

## Year 10 First 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.

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 tend to process texts more analytically and at the sentence level. They use structural clues to infer meaning (e.g. text type—information and rules). They identify some formal/technical vocabulary (e.g. the heading of the input text). They process some complex sentence structures and/or identify some specific low-frequency/less familiar vocabulary items to extract meaning. They locate and combine some items of information to make meaning. They identify some specific structures and derive meaning from structural clues (e.g. negative imperatives and -수 없다 for things not allowed). They combine some information and infer some 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 have some understanding of 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 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).