

# The Australian Curriculum

<b>Subjects</b>	Korean
<b>Year levels</b>	Year 7

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest

[Key concepts: respect, significance, experience; Key processes: exchanging, connecting, explaining, using [communication strategies](#)]

([ACLKOC172 - Scootle](#))



#### Elaborations

initiating conversations by using expressions such as 지금 뭐 해요? 어디 가요? and 어제 ... 봤어요? as appropriate according to context and participants, and developing conversations on topics of mutual interest

exchanging information and opinions about various topics such as family, friends, teachers, subjects, entertainment, sport and leisure, travelling, for example, 왜 한국어를 배워요? 한국어는 과학적이에요. 그리고 배우기가 쉬워요

expressing hopes and feelings, describing personal plans (for example, plans for school holidays), giving reasons or background information, for example, 소라가 좋아서 한국어를 배웠어요; 방학 때 뭐 할 거예요? 한국에 갈 거예요; 시험이 끝나서 기분이 좋아요

using communication strategies such as asking for clarification or repetition, or giving feedback to indicate concession/acceptance/satisfaction, for example, 무슨 뜻이에요?; 다시 말해 주세요; 괜찮아요

communicating with peers via online correspondence or social networking to seek or share information or ideas on social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요? 한강에서 언제나 물놀이를 할 수 있어요? 방학 때 뭐해요? 가끔 서핑을 해요



recounting significant events, special occasions and milestones, for example, 지난 주말에 학교 캠프에 갔어요, 거기에서...

Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions

[Key concepts: collaboration, priority, alternatives; Key processes: planning, discussing, negotiating]

[\(ACLKOC173 - Scootle !\[\]\(43d9217bb24978652ee990eeb5d584bb\_img.jpg\)\)](#)

## Elaborations

expressing preferences for plans, comparing and contrasting alternatives (for example, 사물놀이를 할 거예요. 그런데 팽과리가 없어요. 어떻게 해요? ...; 저는 금요일에 소풍 가는 것이 더 좋아요, 금요일에 못 가면 ... )

making plans and decisions with others, for example, arranging a birthday party or class excursion(소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 할 줄 알아요. 그러면 한 번 해 보세요), agreeing or disagreeing with others' opinions or suggestions, for example, 좋은 생각이예요, 글썄요, 별로 ..., 그 생각에 동의해요/동의하지 않아요

responding to invitations by accepting, declining, and giving excuses, for example, 네, 참석하겠어요; 미안하지만 바빠서 못 가겠어요

participating in transactions and negotiations such as purchasing food, clothing, souvenirs or transport (for example, 이 모자가 얼마예요? 조금 작아요. 더 큰 모자를 보여주세요.) and maintaining the interaction (for example, 기념품이 너무 비싸요. 너무 비싸면 조금 싼 것을 사세요)

planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a Korean restaurant, exhibition, festival or performance), rehearsing language forms, structures, vocabulary and behaviours, for example, 한국 식당에 갈까요?; 이 식당에서 뭐가 제일 맛있어요?; 순두부 찌개와 불고기가 맛있어요; 뭐 드릴까요? 순두부 찌개 하나 주세요; 맛있었어요? 네, 아주 맛있었어요. 그렇지만 조금 매웠어요

asking for, giving and following directions to real or virtual locations (for example, 병원에 어떻게 가요?;쪽/곧장/왼쪽/오른쪽으로 가세요; 버스를 타고 세 정거장을 가세요; 서울역에서 갈아타세요) using electronic information devices, apps, street maps or directories

seeking and offering opinions in collaborative decision-making in class activities such as playing (electronic) games, for example, playing 윷놀이 (어떻게 할까요? 말을 세 칸 움직여요/옮겨요)

Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses

[Key concepts: responsibility, mindful learning, exchange; Key processes: eliciting, monitoring, reflecting]

[\(ACLKOC174 - Scootle !\[\]\(9052fe35e1366cdf22dce76c0178e5c7\_img.jpg\)\)](#)

## Elaborations

inviting people to give opinions or suggestions 어떻게 생각해요? 무엇을 먼저 이야기할까요?

expressing opinions using reflective language as set phrases, for example, 제 생각에는 ..., 아마..., 글썄요, ...-인 것 같아요

indicating/checking understanding or non-understanding(알겠어요/모르겠어요(?)) and clarifying instructions or specific meanings (다시 설명해 주세요, 무슨 뜻이에요?)

giving and following instructions, and asking and responding to questions relating to aspects of learning activities, for example, 아직 쓰지 마세요, 숙제를 언제까지 해요/내요? 어디에서 정보를 찾아요?

