

ESF Chinese Curriculum 英基學校協會中文課程 2011-2013



The ESF Primary Chinese Curriculum - learning outcomes by 2013 英基小學中文課程2013年的預期目標

Introduction

Since February 2007, ESF has offered a daily Chinese programme for all students in our primary schools. Taught in Putonghua, the programme also embraces aspects of Chinese history and culture. It is part of our commitment to raising the standards of Chinese education at ESF. We aim to maximise the opportunities for our students to develop their language skills, both oral and written, to a level that would help them to live and work in a Chinese speaking community if they so wished.

Our curriculum does not attempt to achieve the same level as that taught in local schools in Hong Kong.

Our Three-pathway approach

Our students come from a wide range of backgrounds, with varying degrees of competence in Chinese from beginners to near native speakers of Putonghua, Cantonese and other dialects. Their levels of literacy are also vastly different. To support them we have introduced a new curriculum which has three pathways to cater for these diverse needs. The pathways are different in the nature of the expected outcomes and provide opportunities for students to learn at an appropriate pace while being challenged to achieve to the best of their abilities. Each pathway covers the four skills of reading, writing, listening and speaking.

Supporting your child's learning

It is important for parents to encourage children to practise at home what they have learnt at school. Readers provide a great opportunity for parents to begin to share the learning, by listening to your child reading and discussing what the story is about.

Moving on to secondary school

In Year 6 all students will sit a standardised benchmark test that helps ensure that students are placed in the most appropriate class at secondary school, where a differentiated structure is implemented.



前言

自1997年2月起，英基各小學的中文課程增至每天一節。這是本協會努力提高中文教育水平的一項重要舉措。英基中文課程採用普通話教學，口、筆語並重，兼授中國歷史和文化知識。我們要創造最佳條件，讓同學們學好中文，以便畢業後能夠在漢語環境中工作和生活。

英基中文課程不以本港普通學校的中文水平作為教學目標。

三大組別的課程模式

英基學生的背景千差萬別，入學時的中文程度相差懸殊，低則一字不識，高則近乎母語水準。普通話、廣東話以及各種方言皆有之，聽說能力亦大不相同。因此，我們設計了新的課程標準，把學生分成三組，制定不同的學習目標，滿足不同的需要，同時掌握最佳教學進度，保持課程難易適度，充分發揮學生潛力。在各個組別的教學中，聽說讀寫四大技能並重。

幫助孩子學習中文

在家裏，家長要鼓勵孩子不斷練習在課堂上學過的語言技能，這是幫助他們學好中文的重要途徑。親子共讀可以營造同學同樂的氛圍。家長應該充分利用各種讀物，聽孩子朗讀或者講述故事的內容。

升讀中學

英基所有小學第6班的學生都要參加中文升學測驗，以此作為中學分班的基礎。中學的中文課程也採取分組教學的模式。



Examples of Major Expected Outcomes by the End of Year 6



Pathway / Level	Oral Chinese	Reading	Writing
Pathway One for non-native students	Brief conversation of twelve exchanges Have an oral vocabulary of 500 words	Recognise up to 330 words Read the booklets provided on the course Interpret simple words and sentences in newspapers and magazines	Ability to use up to 200 different words Write a simple descriptive or informative passage of 80 words in length
Pathway Two for students with some Chinese background	Hold a 1-2 minute continuous conversation on a familiar topic Understand simple and authentic words outside school Use Chinese for authentic purposes such as shopping or traveling	Recognise up to 570 different words Read aloud from appropriate classroom readers Select readers for personal reading regularly	Use up to 340 different words in writing tasks Be able to write a letter, story or short report using up to 200 words in characters and pinyin
Pathway Three for students with strong Chinese background	Understand and interpret authentic speeches and detect implied meanings View media materials with confidence such as films and plays Participate in sophisticated discussing, advancing and defending a point of view Have an oral vocabulary of 3,700 words Learn and recite some prose and poetry	Recognise up to 2,500 words Read a controlled text at 150 words per minute Use Chinese as a medium for learning in other areas of the school curriculum Appreciate the aesthetics of Chinese calligraphy	Use up to 800 words in writing tasks Be able to plan, draft, revise and reflect Compose under test conditions a 200 word piece on a familiar topic with good linguistic accuracy and appropriate style

