jì Lǜ 声响纪律</p> <p><sup>3</sup> Jī xiè de 机械的</p> <p><sup>4</sup> wèi zhì 位置</p> <p><sup>5</sup> shǒu shì 手势</p> <p><sup>6</sup> yǎn sāi 掩塞</p> <p><sup>7</sup> jūn huǒ 军火</p> <p><sup>8</sup> yǐng xiǎng 影响</p> <p><sup>9</sup> jié guǒ 结果</p> <p><sup>10</sup> shì dāng de 适当的</p>	<p>1.1 identify state factual information</p> <p>1.2</p> <p>4.6 directions/instructions/commands</p> <p>4.6 directions/instructions/commands</p>	



TASK SCENARIO

unless you are attacked, don't fire until

<sup>1</sup>ordered to.

<sup>2</sup>Detection

The enemy is always trying to <sup>3</sup>infiltrate your company, so you must be able to detect him.

That means being able to <sup>4</sup>separate members of your own company from those of the enemy. The

use of <sup>5</sup>password and <sup>6</sup>challenge is an <sup>7</sup>effective way of detection.

KEY TERMS  
Vocabulary Items

<sup>1</sup>MÌNG LǐNG

命令

<sup>2</sup>ZHĒN CHÁ

侦查

<sup>3</sup>SHÈN TÒU

渗透

<sup>4</sup>FĒN KĀI

分开

<sup>5</sup>KǒU LǐNG

口令

<sup>6</sup>PĀN WÈN KǒU LǐNG

盘问口

<sup>7</sup>Yǒu Xiào DE

有效的

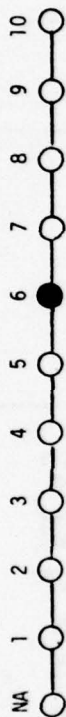
FUNCTIONS  
Major Descriptors

4.5 warning

1.1 identify  
1.2 state factual  
information

COMMENTS  
Culture/References/Supplements

Refer to E0 C.8-2.

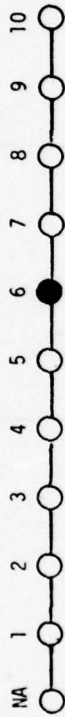


TSO No. 11BF1.SF / C.8.06 / CM

TSO

EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>(Instructor then goes on to talk about the procedures.)</p> <p>There are two rules for <u>countersigns</u>. First, challenge must not suggest password. Use words that are not usually related, so someone who doesn't know the password cannot <u>guess</u> it.</p> <p>Second, if numbers are used, the total must be <u>odd</u>. For example, a challenge of six should demand a five to make up an odd total. This</p>	<p>YING DUI AN HOU 应对暗号</p> <p>CĀI XIǎNG 猜想</p> <p>DĀN SHÙ 单数</p>	<p>1.1 identify 1.2 state factual information/ 4.6 directions/instructions/commands</p>	



■ TSO

□ EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>way you will never run into the problem of giving a six and receiving the same number to make up an even number of twelve.</p> <p><u>'Deception</u></p> <p>This category is <u>self-explanatory</u>. You must always camouflage your equipment and yourself where you may be observed by the enemy.</p> <p>(The instructor then goes on to discuss the different types of camouflage materials suitable for various surfaces.)</p>	<p>CHĪ PYÀN 欺騙</p> <p>YÌ YÌ MÍNG XIÁN DE YÌYI MING 显而易见的</p>	<p>1.1 identify directions/instructions/commands</p> <p>4.6</p>	<p>Refer to EO C.8-2</p> <p>The student will explain each main point in accord with the steps in EO C.8-2.</p>



TSO No. 11RE1.SF / C.8.06 / CM



TSO



EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>In considering counterintelligence, remember that, just like you, the enemy is always trying to <sup>1</sup>collect <sup>2</sup>intelligence information on activities and plans. You must always use counterintelligence measures to deny, detect, and deceive the enemy.</p>	<p>1 SŌU JÍ 搜集 2 QÍNG BÀO 情报</p>	<p>3.10.1 remembering  2.8 obligation 4.6 directions/ commands</p>	<p>The student will conclude the presentation according to EO C.8-3.  Throughout the presentation and during question-answer interruptions the student will respond according to EO C.8-4 PROVIDING COMMUNICATIVE GUIDANCE.</p>

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language:	
		Chinese	
/x/	access	Jìn Rù Huò Shǐ Yòng...	进入或使用...
		ZHǐ QUÁN	之权
/x/	activity	Xíng Dòng	行动
/x/	affect	Yǐng Xiǎng	影响
/x/	aggressor forces	Jiǎ Xiǎng Dǐ	假想敌
/x/	appropriate	Hé Shè De	合适的
/x/	a number of	Yī Xiē	一些
/x/	arm and hand signals	Shǒu Shì	手势
/x/	arrange	Bù Zhì	布置
/x/	attend immediately	Lì Jí Chǔ Lǐ	立即处理
/x/	badge	Huī Zhāng	徽章
/x/	black list	Hēi Míng Dān	黑名单
/x/	bury	Mái	埋
/x/	camouflage	Wěi Zhuāng	伪装
/x/	categories	Zhǒng Lèi	种类
/x/	challenge	Pén Wèn Kǒu Lìng	盘问口令
/x/	classify	Bǎo Mì	保密
/x/	code word book	Mì Mǎ Běn	密码本
/x/	code words	Mì Mǎ Dài Zì	密码代字
/x/	collect	Sōu Jí	搜集
/x/	company	Lián	连
/x/	concealed	Qiǎn Fú	潜伏
/x/	confidential	Jī Mì De	机密的
/x/	counterintelligence	Fǎn Qíng Bào Cuò Shī	反情报措施
/x/	countersign	Yìng Duì Àn Hào	应对暗号
/x/	cover sheet	Fēng Miàn	封面
/x/	deception	Qī Piàn	欺骗
/x/	demand	Yāo Qiú	要求
/x/	denial	Fǒu Dìng	否定
/x/	design	Shè Jì	设计
/x/	destroy	Fén Huǐ	歼毁
/x/	detailed and complete	Zhōu Xiáng De	周详的

## LPM Vocabulary Indices for TSO No. 11Bf1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese	
/x/	detection	ZHĒN CHÁ	侦查
/ /	die to preserve their virtue intact	CHÉNG RÉN Qǔ Yì	成仁取义
/x/	discipline	Jì Lǜ	纪律
/ /	divulge a secret	Xì Mì	泄密
/x/	document	Wén Jiàn	文件
/x/	documentary proof	Zhèng Jiàn	证件
/x/	effective	Yǒu Xiào DE	有效的
/x/	established	Yǐ Jiàn Lì DE	已建立的
/ /	fire	Jūn Huǒ	军火
/ /	flag signal(s)	Qí Yǔ	旗语
/ /	gesture	Shǒu Shì	手势
/ /	give away	Xì Lòu	洩露
/x/	guard duty	Shǒu Wèi Rèn Wù	守卫任务
/x/	guarding	Shǒu Wèi	守卫
/ /	guess	Cāi Xiǎng	猜想
/x/	handle	Yùn Yòng	运用
/x/	immediately	Mǎ Shang	马上
/x/	in detail	Xiáng Xì DE	详细的
/x/	infiltrate	Shèn Tòu	渗透
/x/	information	Xiāo Xī	消息
/x/	intelligence	Qíng Bào	情报
/x/	intelligence net	Qíng Bào Wǎng	情报网
/x/	in the field	Zài Zhàn Chǎng Shàng	在战场上
/x/	in the open	Zài Kōng Kuàng Chù	在空旷处
/x/	light discipline	Dēng Huǒ Jì Lǜ	灯火纪律
/x/	list of names	Míng Dān	名单
/x/	litter control discipline	Fèi Wù Kòng Zhì Jì Lǜ	废物控制纪律
/x/	location	Wèi Zhì, Dì Diǎn	位置, 地点
/x/	make use of	Lì Yòng	利用
/x/	material	Qì Cǎi	器材
/x/	measure	Cè Huà	策划

