

Year 10 Background Language Learners

Reading — Average

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.

The 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 are reliant on 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). They identify classifiers such as 시 or 살 to locate information. They skim texts for keywords in order to decipher/guess meaning of less familiar items (e.g. 공연) and/or identify familiar vocabulary from familiar domains (e.g. 한국).

They recognise familiar or high-frequency phrases (e.g. 15살이에요.). They use cultural background knowledge to locate the information required. For example, they identify a personal name in Korean and infer the meaning of a term coined from English—홈스테이 using their cultural knowledge. When they have difficulties locating information using these skills, they infer from common knowledge rather than looking for linguistic or contextual clues from the text (e.g. specific structures, vocabulary).