第6班的主要學習目標示例



課程組別	口語	閱讀	寫作
第一組 非母語的學生	能進行簡短對話 口語詞彙達到500個漢語詞	能認讀330個中文詞 能閱讀課堂提供的讀物 能看懂報紙、雜誌裡面的簡單詞語和句子	寫作時能夠運用200個不同的中文詞語 能夠寫出簡單的說明和描述性短文，長度為80個中文詞。
第二組 有一定漢語背景的學生	就熟悉的話題持續對話達1-2分鐘 能夠聽懂課堂環境以外的簡單詞語 能夠在實地運用漢語，如購物、乘車	能認讀570個中文詞 能誦讀適當程度的課堂讀物 經常主動地給自己選取讀物，養成閱讀習慣	寫作時能夠運用340不同的中文詞語 能夠寫信、記事，完成簡短的報告。漢字和拼音時常混用，長度為200個中文詞
第三組 漢語背景很強的學生	能夠聽懂並解釋未經簡化的講話內容，並能辨別其中隱含的意思 能夠容易地看懂各種媒體節目，如電影、戲劇 能夠參與較複雜的討論，提出觀點並為之辯護 口語詞彙達到3,700個 學習並背誦一些散文和詩歌	能認讀2,500個中文詞 以每分鐘150個詞的速度閱讀經過改寫的文字材料 能夠用中文學習其他學科的知識 懂得欣賞漢字書法的形態美	寫作中能夠使用的詞語超過1,200個 寫作時能完成構思、起稿、修改、反思等步驟 考試時能夠完成以熟悉的題目為內容、長度為200詞的作文，語言準確，文體得當

Chinese in ESF secondary schools — learning outcomes by 2016



Introduction

The English Schools Foundation offers Chinese from Kindergarten to Year 13 as a core subject. It is a part of our effort to integrate in the local culture and society. Although we do not aim for full bilingualism, our curriculum covers a wide range of outcomes including local employability. Provision is made for students at all levels who can and wish to benefit from it. It must be remembered that ESF offers a quality education through the medium of English.

In 2009, our Year 13 students took certified Chinese examinations for the first time and achieved excellent results. At the same time, a differentiated Chinese provision started to take shape and marked the most significant curricular changes since Chinese was first introduced in 1997. The impact of our daily mandatory Chinese programme in primary schools will have reached every year level in secondary schools in 2016.

Given the diversified needs of ESF students and the Hong Kong context, we believe that our secondary Chinese programme should serve varied and streamlined purposes. Curriculum objectives are as follows.

1. Basic Chinese for controlled language use and for an enriched education experience through the study of language and culture;
2. Highly functional Chinese for further studies and application in authentic situations of language use; and
3. Near native Chinese for local employment opportunities and perpetuation of linguistic heritage.

Central to all tiers is the empowerment of students through a fruitful and enjoyable learning experience. Regardless of linguistic background, learning ability and education orientation, every student will be provided an opportunity to learn Chinese, which has the largest number of speakers in the world, to a desired level. We aim to achieve this by a differentiated curriculum, effective pedagogy and above all, a learning-centered environment with opportunities to excel.

英基中學的中文課程 — 至2016年的學習目標



簡介

英基學校協會努力融入香港社區和本地文化。中文是協會各校的一門核心課程，從幼稚園到高中第13班的每個年級都設中文科。英基是一個優質教育機構，英語為主體教學語言。各校雖然沒有施行全雙語的體制，但中文課程仍然制定了一系列較高的教學目標。學校因材施教，為所有希望學習中文的學生創造條件，讓他們充分發揮語言能力，提高畢業生在本地的就業能力。

2009年，英基的第13班畢業生首次參加中文科公開考試，成績斐然。同年，各校的多層次中文課程逐漸成形，這是自1997年始設中文科以來最為重大的課程改革。到2016年，小學的每日必修中文課程所取得的效果將在中學的每個年級反映出來。

英基學生學習中文的目的各有不同。考慮到這一因素以及香港本地環境，我們認為應該分級制定中學的中文課程目標，以便滿足不同的需要。以下是英基的三級中文課程目標：

1. 學會基本漢語，掌握一定的語用技能。語言、文化兼學，豐富學業內容。
2. 能在各種環境下熟練地運用中文，並打下繼續深造中文的良好基礎。
3. 中文程度接近母語水準，能在本地就業，並成為中華語言的傳承人。