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language: Chinese
/x/	mechanical	JĪ XIÈ DE 机械的
/x/	mud	NÍ TŪ 泥土
/x/	muffle	YǎN SĀI 掩塞
/x/	need to know	BÌ XŪ ZHĪ DÀO 必需知道
/x/	noise discipline	SHĒNG XIǎNG JÌ Lǚ 声响纪律
/x/	non-reflective	BÙ FǎN SHÈ DE 不反射的
/x/	normal, ordinary	PÍNG FÁN 平凡
/x/	notify	TŌNG ZHĪ 通知
/x/	observe (a discipline)	ZŪN SHŌU 遵守
/x/	obstruct, prohibit	JÌN BÌ 禁闭
/x/	odd	DĀN SHÙ 单数
/x/	on guard	JǐN SHÈN 谨慎
/x/	opportunity	JĪ HUÌ 机会
/x/	order	MÌNG LÌNG 命令
/x/	outcome	JĪÉ GUŌ 结果
/x/	paint	TÚ LIÀO 涂料
/x/	pass	CHŪ RÙ ZHÈNG 出入证
/x/	password	KŌU LǐNG 口令
/x/	personnel	RÉN YUÁN 人员
/x/	photograph	ZHÀO PIÀN 照片
/x/	practice	SHÍ XÍNG 实行
/x/	prefer death to disgrace	NÍNG Sǐ BÙ QŪ 宁死不屈
/x/	preserve strict secrecy, strictly confidential	YÁN SHŌU BÌ MÌ 严守秘密
/x/	practice	SHÍ XÍNG 实行
/x/	project	JÌ HUÀ 计划
/x/	proper	SHÌ DĀNG DE 适当的
/x/	protect	BǎO Hù 保护
/x/	radio	WÚ XIÀN DIÀN 无线电
/x/	receiver	SHŌU BÀO JĪ 收报机
/x/	red filter	HÓNG SÈ Lǚ JìNG 红色滤镜
/x/	regular soldier (not a recruit)	ZHĒNG GUĪ JŪN 正规军

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.8.06 / CM

Crit	English	Target Language:	Chinese
/x/	relieve	JIĒ CHÚ RÈN WÙ	解除任务
/x/	restraint	ZHÌ CÀI	制裁
/x/	roster	MÍNG DĀN	名单
/x/	safe (the)	BǎO XIǎN XIĀNG	保险箱
/x/	safekeeping	BǎO WÈI	保卫
/x/	salvage	QIǎNG JIÙ	抢救
/x/	secret	JÍ Jī MÌ	极机密
/x/	secret code	MÌ Mǎ DÀI Hào	密码代号
/x/	self-explanatory	Yì Yì MÍNG XIǎN DE	意义明显的
/x/	separate	FĒN KĀI	分开
/x/	shelter	YǎN BÌ Wù	掩护物
/x/	shiny surface	FĀ GUĀNG DE BIǎO MIÀN	发光的表面
/x/	signal	XÌN Hào	信号
/x/	signal flag	XÌN Hào QÍ	信号旗
/x/	signal gun	XÌN Hào QIǎNG	信号枪
/x/	smoke	CHōU YĀN	抽烟
/x/	spy	JIĀN DIÉ	间谍
/x/	stand guard	SHǒU WÈI	守卫
/	standing	LÌ ZÚ	立足
/x/	strategy	CÈ HUÀ	策划
/x/	superior	SHàng Sī	上司
/x/	surrounding atmosphere	ZHōU WÉI HUÁN JìNG	周围环境
/x/	top secret	JUÉ DUì Jī MÌ	绝对机密
/x/	torch light	DIàn TǒNG	电筒
/x/	traceless	Bù LIú XíNG Jī	不留痕迹
/x/	transmitter	FĀ Bào Jī	发报机
/x/	the trick of carrying tales to both sides	FǎN JIĀN Jì	反间计
	so as to separate them and get a victory		
/x/	unlock	KĀI LE SUǒ DE	开了锁的
/x/	useless	MÉI YǒU Yòng DE	没有用的



**TSO Map** TSO 11BF1.SF / C.8.06 / CM

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 ⑥ 7 8 9 10

SEQUENCE TYPE

- linear
- hierarchal
- solitary

PRIMARY DECISION FACTOR

- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8 / 1-4  
 Functions Catalog: Mandarin Chinese  
 Rolebooks: Instructor (Mandarin Chinese)  
 Special Vocabulary: See TSO 11BF1.SF/C.8.06/CM: T.04  
 Technical Documents: FM 31-21 Special Forces Operational  
 Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar."  
 Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

<p><b>INTRODUCING THE SUBJECT</b>                  Gain attention                  3.7/5.5.1/6.1/6.2/6.3                  Motivate                  2.6/2.8/3.1.1/3.4/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7                  Explain evaluation                  2.8/2.5.1/2.5.2/3.2.1/3.2.2</p>	<p><b>PROVIDE COMMUNICATIVE GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/                  2.10.2/2.12.1/2.12.2/2.13/3.1.1/                  3.1.2/3.6/3.10.1/3.10.2/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/                  3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>
<p><b>DEVELOPING THE SUBJECT</b>                  Identify/define main points                  1.1/1.1/3.10.1                  Explain/support main points                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/                  2.6/2.8/3.10.1/4.1/4.5/4.6</p>	
<p><b>CONCLUDING THE LESSON</b>                  Recall main points                  1.1/1.2/2.3.1/2.3.2                  Recommend courses of action                  2.6/2.8/3.10.1/4.1/4.4/4.6/4.7</p>	

# TERMINAL SKILL OBJECTIVE

No. 11BF1.SF / C.7.01 / CM

DOCUMENTATION: The Fundamentals of Map Reading--A self-Instructional Text; Map and Aerial Photograph Reading; Soldier's Manual; TEC lessons: 930-071-0014F, 930-071-0015-F, 930-071-0016-F, 930-071-0017-F, 930-071-0018-F; Interview and survey data, Special Forces 11BF1 MOS holders.

## COMMUNICATIVE TASK

### COMPONENTS

Role  Instructor  
 Com Act  Demonstrates  
 Audience  Group/Individual  
 Topics  Map Reading & Compass  
 Purpose  Train others to read

### STATEMENT

The student in the role of "INSTRUCTOR" "DEMONSTRATES" to others in the Chinese language in a face-to-face situation on a group or individual basis map reading and compass use by describing map scales, showing how to locate and identify the marginal information on a map, demonstrating how to use the military grid reference system, showing how to identify terrain features, and demonstrating how to use a compass for the purpose of training others to read maps and use a compass.

## CONDITIONS

PREPARATION TIME  2 hours

PERFORMANCE TIME  30 min.

Materials/Equipment  Materials/Equipment

Soldier's manual,  lensatic compass,  standard and  lensatic compass,  maps,  technical dictionaries.  paper,  pencil,  3 trainees

### REGISTER

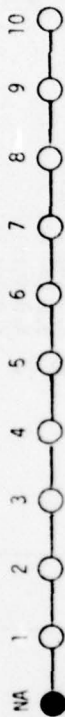
Speech  formal  colloquial  
 Print  formal  literary  informal

## MacroSTANDARDS

DESCRIPTION The student will explain and demonstrate map reading and compass use to an audience in the Chinese language and correctly answer questions posed by audience members. He/she will supervise and evaluate trainee performance.

### LPM INDICES

Functions	Vocabulary
<input checked="" type="checkbox"/> 1.0 Fact Info	military
<input checked="" type="checkbox"/> 2.0 Intell Att	technical
<input checked="" type="checkbox"/> 3.0 Emo Att	other
<input checked="" type="checkbox"/> 4.0 Suasion	
<input type="checkbox"/> 5.0 Soc Rit	
<input type="checkbox"/> 6.0 Man Comm	See T.04



TSO No. 118F1.SF / C.7.01 / CM

TSO

EO

TASK SCENARIO

Good day. My name is \_\_\_\_\_. I am your instructor for Map Reading and Compass Use. The ability to read, understand, and use a map is a very important professional qualification of every soldier, and should be acquired early in his career. It is vital in any military operation.

Marginal Information

One of the first things you must do in reading a map is to locate and identify the basic marginal information. They are <sup>2</sup>Sheet Name, <sup>3</sup>Sheet Number.

KEY TERMS  
Vocabulary Items

<sup>1</sup> DÚ TÚ 读图

<sup>2</sup> TÚ MÍNG 图名  
<sup>3</sup> TÚ HÀO 图号

FUNCTIONS  
Major Descriptors

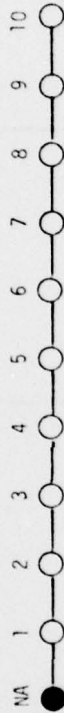
5.1 greet  
5.5.1 introduce  
3.10.1 importance  
2.6 need  
2.8 obligation

1.1 identify  
1.2 state factual information

COMMENTS  
Culture/References/Supplements

\*The communicative activity in TSO approaches the gray area - it's a combination (for the purposes of language training) of "teaching" and "demonstrating." The language is more extensive than simple demonstrating, yet the trainee is shown how to do something. Therefore, this activity was determined to be "DEMONSTRATES" because the student, as an instructor, must supervise and evaluate trainee performance.

The student will gain attention, motivate, and state the learning objectives as part of EO C.7-1.



