 Stage 4 Korean (mandatory 100 hours)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

Our top 10 favourite things to do

Sports, music and games are an important part of young people’s lifestyle and wellbeing. In this unit, students will explore traditional and modern games, and learn to describe free time activities and express preferences. This unit is designed to be taught in Term 4.

Duration

8 weeks

Key inquiry questions

* What are your favourite sport and free time activities?
* Do you like playing sports and/or games?
* How do you play your favourite game?
* What are traditional Korean sports and/or games?

Learning across the curriculum

* Asia and Australia’s engagement with Asia
* Intercultural understanding
* Information and communication technology capability
* Difference and diversity

Suggested assessment of learning task

(Note: This assessment task, with marking guidelines, is available on the [Korean Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/korean) of our website.)

Our school will be hosting 20 Korean students, and we need to start preparing our school community.

* Design a bilingual infographic, in Korean and English, with our class’ top 10 favourite free time activities.
* Read a short text about Korean teenagers’ free time interests. Then write a short article in English for your school’s newsletter, summarising the article for parents, and suggesting activities host families could try with the exchange students.

Outcomes to be assessed: LKO4-3C, LKO4-4C, LKO4-6U, LKO4-7U

Structures

Suggested vocabulary

Asking about favourite sports and/or hobbies: 무슨 운동을 좋아해요? 취미가 뭐예요?

Expressing favourite sports and/or hobbies: ~을/를 제일 좋아해요; ~예요/이에요.

Name of sports and hobbies: 축구, 야구, 농구, 배구, 달리기, 서핑, 테니스, 스노우보드, 수영

Korean traditional sports and game names: 씨름, 윷놀이, 태권도, 연날리기, 제기차기

Text forms

Polite informal form: -요

Particles and suffixes

Topic particles: -은/는

Subject particles: -이/가

Object particles: -을/를

Location particles: -에/에서

Time particles: -에, -부터, -까지

Possessive particle: -의

Direction particles: -로/으로

Means and instrument particles: -로/으로

Adverbs

Adverbs of time: 지금, 어제, 오늘, 내일

Superlative form: 제일

Connectives

Indicating equal status: 그리고

Verbs

To be: 예요/이에요, 있어요/없어요

To do: 해요

To like/dislike: 좋아해요/싫어해요

To have: 있어요

Additional resources

[Arirang – unit 3](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/korean/arirang/unit-3-do-you-like-sport)

Outcomes

LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans

* interact with peers and known adults on topics of interest
* engage in collaborative activities that involve planning and making arrangements

LKO4-2C identifies main ideas in, and obtains information from texts

* locate information and identify gist in a range of spoken, written and digital texts

LKO4-3C organises and responds to information and ideas in texts for different audiences

* respond in English or Korean to information and ideas in a variety of spoken, written and digital forms for specific contexts

LKO4-4C applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences

* compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language
* create bilingual texts and resources for the classroom

LKO4-5U applies Korean pronunciation and intonation patterns

* recognise and use features of the Korean sound system, including pitch, accent, rhythm and intonation

LKO4-6U demonstrates understanding of key aspects of Korean writing conventions

* recognise and use features of *Hangeul*

LKO4-7U applies features of Korean grammatical structures and sentence patterns to convey information and ideas

* understand elements of Korean grammar, including the systematic nature of verb conjugation

LKO4-8U identifies variations in linguistic and structural features of texts

* recognise how Korean influences and is influenced by factors such as technology, and other languages and cultures
* identify textual conventions of familiar spoken, written and multimodal texts

LKO4-9U identifies that language use reflects cultural ideas, values and beliefs

* understand how language use varies according to context and the relationship between participants
* explore connections between language and culture in particular words, expressions and communicative behaviours
* recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity

All outcomes referred to in this unit come from [Korean K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Unit plan