寓教於樂，學有所成，掌握中文，加強綜合學能，這是各級課程共同的、最主要的目標。中文是世界上使用人數最多的語言。學生的語言背景、學習能力和教育取向各不相同，但是只要他們希望學習中文，就應該有機會取得自己理想的學習成果。為了達到這一目標，英基中文課程採用分組結構，利用行之有效的教學手段，以學習為本，讓學生充分發揮自己的潛能。



Our three-tiered approach

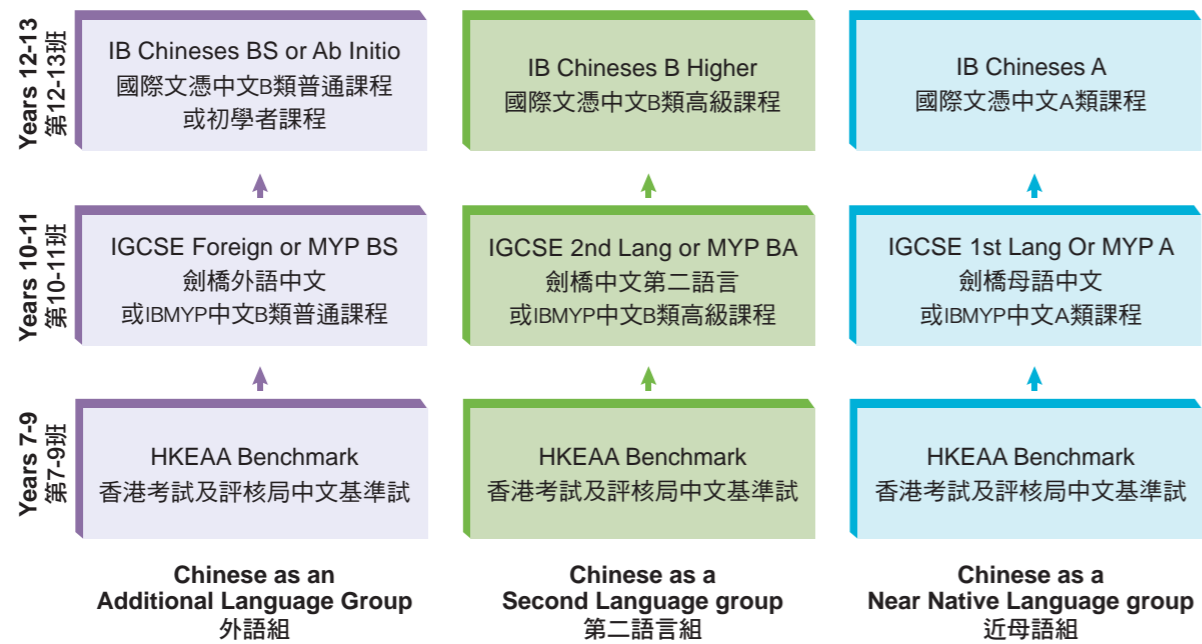
The three-tiered outcomes necessitate a three-tiered course structure. It is an adjusted continuation of the daily Chinese programme in primary schools. It recognises the importance of cross phase connection and the re-orientation of education needs from primary to secondary school.

三級分組的課程結構

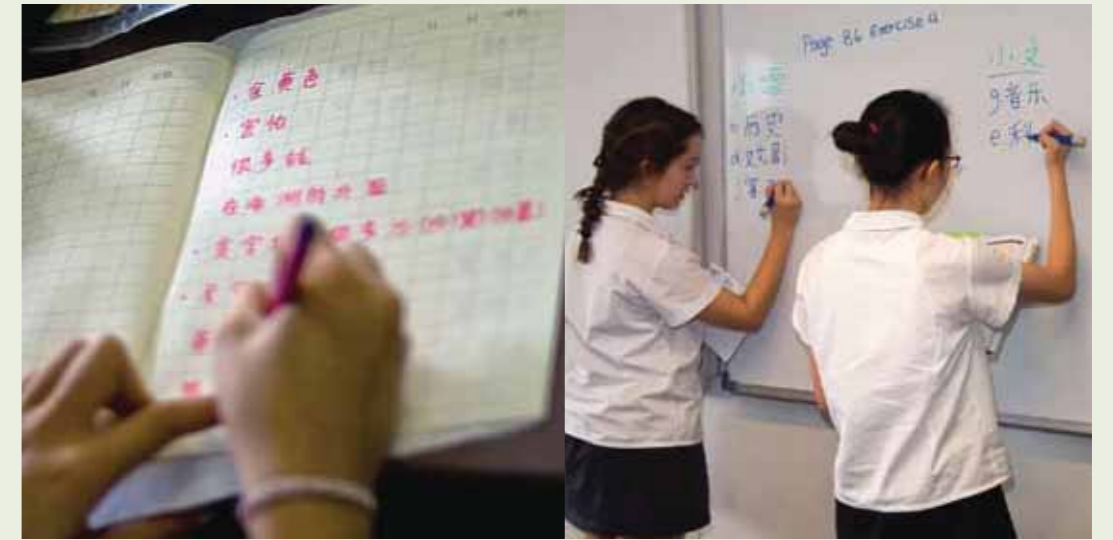
英基中學的中文教學目標分為三級，這就決定了課程的三層架構。我們認為，學生升入中學以後，其教育取向發生變化，所以中小學之間的銜接便顯得格外重要。因此，在過渡階段要進行適當的調整，使中小學課程接軌。

