

## Year 12 Background Language Learners

### *Oral — Average*

#### **Content**

Students talk about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future education and career plans. They talk about their leisure time: their sporting and other interests such as music and film, and their social activities, including shopping and eating out.

They describe their travel experiences, their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China. They talk about topics of interest related to China, with a focus on aspects of traditional values and contemporary practices, including traditions and beliefs reflected in festivals and customs, and places of interest. They describe aspects of daily life in Chinese communities: including food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life. They describe people, places, and events, give narrative accounts of significant events and recount personal experiences.

Content is seldom elaborated in detail. Students present factual knowledge, often based on anecdotal, prior knowledge or personal experience, rather than research. Descriptions are factual, with little reflection or analysis, or abstraction of ideas, though some attempts are made to link events and behaviours to cultural beliefs, and make comparisons across cultures.

#### **Vocabulary**

Students use a range of vocabulary (e.g. nouns 婚姻; 饮食习惯; 配料; 礼貌; 特色; 淘金热, verbs 开除; 照顾; 受欢迎; 理解, adjectives 调皮; 不够, and function words 并且; 其他; 事先; 另外), and a few colloquial phrases and idioms (e.g. 望子成龙; 望女成凤) in their conversation. They may occasionally display restrictions in vocabulary choices, having difficulty with some low-frequency words (e.g. 厨师), relying instead on terms commonly used in other dialects (e.g. 做餐馆), or overusing common terms (e.g. 有用; 很难) to describe objects or experiences. Students' use of some terms may be inappropriate (e.g. lesson 课文 for essay 文章).

#### **Forms and Structures**

Students give detailed information and explanations on familiar subject matter and use their linguistic resources flexibly to maintain the conversation. They present information in extended-sentence patterns with good linkage within and between sentences in prepared statements, although structures are occasionally scripted and unnatural. Responses to follow-up questions may be limited. They use basic Chinese sentence structures effectively, with prepositional phrases for time or place, participants, or direction positioned before the verb. They use detailed attributive and relative clauses to provide specific details (e.g. 最好的打篮球人是姚明; 非常喜欢日本韩国的文化), and use demonstrative pronouns to refer back to topics and issues in discussion (e.g. 这些习惯都是...). They add descriptive detail to their message through their choice of adjectives, and add clarity using particular adverbs of scope, degree, frequency, and comparison (e.g. 最好; 非常喜欢; 越来越...; 更; 常常).

Students omit reference to the subject using the particle 的 (e.g. 我觉得老师给我的是很有用). They use modal verbs to express capability or possibility (e.g. 可以). They use complements of degree, direction, and result to describe actions and locate ideas in time and sequence events using, for example, 的时候, 最近.

They identify actions completed or past experiences (e.g. 吃过, 做完), and use negative forms appropriately (e.g. 以前没有理解这个问题). They use a range of numerical expressions, including cardinal and ordinal numbers, a range of noun measures and occasional verbal measures using 次.

Students make use of conjunctions and adverbs to link ideas and coordinate their message, though they tend to use common conjunctions including 但是; 还有; 因为; 所以 repeatedly (e.g. 我用因特网的; 还有去图书馆看书; 还有问我的老师). Students use 就 as a connective and for emphasis (e.g. 就可以...很好的指南), and express conditionality using 如果...就... Students compare cultures or experience, generally as statements of fact, rather than contrasting information and explaining the difference (e.g. 还有中国人吃饭的时候, 常常饭馆里面吃饭, 但是澳大利亚人觉得没有意义). Their expression occasionally shows the influence of English sentence structures (e.g. 不觉得很...), with a tendency to overuse the verb 'to be' 是, and 'and' 和.

### ***Discourse***

Students display a degree of interactivity, engaging with the interlocutor and using natural, everyday expressions. They present their ideas as a sequence of points with limited coherence, often relying on the interlocutor to maintain the conversation

### ***Fluency***

Students' fluency often indicates a high level of preparation, rather than a natural flow of ideas. Lack of preparation may lead to the illogical flow of ideas and inappropriate choice of words (e.g. 中国的菜肴有很多的准备, 澳大利亚有很多国家的菜).

### ***Intelligibility***

Students generally speak with accurate pronunciation and intonation, although some students raise the tones at the end of a word or sentences reflecting English intonation patterns.

### ***Comprehension***

Students engage in a controlled, managed interaction with strategic use of their linguistic resources, with sound comprehension. They respond directly to questions but often with little depth or elaboration.

### ***Communication Strategies***

Students seek assistance with a single word (e.g. 什么) when unclear, but generally respond with little hesitation, though answers may not always be appropriate if they are dealing with unfamiliar subject matter.