

Reading — Average

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, family life, social life with friends and other people, leisure activities and interests, home life and daily routine, and school life. They read long texts of more than 250 characters presented as letters, narratives, or descriptions, occasionally relying on word lists to support unfamiliar or low-frequency vocabulary items. When reading authentic texts related to their wider world, including short stories, magazine articles, social networking sites, public notices and instructions, street and shop signs, students rely heavily on dictionaries or word lists for support.

Knowledge of Linguistic Forms

Students comprehend a range of sentence structures, including attributive clauses using 的, elaborations using prepositions of time, place, and participants. They comprehend a range of verb-object constructions, including time markers and relative time clauses and tense markers for past, present, and future tense and a range of conjunctions and complex constructions when high-frequency, familiar vocabulary is employed. Comprehension may be improved if students have access to word lists to assist overall text comprehension.

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 and 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 when vocabulary is familiar or word lists are available for low-frequency items.

Students read a range of texts, including interpersonal texts such as letters and emails in characters 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 (e.g. 国的十月, 是金色的秋天, 天气 凉爽宜人). 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, for example, a shopping advertisement, and locate and translate key phrases based on their knowledge of text format and the presence of key characters in the text, for example, the shop name 家 福, key slogans 每日超 , and key terms (e.g. discount 折). They infer the meaning of phrases based on options provided, relying on the presence of some familiar characters. For example, they relate the English phrase 'Don't litter' to their Chinese equivalent 不乱扔垃圾, and relate Chinese characters to their English equivalents (e.g. 植 化, 美化 境). They comprehend the cultural significance of the four-character format in such phrases.

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 和 price, 票价: 普通票 20元 区 80元 but are unable to extract much more detail from the information available (e.g. the place or the reason for difference in ticket prices). Texts are generally presented in simplified characters.