Korean Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Korean Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/korean).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  What’s your name? – 이름이 뭐예요? | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Interacting (ML4-INT-01)**  You have been buddied with a student from your sister school in Korea. Interact with each other to ask and respond to questions to get to know each other better.  Include:   * greetings * name * age * school grade * nationality * where you live * who is in your family and their names.   Work with a partner. One of you will take the role of the Korean student, and the other will take the role of the exchange student.[[1]](#footnote-1)  **Skills**   * Understand the nature of greetings by exploring appropriate Korean greeting etiquette, for example, a bow, a handshake. * Understand the difference between colloquial and honorific language and when to use each appropriately when greeting others. * Exchange personal information with others including name, age, grade and nationality. * Exchange information about where you live. * Use appropriate pronouns to create texts about a third person. * Use a linking particle to produce complex sentences. * Share information about families. * Use possessive pronouns to describe who is in your family. | **Greetings and farewells:**  안녕하세요, 만나서 반가워요, 안녕히 계세요, 잘 있어요, 잘 가요, 또 만나요, 안녕, 잘가, 선생님  **Asking and giving names:**  이름이 뭐예요?; 저는 *[*name*]* 예요/이에요  **Sino Korean numbers:**  일, 이, 삼, 사, 오, 육, 칠, 팔, 구, 십, 십 일, 십 이, 십 삼…  **Asking and giving age:**  몇 살이에요?; 저는 *[*age*]* 살이에요  **Expressing nationality and where you are from:**  어느, 나라, 사람, 이름, 호주, 중국, 한국, 저는 호주 사람이에요, 한국 사람, 중국 사람, 어디(에), 시드니, 어느 나라 사람이에요?; *[*country*]* 사람이에요  **Asking and expressing what year you are in:**  몇 학년이에요?; 저는 *[*number*]* 학년이에요  **Asking and expressing where you live:**  어디에 살아요?; *[*place*]* 에 살아요  **Expressing who is in your family:**  누구예요?; 엄마, 어머니, 아빠, 아버지, 오빠, 형, 언니, 누나, 남동생, 여동생, 아기, 할머니, 할아버지, 우리, 있어요, 없어요, 하고, 엄마가 있어요, 아빠가 있어요, 여동생이 있어요  **Giving information about a third person:**  그는 한국 사람이에요; 그는 팔 학년이에요; 그는 열세 살이에요  **Using possessive pronouns:**  제, 우리 |

Table 2 – Stage 4, Term 2

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| Term 2  Me, you, us – 나, 너, 우리 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML4-UND-01)  While learning about Korean students’ lifestyles, you read a number of **social media posts**[[2]](#footnote-2)from Korean students sharing their daily routine and hobbies. Answer questions about the posts in **English.**[[3]](#footnote-3)  Part B: Creating texts (ML4-CRT-01)  **Create a post**[[4]](#footnote-4)for a social media platform about your daily routine and hobbies to describe what your lifestyle is like as a teenager living in Australia. Include:   * your hobbies * your typical day * at least 2 activities that you like with reasons * at least 2 activities you don’t like with reasons.   Skills   * Count using Pure Korean numbers. * Identify and use verbs and nouns to share information about daily activities and hobbies. * Describe daily activities, using expressions of time. * Identify and name common teenage hobbies in Korea. * Express and exchange information regarding likes and dislikes. * Ask and respond to questions about categories of activities such as genres of music and types of sport. | **Expressing what you do on a typical day:**  **일어나요**, **아침밥/점심밥/ 저녁밥을 먹어요, 가요, 와요, 자요, 숙제를 해요, 샤워를 해요,** 학교에 가요, 자요  **Exchanging information about hobbies:**  **취미가 뭐예요?; *[*hobby*]* 예요/이에요,** 취미, 영화 감상, 음악 감상, 컴퓨터 게임을 해요, 태권도, 온라인 쇼핑, 컴퓨터 게임  **Expressing time of the day and frequency:**  **매일, 오전, 오후, 아침, 점심, 저녁, 지금, 매일, 주말**  **Pure Korean numbers:**  **하나, 둘, 셋, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열**  **Days of the week:**  **월요일, 화요일, 수요일, 목요일, 금요일, 토요일, 일요일**  **Telling the time:**  **한 시, 두 시, 세 시, 네 시, 열한 시, 열두 시, 반, 삼십 분,** ~시에, ~분에  **Expressing genres of film/music:**  **무슨 영화, 액션, 액션 영화, 판타지, 판타지 영화, 코미디, 코미디 영화, 로맨스, 로맨스 영화, 음악, 클래식, 재즈, 힙합, 케이팝; 무슨 영화를 좋아해요?**  **Asking about and expressing preferences:**  **좋아해요,** 무슨 영화를 **좋아해요?**; **무슨 음악을 좋아해요?**; **무슨 운동을 좋아해요?**; **안 좋아해요** or **싫어해요**, **축구를 싫어해요** |

