

## Year 10 Second Language Learners

### **Oral — High**

#### **Content**

Students engage in conversation about a range of topics related to their personal, social, and educational world. They exchange personal information, details about their family members and friends, their home life and daily routine, leisure interests and activities, school life, travel and holiday experiences, and plans related to their future study and careers. They talk about specific topics including food culture, describing physical features and health issues, and they engage in dialogues related to everyday experiences and routines. They express opinions, including sporting, leisure, and food preferences; and express opinions about learning Chinese (e.g. difficulties they face).

#### **Vocabulary**

Students provide detailed information about themselves including their age, birthplace or nationality, family members, occupations of parents, and where they live. They talk about friends, describing their personalities or qualities, common interests they share, and activities they do together. They specify their personal interests or hobbies, including sports (e.g. martial arts, cricket), music, reading and TV interests or preferences.

They talk about their school life, providing details about their year level, school subjects, and their Chinese studies in particular. They express opinions on their relationships with siblings or family members and give reasons for their interests, likes, and dislikes. They provide explanations about why they like something (e.g. a specific subject, or teacher, or place to visit).

They talk about shopping and fashion, prices, and products, including the quality and quantities of goods.

#### **Forms and Structures**

Students' knowledge of basic structures, subject-verb-object, adverbial + adjectival phrases, modal verbs, and prepositions of time and place, is sound and is applied readily in their communication. They attempt to use a range of structures to express ideas in different ways. Elaborations or explanations are often presented as a sequence of phrase-level statements, rather than being incorporated into a more cohesive construction. They use a range of measure words effectively, naturally connecting items and measures in their conversation. They express time and dates, and place events in time, identifying past experiences and future plans using specific time words, and sequence events using temporal markers 的时候, 以前, etc., and adverbs such as 就, 然后, 首先. They use prepositions (给, 跟, 对) to show relationships with other people, and elaborate descriptions with a range of intensifiers or negatives (e.g. 最, 比较, 挺, 不太) and make comparisons using 比. Errors relate to overextension of meanings (e.g. 她是可笑的), or omitting the verb (e.g. 在中国交换生的时候).

#### **Fluency**

Students' responses are fluent when responding to a familiar topic but more hesitant when formulating responses on less familiar topics (e.g. personal characteristics of a friend).

#### **Intelligibility**

Students' talk is intelligible, with minor errors in pronunciation (e.g. suō for 说; chù for 去; yīnyǔ for 英语). Students display awareness of tone, but once under pressure to communicate an idea or to structure a message in a particular way, tone discrimination may be less evident. Overemphasis on certain syllables may interfere with tone (e.g. 十五岁 shíwùsui not shíwǔsui; 篮球 lǎnqiú not lánqiú).

**Comprehension**

Students interact and readily maintain the flow of conversation, though they sometimes need an example to help them to understand a complex question (e.g. 毕业以后你打算做什么? ... 想不想上大学?).

Students use thinking time to process information or ask for questions to be repeated before responding to questions when unfamiliar, low-frequency words are used (e.g. 发达, or 毕业).

**Communication Strategies**

Students engage directly with the interlocutor to maintain the conversation, and request clarification in Chinese to check for meaning when not understanding the question (e.g. ‘打算’ 是什么? ). They use words from the question (e.g. 在学校? ), or repeat a question word to check the interlocutor’s intention. When dealing with complex subject matter students rephrase using simpler language (e.g. 爸爸做连衣裙 if unable to express 在服装公司工作). English words are inserted naturally for place names (e.g. San Francisco, Yale).

**Discourse**

Interaction is enhanced by students’ willingness to express personal ideas, overcoming initial false starts and any lack of comprehension with detailed responses wherever possible. Students use Chinese to express any lack of comprehension or to request repetition and maintain the flow of conversation, using a range of fillers and conjunctions to coordinate and add coherence to their message.