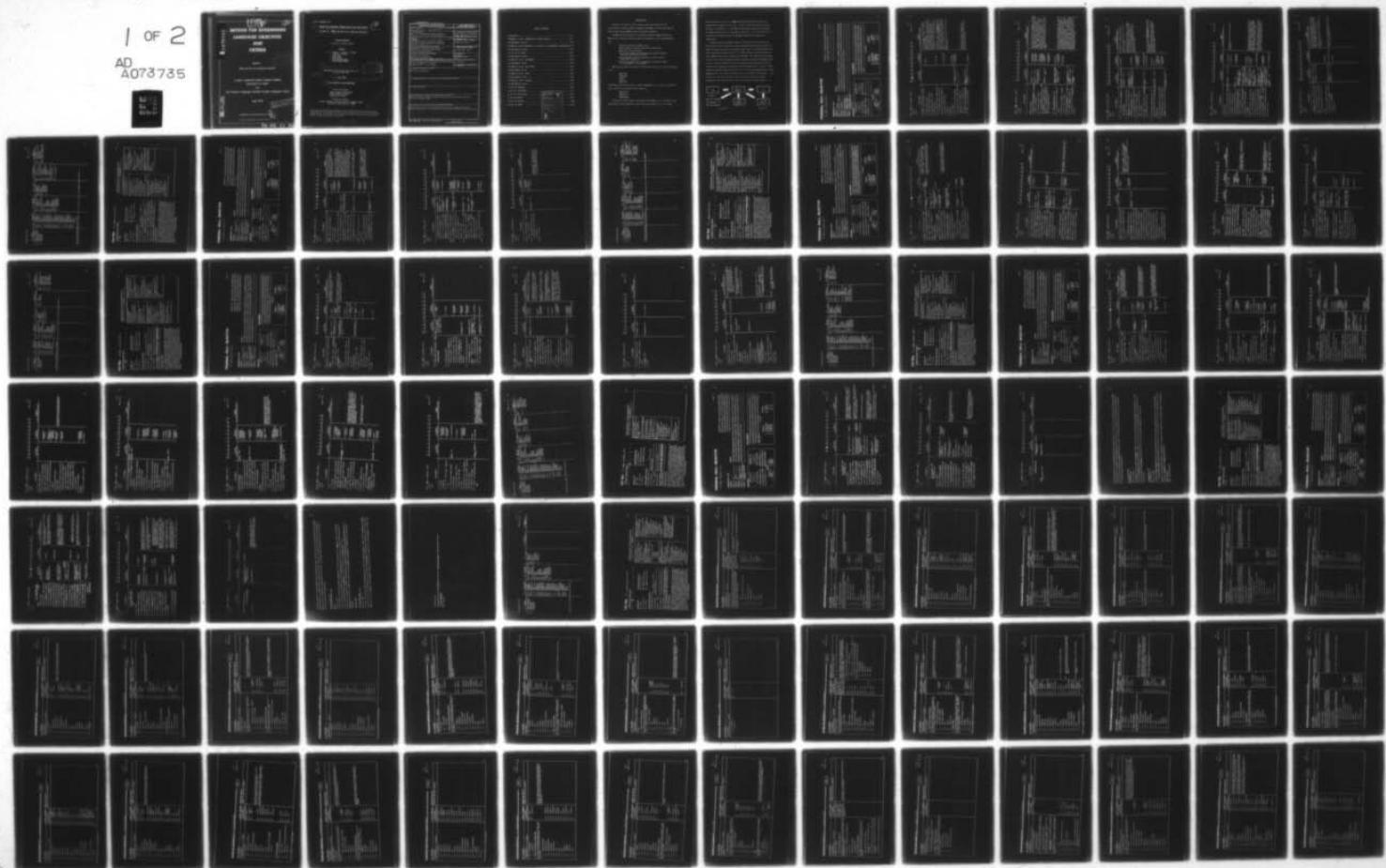
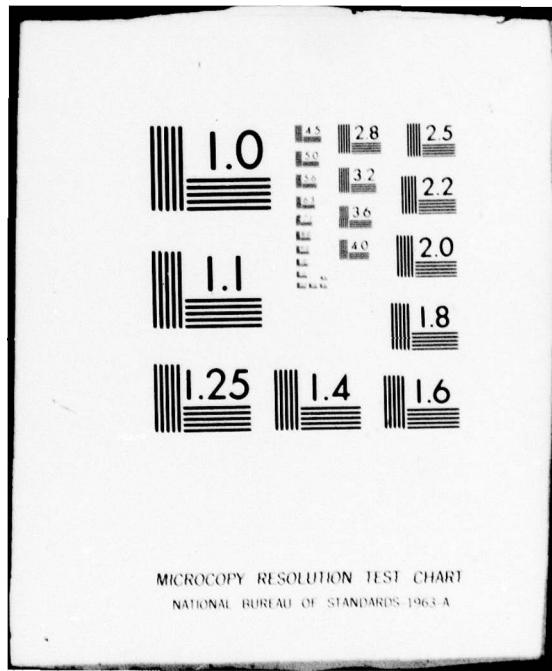


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LEVEL
METHOD FOR DETERMINING
LANGUAGE OBJECTIVES
AND
CRITERIA

VOLUME V

MAAG JOB POSITION (IBERIAN SPANISH)



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

for

The Defense Language Institute Foreign Language Center

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May 1979

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(6) METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA.

(2)

VOLUME V. MAAG JOB POSITION (IBERIAN SPANISH).

Contract Monitor

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INTRODUCTION

Volumes V, VI and VII of this report present the results of the task analysis of Iberian Spanish language requirements for Military Advisory and Assistance Group (MAAG) officers stationed in Madrid.

The MAAG position presents a particularly complex communication task. MAAG officers interact with their Spanish counterparts in the following ways:

They

- make and receive telephone calls
- participate in business and social conversation
- present formal briefings
- facilitate communication between non-Spanish speaking personnel and Spanish officials
- scan documents and correspondence to quickly gleen important information
- review documents and correspondence in depth to report on and respond to the contents

MAAG officers must be trained to perform these activities in four different roles:

- ADVISOR
- ADVOCATE
- AIDE
- QUESTOR

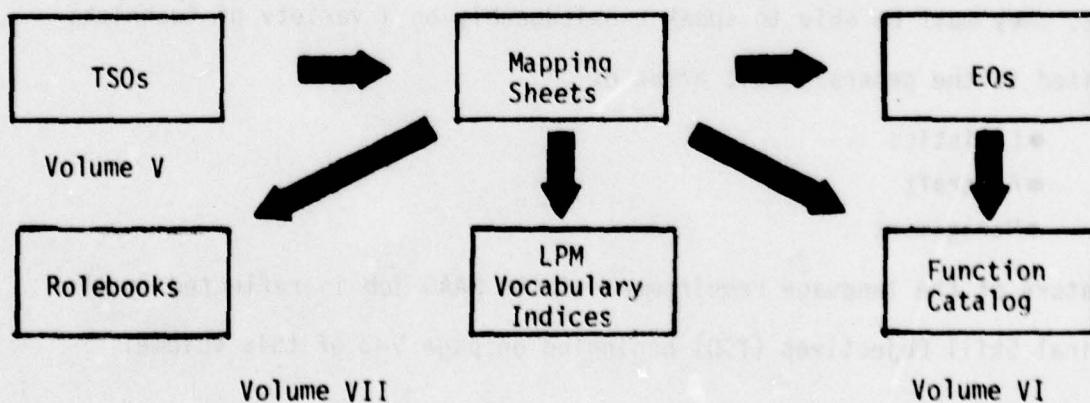
Furthermore, they must be able to speak knowledgeably on a variety of technical topics related to the general topic areas of

- Logistics
- Aircraft
- Management

The nature of the language requirement of the MAAG job is reflected in the seven Terminal Skill Objectives (TSO) beginning on page V-3 of this volume.

Each TSO specifies one of six COMMUNICATIVE ACTIVITIES which define the communicative parameters of the job. In four of the seven TSOs, more than one ROLE is indicated; i.e., the MAAG officers may be required to perform the communicative activity in any one of those roles. All of the TSOs list at least three TOPICS about which the MAAG officer may be required to communicate.

Following each TSO a Mapping Sheet is provided to direct the user to the materials which further define both the communicative activities and the Spanish language necessary to accomplish those tasks. The Enabling Objectives (EOs) which begin on page V-58 of this volume, provide a detailed outline of each communicative activity required for the MOS. This outline is explicated by the listing of the language functions required to perform the communicative activity. The EOs provide a direct link between the description of the job itself and the language by describing the job language tasks in terms of their component functions and directing the user to the Function Catalog for Iberian Spanish which lists Spanish utterances used to accomplish each function. (See Volume VI.) The map also directs the user to the appropriate rolebooks and vocabulary lists (see Volume VII), and to the function catalog (Volume VI).



TERMINAL SKILL OBJECTIVE

No. MAAG / C.I.01 / SP

Page T.01

DOCUMENTATION: Interview data: MAAG officers and support personnel, Madrid, AFM 50-29, AFR 400-3

COMMUNICATIVE TASK

STATEMENT

COMPONENTS	"QUESTOR", "ADVISOR", "ADVOCATE"	STATEMENT
Role	"ADVISOR", "ADVOCATE"	The student, in the role of "QUESTOR", "ADVISOR", or "ADVOCATE" "CONVERSE" in the Spanish language with
Com Act	"CONVERSES"	one or few persons on a face-to-face basis on a topic such as the following: sports, families, household
Audience	one/few person(s)	management for the purpose of establishing contact and rapport.
Topics	sports, families, household management, "survival" needs	
Purpose	establish contact, rapport; make arrangements; get information	

CONDITIONS

PREPARATION TIME

20 min.

PERFORMANCE TIME

10 min.

DESCRIPTION

The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with a native speaker on a selected topic, using appropriate vocabulary (e.g. T.06) and grammar as specified in functions (T.03).

MacroSTANDARDS

LPM INDICES	FUNCTIONS	VOCABULARY
	X 1.0 Fact Info X 2.0 Intel Att X 3.0 Emo Att X 4.0 Sustion X 5.0 Man Comm X 6.0 Soc Rit	military technical other

V-3

TSO No. MNAG / C.1.01 / SP

TSO

EO



V-2
V-4

Page 1 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
<p>U.S.C.: Landlady/ U.S.C.:= United States Colonel</p> <p>U.S.C.: Buenas tardes, señora.</p> <p>U.S.C.: Buenas tardes. ¿Cómo está usted?</p> <p>U.S.C.: Muy bien, gracias, ¿y usted?</p> <p>U.S.C.: Muy bien gracias.</p> <p>U.S.C.: Me llamo John Wilson. Busco un piso y me he enterado de que Ud. sabe de unos.</p> <p>U.S.C.: Sí, señor. En este momento tenemos dos pisos libres. Pase por favor.</p> <p>U.S.C.: Gracias.</p> <p>U.S.C.: Sí, señora.</p> <p>U.S.C.: Muy amable.</p> <p>U.S.C.: Bien. Los pisos que ahora se ofrecen son muy bonitos los dos. Los dos tienen tres habitaciones, cocina, comedor, sala, y cuarto de baño. Uno es amueblado y el otro tiene solamente la cocina amueblada.</p> <p>U.S.C.: Bueno, yo prefiero el amueblado.</p>	<p>5.1 greet</p> <p>5.5.1 introduce</p> <p>5.18 be hospitable</p> <p>5.10 gratitude</p> <p>se ofrecen - are offered</p> <p>1.2 state factual information</p>	<p>A U.S. Colonel visits the landlady of an apartment building to inquire about a vacancy.</p> <p>Señora-Use "señora" as a polite form of address (similar to "ma'am" in English) if you know a woman is married or she is old. Otherwise, use "señorita."</p> <p>Usted-is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.</p> <p>de que=that. The verb <u>enterar</u> means to inform or acquaint. <u>Enterarse de</u>, however, means to hear of, to find out about. Certain verbs require a preposition before a noun or noun clause (contribuir a, alegrarse de, insistir en, etc.)</p> <p>piso-a standard apartment, more than one bedroom, etc.</p> <p>U.S.C.: Sí, señora.</p> <p>U.S.C.: Muy amable.</p> <p>U.S.C.: Bien. Los pisos que ahora se ofrecen son muy bonitos los dos. Los dos tienen tres habitaciones, cocina, comedor, sala, y cuarto de baño. Uno es amueblado y el otro tiene solamente la cocina amueblada.</p> <p>U.S.C.: Bueno, yo prefiero el amueblado.</p>	<p>Comments: U.S. Colonels visit landlords of apartment buildings to inquire about vacancies. They use "señora" as a polite form of address (similar to "ma'am" in English) if they know a woman is married or she is old. Otherwise, use "señorita." Usted is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.</p> <p>Comments: The verb <u>enterar</u> means to inform or acquaint. <u>Enterarse de</u>, however, means to hear of, to find out about. Certain verbs require a preposition before a noun or noun clause (contribute a, alegrarse de, insistir en, etc.)</p> <p>Comments: U.S. Colonels visit landlords of apartment buildings to inquire about vacancies. They use "señora" as a polite form of address (similar to "ma'am" in English) if they know a woman is married or she is old. Otherwise, use "señorita." Usted is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.</p>	<p>Comments: U.S. Colonels visit landlords of apartment buildings to inquire about vacancies. They use "señora" as a polite form of address (similar to "ma'am" in English) if they know a woman is married or she is old. Otherwise, use "señorita." Usted is always used with a new acquaintance. It is often used with a landlady even after a long acquaintance.</p>
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TSO No. 199G / C.1.01 / SP
 TSO
 EO

1.02
 Page 2 of 5



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			FUNCTIONS	CULTURE
<p><u>¿Cuánto es la renta?</u></p> <p>LL: <u>Sale en 6,000 pesetas mensuales</u>, exceptuando el agua y la electricidad.</p> <p>U.S.C: <u>25s de gas ciudad la cocina?</u></p> <p>IL: No. Hay dos <u>bombonas</u> en el piso. La cocina tiene calentador. Yo le daré el número de teléfono de la compañía de gas para este distrito. El contrato está al nombre del Señor Jorge González de Rivera.</p>	<p><u>la renta</u> - rent <u>sale en</u> - it costs <u>Pesetas mensuales</u> - pesetas per month <u>bombonas</u> - butane gas tanks</p>	<p>1.3 seek factual information 1.2 state factual information</p> <p>1.3 seek factual information 1.2 state factual information 3.7 intention</p> <p>1.2 state factual information</p>	<p>Utilities are rarely included in the rent. Electrical power is so expensive that most water heating and cooling are done by gas purchased in large, orange-colored tanks. These tanks are delivered on a regular schedule according to districts established by the gas company. A new tenant must notify the district office to renew service. Service is usually registered under the name of the building owner, but the tenant pays for each container.</p>	<p>gasto de la comunidad-Spanish law requires that a certain amount of money be spent on the maintenance of apartment buildings. The purpose of this fee is to prevent the physical decline of the public portions and exteriors of buildings. In some cases, the landlord pays this fee. In others, each tenant is required to contribute a fixed amount per year. In some buildings, the tenants take turns cleaning and making repairs to avoid higher fees. Information concerning these and other regulations which affect consumers is available at the "Ayuntamiento"-City Hall.</p>
<p>U.S.C. <u>Corre a nuestra cuenta</u> el gas?</p> <p>IL: Si. Normalmente sale en 130 pesetas por bombona.</p> <p>U.S.C: El gasto de la comunidad, ¿lo pagamos nosotros o corre a su cuenta?</p> <p>IL: Lo pagan <u>los arrendatarios</u>, 1,000 pesetas al mes. Además <u>cobramos</u> un depósito de 1,000 pesetas por si hay algún <u>desperfecto</u> en el piso.</p>	<p><u>corre a nuestra cuenta</u> does it run to our account - is it charged to us</p>	<p>2.8 obligation 1.2 state factual information</p> <p>2.8 obligation</p>	<p><u>los arrendatarios</u> - the tenants <u>cobramos</u> - we charge <u>desperfecto</u> - slight damage</p>	<p>V-5</p>

TSO No. MAAG / C.I.01 / SP
 TSO
 EO

M 1 2 3 4 5 6 7 8 9 10

V-6

1.02

 Page 3 of 5

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
U.S.C: ¿Y ese deposito me será <u>reembolsado</u> en cuanto <u>me marche</u> .	<u>reembolsado</u> - reimbursed <u>me marche</u> - I move	3.7 intention	A deposit is a common requirement.	
LL: Claro que sí. Antes de que Usted se vaya revisaremos el piso y, si todo está bien, el depósito le será devuelto. ¿Sabe que no se permiten animales en este edificio?	<u>revisaremos</u> - we will look over <u>les será devuelto</u> - will be returned to you	2.11 awareness	Pets are often prohibited. In general, the Spanish have less affinity for pets than do Americans. In Spanish, there is no word which is equivalent to "pet". It is extremely rare, however for children to be excluded from an apartment building.	
U.S.C: No es problema. No tengo ningún animal. Con tres hijos ya tengo complicaciones suficientes.		3.10.2 unimportance/indifference 2.12.1 difficulty		
LL: Me lo imagino. Tengo dos hijos - ya crecidos ya crecidos - grown up now De pequeño no tenía un rato libre.		5.8 sympathy/empathy 2.12.1 difficulty	It is crucial that <u>needed repairs</u> be noted and an agreement <u>reached about</u> their being corrected.	
U.S.C: Todo parece en buenas condiciones. Sí embargo, se necesitarán algunas <u>reparaciones</u> .	<u>reparaciones</u> - repairs	3.9.1 approval 2.6 need	It is somewhat important to be obviously careful, critical, and astute, though always polite. "Hay que defenderse" -One must defend oneself.	
LL: Dígame, cuáles.		6.8.2 consent to change topic 4.2 requests		
U.S.C: Bueno, primero me gustaría que se pintara la habitación más grande. Las paredes están con manchas. Además, parece que el frigorífico	con manchas - stained, dirty, spotted	1.2 state factual information		

TSO No. MAG / C.1.01 / SP
 TSO
 EO

T.02
Page 4 of 5

MA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
no funciona bien.			
LL: Bueno, todo eso se puede resolver en <u>seguida</u> - right away		2.5.1 capability 2.8 obligation	Always ask about regular maintenance schedules.
U.S.C: Una vez viviendo aquí, ¿quién es el responsable de las reparaciones?		1.2 state factual information	
LL: Pintamos todas las paredes cada año. Si hay un mueble <u>estropeado por el uso normal</u> , también corre a cuenta de la casa. Claro, si hay un problema por <u>falta de cuidado del arrendatario</u> , <u>le toca a él arreglarlo</u> .	cada - each <u>estropeado</u> - broken <u>por el uso normal</u> - through normal use <u>falta de cuidado</u> - lack of care, carelessness <u>le toca a él</u> - it is his responsibility <u>arreglarlo</u> - to fix it <u>correcto</u> - right, that's as it should be <u>da al</u> - opens on the <u>tender la ropa</u> - hang clothes	2.8 obligation	Washing machines are usually provided in furnished apartments. However, dryers are very rare. Instead, tenants hang their laundry on lines from the windows which open onto the patio, an open courtyard in the center of the building.
U.S.C: Correcto.		2.1.1 agreement 1.1 identify	
LL: Este es el lavadero. Esa ventana da <u>al patio</u> y allí se puede <u>tender la ropa</u> .		1.2 state factual information	Older apartment buildings near the center of the city are usually well maintained. Downtown areas have not suffered the flight to the suburbs common in the U.S.
U.S.C: Todo me parece muy bien. Sobre todo, me gusta porque está tan <u>cerca del centro</u> .		3.1.1 pleasure/liking	
LL: De aquí <u>se puede llegar andando a la Plaza Mayor en veinte minutos</u> . Además, a cada <u>rato</u> pasa el autobús <u>por esa esquina</u> de enfrente. Esta muy bien situada.	<u>cerca del centro</u> - near downtown se puede llegar andando en veinte minutos One can walk to within twenty minutes <u>cada rato</u> - every so often, every little while <u>esquina</u> - corner	1.2 state factual information	
		3.1.1 pleasure/liking	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Esta <u>barrada</u> , aunque es bien antigua, tiene de todo - y se puede pasear por las calles <u>sin miedo</u> a la una de la mañana. He vivido aquí pues, ya hace quince años y, de veras, me encanta.	<u>barrada</u> - neighborhood <u>sin miedo</u> - without fear	1.5 express	Most neighborhoods provide all essential services. Car transportation is rarely required and many people do not own cars. Public transportation is efficient and cheap and people also walk a lot. pasear-taking a stroll is a popular pastime, especially in the evenings and on Sundays.
U.S.C: Creo que nos conviene arrendar este piso. LL: Muy bien. Entonces, <u>bajemos</u> a revisar el contrato y ya - <u>trato hecho</u> .	<u>bajemos</u> - let's go down-stairs <u>trato hecho</u> - it's a deal.	5.16 strike a bargain 2.1a agree	A contract which specifies all costs and repair or maintenance agreements should be finalized in writing.