| **Week** | **Outcomes** | **Teaching and learning strategies** | **Evidence of learning** |
| --- | --- | --- | --- |
| Week 1 | LKO4-9U identifies that language use reflects cultural ideas, values and beliefs | **Our free time**  Introduce the unit by asking students their personal interests and eliciting responses. Record answers as a mind map, sorted into relevant categories, for example – music, sport, games, technology. Consider using a tool such as [Canva](https://www.canva.com/graphs/mind-maps/), [Miro](https://miro.com/) or Google Jamboard. (Note: Canva is for 13+ years and requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.)  Once you have received all responses, ask students the following questions. Consider collecting responses via a Google Form, and then sharing and discussing results as a class.   * How much free time do you get? * Why are hobbies important? * Why are sports and games important? * What kind of music do you listen to? * What do you think Korean teenagers like to do in their free-time? * What Korean words or phrases do we already know relating to this topic area? | Students participate actively in the discussions. |
| Weeks 1 and 2 | LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans  LKO4-5U applies Korean pronunciation and intonation patterns  LKO4-6U demonstrates understanding of key aspects of Korean writing conventions | **Favourite sports and hobbies**  Introduce new structures relating to favourite sports and hobbies:   * What is your hobby? 취미가 뭐예요? * My hobby is… 취미는…예요/이에요 * What sports do you like? 무슨 운동을 좋아해요? * I like/I dislike… …을/를 좋아해요, …을/를 싫어해요 * Why? 왜요? * What sports do you play? 무슨 운동을 해요? * I play… 나는/저는…해요 * I play soccer 나는/저는 축구를 해요   Students record new vocabulary, structures and characters. Allocate regular time intervals (for example once a week) for students to create a flashcard set and add vocabulary and expressions throughout the unit. Monitor and check that the structures and vocabulary are accurate during class.  Students practise new structures through structured oral and written questions and answer activities and interactive worksheets (created with, for example, [wizer.me](https://www.wizer.me/) or [liveworksheets.com](https://www.liveworksheets.com/)), for example:   * match the Korean word to the correct image * unscramble the *Hangeul* into the correct order * complete the sentences with the missing word. | Students create and add to flashcard sets using an online tool, for example [Cram](https://www.cram.com/flashcards/sports-korean-vocabs-7014204), [Quizlet](https://quizlet.com/231974798/korean-sports-flash-cards/), [Wordwall: Sports](https://wordwall.net/resource/1396865/sports-name), [Wordwall: Colours,](https://wordwall.net/resource/1396595/colours) or [Kahoot](https://create.kahoot.it/details/sports-in-korean/c75efe91-3bb6-42e1-b41b-77128720ff80).  Students record and practise expressions. |
| Week 3 | LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans  LKO4-5U applies Korean pronunciation and intonation patterns | **Pictionary**  To revise vocabulary, prepare the vocabulary (in Korean, with English translation if required) and put them in a bag. Divide the class into 2 teams and draw a line down the middle of the board. Give one team member from each team a marker and ask them to choose a word from the bag. Tell the students to draw the word as a picture on the board and encourage their team to guess the word. Guessing students respond in Korean. The first team to shout the correct answer gets a point. The student who has completed the drawing gives it to the next person. Repeat, until all the words are gone. | Students participate in the game with correct vocabulary and pronunciation. |
| Week 3 | LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans  LKO4-2C identifies main ideas in, and obtains information from texts  LKO4-6U demonstrates understanding of key aspects of Korean writing conventions  LKO4-7U applies features of Korean grammatical structures and sentence patterns to convey information and ideas  LKO4-9U identifies that language use reflects cultural ideas, values and beliefs | **Olympic games**  Present the winter Olympic Games of 2018 in Pyeongchang, South Korea. Discuss the meaning of [PyeongChang Olympic logo](https://www.bustle.com/p/what-does-the-pyeongchang-olympic-logo-mean-its-chock-full-of-symbols-7797879) and highlight the elements of *Hangeul* and *Cheon-ji-in* based on the article.  Read the short article [올림픽 상징 '오륜기](http://kids.hankooki.com/lpage/news/201207/kd20120726152938103180.htm)' with the class. Provide a glossary of words and revise the colours in Korean. Discuss the colours in the Olympic Games and their significance.  Students complete a cloze passage, for example (when providing to students, delete **bold** text and include below paragraph):  오륜(five circles)은 세계의 다섯 대륙을 상징해요. **파란색**은 유럽, **노란색**은 아시아, **검은색**은 아프리카, **초록색**은 오세아니아, **빨간색**은 아메리카예요. 올림픽에서는 세계가 **하나**예요. 그리고 세계는 **연결**되어 있어요. 그래서 오륜은 ‘월드 (world)'의 첫 글자 'W' 모양 안에 있어요.  