TSO

E0

TASK SCENARIO

<sup>1</sup> Index to Adjoining Sheets, <sup>2</sup> Special Note,  
<sup>3</sup> Declination Diagram, <sup>4</sup> Scales, Contour Interval  
Note, Credit Note, <sup>5</sup> Grid Reference Box, and  
<sup>6</sup> Legend. The Sheet Name is located at the center  
of the top margin. You can find the Sheet Num-  
ber in here, the upper right margin. (The in-  
structor opens the map and shows the student by  
pointing to the exact location of these 10 terms  
on the map.)

<sup>7</sup> Topographic Symbols

The mapmaker uses symbols to identify mapped  
features. These symbols are called topographic

KEY TERMS  
Vocabulary Items

- <sup>1</sup> JIÉ TÚ ZHǐ SHì BIāO  
接图指示标
- <sup>2</sup> TÈ ZHù TĀN ZHù  
特注
- <sup>3</sup> PIĀN CHĀ TÚ 偏差图
- <sup>4</sup> Bǐ Lì CHǐ 比例尺
- <sup>5</sup> FĀNG GÉ Jǐ ZHǔN Yí  
方格基准仪
- <sup>6</sup> TÚ Lì 图例

<sup>7</sup> DÌ ZHÈNG 地征

FUNCTIONS  
Major Descriptors

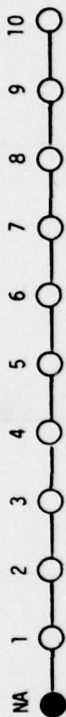
4.6 directions/  
instructions/  
commands

1.1 identify  
1.2 state factual  
information

COMMENTS  
Culture/References/Supplements

The student will provide overview of  
activities and procedures, explain the  
final evaluation of trainee performance  
in accord with E0 C.7-1.

The student will identify all topographic  
symbols according to C.7-2 (A).



TSO No. 11BE1.SF / C.7.01 / CM

■ TSO

□ E0

TASK SCENARIO

symbols. They have distinctive colors. The following map colors are standard:

<sup>1</sup> Black: Man-made features; for example, road, mine, building.

<sup>3</sup> Red: Classification of man-made features, such as roads and built-up areas, as to use or type.

<sup>4</sup> Blue: Drainage; for example, stream, river, lake, swamp.

<sup>6</sup> Green: Vegetation, such as orchard, grassland, woods.

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

<sup>1</sup> HĒI SÈ 黑色  
<sup>2</sup> RÉN ZÀO DÌ 人造的

<sup>3</sup> HÓNG SÈ 红色

<sup>4</sup> LÁN SÈ 蓝色  
<sup>5</sup> PÁI SHUǐ 排水

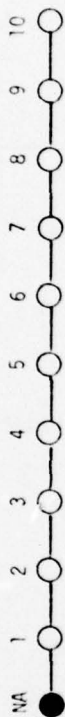
<sup>6</sup> Lǜ SÈ 绿色



TSO



EO



TASK SCENARIO

<sup>1</sup>Brown: <sup>2</sup>Elevation and relief, as <sup>3</sup>Contour lines.

<sup>4</sup>hachures.

<sup>6</sup>Map Scales

If we located one point on our map and then another nearby, our first thought might be: What is the distance between these points? In the military, we are interested in two kinds of distances: <sup>7</sup>Straight Line Distance and Road Distance. We find the mapmaker has provided us with an aid to determine distance. Located in the margin of our map is a <sup>9</sup>Graphic (or Bar) Scale. To use the graphic scale, you must first

KEY TERMS  
Vocabulary Items

<sup>1</sup>ZŌNG SÈ 棕色  
<sup>2</sup>GĀO CHÉNG 高程  
<sup>3</sup>Qǐ FÚ DÌ XÍNG 起伏地形  
<sup>4</sup>DĒNG GĀO XIÀN 等高线  
<sup>5</sup>YǐNG XIÀN 影线  
<sup>6</sup>TÚ SHàng Bǐ Lǐ 图上比例

<sup>7</sup>ZHÍ XIÀN JÙ 直线距离  
<sup>8</sup>JIAO TONG YUN DONG JU LI 交通运动距离

<sup>9</sup>TÚ YONG Bǐ Lǐ CHǐ 图用比例尺

FUNCTIONS  
Major Descriptors

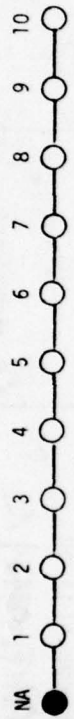
4.6 directions/  
instructions/  
commands

1.2 state factual  
information  
1.1 identify

4.6 directions/  
instructions/  
commands

COMMENTS  
Culture/References/Supplements

The student will identify and define map scales according to EO C.7-2.



TSO No. 11BFI.SF / C.7.01 / CM



TASK SCENARIO

understand Map Scale. Map scale is the fixed relationship between map distance and corresponding ground distance. The scale is expressed as a Representative Fraction.

$$RF = \frac{MD \text{ (Map Distance)}}{GD \text{ (Ground Distance)}}$$

The Representative Fraction appears in the margin of the map as  $\frac{1}{50,000}$  or 1:50,000. This means that 1 unit of measure on the map represents 50,000 of the same units of measure on the ground.

There is also a graphic scale printed in the margin as a special ruler to measure ground distance on that map. Normally, military maps have three

KEY TERMS

Vocabulary Items

FUNCTIONS

Major Descriptors

COMMENTS

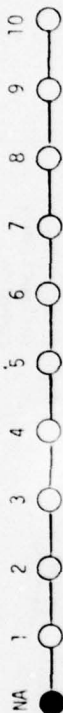
Culture/References/Supplements

The student must be able to provide simple definitions of map-reading terminology, give examples and non-examples, and make comparisons when required.

1.2 state factual information

4.6 directions/instructions/commands

1.1 identify state factual information



TSO No. 11BEL.SF / C.7.01 / CM

TSO

EO

TASK SCENARIO

graphic scales expressed in <sup>1</sup> miles, <sup>2</sup> meters, and <sup>3</sup> yards. The graphic scale is simple to use. But, because of its simplicity, many students make two common errors. Take out your map. Note that the graphic scales are in two parts. To the right of zero is the Primary Scale. To the left of zero is the Extension Scale. The primary scale is divided into a standard unit of measure; i.e., 1 mile, 1,000 meters, 1,000 yards, 1 <sup>5</sup> nautical mile. The extension scale is divided into tenths of the standard unit of measure; i.e., 1/10 mile, 100 meters, 100 yards, 1/10 nautical mile. The

KEY TERMS  
Vocabulary Items

<sup>1</sup> YING LI 英里  
<sup>2</sup> GONG CHI 公尺  
<sup>3</sup> MA 码

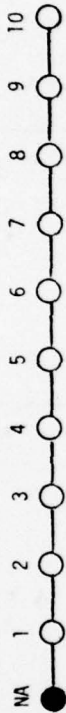
<sup>4</sup> YAN SHEN BI LI CHI 延伸比例尺

<sup>5</sup> HAI LI 海里

FUNCTIONS  
Major Descriptors

1.1 identify  
1.2 state factual  
4.6 information/directions/instructions/commands

COMMENTS  
Culture/References/Supplements



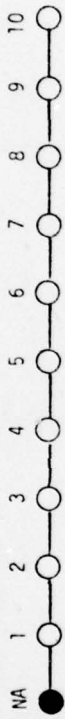
TSO No. 11BF1.SF / C.7.01 / CM



TASK SCENARIO

first common error made by a student is that when he takes his measurement, he forgets that the zero mark is within the body of the scale and he will measure from either end of the scale. The other common error is that the student will attempt to measure meters on the yard scale, or vice versa. Remember, start your measurement from the zero mark, and be sure to use the correct scale. Now, let us see how we would use the graphic scale to measure straight-line ground distance. First, we take a straight edge (it could be a piece of paper) and place it on our

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>'ZHÍ CHÍ 直尺</p>	<p>1.2 state factual information 4.5 warnings</p>	<p>The student will model map scales computation, issue warnings about the two common errors, and describe the procedures to be demonstrated according to EO C.7-3.</p>
<p>4.6 directions/instructions/commands</p>		



TSO No. 11BF1.SF / C.7.01 / CM  
 TSO  
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>map so that one corner is at the <u>center of mass</u> of one of our points of interest. Make sure that the straight edge passes through the center of mass of our other point of interest. We now place a <u>tick mark</u> on our straight edge opposite the center of mass. Then we transfer the straight edge to the <u>Meter Scale</u> and place the left corner of our straight edge at the zero mark. Then, we read to the right. If our measurement extends beyond 2,000 meters, we would simply slide the amount of the extension to the left into the extension scale and count over from zero.</p>	<p>ZHONG DIAN 中点</p>	<p>4.6 directions/instructions/commands</p>	
	<p>BIAO JI 标记</p>		
	<p>GONG CHI ZHI 公尺制</p>		



TSO No. 11BF1.SF / C.7.01 / CM

TSO

EO

TASK SCENARIO

To measure Road Distance, you must first decide on which side of the road to take your measurement. (The instructor explains how to measure road distance.)