LPM Functional Indices

T.03
Page 1 of 1

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suation	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes	2.1.1 agreement 2.1.2 disagreement	3.1.1 pleasure/liking 3.1.2 displeasure/ dislike	4.1 suggestions 4.2 requests 4.3 invitations	5.1 greet, take leave open conversation	6.1.1 interrupt refocus and/or adjust communication
*1.2 State factual information	2.2.1 an offer 2.2.2 declining an offer	3.2.1 satisfaction 3.2.2 dissatisfaction	4.4 advice 4.5 warnings	5.2 5.3 5.4 end conversation	6.3 change topic
*1.3 Seek factual information	2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need	3.3.1 fear 3.3.2 worry 3.4 hope 3.5 surprise 3.6 preference 3.7 intention 3.8 want 3.9.1 approval 3.9.2 disapproval	4.6 directions/ instructions/ commands 4.7 corrections	5.5.1 introduce 5.5.2 respond to introduction 5.6 sympathy/empathy 5.7 gratitude 5.8 regret 5.9 apology	6.8.1 consent to change topic 6.8.2 refuse to change topic
	2.7.1 certainty 2.7.2 uncertainty	3.10.1 importance 3.10.2 unimportance/ indifference/anticipation		5.16.9 end conversation 5.16.10 take leave	6.8.3 refuse to change topic
	2.8 obligation 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission	3.11			
	2.10.1 denial 2.10.2 affirmation/ confirmation				
	*2.11 awareness				
	*2.12.1 difficulty 2.12.2 ease				
	2.13 belief/ opinion				

* These functions appear in this task scenario.

--- Functions listed below the dotted line appear in this task scenario but not in the "CONVERSES" enabling objective.

TSO Map

TSO MAAG / C.1.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA	①	2	3	4	5	6	7	8	9	10
----	---	---	---	---	---	---	---	---	---	----

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

M.01

<u>SEQUENCE TYPE</u>	<u>PRIMARY DECISION FACTOR</u>	<u>GREETING/INTRODUCTION</u> 5.1/5.3.1-7/5.5.1/5.5.2/5.8/ 5.10/5.11/5.12/6.1.6	<u>CONFIRMING THE RESULTS</u> Report facts 1.1/1.2/2.1.1/2.1.2/4.7 Report thinking of other party 2.0 [Intellectual] Attitudes (All functions)
<input checked="" type="checkbox"/> linear	<input type="checkbox"/> job criticality	<u>STATING THE PURPOSE</u> Obtain/transfer factual information 1.1/1.2/1.3/2.2.1/4.2/6.8	<input type="checkbox"/> Report feelings of the other party 3.0 Emotional Attitudes (All functions) 2.1/2.1.2/4.7
<input type="checkbox"/> hierarchical	<input checked="" type="checkbox"/> dependent relationship	<u>EVALUATING OPTIONS</u> 2.0 [Intellectual] Attitudes (All functions)	<input type="checkbox"/> Report actions to be taken 1.1/1.2.1.1/2.1.2/4.7
<input type="checkbox"/> solitary	<input type="checkbox"/> independent relationship	<u>ASSESS HUMAN REACTIONS</u> 3.0 Emotional Attitudes (All functions)	<input type="checkbox"/> CLOSING Inquire about further concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/
<u>REQUIRED SUPPORT MATERIALS</u>		<u>ACTUALIZING THE PURPOSE</u> Develop strategy Initiate communication 1.0 Factual Information (All functions)	<input type="checkbox"/> 3.8/3.10 Close 5.2/5.4/5.10
Enabling Objectives: EO	C.1 / 1-5	<u>2.0 [Intellectual] Attitudes</u> (All functions)	
Functions Catalog: IBERIAN SPANISH		<u>3.0 Emotional Attitudes</u> (All functions)	
Rolebooks: "QUESTOR", "ADVISOR", "ADVOCATE"		<u>4.0 Getting things done</u> (Suason) (All functions)	
Special Vocabulary: V5.1 and BASIC COURSE VOCABULARY		<u>Control conversation flow</u> 6.3/6.8.1/6.8.2/6.8.3	
Technical Documents: Interview data: MAAG Officers and support personnel, Madrid, AFM 50-29, APR 400-3			
<u>DESIRED ENTRY BEHAVIOR</u>			
"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	

TERMINAL SKILL OBJECTIVE

No. MAAG / C.1.02 / SP

Page T.01

DOCUMENTATION: AFM 50-29, APR 400-3, PEACE (SIGMA) 1976, AFM

II-1 (III) report. Defense Treaty: Use of Military Facilities in Spain, Job Descriptions for MAAG personnel, JUSMC-MAAG, Madrid. Interview data: MAAG officers & support personnel, Madrid.

STATEMENT

The student, as a "QUESTOR", "ADVISOR", or "ADVOCATE", "CONVERSES" in a face-to-face situation in Spanish with one or few persons on one or more of the following topics--logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training--for the purpose of making arrangements, supplying information, asking/answering questions.

COMMUNICATIVE TASK

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
20 min.	10 min.
Materials/Equipment	
reference grammar, Spanish-language, technical, and military glossaries	None

COMPONENTS

Role	"QUESTOR", "ADVISOR", "ADVOCATE"
Com. Act	"CONVERSES"
Audience	one/few persons
Topics	logistics, aircraft, management
Purpose	ask/answer questions, supply information, make arrangements

CONDITIONS

REGISTER	Print	Military
Speech	technical	technical
techno-jargon	—	—
formal	literary	other
colloquial	informal	—

MacroSTANDARDS

DESCRIPTION The student will carry on a 10-minute conversation in Spanish on a face-to-face basis with one person on a selected technical topic, using appropriate vocabulary (T.04) and grammar (T.03).

LPM INDICES	Vocabulary
Functions	
1.0 Fact Info	X
— 2.0 Intelli Att	X
— 3.0 Emo Att	—
— 4.0 Sustion	—
— 5.0 Man Comm	—
— 6.0 Soc Rit	—

TSO No. JMAG / S.3.01 / SP
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TASK SCENARIO	KEY TERMS	Vocabulary Items	FUNCTIONS	COMMENTS	
				Major Descriptors	Culture/References/Supplements
Alfredo-Spanish Colonel/Simon-U.S. Colonel Alfredo: Simón, pensamos comprarnos uno de los F-16 nuevos.	¿Has visto alguno?		3.7 intention 1.3 seek factual information 1.2 state factual information	comprarnos - buy from you. First of all, the os is used here as a dative of advantage and is translated "from you". Secondly, the use of the familiar pronouns, both singular and plural (tú, vosotros/te, os/ti, vosotros) is very common in Spain. Here the Spanish officer extends the familiarity he enjoys with the U.S. officer to the entire U.S. military. In a more formal conversation, he would use the formal - comprarles.	Alfredo and Simon are friends as well as military counterparts. Here they discuss a new fighter in a very informal conversation.
Simon - No, Alfredo, no he visto ninguno. Sabes que los están <u>montando</u> <u>unos</u> <u>acuf</u> , <u>otros allá</u> - en Europa y en los Estados Unidos - y cuando yo salí de América, todavía no había ninguno completo. Pero lo que <u>sí</u> he visto es la <u>maqueta</u> y me parece que está muy bien.		<u>montando</u> - assembling <u>unos acuf, otros allá</u> - some here, some there	3.1.1 pleasure/liking	1.3 seek factual information 1.2 state factual information	lo que <u>sí</u> he visto - what I <u>have seen</u> . The <u>sí</u> is used to add emphasis
Alfredo - ¿Sabes de alguien que los haya visto?					alguien que los haya visto - someone who has seen it. A dependent clause which refers to an indefinite, non-specified person, place, or thing requires the subjunctive form of the verb
Simon - Mi amigo John Mathews estaba en Wright-Patt cuando realizaron el <u>vuelo de prueba</u> y me dijo que el <u>vuelo de prueba</u> - test flight					3.2.1 satisfaction

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
<p>un cociente muy bueno de empuje a peso así que el <u>despegue</u> es muy rápido y la innovación del <u>vuelo eléctrico</u> da una <u>manioabilidad</u> excepcional cuando más se necesita.</p> <p>Alfredo - ¿Sabes las especificaciones?</p> <p>Simón - No de <u>memoria</u>, pero creo que tengo la hoja de especificaciones en el archivo. Déjame ver un momento. Aquí está.</p>	<u>coeficiente</u> - ratio <u>despegue</u> - take off <u>vuelo eléctrico</u> - fly-by-wire <u>manioabilidad</u> - maneuverability	1.2 state factual information 3.2.1 satisfaction	cuando más se necesita - when it is needed most	
<p>Alfredo - Gracias. Vamos a ver. <u>Envergadura</u> sin misiles - 9.42 metros, con misiles - 9.98. <u>Longitud</u>, catorce metros y medio. <u>Peso de combate</u>, casi diez toneladas. Tienen un motor de Pratt Y Whitney. ¿Son buenos esos motores?</p> <p>Simón - Creo que sí.</p>	<u>envergadura</u> - span <u>longitud</u> - length <u>peso de combate</u> - combat weight	1.3 seek factual information 1.2 state factual information 2.13 belief/opinion 2.9.1 request for permission 5.10 gratitude	3.9.1 approval 2.7.1 certainty	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			cuando estés	cuando estés - The subjunctive is required when a dependent clause follows <u>cuando</u> and uncertain or non-specific futurity is implied.
Alfredo - Velocidad máxima - superior al Mach 2. No está mal.		1.2 state factual information 3.9.1 approval 2.4.1 possibility		
Simón - <u>A lo mejor</u> puedes ver uno la primavera que viene cuando estés en Sacramento.	<u>a lo mejor</u> - maybe			

LPM Functional Indices

Page ____ of ____

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Sustasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information	*2.1.1 agreement 2.1.2 disagreement 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.7.1 certainty *2.7.2 uncertainty 2.8 obligation 2.11 awareness 2.12.1 difficulty *2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/ dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear *3.3.2 worry 3.6 preference 3.7 intention 3.8 approval 3.9.1 disapproval 3.10.1 importance 3.10.2 unimportance 3.11 anticipation	4.1 suggestions *4.4 advice 4.5 warnings 4.7 corrections *4.3 invitations	*5.1 greet 5.5.1 introduce (oneself) *5.10 gratitude	6.1.1 interrupt sequence communication refocus or adjust communication request questions or comments *6.4 control speed control volume inquire about intelligibility

*Functions which appear in this task scenario.
Those functions listed below the dotted line appear in this task scenario but are not included in the Enabling Objective for "CONVERSE".

TSO Map

TSO MAAG / C.I.02 / SP

RECOMMENDED TRAINING SEQUENCE

SEQUENCE TYPE	PRIMARY DECISION FACTOR
<input checked="" type="checkbox"/> linear	<input type="checkbox"/> job criticality
<input type="checkbox"/> hierarchical	<input checked="" type="checkbox"/> dependent relationship
<input type="checkbox"/> solitary	<input type="checkbox"/> independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO _____ C.1 _____ / 1-5

Functions Catalog: Iberian Spanish

Rolebooks: "QUESTOR", "ADVOCATE", "ADVISOR"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job Descriptions, Interview data: JUSTICE, SECURITY, MEDICAL; AFRA00-3, APM 50-29.

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: "CONVERSES"

GREETING/INTRODUCTION 5.1/5.3.1-7/5.5.1/5.5.2/5.8/ 5.10/5.11/5.12/6.1.6	STATING THE PURPOSE Obtain/transfer factual information 1.1/1.2/1.3/2.2.1/4.2/6.8 Evaluate options 2.0 Intellectual Attitudes (All functions) Assess human reactions 3.0 Emotional Attitudes (All functions) Initiate actions 4.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6	CONFIRMING THE RESULTS Report facts 1.1/1.2/2.1.1/2.1.2/4.7 Report thinking of other party 2.0 Intellectual Attitudes (All functions) 4.7 Report feelings of the other party 3.0 Emotional Attitudes (All functions) 2.1.1/2.1.2/4.7 Report actions to be taken 1.1/1.1/2.1.1/2.1.2/4.7
CLOSING Inquire about further concerns 1.3/2.6/2.3.1/2.3.2/3.3.1/3.3.2/ 3.8/3.10 Close 5.2/5.4/5.10	ACTUALIZING THE PURPOSE Develop strategy Initiate communication 1.0 Factual Information (All functions) 2.0 Intellectual Attitudes (All functions) 3.0 Emotional Attitudes (All functions) 4.0 Getting things done (Swason) Control conversation flow 6.3/6.8.1/6.8.2/6.8.3	**"CONVERSES" is used here for job-purposeful conversing only.

TERMINAL SKILL OBJECTIVE

No. MAAC / 5.3.01 / SP

COMMUNICATIVE TASK

CONDITIONS

Role	ADVISOR, ADVOCATE	STATEMENT
Com Act	<input checked="" type="checkbox"/> "BRIEFS"	The student in the primary role of "ADVISOR", "ADVOCATE", "BRIEFS" others in the Spanish language in a face-to-face situation on a small- or large-group basis, on one of the following topics:
Audience	<input checked="" type="checkbox"/> small/large group	logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, logistics, aircraft, management
Topics	<input checked="" type="checkbox"/> transmit information	training for the purposes of supplying information to decision makers, instructing, and reporting.
Purpose	<input checked="" type="checkbox"/> instruct, report	

DOCUMENTATION

PREPARATION TIME	PERFORMANCE TIME
	<input checked="" type="checkbox"/> 2 hours
	<input checked="" type="checkbox"/> 15 mins.
Materials/Equipment	Materials/Equipment
reference grammar	dictionary, glossaries of military & technical terms, as needed, 3-10 persons acting as audience

MACROSTANDARDS

DESCRIPTION The student will conduct a 15-minute, easily understood briefing in Spanish, using key vocabulary and language functions as defined in T.03 and T.04. Selected concepts from the topic area must be transmitted. Five questions on the topic asked by the instructor or audience members must be answered appropriately in the Spanish language, using grammar suited to the function and proper vocabulary items.

LPM INDICES	FUNCTIONS	VOCABULARY
	<input checked="" type="checkbox"/> 1.0 Fact Info <input checked="" type="checkbox"/> 2.0 Intel Att <input checked="" type="checkbox"/> 3.0 Emo Att <input checked="" type="checkbox"/> 4.0 Sustion <input checked="" type="checkbox"/> 5.0 Han Comm <input checked="" type="checkbox"/> 6.0 Soc Rit	<input checked="" type="checkbox"/> military <input checked="" type="checkbox"/> technical <input checked="" type="checkbox"/> other _____ See T.04

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 M 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			Colonel Adams gives a briefing to Spanish military officials of higher rank on a topic on which he is expert.	Adams addresses the presiding officer to declare the intentions of the briefing.
<p><u>Col. Adams:</u> Buenas tardes, señores. General Verdejo, esta <u>conferencia</u> durará aproximadamente quince minutos. Primero les voy a hablar <u>del tema</u> y al final quedará tiempo para sus <u>preguntas y comentarios</u>.</p> <p>En la primavera de 1977, el <u>equipo conjunto</u> del Ejército del Aire Español y de la Fuerza Aérea de los Estados Unidos de América recomendó en su informe que se reestructurara el <u>sistema de abastecimiento y logística</u>. Dijo que la reorganización precisaría la conversión a un sistema mecanizado para la transmisión de información.</p> <p>El Ejército del Aire Español ha <u>decidido</u> aceptar esas recomendaciones.</p> <p>A <u>eso</u>, se ha creado el Mando de Material para efectuar la coordinación de todas las actividades relacionadas con el abastecimiento y la</p>	<p><u>conferencia</u> - conference <u>briefing</u></p> <p><u>del tema</u> - about the topic</p> <p><u>preguntas y comentarios</u> - questions and comments</p> <p><u>el equipo conjunto</u> - the joint team</p> <p><u>sistema de abastecimiento y logística</u> - supply and logistics system</p> <p><u>ha decidido</u> - has decided</p>	<p>5.1 greet 6.2 sequence communication</p> <p>4.4 advise</p>	<p>se reestructurara - The past subjunctive follows past tense verbs of request, command, suggestion, and recommendation.</p>	<p>2.1.1 agreement</p> <p>1.2 state factual information</p>

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>logística. El Mando de Material tiene la responsabilidad del <u>apoyo</u> logístico total que incluye planes y programas, <u>gestión</u> financiera, proceso de datos, servicios de distribución y gestiones de mantenimiento y material.</p> <p>Si se fijan en la pared <u>derecha</u>, verán un <u>organigrama</u> del Mando de Material. Pueden ver que la autorización viene del despacho central de administración y se distribuye a todos los depósitos.</p>	<u>apoyo</u> - support <u>gestión</u> - management <u>fijarse</u> - notice, pay attention to <u>derecha</u> - to your right <u>organigrama</u> - organizational chart <u>distribuya</u> a - flows to	2.8 obligation 6.3 refocus or adjust communication	<p>se preguntarán, ¿Cómo conseguiremos abastecimientos <u>bajo</u> este sistema? El departamento que necesita un artículo efectuará su pedido a través del centro de abastecimiento de la base. Ese centro comunicará el pedido al Mando de Material, al despacho central de proceso de datos, a través de los terminales</p> <p>2.4.1 possibility 1.2 state factual information</p>
<p>Se preguntarán, ¿Cómo conseguiremos abastecimientos <u>bajo</u> este sistema? El departamento que necesita un artículo efectuará su pedido a través del centro de abastecimiento de la base. Ese centro comunicará el pedido al Mando de Material, al despacho central de proceso de datos, a través de los terminales</p>	<u>bajo</u> - under <u>pedido</u> - order, request <u>a través del</u> - by means of, through	<p>se preguntarán - The future tense is used here to express "You may ask yourselves."</p>	<p>V-19</p>

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>remotos de la base - los "Central Remote Terminals" - que suelen ser llamados por las iniciales, C. R. T.</p> <p>El ordenador central responderá si el pedido <u>está disponible</u> o no en la base del pedido. En caso de que tal material exista en la base, el gerente del inventario lo puede obtener del almacén propio. Si no está disponible en la base misma automáticamente el ordenador central o bien efectuará el registro del pedido en el correspondiente archivo en línea de entregas aplazadas o, si hay material disponible en alguna de las restantes bases, enviará un mensaje a esa otra para que el gerente de las existencias pueda hacer trasladar el artículo a la base del pedido.</p> <p>El sistema nuevo se ha instalado como experimento en la Base Aérea de Torrejón</p>	<p><u>disponible</u> - available</p> <p>1.1 identify</p> <p>1.2 state factual information</p>		<p><u>suelen ser llamadas</u> - They are <u>usually called</u>. In Spanish the verb <u>soler</u> is often used as the adverb <u>usually</u> is used in English. EX: <u>Suelo comer en casa</u> - I usually eat at home.</p>

