

# Year 10 Second Language Learners

## Oral — Average (1)

### Transcript

考官：你好

考生：你好

考官：请介绍一下你自己

考生：我姓 [NAME]， 我叫 [NAME]， 我十五岁， 和我是高中学生。 今年我上十年级。 我家有四个人， 他们是我的爸爸， 妈妈， 一个弟弟和我。 我的爸爸是四十五岁和他是医生。 我的妈妈也四十五岁， 和她也是医生。 他们工作在医院。 我的弟弟十二岁， 和他是小学生。 他上六年级。

考官：这就是为什么你想当医生吗？ 考生：（不明白）

考官：你将来想干什么？你毕业以后，你上大学想学习什么？你以后想做什么？

考生：Is that what I would like to do?

考官：Yes. 职业 ... in the future.

考生：我喜欢。。。how do you say be a doctor?

考官：我想当医生。 当， to be。

考生：我喜欢当医生。

考官：为什么？

考生：我不知道。

考官：你有朋友吗？

考生：我有朋友。

考官：你最好的朋友是谁？

考生：Yes.

考官：慢点。 你最好的朋友是谁？ the best。 考生：她， 她叫 Vicky。

考官：你喜欢她么？

考生：（点头）

考官：为什么？

考生：因为她是可笑的。Is that why do I like her?

考官：Yes

考生：Coz she's funny.

考官：你们在一起会干什么？

考生：嗯。。。

考官：你们在一起喜欢干什么？喜欢做什么？

考生：喜欢听音乐， 打篮球， 打羽毛球和游泳。

考官：你喜欢看书吗？

考生：我喜欢看喜剧电影。

考官：看书吗？

考生：Oh, yea,yea, 喜欢看书。

考官：你喜欢看什么书？

考生：我不知道。

考官：你喜欢看喜剧电影？

考生：（点头）

考官：哪一部？

考生：（不明白）

考官：比如呢？ for example?

考生：我喜欢看... I don't know.

考官：你喜欢吃什么？

考生：我喜欢...is that what do I like to do?

考官：吃.

考生：Oh, eat. 我喜欢吃...

考官：Indian food?

考生：No, everything.

考官：你喜欢吃中国菜吗？

考生：（点头）

考官：你放假打算做什么？

考生：（不明白）

- 考官：你什么时候放假？                      考生：我时候，喜欢去旅游。  
Did you say how I spend holidays?
- 考官：Yes.    考生：我暑假喜欢去旅游和看朋友。
- 考官：那你今年暑假有什么打算？              考生：（摇头）
- 考官：今年暑假， this summer holiday.        考生：哦，我不知道。
- 考官：你喜欢旅行吗？旅游吗？你喜欢旅游吗？你喜欢去旅游吗？  
考生：Where do I like to go?
- 考官：You just said like, 我喜欢去旅游。        考生：Yea.
- 考官：Yea, so I ask you, 你喜欢去旅游吗？      考生：Do I like to travel?
- 考官：Yes.    考生：Yea.
- 考官：你去过哪些地方？                      考生：我去了有在印度， 和美国， 和... yea, that's it.

## Commentary

### ***Learner Background and Program Context***

The student was born in India and speaks two Indian languages. She arrived in Australia in 1999 and has studied Chinese since Year 6 (5 years). The Chinese program has four 45-minute lessons per week (approximately 120 hours per year).

### ***Features of Achievement in this Example***

Personal meanings are expressed about family (including age, occupation, and location), friends, interests, including food preferences and holiday plans. The student expresses ideas about her best friend, attempting to describe her friend as humorous, using 因为 and the 是的 structure to highlight her key characteristic. In describing interests the student has difficulty expressing detailed information in response to requests for elaboration. She relies on 喜欢 when discussing interests and holidays, and lists places visited in the past using the tense marker 了 rather than the aspect marker 过. The flow of the interaction is restricted by repeated requests for clarification and the use of gesture to confirm or reject propositions from the interlocutor. The student often relies on English to clarify meanings or complete statements. Vocabulary is dominated by high-frequency items, mainly related to personal activities and experiences. Sentences are short and structures are limited to subject-verb-object structures, likes and dislikes, and occasional reasons using 因为.



## Commentary

### ***Learner Background and Program Context***

The student was born in Australia and speaks English at home. The student has studied Chinese since Year 8 (3 years). The Chinese program has three 50–55-minute lessons a week (approximately 100 hours a year). The student has extended in-country experience (5 months).

### ***Features of Achievement in this Example***

The student presents personal information about family, friends, and interests, travel to school, and opinions on learning Chinese. Statements about familiar information (family) are fluent and generally accurate. Responses to questions about other topics result in hesitant word or phrase level responses containing a single idea. He expresses personal ideas about his interest in guitar, and in studying Chinese language with some difficulty, although he monitors his production and attempts to give some precise and accurate answers where possible (e.g. 考生：我喜欢做吉他，我喜欢玩吉他，因为.. 这个吉他.. I just like it. 我最喜欢这个吉他. ; 考官：你喜欢学习汉语吗？考生：啊，我喜欢说汉语. 考官：学习汉语难不难？.. 难吗？.. 容易吗？ 考生：容易吗。啊，我，我觉得中国人，中国课，汉语课不容易。考官：为什么？考生：我..我..说..会说汉语不好)。

Interaction is restricted by limitations in the student's linguistic resources, but he applies a range of strategies to seek support in both English and Chinese in order to sustain the conversation (e.g.我不知道 water polo 中文怎么说). Vocabulary knowledge is generally limited to high-frequency terms related to familiar topics including self, family, school, and interests. The student's ability to manipulate sentence structures and compose an extended response is limited. Sentence structures include simple subject-verb-object or adjectival predicates, with some use of the conjunction 因为 to express a verb complement of degree 我会说汉语不好.