Elevation and Relief

Elevation is the height or the vertical distance of the terrain or an object on the terrain above or below mean sea level expressed in either feet or meters. <sup>2</sup> Relief is the variation in the height and shape of the earth's surface; that is, the ups and downs of the ground. Elevation and relief may be indicated on a map by hachures, <sup>3</sup> layer

KEY TERMS  
Vocabulary Items

FUNCTIONS  
Major Descriptors

COMMENTS  
Culture/References/Supplements

4.6 directions/instructions/commands

The student will provide explanation of Elevation and Relief in accord with EO C.7-2.

<sup>1</sup> PÍNG JŪN Hǎi PÍNG MIÀN

平均海平面

<sup>2</sup> Qǐ Fú Dì Xíng 起伏地形

<sup>3</sup> Fēn Céng Shàng Sè

分层上色

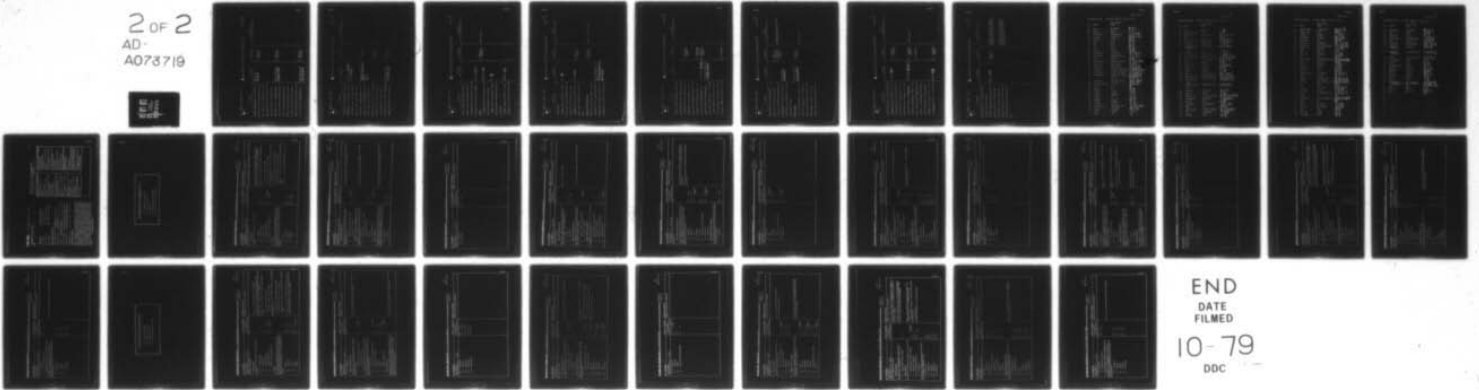
AD-A073 719

DEVELOPMENT AND EVALUATION ASSOCIATES INC SYRACUSE NY F/G 5/9  
METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)  
MAY 79 H H SETZLER, J A TRABERT, C CHOW  
77-106-03-VOL-8

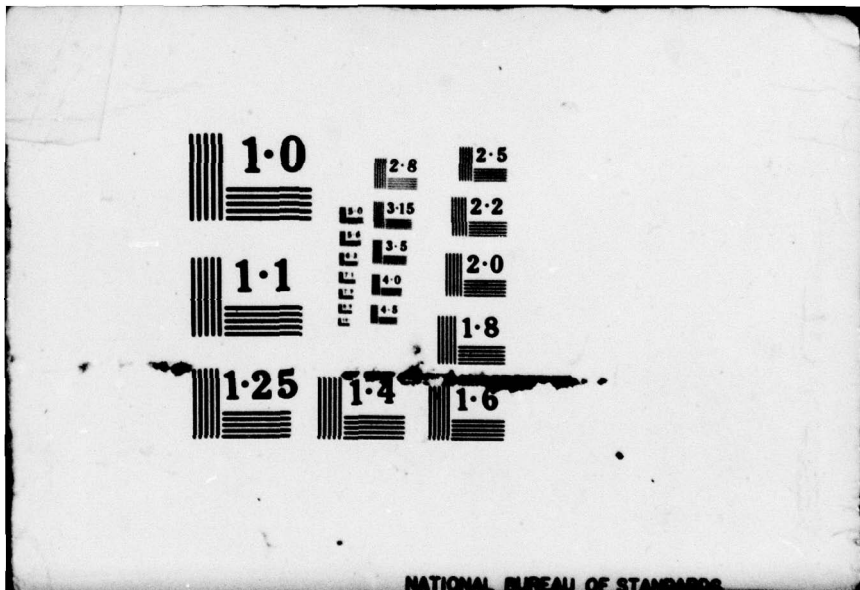
UNCLASSIFIED

NL

2 OF 2  
AD-  
A073719



END  
DATE  
FILMED  
10-79  
DDC



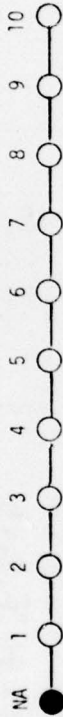
NATIONAL BUREAU OF STANDARDS



TSO



EO



TASK SCENARIO

tinting, or contour lines. Contour lines are used primarily on large scale and medium scale maps. Contour lines are imaginary lines on the ground connecting points of equal elevation. On a map they are actual lines usually shown in brown, black, or gray. The contour interval, which is the vertical distance between contour lines, is stated in the marginal information. Normally, every fifth contour line is printed more heavily than the others and is indexed showing the height above or below mean sea level. This line is known as the Index Contour Line. If

KEY TERMS  
Vocabulary Items

<sup>1</sup> DĒNG GĀO XIÀN  
等高线

<sup>2</sup> DĒNG GĀO XIÀN JĀN JŪ  
等高线间距

<sup>3</sup> TÈ DĒNG DĒNG GĀO XIÀN  
特是等高线

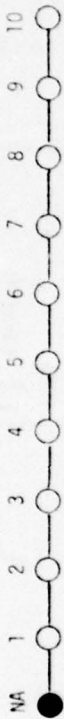
FUNCTIONS  
Major Descriptors

1.1 identify state factual information  
1.2

1.1 identify state factual information  
1.2

1.1 identify state factual information  
1.2

COMMENTS  
Culture/References/Supplements



TSO No. 11BE1.SF / C.7.01 / CM

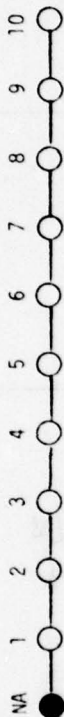


TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>the contour lines close together, it indicates a <u>steep slope</u>. On the other hand, if contour lines stay far apart, it indicates a gentle slope. On uniform slopes, contour lines are evenly spaced. On <u>irregular slopes</u>, they are unevenly spaced. Movement <u>parallel</u> to contour lines is relatively level. Movement across contour lines is up or down slope. Occasionally, the contour interval is too large to show significant topographic formations. When this occurs, broken contour lines called <u>supplementary contour lines</u> are added at one-half the contour</p>	<p>' XIǎN Jùn DE 险峻的                      ² XÍÉ Pō 斜坡                      ³ CÉN Cǐ Bù Qǐ DE XÍÉ Pō 参差不齐的斜坡                      ⁴ PÍNG XíNG 平行                      ⁵ Bǔ Zhù DĒNG GāO Xiàn 补助等高线</p>	<p>1.1 identify state factual information                      1.2 identify state factual information                      1.1 identify state factual information                      1.2 identify state factual information</p>	



TSO No. 11BF1.SF / C.7.01 / CM  
 TSO  
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>interval. Contour lines forming a depression contain tick marks pointing toward the bottom of the depression. All terrain may be classified into one of the following five basic terrain features:</p> <p>1. <sup>2</sup> <u>Hilltop</u>: When you are located on a hilltop, the ground slopes down in all directions.</p> <p>2. <sup>3</sup> <u>Ridge</u>: When you are located on a ridge, the ground slopes down in three directions and up in one direction.</p> <p>3. <sup>4</sup> <u>Valley</u>: When you are located in a valley, the ground slopes up in three directions and down</p>	<p>' DÌ XÍNG 地形</p> <p><sup>2</sup> SHĀN DǐNG 山顶</p> <p><sup>3</sup> JÍ 脊</p> <p><sup>4</sup> SHĀN GŪ 山谷</p>	<p>1.1 identify 1.2 state factual information</p>	<p>Refer to E0 C.7-2.</p>



