

Year 10 Background Language Learners

Reading — High

Content

Students read a variety of texts between 150 and 230 characters long. Texts are related to personal domains of language use such as personal life, school, and community. Texts contain information on topics such as basic personal information, school subjects, leisure activities, daily routines, favourites, weather, school facilities, and events.

Knowledge of Linguistic Forms

Students read both formal and informal texts.

Informal text contains vocabulary and structures highly familiar to students and consists of several sentences. Some basic auxiliary verbs such as 보고 싶다 and qualifying words (e.g. 아주) are also included.

Formal texts include both familiar and unfamiliar vocabulary, which could be inferred from the context. Formal texts use specific register (e.g. the numbered format with key information for an advertisement, technical vocabulary such as 문의) for their targeted audience and purposes and are in the tone of a formal announcement.

Both informal and formal texts include some simple and complex sentences where conjunctive suffixes (e.g. -고, -거나) or relativiser suffixes (e.g. -ㄴ/는) are used.

Task Requirements/Processing

Students read Korean script used for phonetic writing of English words (e.g. 코알라) and match them with English words to locate information. They have some cultural background knowledge of a term coined from English (e.g. 홈스테이). They infer the subject of a sentence where it is not overtly provided and locate information from preceding sentences. Students may use clues from the question (i.e. 'not allowed') to assume meaning from the text based on common sense (e.g. 담배를 피울 수...).

They are able to identify classifiers such as 시 or 살 to locate information. They partially process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time), but is not always successful. When they have difficulties using the above strategies, they skim texts for familiar keywords or other familiar vocabulary or structures in order to decipher/guess meaning. They may also use lower level skills to process simple, factual, single items of information or directly match information from the input text with the keyword in the question (e.g. copy and paste Korean characters for the name).