### Informing

Identify, classify and compare information and ideas obtained from spoken, written, print or [digital texts](#)

[Key concepts: information, data; Key processes: classifying, summarising, evaluating]

([ACLKOC175 - Scootle](#))



### Elaborations

identifying context, purpose and audience of texts such as advertisements, signs, announcements and recipes

gathering facts independently and collaboratively about events or people and report information to others, by accessing simple texts from sources such as magazines, interviews, announcements and websites, for example, drawing a timeline to show a sequence of events or to profile a famous Korean, or person from their country of origin

listening to, viewing and reading texts that reflect different aspects of Korean culture, art, history or geography, noting key words, specialised terms or points of information to be re-used when sharing the information in print and digital forms such as class magazines or web postings

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analysing and summarising information from texts such as television programs, reports, interviews, video clips, documentaries and social networks, using tools such as tables, concept maps and charts to organise and order information and inform others of findings

comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations

Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes

[Key concepts: leisure, travel; Key processes: summarising, reporting, using multimedia presentation technology]

([ACLKOC176 - Scootle](#))



#### Elaborations

classifying information gathered from different print and electronic sources and creating flow charts, tabulations, posters or cartoons to be used in advertisements, notices and instructions in print and digital formats

creating texts such as notices, brochures and posters to inform others about issues and upcoming events such as Korean cultural performances or class excursions, for example, 소풍 날짜, 장소, 시간, 준비물

organising information for a Korean audience, for example, creating a presentation to explain sport and leisure activities (씨름, 태권도, 축구, ...) or a video recording of a cooking demonstration

reporting on own and others' experiences of events such as a school camp, a holiday or concert, or playing a new computer game

#### Creating

Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences

[Key concepts: expression, imagination, humour; Key processes: expressing, comparing, analysing, reflecting]

([ACLKOC177 - Scootle](#))



#### Elaborations

expressing personal opinions about ideas in Korean texts in various modes such as stories, excerpts from films, paintings, songs or video clips, for example, ...이/가/은/는 착한 사람인 것 같아요; 이/그 노래가 정말아름다워요/슬퍼요/신나요

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stating personal preferences about characters, attitudes and events in texts (for example, using 제가 가장 좋아하는/싫어하는 ... as a set phrase), including spoken and written comments on reactions, for example, 크리스는 자주 농담을 잘해요, 그래서 재미있어요

reflecting on ways people, places and experiences are expressed in imaginative texts, and comparing them with those expressed in own and peers' work and in the work of artists or authors encountered in other learning areas such as the arts, English or history, for example, 아리랑, Waltzing Matilda

comparing key messages and beliefs from Korean and Australian texts such as 단군신화, Creation or Dreaming stories, fables, myths and legends



comparing contemporary Korean and Australian music popular among young people by listening to music stations, viewing video clips, reading print or online music magazines; identifying similarities and differences in expressions, themes and styles of performance

**Create** and present imaginative texts including digital and interactive texts to entertain others, involving imagined **characters** and contexts

[Key concepts: imagination, amusement, expressive **language**; Key processes: character and **context** building, creating]

([ACLKOC178 - Scootle](#))



#### Elaborations

creating stories with self as the main character in imaginative settings in the past, future or virtual reality, incorporating communicative styles and social behaviours observed in Korean texts (for example, 저는 화성에서 왔어요 ..., 지구에 정들었어요)

illustrating imaginative stories in visual forms such as cartoons or captioned photo stories

producing performances to present imaginative stories, for example, role-plays, skits, raps, using expressive language for sounds and shapes/movements (똑똑, 첨병첨병, 콜콜, ...)

creating alternative versions of stories such as a Korean tale or film script with a new character and an alternative ending

#### Translating

Compare own **translation** of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages

[Key concepts: **culture**, equivalence; Key processes: mediating, interpreting, translating]

([ACLKOC179 - Scootle](#))



### Elaborations

translating existing texts or texts produced by self and others into Korean and English, experimenting with unknown words or expressions, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries

translating texts, identifying culture-specific vocabulary (for example, 세배하다, 성묘하다, 추석) and expressions (for example, 새해 복 많이 받으세요, 그림의 떡), discussing the translation process (such as possible reasons for equivalence/non-equivalence), choosing 'best fit' words or omitting words

paraphrasing or annotating words or expressions where equivalence is not possible, discussing their original meanings and how to convey them (for example, 정들었어요, 'mufti day')

comparing different versions of translations, reflecting on the differences in translation of the same text and identifying possible reasons for such differences

**Create** texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either [language](#) to help meaning

[Key concepts: equivalence, [culture](#); Key processes: identifying, explaining, designing]

([ACLKOC180 - Scootle](#) )



### Elaborations

creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Korean culture (such as dining at a Korean home, shopping at a market, attending a ceremony, giving a gift)

producing texts in Korean and English on community events such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station

creating texts such as songs or dialogues in multimedia format in either Korean or English with subtitles displayed in the language (for example, English) which is not the language used as the medium (for example, Korean)

### Reflecting

Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in [language](#) use

[Key concepts: social **context**, comfort/discomfort, intercultural **communication**; Key processes: monitoring, analysing, adjusting]

([ACLKOC181 - Scootle](#))