TSO No. 11BF1.SF / C.7.01 / CM

TSO  
EO

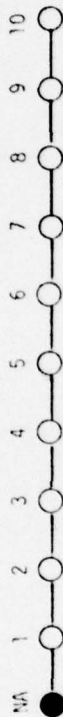
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>in one direction.</p> <p>4. <u>Saddle</u>: When you are located in a saddle, there is higher ground in two opposing directions and lower ground in two opposing directions.</p> <p>5. <u>Depression</u>: When you are located in a depression, there is higher ground in all directions.</p>	<p>1. 鞍</p> <p>2. 凹地</p>	<p>1.1 identify state factual information</p> <p>1.2 identify state factual information</p>	<p>Refer to the steps in EO C.7-1.</p>
<p><u>Military Grid Reference System</u></p> <p>The military grid reference system is a network of 100,000 meter squares superimposed on a <u>UTM</u> Grid Zone segment. Remember, the squares are 100,000 meters on each side. The 100,000 meter</p>	<p>3. 国际通用坐标系统</p>	<p>1.1 identify state factual information</p> <p>1.2 identify state factual information</p>	<p>Refer to the steps in EO C.7-1.</p>



TSO



EO



TASK SCENARIO

squares are further subdivided into 1,000 meter squares formed by North-South parallel lines and East-West parallel lines. Note also that each North-South grid line increases in value from west to east, and that each East-West grid line increases in value from south to north. This gives us one of our cardinal rules in map reading: Whenever you read a <sup>2</sup>coordinate, you always read first RIGHT, then UP. Our coordinate is always an EVEN set of digits, and it is written as a continuous series of digits without any punctuation. Remember, the first half of a coord-

KEY TERMS  
Vocabulary Items

<sup>1</sup> JĪ BĒN YUÁN ZÉ 基本原則  
<sup>2</sup> CÈ LIÁNG JĪ ZHŪN ZUÒ BIÀO 測量基準座標

FUNCTIONS  
Major Descriptors

4.6 directions/  
instructions/  
commands  
  
1.2 state factual  
information  
  
4.6 directions/  
instructions/  
commands

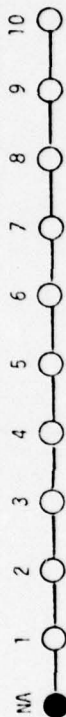
COMMENTS  
Culture/References/Supplements

3.10.1 remembering



TSO No. 118FT-SF / C.7.01 / CM  
 TSO  
 E0

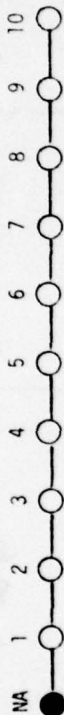
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>dinate represents the right reading and the second half, the up reading. For example... (The instructor demonstrates how to determine the <u>grid coordinates</u> of a point on a military map using the Military Grid Reference System by using illustrations and/or maps.)</p>	<p><sup>1</sup> WǎNG GÉ ZUO BIAO                      网格座标</p>	<p>1.1 identify state factual information                      1.2 information directions/ instructions/ commands</p>	<p>*The demonstration by the student will be in accord with E0 C.7-3.</p>
<p><sup>2</sup> <u>Lensatic Compass</u>                      This is a lensatic compass. It consists of a case in which a magnetized dial is mounted on a pivot in such a manner that it can rotate freely when the compass is held level. On the dial, there are luminous figures. They are an arrow</p>	<p><sup>2</sup> YÈ GUANG ZHǐ NÁN ZHĒN                      夜光指南针</p>	<p>1.1 identify state factual information                      1.2 information</p>	<p>Refer to E0 C.7-2.</p>



TASK SCENARIO

and the letters E and W. The arrow always points to magnetic north and the letters fall at East (E) 90° and West (W) 270°. Also, there are two scales on the dial. The outer scale is in mils and the inner scale is in degrees. This is the sighting wire, and this is the sighting slot. (The instructor demonstrates by showing.) There are two things you have to remember when you use a compass. First, keep away from metal objects and high tension wires. Second, keep compass closed when it is not in use. This is <sup>how</sup> you hold a compass when using it. It is called the

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
1 CÍ BĚI 磁北  2 KUÍ SHÌ KǒNG 窥视孔	1.1 identify 1.2 state factual information  4.6 directions/ instructions/ commands  3.10.1 remembering	Refer to EO C.7-3.
3 LUÓ PÁN 罗盘	4.6 directions/ instructions/ commands	



TSO No. 11BF1.SF / C.7.01 / CM

TSO

E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>center-hold technique. (The instructor demonstrates the center-hold technique.)</p> <p>To measure an <u>azimuth</u>, simply turn your entire body toward the object, pointing the compass cover directly at the object. Once you are pointing at the object, just look down and read the azimuth from beneath the fixed black index line.</p>	<p>'FĀNG WÈI 方位</p>	<p>4.6 directions/instructions/commands</p>	<p>Following the demonstration or demonstrations, the student will show his ability to supervise trainee performance in accord with EO C.7-5.</p> <p>Following supervision of trainee performance, the student will demonstrate his ability to provide evaluation and evaluation feedback to trainees in accord with EO C.7-5.</p>

## LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese
/x/	apex	ZUÌ GĀO DIǎN 最高点
/x/	azimuth	FĀNG WÈI 方位
/x/	back azimuth	FǎN FĀNG WÈI JIǎO 反方位角
/x/	bar scale	TÚ BIǎO Bǐ LÌ 图表比例
/x/	base line	Jī XIÀN 基线
/ /	black	HĒI SÈ 黑色
/ /	blue	LÁN SÈ 蓝色
/ /	brown	ZōNG SÈ 棕色
/x/	cardinal	Jī SHù 基数
/x/	cardinal rules	Jī BĒN YUǎN ZÉ 基本原则
/x/	center of mass	ZHōNG DIǎN, ZHÍ XĪN 中心, 质心
/x/	compass	LUÓ PÁN 罗盘
/x/	contour interval	DĒNG GĀO XIÀN JIĀN Jù 等高线间距
/x/	contour lines	DĒNG GĀO XIÀN 等高线
/x/	contour map	DĒNG GĀO XIÀN TÚ 等高线图
/x/	coordinates	CÈ LIÁNG Jī ZHǔN ZUò BIǎO 测量基准座标
/x/	coordinate point	ZUò BIǎO ZHóU JIǎO DIǎN 座标轴交点
/x/	dead reckoning	CHUÁN WÈI ZHì JIǎN DĀN 船位量单
/x/	declination	TUī CÈ Fǎ 推测法
/x/	declination diagram	PIĀN JIǎO, PIĀN CHĀ 偏角, 偏差
/x/	degree	PIĀN CHĀ TÚ 偏差图
/x/	depression	DÙ 度
/x/	diagram	ÀO DÌ 凹地
/x/	direction	TÚ BIǎO 图表
/x/	distance	FĀNG XIÀNG 方向
/x/	drainage	Jù LÍ 距离
/x/	elevation	PÁI SHUǐ 排水
/x/	extension scale	GĀO CHÉNG 高程
/x/	eyepiece	YĀN SHĒN Bǐ LÌ CHǐ 延伸比例尺
/ /	feature	JĪE Mù JìNG 接目镜
/ /	feet	TÈ ZHĒNG 特征
		CHĪ 吹

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese
/X	<u>fraction</u>	FĒN SHÙ 分数
/X	<u>geographical features</u>	DÌ SHÌ 地势
/X	<u>graphic scale</u>	TÚ Yòng Bǐ Lì Chǐ 图用比例尺
/	<u>green</u>	Lǜ Sè 绿色
/X	<u>grid coordinates</u>	Wǎng Gé Zuò Biāo 网格坐标
/X	<u>grid lines</u>	Fāng Gé Xiàn 方格线
/X	<u>grid-magnetic angle (G-M angle)</u>	Cí Běi Piān Jiǎo 磁北偏角
/X	<u>grid north</u>	Fāng Gé Běi 方格北
/X	<u>grid reference box</u>	Fāng Gé Jī Zhǔn Yí 方格基准仪
/X	<u>grid reference system</u>	Fāng Gé Jī Zhǔn Xì Tǒng 方格基准系统
/X	<u>grid squares</u>	Zuò Biāo Fāng Gé 座标方格
/	<u>ground</u>	Dì Miàn 地面
/X	<u>ground distance</u>	Dì Miàn Jù Lí 地面距离
/X	<u>hachures</u>	Yǐng Xiàn 影线
/X	<u>hill top</u>	Shān Dǐng 山顶
/X	<u>index</u>	Suǒ Yǐn, Zhǐ Biāo 索引, 指标
/X	<u>index contour line</u>	Tè Dìng Dēng Gāo Xiàn 特定等高线
/X	<u>index to adjoining sheets</u>	Jiē Tú Zhǐ Shì Biāo 接图指示标
/	<u>intermediate contour line</u>	Dēng Gāo Zhōng Xiàn 等高中线
/X	<u>intersection</u>	Jiāo Chāo Diǎn 交叉点
/X	<u>interval</u>	Jiān Gé 间隔
/X	<u>irregular slope</u>	Cēn Cī Bù Qí De Xié Pō 参差不齐的斜坡
/X	<u>land navigation</u>	Dà Dì Háng Cè 大地航测
/X	<u>latitude</u>	Wěi Dù 纬度
/X	<u>layer tinting</u>	Fēn Céng Shàng Sè 分层上色
/X	<u>legend</u>	Tú Lì 图例
/X	<u>lensatic compass</u>	Yè Guāng Zhǐ Nán Zhēn 夜光指南针
/	<u>level</u>	Shuǐ Píng Miàn 水平面
/X	<u>longitude</u>	Jīng Dù 经度

