

Year 10 First 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) and 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 process texts both holistically and analytically at both textual and sentence levels. They make holistic inferences from texts (discourse skills) and use analytic knowledge to look for details. They use structural clues to infer meaning (e.g. text type—information and rules). They identify formal/technical vocabulary (e.g. the heading of the input text). They process complex sentence structures and/or identify specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine several items of information to make meaning. They identify specific structures and derive meaning from structural clues (e.g. negative imperatives and -수 없다 for things not allowed). They combine information and infer meaning from complex sentences. They provide answers with multiple items of information and identify the specific word referred to as a question word in the question (e.g. 장소 for 'where'). They understand the meaning of specific register (e.g. 입장권).

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 track the topic of a sentence where it is not overtly provided and locate information from preceding sentences. They locate a single item of information (i.e. less familiar vocabulary from less frequent domains). They process information in the text and apply it in another context (e.g. rework/accumulate numeric information to provide the correct time).