

Year 10 Second Language Learners

Reading — Average

Content:

Students read texts related to personal, educational, and social domains of language use containing factual, descriptive information about topics of interest (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 letters, 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 notice 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 word lists for low-frequency characters or words containing unfamiliar character combinations. Comprehension is improved when word spacing is used to assist in text processing, although lack of word list support restricts overall text comprehension, even when most characters (vocabulary items) are understood. Students comprehend a range of verb forms including simple verb-object constructions and simple complements of direction and result and modal verbs (e.g. 可以, 要, , 想). They comprehend subject-verb-object and subject-adjective constructions including adverbs 很, 非常, 最, 太, personal and demonstrative pronouns, and possessive clauses using 的.

They comprehend simple attributive phrases, for example, simple subject-verb, adjectival clauses, and elaborations using prepositions of time, place, and participants and co-verbs to describe the manner or direction of an action. They comprehend time markers, especially clock time, day, and date. The function of time sequence clauses using 以前, 以后, 的时候 etc., and tense markers, for example, past 了, 已经; present 正在, and future 要, 会 are not always understood well.

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 word spacing to assist comprehension. They comprehend individual words, and depend on 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 interpersonal texts such as letters and emails in characters and comprehend the nature and purpose of the text type. They comprehend personal details about the author, their age and place of residence, the date of writing, and key information, for example, the main reason for writing the letter 要去澳大利 的一个高中学 两个月, and specific details about the purpose, for example, date of travel 今年10月. They read and identify facts about, for example, school life and the timetable (e.g. 每天要上8 , 从早上8点, 到下午5点; 在同一 教室, 等着不同科目的老 来上), and opinions about, for example, subject preferences 我最喜 的就是化学 和中文 了. They comprehend questions and formulate brief responses based on their own knowledge and experiences.

In reading authentic texts they comprehend the nature and purpose of familiar text types (e.g. a shopping advertisement), and locate key phrases based on their knowledge of text format and the presence of key high-frequency characters in the text. They attempt to infer the meaning of phrases based on high-frequency characters, and relate these to options provided in English (e.g. -热爱祖国, 热爱家乡 - 'love your country, love your family').