A schematic representation of the grouping is given below.

三級分組的結構圖示如下。



Major Groups of ESF Secondary Chinese Programme
英基中學中文課程的三級分組



Chinese as an Additional Language

Chinese as an Additional Language or CAL, is for those who add Chinese as a new language to their existing language profile. While most will take the IGCSE Chinese as a Foreign Language examination or MYP Chinese B assessment at Standard Level, a small number of students may take GCSE Chinese examinations, which are available in some schools. For IB Diploma, some students will study Chinese Language B at Standard Level, whereas others may start ab initio (beginners') courses of different languages. Ab initio Chinese is also offered at some schools to cater for new comers or change of interest.

外語組

中文外語課程 (Chinese as an Additional Language)。對這一組別的學生來說，中文是全新的語言，是在已經掌握的語言之外，再學習一門外語。這一組的大部分學生在第11班參加劍橋國際中學文憑 (IGCSE) 的中文外語考試或者完成國際文憑中學 (IBMYP) B類普通中文課程。在開設英國普通中學教育證書中文課 (GCSE) 的學校，也會有少數學生應考GCSE中文。到了高中，多數學生會應考國際文憑大學預科證書 (IBDP) 的B類普通中文，部分學生會轉修大學預科中其他語言的初學者 (Ab Initio) 課程。

Chinese as a Second Language

Chinese as a Second Language (CSL), caters for students who are capable of everyday communication in Chinese and who are likely to continue to use it after secondary school. Home environment encourages language use but levels of competency may vary. In Year 11, these students will aim to sit IGCSE Chinese as a Second Language examination or MYP Chinese B assessment at Higher level. Most students will study Chinese B at Higher Level for IB Diploma.

第二語言組

中文作為第二語言課程 (Chinese as a Second Language)。這一組別的學生在日常生活中使用中文，經常與家人用漢語交流，即使畢業以後這種語用環境也不會有很大變化，但是每個人的中文程度參差不齊。他們會在11年級應考劍橋的 (IGCSE) 中文第二語言或修完國際文憑中學 (IBMYP) B類高級中文課程。大多數學生升入高中以後會修讀國際預科文憑 (IBDP) 的中文B類高級課程。



Chinese for Near Native Students

Chinese for Near Native Students (CNN), is designed for those who use Chinese extensively both in and out of school to communicate, pursue knowledge and enjoy the richness of Chinese literature. They may seek employment for which Chinese literacy is a prerequisite. They will aim to take the IGCSE First Language Chinese examination or MYP First Language Chinese assessment in Year 11. They are most likely to continue to study Chinese Language A for the IB Diploma.

近母語組

近母語中文課程 (Chinese for Near Native Students)。這一組別的學生在校內外以中文作為溝通和求知的工具，能欣賞豐富多彩的文學作品，就業時可能會申請需要中文讀寫能力的工作。在第11班，他們會應考劍橋 (IGCSE) 中文第一語言或完成國際文憑中學 (IBMYP) A類中文課程。高中畢業時很可能應考國際預科文憑 (IBDP) 的A類中文。



All primary students sit the ESF Year 6-7 Transitional Chinese Assessment tests towards the end of Year 6. Each student is recommended a group in secondary schools according to the test results and primary teachers' input. Grouping is essentially associated with individuals rather than a particular class. Students move across pathways when educational needs change, particularly between primary and secondary. As a principle, they are encouraged to study a course as challenging as possible to maximise their academic potential. During lower secondary years, students may also change group, usually based on performance and progress, as assessed from time to time. A major benchmark test is administered in Year 11, when students are recommended appropriate courses for IB Diploma.