TSO No. HMAG / S.3.01 / SP

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>durante los seis meses pasados. Después de un programa breve de entrenamiento, parece que el personal de abastecimiento ya se adaptó bien al sistema. Con esto concluyo mi presentación formal, señores. Ahora, contestaré sus preguntas con mucho gusto.</p> <p>Gen. Verdijo: Coronel Adams, con todos estos números y esa mecanización no estoy seguro de que el soldado pueda adaptarse. ¿Qué pasaría si un camionero levanta una caja que lleva escrito solamente una variedad de números y se entera y demasiado tarde que la caja contiene scido en vasijas de vidrio?</p> <p>Col. Adams: Una pregunta muy acertada, señor. En el momento en que el soldado sin entrenamiento especial trata parte en el sistema de abastecimiento - por ejemplo en el transporte de material - se encontrará con <u>otro tipo de carga</u> que combinan</p>	<p>2.12.2 <u>ans</u></p> <p>6.2 <u>sequencias</u> <u>comunicación</u> 6.9 <u>request questions</u> <u>concernes</u></p> <p>2.7.2 <u>uncertainty</u></p> <p>3.3.2 <u>worry</u></p>	<p>señores - gentlemen. A polite form, it is especially used in situations where respect must be shown.</p> <p>3.1.1 <u>pleasure/liking</u></p> <p>1.2 <u>state factual information</u></p> <p>señor - sir. Shows respect due to rank. (Sí. señor - Yes, sir.)</p> <p><u>códigos de carga - cargo codes</u></p>	

T.02

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TSO No. MAC / S.3.01 / SP
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NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
<p>palabras y números que indican cuando el material es <u>peligroso</u> - si es <u>venenoso</u>, <u>inflamable</u>, explosivo, corrosivo, etcétera - y que precauciones se deben tomar - por ejemplo <u>FRAGIL</u> . . . <u>CUIDADO...NO LO ACERQUE AL FUEGO:</u></p> <p><u>NO LO ACERQUE AL FUEGO:</u></p> <p>Gen. Verdejo: Gracias, Coronel Adams.</p> <p>Su <u>respuesta</u> me ha <u>tranquilizado</u>.</p> <p>Col. Adams: Bueno, señores, ¿hay más preguntas o comentarios? . . .</p> <p>Parece que no. Si se les <u>ocurre algo después</u>, me pueden llamar por teléfono a la Misión Militar Americana, en el Ministerio del Aire. Gracias por su atención, señores.</p>	<p><u>peligroso</u> - dangerous <u>venenoso</u> - poisonous <u>Inflamable</u> - flammable</p> <p><u>CUIDADO</u> - HANDLE WITH CARE</p> <p><u>NO LO ACERQUE AL FUEGO</u> - <u>KEEP AWAY FROM FIRE</u></p> <p><u>respuesta</u> - answer</p> <p><u>tranquilizado</u> - calmed</p> <p><u>Si se les ocurre algo después</u> - If you think of something later</p>	<p>3.10 gratitud 3.3.2 worry</p> <p>6.9 request questions and comments</p> <p>4.3 invitations</p> <p>5.10 gratitud</p>		

LPM Functional Indices

Page ____ of ____
T.03

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suation	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes *1.2 state factual information	*2.1.1 agreement 2.1.2 disagreement 2.4.1 possibility 2.4.2 impossibility 2.5.1 incapability *2.6 need 2.7.1 certainty 2.7.2 uncertainty *2.8 obligation 2.11 awareness 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	*3.1.1 pleasure/liking 3.1.2 displeasure/ dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear *3.3.2 worry 3.6 preference 3.7 intention 3.9.1 approval 3.10.1 importance 3.10.2 unimportance/ indifference 3.11 anticipation	4.1 suggestions 4.2 requests *4.4 advice 4.5 warnings 4.7 corrections *4.3 invitations	*5.1 greet 5.5.1 introduce *5.10 gratitude	6.1.1 interrupt 6.2 sequence communication *6.3 refocus/adjust communication 6.4 control speed 6.5 control volume 6.6 inquire about 6.7 intelligently request questions *6.9 and/or comments
In this task scenario, -- Functions listed under the dotted line appear in this task scenario but not in the "BRIEFS" enabling objectives.					

* These functions appear
-- Functions listed under

TSO Map

TSO / MAAG / 5.3.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA	②	3	4
5	6	7	8
9	10		

SEQUENCE TYPE

- linear job criticality
- hierarchical dependent relationship
- solitary independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO _____ S. 3 / 1-6

FUNCTIONS CATALOG: IBERIAN SPANISH

Rolebooks: "ADVISOR", "ADVOCATE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, Job Descriptions, Interview Data: JUSMG-MAAG, Madrid; AFM 400-3, AFM 50-29.

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

H.01

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ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEFS"

<u>SEQUENCE TYPE</u> <input checked="" type="checkbox"/> linear <input type="checkbox"/> hierarchical <input type="checkbox"/> solitary	RECOMMENDING REQUIRED ACTIONS (NEED OR REASON) Gain attention 3.7/5.1/5.1/6.1/6.2/6.3 Clarity/State the problem 1.1/1.2/2.1.1/2.1.2/2.6/2.7.1/ 2.7/2/2.11/3.10.1
	STATING THE PROBLEM 4.1/4.4/4.5/4.7/2.4.1/2.4.2/ 2.5.1/2.5.2/2.12.1/2.12.2/2.13/ 3.2.1/3.2.2/3.11
	PROVIDING COMMUNICATIVE GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.5.1/ 2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/ 2.13/3.5/3.9.1/3.10.1/3.10.2
	INTRODUCING KEY TERMS Define required terms 1.1/1.2/2.6 Provide special definitions 1.1/1.2 Monitor presentation 6.4/6.5/6.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.2/3.10.1/ 3.10.2
	REPORTING FINDINGS AND/OR BACKGROUND INFORMATION Order events chronologically 1.1/1.2/6.2 Order events according to significance 1.1/1.2/2.6/2.8/2.13/3.2.1/ 3.10.1/3.10.2/6.2 Close 5.10
	LISTING ALTERNATIVE SOLUTIONS Report optimal alternative 1.1/1.2/2.5.1/2.6/3.2.1/3.6/ 3.9.1 Report other alternatives 1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/ 3.9.1/3.9.2

TERMINAL SKILL OBJECTIVE

No. MAAG / C.2.01 / SP

DOCUMENTATION: AFR 400-3, APM 50-20, PEACE (SIGMA) report

Interview data: MAAG officers & support personnel, Madrid

Defense Treaty: Use of Military Facilities in Spain, 1976

Job descriptions for MAAG personnel, JUSMC-MAAG, Madrid

COMMUNICATIVE TASK

STATEMENT

The student, in the role of "ADVISOR", "ADVOCATE", or "QUESTOR", talks on the "TELEPHONE" with simulated Spanish military personnel in Spanish on a one-to-one basis on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; management: planning, training, for the purpose of exchanging information.

<u>COMPONENTS</u>	"ADVISOR", "ADVOCATE", Role or "QUESTOR"
<u>Com Act</u>	"TELEPHONES"
<u>Audience</u>	single Spanish speakers
<u>Topics</u>	logistics, aircraft, management
<u>Purpose</u>	exchange information

CONDITIONS

PREPARATION TIME

20 min.

Materials/Equipment

Spanish and English-language technical glossaries, as appropriate
reference, grammar

PERFORMANCE TIME

Materials/Equipment

Spanish technical manuals

LPM INDICES

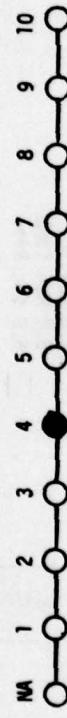
Functions	Vocabulary
1.0 Fact Info	military
2.0 Intell Att	technical
3.0 Emo Att	other
4.0 Sustion	<input type="text"/>
5.0 Man Comm	<input type="text"/>
6.0 Soc Rit	<input type="text"/>

See T.04

Page T.01

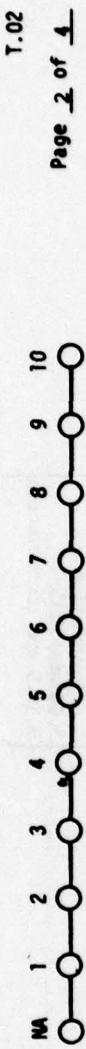
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TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>S=Secretary/TSO=U.S. Colonel/ S.C=Spanish Colonel</p> <p>S: <u>Dígame.</u></p> <p>U.S.C: Buenas tardes, señorita. <u>¿Me puede poner con el Coronel Rodríguez Cisneros?</u></p> <p>S: <u>Se ha confundido.</u> lo siento.</p> <p>U.S.C: Perdone.</p> <p>S: Dígame.</p> <p>U.S.C: Buenas tardes, señorita. ¿Sería tan amable de comunicarme con el Coronel Rodríguez Cisneros?</p> <p>S: <u>De parte de quién?</u></p> <p>U.S.C: De parte del Coronel Johnson.</p> <p>S: Un momento, por favor.</p> <p>En este momento no puede atenderle. ¿Quiere esperar, desea que le diga algo, o prefiere llamar más tarde?</p> <p>U.S.C: Bien, espero, gracias.</p> <p>S.C: Dígame.</p>	<p><u>dígame</u>-tell me/hello</p> <p><u>me puede poner con</u> -can you connect me with</p> <p><u>se ha confundido</u>-you have become confused,</p> <p>You have the wrong number</p> <p>5.16.1 answer</p> <p>5.16.2 respond to answer</p> <p>5.16.3 request to speak to someone</p> <p>5.16.5 wrong number</p> <p>5.16.1 answer</p> <p>5.16.2 respond to answer</p> <p>5.16.3 request to speak to someone</p> <p>5.16.4 respond to such request</p> <p>5.16.7 hold</p> <p>5.16.8 messages</p> <p>5.16.1 answer</p>	<p>The conversants are not well acquainted and therefore use the formal form of address—"usted"—throughout.</p> <p>Coronel Rodríguez Cisneros-When requesting to speak to someone, his or her title and full name, including both surnames, should be used.</p>

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			U.S.C: Buenas tardes, Coronel Rodríguez.	U.S.C: Quisiera confirmar <u>lo referente</u> a los pilotos que viajarán a la Base Aérea de MacLanghlin el mes que viene. Recibí su carta del 16 del presente con los nombres de los cinco pilotos <u>escogidos</u> para el entrenamiento. ¿Ya tienen todos sus pasaportes?
S.C.: ¿En qué puedo ayudarle?	Habla (el) <u>is speaking</u> ("el" used before a title such as "coronel," "Señor," etc.)	5.16.2 response to answer	2.2.1 an offer	
U.S.C: Quisiera confirmar <u>lo referente</u> a los pilotos que viajarán a la Base Aérea de MacLanghlin el mes que viene. Recibí su carta del 16 del presente con los nombres de los cinco pilotos <u>escogidos</u> para el entrenamiento. ¿Ya tienen todos sus pasaportes?		1.2 state factual information	1.3 seek factual information	1.2 state factual information
S.C: Si, Coronel. Sólo falta que reciban las vacunas <u>requeridas</u> , que serán <u>puestas</u> . . . déjame ver el calendario . . . eso es . . . el miércoles que viene o sea el día 23. Todos están muy entusiasmados por el viaje. <u>le agradezco</u> la llamada.		<u>requeridas</u> -required <u>puestas</u> -will be given (shots) o sea-or in other words	3.11 anticipation <u>le agradezco</u> -I'm grateful to you for	5.10 gratitude

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>De <u>paso</u> desearía pedirle un favor.</p> <p>U.S.C: <u>Estoy para</u> ayudarle en todo lo que pueda.</p> <p>S.C.: ¿Podría venir usted a <u>hablar</u> con los pilotos que van a participar en el programa de entrenamiento? Tienen muchas preguntas sobre la base, el país, y el viaje - y como usted lo conoce todo muy bien . . .</p> <p>U.S.C: Pues, sí, sin problema ninguno. ¿Qué fecha sería conveniente que yo pasara por allí?</p> <p>S.C: A su elección.</p> <p>U.S.C: Entonces, ¿qué le parece si los visito el jueves que viene por la mañana - como a las diez y media?</p> <p>S.C: Excelente. <u>Me encontraré</u> en mi despacho en la tercera planta. Muchísimas gracias.</p> <p>U.S.C: Bueno, no quiero molestarle más.</p>	<p><u>estoy para</u>-I am ready</p> <p>S.C.: ¿Podría venir usted a <u>hablar</u> con los pilotos que van a participar en el programa de entrenamiento? Tienen muchas preguntas sobre la base, el país, y el viaje - y como usted lo conoce todo muy bien . . .</p> <p>U.S.C: Pues, sí, sin problema ninguno. ¿Qué fecha sería conveniente que yo pasara por allí?</p> <p>S.C: A su elección.</p> <p>U.S.C: Entonces, ¿qué le parece si los visito el jueves que viene por la mañana - como a las diez y media?</p> <p>S.C: Excelente. <u>Me encontraré</u> en mi despacho en la tercera planta. Muchísimas gracias.</p> <p>U.S.C: Bueno, no quiero molestarle más.</p>	<p>4.2 requests 2.2.1 an offer</p> <p>4.2 requests</p> <p>1.2 state factual information</p> <p>2.5.1 capability</p> <p>3.6 preference</p> <p>3.10.2 unimportance/ indifference</p> <p>3.6 preference</p> <p>por allí?</p> <p>2.1.1 agreement</p> <p>1.2 state factual information</p> <p>5.10 gratitude</p> <p>5.16.9 end conversation</p>	<p><u>desearía-</u> the use of the conditional is a more polite way to make a request</p> <p><u>en todo lo que pueda-</u> the subjunctive of "poder" is used since the speaker is not absolutely certain about his ability to be helpful.</p> <p><u>podría-</u>the conditional form of "poder" is used to soften the request to a more polite tone.</p> <p><u>como usted lo conoce todo muy bien-</u> It is a common form of flattery to note another's expertise or knowledge when making a request.</p> <p><u>en la tercera planta-</u>Building floors are enumerated so that the first or ground floor is PB (planta baja). The next floor up (2nd floor, USA) is the "1^a Planta," etc. Therefore, the "tercera Planta" (3^a planta) is equivalent to the 4th floor in the U.S.</p> <p><u>me encontraré</u>-you will find me</p>

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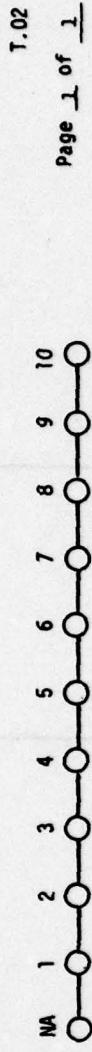
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MAAG / C.2.01 / SP

1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
S.C: Ha sido un <u>placer</u> hablar con usted.	<u>un placer</u> -a pleasure		
U.S.C: Muy amable. Entonces, nos vamos el jueves.			
S.C. De acuerdo. Adiós.	<u>de acuerdo-agreed</u>	5.16.10 take leave	
U.S.C: Adiós.			

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TASK SCENARIO

KEY TERMS	Vocabulary Items	FUNCTIONS	Major Descriptors	Culture/References/Supplements	
O=Operadora/ U.S.C.=U.S. Colonel	población-city or town	5.16.6 long distance		<u>prefixo</u> -If you intend to give the area <u>code</u> of a number, tell the operator so that she will not be confused (several major Spanish cities also have area codes now and can be called without operator assistance.)	
O: ¿Qué ciudad deseas? U.S.C: Señorita, deseo una conferencia internacional a los Estados Unidos, a <u>cobro revertido</u> .	a <u>cobro revertido</u> -collect	3-0-5-When speaking to an operator, phone numbers are often called as single digits to avoid miscommunication.		O: ¿A qué ciudad? U.S.C: Miami, Florida. O: ¿Qué número? U.S.C: Le digo primero el <u>prefixo</u> - 3-0-5-4-9-6-3-4-8-2. O: ¿A nombre de quién? U.S.C: El Capitán Ralph Houston. O: ¿De parte de quién? U.S.C: El Coronel John Whitlow. O: Tendrá que esperar quince minutos. U.S.C: Le interesa la conferencia?	<u>De parte de quién</u> - Who is calling? <u>Tendrá que esperar</u> - long distance calls are often delayed. <u>Le interesa la conferencia</u> ? - Are you still interested in the call despite the delay? 3.6 preference

O: Dentro de quince minutos le volveremos a llamar. ¿Cuál es su teléfono?

U.S.C: 64-27-39.

O: Gracias, señor.

64-27-39 - It is common practice to break a phone number into two-digits when reciting it.

5.16.10 take leave

3.7 intention

1.3 seek factual information

1.2 state factual information

Comments
References/Supplements

LPM Functional Indices

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1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suation	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes * 1.2 state factual information * 1.3 seek factual information	2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 incapability 2.5.2 need 2.6 certainty 2.7.1 uncertainty 2.7.2 obligation 2.8 request for permission 2.9.1 request for permission 2.9.2 granting of permission 2.9.3 denial of permission 2.10.1 denial 2.10.2 affirmation/ confirmation	3.1.1 pleasure/liking 3.1.2 displeasure/ dislike 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.4 hope 3.5 surprise 3.6 preference 3.7 intention 3.8 want 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/ indifference *3.11 anticipation	4.1 suggestions 4.2 requests 4.3 invitations 4.4 advice 4.5 warnings 4.6 directions/ instructions/ commands corrections 4.7	5.1 greet 5.5.1 introduce 5.5.2 respond to introduction *5.16.1 answer *5.16.2 respond to answer *5.16.3 request to speak to someone *5.16.4 respond to such request 5.15.5 wrong number *5.16.6 long distance hold *5.16.7 messages *5.16.8 end conversation *5.16.9 take leave *5.16.10	6.3 refocus and/or adjust communication control volume comment or inquire about intelligibility change topic

*These functions appear in these task scenarios.