LPM Vocabulary Indices for TSO No. 11BF1.SF / C.7.01 / CM

Crit	English	Target Language: Chinese	
/x/	magnetic azimuth	CÍ FĀNG WÈI JIǎO	磁方位角
/x/	magnetic north	CÍ BĒI	磁北
/ /	man-made	RÉN ZÀO DE	人造的
/x/	map distance	TÚ SHàng Jù	图上距
/x/	map reading	DÚ TÚ	读图
/x/	map scale	TÚ SHàng Bǐ Lì	图上比例
/x/	mean sea level	PÍNG JŪN HǎI PÍNG MIàn	平均海平面
/x/	meridan	Zǐ Wǔ Xiàn	子午线
/ /	meter	Gōng Chǐ	公尺
/x/	meter scale	Gōng Chǐ Zhì	公尺制
/ /	mile	Yīng Lǐ	英里
/x/	modified rector	Gǎi Liáng Fǎn Yìng Xì Shù	改良反应系数
/x/	mosaic	Xiáng Tú	详图
/ /	natural	Tiān Rán DE	天然的
/x/	nautical mile	Hǎi Lǐ	海里
/x/	oblique	Xié DE	斜的
/x/	orienting the map	Dì Tú Dìng Wèi	地图定位
/x/	parallel	Píng Xíng	平行
/x/	photomap	Zhào Xiàng Dì Tú	照相地图
/x/	protractor	Liáng Jiǎo Qì, Fēn Dù Guī	量角器, 分度规
/ /	red	Hóng Sè	红色
/x/	relief	Qǐ Fú Dì Xíng	起伏地形
/x/	relief map	Lì Tǐ Tú	立体图
/x/	resection	Hòu Fāng Jiāo Huì Fǎ	后方交会法
/x/	ridge	Jí	脊
/ /	road distance	Jiāo Tōng Yùn Dòng Jù Lí	交通运动距离
/x/	saddle	Ān	鞍
/x/	scale	Bǐ Lì Chǐ	比例尺
/x/	sea level	Hǎi Píng Miàn	海平面
/x/	sheet	Tú Yè	图页
/x/	sheet name	Tú Míng	图名
/x/	sheet number	Tú Hào	图号



M.01

**ENABLING OBJECTIVES: Scope and Sequence Chart**  
Communicative Activity: "DEMONSTRATES"

**TSO Map** TSO 11BF1.SF / C.7.01 / CM

RECOMMENDED TRAINING SEQUENCE

① 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE  
 linear  
 hierarchical  
 solitary

PRIMARY DECISION FACTOR  
 job criticality  
 dependent relationship  
 independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Demonstrate C.7 / 1-6  
 Functions Catalog: Chinese (Mandarin)  
 Rolebooks: Instructor (Chinese)  
 Special Vocabulary: See TSO 11BF1.SF/C.7.01/CM: T.04  
 Technical Documents: FM 31-21 Special Forces Operational  
 Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

<p><b>INTRODUCING THE DEMONSTRATION</b>                  Gain attention                  3.7/5.5.1/6.1.1/6.2/6.3                  Motivate                  2.6/2.8/3.10.1/4.1                  State learning objectives                  1.1/1.2                  Provide overview of activities and/or procedures                  1.1/1.2/3.7/6.2                  Explain evaluation                  2.5.1/2.5.2/2.8/3.10.1</p>	<p><b>SUPERVISING STUDENT PERFORMANCE</b>                  Answer questions                  1.1/1.2/4.6/4.4/4.7                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2                  Provide supportive correction                  3.2.1/4.1/4.4/4.7</p>
<p><b>PROVIDING EXPLANATION</b>                  Issue warnings and cautions                  4.5/2.4.1                  Identify parts and label them                  1.1/1.2                  Identify steps in a procedure                  1.1/1.2/4.6/6.2</p>	<p><b>EVALUATING PERFORMANCE</b>                  Ask questions                  1.3/2.5.1/2.11                  Express approval/disapproval                  3.9.1/3.9.2                  Provide assessment                  1.1/1.2/3.2.1/3.2.2/4.7</p>
<p><b>DEMONSTRATING</b>                  Make comments on modeled actions                  2.3.1/2.3.2/2.4.1/2.4.2/2.6/3.10.1/4.5/4.6                  Make comments on procedures                  2.3.1/2.3.2/ 2.4.1/2.4.2/2.6                  3.10.1/4.5/4.6</p>	<p><b>PROVIDING GUIDANCE</b>                  Encourage questions                  6.9                  Answer questions                  1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.10.1/3.10.2                  Acknowledge emotional attitudes                  3.1.1/3.1.2/3.3.1/3.3.2/3.10.1/3.10.2                  Provide supportive correction; recommend; caution                  3.2.1/4.1/4.2/4.5/4.7</p>

The following pages present the Enabling Objectives for the Communicative Activity DEMONSTRATES. They are:

- C.7.1 Introducing the Demonstration
- C.7.2 Providing Explanation
- C.7.3 Demonstrating
- C.7.4 Supervising Student Performance
- C.7.6 Providing Communicative Guidance

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p><b>MacroStandards Communicative Activity "DEMONSTRATES"</b></p> <p><b>INTRODUCING THE DEMONSTRATION</b></p> <p>A. <u>Gain attention</u></p> <p>The student gains attention using the following functions:</p> <p>6.1.1 interrupt</p> <p>5.5.1 introduce oneself</p> <p>3.7 express intention</p> <p>6.2 sequence communication</p> <p>6.3 refocus or adjust communication</p> <p>B. <u>Motivate</u></p> <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <p>2.6 need</p> <p>2.8 obligation</p> <p>3.10.1 importance</p> <p>4.1 suggest</p>	<p>MicroStandards (Functional Elements)</p> <p>6.1.1: 4</p> <p>5.5.1: 3</p> <p>3.7: 2/3/5</p> <p>6.2: all elements listed</p> <p>6.3: 4/5/9/10</p> <p>2.6: 1-7</p> <p>2.8: 1-8</p> <p>3.10.1: 1-3/5</p> <p>4.1: 4-8/10</p>	<p><b>COMMENTS AND ADDITIONAL INFORMATION</b></p> <p>SALUTATION/INTRODUCTION - INCLUDE JOB TITLE</p> <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The student must have command of a number of stock phrases such as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's get started."</p> <p>The student will employ with automatic fluency such instructional introductions as:</p> <p>"The objectives for this session are as follows."</p> <p>"There are three objectives for this lesson."</p> <p>"At the end of this session, you should be able to do three things."</p> <p>"Given _____, you should be able to _____."</p>

CHINESE

**ENABLING OBJECTIVE C.7-1 INTRODUCING THE DEMONSTRATION**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p><b>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</b></p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p><b>C. State learning objectives</b> The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:</p>		<p>The student must be able to verbally state learning objectives in action hands-on terms in the target language.</p>
<p>1.1 identify objects, persons, processes 1.2 state factual information</p>	<p>1.1: all elements listed 1.2: 1</p>	
<p><b>D. Provide overview of activities and/or procedures</b> The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:</p>		<p>This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.</p>
<p>1.1 identify objects, persons, processes 1.2 state factual information 3.7 intention 6.2 sequence communication</p>	<p>1.1: 10 1.2: 1 3.7: 2/3/5 6.2: all elements listed</p>	
<p><b>E. Explain evaluation</b> The student will describe the reason for evaluation, the process of finding out if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner.</p>		<p>The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.</p>
<p>2.8 obligation 2.5.1 capability</p>	<p>2.8: 1/3-5 2.5.1: 1-3/5</p>	