Table 3 – **Stage 4, Term 3**

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| Term 3  I heart Seoul – 나는 서울을 💓 해요 | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML4-CRT-01)  During a 2-week visit to Korea during the April school holidays, your group will spend a whole day in Seoul. Create an **infographic**[[5]](#footnote-5)to share with your teacher in Korean outlining where you would like to go, what you want to do there and why, for consideration in the itinerary. Include:   * a description of at least 2 destinations * transportation to each destination * at least 2 activities you can do at each destination * at least one activity you will not do at each destination * a justification of your choice of each destination including a reference to the weather.   Skills   * Express what you want to do and where you want to go. * Express what you are not doing using the negation ~안 with verb stems. * Use adverbs to describe degrees of like and dislike when expressing preferences. * Describe places, experiences and things using adjectives. * Interact to share information about locations and facilities that can be found in Korean cities. * Understand the difference between ~에 and ~에서 when describing movement to and from locations. * Discuss weather conditions and seasons using appropriate structures. * Make weather predictions. * Access and create texts to describe modes of transport to and from events. * Justify a choice using connectives. | **Expressing what you want to do:**  ~**을/를 보고 싶어요**, **~을/를 하고** **싶어요**, **~을/를 먹고 싶어요**, **~에 가고 싶어요**, **가고 싶어요, 하고 싶어요, 읽고 싶어요, 타고 싶어요, 보고 싶어요, 먹고 싶어요, 쉬고 싶어요, 듣고 싶어요**  **Using the negative to express what you do not want to do:**  **안 좋아해요, 안 가고 싶어요, 안 하고 싶어요, 안 읽고 싶어요, 안 타고 싶어요, 안 보고 싶어요, 안 먹고 싶어요, 안 쉬고 싶어요, 안 듣고 싶어요**  **Express degrees of like and dislike using adverbs:**  **너무**, **아주**, **별로**  **Using adjectives to describe places, experiences and things:**  **~은/는** **재미없어요, 신나요, 지루해요, 흥미진진해요, 예뻐요, 멋있어요, 무서워요, 슬퍼요, 웃겨요**  **Discussing what facilities can and cannot be found in Korea and Korean cities:**  **있어요, 집은 어디에 있어요, 서울은 어디에 있어요, 광장시장은 어디에 있어요, 서울은 호주에 없어요, 시드니는 한국에 없어요**  **Discussing the weather:**  **날씨가 좋아요; 날씨가 맑아요; 날씨가 흐려요; 비가 와요; 눈이 와요; 바람이 불어요; 천둥하고 번개가 쳐요; 우박이 내려요; 날씨가 추워요; 날씨가 선선해요; 날씨가 시원해요; 날씨가 따뜻해요; 계절;** 봄에는 날씨가 더워요  **Making weather predictions:**  **눈이 오겠어요; 날씨가 흐리겠어요; 날씨가 춥겠어요; 날씨가 덥겠어요; 날씨가 시원하겠어요; 날씨가 선선하겠어요; 비가 오겠어요; 우박이 내리겠어요**  **Identifying modes of transport:**  **버스로, 기차로, 비행기로, 전철로, 택시로, 페리로, 자동차로, 차로, 걸어서**  **Justifying choices:**  **그래서, 그리고, 그러면, 그런데** |