TSO Map

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RECOMMENDED TRAINING SEQUENCE

M 1 2 3 ④ 5 6 7 8 9 10

SEQUENCE TYPE

- Linear Job criticality
- Hierarchical Dependent relationship
- Solitary Independent relationship

PRIMARY DECISION FACTOR

GREETING/INTRODUCTION
5.16.1-8/5.1.1/5.1.2/5.5.1/
5.5.2

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TELEPHONES"

		CONFIRMING THE RESULTS			
Report facts		1.1/1.2/2.1.2/4.7			
Report Thinking of the Other Party		1.1/1.2/2.1.2/4.7			
2.0 Intellectual Attitudes (All functions)		2.0 Intellectual Attitudes (All functions)			
4.7		Report Feelings of the Other Party			
3.0 Emotional Attitudes (All functions)		3.0 Emotional Attitudes (All functions)			
2.1.1/2.1.2/4.7		2.1.1/2.1.2/4.7			
Report Actions to be Taken		Report Actions to be Taken			
1.1/1.2/2.1.1/2.1.2/4.7		1.1/1.2/2.1.1/2.1.2/4.7			
		CLOSING			
Inquire about Further Concerns		1.3/2.6/2.3.1/2.3.2/3.3.1/			
Close		3.3.2/3.8/3.10			
5.10/5.16.9/5.16.10					
		ACTUALIZING THE PURPOSE			
Develop Strategy		Initiate Communication			
1.0 Factual Information		1.0 Factual Information			
(All functions)		(All functions)			
2.0 Intellectual Attitudes		2.0 Intellectual Attitudes			
(All functions)		(All functions)			
3.0 Emotional Attitudes		3.0 Emotional Attitudes			
(All functions)		4.0 Getting things done			
(Suasion)		(All functions)			
Communications Management		6.3/6.5/6.7/6.8.1			
DESIRABLE ENTRY BEHAVIOR					
<p>"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 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."</p>					
Army Regulation 350-20					

TERMINAL SKILL OBJECTIVE

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COMMUNICATIVE TASK		STATEMENT
COMPONENTS		
Role	"AIDE"	The student in the role of "AIDE", "FACILITATES" face-to-face communication among one/few Spanish military personnel (simulated) and U.S. (native English-speaking) military personnel in the Spanish language on the following topics: logistics: supply, maintenance, data processing; aircraft: operations, performance; planning: training management, for the purpose of transmitting cognitive and affective information.
Com Act	"FACILITATES"	
Audience	Individuals/small group	
Topics	logistics, aircraft, management	
Purpose	transmit cognitive, affective information	

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
<input type="text"/> 1 hour	<input type="text"/> 10 min.
Materials/Equipment	
Dictionary, glossary of _____	<u>English, etc., pocket</u>
Technical terms, materials	<u>dictionary</u>

MacroSTANDARDS

DESCRIPTION	The student will facilitate conversation on a selected topic between a N.S. Spanish (simulated) and an N.S. English (simulated) neither of whom is fluent in the other's language for 15 minutes without allowing the conversational flow to stop for more than 15 seconds.																								
LPM INDICES																									
Functions																									
Vocabulary																									
	<table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>1.0 Fact Info</td> <td><input checked="" type="checkbox"/></td> <td>military</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2.0 Intell Att</td> <td><input checked="" type="checkbox"/></td> <td>technical</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>3.0 Emo Att</td> <td><input type="checkbox"/></td> <td>other</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>4.0 Sustion</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>5.0 Man Comm</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>6.0 Soc Rit</td> <td></td> <td></td> </tr> </table>	<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 Sustion			<input checked="" type="checkbox"/>	5.0 Man Comm			<input checked="" type="checkbox"/>	6.0 Soc Rit		
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Page T.01

DOCUMENTATION:	APM 50-29, APM 400-3, PEACE (SIGMA) 1976, APM 11-1 (III) report. Defense Treaty: Use of Military Facilities in Spain, Job Descriptions for MAG personnel, JUBREC MAG, Madrid. Interlocutors: MAG officers & support personnel, Madrid.
STATEMENT	
ROLE	"AIDE"
COM ACT	"FACILITATES"
AUDIENCE	Individuals/small group
TOPICS	logistics, aircraft, management
PURPOSE	transmit cognitive, affective information

DESCRIPTION	The student will facilitate conversation on a selected topic between a N.S. Spanish (simulated) and an N.S. English (simulated) neither of whom is fluent in the other's language for 15 minutes without allowing the conversational flow to stop for more than 15 seconds.																								
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TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
P=Facilitator/SG=Spanish General/U.S. General F: Buenas tardes, General Guzmán. ¿Cómo está usted?	5.1 greet	A U. S. General new to Spain is given a tour of a SAP base, hosted by a SAP General. A U.S. Colonel serves as a facilitator by explaining and paraphrasing communication as necessary.
S.G.: Muy bien, gracias, ¿y usted?	5.5.1 introduce 3.7 intention	
F: Muy bien. Soy el Coronel Jeff Forrester cuílen les acompañará en el tour de la base.	5.5.2 responds to introduction 5.5.1 introduce 1.2 state factual information	presentarle, conocerle - Even though the direct object pronoun <u>lo</u> is indicated grammatically, it is common in Spain to substitute the indirect object pronoun <u>le</u> as a more polite form.
S.G.: Mucho gusto.	5.5.2 respond to introduction	
F: Igualmente. Tengo el gusto de presentarle al General George Davidson. Acaba de llegar a España y, como usted ya sabe, quiere conocerle a usted y saber de la base.	5.3 open conversation/ engage in small talk	It is a common courtesy to attempt to use as much of a visitor's native language as possible without seriously impeding communication. Efforts on the part of foreigners to speak in Spanish are appreciated.
S.G.: Pleased to meet you. I hope your stay here will be very pleasant.	2.5.1 carability	
U.S.G.: Thank you sir. The pleasure is mine. I see you speak English quite well.		
S.G.: Oh, thank you. But my English is not very good.		
U.S.G.: Yo hablo español - un poquito.		

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS
			Culture/References/Supplements
S.G: ¡Qué bien! Así, entre todos nos enteremos, ¿verdad?		3.1.1 pleasure/liking	
F: Eso es.		2.10.2 affirmation/confirmation 3.6 preference	
S.G: Bueno, General Forrester, ¿qué parte de la base le interesaría más?			
U.S.G: Todo, todo. Estoy aquí para . . . para . . . how do you say <u>get to know</u> ?		6.10 translation/explanation/clarification	
F: <u>conocer</u>		3.7 intention	
U.S.G: Estoy aquí para conocer todo.		3.1.1 pleasure/liking	
S.G: Muy bien. Es un placer para mí servirle de guía. Aquí tiene un mapa de la base.		2.2.1 an offer	
U.S.G: Gracias.		5.10 gratitude	
S.G: Estamos aquí - en la <u>Equis</u> . La base <u>consta de</u> - <u>consists of</u> , is <u>de</u> veinte kilómetros cuadrados.		1.1 identify 1.2 state factual information	
F: That's about twelve and a half square miles, sir.			
U.S.G: Muy grande, ¿verdad?		3.5 surprise	
S.G: Sí, lo es. <u>Quédese con el mapa y se oriente</u> - keep <u>quédese con</u> -		2.1.1 agreement 2.2.1 an offer	

The facilitator provides unsolicited information to ensure understanding of concepts as well of words.

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>tard</u> <u>mientras</u> <u>damos</u> <u>una vuelta</u> <u>a la base.</u></p> <p>U.S.G: I'm sorry. I didn't understand that. F: He said to keep the map and that you'll become better oriented as we tour the base.</p> <p>U.S.G: Muchas gracias.</p> <p>S.G.: Let's go. Pregunte usted lo que quiera. F: He says to ask whatever you want.</p> <p>U.S.G: Muy amable.</p>	<p><u>mientras</u> - while <u>damos una vuelta</u> - we take a walk or drive around</p> <p>U.S.G: <u>una vuelta</u> - we take a walk or drive around</p> <p>S.G.: <u>una vuelta</u> - we take a walk or drive around</p> <p>F: <u>una vuelta</u> - we take a walk or drive around</p> <p>U.S.G: <u>una vuelta</u> - we take a walk or drive around</p>	<p>6.7 comment on intelligibility 6.10 request or offer</p> <p>5.10 gratitude</p> <p>4.1 suggestion</p> <p>4.3 invitations</p> <p>6.10 translation/explanation/clarification</p> <p>5.10 gratitude</p> <p>1.1 identify</p> <p>1.2 state factual information</p> <p>ordenador - computer</p> <p>microwaves</p> <p>6.1.1 interrupt</p> <p>6.7 comment on unintelligibility</p> <p>6.10 request or offer</p>	<p>Lo que quiera - whatever you want. The subjunctive of querer is used since what is desired is not specified.</p>
<p>S.G.: Esto es el centro de <u>Requerimientos</u> y <u>Distribución</u>. Hace un año se instaló un sistema automático que utiliza un <u>ordenador central para el Ejército del Aire Español</u>. En esta base nos servimos de un terminal remoto que está <u>enlazado con el ordenador central por una red de comunicaciones de microondas</u>.</p> <p>U.S.G: Pardon - un momento. Tengo dificultad en <u>seguirle</u>. Could you summarize for me what <u>la seguirle</u> - following you</p>	<p>Requerimientos Y Distribución requirements and distribution</p> <p>ordenador - computer</p> <p>microondas - microwaves</p> <p>6.1.1 interrupt</p> <p>6.7 comment on unintelligibility</p> <p>6.10 request or offer</p>	<p>6.1.1 interrupt</p> <p>6.7 comment on unintelligibility</p> <p>6.10 request or offer</p>	<p>translation/explanation/clarification</p>

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 TSO
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
he said toward the end there?		1.2 state factual information 6.7 comment on intelligibility 6.10 translation/explanation/clarification	The facilitator does not translate literally or simultaneously, but paraphrases communication.
P: Yes sir. This base has a remote computer terminal which is linked to the SAP central computer by a microwave communications net. U.S.G: I see. Ask him where the central computer is located. P: Le quiere preguntar donde està el ordenador central.		1.3 seek factual information 1.2 state factual information	6.10 translation/explanation/clarification 3.9.1 approval

S.G: Està situado en Oastro Vientos, otra base. Mantiene las cuentas de los registros de stock de todos los depósitos y bases. Además, incluye las funciones de catalogación, contabilidad financiera, inventario, y determinación de necesidades y control de stock y distribución.

U.S.G: How do you say must be?
P: debe ser

U.S.G: Debe ser un sistema muy eficiente.

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 EO

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			3.2.1 satisfaction	
S.G: Lo es. Ya casi no hay <u>pérdida</u> de material y conseguimos los artículos <u>pedidos</u> con mucha <u>rapidez</u> .		4.1 suggestions		
S.G: Entraremos al hangar y verán los Beechcraft C-12 que se acaban de comprar.		1.3 seek factual information		
U.S.G: ¿Cuántos aviones tienen?		6.10 translation/explanation/clarification		
S.G: En esta base?				
U.S.G: Sí, en esta base - Tell him I mean how many C-12s.				
F: Quiere saber cuántos C-12 hay en esta base.		1.3 seek factual information		
S.G: Aquí tenemos nueve de estos aviones de carga. Además tenemos seis aviones de combate modelo F-16.		1.2 state factual information		
U.S.G: El F-16 es un avión magnífico.		3.9.1 approval		
S.G: Efectivamente. Es de alta calidad y pasa la mitad que otras <u>cazas</u> . Además el costo del avión es muy bajo.	<u>cazas</u> - fighters	2.1.1 agreement		
U.S.G: Ask him about the speed of the plane.		1.2 state factual information		
		4.6 directions/instructions/commands		

TSO No. MMAG / C.6.01 / SP TSO
 EO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			Comments	Comments
F: ¿Qué velocidad alcanza?	<u>alcanza</u> - reach	1.3 seek factual information 1.2 state factual information 2.8 obligation		
S.G: Del orden del Mach 2.				
Es de nuestra responsabilidad en esta base el entrenar a los mecánicos de aviones. Ya terminados sus estudios, <u>salen</u> a trabajar en todas las bases de Papafesa. This base is much like a training school. We have many new - <u>¿Cómo se dice recluta?</u>	<u>salen</u> - leave, go out	1.2 state factual information 6.10 translation/explanation/clarification 1.2 state factual information		
F: <u>recruits</u>		5.3 engage in small talk		
S.G: We have many recruits here - very young.				
U.S.G: Tell him my oldest son is now a recruit in the U.S. Air Force at a base very much like this one.		6.7 comment on intelligibility 6.10 offer translation/explanation/clarification		
S.G: Le entiendo todo menos el final.		3.1.1 pleasure/lifting		
F: Dijo que la base en que está de recluta su hijo es muy parecida a ésta.				
S.G: Que bien. De tal palo, tal astilla. Debe de estar muy orgulloso. You are very proud.		De tal palo, tal astilla - A chip off the old block orgulloso - proud		

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 EO

V-40

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/supplements	
			not?	
U.S.G: Yes, very.		2.10.2 affirmation/ confirmation 1.2 state factual information 3.7 intention		
S.G: Yo también tengo un hijo pero tiene solamente quince años. Sin embargo ya plena <u>matricularse</u> en el Instituto Nacional Técnico <u>aeronáutico</u> . ¿Qué le parece - sería más <u>comodo</u> <u>tratarnos</u> ?	enroll in a school	2.9.1 request for permission 6.10 translation/ explanation/ clarification	¿Sería más cómodo tratarnos? - Would it be easier to address each other by <u>tú</u> ? After talking at a personal level, one party may suggest switching to the informal mode. This switch should not be made without first requesting to do so. It is more appropriate for a superior or the host to request the change.	
U.S.G: I'm sorry - what did he say?		2.9.2 granting of permission 1.3 seek factual information	It would be very rude to refuse to change to the familiar form of address.	
P: He would like to use the informal <u>tú</u> form of address with you - it's a sign of trust and friendship.		6.10 translation/ explanation/ clarification		
U.S.G: Sí, como no.		3.5 surprise	No me digas - you don't say	
S.G: Muy bien. ¿Tienes otros hijos?		1.3 seek factual information	¿Cuántos nietos tienes?	
U.S.G: Sí, tengo dos hijas.				
P: How do you say <u>I'm also a grandfather</u> .				
S.G: También soy abuelo.				
S.G: No me digas - que eres abuelo también.				

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>U.S.G: <u>¿Niños?</u> P: Grandchildren.</p> <p>U.S.G: One - uno - Tengo un nieto. Tiene dos años.</p> <p>S.G.: Los hijos son una alegría verdaderamente.</p> <p>U.S.G: Me gusta mucho.</p> <p>S.G: ¿Qué os parece si vamos al Club de Oficiales a tomar unas tapas.</p> <p>U.S.G: ¿Tapas?</p> <p>P: They're appetizers, sir. Really delicious.</p> <p>They usually have quite an array - everything from mushrooms to lobster.</p> <p>U.S.G: Sounds good. Tengo hambre.</p> <p>S.G: Os invito. Allí podemos hablar más <u>a gusto</u> - <u>comfortably</u>, at <u>ease</u>.</p>	<p><u>alegría</u> - joy</p> <p>3.1.1 pleasure/listing</p> <p>4.3 invitations</p> <p>6.10 translation/ explanation/ clarification</p> <p>1.2 state factual information</p>	<p>3.1.1.1 pleasure/listing</p> <p>4.3 invitations</p> <p>6.12 translation/ explanation/ clarification</p>	<p>On invite - I invite you. This sentence implies that the person inviting will serve as host and will pay all expenses. However, if the evening is long, it will be appropriate to offer to buy a round for everyone - but <u>never</u> to split the check.</p>
<p>U.S.G: <u>Mañana</u> / <u>C.6.01</u> / <u>SP</u> <input type="checkbox"/> TSO <input type="checkbox"/> EO</p>	<p>MA</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>	<p>3.8 want</p>	<p>4.3 invitations</p>

LPM Functional Indices

1.0 Factual Information		2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Sustasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes	2.1.1 agreement	3.1.1 pleasure/liking	*4.1 suggestions	*5.1 greet	*6.1.1 interrupt	
*1.2 state factual information	2.1.2 disagreement	3.1.2 displeasure/ dislike	4.2 requests	*5.3 open conversation	*6.7 comment on or inquire about intelligibility	
*1.3 seek factual information	2.2.1 an offer	3.2.1 satisfaction	4.3 invitations	5.1 introduce	offer or request	
	2.2.2 declining an offer	3.2.2 dissatisfaction	4.4 advice	*5.5.1 respond to	translation/explanation/clarification	
	2.2.3 accepting an offer	3.3.1 fear	4.5 warnings	*5.5.2 introduction		
	2.3.1 remembering	3.3.2 worry	4.6 directions/instructions/commands	5.10 gratitude		
	2.3.2 for getting	3.4 hope	4.7 corrections			
	2.4.1 possibility	3.5 surprise				
	2.4.2 impossibility	3.6 preference				
	2.5.1 capability	3.7 intention				
	2.5.2 incapability	3.8 want				
	2.6 need	3.9.1 approval				
	2.7.1 certainty	3.9.2 disapproval				
	2.7.2 uncertainty	3.10.1 importance				
	2.8 obligation	3.10.2 unimportance/indifference				
	2.9.1 request for permission	3.11 anticipation				
	2.9.2 granting of permission					
	2.9.3 denial of permission					
	2.10.1 denial					
	2.10.2 affirmation/ confirmation					
	2.11 awareness					
	2.12.1 difficulty					
	2.12.2 ease					
	2.13 belief/ opinion					

*These functions appear in these task scenarios.

RECOMMENDED TRAINING SEQUENCE

NA	1	2	3	4	5	6	7	8	9	10
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M.01

SEQUENCE TYPE

Linear Hierarchical solitary

PRIMARY DECISION FACTOR

job criticality dependent relationship independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO _____

C.6 / 1-3

Functions Catalog: IBERIAN SPANISH

R01-Books: "AIDE"

Special Vocabulary: V2.1-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty; Use of Military Facilities
in Spain; Job descriptions, Interview area: JOINT ENTERPRISE, TERRITORY;
AFR 400-3, AFM 50-29.

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: "PACILITATES"

DETERMINING THE PURPOSE	Meet with Responsible Party (RP)
	Brief RP on key factors
	Recommend a communicative strategy
FACILITATING THE INTERCOMMUNICATION	Follow established protocol
	Carry out special requests of the RP
	Facilitate social interaction/ Monitor the effectiveness of communication
	5.1/5.3/5.5.1/5.5.2/5.10/6.1.1/ 6.7/6.10
	Report/Inquire as required
1.0 Factual Information	(All functions)
2.0 Intellectual Attitudes	(All functions)
3.0 Emotional Attitudes	(All functions)
4.0 Getting things done	(Persuasion) (All functions)
FOLLOWING-UP	
	Debrief with RP
	Carry out immediate actions requested by the RP

TERMINAL SKILL OBJECTIVE

No. MAAG / R.2.01 /

COMMUNICATIVE TASK		STATEMENT
Role	N/A	The student "SCANS" letters/memoranda written in the Spanish language for specific pieces of information
Com Act	"SCANS"	on one or more of the following topics: logistics; supply, maintenance, data processing; aircraft;
Audience	N/A	operations, performance; management: planning, training for the purpose of responding to the above com-
Topics	logistics, aircraft, management	munications to confirm past actions or state future plans.
Purpose	respond to communications from Spanish military personnel	

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1/2 hour	20 min.

Materials/Equipment
reference grammar, military and technical glossaries, dictionary
military and technical glossaries, dictionary

REGISTER
Speech REGISTER Print
techno-jargon technical military
formal literary technical
colloquial informal other

MacroSTANDARDS	
DESCRIPTION	The student will write an appropriate reply in English to a Spanish communication that he/she has scanned within 20 minutes. Reply must include reference to all information items that communication was scanned to find. Topic of the reply will be determined by the topic of the original communication.
LPM INDICES	
Functions	
Vocabulary	
	x 1.0 Fact Info
	— 2.0 Intel Att
	— 3.0 Emo Att
	x 4.0 Sustion
	— 5.0 Man Comm
	x 6.0 Soc Rit
	See T.04

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NA 1 2 3 4 5 6 7 8 9 10
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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>Col. Henry Adams, USAVP Jefe Sección Fuerza Aérea, MAC</p> <p>Querido Col. Adams:</p> <p>En relación con su carta de fecha <u>18 del actual</u>, referente a la oferta del curso de <u>especialista de navegación</u>/ <u>VOR/ILS/AN/ARN</u> 235, y <u>ante la</u> <u>dificultad de encontrar</u> personal con un ECT:70, <u>toda vez que</u> el curso de idioma inglés está <u>en pleno desarrollo</u>,</p> <p>la Dirección de Planes y Organización comunica que <u>se renuncia a</u> dicho curso, el cual, por otra parte, <u>podría ser reemplazado</u> por el sistema <u>O.J.T.</u></p> <p>Queda suyo affino</p>	<p>en relación con/in relation to <u>del actual/of this month</u> <u>especialista de navegación/</u> <u>navigation specialist</u> <u>ante...de encontrar/consi-</u> <u>dering the difficulty</u> <u>of finding</u> <u>toda vez que/in as much as</u> <u>en pleno/in the middle of</u> <u>la Dirección de Planes y Organización</u> <u>comunica que se renuncia a</u> dicho curso, el cual, por otra parte, <u>podría ser reemplazado</u> por el sistema <u>O.J.T.</u></p>	<p>1.1 identify</p> <p>1.2 state factual information</p> <p>2.12.1 difficulty</p> <p>Spanish letters often consist of a single lengthy sentence rather than a series of short sentences as is usually true of American letters.</p> <p>The terms "del actual" & "de los corrientes" appear often in letters, referring to a date in the present month.</p> <p>"desarrollo" occurs often in training letters. Often it refers to a course being developed; here it refers to a course in progress.</p> <p>podría ser resuelto/conditional & infinitive a frequent construction in letters</p>	

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS	
			Culture/References/Supplements	
Col. Henry Adams, USAF Jefe Sección Fuerza Aérea, MAC	Mando de Material/Material Command adjunto/attached repartos/spare parts	1.2 state factual information 1.1 identify	English-language terms and abbreviations are dropped into Spanish texts without translation.	Many letters contain the formula: It is requested of X & subjunctive dependent clause. It is important to be able to translate the subjunctive.
Querido Col. Adams: Procedentes del <u>Mando de Material</u> , adjunto le remito impresos FORM 120 REV que relacionan diversos repuestos es- pecíficos de helicópteros Sikorski, H.191, dado de baja en el servicio <u>hace</u> <u>ya</u> <u>algunos</u> <u>años</u> , seleccionados en la Maestranza Aérea/Air Armory y clasificados por clases federales y valoración. Dado que el citado helicóptero parte- reció a Ayuda Americana, se <u>ruaga</u> a ese MAC <u>informe</u> sobre la <u>devolución</u> de <u>los</u> <u>repuestos</u> que se encuentren <u>deposi- tados</u> en la referida Maestranza Aérea.	dado que/since se nega/it is requested devolución/return depositados/stored	1.2 state factual information 4.2 requests		

TSO "11. MAG / R.2.01 / SP

TSO
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1.02
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MA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS
			Culture/References/Supplements
<u>Queda de Vd. atto.</u>	<u>Queda de Vd. atto./ roughly</u> <u>"sincerely"</u>		
Anexo: Impreso FORM 120 REV	<u>Anexo/attachment</u>		

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MMAG officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, USAF
Jefe Sección
Fuerza Aérea, MMAG

Querido Col. Adams:

En relación con su carta de fecha 18 del actual, referente a la oferta del curso de especialista de navegación VOR/ILS/AN/ARN 235, y ante la dificultad de encontrar personal con un ECL:70, ya que el curso de idioma inglés está en pleno desarrollo, la Dirección de Planes y Organización comunica que se renuncia a dicho curso, el cual, por otra parte, podría ser resuelto por el sistema O.J.T. Queda suyo affm°.

