

Year 10 First Language Learners

Oral — High

Content

Students talk freely about their personal, social, and educational world. Topics include personal information about themselves, family members, their personal interests, hobbies, and sporting activities. Students talk about their social life and friends, describe their good friends, including shared interests, film, music, and TV. They provide detailed information about their school, subjects, and facilities, and express preferences for particular subjects.

Students share information about their linguistic and cultural identity and their bilingual capabilities. They provide information about their family background, including family language and cultural background, for example, birthplace of parents, language used at home, and parents' occupations. They relate to and explain cultural values and practices in the Chinese community. They are willing to express a view on most topics or issues relevant to young people today and make comparisons between the lives of young people in Australia and young people in China.

Vocabulary

Students employ a wide range of vocabulary to select the most appropriate and effective language for the required context, purpose, and audience. Their range reflects their usual contexts of use and extends into specific topics of interest. Students express facts, opinions, and personal ideas without much restriction. Students' vocabulary includes a range of specialised abstract nouns, higher order verbs, and a range of adjectives including subtle forms. Students' language includes a range of colloquial forms and idioms and adages to demonstrate their confidence and linguistic skill (e.g. 马马虎虎, 无忧无虑, 心旷神怡). Dialect vocabulary is used occasionally (e.g. 埋汰 for 脏, 搞掂 for 完成).

Forms and Structures

Students use mainly simple sentence structures to respond to questions in conversation (e.g. subject omission (我和朋友)常去健身房), but display complexity to express their opinions more logically, for example, using conjunctions to connect ideas 尽管如此,但是..., attributive clauses 想要挤进去一看究竟的人很多, and conditional clauses 即使要花很多钱, 我也要去参观一下. Some students are influenced by dialect (e.g. 我有去过那里).

Fluency

Students engage actively in conversation showing little hesitation in responding, even when the subject may be unfamiliar or when asked open-ended questions about abstract concepts or comparisons across cultures. They display appropriate rhythm with fluent and natural spoken expression, with occasional pauses to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipses. They apply formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease.

Intelligibility

Pronunciation is clear and accurate, with occasional regional accent evident.

Comprehension

Students need little support from the interlocutor to maintain the conversation (e.g. ‘如果您也遇到 的事，会不会 同我的做法？’). Students occasionally need thinking time to construct ideas, when dealing with new or unfamiliar subject matter using filters in a natural manner.

Communication Strategies

Body language, laughter, and facial expressions are used to show engagement.

Discourse

Students display a high degree of interactivity with evidence of direct engagement with the audience and inclusive language as appropriate in negotiating, persuading, or making decisions, etc., using colloquial language as well as formal structures. They use colloquial phrases to maintain the conversation, displaying confidence and ease throughout the interaction. They use a range of devices to order ideas in a sequence of points, or to organise ideas in time. They present their ideas with clear structure in providing, for example, a sequence of main points then a conclusion to their presentation.