CHINESE

**ENABLING OBJECTIVE** C.7-1 INTRODUCING THE DEMONSTRATION

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"  2.5.2 incapability  3.10.1 importance	MicroSTANDARDS (Functional Elements)  2.5.2: 1-4  3.10.1: 1-3/5	COMMENTS AND ADDITIONAL INFORMATION

CHINESE

**ENABLING OBJECTIVE C.7-2 PROVIDING EXPLANATION**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>PROVIDING EXPLANATION</b></p> <p>A. <u>Issue warnings and cautions</u> The student will point out any parts or procedures that could cause a safety hazard endangering health, equipment, or environment. S/he will use functions:</p> <p>4.5 warnings 2.4.1 possibility</p> <p>B. <u>Identify parts and label them</u> The student will identify the various parts of equipment, tools, machinery, and the like, using simple sentence constructions as found in functions:</p> <p>1.1 identify objects, persons, processes 1.2 state factual information</p> <p>C. <u>Identify steps in a procedure</u> The student will list in order the steps in the procedure to be learned using functions:</p> <p>1.1 identify objects, persons, processes 1.2 state factual information 4.6 directions/instructions/commands 6.2 sequence communication</p>	<p>4.5: 1-7 2.4.1: 1-4/6</p> <p>1.1: all elements listed</p> <p>1.1: 10 1.2: 1 4.6: 2/3 6.2: all elements listed</p>	<p>Safety is a required procedure.</p> <p>Training aids, labeled diagrams are often most helpful here.</p>

**ENABLING OBJECTIVE** C.7-3 DEMONSTRATING

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>DEMONSTRATING</p> <p>A. <u>Make comments on modeled actions</u></p> <p>During the demonstration, performed by the student or one or more assistants, the student will point out critical things to remember, practice, or perform that ensure successful performance of the learning task. S/he will employ the following functions:</p> <p>2.3.1 remembering</p> <p>2.3.2 forgetting</p> <p>2.6 need</p> <p>3.10.1 importance</p> <p>4.5 warnings</p> <p>4.6 directions/instructions/commands</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>B. <u>Make comments on the procedures</u></p> <p>The student will point out the elements within each step of a procedure that are critical to successful performance. S/he will use functions:</p> <p>2.3.1 remembering</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>2.3.1: 1/3/5-7</p> <p>2.3.2: 1/3/5</p> <p>2.6: all elements listed</p> <p>4.5: 1-7</p> <p>4.6: 1-4</p> <p>2.4.1: all elements listed</p> <p>2.3.1: 1-3/6/7</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Throughout this task, functions 1.1 and 1.2 are used. The critical learning in this EO is the mastery of the other functions.</p> <p>Often the explanation and demonstration can be combined as one activity.</p>

CHINESE

**ENABLING OBJECTIVE** C.7-3 DEMONSTRATING

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>2.3.2 forgetting</p>	<p>2.3.2: 1/3/5</p>	
<p>2.6 need</p>	<p>2.6: all elements listed</p>	
<p>3.10.1 importance</p>	<p>3.10.1: 1-3/5</p>	
<p>4.5 warnings</p>	<p>4.5: 1-3</p>	
<p>4.6 directions/instructions/commands</p>	<p>4.6: 1-3</p>	
<p>2.4.1 possibility</p>	<p>2.4.1: all elements listed</p>	
<p>2.4.2 impossibility</p>	<p>2.4.2: 1/2/5</p>	

**ENABLING OBJECTIVE** C.7-4 SUPERVISING STUDENT PERFORMANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>SUPERVISING STUDENT PERFORMANCE</p> <p>A. <u>Answer questions</u></p> <p>The student will answer questions requesting information, clarification, or guidance by using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>4.6 directions/instructions/commands</p> <p>4.4 advice</p> <p>4.7 corrections</p> <p>B. <u>Acknowledge emotional attitudes</u></p> <p>The student will verbally acknowledge his/her understanding of emotional attitudes on the part of the questioner using functions:</p> <p>3.1.1 pleasure/liking</p> <p>3.1.2 displeasure/dislike</p> <p>3.3.1 fear</p> <p>3.3.2 worry</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>4.6: 1-4</p> <p>4.4: 1-8</p> <p>4.7: 1-6</p> <p>3.1.1: 1/2/6</p> <p>3.1.2: 1-3</p> <p>3.3.1: 1-3</p> <p>3.3.2: 1/2</p> <p>3.10.1: 1/2</p> <p>3.10.2: 1/2</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Be sure to allot plenty of time for student practice.</p> <p>A checklist or step-by-step chart is a useful instructor tool during supervision.</p>

**ENABLING OBJECTIVE C.7-4 SUPERVISING STUDENT PERFORMANCE**

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>C. <u>Provide supportive correction</u></p> <p>The student will make supportive corrections of learners' performance of the task using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggestions</p> <p>4.4 advice</p> <p>4.7 corrections</p>	<p>3.2.1: 4-7</p> <p>4.1: 3-9</p> <p>4.4: 2-8</p> <p>4.7: 2-6</p>	<p>It is important to correct the learner in ways that build confidence.</p>

CHINESE

**ENABLING OBJECTIVE** C.7-5 EVALUATING PERFORMANCE

VIII-115

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>EVALUATING PERFORMANCE</p> <p>A. <u>Ask questions</u></p> <p>The student will ask questions for the purpose of obtaining responses from learners who are being evaluated. These questions can be requests for information or invitations for the learner to perform all or parts of the task. The student will use functions:</p> <p>1.3 seek factual information</p> <p>2.5.1 capability</p> <p>2.11 awareness</p> <p>B. <u>Express approval/disapproval</u></p> <p>The student will verbally express approval for correct responses or actions on the part of the learner. The student will use verbal expressions of disapproval only under extreme or unusual circumstances. S/he will use functions:</p> <p>3.9.1 approval</p> <p>3.9.2 disapproval</p> <p>C. <u>Provide assessment</u></p> <p>The student will tell the learner how s/he did on the learning task. The student will point out satisfactory and unsatisfactory performance, and make supportive corrections using functions:</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>1.3: all elements listed</p> <p>2.5.1: 1/5/6</p> <p>2.11: 4</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>Require the student to work independently. Use an evaluation checklist.</p> <p>Remember! Student performance is a measure of validity of instruction.</p> <p>Usually instructor will ask student about error made such as:</p> <p>"What function does that part have?"</p> <p>Review basic content and essential steps.</p> <p>Remotivate the learner.</p>

**ENABLING OBJECTIVE** C.7-5 EVALUATING PERFORMANCE

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>1.1 identify objects, persons, processes</p>	<p>1.1: all elements listed</p>	
<p>1.2 state factual information</p>	<p>1.2: 1</p>	
<p>3.2.1 satisfaction</p>	<p>3.2.1: 1/4-7</p>	
<p>3.2.2 dissatisfaction</p>	<p>3.2.2: 5-7</p>	
<p>4.7 corrections</p>	<p>4.7: 2-4/6</p>	

E.01

Page 1 of 3

CHINESE

**ENABLING OBJECTIVE** C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p> <p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p> <p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual questions</p> <p>2.10.2 affirmation/confirmation</p> <p>4.7 corrections</p> <p>The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.12.1 difficulty</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>6.9: 1-3</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>2.10.2: 1-3</p> <p>4.7: 1-4/6</p> <p>2.4.1: 1</p> <p>2.4.2: 1</p> <p>2.5.1: 1</p> <p>2.5.2: 1</p> <p>2.12.1: 1</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This EO is common to "BRIEFS", "DEMONSTRATES, and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p> <p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"We found it can be done for the following reasons."</p>

## ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "DEMONSTRATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease 2.13 belief/opinion 3.10.1 importance 3.10.2 unimportance/indifference 3.1.1 pleasure/liking 3.1.2 displeasure/dislike 3.6 preference 4.7 corrections	2.12.2: 1/4 2.13: 1-3 3.10.1: 1 3.10.2: 1 3.1.1: 1/2 3.1.2: 1-3 3.6: 1-3 4.7: 1-3	
C. <u>Acknowledge emotional attitudes</u> The student will acknowledge emotional attitudes on the part of questioners using functions: 3.1.1 pleasuring/liking 3.1.2 displeasure/dislike 3.3.1 fear 3.3.2 worry 3.5 surprise 3.2.1 satisfaction 3.2.2 dissatisfaction	3.1.1: 1/2 3.1.2: 1-3/6 3.3.1: 1-3/6 3.3.2: 1/2/4 3.5: 1-3 3.2.1: 1-3/7 3.2.2: 1-4/6	This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.