Col. Henry Adams, USAF
Jefe Sección
Fuerza Aérea, MMAG

Querido Col. Adams:

Procedentes del Mando de Material, adjunto le remito impresos FORM 120 REV referentes a repuestos específicos de helicópteros Sikorski, H. 191, dado de baja en servicio hace ya algunos años, seleccionados en la Maestranza Aérea y clasificados por clases federales y valoración. Dado que el citado helicóptero perteneció a Ayuda Americana, se ruega a ese MMAG informe sobre la devolución de tales de los repuestos que se encuentren depositados en la referida Maestranza Aérea.

Queda de Ud. atto.

Anexo: Impreso FORM 120 REV

TSO Map

TSO MAAG / R.2.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA	①	2	3	4	5	6	7	8	9	10
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SEQUENCE TYPE

- linear
- hierarchical
- solitary
- job criticality
- dependent relationship
- independent relationship

REQUIRED SUPPORT MATERIALS

- Enabling Objectives: EO R.2 / 1-3
- Functions Catalog: IBERIAN SPANISH
- Rolebooks: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4

Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, Interview data: TSMR-MAAG, Madrid; AFM 400-3, AFM 50-29.

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

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "SCANS"

PRIMARY DECISION FACTOR	DETERMINING INFORMATION NEEDS	SCANNING FOR ADJUNCTIVE DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING) Circle additional data areas
	List prespecified information needs on SCANNING WORKSHEET	List data Determine functional environment
solitary	SCANNING FOR PRESPECIFIED DATA Underline or highlight data	1.0 Factual Information (All functions)
	List data Determine the functional environment for each datum	2.0 Intellectual Attitudes (All functions)
independent relationship	SCANNING FOR PREPARED DATA Underline or highlight data	3.0 Emotional Attitudes (All functions)
	List data Determine the functional environment for each datum	4.0 Getting things done (Sustain) (All functions)
dependent relationship	SCANNING FOR ADJUNCTIVE DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING) Circle additional data areas	List each functional environment
	List prespecified information needs on SCANNING WORKSHEET	Summarizing Draw conclusions Recommend actions to be taken

TERMINAL SKILL OBJECTIVE

No. MAAG / R.1.01 / SP

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V-50

COMMUNICATIVE TASK		STATEMENT
COMPONENTS		
Role	N/A	The student "REVIEWS" in depth letters/memoanda written in the Spanish language on one or more of the following topics:
Com Act	"REVIEWS"	following topic: Logistics: supply, maintenance, data processing: aircraft: operations, performance;
Audience	N/A	Environment: planning, training, for the purpose of obtaining information which results in a multi-faceted
Topics	logistics, aircraft, management	or long-term response.
Purpose	obtain information for action	

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1 hour	45 min.
Materials/Equipment	Materials/Equipment
reference grammar, military technical glossaries,	reference grammar, military technical glossaries,
dictionary (Eng. & Span.), Span- ish dictionary	(Eng. & Span.), Spanish dictionary
Speech	Print
Techno-jargon	Technical
— formal	— literary
— colloquial	— informal

MacroSTANDARDS

DESCRIPTION The student will write a response in English to a revised communication in 45 minutes. The response will discuss the topic and propose an appropriate course of action; it will employ correct terminology (see T.04) and follow stylistic conventions.

LPM INDICES

FUNCTIONS	VOCABULARY
1.0 Fact Info	X
2.0 Intel Att	X
3.0 Emo Att	X
4.0 Sustain	X
5.0 Man Comm	X
6.0 Soc Rit	X

See T.04

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MAAC / R.1.01 / SP

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Col. Harry Adams, USAP
 Jefe Sección Puerza Aérea,
MAAC

Asunto:

Querido Col. Smith:

Como continuación a la carta de esta
 Comisión de Enlace num. 63 de fecha
 30 de Enero 1984, la Jefatura del Ser-
vicio de Transmisiones comunica la ne-
cesidad de que personal cualificado de

USAP realice una revisión total sobre
el sistema de comunicaciones 1800 del
G.C.A. de la Base Aérea de Montana,
de acuerdo con el contrato de arrien-
do de las radiostaciones TCOM Y G.C.A.

Asimismo se estima necesario que el
 personal mantenimiento de la Base

drilla de Transmisiones de la citada
Base pueda realizar un mantenimiento
efectivo sobre el sistema 1800, para lo
cual podría presentar la realización

del "OBSERVAUL" sobre el citado sistema.

Atentamente

Quisic supo affis.

KEY TERMS Vocabulary Items asunto/subject	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
		Comments	Supplements
enlace/liaison num.-referencia/number jefatura/headquarters	1.1 identify	Many letters refer to previous correspondence or conversations. Numbers and dates are very important in letters; they usually appear as numerals rather than words.	
2.6 express need		realice - subjunctive is used because the names of the personnel involved are not specified. The ability to recognize and read subjunctive forms is important in dealing with letters.	
USAP-very often English terms & abbreviations will be used untranslated		expressions of necessity require a subordinate clause, subjunctive form	
de acuerdo con/in agreement with radiocomunicaciones/radio-assisted	2.6 express need	"citada" and "dicha" appear often in letters used to refer to an earlier part of the letter	
esquadrilla de transmisiones/ comunicaciones aéreas de la citada/of the aforementioned mantenimiento/maintenance	4.1 suggest		
presenciar realización/ witness the fulfillment	5.2 taking leave	This is one of several expressions equivalent to "sincerely".	V-51

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
			Comments	Comments
Col. Henry Adams, USAF Jefe Sección Fuerza Aérea, MAC	de fecha/dated 1º=primer/o/first	1.1 identify	European date recording takes the order day-month-year, in contrast with the month-day-year order used in the U.S.	"De los corrientes" and "del actual" appear regularly in letters referring to a date in the present month.
Querido Cor. Adams: En relación a las cartas de ese MAC, AN's de fecha <u>21-2-78</u> y AFMS-66 del <u>10</u> de los <u>corrientes</u> , el Mando de Material comunica que, <u>de acuerdo con el punto</u> <u>4º=cuarto/fourth</u> de la carta del AFSC MMIS del 21-2-78 considera que <u>debe aceptarse la Modifi-</u> cación de Seguridad de Clase IV (Class IV Safety Modification) por lo que se <u>refiere</u> a ese MAC <u>efectuar</u> los <u>trámites</u> oportunos para la adquisición de 91 FMS, con <u>destino</u> a los aviones F5 del Ejército del Aire. En dicha adquisición, cuyo coste aproximado es de \$3,983,07, deberá ser <u>gestionada</u>	1.2 state factual information 4.4 advice 4.2 requests trámites/procedures con <u>destino</u> a/bound for Dicha/"said", or the afore- mentioned \$3,983,07=\$3,983.07 gestionada/carried out	The contents of Spanish letters are often organized by "points". Topics/paragraphs are numbered and are referred to by number in later correspondence or in conversation. dependent clause with subjunctive after rogarse. "Knee jerk" familiarity with the forms of certain irregular verbs which occur often in letters is important. "Dicha", "citada" used often to refer back to an earlier part of the letter. Numerical statements of money amounts are punctuated with a period separating thousands from hundreds and a comma separating dollars from cents. future & ser used to express necessity		

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TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements	
con cargo del Ejército del Aire.	<u>Le saluda atentamente.</u>	con cargo de/charged to the account of <u>Le saluda atentamente/</u> roughly "sincerely"	2.8 obligation	Signatures in Spain are often written with a flourish and bear little resemblance to the name of the signer - rather they serve as a uniquely personal sign.

Fdo: Juan Diaz

The letters presented in the task scenarios were written by Spanish officers. They were given to this project by MAC officers as examples of the materials they are required to read in Spanish as part of their job duties. The letters were then reviewed by native speakers of Spanish who were not informed that a Spaniard had written the letters. The reviewers suggested corrections to the text of the letters. The corrected versions are presented below.

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea, MAC

Asunto:

Querido Col. Smith:

Como continuación a la carta de esta Comisión de Enlace num. 63 de fecha 30 de Enero 1984, la Jefatura del Servicio de Transmisiones comunica la necesidad de que el personal cualificado de USAF realice una revisa total sobre el sistema de comunicaciones 1800 del G.C.A. de la Base Aérea de Montana, de acuerdo con el contrato de arriendo de las radicayudas TACAN y G.C.A. Asimismo se estima necesario que el personal de mantenimiento de la Escuadrilla de Transmisiones de la citada Base pueda realizar un mantenimiento efectivo sobre el sistema 1800, para lo cual podría presentar la realización del "OVERHAUL" sobre el citado sistema.

Atentamente

Queda suyo affm^o.

Col. Henry Adams, USAF
Jefe Sección Fuerza Aérea, MAC

Querido Col. Adams:

En relación a las cartas de ese MAC, AFMS de fecha 21-2-78 y AFMS-66 del 10 de los corrientes, el Mando de Material comunica que, de acuerdo con el punto 4º de la carta del AFIC MOTIS del 21-2-78 considera que debe aceptarse la Modificación de Seguridad de Clase IV (Class IV Safety Modification) por lo que se nega a ese MAC efectuar los trámites oportunos para la adquisición de 91 KTRs, con destino a los aviones F5 del

Ejército del Aire.

Dicha adquisición, cuyo coste aproximado es de \$3.983,07, deberá ser gestionada con cargo del Ejército del Aire.

Le saluda atentamente.

Foto: Juan Diaz

LPM Functional Indices

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
*1.1 identify objects, persons, processes	2.1.1 agreement disagreement	3.1.1 pleasure/liking displeasure/ dislike	4.1 suggestions 4.2 requests 4.3 invitations		
*1.2 state factual information	2.2.1 an offer 2.2.2 declining an offer	3.2.1 satisfaction 3.2.2 dissatisfaction	4.4 advice 4.5 warnings		
1.3 seek factual information	2.2.3 accepting an offer remembering forgetting possibility impossibility capability incapability need	3.3.1 fear worry hope surprise preference 3.6 intention 3.7 want 3.8 approval 3.9.1 disapproval certainty uncertainty obligation request for permission granting of permission denial of permission 2.9.2 affirmation/ confirmation 2.9.3 awareness difficulty ease 2.10.1 denial 2.10.2 affirmation/ confirmation 2.11 awareness 2.12.1 difficulty 2.12.2 ease 2.13 belief/ opinion	4.6 directions/ instructions/ commands 4.7 corrections		
					W7-7433 QP 10/1978

* These functions appear in these task scenarios.

TSO Map

TSO MAAG / R.I.01 / SP

RECOMMENDED TRAINING SEQUENCE

NA	1	②	3	4	5	6	7	8	9	10
----	---	---	---	---	---	---	---	---	---	----

SEQUENCE TYPE

- Linear job criticality
- hierarchical dependent relationship
- solitary independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO R.1 / 1-5
 Functions Catalog: IBERIAN SPANISH
 Rolebook: N/A

Special Vocabulary: V1.1, V2.2-5, V3.1-3, V4.1-4
 Technical Documents: Defense Treaty: Use of Military Facilities in Spain, 1976, Job descriptions, interview data: JUSMG-MAAG, Madrid; AFM 400-3, AFM 50-29.

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: "REVIEWS"

SEQUENCE TYPE	PRIMARY DECISION FACTOR	STATING THE PURPOSE	SEARCHING FOR EVIDENCE
NA	1	②	Read for supplemental, conflicting, or confirming data.
		State reason for reviewing Determine the document purpose Read/Translate title, abstract, first section, last section Write initial summary	Place additional data beside initial data Determine the functional environment for each datum
		DEVELOPING AN ORGANIZATIONAL SCHEME FOR THE REVIEW	1.0 Factual Information (All functions)
		Determine the document organization Read and Extract document:	2.0 Intellectual Attitudes (All functions)
		-outline -chapters -headings -sections	3.0 Emotional Attitudes (All functions)
		Develop the organization for the review	4.0 Getting things done (Sustain) (All functions)
			List each functional environment
			CONSTRUCTING THE REVIEW REPORT Compare in-depth information with initial summary Write final summary Make conclusions Recommend course(s) of action
			EXTRACTING INFORMATION Read document Underline/highlight data Place data in appropriate section in the organizational scheme Determine the functional environment for each datum
			1.0 Factual Information (All functions)
			2.0 Intellectual Attitudes (All functions)
			3.0 Emotional Attitudes (All functions)
			4.0 Getting things done (Sustain) (All functions)
			List each functional environment

ENABLING OBJECTIVE C.1-1 GREETING/INTRODUCTION

E.01

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "CONVERSE"	Microstandards (Functional Elements)	Comments and Additional Information
GREETING/INTRODUCTION The student will engage in conversation with greetings and introduction (when applicable). S/he will establish the role or social climate and make introductions, apologize, show sympathy/empathy, congratulate, or express regrets as required. S/he will use functions:	Passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required.	The student needs a good grasp of the social customs prevalent in the target culture. Specific phases for apology, showing sympathy/empathy, etc., should be mastered.
5.1 greet	5.1.1: 1-3/ 5.1.2: 1-5	
5.3 open conversation (all social roles)	5.3.1: 1/2/5/6/9 5.3.2 1-5	
5.5.1 introduce	5.5.1: 1/4/6-8/13	
5.5.2 respond to introductions	5.5.2: 1-4/6/8	
5.8 sympathy/empathy	5.8.1: 2/4/7/8/11-13	
5.10 gratitude	5.10: 1/2/5-8/11	
5.11 regret	5.11: all elements listed	
5.12 apology	5.12: 1/3/6/7/12	
6.1.1 interrupt	6.1.1: 1-3/10	

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

E.01

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
STATING THE PURPOSE	A. Obtain/transfer factual information The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:	1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information 2.2.1 offer 4.2 request 6.8 change the topic B. Evaluate options The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions: 2.0 intellectual attitudes (all functions) 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer	<p>In stating the purpose of the conversation; the student must have mastered most of the SPEAKING AND SPEAKING/LISTENING skill activities.</p> <p>1.1: all elements listed 1.2: " 1.3: " 2.2.1: 4/5/7-9 4.2: 1-4/6/8/13-17 6.8.1: 1/2/5/6/8-10</p> <p>This part can be demanding on the student's intellectual skills/capabilities depending on the student's role. The appropriate Rolebook can be helpful. Practice is definitely an important part of the instruction.</p> <p>2.1.1: 1/2(3-9)*10-12/ 14/17/18 2.1.2: 2-5(6/7)*10/13 14 2.2.1: 1/3/5/7/8/11/14</p>

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10 12	
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation/responsibility	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/ 12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/ 13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/ 12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/ 11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/ 8-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11	awareness	2.11: 1/3-5/7/10	
2.12.1	difficulty	2.12.1: 1-3/5-9/11/12	
2.12.	ease	2.12.2: 1/2/7-11	
2.13	belief/opinion	2.13: 1/2/4-6/9	
C.	<u>Assess human reactions</u>		<p>This part deals not only with emotional attitudes but also requires the student to assess such human reactions.</p> <p>Simulation games that represent situations where such assessment must take place can be helpful as in instructional activity. Games where cultural elements of the target language are incorporated can be especially useful.</p>
3.0	emotional attitudes (all functions)	3.1.1: 1/3/4/6-8/10/ 12	
3.1.1	pleasure/liking	3.1.2: 1/3/4/6/8/10/ 12-14	
3.1.2	displeasure/dislike	3.2.1 1-5/8/11	
3.2.1	satisfaction	3.2.2: 1/2/5-8/10/11	
3.2.2	dissatisfaction		
3.3.1	fear	3.3.1: 1/2/4/6/7/10/ 14	
3.3.2	worry	3.3.2: 1/2/4-8	
3.4	hope	3.4: 1-3/6	
3.5	surprise	3.5: 1/3/4/6/9/13/ 15/19/20	
3.6	preference	3.6: 1-5/7/8/10/11	
3.7	intention	3.7: 1-4	

ENABLING OBJECTIVE C.1-2 STATING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
3.8 want		3.8: 1/4-7		
3.9.1 approval		3.9.1: 2-6/8		
3.9.2 disapproval		3.9.2: 2/3/5/6/8/10		
3.10.1 importance		3.10.1: 2/3/5		
3.10.2 unimportance/indifference		3.10.2: 1/2(3/4/6)* 9-11		
3.11 anticipation		3.11: 1/2/4/5		
D. Initiate actions				
	The student will start activity, decision making, and operations by the other party. S/he will use functions:			
2.4.1 possibility		2.4.1: 1-3/15-19		
2.4.2 impossibility		2.4.2: 1/3/8-11		
2.5.1 capability		2.5.1: 1/8-11		
2.5.2 incapability		2.5.2: 1/2/10-13		
2.6 need		2.6: 1/2/5-12		
4.2 requests		4.2: 4/6/9/10/20		

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

E.01

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "CONVERSE"	Microstandards (Functional Elements)	Comments and Additional Information
A. <u>ACTUALIZING THE PURPOSE</u>		<p>This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy development for many different probably situations.</p>
A. <u>Develop the strategy</u>		<p>The most important instructional activity here is practice.</p> <p>The student will engage in conversation according to his/her strategy using the following functions concerning <u>facts</u>, <u>thoughts</u>, <u>feelings</u>, and <u>actions</u>:</p> <ul style="list-style-type: none"> 1.0 Factual Information 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information 2.0 Intellectual Attitudes 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
		MicroSTANDARDS (Functional) Elements)	MicroSTANDARDS (Functional) Elements)	
2.2.3 accepting an offer		2.2.3: all elements listed		
2.3.1 remembering		2.3.1: 1/3/4/8/9/11/12		
2.3.2 forgetting		2.3.2: 1-4/6/10		
2.4.1 possibility		2.4.1: 1-4/7(8-12)*13/15/18/19		
2.4.2 impossibility		2.4.2: 1/3-5//7-10		
2.5.1 capability		2.5.1: 1/3/4/6-10		
2.5.2 incapability		2.5.2: 1/4/5/7/10-12		
2.6 need		2.6: 1/3-10		
2.7.1 certainty		2.7.1: 1/2/4-9		
2.7.2 uncertainty		2.7.2: 1/4-9		
2.8 obligation		2.8: 1-6/9/11		
2.9.1 request for permission		2.9.1: 1/2/4/5/7/10/12		
2.9.2 granting of permission		2.9.2: 1-3/5-8/10/11/13/14		
2.9.3 denial of permission		2.9.3: 1/2/4/6/7/9/11/12		
2.10.1 denial		2.10.1: 1/2(3-5)*7-9/11-13/15		
2.10.2 affirmation/confirmation		2.10.2: 1(2/3/5/7)*4/8-12		
2.11 awareness		2.11: 1/3-5//7/10		