#### Elaborations

experiencing authentic or virtual interaction where Korean language and culture are involved, for example, face-to-face interaction with community members through an excursion or at Korean festivals, web-chatting, ePal, social networking

experimenting with Korean gestures and body language, and considering which will or will not be incorporated into own interactions when communicating in Korean, for example, using both hands when giving something to older people or beckoning downwards to signal others to come

noticing the use of Korean expressions of fillers (such as 어, 음, 저, ...) and exclamations (어머나!, 아이고! 진짜!) and deciding whether or not to adopt them in own language use

making appropriate language choices with awareness of social situations, for example, using 선생님 as an address term when communicating with an older person to show respect, and not overly using 너/당신 to refer to the communication partner nor 그/그녀 to refer to the third party

reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with speakers of Korean, noticing own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, rubbing hands or making direct eye contact when talking to older people

identifying elements of successful intercultural communication when using Korean or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions

**Create** spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean **language** and **culture**

[Key concepts: **identity**, significance, perspective; Key processes: explaining, discussing, reflecting]

([ACLKOC182 - Scootle](#))



#### Elaborations

mapping their own linguistic and cultural profiles, for example, by creating a chart/timeline/web profile to highlight formative elements such as family languages, key relationships and intercultural experiences



describing their significant past encounters with Korean language and culture involving people, places and events, and the influence these encounters have had in shaping own identity, recording their experiences by, for example, keeping a digital/online journal in blogs or wikis

reflecting on own identity, relating it to own past experience involving Korean language and culture, and considering how others' experience impacts on their identity

sharing and comparing, face-to-face and online, cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences

## Understanding

### Systems of language

Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language

[Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules]

([ACLKOU183 - Scootle](#))



#### Elaborations

applying pronunciation rules and writing conventions to reading and writing, inferring meanings of less familiar texts provided in Korean, such as 먹고, 어떻게 and 축하합니다 pronounced as 먹꼬, 어떡케 and 추카합니다

experimenting with pronunciation of less familiar texts

comparing how loan words from English are written in Hangeul and pronounced in Korean with how their original counterparts in English are written and pronounced, for example, 테니스 versus 'tennis', 포크 versus 'fork', 인터넷 versus 'internet'

composing texts, applying spacing rules in Korean

Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalinguage to identify or explain forms, structures and parts of speech

[Key concepts: parts of speech, grammatical structures, syntactic relationship, honorifics; Key

processes: applying rules, categorising, explaining]

([ACLKOU184 - Scootle](#))



### Elaborations

extending the use of case markers and particles to express the genitive case (소라의 생일이예요), a time frame (아침부터 저녁까지 서핑했어요), the instrumental case (색연필로 그림을 그려요) and the directional case(왼쪽으로 가세요), and to use a nominal connective –와/과 (불고기와 김치를 먹어요)

learning how to modify a noun by using an adjectival form of the premodifying descriptive verb suffixed by –(으)ㄴ, for example, 좋은 생각, 착한 사람

expressing future plans using –(으)ㄹ 거예요,for example, 한국에 갈 거예요

expressing intention or conjecture using –겠-, for example, 파티에 참석하겠어요, 비가 오겠어요

asking for or offering suggestions using –(으)ㄹ까요? for example, 무엇을 살까요? 이 책을 읽을까요?

connecting clauses using conjunctive suffixes (clausal connectives) such as –어/아서, –지만, –(으)면 to express events or ideas in different relationships

identifying time references expressed by forms and structures of verbs such as –었/았- and –(으)ㄹ 거예요 and learning how to use them in two-clause sentences, for example, 김치가맛있었지만 조금 짠어요; 학교에 가서 공부할 거예요

using basic complex-verb structures such as –어/아 주다, –고 있다, –(으)ㄹ 줄 알다, –(으)ㄹ 수 있다 and –어/아 보다 as set phrases in their –어/아요 form to express complex ideas,for example, 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요

learning how to construct noun phrases out of verbs using a suffix –기 and using it with case markers or particles, for example, 한국어를 배우기가 쉬워요

extending the use of polite language to honorific particles and humble/honorific words, for example, 할머니께 선물을 드렸어요; 할아버지, 진지 드세요

understanding and developing metalanguage for parts of speech relating to grammatical functions such as naming (학교, 연필), referring to people or objects (나/저, 이것/저것/그것), qualifying things

(예쁜 꽃) and expressing actions, states or qualities (먹어요, 좋아요)

comparing how the case of a noun or pronoun is identified in Korean and English sentences, for example, 저는 사과를 먹어요 versus 'I eat apples'

Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation

[Key concepts: culture-specific words, idioms, expressiveness; Key processes: predicting, applying, selecting]

([ACLKOU185 - Scootle](#))



#### Elaborations

using a range of nouns to describe aspects of everyday life in home and school environments and of topics of interest, such as names of subjects (과학, 수학, ...) and sports/games including traditional Korean sports/games(축구, 야구, 씨름, 윷놀이, ...), nouns related to activities such as excursions or school camp (소풍, 캠프, 낚시, 장소, 시간, 준비물, ...) and those related to transactions outside the home and school (가게, 식당, 병원, ...)