Highlight grammar points such as topic markers and object markers.  To promote deep thinking and synthesise ideas, ask the students the following questions:   * What is the most important point? * What are you finding challenging or difficult to understand? * What question would you most like to discuss? * What is something you found interesting?   Dictionary practice – introduce some more winter sports vocabulary (for example스키, 아이스 스케이팅, 아이스 하키, 스노우 보드) and have students find their favourite sports. | Students engage in a discussion of the PyeongChang Olympic Games and identify elements of *Hangeul* and *Cheon-ji-in* (천지인).  Students complete the cloze passage.  Students respond to the questions and reflect on the ideas presented. They will use Korean or identify elements of Korean in the article to support their answers.  Students add new vocabulary and structures to their flashcard sets. |
| Week 4 | LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans  LKO4-2C identifies main ideas in, and obtains information from texts  LKO4-4C applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences  LKO4-5U applies Korean pronunciation and intonation patterns  LKO4-6U demonstrates understanding of key aspects of Korean Writing conventions  LKO4-7U applies features of Korean grammatical structures and sentence patterns to convey information and ideas | **Famous sports people**  Ask the students who their favourite sports person is or if they follow any sports. Present the [top athletes](https://pantheon.world/profile/occupation/athlete/country/south-korea) in Korea. Prepare a profile for one of the top Korean athletes and present it to the class. Highlight the type of information that you have included.  In pairs, students conduct research and pick an athlete of their choice. They create a short profile in Korean to share with the class. (Collect and provide feedback on these profiles as they will be used in the follow-up interview activity.)  Revise previously learned structures and ask the students what questions would be suitable to ask a top athlete in an interview. Create a bank of interview questions, for example:   * 어디 살아요? * 취미가 뭐예요? * 뭐 좋아해요? * 무슨 운동을 좋아해요? * 무슨 색을 좋아해요? * 왜요?   Using the profile cards created by students, students work in pairs to role play interviews. Student A asks questions based on their question bank and student B answers based on the information in the profile. Each pair is then given a new profile and swaps roles. | Students create a short profile of a famous Korean sports person.  Students create a bank of possible interview questions to use during the role play.  Students role play an interview with a classmate, with correct grammar, pronunciation and intonation.  Students add new vocabulary and structures to their flashcard sets. |
| Week 5 | LKO4-1C uses Korean to interact with others to exchange information ideas and opinions, and make plans  LKO4-2C identifies main ideas in, and obtains information from texts  LKO4-4C applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences  LKO4-5U applies Korean pronunciation and intonation patterns  LKO4-6U demonstrates understanding of key aspects of Korean writing conventions  LKO4-7U applies features of Korean grammatical structures and sentence patterns to convey information and ideas  LKO4-8U identifies variations in linguistic and structural features of texts  LKO4-9U identifies that language use reflects cultural ideas, values and beliefs | **K-pop**  Introduce music and show a K-pop interview [clip](https://www.youtube.com/watch?v=dG4a5QxoGwE). Ask the students if they are familiar with K-pop and talk about [*Gangnam Style*](https://pitchfork.com/thepitch/psys-gangnam-style-changed-pop-music-whether-you-like-it-or-not/) and its impact in pop culture globally.  Ask students what kind of music they like to listen to?  Introduce the questions and responses:   * What music do you like? 무슨 음악(을) 좋아해요? * What do you like to dance to? 무슨 댄스/춤(을) 좋아해요? * What do you like to sing to? 무슨 노래(를) 좋아해요? * I like to sing. 나는/저는 노래(하기) 좋아해요. * I like to dance. 나는/저는 춤(추기) 좋아해요. * I like to listen to (K-pop) music. (케이팝) 음악(듣기) 좋아해요.   Students practise new structures through structured oral and written question and answer activities, for example:   * cloze passages (dialogues) * short comprehensions   Listen to the song [Run](http://koreanthroughkpop.blogspot.com/2016/01/bts-run.html) by K-pop group BTS. Provide key vocabulary and the lyrics.  Students draw columns and write a category at the top of each column, for example verbs, people, adjectives, time, and conjunctions. Choose a random letter and write it on the board. As students listen or read, they jot down key words into the correct categories.  Discuss the type of text that is similar to the song and poetic elements. Ask the students to use the song as a basis to write a short poem or passage in Korean.  In a small group of 2-3, students collaborate and write their own short poem or song stanza using the key words they identified to share with the class. | Students discuss Korean popular culture and music and their own favourite music and music-related activities, with correct grammar, pronunciation and intonation.  Students listen to a song and identify key words and phrases as they listen.  Students collaboratively write a short poem or song stanza in Korean.  Students add new vocabulary and structures to their flashcard sets. |
