

Year 10 Background 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 people, for example, social life with friends and other people, leisure activities and interests, and school life. They read extended texts presented as narratives or descriptions, and authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, with dictionary support, as required.

Knowledge of Linguistic Forms

Students draw on extensive linguistic resources when reading. They comprehend complex noun phrases with detailed attributive clauses and a range of verb structures with complements of degree, potential, direction, and result. Time and tense markers used to express time, sequence, or duration, future intention, or past experience are understood. Prepositional phrases are used to identify location, direction, and participants, and a range of coordinating constructions are used to express more complex ideas or to qualify information, and to make comparisons. The passive voice, using 被, 叫 or 被, and the 把 structure are understood when used within their vocabulary and character reading capability. Comprehension is improved if students have access to dictionaries.

Task Requirements/Processing

Students undertake tasks at character, word, sentence, and text level, reading for specific meaning and gist, based on their knowledge of vocabulary and their ability to infer the meaning of less familiar characters and words from the context, relying on their oral language knowledge and dictionaries for support. Students identify the overall purpose of a text and features of different text types. They identify gist, the main ideas, and specific information in texts, in response to questions or their own interests. They recognise and distinguish between facts and opinions, and determine the relevance of detail for their purposes. They rely on their oral language and contextual knowledge to infer the meaning of some unknown words. They answer comprehension questions, describe places, objects, participants, and events.

Students read a range of authentic texts and comprehend the nature and purpose of the text type, key information, and specific details. They comprehend questions (e.g. 我到了澳洲的 候, 有什么好玩的地方呀?) and formulate responses based on their own knowledge and experiences. In reading authentic texts they comprehend the nature and purpose of different text types (e.g. a public notice), and locate and translate key phrases based on their knowledge of text format and the presence of key characters within the text (e.g. the title 杭州市市民守). They infer the meaning of key phrases containing low-frequency characters and complex grammatical forms (e.g. 礼貌待人, 助人为乐).

They translate phrases readily from English to Chinese and vice versa, providing accurate renderings of phrases in context (e.g. 礼貌待人, 助人为乐; 不破坏绿化). They read advertisements for entertainment events, and identify the nature of the event, 张北草原音乐节, the time, 全情期待 2009 年 8 月 7 日 到 8 月 9 日, price 票价: 一日通: 80 元 两日通: 150 元. 家庭两日团票 (两个成人, 一个儿童); 320 元. They read advertisements and choose from options based on personal preferences, for example, choosing a basketball match rather than the pop concert.

Precise details of place (e.g. 地点: 张家口张北县境内 中都草原度假村旁边的草场) are not understood fully, with proper nouns as place names not easily comprehended (张家口张北县).

Texts may be presented in either simplified or traditional characters depending on the students' background.