Table 4 – Stage 4, Term 4

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| Term 4  When I go to the market – 시장에 가면 | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML4-INT-01)  While on exchange in Korea, your host mother has given you a **shopping list**[[6]](#footnote-6)with a variety of items to purchase at the market. She has also told you to purchase something of your own choosing.  With one student as the customer and the other as the shopkeeper, using culturally-appropriate language, have a conversation to make the **purchases.**[[7]](#footnote-7)  In the conversation include:   * **appropriate greetings** * **identification of items using demonstrative pronouns, for example, this, that, that over there** * **an exchange of information about different items, for example, price or adjectives to describe them** * **a negotiation of prices** * **the correct language and number system associated with Korean currency, including 원** * **asking for specific quantities of items** * **establishing that one item is unavailable** * **finalising the purchase, expressing thanks and saying goodbye.**   Skills   * Understand and use common food words in Korean. * Use appropriate greetings and farewells when shopping. * Understand and use common expressions of quantity used at the market. * Understand and use Korean numbers to express price. * Ask how much an item costs, and express and understand prices. * Ask and respond to questions to identify and describe items using demonstrative pronouns. * Understand and use phrases to make purchases. * Negotiate the price of purchases using appropriate phrases. * Understand and express prices in Korean currency and compare the value of items in Korea and Australia. | **Foods:**  **옥수수, 토마토, 상추, 피망, 마늘, 오이, 양파, 감자, 당근, 바나나, 사과, 포도, 오렌지, 수박, 딸기, 참외, 감, 귤, 떡볶이, 비빔밥, 라면, 호떡, 김치, 불고기, 치킨, 김밥**  **Drinks:**  **차, 콜라, 커피, 식혜, 우유, 물**  **Identifying items:**  **뭐예요?; *[*item*]* 이에요/예요; 과일이에요?; 야채예요?; 무슨 음식이에요?**  **Using appropriate subject particles in a sentence:**  **이/가**  **Expressing high numbers using Sino-Korean:**  **십, 백, 천, 만**  **Asking how many:**  **몇**  **Using conjunctions:**  **~하고**  **Seeking and giving confirmation:**  **맞아요?; 맞아요**  **Talking about what you can find at the markets:**  ***[*place*]* 에는 *[*food*]* 이/가 있어요**  **Using appropriate greetings and farewells when shopping:**  **안녕히 가세요, 어서 오세요**  **Asking and saying the price:**  **얼마예요?; ~원이에요**  **Using appropriate topic particles in a sentence:**  **은/는**  **Expressing units of Korean currency:**  **~원, ~불~센트예요**  **Using demonstrative pronouns to identify items:**  **이것은 뭐예요?; 이건, 저건, 그건**  **Shopping phrases:**  **무엇을 드릴까요?; 여기요, ~주세요, ~드릴까요?**  **Using adjectives to describe:**  **맛있어요, 맛없어요, 달아요, 매워요, 뜨거워요, 시어요, 써요, 짜요**  **Shopping phrases:**  **또 오세요, ~사고 싶어요**  **Phrases to ask for a discount:**  **(조금) 깎아주세요!; ~에 해 주세요**  **Phrases to accept or refuse an offer:**  **알겠어요; ~돼요; ~안 돼요; 음…너무 싸요; 너무 비싸요; 아…알겠어요** |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

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| Term 1  We’re buddies – 우리는 친구잖아 | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  You are **chatting**[[8]](#footnote-8) **online** with your Korean buddy who you will be staying with when you go on the school trip to Korea.  In your conversation, using the appropriate tone, exchange information about:   * yourself and your family * at least 3 of your hobbies, including one activity or hobby that you like, with a reason * one activity that you don’t like, with a reason * at least one activity you have done in the past * at least 2 suggestions of activities you can do together * at least one activity that you want to do during the visit * at least one comparison between Korea and Australia in relation to hobbies and leisure activities.   Skills   * Exchange information about hobbies using 취미가 뭐예요?, and using linking suffix ~고. * Describe hobbies, converting action verbs and descriptive verbs into nouns, VST + 기. * Ask questions and exchange information about activities you have done before. * Express what you want to do using the structure VST + 고 싶어요. * Make suggestions to participate in an activity using the structure VST + ㄹ/을까요? * Understand and use informal and formal speech. * Make comparisons of popular activities for teenagers between Australia and Korea using comparative suffixes. | **Discussing hobbies:**  **취미가 뭐예요?**; **제 취미는…**; **독서**, **서핑**, **테니스**, **골프**, **축구**, **탁구**, **배구**, **농구**, **태권도예요**; **제 취미는 영화 감상**; **음악 감상**; **쇼핑**, **컴퓨터 게임**, **운동**, **크리켓**, **배드민턴**, **수영이에요**; **제 취미는** **스노우보드** **타기**; **스케이트 타기**; **자전거 타기예요**  **Describing hobbies:**  *[*hobby*]***은/는 어때요**?; *[*hobby*]***은/는 신나요**, **재미있어요**, **흥미진진해요**, **괜찮아요**, **무서워요**, **지루해요**, **재미없어요**, *[*hobby*]***을/를 좋아해요**; **안 좋아해요**?; *[*hobby*]***을/를 좋아해요**, **안 좋아해요**  **Making suggestions:**  **같이** *[*hobby*]***을/를 해요**, **할까요?**; **그럼**, **좋아요**, **음…시간이 없어요**, **월요일**, **화요일**, **수요일**, **목요일**, **금요일**, **토요일**, **일요일 어때요**?; **어디에서** *[*hobby*]***을/를 해요**, **할까요?**; **학교**, **축구장**, **수영장**, **운동장**, **서핑장**, **크리켓장**, **테니스장**, **골프장**, **스키장에서** **해요**  **Asking about hobbies you have done before:**  *[*hobby*]* **해 봤어요**?; **축구장**, **배구장**, **농구장**, **야구장**, **크리켓장**, **태권도장** **가 봤어요**?  **Expressing what you want to do:**  **뭐 하고 싶어요**?; **저는**, **독서**, **서핑**, **테니스**, **골프**, **축구**, **탁구**, **배구를;** **하고 싶어요; 영화 감상, 음악 감상, 쇼핑, 컴퓨터 게임, 운동, 크리켓, 배드민턴, 수영을 하고 싶어요; 뭐 먹고, 마시고 싶어요?; 피자, 스테이크, 먹고 싶어요; 셰이크를; 마시고 싶어요**  **Making suggestions:**  *[*hobby*]***을/를 하고** *[*activity*]***을/를** **먹어요, 마셔요, 해요, 쳐요, 타요, 어때요?; 괜찮아요?; 좋아요, 내일, 오늘, 한 시, 두 시, 세 시, 네 시, 다섯 시, 여섯 시, 일곱 시, 여덟 시, 아홉 시, 열 시, 열한 시, 열 두 시 어때요?; 월요일, 화요일, 수요일, 목요일, 금요일, 토요일, 일요일 어때요?**  **Making comparisons:**  저는, *[*hobby*]* 보다 *[*hobby*]*을/를 더 잘해요, 못해요, 좋아해요, 안 좋아해요 |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  Let’s only walk on flower roads – 꽃길만 걷자 | Suggested grammar, vocabulary and structures |
| Assessment task  ****Creating**** texts (ML5-CRT-01)  **You have recently returned from an exchange trip to Korea. Create a multimodal presentation**[[9]](#footnote-9) **about places you visited to show your Korean class.**  **In your presentation include:**   * **at least 3 towns you went to and the tourist attractions you visited there (at least one per town)** * **what you did at each destination, for example, what you ate at the restaurant or what you saw/did in the town, including your opinion of each experience** * **references to the season(s) and weather for at least 2 of the towns you visited** * **at least one recommendation about a destination they should visit in Korea and what they can do there.**   Skills   * Describe seasonal activities. * Give an account of an event that occurred in the past using appropriate expressions of time. * Describe events in the past tense using the appropriate form of action verbs and descriptive verbs. * Express opinions and feelings in the past tense using descriptive verbs. * Express and understand dates using the structure ~월 and ~일. * Give recommendations for activities or events. * Understand the cultural significance of first snow. | **Describing seasonal activities:**  봄에는 날씨가 더워요 그래서, *[*activity*]*을/를 할 수 있어요?; 스노우보드, 스케이크, 자전거를 탈 수 있어요?; 네/아니요; 스노우보드, 스케이크, 자전거를 탈 수 있어요/없어요, 수영, 서핑을 할 수 있어요?; 수영, 서핑을 할 수 있어요/없어요; 캠핑을 좋아해요?; *[f*ood*]*을/를 먹을 수 있어요?; *[*food*]*을/를 먹을 수 있어요  **Asking about hobbies you can do:**  *[*hobby*]*을/를 할 수 있어요?; 네, 할 수 있어요; 아니요, 못해요; 아니요, 할 수 없어요  **Describing events in the past:**  *[*place*]* 에서 뭐 했어요?, 언제 *[*place*]* 에 갔어요?, *[*place*]* 어땠어요?; 괜찮았어요?, *[*place*]* 에 갔어요, 예뻤어요, 아름다웠어요, 사람이 많았어요, 좋았어요, 신났어요, 재미있었어요, 흥미진진했어요, 괜찮았어요, 무서웠어요, 지루했어요, 재미없었어요; *[*place*]* 에서 *[*food/drink*]* 먹었어요/마셨어요?, 날씨가 더웠어요/따뜻했어요/선선했어요/흐렸어요/추웠어요/좋았어요, 바람이 불었어요, 천둥 번개가 쳤어요, 눈이/비가 왔어요, 그래서 *[*place*]* 에 갔어요; *[*activity*]*을/를 했어요, 언제 *[*activity/food/drink/place*]*을/를 했어요?; 갔어요, 먹었어요, 마셨어요, 봤어요, 왔어요  **Months:**  일 월, 이 월, 삼 월, 사 월, 오 월, 유 월, 칠 월, 팔 월, 구 월, 시 월, 십일 월, 십이 월  **Expressions of time in the past:**  작년, 올해, 내년, 지난달 ,지난주  **Asking and expressing when events occurred in the past:**  *[*month/date*]*에 *[*name of place*]*에 갔어요/왔어요; *[*month/date*]*에 *[*name of activity/food/drink/event*]*을/를 했어요/먹었어요/마셨어요/봤어요 |

Table 7 – Year 9, Term 3

|  |  |
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| Term 3  We’re the delivery people – 우리는 배달의 민족 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  During your stay in Korea, your Korean friend is ordering some food over the phone. Listen to the c**onversation**[[10]](#footnote-10)between your friend and the Kimbap Heaven restaurant owner. To test how good your Korean is becoming, note the following information in English:   * the delivery address * delivery options * details of what is being ordered, including quantity and relevant quantifier * delivery time * payment options * cost.   Part B: Creating texts (ML5-CRT-01)  You’re now keen to try the restaurant with a classmate! Using information from the conversation between the restaurant owner and your friend, write a text message to a classmate suggesting you both go and eat at or order from the restaurant.  In your text message include:   * the reason for purchasing food from this restaurant, for example, to celebrate a special occasion or event * comments on at least 4 menu items, for example, price, quality or taste * why you have chosen to get food from this venue * whether you will be eating in or ordering delivery * at least 2 food items and one drink that you would like to order.   Skills   * Understand and use phrases to place orders on the phone and online. * Understand the Korean address system when locating places. * Identify and discuss delivery options and practices in Korea. * Ask about and express sizes of items. * Discuss different types of payment. * Apply adjectival suffixes as descriptors to refine a search for products online. * Express what you want to purchase. * Express the best or most [adjective] product, using 제일 before the adjective. * Identify and ask about fashion items you are searching for. * Express opinions about shopping experiences. * Make comparisons between shops, items or experiences. | **Expressing you want to order:**  *[*food*]*를/을 주문하고 싶어요  **Delivery address:**  주소는 *[*delivery address*]* 예요/이에요; 주소는*[*street number*]*, *[*dong number*]*동, *[*apartment complex name or number*]* 아파트, *[*building number*]*동, *[*unit number*]*호 예요  **Delivery options:**  배달, 얼마예요?, 숟가락/젓가락이 필요해요/ 안 필요해요  **Quantity:**  한 개, 두 개, 세 개, 네 개, 다섯 개, 여섯 개, 일곱 개, 여덟 개, 아홉 개, 열 개  **Delivery time:**  *[*time*]*까지 필요해요?; *[*time*]*까지 괜찮아요?; *[*time*]*까지 올 수 있어요?  **Payment options:**  카드/현금 괜찮아요?; 카드 결제/현금 결제 하고 싶어요  **Asking the cost:**  모두 얼마예요?  **Expressing the reasons for ordering food:**  오늘/내일/이번주/다음주, 생일, 친구, 가족; 오늘은 친구의 생일이에요, 그래서, 한국/호주 음식을 먹고 싶어요  **Expressing the reasons for choosing the venue:**  최고예요, 좋아요  **Expressing whether you will be eating in or ordering delivery:**  배달 하고 싶어요, 식당에서 먹고 싶어요  **Asking about and expressing sizes of items:**  *[*food*]* 사이즈 있어요?; 큰 거/작은 거로 주세요  **Expressing preferences with adjectival suffixes:**  예쁜, 멋있는, 좋은, 시원한, 따뜻한, 귀여운  **Clothing items:**  옷, 원피스, 신발, 가방, 치마, 바지, 화장품, 목걸이, 목도리, 시계, 반지, 자켓, 코트  **Expressing what you want to purchase:**  예쁜 옷/멋있는 옷/좋은 옷/시원한 옷/따뜻한 옷/귀여운 옷을 사고 싶어요  **Expressing opinions:**  쇼핑은 너무 재미있어요/편리해요/쉬워요/어려워요/힘들어요  **Making comparisons:**  무슨 옷이 제일 귀여워요/예뻐요/멋있어요/좋아요/시원해요/따뜻해요?; 이/그/저 가게가 이/그/저 가게 보다 더 작아요/커요/싸요/비싸요/좋아요/안 좋아요 |

Table 8 – Year 9, Term 4

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| Term 4  Neighbourhood hide-out – 동네방네 아지트 | Suggested grammar, vocabulary and structures |
| Assessment task  ****Understanding texts (ML5-UND-01)****  **While on exchange in Korea, you listen to 2 friends discussing different options for a** 동네방네 아지트 **hangout spot in the neighbourhood. Complete a series of questions in English to ensure you have understood. The questions include information about:**   * 동네방네 아지트 **hangout options available in the neighbourhood** * **detailed descriptions of the options mentioned** * **methods of transport to each location and the time it takes to get there from school** * **the place they decide upon and directions to the new hangout.**   Skills   * Identify facilities around town. * Describe the exact location of places using prepositions. * Use common phrases to ask for and understand information about directions, location and travel time. * Give simple directions. * Give directions using the imperative form. * Interact using culturally-appropriate conversational expressions. * Identify famous places in Korea and express why they are famous. * Specify and understand the location of a place or object within a larger context using the adjectival suffix ~에 있는. * Ask about, understand and express how to travel between locations. | **Hangout options available in the neighbourhood:**  동네, 가게, 편의점, 약국, 문구점, 카페, 우체국, 카페, 꽃집, 도서관, 영화관, 은행, 식당, 여행사, 학교, 산, 바다; 동네에 뭐가 있어요?; 동네에서 뭐를 할 수 있어요?; 동네에 *[*name of shops*]* 이/가 있어요; 동네에서 *[*name of activities*]*을/를 할 수 있어요  **Descriptions of the neighbourhood and activities:**  동네는 작아요, 커요, 시끄러워요, 조용해요, 편리해요, 안 편리해요; *[*name of activities*]*은/는 신나요/재미있어요/흥미진진해요/괜찮아요/무서워요/지루해요/재미없어요  **Degrees of adjectives:**  아주, 조금, 안  **Location of places:**  *[*name of shop*]*은/는 *[*name of shop*]* 앞에/옆에/ 뒤에/오른쪽에/왼쪽에 있어요, *[*name of shop*]*은/는 우리 동네에서 가까워요/멀어요  **Asking information:**  저…실례합니다, 저기요, *[*name of shop*]*은/는 어떻게 가요?, *[*name of shop*]*은/는 어디에 있어요?, *[*name of shop*]*에서 *[*name of shop*]*까지 얼마나 걸려요?, 여기에서 *[*name of shop*]*까지 어떻게 가요?, 10분, 20분, 30분, 1시간 정도 걸려요, 자동차로/버스로/기차로/걸어서 가요  **Identifying famous places and expressing why they are famous:**  서울/부산/멜버른/다윈은 뭐로 유명해요?; 대구/경주/시드니/퍼스/캔버라/호바트는 뭐로 유명해요?; 오페라하우스/예쁜 바다로 유명해요, 페더레이션 스퀘어로 유명해요, 킹스 공원으로 유명해요  **Specifying the questions:**  서울에 있는 시장은 뭐가 유명해요?; 시드니에 있는 카페는 뭐가 유명해요?; 서울에 있는 시장은 광장시장으로 유명해요; 시드니에 있는 카페는 브런치로 유명해요 |

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## Year 10

Table 9 – Year 10, Term 1

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| Term 1  My role model – 나의 롤모델 | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: ****Understanding texts (ML5-UND-01)****  Read a number of online profiles of famous people outlining age, personality, appearance, MBTI, hobbies, achievements and educational background. Answer questions in English based on the text.  Part B: Creating texts (ML5-CRT-01)  Consider which of the famous people[[11]](#footnote-11) from the online profiles in Part A has an interest or skill in common with you. This can be real or imagined. Write a fan email[[12]](#footnote-12) to this person.  In your letter include:   * culturally-appropriate formatting and language for an email * at least one reason why you have chosen to them, relating to your shared hobby or interest * a brief description of your personality and your appearance, including at least one idiom * what your future study and career plans are with reason(s).   Skills   * Ask about and describe the physical appearance of yourself and others with reference to specific features. * Describe yourself and others’ personalities using Korean idioms and adjectives. * Understand the MBTI trend in Korea as a means to discover and share personality traits. * Understand and express activities or actions as nouns using the gerund form. * Identify and discuss occupations. * Describe actions that are in progress in the present progressive tense. * Express future aspirations with reasons. * Write an email using culturally-appropriate format and honorifics. * Understand the origin and importance of surnames and *bon-gwan* (clans) in Korea in the context of family lineage and extended family. | **Describing someone’s personalities, appearance, achievements and educational background:**  성격, 좋아요, 마음이 따뜻해요, 친절해요, 인기가 많아요, 잘 이해해요, 친구들을 잘 도와줘요, 똑똑해요, 공부, 운동, 음악을 잘해요, MBTI는 *[*type of MBTI*]* 예요/이에요  **Culturally-appropriate formatting and language for an email:**  ~께, ~에게, ~가, ~드림, ~올림, 안녕하세요?; *[*month*]* 에요/이에요; 날씨가 *[*weather description*]*; 답장을 기다릴게요  **Expressing (a) reason(s) why you have chosen relating to your hobby or interest:**  우리는 취미 같아요; 저도 *[*name of hobby/sports/activities*]*을/를 좋아해요; 할 수 있어요  **Describing appearance**:  저는, 머리(카락), 눈, 코, 입, 팔, 손, 다리, 발, 배, 길어요, 짧아요, 갈색, 검은색, 초록색, 파란색; 커요, 작아요; 저는 머리가 길/짧아요, 저는 눈이갈색/갈은/초록/파란/색이에요; 저는 손이 커요; 저는 발이 작아요  **Describing personalities using Korean idioms and adjectives**:  저는 발이 넓어요; 적극적이에요; 그래서 친구가 많아요; 저는 성실해요; 부지런해요; 책임감이 있어요; 그래서 인기가 많아요  **Occupations:**  선생님, 변호사, 경찰관, 소방관, 통역사, 회계사, 회사원, 사업가, 요리사, 건축가, 기술자, 패션 디자이너, 리포터, 컴퓨터 프로그래머, 인플루언서, 의사  **Expressing activities or actions as nouns using the gerund form to discuss aspiration:**  저는 소통하는 것을 좋아해요, 그래서 변호사가 되고 싶어요; 저는 손이 커요, 그래서 요리사가 되고 싶어요  **Expressing future aspirations with reasons:**  제 *[*family member*]*은/는 *[*occupation*]*예요/이에요; *[*family member*]*은/는 *[*occupation*]* 예요/이에요; 그래서, 저도; *[*family member*]*처럼 *[*occupation*]*이/가 되고 싶어요, 왜냐하면, 왜냐하면 멋있으니까요  **Describe actions that are in progress:**  저는, 지금 *[*name of food*]*을/를 먹고 있어요; 공부하고 있어요; *[*name of activities*]*을/를 하고 있어요 |

Table 10 – Year 10, Term 2

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| Term 2  Traditional holiday – 슬기로운 명절 생활 | Suggested grammar, vocabulary and structures |
| Assessment task  ****Creating texts (ML5-CRT-01)****  The Korean community has asked students who are studying Korean to volunteer at a Korean festival held in your region. This event caters for both Korean and English-speaking communities.  Create a demonstration video of an aspect of Korean culture to be presented at the festival, for example, how to play a game, cook a traditional food, or make art or craft.  Provide a bilingual instruction sheet that includes the procedure you have demonstrated in your video.  In your demonstration include:   * a description of the cultural activity demonstrated in your video * time connectives to show the steps of a procedure * the duration of time for the activity indicating how long the steps will take * instructions in the imperative for each step.   Skills   * Use time connectives to describe the steps in a process. * Access texts describing traditional holidays in Korea and compare them with other cultures. * Discuss plans for a traditional holiday, using the structure VST + ㄹ/을 계획이에요. * Give and understand instructions for cooking. * Play games using culturally-appropriate language. * Give instructions related to arts and craft. * **Express duration of time using** ~동안**.** * **Identify foods at traditional holiday celebrations in Korea.** | **Useful words:**  커뮤니티, 봉사, 한국, 축제, 전통, 놀이, 동네, 한국어, 공부해요, 특별해요, 특별한, 문화  **Name of Korean games, sports, arts:**  윷놀이, 제기차기, 투호, 공기 놀이, 딱지 치기, 비석 치기, 태권도, 씨름, 종이 접기, 그리기  **Korean foods:**  송편**,** 약과**,** 떡국  **Korean traditional holidays:**  추석, 설날  **Describing steps with time connectives:**  첫 번째, 두 번째, 세 번째, 다음으로, 그리고, 마지막으로  **Indicating duration of time:**  동안, 1분 동안, 5분 동안, 10분 동안, 한 시간 동안  **Giving instructions in the imperative form:**  준비하세요, 던지세요, 차세요, 치세요, 자르세요, 넣으세요, 섞으세요, 끓이세요, 옮기세요, 펴세요, 붙이세요, 접으세요, 만드세요, 기다리세요  **Expressing what will be taught/demonstrated:**  오늘은 *[*game/sports/food/arts*]*을/를 배울 계획이에요, 오늘은 *[*game/sports/food/arts*]*을/를 가르칠 계획이에요, 이것은 한국의 전통 *[*game/sports/food/arts*]* 에요/이에요  **Making comparisons:**  한국은 설날에 *[*food*]*을/를 먹어요, 그리고 *[*sport/activity*]*을/를 해요, 그런데, 호주는 *[*food*]*을/를 먹어요, 그리고 *[*sport/activity*]*을/를 해요 |

Table 11 – Year 10, Term 3

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| Term 3  Thrifty job seekers – 알뜰살뜰 취준생 | Suggested grammar, vocabulary and structures |
| Assessment task  ****Interacting (ML5-INT-01)****  **You are taking part in a competitive group job interview in Korea, as a fresh graduate exchange student.**[[13]](#footnote-13)  **The interviewer**[[14]](#footnote-14) **asks you, and the other students in the group, questions relating to the job.**  **During your interview:**   * **describe the skills you have in relation to the job** * **express your future plans and aspirations** * **discuss past achievements in chronological order** * **ask the interviewer questions relevant to the job.**   Skills   * **Express obligations and necessities for day-to-day living using ~**야해요/돼요**.** * **Express plans for future employment and education using the structure VST + (으)려고 해요.** * **Ask, understand and answer questions related to skills and abilities using the structures VST + ㄹ/을 수 있어요, VST + ㄹ/을수 있어요?** * **Express requirements for something to happen.** * **Ask, understand and express the chronological order of events using time conditions.** | **Expressing skills and abilities:**  저는 *[*name of activities that you are good at*]*을/를 잘해요; 저는 한국어/영어/중국어/일본어/베트남어; 인도네시안어를 잘해요  **Expressing your future plans and aspirations:**  저는 변호사/소방관/통역사/회계사/사업가/요리사가/건축가/ 기술자가/패션 디자이너가/리포터가/컴퓨터 프로그래머가/ 인플루언서가/의사가/회사원이/경찰관/선생님 되고 싶어요  **Expressing past achievements in chronological order:**  **10학년이 되기 전에; 한국어를 열심히 공부했어요; 10학년이 되고 나서 한국어를 더 잘해요**  **Asking the interviewer questions relevant to the job:**  **언제부터 일 할 수 있어요?; 몇 시까지 갈까요?; 어디로 갈까요?**  **Express obligations and necessities:**  ***[*name of shop/place*]* 로/으로 와야 해요/돼요; *[*time*]*까지 와야 해요/돼요**  **Express plans for future employment and education:**  **고등학교/대학교에 가려고 해요; 학교에서 한국어를 공부하려고 해요; 연습하려고 해요, 통역사가 되려고 해요; 선생님이 되려고 해요**  **Express requirements for something to happen:**  **쉬려면, 가려면 어떻게 해요?** |