**ENABLING OBJECTIVE C.7-6 PROVIDING COMMUNICATIVE GUIDANCE**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "DEMONSTRATES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>3.10.1 importance 3.10.2 unimportance/indifference</p>	<p>3.10.1: 1/2 3.10.2: 1/2/5</p>	
<p>D. <u>Provide supportive correction; recommend; caution</u> The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p>	<p>3.2.1: 4-7 4.1: 3-8 4.2: 2-6 4.5: 2-5 4.7: 2-4/6</p>	<p>This is also an area where human skills play a large part.</p>
<p>3.2.1 satisfaction 4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections</p>		

The following pages present the Enabling Objectives for the Communicative Activity TEACHES. They are:

- C.8.1 Introducing the Subject
- C.8.2 Developing the Subject
- C.8.3 Concluding the Lesson
- C.8.4 Providing Communicative Guidance

CHINESE

**ENABLING OBJECTIVE** C.8-1 INTRODUCING THE SUBJECT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p><b>INTRODUCING THE SUBJECT</b></p> <p><b>A. Gain attention</b></p> <p>The student will gain attention using the following functions:</p> <ul style="list-style-type: none"> <li>5.5.1 introduce oneself</li> <li>6.1.1 interruption</li> <li>3.7 express intention</li> <li>6.2 sequence communication</li> <li>6.3 refocus or adjust communication</li> </ul> <p><b>B. Motivate</b></p> <p>The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:</p> <ul style="list-style-type: none"> <li>2.6 need</li> <li>2.8 obligation</li> <li>3.1.1 Taking</li> <li>3.4 hope</li> <li>4.1 suggest</li> </ul>	<p>5.5.1: 3</p> <p>6.1.1: 4</p> <p>3.7: 2-5</p> <p>6.2: 1-3/5/8-10</p> <p>6.3: 4/5/8/10</p> <p>2.6: 1-4</p> <p>2.8: 1-5</p> <p>3.1.1: 1-5</p> <p>3.4: 1/2</p> <p>4.1: 1/2/4-6/8/9</p>	<p>Open with a saluation, greeting, and introduction.</p> <p>The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements.</p> <p>The student must have command of a number of stock phrases such as:</p> <p>"May I have your attention, please."</p> <p>"If everyone is ready, let's get started."</p> <p>The student will employ with automatic fluency such instructional introductions as:</p> <p>"The objectives for this session are as follows."</p> <p>"There are three objectives for this lesson."</p> <p>"At the end of this session, you should be able to do three things."</p> <p>"Given _____, you should be able to _____."</p> <p>The student must be able to verbally state learning objectives in action hands-on terms in the target language.</p>

CHINESE

**ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>3.10.1 importance</p> <p>C. <u>State learning objectives</u></p> <p>The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>D. <u>Provide overview of activities and/or procedures</u></p> <p>The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>3.7 intention</p> <p>4.1 suggest</p> <p>6.2 sequence communication</p> <p>E. <u>Explain evaluation</u></p> <p>The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:</p>	<p>3.10.1: 1/2</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>3.7: 2/3/5</p> <p>4.1: 4/6/8/9</p> <p>6.2: all elements listed</p>	<p>This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.</p> <p>The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.</p>

CHINESE

**ENABLING OBJECTIVE** C.8.1 INTRODUCING THE SUBJECT

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<b>MacroSTANDARDS</b> Communicative Activity "TEACHES"	<b>MicroSTANDARDS</b> (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8: 1/3/5	
2.5.1 capability	2.5.1: 1/2/5/6	
2.5.2 incapability	2.5.2: 2/4/5	
3.2.1 satisfaction	3.2.1: 2-7	
3.2.2 dissatisfaction	3.2.2: 2/3/5-7	

**ENABLING OBJECTIVE** C.8-2 DEVELOPING THE SUBJECT

**SKILL DEVELOPMENT**

**LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

<p>MACROSTANDARDS Communicative Activity "TEACHES"</p>	<p>MicroSTANDARDS (Functional Elements)</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p>
<p>DEVELOPING THE SUBJECT</p> <p>A. <u>Identify/define main points</u> The student will identify main points, define them, and give examples and non-examples. S/he will use functions:</p> <p>1.1 identify objects, persons, processes 1.2 state factual information 3.10.1 importance</p> <p>B. <u>Explain and support main points</u> The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:</p> <p>1.1 identify objects, persons, processes 1.2 state factual information 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation</p>	<p>1.1: all elements listed 1.2: 1 3.10.1: 2-5</p> <p>1.1: all elements listed 1.2: 1 2.4.1: all elements listed 2.4.2: 1-3/5 2.5.1: all elements listed 2.6: all elements listed 2.8: 1/2/3/5-8</p>	<p>EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.</p> <p>This step requires much preparation. A checklist should be used to insure:</p> <ul style="list-style-type: none"> <li>●adequate support for the objectives or main points</li> <li>●meaningful activities on the part of the learner</li> <li>●explanations adequate for student understanding</li> <li>●clear-cut and logical organization</li> </ul>

CHINESE

**ENABLING OBJECTIVE C.8.2 DEVELOPING THE SUBJECT**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
<p>MacroSTANDARDS Communicative Activity "TEACHES"</p> <p>3.10.1 importance</p> <p>4.1 suggestions</p> <p>4.5 warnings</p> <p>4.6 directions/instructions/commands</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.10.1: all elements listed</p> <p>4.1: "</p> <p>4.5: "</p> <p>4.6: 1-4</p>	

CHINESE

**ENABLING OBJECTIVE C.8-3 CONCLUDING THE LESSON**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	COMMENTS AND ADDITIONAL INFORMATION
<p><b>MacroSTANDARDS Communicative Activity "TEACHES"</b></p> <p><b>CONCLUDING THE LESSON</b></p> <p><b>A. <u>Recall main points</u></b>            The student will review basic content and essential actions. S/he will use functions:</p> <p>1.1 identify objects, persons, processes            1.2 state factual information            2.3.1 remembering            2.3.2 forgetting</p> <p><b>B. <u>Recommend courses of action</u></b>            The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotive the learners. S/he will use functions:</p> <p>2.6 need            2.8 obligation            3.10.1 importance            4.1 suggestions            4.7 correction            4.6 directions/instructions/commands            4.4 advice</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>1.1 all elements listed            1.2: 1            2.3.1: 1-3/5-7            2.3.2: 1-3/5</p> <p>2.6: all elements listed            2.8: "            3.10.1: 1-3/5            4.1: all elements listed            4.7: all            4.6: 1-3/4            4.4: all elements listed</p>	<p>The main points are recalled and summarized.            Learner completes his/her notes.</p>	<p>The learner must fully realize the <u>practical value</u> of the lesson. This must become a <u>personal value</u> on which s/he will base future actions.</p>

**ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE**

CHINESE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "TEACHES"</p> <p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p> <p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual questions</p> <p>2.10.2 affirmation/confirmation</p> <p>4.7 corrections</p> <p>The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.12.1 difficulty</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>6.9: 1-3</p> <p>1.1: all elements listed</p> <p>1.2: 1</p> <p>2.10.2: 1-3</p> <p>4.7: 1-4/6</p> <p>2.4.1: 1</p> <p>2.4.2: 1</p> <p>2.5.1: 1</p> <p>2.5.2: 1</p> <p>2.12.1: 1</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p> <p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"He found it can be done for the following reasons."</p>

CHINESE

**ENABLING OBJECTIVE** C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1/4	
2.13 belief/opinion	2.13: 1-3	
3.10.1 importance	3.10.1: 1	
3.10.2 unimportance/indifference	3.10.2: 1/2	
3.1.1 pleasure/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3	
3.6 preference	3.6: 1-3	
4.7 corrections	4.7: 1-3	
C. <u>Acknowledge emotional attitudes</u> The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 1/2	
3.1.2 displeasure/dislike	3.1.2: 1-3/6	
3.3.1 fear	3.3.1: 1-3/6	
3.3.2 worry	3.3.2: 1/2/4	
3.5 surprise	3.5: 1-3	
3.2.1 satisfaction	3.2.1: 1-3/7	
3.2.2 dissatisfaction	3.2.2: 1-4/6	

**ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "TEACHES"</p> <p>3.10.1 importance</p> <p>3.10.2 unimportance/indifference</p> <p>D. <u>Provide supportive correction; recommend; caution</u></p> <p>The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:</p> <p>3.2.1 satisfaction</p> <p>4.1 suggests</p> <p>4.2 requests</p> <p>4.5 warnings</p> <p>4.7 corrections</p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>3.10.1: 1/2</p> <p>3.10.2: 1/2/5</p> <p>3.2.1: 4-7</p> <p>4.1: 3-8</p> <p>4.2: 2-6</p> <p>4.5: 2-5</p> <p>4.7: 2-6</p>	<p>COMMENTS AND ADDITIONAL INFORMATION</p> <p>This is also an area where human skills play a large part.</p>