Language learning must extend beyond classrooms. ESF schools offer Chinese cultural activities, trips to the Mainland and other opportunities to enrich the language programme. Efforts have been made to strengthen links with Putonghua speaking schools and teaching certain subjects in Chinese, such as Theory of Knowledge. While providing rich language learning experience for all students, we endeavor to help children of Chinese mother tongue to maintain a high level of attainment for local employability.

英基所有小學第6班畢業生都要參加中文升學測驗，根據測驗成績和小學老師的建議，分配到中學的各個中文組別。組別說明每個學生所學課程的性質，與編班沒有很大的關係。學生的教育取向發生變化時可以變換組別。這種變化在小升中時尤為常見。學校的原則是鼓勵學生儘量選修難易適度的課程，以便充分發揮他們的學習潛力。在初中階段，我們定期評測學生的成績和進步情況，合理調整組別。到了第11班，所有學生都要參加一次水準測驗，根據成績選修不同的國際文憑預科課程。

語言學習必須走出課堂。英基學校用各種中國文化活動和國內遊學等方式豐富中文課程的內容。各校不斷努力，加強與普通話為教學語言的學校之間的聯繫，並且用普通話試教某些科目，如知識論。我們教書育人，勤奮敬業，讓每一個學生體會到中文的博大精深，讓中文母語的學生更上層樓，達到本地就業的要求。

Expected outcomes 2016

Chinese as an Additional Language Group



	Listening	Speaking	Reading	Writing
End of Year 9	<p>Understand simple dialogues and statements of the most immediate personal relevance, at a controlled pace with repetitions;</p> <p>Grasp the main points in short and simple passages and announcements;</p> <p>Use Chinese in basic and personal communication, particularly in simulated situations.</p>	<p>Sustain a conversation of at least 20 exchanges, giving factual information, simple description and brief opinions on taught topics;</p> <p>Deliver rehearsed presentations up to two minutes on taught topics. Common errors do not cause serious misunderstanding;</p> <p>Show minimum variation in grammar and vocabulary in responses and speeches.</p>	<p>Read simple authentic, texts for controlled purposes, such as completing a learning task or simulated context;</p> <p>Locate and grasp main points in everyday material such as an advertisement, timetable and simple personal letter;</p> <p>Re-organise and interpret factual information and simple opinions.</p>	<p>Write simple passages on taught topics, using simple sentences and drawing on memorized vocabulary;</p> <p>Mistakes do not seriously hinder understanding;</p> <p>Write for practical purposes.</p>
End of Year 11	<p>Understand the main points of clear and simple speech in a controlled context, where language materials are adapted;</p> <p>Use comprehension strategies effectively;</p> <p>Use Chinese at a basic level in real situations.</p>	<p>Sustain a conversation for five minutes on taught topics in a controlled context, such as school exam, producing factual and non-factual discourses with no frequent stumbling or hesitation;</p> <p>Deliver a rehearsed speech up to 2 minutes, largely relying on memorised language, but showing reasonable variation.</p>	<p>Understand simple controlled text of a narrative, descriptive and argumentative nature;</p> <p>Read for specific purposes such as finding information, collecting data and gathering opinions;</p> <p>Use a variety of reading strategies to derive meaning from semi-controlled texts.</p>	<p>Write short passages in a standard conventional format to inform, describe or advance arguments, on taught topics;</p> <p>Start to show an awareness of audience and context in writing;</p> <p>Rely on memorised language but makes an effort to vary vocabulary and grammar.</p>

