

Year 10 Second Language Learners

Reading — High

Content

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest to young second language learners (e.g. family life, social life with friends and other people, including leisure activities and interests, home life and daily routine, and school life). They read texts presented as correspondence, narratives, or descriptions, with word lists to support unfamiliar or low-frequency vocabulary items. They read authentic texts related to their wider world, including shopping (advertisements, labels, etc.), short public notices and instructions, street and shop signs, with dictionaries or word lists for support.

Knowledge of Linguistic Forms

Students engage with texts presented in characters that contain mainly high-frequency vocabulary, supported by selective word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist text processing.

Students comprehend subject-verb-object and subject-adjective constructions with a range of high-frequency adverbs (e.g. 很, 非常, 最, 太). They comprehend personal and demonstrative pronoun uses, possessive clauses using 的, and simple attributive phrases, for example, simple subject-verb, adjectival clauses, and prepositional phrases to describe location, or participants in an action.

They comprehend a range of verb forms including simple verb-object constructions, simple complements of result and direction, and co-verbs to describe the manner or direction of an action.

They comprehend time markers, especially clock time, day and date, including time sequences using, for example, 以前, 以后, 的时候; and tense markers, for example, past 了, 已经, present 现在, 正在, and future 要; 会 and modal verbs, for example, 可以, 要, 应该, 想. They comprehend question forms, commands, and requests.

Task Requirements/Processing

Students undertake reading tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of key vocabulary and inferring the meaning of less familiar characters and words from the context. They use contextual and visual clues especially with authentic texts, and rely on vocabulary lists and basic dictionaries to assist in character and word recognition.

They rely heavily on key morphemes and use word spacing if available to assist comprehension. They comprehend individual words, and depend on familiar contextual clues to infer the overall meaning of sentences and phrases if no vocabulary list or support is available, scanning texts to locate specific items of information.

Students read a range of texts including correspondence such as letters and emails, and comprehend the nature and purpose of the text type and personal details about the author, for example, 我是一名来自上海一中的高一学生, and key information, for example, the main reason for travel 我参加了学校的交 生 目, and specific details, for example, about the weather in one season, for example, 国的十月, 是金色的秋天, 天气 凉爽宜人.

Descriptions of Student Achievement

They comprehend questions and formulate responses based on their own knowledge and experiences (e.g.我到了澳洲的 候, 有什么好玩的地方呀?). In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text features and the presence of key high-frequency characters in the text.

They infer the meaning of phrases based on familiar characters, and relate these to options provided in English (e.g.植树绿化, 美化环境 – ‘Plant trees and reforest, beautify the environment’; ‘Don’t litter’ - 不乱扔垃圾). They read advertisements for entertainment events, and identify some key details of the event, for example, the time, 11月23日晚六点半南京江宁体育馆 and price, 票价: 普通票 20元 贵宾区 80元, but are unable to extract much more detail from the information available, for example, the location or the reason for the difference in ticket prices.