using a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions including those for more complex activities (바빠요, 싸요, 비싸요, 자요, 타요, 사요, 갈아타세요)

using vocabulary to express some abstract ideas (for example, 과학적, 정보, 동의해요) or describe issues relating to technology, those drawn from other learning areas or environmental issues (for example, naming some popular Korean food, such as, 순두부 찌개, 불고기, and major cities or landmarks in Korea, for example, 서울, 한강, 서울역)

identifying commonly used culture-specific words and expressions in Korean and understanding the cultural backgrounds of such words/expressions, for example, names of festival days (명절) and their associated vocabulary or expressions, for example: 설날, 세배(하다), 떡국, 새해 복 많이 받으세요, 윷놀이, ...; 단오, 그네뛰기, ...; 추석, 성묘(하다), 송편, ...

using a range of descriptive verbs to express emotions, sensory qualities or impressions (for example, 아름다워요, 신나요, 매워요, 짜요, 아파요, ...) including idiomatic phrases (기분이 좋아요) and those closely related to the Korean view of life and human relationships (정들었어요)

identifying and using basic onomatopoeic and mimetic expressions in Korean (for example, 문을 똑똑 두드려요; 비가 주룩주룩 와요), and translating such words, providing additional explanations to make meanings closer to the original

comparing Korean and English as to how expressiveness is realised in the form of language, for example, by translating into English sentences such as **침범침범 물놀이를 해요, 아기가 콜콜 자요**

indicating comparative quality using **더** or **제일/가장**, for example, **저는 더큰 가방이 필요해요, 저는 불고기가 가장/제일 좋아요**

using adverbs to:

- emphasise or mitigate the quality expressed, for example, **너무, 조금, 정말**
- add temporal quality to the event expressed, for example, **벌써, 아직**
- indicate frequency, for example, **가끔, 보통, 자주, 언제나**
- indicate directions, for example, **쪽, 곧장**
- add some specificity to time words using **지난** or **다음** (**지난 주말에 ...**, **다음 월요일에 ...**)

using location nouns such as **앞, 뒤, 위 아래, 옆, 왼쪽, 오른쪽**


using question words such as **언제, 어디서, 어떻게, 어느**, and **무슨** to obtain specific information

using humble/honorific words such as **드려요, 드세요, 진지**

recognising fillers (such as **아, 음, 저. ...**) and exclamations (such as **어머나!, 아이고! 진짜!**)

Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved

[Key concepts: coherence, cohesion, text conventions; Key processes: describing, analysing, experimenting]

([ACLKOU186 - Scootle](#) )



#### Elaborations

experimenting with language appropriate to particular text types in audio- visual, print or digital/online media, such as descriptive language in documentaries, reflective language in diaries and journal entries, and persuasive language in advertisements

creating short texts, developing ideas coherently and using basic cohesive devices such as:

- consistent use of the informal polite sentence ender **-어/아요** throughout text consisting of

multiple sentences

- agreement of honorific elements such as honorific particles, words and suffixes in a sentence and throughout the text
- basic conjunctive adverbs (for example, 그리고, 그러나, 그런데, 그렇지만, 그러면) and suffixes (clausal connectives) (for example, -고, -어/아서, -지만, -(으)면)

analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices

## Language variation and change

Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants

[Key concepts: context, negotiation, interrelationship; Key processes: comparing, connecting, reflecting]

([ACLKOU187 - Scootle](#))



### Elaborations

identifying linguistic/textual features used in different types of text, for example, different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and electronic text messages

recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and impacts on the further development of relationships, for example, switching from a polite style to an intimate style (저를 좋아해요?; 나 좋아해?)

comparing language structures in Korean and English and how these are used to create affinity or distance, for example, the use of 반말 or colloquial language

comparing elements of communication such as body language, the use of personal space and silence in different cultural contexts and exchanges

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language

[Key concepts: globalisation, influence, digital media; Key processes: researching, explaining, reflecting]

([ACLKOU188 - Scootle](#))



### Elaborations

examining how the creation of Hangeul impacted on the common people's lives in a kingdom in 15th-century Korea, and discussing the role of script in aspects of culture and everyday life

exploring how globalisation has accelerated the use of English words and expressions in Korean language use, and discussing the advantages/disadvantages of these influences on languages, such as using technological terminology (for example, 인터넷, 키워드) or mixing Korean and English as lyrics in contemporary Korean popular music

**AA**

examining how acronyms or short forms of words are used in Korean and in English (for example, 쌤, 여친, 남친, 'ASAP', 'RSVP'), and discussing how these forms reflect people's changing lifestyles

reflecting on changes in their own language/s, identifying new terms and behaviours that they have adopted with changes in technology and social media, and on how such terms and behaviours have become part of everyday language used in different modes (for example, handwritten notes using language for electronic messaging, acronyms or emoticons replacing whole words or phrases)

Explore the power and influence of **language** in local and global contexts

[Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting]

([ACLKOU189 - Scootle](#))



Elaborations

investigating examples of the social power of language, drawing on other learning areas such as the humanities, other languages and the arts

reflecting on and sharing experiences where language has played a vital role in their daily life, such as improving or maintaining social relationships (for example, giving praise, persuading)

recognising the importance of a writing system suitable for its oral language in transmitting culture within its community and across time

### Role of language and culture

Analyse how beliefs and value systems are reflected in **language** use and communicative behaviours, and reflect on how what is considered normal in **communication** varies across cultures

[Key concepts: norms, beliefs, value system; Key processes: analysing, interpreting, reflecting]

([ACLKOU190 - Scootle](#))



## Elaborations

investigating cultural and historical backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages; reflecting on and discussing differences across cultures

investigating and using language associated with significant cultural practices and events or celebrations, for example, 설날, 단오, 추석, 한글날

discussing attitudes towards diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication

reflecting on own cultural identities and how they are expressed differently in different settings such as home, school and other social domains, considering how these might be interpreted and responded to by people from different cultures

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Interact with peers and teachers, using appropriate [language](#) and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes

[Key concepts: self, family, friendship, pastimes; Key processes: interacting, describing, expressing]

([ACLKOC001 - Scootle](#))



#### Elaborations

greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for familiar interlocutors, for example, 안녕하세요?; 저는 ...예요/이에요; 만나서 반가워요; 12살이에요; 7학년이에요; 안녕히 가세요/계세요

describing friends, family members or pets, for example, 동생이 귀여워요, 눈이 커요, 앵무새가 예뻐요, 날개가 빨간색이에요

describing routines, likes/dislikes, events and leisure activities, for example, 6시에 일어나요; 주말에 뭐해요? 바비큐를 해요; 무슨 운동/음식을 좋아해요? 크리켓을/불고기를 좋아해요

Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of [communication](#)

[Key concepts: activity, politeness, cooperation; Key processes: planning and managing tasks, role-playing]

([ACLKOC002 - Scootle](#))



#### Elaborations

planning and making decisions on details and information in organising events, such as day, time, place, activity and participants, for example, 같이 가요, 언제/어디에서 만나요? 누가 해요?

negotiating arrangement, indicating modality such as desire and possibility/capability, through the formulaic use of auxiliary verbs such as -고 싶어요 and -(으)ㄹ 수 있어요, for example, 무엇을 하고 싶어요? 영화를 보고 싶어요; 할 수 있어요; 주말에 갈 수 있어요

making arrangements and decisions using text types such as memos, emails, letters or text



## messages

participating in real and simulated familiar transactions, such as ordering/purchasing food using the basic –어/아요 or –(으)세요 form, for example, 아이스크림 하나 주세요, 여기 있어요, 고맙습니다, 감사합니다

Engage in routine classroom interactions and activities, developing **language** for a range of basic classroom functions and processes

[Key concepts: instructions, roles, routines; Key processes: participating, interacting, responding]

([ACLKOC003 - Scootle](#) )



## Elaborations

asking and responding to questions, for example, 이것/저것이 뭐예요? ...예요/이에요. 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요

asking how to say something in Korean or English, for example, ...이/가/은/는 영어/한국어로 뭐예요?

expressing opinions using formulaic phrases such as 제생각에는/으로는 ...이/가 맞아요, for example, 제 생각에는/으로는 민수가 맞아요

giving and following instructions and commands such as 일어나세요, 앉으세요, 쓰세요, 보세요, 들으세요, 따라하세요, 빨리 하세요

interacting in classroom routines such as responding to the teacher during roll calls, for example, ...있어요? 네, (여기) 있어요; 아니요, 없어요; ...이/가 안 왔어요

## Informing

Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces

[Key concepts: information, leisure, special occasions; Key processes: classifying, sequencing, comprehending]

([ACLKOC004 - Scootle](#) )



## Elaborations

identifying context, purpose and audience of texts such as advertisements, signs, notices and brochures, recognising features of language use in different types of text

locating, classifying and summarising data such as results of class surveys or factual information from notices, timetables and announcements; presenting findings to others, for example, in a digital visual presentation, poster or wall chart

reading and viewing a range of texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about Korean places, lifestyles and practices

gathering information, collaboratively or independently, about people, times and activities, and using the information in new ways, for example, creating a timeline, diary or timetable to show a sequence of activities

Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information

[Key concepts: community, lifestyle, event; Key processes: describing, composing, informing, using multimedia presentation technology]

([ACLKOC005 - Scootle](#))



#### Elaborations

reporting, orally and in writing, on events in their immediate environments or personal worlds, such as a school/community event, celebration, excursion, or the arrival of a new student, for example, 토니는 아주 재미있어요, 토니는 김치를 안/못 먹어요

presenting in the form of graphs or tables information collected from surveys, for example, results from a class survey about likes and dislikes, leisure activities or diets

creating texts to present information or ideas to a particular audience, for example, to advertise an event, create a virtual tour of the school or report on a favourite band or type of music

describing and classifying aspects of Australian culture for a Korean audience, for example, food/diet, daily life, significant places or cultural practices

#### Creating

Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events

[Key concepts: plot, character, message; Key processes: identifying, relating, describing]

([ACLKOC006 - Scootle](#))



## Elaborations

listening to and reading texts including those in online or digital form such as dialogues, cartoons, comics and stories, taking note of key words or expressions and of language features such as characters' use of the informal polite-style ending –어/아요

identifying and describing characters, settings, events and key ideas in texts, asking each other questions such as 여기는 학교예요, 누구예요? 어디예요? 무엇을 하고 있어요? 왜요?

expressing opinions about characters or settings in imaginative texts, using ‘... 같아요’, for example, 뭐예요? / 뭐 같아요? 호랑이 같아요

inventing a new aspect of a text, such as a new character, plot, object, perspective or an alternative ending

**Create** and perform a range of texts that express imagined experiences or events

[Key concepts: imagination, **mode**, **genre**; Key processes: creating, experimenting, presenting]

([ACLKOC007 - Scootle](#))



## Elaborations

composing and participating in dialogues and imagined interactions, explaining the relationships between characters and contexts in a short drama or skit, rap or poem, for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요?

creating stories in different modes such as a video clips or digital photo stories based on imaginary characters, places and events

creating texts to entertain others, for example, a comic strip or Big Book for younger students, a role-play or imagined exchanges to present to parents, or a poem for an online newsletter or magazine

designing texts for real or imagined special occasions and imaginative games, such as greeting cards (for example, using 환영합니다, 축하합니다, 초대합니다), or board/electronic games (for example, using ideas from 윷놀이)

**Translating**

Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions

[Key concepts: equivalence; Key processes: translating, comparing, explaining]

[\(ACLKOC008 - Scootle !\[\]\(2bdfe261b986065ee0ac76460d6528c9\_img.jpg\)\)](#)



### Elaborations

translating and interpreting personal texts collaboratively and with teacher support, noticing similarities and differences in language use and considering why these might exist, for example, 민수는/가 키가 커요, 착해요, 입어요/써요

translating public signs or notices from Korean to English and English to Korean, comparing meanings and considering how effective the translations are and why

using bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words, different words in the same sound/form (that is, homophones), the need to consider context and to understand that meaning goes beyond the literal, for example, 우리 집 (my house), 써요 (to wear/write/use/be bitter)

**Create** bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult to translate than others

[Key concepts: [audience](#), comprehensibility; Key processes: interpreting, comparing, explaining]

[\(ACLKOC009 - Scootle !\[\]\(dd161862f9164df98f62b726e9846241\_img.jpg\)\)](#)



### Elaborations

creating bilingual resources such as picture dictionaries or photo stories, including those in digital form, with bilingual captions and labels, for example, comparing photos of Korean and Australian classrooms for exchange students to each country and highlighting differences in the arrangement of furniture and wall displays

designing bilingual signage, for example, names of school facilities for school maps (화장실, 매점, 교실, 음악실, 수영장, ...), explaining how well the translated labels represent the attributes of their designated items

creating and using bilingual texts, including those in digital form, for specific audiences (for example, a Big Book or game for young learners of Korean, invitations to a class event or posters for a performance), noticing how meanings need to be tailored to take account of intended audience and cultural perspectives

### Reflecting

Engage with Korean speakers and resources in the school and wider community through various

media, including online technologies, noticing how interaction involves **culture** as well as **language**  
 [Key concepts: intercultural exchange, **language**, **culture**; Key processes: identifying, relating, describing]

([ACLKOC010 - Scootle](#))



#### Elaborations

observing interactions between Korean speakers in different contexts in their immediate environments or from resources such as video clips or films, noticing cultural aspects and recording their similarities and differences in interactions in similar contexts in their own culture/s

describing in spoken or written mode, or using digital technologies, a significant person relating to Korea or Korean language whom they have encountered, discussing their personal qualities, why that person is important to them, and how they are similar to or different from that person, for example, 저도 ...-고 싶어요. 요리를 잘 해요. 가수가 되고 싶어요. 나/저에게중요해요

reflecting on significant past encounters with Korean language and culture (and other languages and cultures that have shaped their thinking) such as by creating timelines of their lives, including visual representations

describing and sharing encounters with Korean culture (for example, 설날, 한복, 세배, 첫돌, 연날리기), comparing them to traditional games, festivals or celebrations in their own culture, and reflecting on how these connections are important to their identity

participating in guided discussion of the nature and role of 'culture' and its relationship with language, with reference to Korean, English and other known languages

Reflect on own **identity**, including **identity** as a user and learner of Korean, comparing observations made about experiences over time

[Key concepts: self, profile, **identity**; Key processes: noticing, comparing, discussing]

([ACLKOC011 - Scootle](#))



#### Elaborations

communicating/sharing information about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements, for example, 저는중국계 호주 사람이에요; (저는) 한국어하고 스페인어를 해요; (저는) ... 회원이에요

preparing information to exchange with Korean-speaking students, such as a class profile showing cultural backgrounds, languages used in the home, interests and values, and using resources such

as photos, captions, quotes and symbols

sharing ideas about how cultural aspects embedded in or accompanying Korean language use might be perceived differently in different cultures, for example, politeness, terms of address, and gestures such as bowing when greeting older people, using fingers when counting, or pointing with the index finger

sharing feelings or ideas on the reciprocal benefits of learning and knowing each other's language and culture, for example, mutual understanding and friendship between themselves and peers from a Korean background

## Understanding

### Systems of language

Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts

[Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating]

([ACLKOU012 - Scootle](#))



### Elaborations

listening to and reproducing the sounds of Korean, noticing sound-symbol correspondence, for example, in consonants (발 versus 팔, 갈 versus 칼), in diphthongs transcribed as combinations of vowel letters (반가워요, 와요, 왜, 의사, 가위) and in tense consonants transcribed by double-consonant letters (살 versus 쌀, 자요 versus 짜요, 고리 versus 꼬리, 방 versus 뺑)

recognising the differences in intonation between statements, questions, requests and commands, for example, 가요; 가요?; 가요; 가요!

constructing syllable blocks in different shapes, where a consonant and a vertical vowel are positioned side by side (for example, 가), a horizontal vowel is positioned underneath a consonant (for example, 누), or a consonant or a consonant cluster is added as a syllable-final consonant (받침) under the first two types of syllable blocks, for example, 각, 눈, 닭

combining syllable blocks to write a word and applying spacing rules (띄어쓰기) and basic phonological rules (for example, 친구가 교실에서 책을 읽어요) when reading and writing

Understand and use aspects of the Korean grammatical system to form simple sentence structures,

and identify features that are either specific to Korean or similar to English

[Key concepts: grammatical rules, grammatical terminology, forms, functions, syntactic relationship, honorifics; Key processes: understanding, applying, comparing, explaining]

([ACLKOU013 - Scootle](#))



### Elaborations

referring to self and things using first person pronouns (저, 제, 나, 내, 우리) or demonstrative pronouns (이것, 저것, 그것)

using basic particles to mark case and other basic functions of nouns in a sentence, for example, -이/가, -을/를, -은/는, -에, -에서, -하고

using basic verbs including copula (-이에요/예요) to describe state/quality or action in present or past tenses with the informal polite-style ending -어/아요 (for example, 좋아요, 예뻐요, 재미있어요/재미있었어요, 먹어요/먹었어요, 가요/갔어요), including some set phrases with auxiliary verbs such as -고 싶어요, -(으)ㄴ 수 있어요 and -고 있어요, for example, 수영할 수 있어요

understanding that descriptive verbs in Korean grammar have functions similar to adjectives in English (describing qualities or states and modifying nouns) but that they also behave like verbs in a sentence (conjugating and being used as the main verb)

using question words to make questions, for example, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느

using some honorific words and suffixes (for example, 드세요, 선생님, 일어나세요) and humble words (저/제) as part of formulaic expressions

using simple sentence structures in the subject–object–verb order to make statements or ask questions

producing a sentence without a subject/object, which can be retrieved or inferred from context, for example, 지금 뭐 해요? 공부해요

using simple negation, placing 안 or 못 before a verb (for example, 안 가요, 못 해요) and replacing copula (-예요/이에요) with its negative form (-이/가 아니예요)

comparing word order in Korean and English, such as the verb-final rule and how to count objects, for example, 사과 한 개 versus 'one apple'

Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations

[Key concepts: meaning, function, number systems, descriptive/ action verbs; Key processes: identifying, naming, describing, qualifying]

([ACLKOU014 - Scootle](#))



### Elaborations

discriminating between content words (words that have more to do with meaning, such as 나무 or 예뻐요) and function words (words that have less to do with meaning and more to do with grammatical functions, such as -이/가, 을/를, -은/는)

identifying family members using basic kinship terms (어머니, 아버지, 동생, 언니, 오빠, 형) and others in school environments (선생님, 학생, 친구)

using vocabulary to describe people, animals or objects, for example, names of body parts (눈, 코, 입, 머리, 날개, ...) and colours (빨간색, 노란색, 갈색, ...)

identifying familiar things, pets/animals, activities and places, using basic common nouns (운동, 수영, 축구, 요리, 음식, 사과, 오렌지, 집, 동물원, 공원, 영화, 코알라, 캥거루, 고양이, 강아지, 토끼, 호랑이, 여우, ...) including some words for Korean food (밥, 불고기, 김치, ...) and loan words from English (바비큐, 아이스크림, 크리켓, 텔레비전, 쇼핑, 컴퓨터, 조깅,...)

identifying objects and facilities in the school environment (책, 책상, 화장실, 매점, 교실, 음악실, 수영장, ...), known languages (한국어, 영어, 아보리진어, 스페인어, 중국어, ...) and countries they are spoken in (한국, 호주, 스페인, 중국, ...)

using common descriptive/action verbs to describe qualities/states (좋아요, 예뻐요, 재미있어요, 재미없어요, 키가 커요/작아요, 착해요, 귀여워요, 맛있어요, 맛없어요, 맞아요, 틀려요) and actions (가요, 먹어요, 좋아해요, 공부해요, 일어나요, 알아요, 몰라요, 주세요, 앉으세요, 보세요, 들으세요, 쓰세요, 따라하세요, 미세요, 당기세요), including some abstract words such as 중요해요

qualifying actions or states/qualities using basic adverbs (아주, 잘, 같이, 빨리, 천천히)

marking time using time vocabulary 어제, 오늘, 내일, 주말, -요일 (월요일, ...)

referring to what is being communicated/discussed using 이/그/저 (이 사과가 맛있어요), 이것/저것/그것 (이것이 영어로 뭐예요?) or 여기/저기/거기 when referring to a place (여기가 우리 집이에요)



using numbers in Korean expressed in two different systems for different things (하나, 둘, 셋, ... versus 일, 이, 삼, ...)

using basic counters and Arabic numerals with appropriate pronunciations, for example, 사과 한 개, 학생 세 명, 11 살, 7 학년


using basic honorific/humble words appropriately, for example, 저, 선생님, 생신

using idiomatic expressions for greeting, farewelling, for some learning activities and everyday interactions, for example, 안녕하세요? 만나서 반가워요, 안녕히가세요/계세요, 고맙습니다, 감사합니다, 환영합니다, 생일 축하합니다, ... 같아요, ...게 ... 사람 (중국계 호주 사람), ... 회원이에요

recognising some words related to celebrations, festivals or traditions in Korea, for example, 설날, 세배, 첫돌, 연날리기, 한복

recognising some specialised vocabulary, for example, 안전띠, 구멍 조끼, 비상구, ...

Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning

[Key concepts: [genre](#), [audience](#), structure; Key processes: identifying, sequencing, comparing] ([ACLKOU015 - Scootle](#) )



#### Elaborations

identifying the purpose, intended audience and key language features of short texts such as road signs or instructions, for example, 천천히; 미세요/당기세요

identifying text-type conventions from familiar types of text such as letters, emails, or greeting/invitation cards, and comparing them with English, for example, salutations, the order of elements in an address, and format of the date, for example, ...에게, ...로부터, 4월 3일 금요일

understanding how to create textual cohesion, using elements such as conjunctions to sequence and link ideas and maintain the flow of expression, for example, 그리고, 그러나, and making politeness levels consistent in a text through the use of the informal polite ending -어/아요 across sentences

listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, for example, the use of imperative

verb forms (–(으)세요) and specialised vocabulary in an in-flight safety demonstration (안전띠, 구명조끼, 비상구, 산소마스크, ...)

### Language variation and change

Recognise that Korean [language](#) use varies according to contexts, situations and relationships

[Key concepts: [context](#), variation; Key processes: recognising, collecting, analysing]

([ACLKOU016 - Scootle](#) )



#### Elaborations

identifying and discussing patterns in language use associated with gender, age, social status or purpose

observing differences in communication that are informal and formal (for example, 안녕하세요? versus 안녕하십니까?)

collecting and analysing samples of language from texts such as video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups in Korean and Australian cultures

Understand the dynamic nature of Korean and other languages

[Key concepts: [language](#) contact, word- borrowing, globalisation; Key processes: observing, identifying, classifying]

([ACLKOU017 - Scootle](#) )



#### Elaborations

viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean script, for example •, ◡, ◢

identifying loan words in Korean borrowed from other languages, for example, 텔레비전, 쇼핑, 컴퓨터

identifying hybrid –하다 verbs where a loan word (noun) and –하다 are conjoined to behave as a verb, for example, 쇼핑해요, 조깅해요

identifying words which have similar meanings and pronunciation across different languages, reflecting on the possible origins of such words and their associated cultures

Explore how **language** use and communicative practices can influence people's lives, thoughts and perceptions

[Key concepts: perceptions, influence; Key processes: mapping, distinguishing, comparing]

([ACLKOU018 - Scootle](#))



#### Elaborations

identifying examples of language use that show membership of a particular social group, for example, slang, accents, jargon

observing how differently abbreviated forms in multimedia and social media are accepted in Korean and English, for example, 'ASAP', 'RSVP', 쌤, 여친, 남친

examining the presence of Korean language and culture in the Australian linguistic landscape (for example, signage, food, art and music, local newspapers, television or radio), and reflecting on how this is perceived by other cultural groups in Australia

#### Role of language and culture

Identify beliefs, attitudes and value systems reflected in their own everyday **language** use in English, other languages and Korean, comparing ways of communicating across cultures

[Key concepts: culture, language, interdependence; Key processes: identifying, analysing, making connections]

([ACLKOU019 - Scootle](#))



#### Elaborations

identifying non-verbal expressions taken for granted in communication in different cultures, for example, the use/non-use of eye contact, bowing, nodding, pointing

reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님

discussing, questioning and explaining understanding of other cultures including Korean to others non-judgmentally, for example, without stereotyping

understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다

exploring how politeness is expressed differently in Korean and English