2016年的預期成果

外語組



	聽	說	讀	寫
9年級的學習目標	<p>聽懂極為簡單的對話和陳述，內容比較熟悉，速度較慢，且時有重複；</p> <p>能抓住簡短談話中的要點；</p> <p>在模擬對話的情境下，就與自己有關的話題，用漢語進行簡單的交談。</p>	<p>持續交談，至少有20次問答或往復，能就學過的話題提供資訊，描述人和物，或發表簡要的見解；</p> <p>經過練習後就學過的話題演講，最長可持續2分鐘，常有語病，但不會嚴重影響表意；</p> <p>語法和詞彙稍有變化。</p>	<p>在學習過程中或特定的模擬情境裡，能讀懂簡單的、未經改寫的文字材料；</p> <p>閱讀日常生活中的文字材料，如廣告、課表和簡單的個人書信，能理解主要內容；</p> <p>解釋並重新組織客觀資訊或簡單的意見、觀點。</p>	<p>就所學過的內容書寫簡短的段落，能使用簡單的句型和背會的字詞；</p> <p>作文裡面的語病不會嚴重影響讀者理解內容；</p> <p>寫作應用文。</p>
11年級的學習目標	<p>在專門設計的情境下聆聽簡短清晰、經過簡化處理的語料，能夠理解主要內容；</p> <p>有效地使用各種聽力理解方法；</p> <p>在日常生活中用漢語進行有限的交流。</p>	<p>在課程考試等特定的情境下，就學過的內容持續對話，最長可達5分鐘，能進行事實性或非事實性的談話，無頻繁的停頓或語塞；</p> <p>經過練習後可發表2分鐘的講演，基本使用背熟的詞句，但語法、用詞有所變換。</p>	<p>讀懂簡單的、經過改寫或篩選的說明文、記敘文和論說文；</p> <p>通過閱讀達到各種目的，如搜尋資訊、收集資料和徵求意見；</p> <p>運用各種方法讀懂稍加改寫或經過篩選的文字材料。</p>	<p>用學過的主題完成簡短的說明文、記敘文和論說文，格式正確，符合規範；</p> <p>文章能反映出作者對讀者和語境的初步理解；</p> <p>依賴熟記的詞句，但能夠比較靈活地使用。</p>

Chinese as a Second Language Group



	Listening	Speaking	Reading	Writing
End of Year 9	<p>Understand the main points of clear, standard speech about familiar and relevant matters, with minimum modification;</p> <p>Use a variety of strategies such as note taking to enhance comprehension;</p> <p>Meet survival needs in real situations.</p>	<p>Engage in continuous conversations of a considerable length on familiar topics;</p> <p>Speak about events, experience and emotions, offer explanations and opinions and provide verbal instructions and directions;</p> <p>Accent and incorrect language use do not cause major misunderstanding.</p>	<p>Read simple, standard materials, usually of an authentic nature, such as news clip, reports, user manuals and youth magazines;</p> <p>Read for various purposes such as academic study, job search, shopping and pleasure;</p> <p>Handle unfamiliar linguistic materials using various strategies, such as prediction and deduction.</p>	<p>Write simple, clear text about a range of relevant and interested matters;</p> <p>Organise information, ideas and opinions in a logical discourse for practical purposes, such as simple advertisements, notices and procedures;</p> <p>Show fluency and varied choice of words and grammatical structures in writing.</p>
End of Year 11	<p>Understand most points in speeches of a practical nature – authentic but simple, clear and standard;</p> <p>Comprehensible materials extend to broader areas such as popular science and news commentary;</p> <p>Be able to understand unfamiliar materials.</p>	<p>Communicate clearly, accurately and appropriately when conveying information, articulating experience and expressing thoughts and opinions;</p> <p>Employ and control a variety of words and grammatical structures when speaking;</p> <p>Demonstrate a relative fluency and safe accent;</p> <p>Appropriate non-verbal expressions help delivery.</p>	<p>Understand and respond to information presented in a variety of forms;</p> <p>Select and organise materials relevant to specific purposes;</p> <p>Recognise, understand and distinguish between facts and opinions;</p> <p>Read and understand the theme or story line in contemporary, literary prose.</p>	<p>Write to inform, share and reason in a clear, accurate and appropriate manner;</p> <p>Handle everyday writing tasks with confidence, such as filling in forms of medium complexity and generating simple report from authentic sources;</p> <p>Show maturity in writing with little reliance on memorised materials.</p>