| Week 6 | LKO4-2C identifies main ideas in, and obtains information from texts  LKO4-9U identifies that language use reflects cultural ideas, values and beliefs | **Traditional Korean games and sports**  Students watch video clips of Korean traditional games/sports and discuss their understanding, for example [*Yut nori*](https://www.youtube.com/watch?v=G90o0ai57EM), [*Jegichagi*](https://www.youtube.com/watch?v=abkF01Kg4Mo) and [*Ssireum*](https://www.youtube.com/watch?v=Vf8i3_byLeA).  Encourage students to take visible thinking notes as they watch the clips and ask them to answer ONE of the following questions:   * What is the most culturally significant point? * What would you most like to discuss? * What is something you found interesting?   Choose a traditional game to play with the class, or have a range of games which students rotate through in groups. | Students participate in class discussion about Korean traditional games/sports.  Students record notes on post it or mini-white boards.  Students participate in game play.  Students add new vocabulary and structures to their flashcard sets. |
| Week 7 | LKO4-2C identifies main ideas in, and obtains information from texts  LKO4-5U applies Korean pronunciation and intonation patterns  LKO4-6U demonstrates understanding of key aspects of Korean writing conventions | Preparation for final task  To prepare students for the final assessment task:   * students read the article below and answer a series of questions * tell students about the survey which will identify each student’s top 2 favourite free time activities:   + 제일 좋아하는 취미가 뭐예요? (Or 무슨 여가 활동을 제일 좋아해요?)   + 두 번째로 좋아하는 취미가 뭐예요? (Or 무슨 여가 활동을 두 번째로 좋아해요?) * as a class, brainstorm possible answers to make sure most answers are provided (although include an option ‘other’ for students who would like to add their own answer) * design and implement the survey with students, for example in Google Forms.   Article  **‘한국 사람은 축구를, 호주 사람은 럭비를’**  한국 사람은 무슨 운동을 가장 좋아해요?  여기 설문 조사 결과가 있어요.  한국에서는 축구가 제일 인기가 있어요.  한국 사람들의 41%가 축구를 좋아해요.  그리고 25%의 사람들이 야구를 좋아해요. 17%의 사람들이 농구를 좋아해요.  한국 전통 운동 중에서는 씨름하고 태권도가 인기가 많이 있어요.  그러면, 호주 사람들은 무슨 운동을 좋아해요?  호주 사람들은 호주 럭비를 좋아해요. 28%의 사람들이 좋아해요. 제일 인기가 많아요.  그 다음으로는 넷볼 (21%), 크리켓 (19%), 골프 (17%), 테니스(12%)가 인기가 있어요. | Students read and comprehend the article in Korean.  Students answer the survey questions.  Students add new vocabulary and structures to their flashcard sets. |
| Week 8 | LKO4-3C organises and responds to information and ideas in texts for different audiences  LKO4-6U demonstrates understanding of key aspects of Korean writing conventions  LKO4-7U applies features of Korean grammatical structures and sentence patterns to convey information and ideas  LKO4-8U identifies variations in linguistic and structural features of texts | Preparation for final task  Share survey results with students and discuss. Allocate 2 points to each favourite activity and 1 point to each 2nd favourite/alternative activity to establish the list of our class’ top 10 favourite activities.  Explore the design and purpose of infographics, for example the [elements of an infographic](https://landt.co/2017/06/the-anatomy-of-an-infographic/) and [ways](https://www.google.com/search?q=infographic+maker&rlz=1C1GCEA_enAU846AU846&oq=inforgraphic+&aqs=chrome.2.69i57j0l7.7836j0j7&sourceid=chrome&%7bgoogle:instantExtendedEnabledParameter%7die=UTF-8) they can be created. Discuss the marking criteria for the infographic.  Allocate time for the students to start their assessment task in class time. Consider exploring [online tools](https://buffer.com/library/infographic-makers/) for creating the infographic.  **Final assessment task**  Our school will be hosting 20 Korean students, and we need to start preparing our school community.   1. Design a bilingual infographic, in Korean and English, with our class’ top 10 favourite free time activities. 2. Read a short text about Korean teenagers’ free time interests. Then write a short article in English for your school’s newsletter, summarising the article for parents, and suggesting activities host families could try with the exchange students. | Students participate actively in the discussions.  Refer to marking guidelines. |

Evaluation and variation

*Record your reflections on student learning and engagement in the activities and assessment task. Include any variations you implemented, such as extensions and adjustments for students with disabilities, and considerations for future learning. The evaluation can include feedback from students.*

Registration

Teacher name:

Teacher signature:

Date: