

Year 6/7 Second Language Learners

Reading — High

Content

Students engage with texts that are principally pedagogic in purpose such as sentences, fill-the-gap exercises, short passages, readers, messages, cartoons, and conversations. Texts are up to 100 words in length depending on the text type.

Textual content is predominantly informational and related to personal domains of language use such as greetings, family, pets, friends, house/home, daily routine, clothing, sports/hobbies, transport, and food.

With support, such as word lists, shared reading, and visual clues, students read texts that are imaginative and interpersonal in nature including modified authentic texts (e.g. an advertisement, an email).

Knowledge of Linguistic Forms

Students readily recognise simple greetings (e.g. *Apa kabar? Kabar baik/baik baik saja*). They are familiar with question words that seek basic personal and general information such as *Siapa, Apa* as well as *Berapa*, and *Di/dari mana?* They understand times phrases related to telling the time (*jam, pukul*), cardinal numbers 1–12, days of the week and months (e.g. *pada hari Senin...*).

Common nouns in the classroom environment (e.g. *rak buku, papan tulis, jendela, pintu*) and the wider local environment (e.g. *kota, taman, bisokop, pantai, pasar*) are familiar to students.

Students comprehend descriptions of daily routines and pastimes based on simple base words (e.g. *mandi, makan, tidur, naik*) and familiar *ber-* and *me-* verbs (e.g. *bernama, berenang, berjalan, berangkat, memakai, menulis, menggosok, menelpon*).

Students recognise a range of adjectives related to size, qualities, and characteristics (e.g. *lucu, besar, mahal, ramah*), and a range of colours (e.g. *hijau, putih, hitam, merah*).

Students recognise familiar pronouns related to family, friends, and school (e.g. *paman, bibi, kakek, nenek, guru, siswa/murid, teman/kawan*).

Students know the conjunctions *dan* and *karena*, and can decipher the meaning of *untuk* and *tetapi* from the context.

Task Requirements/Processing

Students read texts for gist and specific meanings. They respond to answers about the text to demonstrate their understanding of meaning and of specific words and structures. They often select a particular word or series of words to answer questions and complete exercises at a sentence level (e.g. questions of time, place, people, and actions). They make use of familiar vocabulary to comprehend the overall meaning and use their predicting skills to infer meaning when vocabulary is unfamiliar. Students use supporting examples and clues (e.g. headings, illustrations, and vocabulary lists) to support their reading. They use borrowed words from English (e.g. *televisi, bis (bus)*) to assist in comprehending texts; however, they do not rely on these. Students are often required to read aloud and translate meaning at a sentence level into English.

In reading unfamiliar texts, including those modified from authentic texts, students show skills in scanning back and forth across the texts to develop general understanding. They locate and extract specific items of information using skills in deciphering the relevance of vocabulary and ideas in a sentence or in the text overall.