*at least one element in () should be mastered

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSE

E.01

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
2.12.1 difficulty		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.1: 1-3/5-9/11/12	2.12.2: 1/2/7/-11	
2.13 belief/opinion	2.13: 1/2/4-6/9		
3.0 Emotional Attitudes			Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/ 12		
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/ 12-14 3.2.1: 1-5/8/11		
3.2.1 satisfaction	3.2.2: 1/2/5-8/10/11		
3.2.2 dissatisfaction			
3.3.1 fear	3.3.1: 1/2/4/6/7/10/ 14		
3.3.2 worry	3.3.2: 1/2/4/8		
3.4 hope	3.4: 1-3/6		
3.5 surprise	3.5: 1/3/4/6/9/13/ 15/19/20		
3.6 preference	3.6: 1-5/7/8/10/11		
3.7 intention	3.7: 1-4		
3.8 want	3.8: 1/4-7		
3.9.1 approval	3.9.1: 2-6/8		
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10		

ENABLING OBJECTIVE C.1-3 ACTUALIZING THE PURPOSEE.01
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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.0.1: 2/3/5	
3.10.2 unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11 3.11: 1/2/4/5	
3.11 anticipation		How suasion is done differs widely according to the role, the student's Rolebook can be very helpful here.
4.0 Getting things done (Suation)		
4.1 suggestions	4.1: 1-4/10/11	
4.2 requests	4.2: 1-4/7/13/18/24/ 25	
4.3 invitations	4.3: 1/2/4/8/12/13	
4.4 advice	4.4: 1/3/5/8/9	
4.5 warnings	4.5: 1-4/7/10-12	
4.6 directions/instructions/commands	4.6: 1-3/6	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Control conversation flow		
6.3 refocus and/or adjust communication	6.3: all elements listed	
6.8.1 change topic	6.8.1: 2/5/6/8	
6.8.2 consent to change topic	6.8.2: 3/6/7	
6.8.3 refuse to change topic	6.8.3: 1/3/6/9/12/13	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.J-4 CONFIRMING THE RESULTS

E.01

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "CONVERSES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONFIRMING THE RESULTS		
A. <u>Report facts</u>		<p>The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.</p> <p>The student will report the facts of the conversation to insure understanding of both parties. S/he will use functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 2.1.1 capability 2.1.2 incapability 4.7 corrections <p>B. <u>Report thinking of the other party</u></p> <p>The student reviews the thinking of the other party to insure mutual understanding using functions:</p> <ul style="list-style-type: none"> 2.0 Intellectual Attitudes (all functions) 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTSE.01
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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "CONVERSE"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
		MicroSTANDARDS (Functional Elements)		
2.3.1	remembering	2.3.1:	1/2/11-13	
2.3.2	forgetting	2.3.2:	1/2/10/13	
2.4.1	possibility	2.4.1:	1/4/6/7(8-13)* 15-19	
2.4.2	impossibility	2.4.2:	1-4/6/8-11	
2.5.1	capability	2.5.1:	1/2/8-11	
2.5.2	incapability	2.5.2:	1-3/10-13	
2.6	need	2.6:	1/2/5/6/8-12	
2.7.1	certainty	2.7.1:	1-3/8-12	
2.7.2	uncertainty	2.7.2:	1-3/7-10	
2.8	obligation	2.8:	1/3/6/9/11-13	
2.9.1	request for permission	2.9.1:	1/12/13	
2.9.2	granting of permission	2.9.2:	1/13/15	
2.9.3	denial of permission	2.9.3:	1/11-13	
2.10.1	denial	2.10.1:	7/8/11-15	
2.10.2	affirmation/confirmation	2.10.2:	1/4/8/11/12	
2.11	awareness	2.11:	1/2/7-10	
2.12.1	difficulty	2.12.1:	2/4-8/11-13	

*at least one element in () should be mastered

ENABLING OBJECTIVE E.1-4 CONFIRMING THE RESULTS

E.01

Page 3 of 4**SPANISH**

SKILL DEVELOPMENT	MACROSTANDARDS Communicative Activity "CONVERSE"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		Microstandards (Functional Elements)	Comments and Additional Information
2.12.2 ease		2.12.2: 1/2/8-11	
2.13 belief/opinion		2.13: 1/6-9	
4.7 corrections		4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party	The student will acknowledge verbally the feelings of the other party to confirm his own understanding. S/he will use functions:		Similar to reporting the thinking (intellectual) attitudes of the other party except this part deals with feelings (emotional attitudes), and thus requires additional sensitivity on the student's part.
2.1.1 agreement		2.1.1: 1/14/19	
2.1.2 disagreement		2.1.2: 1/8/9/12-15	
3.0 Emotional Attitudes			
3.1.1 pleasure/liking		3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike		3.1.2: 1/2/4/12-16	
3.2.1 satisfaction		3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction		3.2.2: 1/2/6/8/10/11	
3.3.1 fear		3.3.1: 1-3/10/14	
3.3.2 worry		3.3.2: 1/2/8/10/11	
3.4 hope		3.4: 1/5-7	
3.5 surprise		3.5: 1/1/19-21	

ENABLING OBJECTIVE C.1-4 CONFIRMING THE RESULTS

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SKILL DEVELOPMENT	Macrostandards Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.6	preference	3.6: 1/2/7/8/10/11	
3.7	intention	3.7: 1/3-5	
3.8	want	3.8: 1/2/6/10/11	
3.9.1	approval	3.9.1: 1-3/7/8/10	
3.9.2	disapproval	3.9.2: 1-3/9/10/12	
3.10.1	importance	3.10.1: 1/3-5	
3.10.2	unimportance/indifference	3.10.2: 1/4/6/10/11	
3.11	anticipation	3.11: 1/5	
4.7	corrections	4.7: 2/5/7/11	
D.	Report actions to be taken		This part deals mainly with information so the chief concern is accuracy.
	The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:		
1.1	identify objects, persons, processes	1.1: all elements listed	
1.2	state factual information	1.2: "	
2.1.1	agreement	2.1.1: 3/5/11-15/18	
2.1.2	disagreement	2.1.2: 2/4/5/10/13-15	
4.7	corrections	4.7: 2/5/7/11	

ENABLING OBJECTIVE C.1-5 CLOSING

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SPANISH

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "CONVERSES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION	
		L	P
CLOSING A. <u>Inquire about further concerns</u>	Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions: 1.3 seek factual information 2.6 need 2.3.1 remembering 2.3.2 forgetting 3.3.1 fear 3.3.2 worry 3.8 want 3.10 importance B. <u>Close</u>	1.3: all elements listed 2.6: 1/5/6/10/11 2.3.1: 2/6/11 2.3.2: 1/5/10 3.3.1: 1/4/14 3.3.2: 1/5/7/8 3.8: 1/5/6 3.10: 1/3/5	Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a conversation under many different circumstances. The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions: •for a face-to-face conversation 5.10 gratitude
		5.10: 1/2/5/6/7/9	

ENABLING OBJECTIVE C.I-S. CLOSING

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	
		Macrostandards Communicative Activity "CONVERSES"	Comments and Additional Information
5.4 end conversation	Microstandards (Functional Elements)	5.4: 1-3/5	Students will be able to end a conversation by saying "Goodbye" or "See you later".
5.2 take leave		5.2: 1-3	Students will be able to say "I have to leave now" or "I have to go now".

ENABLING OBJECTIVE C.2-1 GREETING/INTRODUCTION

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	LITERACY	
			Macrostandards Communicative Activity "TELEPHONES"	Microstandards (Functional Elements)
GREETING/INTRODUCTION			The student will place and receive telephone calls. S/he will communicate in the opening part of the telephone conversation using functions:	passive, aural mastery of all elements for every function listed is required. Active, oral mastery of the elements listed below is required
5.16 telephone behavior			5.16.1 answer	5.16.1: 1
			5.16.2 respond to answer	5.16.2: 3/5
			5.16.3 request to speak to someone or an extension	5.16.3: 2-4
			5.16.4 respond to such request	5.16.4: 1/3/5
			5.16.5 wrong number	5.16.5: 1
			5.16.6 long distance	5.16.6: 1/5
			5.16.7 hold	5.16.7: 1/4
			5.16.8 messages	5.16.8: 1/3-5
			5.1 greet	5.1: 1-3: 5.1: 2/5
			5.5.1 introduce	5.5.1: 1/3/4
			5.5.2 respond to introductions	5.5.2: 1/2

As this communicative activity is conducted without visual contact, the student should have mastery of the nuances in pronouncing simple phrases in the target language in order to transmit different feelings.

The student must have control of such stock phrases as:

- "This is _____, may I help you?"
- "This is _____, of _____ calling, may I speak to _____?"
- "Let me check if s/he is in, please hold one moment."
- Some telephone call require "short" routines, such as:
 - 5.8 sympathy/empathy
 - 5.9 congratulations
 - 5.10 gratitude

ENABLING OBJECTIVE C.2.2 STATING THE PURPOSE

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MACROSTANDARDS Communicative Activity "TELEPHONES"	Microstandards (Functional Elements)	Comments and Additional Information	
STATING THE PURPOSE			In stating the purpose of the conversation, the student must have mastered most of the SPEAKING and SPEAKING/LISTENING skill activities.
A. <u>Obtain/transfer factual information</u>			<p>The student will state the purpose of the conversation. When the purpose is receiving or releasing factual information, the student will employ functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information 2.2.1 offer 4.2 request 6.8 change the topic <p>B. <u>Evaluate options</u></p> <p>The student will evaluate options by reporting, expressing, or inquiring about thoughts and opinions. Human thought, reasoning, and opinion will be sought or transmitted by the student using functions:</p> <ul style="list-style-type: none"> 2.0 intellectual attitudes (all functions) 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2.2 STATING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1/2/4/5/7/9/10/ 12	
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)* 13/ 15/18/19	Skills chosen based on the needs of the English class.
2.4.2 impossibility	2.4.2: 1/3-5/7-10	Appropriate choice of words based on the needs of the English class.
2.5.1 capability	2.5.1: 1/3/4/6-10	Skills chosen based on the needs of the English class.
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	Skills chosen based on the needs of the English class.
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	2.7.1 Certainty is a high frequency function.
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	2.8 Obligation is used with great care with military counter-parts. Responsibility must be clearly understood by both parties.
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/ 13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/ 12	2.10.2 Affirmation/confirmation is a very high frequency function.
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/ 11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1(2/3/5/7)*4/ 8-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
	MACROSTANDARDS Communicative Activity "TELEPHONES"	MICROSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
2.11 awareness	2.11: 1/3-5/7/10			
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12			
2.12.2 ease	2.12.2: 1/2/7-11			
2.13 belief/opinion	2.13: 1/2/4-6/9			
C. Assess human reactions			<p>This part deals not only with emotional attitudes but also requires the student to assess such human reactions.</p> <p>Simulation games that represent situations where such assessment must take place can be helpful as an instructional activity. Games where cultural elements of the target language are incorporated can be especially useful.</p>	
3.0 Emotional Attitudes (all functions)			<p>Tone of voice is important in assessing human reactions. Practice in this area is highly important.</p>	
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/ 12			
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/ 12-14			
3.2.1 satisfaction	3.2.1: 1-5/8/11			
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11			
3.3.1 fear	3.3.1: 1/2/4/6/7/10/ 14			
3.3.2 worry	3.3.2: 1/2/4-8			
3.4 hope	3.4: 1-3/6			
3.5 surprise	3.5: 1/3/4/6/9/13/ 15/19/20			
3.6 preference	3.6: 1-5/7/8/10/11			
3.7 intention	3.7: 1-4			

ENABLING OBJECTIVE C.2-2 STATING THE PURPOSE

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards	Communicative Activity "TELEPHONES"	Microstandards (Functional Elements)	Comments and Additional Information
3.8	want	3.8: 1/4-7	
3.9.1	approval	3.9.1: 2-6/8	
3.9.2	disapproval	3.9.2: 2/3/5/6/8/10	
3.10.1	importance	3.10.1: 2/3/5	
3.10.2	unimportance/indifference	3.10.2: 1/2(3/4/6)* 9-11	
3.11	anticipation	3.11: 1/2/4/5	
D.	<u>Initiate actions</u>		For this part, the student should practice with stock phrases developed from the appropriate Rolebook.
	The student will start activity, decision making, and operations by the other party. S/he will use functions:		
4.2	requests	4.2: 4/6/9/10/20	
2.4.1	possibility	2.4.1: 1-3/15-19	
2.4.2	impossibility	2.4.2: 1/3/8-11	
2.5.1	capability	2.5.1: 1/8-11	
2.5.2	incapability	2.5.2: 1/2/10-13	
2.6	need	2.6: 2/5-12	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGEES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>ACTUALIZING THE PURPOSE</p> <p>A. Develop the strategy</p> <p>The student will develop a strategy for actualizing the purpose of the conversation. The student develops an outline, checklist, and/or scenario of what the conversation might "look" like. The student will practice his queries, responses, and statements.</p> <p>B. Initiate communication</p> <p>The student engages in conversation according to his/her strategy using the following functions concerning <u>facts, thoughts, feelings, and actions:</u></p> <ul style="list-style-type: none"> 1.0 Factual Information 1.1 identify objects, persons, processes 1.2 state factual information 1.3 seek factual information 2.0 Intellectual Attitudes 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 	<p>This part is the key to this particular communicative activity. During his/her training, the student should be given ample opportunities to practice strategy developed for many different probable situations.</p> <p>The most important instructional activity here is practice.</p>	<p>1.1: all elements listed 1.2: " 1.3: " 2.1.1: 1/2(3-9)*10-12/ 14/17/18 2.1.2: 2-5(6-7)*10/13/ 14 2.2.1: 1/3/5/7/8/11/14 2.2.2: 1/2/4/5/7/9/10/ 12</p>

*at least one element in () should be mastered

ENABLING OBJECTIVE 0.2.3 ACTUALIZING THE PURPOSEE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "TELEPHONES"	Microstandards (Functional Elements)	Comments and Additional Information
2.2.3 accepting an offer	2.2.3: all elements listed	
2.3.1 remembering	2.3.1: 1/3/4/8/9/11/12	
2.3.2 forgetting	2.3.2: 1-4/6/10	
2.4.1 possibility	2.4.1: 1-4/7(8-12)*13/ 15/18/19	
2.4.2 impossibility	2.4.2: 1/3-5/7-10	
2.5.1 capability	2.5.1: 1/3/4/6-10	
2.5.2 incapability	2.5.2: 1/4/5/7/10-12	
2.6 need	2.6: 1/3-10	
2.7.1 certainty	2.7.1: 1/2/4-9	
2.7.2 uncertainty	2.7.2: 1/4-9	
2.8 obligation	2.8: 1-6/9/11	
2.9.1 request for permission	2.9.1: 1/2/4/5/7/10/12	
2.9.2 granting of permission	2.9.2: 1-3/5-8/10/11/ 13/14	
2.9.3 denial of permission	2.9.3: 1/2/4/6/7/9/11/ 12	
2.10.1 denial	2.10.1: 1/2(3-5)*7-9/ 11-13/15	
2.10.2 affirmation/confirmation	2.10.2: 1/2/3/5/7)*4/ 8-12	
2.11 awareness	2.11: 1/3-5/7/10	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.1 difficulty	2.12.1: 1-3/5-9/11/12	
2.12.2 ease	2.12.2: 1/2/7-11	
2.13 belief/opinion	2.13: 1/2/4-6/9	
3.0 Emotional Attitudes		Special attention should be given to the emotional attitude elements as they often represent the most sensitive areas.
3.1.1 pleasure/liking	3.1.1: 1/3/4/6-8/10/ 12	
3.1.2 displeasure/dislike	3.1.2: 1/3/4/6/8/10/ 12-14	
3.2.1 satisfaction	3.2.1: 1-5/8/11	
3.2.2 dissatisfaction	3.2.2: 1/2/5-8/10/11	
3.3.1 fear	3.3.1: 1/2/4/6/7/10/ 14	
3.3.2 worry	3.3.2: 1/2/4-8	
3.4 hope	3.4: 1-3/6	
3.5 surprise	3.5: 1/3/4/6/9/13/ 15/19/20	
3.6 preference	3.6: 1-5/7/8/10/11	
3.7 intention	3.7: 1-4	
3.8 want	3.8: 1/4-7	
3.9.1 approval	3.9.1: 2-6/8	
3.9.2 disapproval	3.9.2: 2/3/5/6/8/10	

ENABLING OBJECTIVE C.2-3 ACTUALIZING THE PURPOSE

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SPANISH

SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "TELEPHONES"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
3.10.1 importance		3.10.1: 2/3/5		
3.10.2 unimportance/indifference		3.10.2: 1/2(3/4/6)* 9-11		
3.11 anticipation		3.11: 1/2/4/5		
4.0 Getting things done (Suggestion)				How <i>susasion</i> is done differs widely according to role, the student's Rolebook can be very helpful here.
4.1 suggestions	4.1:	1-4/10/11		The student's mastery of the nuances in pronouncing simple phrases for different meanings is most important in this part.
4.2 requests	4.2:	1-4/7/13/18/24/ 25		
4.3 invitations	4.3:	1/2/4/8/12/13		
4.4 advice	4.4:	1/3/5/8/9		
4.5 warnings	4.5:	1-4/7/10-12		
4.6 directions/instructions/commands	4.6:	1-3/6		
4.7 corrections	4.7:	1/2/5/7/9-12		
C. Communication management				
6.3 refocus and/or adjust communication	6.3:	1-3/8/10		
6.5 control volume	6.5:	1/6		
6.7 comment on or inquire about intelligibility	6.7:	1/4/9-11		
6.8.1 change topic	6.8.1:	3/5-7		

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTSE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	COMMENTS AND ADDITIONAL INFORMATION
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)		
CONFIRMING THE RESULTS A. <u>Report Facts</u> The student will report the facts of the conversation to insure understanding of both parties. She will use functions: 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability 2.5.2 incapability 4.7 corrections		1.1 all elements listed 1.2 " 2.5.1 1/3/4/6-10 2.5.2 1/3/4/6-10 4.7 2/5/7/11	The student should have a clear understanding of the purpose of this EO. This understanding can be reinforced by examples of result of failure to achieve this EO.
 B. <u>Report thinking of the other party</u> The student reviews the thinking of the other party to insure mutual understanding using functions: 2.0 Intellectual Attitudes (all functions) 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer 2.2.2 declining an offer 2.2.3 accepting an offer 2.3.1 remembering		2.1.1: 1/14/19 2.1.2: 1/8/9/12-15 2.2.1: 1/2/14-16 2.2.2: 1/12/14/15 2.2.3: 1/11/15/16 2.3.1: 1/2/11-13	Some higher level of language ability may be required here depending on the role the student is to assume in the target language.

ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTSE.01
Page 2 of 4**C.2.4 CONFIRMING THE RESULTS****SPANISH**

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.3.2 forgetting	2.3.2: 1/2/10/13	
2.4.1 possibility	2.4.1: 1/4/6/7(8-13)*	
2.4.2 impossibility	2.4.2: 1-4/6/8-11 15-19	
2.5.1 capability	2.5.1: 1/2/8-11	
2.5.2 incapability	2.5.2: 1-3/10-13	
2.6 need	2.6: 1/2/5/6/8-12	
2.7.1 certainty	2.7.1: 1-3/8-12	
2.7.2 uncertainty	2.7.2: 1-3/7-10	
2.8 obligation	2.8: 1/3/6/9/11-13	
2.9.1 request for permission	2.9.1: 1/12/13	
2.9.2 granting of permission	2.9.2: 1/13/15	
2.9.3 denial of permission	2.9.3: 1/11-13	
2.10.1 denial	2.10.1: 7/8/11-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4/8/11/12	
2.11 awareness	2.11: 1/2/7-10	
2.12.1 difficulty	2.12.1: 2/4-8/11-13	
2.12.2 ease	2.12.2: 1/2/8-11	

*at least one element in () should be mastered

ENABLING OBJECTIVE C.2.4 CONFIRMING THE RESULTS

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TELEPHONES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.13 belief/opinion	2.13: 1/6-9	
4.7 corrections	4.7: 1/2/5/7/9-12	
C. Report the feelings of the other party		Similar to reporting the thinking (intellectual attitudes) of the other party except this part deals with feelings (emotional attitudes) and thus requires additional sensitivity on the student's part.
3.0 Emotional Attitudes		
3.1.1 pleasure/liking	3.1.1: 1/2/4/10-14	
3.1.2 displeasure/dislike	3.1.2: 1/2/4/12-16	
3.2.1 satisfaction	3.2.1: 1/2/4/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/6/8/10/11	
3.3.1 fear	3.3.1: 1-3/7/0/14	
3.3.2 worry	3.3.2: 1/2/8/10/11	
3.4 hope	3.4: 1/5-7	
3.5 surprise	3.5: 1/2/19-21	
3.6 preference	3.6: 1/2/7/8/10/11	
3.7 intention	3.7: 1/3-5	
3.8 want	3.8: 1/2/6/10/11	

ENABLING OBJECTIVE C.2-4 CONFIRMING THE RESULTS

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SPANISH

SKILL DEVELOPMENT	Macrostandards Communicative Activity "TELEPHONES"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
		Microstandards (Functional Elements)	Comments and Additional Information	
3.9.1	approval	3.9.1:	1-3/7/8/10	
3.9.2	disapproval	3.9.2:	1-3/9/10/12	
3.10.1	importance	3.10.1:	1/3-5	
3.10.2	unimportance	3.10.2:	1/4/6/10/11	
3.11	anticipation	3.11:	1/5	
2.1.1	agreement	2.1.1:	1/5/15/16/18	
2.1.2	disagreement	2.1.2:	1/2/13/14	
4.7	corrections	4.7:	2/5/7/11	
D. Report actions to be taken		This part deals mainly with information so the chief concern is accuracy.		
1.1	Identify objects, persons, processes	1.1:	all elements listed	
1.2	state factual information	1.2:	"	
2.1.1	agreement	2.1.1:	5/11-15/18	
2.1.2	disagreement	2.1.2:	2/4/5/10/13/15	
4.7	corrections	4.7:	2/5/7/11	

The student will state the actions, operations, or plans that will be initiated as a result of the conversation. S/he will use functions:

- 1.1 identify objects, persons, processes
- 1.2 state factual information
- 2.1.1 agreement
- 2.1.2 disagreement
- 4.7 corrections

ENABLING OBJECTIVE C.2-5 CLOSINGE.01
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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "TELEPHONES"	LINGUISTIC KNOWLEDGES (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
CLOSING	A. <u>Inquire about further concerns</u> Prior to ending a conversation the student will check to see that all concerns, issues, or ideas have been covered. S/he will accomplish this using functions: 1.3 seek factual information 2.6 need 2.3.1 remembering 2.3.2 forgetting 3.3.1 fear 3.3.2 worry 3.8 want 3.10 importance	1.3: all elements listed 2.6: 1/5/6/10/11 2.3.1: 2/9/11 2.3.2: 1/5/16 3.3.1: 1/4/14 3.3.2: 1/5/7/8 3.8: 1/5/6 3.10: 1/3/5	Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a telephone conversation under different circumstances.
	B. <u>Close</u> The student will close the conversation after all concerns have been aired or dealt with. He shall use the following functions: 5.10 gratitude 5.16.9 end conversation 5.16.10 take leave	5.10: 1/2/5-7/11 5.16.9: 3-8 5.16.10: all elements listed	Knowledge of the target culture is important here. The student should have mastery of the commonly used phrases for ending a telephone conversation under different circumstances.

ENABLING OBJECTIVE C.6-1 DETERMINING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DETERMINING THE PURPOSE		

A. Meet with Responsible Party (RP)

The student will hold a meeting with someone acting as the Responsible Party to determine the precise purpose of the event s/he will facilitate.

The student will interview the RP for determining:

- priorities
- operational strategies
- intended outcomes

B. Brief the RP on key factors

The student will brief the RP on the key factors in the environment surrounding the upcoming event. S/he will describe:

- the physical location and layout
- cultural, social, and job orientations of key personnel
- the language (English) abilities of the participants
- the target language ability of the facilitator (the student)
- any anecdotal or biographical information necessary

ENABLING OBJECTIVE C. 6-1 DETERMINING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>Communicative Activity "FACILITATES"</p> <ul style="list-style-type: none">● any additional technical information● existing constraints (security, on-going negotiations, and other special factors) <p>C. <u>Recommend a communicative strategy</u></p>		
<p>The student will recommend a communicative strategy to the RP for the event. This strategy will be based on the four (4) functional categories of:</p> <ol style="list-style-type: none">1.0 Factual Information2.0 Intellectual Attitudes3.0 Emotional Attitudes4.0 Getting things done (Suasion)		

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "FACILITATES" FACILITATING THE INTERCOMMUNICATION	LINGUISTIC KNOWLEDGES (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
A. Follow established protocol	The student will follow established protocol. (These are given to the student prior to the "FACILITATES" practice.)		
B. Carry out special requests of the RP	The student will gather, organize, and complete arrangements based on special requests of the RP.		
C. Facilitate social interaction/monitor the effectiveness of communication	The student will facilitate social interaction and monitor the effectiveness of communication using the following functions:		
5.1 greet	5.1: 5.1.1: 3		
5.3 open conversation/engage in small talk	5.3: 5.3.1: 3/4		
5.5.1 introduce	5.5.1: 1/3/5/6/10		
5.5.2 respond to introductions	5.5.2: 1/4/6		
5.10 gratitude	5.10: 1/2/6		
6.1.1 interrupt	6.1.1: 3/6/10/11		
6.7 comment on or inquire about intelligibility	6.7: 1/2/5		
6.10 request or offer translation/explanation/clarification	6.10: 1/4		

ENABLING OBJECTIVE C.6.2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "FACILITATES"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
D. Report/inquire as required		The facilitator will also report on a variety of social rituals and will often engage in greetings and introductions. In the process of relaying communication, the facilitator will rely heavily on functions 6.6 request repetition or offer to repeat, 6.7 comment on or inquire about intelligibility, and 6.10 request or offer translation/explanation/clarification.
The student will employ the intercommunications strategy as required. S/he will <u>report</u> or <u>inquire</u> using the following functions:		
1.0 Factual Information		
1.1 identify objects, persons, processes	1.1: all elements listed	
1.2 state factual information	1.2: "	
1.3 seek factual information	1.3: "	
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/6/10/13/14/ 17/19	
2.1.2 disagreement	2.1.2: 1/10/14/15	
2.2.1 an offer	2.2.1: 1-3/6-8/14-16	
2.2.2 declining an offer	2.2.2: 1/2/5/12-15	
2.2.3 accepting an offer	2.2.3: 1/2/4/11-15	
2.3.1 remembering	2.3.1: 1-3/6/11-13	
2.3.2 forgetting	2.3.2: 1-4/10/13	
2.4.1 possibility	2.4.1: 1/2/6/11/15-19	
2.4.2 impossibility	2.4.2: 1-3/9-11	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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SKILL DEVELOPMENT	MACROSTANDARDS Communicative Activity "FACILITATES"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		Microstandards (Functional Elements)	Comments and Additional Information
2.5.1	ability	2.5.1: 1-4/8-11	These objectives demand a great deal of work from the instructional developer and the teacher. The activities have elements of simulation, simultaneous translation, and diplomacy.
2.5.2	incapability	2.5.2: 1-5/10/12/13	
2.6	need	2.6: 1-5/8-12	
2.7.1	certainty	2.7.1: 2/3/5/6/9-12	Result-oriented simulations, a supportive learning environment, post-performance feedback stressing strengths and weaknesses, and plenty of practice are called for.
2.7.2	uncertainty	2.7.2: 1-4/6-10	
2.8	obligation	2.8: 1-3/11-13	Video replay equipment for post-performance feedback should greatly increase efficiency in learning this skill.
2.9.1	request for permission	2.9.1: 1/2/4/8/10/12/ ¹³	
2.9.2	granting of permission	2.9.2: 1/13-15	
2.9.3	denial of permission	2.9.3: 1/11-13	
2.10.1	denial	2.10.1: 1/11-15	
2.10.2	affirmation/confirmation	2.10.2: 1/4/5/11/12	
2.11	awareness	2.11: 1-3/7-10	
2.12.1	difficulty	2.12.1: 1/2/4/5/7/8/12/ ¹³	
2.12.2	ease	2.12.2: 1/2/10/11	
2.13	belief/opinion	2.13: 1/3/4/6-9	
3.0	Emotional Attitudes		
3.1.1	pleasure/liking	3.1.1: 1-4/10-14	

ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATION

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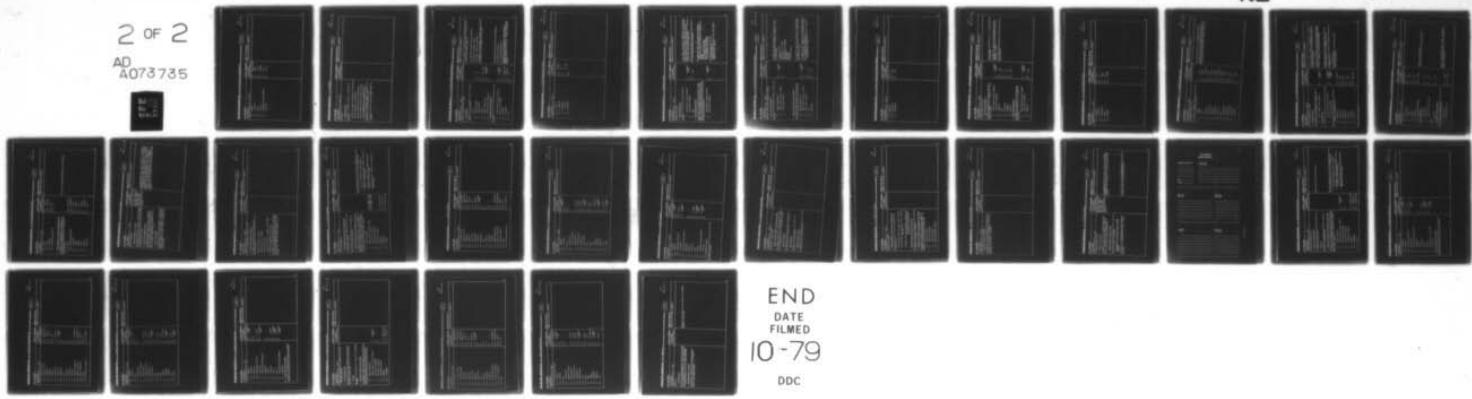
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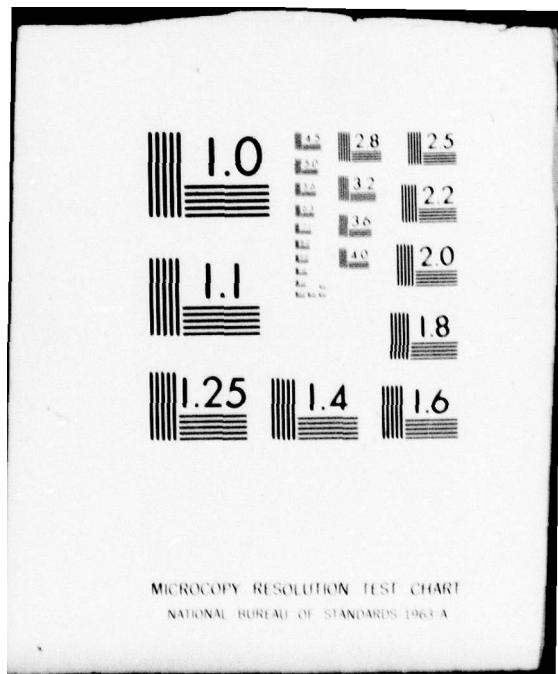
SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "FACILITATES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.1.2 displeasure/disslike	3.1.2: 1-3/4/13-16	
3.2.1 satisfaction	3.2.1: 1/2/8-11	
3.2.2 dissatisfaction	3.2.2: 1/2/8-11	
3.3.1 fear	3.3.1: 1/2/10-15	
3.3.2 worry	3.3.2: 1/2/5/8-11	
3.4 hope	3.4: 1/3/6-8	
3.5 surprise	3.5: 1-3/6-8	
3.6 preference	3.6: 1-3/7-11	
3.7 intention	3.7: 1-5	
3.8 want	3.8: 1/2/5-11	
3.9.1 approval	3.9.1: 1/2/7-10	
3.9.2 disapproval	3.9.2: 1/2/9-12	
3.10.1 importance	3.10.1: 1/3-6	
3.10.2 unimportance/indifference	3.10.2: 1/4/10/11	
3.11 anticipation	3.11: 1/5	
4.0 Getting things done (Sustention)		
4.1 suggestions	4.1: 1/5/6/10-12	

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA. VOLUME--ETC(U)
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ENABLING OBJECTIVE C.6-2 FACILITATING THE INTERCOMMUNICATIONPage 5 of 5

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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "FACILITATES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
4.2 requests		4.2: 1/4/5/13/15/24- 26	
4.3 invitations		4.3: 1/14/15	
4.4 advice		4.4: 1/6/9/10	
4.5 warnings		4.5: 1/2/9/12/13	
4.6 directions/instructions/commands		4.6: 1/6/7	
4.7 corrections		4.7: 1/7/10-12	

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
	MACROSTANDARDS Communicative Activity "FACILITATES"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
FOLLOWING-UP				
A. Debrief with the RP	<p>The student will debrief with the RP. The student will report all:</p> <ul style="list-style-type: none"> • actions to be taken (as understood by the counterpart) • opinions expressed by the counterpart • feelings verbally expressed by the counterpart • factual information given and received by the RP <p>B. <u>Carry out immediate actions requested by the RP</u></p> <p>The student will write down, implement, and oversee the completion of all actions requested by the RP.</p> <p>The student will write a FACILITATING SUMMARY REPORT for his files.</p>			

ENABLING OBJECTIVE S. 3-1 STATING THE PROBLEM (NEED OR REASON)

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE											
Macrostandards Communicative Activity "BRIEFS"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION											
STATING THE PROBLEM (NEED OR REASON) <p>A. <u>Gain attention</u></p> <p>The student will use the language to gain the listeners' attention by using functions:</p> <ul style="list-style-type: none"> 5.1 greet 5.5.1 introduce (oneself) 3.7 express intention 6.1.1 interrupt 6.2 sequence communication 6.3 refocus or adjust communication <p>b. <u>Clarify/state the problem/purpose</u></p> <p>The student will be able to state any problem by using functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 2.1.1 agreement 2.1.2 disagreement 2.6 need 	<p>If the briefing is classified, a routine statement should be written for the student to memorize.</p> <p>The student must have control of such phrases as:</p> <ul style="list-style-type: none"> "May I have your attention, please." "If everyone is ready, let's be seated." <p>The student will use the appropriate Rolebook to employ phrases that establishes his/her intended style or register.</p> <table border="0"> <tr> <td>5.1: 1/3</td> <td>5.5.1: 1-4</td> </tr> <tr> <td>3.7: 2</td> <td>6.1.1: 3/5-7/11-13</td> </tr> <tr> <td>6.2: all elements listed</td> <td>6.3: all elements listed</td> </tr> </table> <p>The student must have a facility with such phrases as:</p> <ul style="list-style-type: none"> "The problem is as follows...." "This is the problem before us." <p>The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.</p> <table border="0"> <tr> <td>1.1: all elements listed</td> <td>1.2: all elements listed</td> </tr> <tr> <td>2.1.1: 1/2/5/6/9/11/ 13</td> <td>2.1.2: 1/4/5/10/13</td> </tr> <tr> <td>2.6: 1-7</td> <td></td> </tr> </table>	5.1: 1/3	5.5.1: 1-4	3.7: 2	6.1.1: 3/5-7/11-13	6.2: all elements listed	6.3: all elements listed	1.1: all elements listed	1.2: all elements listed	2.1.1: 1/2/5/6/9/11/ 13	2.1.2: 1/4/5/10/13	2.6: 1-7	
5.1: 1/3	5.5.1: 1-4												
3.7: 2	6.1.1: 3/5-7/11-13												
6.2: all elements listed	6.3: all elements listed												
1.1: all elements listed	1.2: all elements listed												
2.1.1: 1/2/5/6/9/11/ 13	2.1.2: 1/4/5/10/13												
2.6: 1-7													

ENABLING OBJECTIVE S.3-1 STATING THE PROBLEM (NEED OR REASON)

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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.7.1 certainty		2.7.1: 1/2/4/5/8	
2.7.2 uncertainty		2.7.2: 1/2/4/7	
2.11 awareness		2.11: 1-4	
2.8 obligation		2.8: 1/3/6/8-10	
3.10.1 importance		3.10.1: 3	

ENABLING OBJECTIVE S.3-2 INTRODUCING KEY TERMSE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity	Microstandards "BRIEFS"	(Functional Elements)
INTRODUCING KEY TERMS		<p>This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication.</p> <p>This may be best approached by helping the student develop a skill for presenting and teaching concepts.</p>
A. <u>Define required terms</u>	<p>The student will define the required terms using functions:</p> <ul style="list-style-type: none"> 1.1 identify object, persons, processes 1.2 state factual information 2.6 need <p>B. <u>Provide special definitions</u></p> <p>The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept.</p> <p>The student will use functions:</p> <ul style="list-style-type: none"> 1.1 identify objects, persons, processes 1.2 state factual information 	<p>The student must learn to define terms and concepts by:</p> <ul style="list-style-type: none"> *identify relevant characteristics of the concept *describe the functions or relations with respect to the concept *provide a verbal definition *give examples of the concept *give non-examples of the concept *provide comparisons and contrasts <p>The student must have a facility with:</p> <ul style="list-style-type: none"> *if, then constructions *comparative degree constructions using <u>like</u>, <u>similar</u>, <u>opposite of</u>, <u>as</u> <u>as</u>, etc.