Table 12 – Year 10, Term 4

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| Term 4  Insight into youth perspectives – 전지적 청소년 시점 | Suggested grammar, vocabulary and structures |
| Assessment task  ****Creating texts (ML5-CRT-01)****  You have been asked by a Korean community magazine to create an infographic based on a contemporary issue of your choice to be shared with the community.  The aim of the infographic is to emphasise the severity of the issue and propose possible solutions or methods of prevention.  In your infographic include:   * a description of the issue, what it is and where it occurs * the frequency with which or when the issue occurs * how long the issue has been a problem * at least 2 causes and effects of the issue * at least 2 conditional statements to suggest how to prevent or resolve the issue.   Skills   * **Initiate a conversation or discussion introducing a topic using the structure** ~에 관해서/대해서**.** * **Discuss issues in Korean society and the importance of sustainability.** * **Indicate how much time has passed, providing context for past events using the structure VST +** ㄴ/은 지 ***[*time*]*** 됐어요**.** * **Suggest choices or alternatives using** (이)나. * **Indicate when an event or action occurs using** ~때**.** * **Describe cause and effect relationships using conditional statements.** * **Connect ideas and provide additional context using transitional phrases**. | **Introducing the topic:**  기후 변화, 환경 오염, ~에 관해서, ~에 대해서, 설명하려고 해요; 기후 변화에 관해서/대해서 설명하려고 해요  **Describing when and how often the issue occurs:**  비가 많이 올 때; 눈이 많이 올 때; 쓰레기를 버릴 때; 자주, 가끔, 항상; 시작해요; 시작되다, 와요; 생겨요  **Suggested transitional phrases:**  쓰레기가 많아요, 그래서 환경 오염돼요, 재활용을 하고 싶어요, 하지만 잘 모르겠어요; 환경을 보호하고 싶어요? 그러면 재활용을 하세요; 재활용을 하면 쓰레기를 줄일 수 있어요  **Expressing duration of the issue:**  기후 변화가 시작된 지 *[*time*]* 됐어요; *[*issue*]*이/가 생긴 지 *[*time*]* 됐어요  **Listing causes and effects:**  환경, 보호, 좋아져요, 쓰레기를 줄이다, 쓰레기를 줄이면, 재활용을 해요, 재활용을 안 하면, 에너지 절약을 해요, 에너지 절약을 안 하면, 환경을 보호할 수 있어요  **Suggesting solutions or alternatives:**  재활용이나 에너지 절약을 해야 해요, 환경을 보호해야 해요 |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Korean 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

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1. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). The teacher could play the role of one of the students. [↑](#footnote-ref-1)
2. Teacher to provide texts. [↑](#footnote-ref-2)
3. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-3)
4. Students may be provided with a scaffold. [↑](#footnote-ref-4)
5. Students may be provided with a scaffold. [↑](#footnote-ref-5)
6. This list of items will be provided on the day of the assessment. [↑](#footnote-ref-6)
7. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role play of a bargaining scenario in Korea. [↑](#footnote-ref-7)
8. This task is designed to assess oral language. Depending on context, you may consider assessing written language. [↑](#footnote-ref-8)
9. Students may be provided with a scaffold. [↑](#footnote-ref-9)
10. Teacher to provide conversation. A transcript of the conversation can be provided to differentiate for learners with a hearing impairment or learning difficulty. [↑](#footnote-ref-10)
11. The teacher chooses who the famous people are, whether they are Korean or international stars, and provides the profiles in Korean for this task. [↑](#footnote-ref-11)
12. Students may be provided with a scaffold. [↑](#footnote-ref-12)
13. **The teacher will reveal which job students are interviewing for on the day of the assessment task.** [↑](#footnote-ref-13)
14. The teacher will play the role of the interviewer. [↑](#footnote-ref-14)