

Year 6/7 Second Language Learners

Oral — High

Content

Students ask and respond to questions about self, family, and friends related to their name, age, nationality, and family relationships, and provide details about pets and animals (including zodiac signs), sports, and interests. Topics may extend to more specific areas such as clothing and colours, food and health, weather and seasons, shopping and money, time and routine. Students exchange greetings, use formal titles in classroom contexts (e.g. 张老师), and engage in limited classroom dialogues involving rehearsed exchanges with teachers or peers.

Vocabulary

Students use high-frequency vocabulary to provide personal information or to share facts about family members, pets, sports, interests, etc. They use vocabulary related to recent learning experiences, or items of personal interest such as parents' occupations, food types (e.g. 我不喜欢炒面), and zodiac animals (e.g. 我属虎). Their use of verbs includes verbs of identification (是) or existence (有) and some verbs associated with a particular sport (打/踢) and daily routine. Modal verbs are used in key phrases (e.g. 我会说汉语). They use numbers in counting, time phrases, and prices, applying the base-ten system (including the words for 10, 100, and zero (零)), and use measure words for a limited range of objects. Common adjectives and colours are used to describe everyday items or the body (e.g. 长 long, 小 small, 少 few, 好看 pretty), extending beyond positive and negative adverbs 很 and 不 to express more qualified degrees using 不太, 非常 and 最. They use a range of question words in rehearsed conversation as appropriate (e.g. 什么, 哪儿, 几, 多少, 谁). Conjunctions are limited to 和 and 因为.

Forms and Structures

Students speak in short phrases using simple subject-verb-object structures in response to familiar questions and subject matter, for example, related to self, family, or pets (e.g. 我家有五个人, 我爸爸, 妈妈, 两个妹妹和我). They ask and answer questions using a range of familiar question words 谁, 什么, 几, 多少, 哪 and using the question particle 吗. They use simple, factual phrases or sentences in response to questions (e.g. 我十二岁; 有, or 喜欢), including negative forms (e.g. 没有, 不喜欢). They use personal pronouns to talk about others and use demonstrative pronouns to refer to objects or people. They apply number-measure phrases in familiar sentence patterns (e.g. 两个妹妹), or in relation to time, price, or date, but often omit the measure or overuse the general measure 个. They provide basic reasons for opinions in response to follow up 'why' questions using 因为 (e.g. 我喜欢我的学校, 因为我喜欢老师., 因为我有很好朋友). They use 和 to link ideas in a phrase or when listing items (e.g. 我喜欢打网球和踢足球).

Fluency

Students ask questions and respond to share personal information using well-rehearsed, familiar structures and subject matter. Follow-up questions and enquiries that require an unexpected response result in shorter, more uncertain responses that may contain simple phrases or single words.

Intelligibility

Students display awareness of pronunciation and tone but are not always able to apply them effectively in conversation.

Rehearsed or familiar content is intelligible, with most syllables pronounced correctly with evidence of some tone discrimination of keywords (māma/bāba/àodàliya, etc.).

Comprehension

Students comprehend questions and statements relating to familiar subject matter, including when some elaboration or extra information is added (e.g. 你今年几岁?), or when the question is not anticipated (e.g. 你喜欢学中文吗?; 你喜欢你的学校吗?). The repeated verb form of questioning is not readily understood (e.g. 你有没有姐姐?).

Communication Strategies

Students actively provide personal information in classroom interactions using their available resources. In group situations, when engaging with new contexts or sentence patterns, students actively listen to the responses of more proficient students and apply these ideas in preparing their own personal response.

Discourse

Not apparent at this level.