

Year 6/7 Second Language Learners

Reading — High

Content

Students read short texts of a few sentences or a sequence of messages presented as single sentences. Texts are generally pedagogic, designed to focus on a particular topic with limited variety of content or structure presented with word-level spacing. Content of these texts includes information related to the interests, needs, or experience of young learners, for example, personal and social life, leisure and recreation, lifestyles, and their immediate environment (e.g. food preferences, shopping, clothing).

Texts may be authentic or adapted from authentic sources such as captions to pictures, advertisements, or posters (e.g. food, restaurant), greeting cards, or public information (e.g. public signs, place names, instructions, or labels), and messages relating to cultural events (e.g. Spring festival).

Texts are generally less than 50 characters in length. Texts may be longer if information is to be processed selectively, or if sufficient support is available (e.g. from word lists) or if the text is presented in pinyin. Texts containing new or low-frequency character items are generally glossed in pinyin.

Knowledge of Linguistic Forms

Students regularly engage with texts specifically developed for particular themes and topics that contain familiar, high-frequency vocabulary in simple sentence patterns, (e.g. simple subject-verb-object pattern) relating to daily activities or routines. Texts may be dialogues involving a sequence of questions and answers, or descriptions of things, using adjectival phrases. Authentic texts may include content relating to greetings, requests, invitations, or instructions. Texts may contain number phrases (phone number, address, date, time, price, temperature, etc.), high-frequency verbs (是, 有, 在), modal verbs, action-object phrases (e.g. sports, daily routines, hobbies, and interests), question words (e.g. 谁, 什么, 哪儿, 几, 多少), pronouns (personal, demonstrative), adjectives including colours (e.g. good, 好, 大, 小, 多, 好看, 可爱, 好吃). Time words include dates, days of the week, clock time, and specific time words (e.g. 今天, 明天). Tense markers may include adverbs (e.g. 已经 for the past) and modal verbs for future intention (e.g. 要, 想). Conjunctions include simple connectives, for example, 和 (and) and the conjunction 因为 (because).

Task Requirements/Processing

Students analyse and interpret the sound and meaning of individual characters and words presented in Chinese characters. They recognise individual characters, both basic and compound, including differentiating between similar forms (e.g. 不, 木). They identify high-frequency components in characters in order to infer their sound or meaning. They select from options and transcribe keywords in pinyin to complete sentences or phrases containing familiar information or to caption images or objects. They recognise greetings, polite phrases (thanks, apology, for example, 谢谢!), and simple questions and respond appropriately. They select a noun or verb phrase from options to complete a sentence, for example, 我爸爸喜欢打... a) 牛奶 b) 篮球. They identify questions and make changes in word order to create affirmative or negative statements.

Descriptions of Student Achievement

Students complete sentences presented in pinyin or characters containing key points of information, for example, particular time, place, participant, activity, or event with their own preferences.

They read short phrases (e.g.我的汉语老师...) and create their own responses, generally with the assistance of word lists. Engagement with authentic texts is restricted to extracting specific items of information, often relying on contextual clues or visual support (pictures to captions), as well as word lists for low-frequency items. They read aloud sentences in characters (e.g.我的衣服是红色的) and state the meaning of the sentence in English. If it is a question they offer a possible answer based on their own knowledge or experience, in either the affirmative or negative case (e.g.你的汉语老师是谁?).