第二語言組



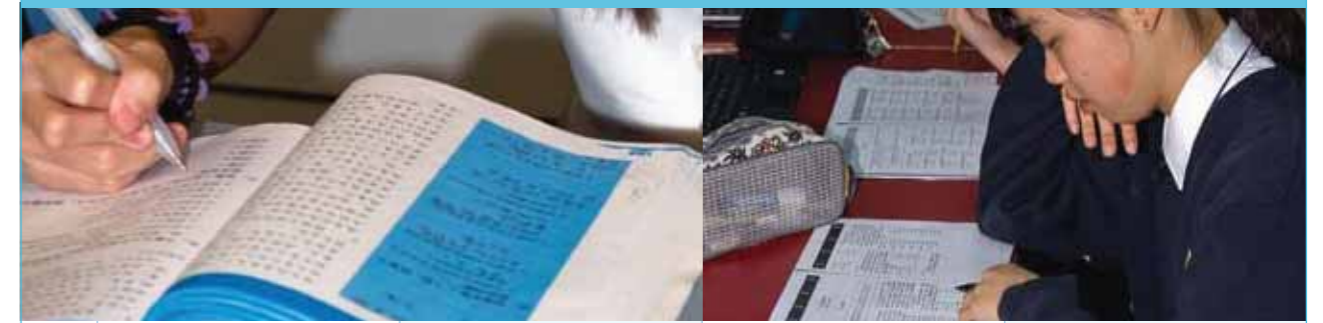
	聽	說	讀	寫
9年級的學習目標	<p>聽懂清晰、標準話語的要點，所聽語料稍有簡化，並且是學生熟知或與之有關的內容；</p> <p>使用不同的方法來增強聽力；</p> <p>聽力能夠滿足日常生活中的一些基本需要。</p>	<p>就熟悉的話題進行較長時間的持續對話；</p> <p>口頭敘述各種事件和自己的經歷、感受，為別人指路、發表見解，說明情況或給予指示等；</p> <p>口音及語病不會導致嚴重的誤解。</p>	<p>讀懂簡單的、基本未經改寫的文字材料，如新聞、報告、用戶手冊、青年雜誌等；</p> <p>通過閱讀達到各種目的，如學習、找工作、購物、娛樂消遣等；</p> <p>閱讀不熟悉的文字材料時，能使用猜測、推論和預料等方法理解文意。</p>	<p>就各種與自己有關或感興趣的題目寫作簡短、清晰的文字；</p> <p>按照邏輯組織各種資訊、想法和見解，完成應用文寫作，如廣告、通知、流程說明等；</p> <p>文字較流暢，用詞和句型有所變換。</p>
11年級的學習目標	<p>聽懂實用性簡短談話的大部分內容，所聽語料清晰、標準，未經簡化；</p> <p>聽力範圍擴大，包括科普和新聞評論等領域；</p> <p>能聽懂不太熟悉的語料內容。</p>	<p>口頭提供資訊、敘述經歷、發表見解、提出想法時能夠清楚、準確、恰當地表達自己；</p> <p>說話時使用不同的詞彙和句型，運用自如；</p> <p>話語較流利，口音不影響表達；</p> <p>用非語言形式加強表達效果。</p>	<p>讀懂用不同方式提供的資料並作出回應；</p> <p>為特定目的挑選並組織文字材料；</p> <p>辨別、理解、區分閱讀材料裡的事實與見解；</p> <p>看懂當代文學作品的主題或情節大意。</p>	<p>寫作說明文、記敘文和論說文，表達清晰、準確、恰當；</p> <p>寫作能力滿足各種日常需要，如填寫比較複雜的表格，閱讀常見文字材料以後撰寫報告；</p> <p>寫作趨向成熟，基本不再依賴熟記的詞句。</p>

