

Year 10 Second Language Learners

Reading — High

Content

Students read a range of texts drawn from textbooks and the wider Indonesian-speaking community. Texts are typically descriptive, informational, opinion giving, and approximately 200 words in length. Texts are related to personal domains of language use such as family, house/home, shopping, activities, sports/hobbies, and school. Texts also extend into Indonesian-speaking communities and the wider world with content related to issues, climate and the environment, food and lifestyles. With support such as vocabulary lists and teacher explanations, students read a range of less familiar texts including emails, instructions, maps, advertisements, public signs, and magazine covers.

Knowledge of Linguistic Forms

Texts that are well understood are typically those simplified from authentic Indonesian texts and those created for pedagogic purposes (i.e. texts with familiar vocabulary and sentence construction).

Students are familiar with vocabulary related to personal information (name, age, address), family members, housing and related objects, food and clothing, climate, activities, and school subjects. Students are not familiar with more specialised vocabulary and expressions related to authentic texts such as in a public sign (e.g. *senjata tajam, senjata api, peserta yang berlainan jenis*). They know a range of adjectives related to people and circumstances (e.g. *ramai, sombong, berkualitas, luas, penting, sepi*).

Students comprehend familiar pronouns and less familiar forms such as *saudara sepupu, kaum remaja*. They understand possessive pronoun word order (e.g. *adik teman saya*) and relative clauses (e.g. *siswa yang berumur lima belas, barang berharga yang sudah disediakan*) and recognise comparatives (e.g. *lebih...daripada...*) and superlatives (e.g. *yang paling...*). They understand past, present, and future time markers (e.g. *kemarin, besok, yang lalu, yang akan datang*) and tense markers (e.g. *se/sudah, se/belum, sekarang*). They understand descriptions of time using *kurang/lebih/lewat* and fractions *setengah, seperempat*. They understand simple prepositional statements and more complex statements using *dengan, atas, akan*. Students have an increasing recognition of verbs beyond the familiar (e.g. *meninggal, membayar, memesan, memelihara*).

Students recognise questions such as *Bagaimana, Yang mana, Sudah pernah...?*, requests such as *Minta, Boleh, Bisa?* and imperatives such as *Tulishlah, Jawablah*.

Students readily understand sentences with subject-verb-object construction and have a developing recognition and comprehension of sentences with object focus construction including those in the first and second person. Students know a range of conjunctions including *walaupun, namun, supaya*.

Task Requirements/Processing

Students read and analyse texts to determine general and specific meanings.

They undertake tasks at sentence and whole-of-text levels including navigating texts to locate and extract specific details. They draw upon their knowledge of textual features in general such as the style of language, layout, and purpose of the specific text (e.g. advertisement titles), to assist in comprehending new texts. Students evaluate the relevance of details in texts and recognise points of view, attitudes, and emotions.

Students draw on grammatical rules (i.e. base word system) in order to infer the meaning of unfamiliar words and phrases (e.g. knowledge of *bersih* assists with the meaning of the phrase *menjaga kebersihan*). They comprehend different types of questions including more open-ended forms (e.g. *Sudah pernah...? Berapa lama? Yang mana?*). They respond readily to critical literacy questions (e.g. Who is the audience, What is the purpose of the text?).

Descriptions of Student Achievement

Where texts have a number of borrowed words from English (e.g. advertisements), students readily understand the general meaning and often make sense of specific meanings.

Students have developed skills in using bilingual dictionaries to locate meanings of specific words and to identify and select meanings from base words and their affixed forms, in particular *me-*verbs. They often incorporate new vocabulary from their reading into their writing.