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
	MacroSTANDARDS Communicative Activity	"BRIEFS"	
A. Order events chronologically	REPORTING FINDINGS AND/OR BACKGROUND INFORMATION		<p>The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:</p> <p>6.2: all elements listed 1.1: "On July, 4th, 1976..." 1.2: "On Monday" "At nine o'clock on Tuesday" "After that" "The next thing that happened" "The next day" "Next week" "Last year" "Two days from now"</p>
B. Order events according to significance			<p>The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project."</p> <p>6.2: all elements listed 1.1: "The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc. *If the briefing is a decision briefing, the student will employ EOs 5.3.4 and 3.3-5.</p> <p>1.2: "The next day" 2.6: 2/5-7 2.8: 1/6</p>

ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATIONE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1/3	
3.10.2 unimportance	3.10.2: 1/4/8	
2.13 belief/opinion	2.13: 1-3/5	

ENABLING OBJECTIVE S.3-4. LISTING ALTERNATIVE SOLUTIONS

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SKILL DEVELOPMENT	UNAUSTISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "BRIEFS"	Microstandards (Functional Elements)	Comments and Additional Information
LISTING ALTERNATIVE SOLUTIONS		
A. <u>Report optimal alternative</u> The student will report that alternative that s/he intends to recommend first. The student will use the following functions: 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability 2.6 need 3.2.1 satisfaction 3.6 preference 3.9.1 approval	1.1: all elements listed 1.2: 1-4/6 2.5.1: 1-4/6 2.6: 1-7 3.2.1: 3-5 3.6: 1-6 3.9.1: 2-4/6	Briefings do not save the best for last. The optimal solution is given first. The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First, ...". When giving alternatives always lay out the pros and cons for each alternative.
B. <u>Report other alternatives</u> The student will report each alternative including capabilities and incapabilities. The student will use functions: 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability	1.1: all elements listed 1.2: 1-3/6 2.5.1: 1/3/6	

ENABLING OBJECTIVE 5.3-4 LISTING ALTERNATIVE SOLUTIONS

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SKILL DEVELOPMENT Macrostandards Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	
		Microstandards (Functional Elements)	Comments and Additional Information
2.5.2 incapability		2.5.2: 1/4/7	
3.2.1 satisfaction		3.2.1: 1-4	
3.2.2 dissatisfaction		3.2.2: 1/2/5-7	
3.9.1 approval		3.9.1: 1-3/6	
3.9.2 disapproval		3.9.2: 1-3/5/6/8	

ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONSE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "BRIEFS"	Microstandards (Functional Elements)	Comments and Additional Information
RECOMMENDING REQUIRED ACTIONS		
The student will recommend required actions, decisions, input. The student will use functions:		
4.1 suggests	4.1: 3/4/6/7	The student may also use 3.10.1 <u>importance</u> occasionally.
4.4 advise	4.4: 3/5/7/8	There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.
4.5 warn	4.5: 1-4/7/10/11	
2.4.1 possibility	2.4.1: 1-5/13	
2.4.2 impossibility	2.4.2: 1-4/6/8	
2.5.1 capability	2.5.1: 1/3/4/6	
2.5.2 incapability	2.5.2: 1/4/6/7	
2.12.1 difficulty	2.12.1: 1/2/4/6-9/11	
2.12.2 ease	2.12.2: 1/2/6-8	
2.13 belief/opinion	2.13: 1/2/4/5	
3.2.1 satisfaction	3.2.1: 1-4	
3.2.2 dissatisfaction	3.2.2: 1/2/5-7	
3.11 anticipation	3.11: 1/2	
4.7 correction	4.7: 2/5/6-9	

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE <u>A. Encourage questions</u> <p>The student will encourage questions during, after, or during and after the presentation. She will use:</p> <p>6.9 request questions and/or comments</p> <p>B. Answer questions</p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>The student will answer questions requiring the expression of thoughts or opinions 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>2.7.1 certainty</p> <p>2.7.2 uncertainty</p> <p>2.12.1 difficulty</p>	<p>6.9: all elements listed</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: "It is possible that..." "We found it can be done for the following reasons." "That's a good question."</p> <p>2.4.1: 2/3(6-13)* 2.4.2: 3/4/8 2.5.1: 3/6/7 2.5.2: 4-7 2.7.1: 4-6/8 2.7.2: 4-7 2.12.1: 1/2/4/6-11</p>

*at least two of the elements in ()

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCEE.01
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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGEES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease		2.12.2: 2/6-8	
2.13 belief/opinion		2.13: 2-5	
3.5 surprise		3.5: 3-5/8	
3.9.1 approval		3.9.1: 3/4/6	
3.10.1 importance		3.10.1: 2/3	
3.10.2 unimportance/indifference		3.10.2: 2-4/8/9	"Thank you for your attention." "Your input on this matter is sincerely appreciated."
C. Monitor presentation			
6.4 control speed		6.4: 1/4	
6.5 control volume		6.5: 1/4	
6.7 inquire about intelligibility		6.7: 2/3/7	
D. Close			
5.10 gratitude		5.10: 1/2/6	
E. Acknowledge emotional attitudes			This part, dealing with emotional attitudes on the part of questioners using functions:
3.1.1 pleasure/liking		3.1.1: 1/2/10/11	
3.1.2 displeasure/disliking		3.1.2: 1/2/13/14	

ENABLING OBJECTIVE S. 3-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1/11/13	
3.3.2 worry	3.3.2: 1/2/7/8/10	
3.10.1 importance	3.10.1: 1/4-6	
3.10.2 unimportance/indifference	3.10.2: 1/10	
F. <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:		
2.10.1 denial	2.10.1: 1/3/5/11/12	
2.10.2 affirmation/confirmation	2.10.2: 1/3/4/6/8-10	
3.2.1 satisfaction	3.2.1: 3/4/6	
4.1 suggests	4.1: 3/4/6-8	
4.2 requests	4.2: 4-6	
4.4 advice	4.4: 2/3/7/9	
4.5 warnings	4.5: 3/4/6/9/11	
4.7 corrections	4.7: 2/5/7	

ENABLING OBJECTIVE R.1-1 STATING THE PURPOSE

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "REVIEWS"	Microstandards (Functional Elements)	Comments and Additional Information
STATING THE PURPOSE	Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.	This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING and WRITING skills. The student should practice the construction and use of various reviewing worksheets in order to gain mastery in this communicative activity. The student should master skills in summation, drawing conclusions and comparisons of widely divergent information in order to satisfactorily carry out this communicative activity.
A. State the reason for reviewing	The student will construct a personal reviewing worksheet for the activity. The first step is to state the reason(s) for doing the review. This rationale will be put at the top of the review worksheet.	
B. Determine the document purpose	The student will determine the purpose of the document (why it was written). S/he will read and translate the title, translate the abstract (if available), and read the first and last section of the document, making notes of purpose-oriented information.	
C. Write initial summary	The Student will write an initial summary of the document's purpose and put it on his/her worksheet. The student will be able to compare this initial summary with his/her final summary in order to "estimate" his/her own understanding of the document.	

ENABLING OBJECTIVE R.1.2 DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "REVIEWS"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOP AN ORGANIZATIONAL SCHEME FOR THE REVIEW		

A. Determine the document organization

The student will determine the organization of the document by reading and extracting the document's outline. This can be done by:

- Copying the table of contents
- Translating titles of chapters
- Translating headings
- Translating sections or paragraph topic sentences

B. Develop the organization for the Review

The student will construct an organization in the form of an outline. The organization must be based on the purpose of the review and not on the internal organization of the document itself. Often these two organizations will be the same.

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
	MacroSTANDARDS Communicative Activity	"REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
EXTRACTING INFORMATION				<p>This is the key part for this particular communicative activity. The student should master skills in the following areas:</p> <ol style="list-style-type: none"> 1. discrimination between functional categories 2. knowledge of the written target language in picking out nuances of different meanings 3. grasp of the target culture in detecting emotional undertones in written passages 4. summation of complex information in an accurate and succinct manner <p>The student will read the document underlining or highlighting meaningful data.</p> <p>The student will place each datum in its appropriate section of the review organization.</p> <p><u>B. Determine the functional environment for each datum</u></p> <p>The student will determine the functional environment for each datum at the time of its entry into the review organization. The functional environment indicates the "validity" of the information uncovered. The functional environment will be one or more of the following:</p> <ol style="list-style-type: none"> 1.0 Factual Information <ol style="list-style-type: none"> 1.1 identify objects, persons, process 1.2 state factual information 1.3 seek factual information 2.0 Intellectual Attitudes <ol style="list-style-type: none"> 2.1.1 agreement 2.1.2 disagreement 2.2.1 an offer

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2: "	
2.6 need	2.6: "	
2.7.1 certainty	2.7.1: "	
2.7.2 uncertainty	2.7.2: "	
2.8 obligation	2.8: "	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SKILL DEVELOPMENT MACROSTANDARDS COMMUNICATIVE ACTIVITY "REVIEWS"	LINGUISTIC KNOWLEDGES MICROSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION	
		L1	L2
2.11 awareness	2.11: all elements listed		
2.12.1 difficulty	2.12.1: "		
2.12.2 ease	2.12.2: "		
2.13 belief/opinion	2.13: "		
3.0 Emotional Attitudes			
3.1.1 pleasure/liking	3.1.1: 1-4/10-13		
3.1.2 displeasure/dislike	3.1.2: 1-4/12-16		
3.2.1 satisfaction	3.2.1: 1-5/8-11		
3.2.2 dissatisfaction	3.2.2: all elements listed		
3.3.1 fear	3.3.1: "		
3.3.2 worry	3.3.2: 1-6/8/11		
3.4 hope	3.4: 1/3-8		
3.5 surprise	3.5: 1-5/7/8/19-21		
3.6 preference	3.6: all elements listed		
3.7 intention	3.7: "		
3.8 want	3.8: 1/2/4-11		
3.9.1 approval	3.9.1: all elements listed		

ENABLING OBJECTIVE R.1-3 EXTRACTING INFORMATION

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval	3.9.2: all elements listed	
3.10.1 importance	3.10.1: "	
3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
3.11 anticipation	3.11: all elements listed	
4.0 Getting things done (Suasion)		
4.1 suggestions	4.1: "	
4.2 requests	4.2: "	
4.3 invitations	4.3: 1-9/14/15	
4.4 advice	4.4: all elements listed	
4.5 warnings	4.5: 1-7/9-13	
4.6 directions/instructions/commands	4.6: all elements listed	
4.7 corrections	4.7: "	
C. List functional environment		

The student will note beside each datum its one or more functional environments.

ENABLING OBJECTIVE R.1-5 CONSTRUCTING THE REVIEW REPORT

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONSTRUCTING THE REVIEW REPORT		
A. Compare in-depth information with initial summary The student will compare the in-depth review with his/her initial summary (part of R.1-1). The student will compare the list of expected findings with the actual findings.		

A. Compare in-depth information with initial summary
The student will compare the in-depth review with his/her initial summary (part of R.1-1). The student will compare the list of expected findings with the actual findings.

B. Write final summary
The student will write the final summary focusing on the reasons/purpose of the review (see R.1-1: A. and B.).

C. Make conclusions
The student will draw conclusions either based on, or supported by, the final summary.

D. Recommend courses of action
The student will write recommended actions based on his/her conclusions and turn in the review report.

ENABLING OBJECTIVE R.1-4 SEARCHING FOR EVIDENCE

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>SEARCHING FOR EVIDENCE</p> <p>A. <u>Read supplemental, conflicting or confirming data</u></p> <p>The student will read or re-read for additional data. These data can be:</p> <p>Confirming data--data that supports initial findings Conflicting data--data that negates initial findings or impressions Supplemental data--data that enhances, clarifies, provides examples, or permits ease of interpretation of the main point</p> <p>B. <u>Place additional data beside initial data</u></p> <p>The student will place the additional data beside the data and functional environments it augments.</p> <p>C. <u>Determine the functional environment for each datum</u></p> <p>The student will determine the functional category or categories in which the additional data is found. The functions will be one or more of the following:</p> <ul style="list-style-type: none">1.0 Factual Information2.0 Intellectual Attitudes3.0 Emotional Attitudes4.0 Getting things done (Suasion)		

ENABLING OBJECTIVE R.1-4 SEARCHING FOR EVIDENCEE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "REVIEWS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
D. <u>List each functional environment</u> The student will list each functional environment for the additional data in the appropriate section of the outline beside the data themselves. Each datum will be labeled as Supplemental, Conflicting, or Confirming.		

ENABLING OBJECTIVE R.2-1 DETERMINING INFORMATIONE.01
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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE	
		MICROSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
MACROSTANDARDS Communicative Activity "SCANS"	DETERMINING INFORMATION NEEDS	<p>Only passive mastery of functions is required. Additional elements not listed in the catalog but common in written material may be required.</p> <p>A. Prespecify items or data</p> <p>The student will write out all information needs before scanning the document, correspondence, or other print source. S/he will construct a probable or expected form of the data that supplies the information.</p> <p>B. Prespecify general information areas</p> <p>The student will write out the general areas or topics of information expected in the document.</p> <p>C. List prespecified information needs on SCANNING WORKSHEET</p> <p>The student will list the specific and general expected information on the SCANNING WORKSHEET prior to scanning the document.</p>	<p>This communicative activity requires little to no SPEAKING or SPEAKING/LISTENING skills. What is required is a high level of competence in the READING, and to a lesser degree, WRITING skills.</p> <p>Practice in the use of the SCANNING WORKSHEET should constitute the major portion of the instructional activity.</p>

**SCANNER
WORKSHEET****DOCUMENT DESCRIPTIONS****Prespecified
info need**

Date: _____

Scanner: _____

**Results of
data scan****Functional
environment**

**Additional
data****Functional
environment**

ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "SCANS"	Microstandards (Functional Elements)	Comments and Additional Information
SCANNING FOR PRESPECIFIED DATA		
A. <u>Underline or highlight data</u> The student will <u>peruse</u> the document quickly <u>underlining</u> or <u>highlighting</u> expected data.		Speed reading skills may be useful here.
B. <u>List data</u> The student will transfer the highlighted or underlined data onto the SCANNING WORKSHEET.		
C. <u>Determine the functional environment for each datum</u> The student will inspect the sentence in which each datum is found. S/he will determine the functional category for each sentence. The functional categories will be one or more of the following:		This is the key part for this particular communicative activity. The student should master skills in the following areas: 1. discrimination between functional categories 2. knowledge of the written target language in picking out nuances of different meanings 3. grasp of the target culture in detecting emotional undertones in written passages
1.0 Factual Information	1.1: all elements listed 1.2: "	1/2/7-11/13/14/ 19 1/3-5/7/10-15
1.1 identify objects, persons, processes	1.3: "	1/2/4/6-8/10/14- 16
1.2 state factual information		
1.3 seek factual information		
2.0 Intellectual Attitudes		
2.1.1 agreement	2.1.1: 1/2/7-11/13/14/ 19	
2.1.2 disagreement	2.1.2: 1/3-5/7/10-15	
2.2.1 an offer	2.2.1: 1/2/4/6-8/10/14- 16	

ENABLING OBJECTIVE R-2-2 SCANNING FOR PRESPECIFIED DATAE.01
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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "SCANS"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.9.2 disapproval		3.9.2: all elements listed	
3.10.1 importance		3.10.1: "	
3.10.2 unimportance/indifference		3.10.2: 1-7/8-11	
3.11 anticipation		3.11: all elements listed	
4.0 Getting things done (Suasion)			
4.1 suggestions		4.1: "	
4.2 requests		4.2: "	
4.3 invitations		4.3: 1-9/14/15	
4.4 advice		4.4: all elements listed	
4.5 warnings		4.5: 1-7/9-13	
4.6 directions/instructions/commands		4.6: all elements listed	
4.7 corrections			
D. <u>List each functional environment</u>		The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present the datum.	

ENABLING OBJECTIVE R.2-2 SCANNING FOR PRESPECIFIED DATA

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity "SCANS"	Microstandards (Functional Elements)	Comments and Additional Information
2.2.2 declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3 accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1 remembering	2.3.1: 1-3/9-11/13	
2.3.2 forgetting	2.3.2: 1-5/10/13	
2.4.1 possibility	2.4.1: 1-19	
2.4.2 impossibility	2.4.2: 1-4/6/8-11	
2.5.1 capability	2.5.1: all elements listed	
2.5.2 incapability	2.5.2:	
2.6 need	2.6: -	
2.7.1 certainty	2.7.1: -	
2.7.2 uncertainty	2.7.2: -	
2.8 obligation	2.8: -	
2.9.1 request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2 granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3 denial of permission	2.9.3: 1/2/4-13	
2.10.1 denial	2.10.1: 1-15	
2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12	

SKILL DEVELOPMENT**Macrostandards Communicative Activity "SCANS"**

		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.11	awareness	2.11: all elements listed	
2.12.1	difficulty	2.12.1: "	
2.12.2	ease	2.12.2: "	
2.13	belief/opinion	2.13: "	
3.0	Emotional Attitudes		
3.1.1	pleasure/liking	3.1.1: 1-4/10-13	
3.1.2	displeasure/dislike	3.1.2: 1-4/12/16	
3.2.1	satisfaction	3.2.1: 1-5/8-11	
3.2.2	dissatisfaction	3.2.2: all elements listed	
3.3.1	fear	3.3.1: "	
3.3.2	worry	3.3.2: 1-6/8/11	
3.4	hope	3.4: 1/3-8	
3.5	surprise	3.5: 1-5/7/8/19-21	
3.6	preference	3.6: all elements listed	
3.7	intention	3.7: "	
3.8	want	3.8: 1/2/4-11	
3.9.1	approval	3.9.1: all elements listed	

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "SCANS"	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
	3.9.1 approval	3.9.1 all elements listed	
	3.9.2 disapproval	3.9.2: "	
	3.10.1 importance	3.10.1: "	
	3.10.2 unimportance/indifference	3.10.2: 1-4/8-11	
	3.11 anticipation	3.11: all elements listed	
4.0	Getting things done (Persuasion)		
4.1	suggestions	4.1: "	
4.2	requests	4.2: "	
4.3	invitations	4.3: 1-9/14/15	
4.4	advice	4.4: all elements listed	
4.5	warnings	4.5: 1-7/9-13	
4.6	directions/instructions/commands	4.6 all elements listed	
4.7	corrections		
D.	<u>List each functional environment</u>		The student will note beside each datum on the SCANNING WORKSHEET the function(s) used to present each datum.

ENABLING OBJECTIVE R.2-3 SCANNING FOR ADDITIONAL DATA

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SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGE	COMMUNICATIVE PRACTICE
<p>MacroSTANDARDS Communicative Activity "SCANS"</p> <p>SCANNING FOR ADDITIONAL DATA (SUPPLEMENTAL, QUALIFYING, CONFIRMING, NEGATING)</p> <p>A. <u>Circle additional data</u></p> <p>The student will peruse the document for additional data. Additional information that impacts on the prespecified data needs will be circled.</p> <p>B. <u>List data</u></p> <p>The student will transfer the circled data to the SCANNING WORKSHEET.</p> <p>C. <u>Determine the functional environment</u></p>	<p>MicroSTANDARDS (Functional Elements)</p> <p>COMMENTS AND ADDITIONAL INFORMATION</p>	<p>1.0 Factual Information</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>1.3 seek factual information</p> <p>2.0 Intellectual Attitudes</p> <p>2.1.1 agreement</p> <p>2.1.2 disagreement</p> <p>1.1: all elements listed</p> <p>1.2:</p> <p>1.3: "</p> <p>2.1.1: 1/2/7-11/13/14/ 19</p> <p>2.1.2: 1/3-5/7/10-15</p>

ENABLING OBJECTIVE R-2-3 SCANNING FOR ADDITIONAL DATA

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SPANISH

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
Macrostandards Communicative Activity	"SCANS"	Microstandards (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.2.1	an offer	2.2.1: 1/2/4/6-8/10/14-16	
2.2.2	declining an offer	2.2.2: 1-3/7/9/12-14	
2.2.3	accepting an offer	2.2.3: 1/2/4/5/7/9/11-15	
2.3.1	remembering	2.3.1: 1-3/9-11/13	
2.3.2	forgetting	2.3.2: 1-5/10/13	
2.4.1	possibility	2.4.1: 1-19	
2.4.2	impossibility	2.4.2: 1-4/6/8-11	
2.5.1	capability	2.5.1: all elements listed	
2.5.2	incapability	2.5.2: "	
2.6	need	2.6: "	
2.7.1	certainty	2.7.1: "	
2.7.2	uncertainty	2.7.2: "	
2.8	obligation	2.8: "	
2.9.1	request for permission	2.9.1: 1-3/5/6/10-13	
2.9.2	granting of permission	2.9.2: 1/2/4/8/9/12-15	
2.9.3	denial of permission	2.9.3: 1/2/4-13	
2.10.1	dental	2.10.1: 1-15	

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SKILL DEVELOPMENT	MacroSTANDARDS Communicative Activity "SCANS"	LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
		MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION		
	2.10.2 affirmation/confirmation	2.10.2: 1/4-8/10-12			
	2.11 awareness	2.11: all elements listed	"		
	2.12.1 difficulty	2.12.1: "			
	2.12.2 ease	2.12.2: "			
	2.13 belief/opinion	2.13: "			
	3.0 Emotional Attitudes				
	3.1.1 pleasure/liking	3.1.1: 1-4/10-13			
	3.1.2 displeasure/dislike	3.1.2: 1-4/12/16			
	3.2.1 satisfaction	3.2.1: 1-5/8-11			
	3.2.2 dissatisfaction	3.2.2: all elements listed	"		
	3.3.1 fear	3.3.1: "			
	3.3.2 worry	3.3.2: 1-6/8/11			
	3.4 hope	3.4: 1/3-8			
	3.5 surprise	3.5: 1-5/7/8/19-21			
	3.6 preference	3.6: all elements listed	"		
	3.7 intention	3.7: "			
	3.8 want	3.8: 1/2/4-11			

ENABLING OBJECTIVE R.2-4 SUMMARIZING

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SPANISH

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES MacroSTANDARDS Communicative Activity "SCANS"	COMMUNICATIVE PRACTICE MicroSTANDARDS (Functional Elements)
SUMMARIZING	<p>A. <u>Draw conclusions</u></p> <p>The student with the data and their functional environments stated on the SCANNING WORKSHEET will make inferences based on the information. S/he will write these inferences on the SCANNING WORKSHEET in the block labeled CONCLUSIONS.</p> <p>B. <u>Recommend actions to be taken</u></p> <p>The student will determine what job-responsible actions should be taken, if any. S/he will note recommended actions on the SCANNING WORKSHEET.</p>	<p>Practice in drawing conclusions from samples of the SCANNING WORKSHEET is useful here.</p>