Chinese for Near Native Students Group



	Listening	Speaking	Reading	Writing
End of Year 9	<p>Understand extended speeches delivered in a clear and structured manner;</p> <p>Understand media programmes of relevance and interest without much difficulty;</p> <p>Grasp partner's intention in conversation paying close attention to implicit meaning;</p> <p>Expand comprehension to materials beyond school and personal life.</p>	<p>Develop ideas thoughtfully and describe events and convey opinions clearly;</p> <p>Respond to others' ideas and views appropriately, showing awareness of audience;</p> <p>Employ an extensive range of linguistic devices, including sporadic use of idiomatic expressions;</p> <p>Make simple literary comment, either spontaneously or formally after rehearsal.</p>	<p>Understand significant ideas, themes, events and characters, begin to use inference and deduction;</p> <p>Comprehend materials that cover a good range of contemporary literature;</p> <p>Read for pleasure and appreciate the time and cultural differences in written work;</p> <p>Interpret meaning, opinion and attitude utilising language convention and cognitive ability.</p>	<p>Write in a range of forms in an interesting and thoughtful style;</p> <p>Develop sustainable and sensible ideas with organisation appropriate for purpose;</p> <p>Convey information or express views as intended with clear and well structured texts;</p> <p>Use various strategies for composition, such as discussion, planning and proofreading.</p>
End of Year 11	<p>Understand extended speeches and dialogues;</p> <p>Understand contemporary spoken materials almost fully, sometimes needing help and guidance;</p> <p>Listen and digest spoken materials actively using various strategies such as background knowledge, questioning, reflection and re-construction of meaning;</p> <p>Listen for practical purposes and for pleasure.</p>	<p>Maintain conversation and develop talks purposefully in a range of contexts, with clear structure, apt vocabulary and appropriate intonation;</p> <p>Respond sensitively to what is heard and maintain the attention of audience with various strategies;</p> <p>Initiate and sustain discussion on both familiar and unfamiliar topics, using standard Chinese to a level close to that of native speakers.</p>	<p>Understand, explain and collate both explicit and implicit meanings and attitudes;</p> <p>Select, analyse and evaluate what is relevant to specific purposes;</p> <p>Understand how writers achieve effects and create characters;</p> <p>Read actively by selecting own materials and reflecting on them through own experiences.</p>	<p>Articulate experience and express what is thought, felt and imagined;</p> <p>Use language and register appropriately to audience and context;</p> <p>Demonstrate creativity by selecting specific features or expressions to convey effects and to engage readers;</p> <p>Make fine distinction and emphasis by employing linguistic devices of subtle difference.</p>

近母語組



	聽	說	讀	寫
9年級的學習目標	<p>聽懂表達清楚、結構分明的長篇講話;</p> <p>觀看與自己有關或感興趣的媒體節目基本沒有障礙;</p> <p>對話時明白對方的意圖，特別能注意到隱含的意思;</p> <p>能夠聽懂學校和個人生活以外的語料。</p>	<p>發表見解、敘述各種事件時表達清楚，明顯經過深思熟慮;</p> <p>回應他人的看法和意見時講話得體，能注意到聽者的感受;</p> <p>口語表達時能夠使用大量不同的語言手段，時而運用習語;</p> <p>能夠發表簡單的口頭文學評論，有時預先練習，有時即場表達。</p>	<p>理解作品中重要的主題、思想、事件和人物，具有初步的推斷和演繹能力;</p> <p>閱讀範圍涵蓋多種當代文學作品;</p> <p>把閱讀當作一種享受，能分辨作品的時代和文化差異;</p> <p>運用語文規範和自己的認知能力來詮釋文字材料所表達的意思、見解和態度。</p>	<p>完成不同形式的寫作，文字有趣，構思周全;</p> <p>概念表述清晰，鋪陳有序，組織結構符合寫作目的;</p> <p>篇章結構合理分明，表述和觀點清晰、達意;</p> <p>使用各種技巧完成作文，如討論、撰寫草稿、校對的寫作程式。</p>
11年級的學習目標	<p>聽懂各種長篇講話及對話;</p> <p>幾乎能夠完全聽懂用當代口語表達的各種內容，只是偶爾需要協助或指導;</p> <p>主動使用各種聽力技巧來理解、消化所聽到的話語內容，如背景知識、發問、思考、重組意群;</p> <p>聽力能滿足實用性及休閒娛樂的需要。</p>	<p>在各種情境下有目的地持續對話或表述自己，講話思路清晰，詞彙豐富，語調適當;</p> <p>作答時注意對方感受，用各種方法抓住聽者的注意力;</p> <p>就各種熟悉和陌生的話題引發並維持對話，語言標準，表達能力接近本地學生的水準。</p>	<p>能讀懂文字中直白和隱含的意思，並加以闡釋和整理;</p> <p>有目的地挑選、分析、評價有關的文字資料;</p> <p>理解作者如何取得效果、塑造人物;</p> <p>積極閱讀，主動選取閱讀材料，通過自身經歷思考讀過的內容。</p>	<p>表述自己的體驗、思想、感受和想像;</p> <p>採用適合讀者及語境的語言和文體;</p> <p>篇章有創意，有特點，表達方式具有一定的效果，能夠吸引讀者;</p> <p>運用差別細微的修辭手段取得微妙的辨析和強調的效果。</p>

