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F–10 AUSTRALIAN CURRICULUM: Korean language support resource

Introduction

This Korean Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Korean. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Korean for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

This part begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order in Table 1.

*Table 1*: Language structures and features

|  |
| --- |
| **Language structures and features** |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| basic sounds and pronunciation* Korean vowels and consonants
* sounds in Korean, for example, 가/카/까, 다/타/따, 바/파/빠, 사/싸, 자/차/짜, 내/네, 너/노
* equivalent words in Korean and English are pronounced differently, for example, 소피/Sophie, 샘/Sam
* Korean alphabetical order is different from English, for example, 가나다라/ABC
* sound–symbol correspondence of simple consonants, for example, 사람/사랑, including aspirated consonants, for example, 발/팔, 갈/칼
* sound–symbol correspondence of simple vowels, for example, 가/거, 나/냐, 두/도
* sound–symbol correspondence of diphthongs transcribed as combinations of vowel letters, for example, 워, 와, 왜, 의, 위
* sound–symbol correspondence of tense consonants transcribed as double-consonant letters, for example, 살/쌀, 자요/짜요, 고리/꼬리, 방/빵
* intonation patterns in statements, questions, requests and commands, for example, 가요, 가요?, 가요, 가요!
 | pronunciation, intonation, rhythm* conventions of when to pronounce letters as assimilated consonants, for example, 한국어, 같이 and 감사합니다 are pronounced as 한구거, 가치 and 감사함니다
* conventions of when to pronounce letters as aspirated or tense consonants, for example, 먹고, 어떻게 and 축하합니다are pronounced as 먹꼬, 어떠케 and 추카함니다
* loan words written in hangeul and pronounced in Korean are different from their original counterparts, for example, 테니스 (tennis), 포크 (fork), 인터넷 (internet)
* punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences
* spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요/소라 가방에 있어요
 | intonation, phrasing patterns, accent* Korean pronunciation and spelling rules for listening to and reading authentic texts, and for producing written and oral texts
* appropriate pauses in complex sentences with embedded clauses
* standardised rules for Korean spelling
* regional variations in Korean pronunciation
 |
| Adverbials | basic adverbs* time adverbs such as 어제, 지금, 내일, 벌써, 요즘
* frequency adverbs such as 보통, 자주, 가끔, 항상
* general adverbs such as 모두, 함께, 잘, 같이, 조금, 같이, 빨리, 천천히, 거의, 다
* degree adverbs such as아주, 너무, 매우, 훨씬, 정말, 진짜
* location adverbs such as 앞에, 뒤에, 옆에, 사이에, 안에, 밖에
* direction adverbs such as 앞으로, 뒤로, 옆으로, 위로, 아래로
 | adverb combinations* frequency and time adverbs such as 한 번, 벌써, 아직, 이제, 언제나
* degree adverbs such as 어느 정도, 그만큼
* time word modifiers such as 지난, 이번, 다음in phrases, for example, 지난 주말에, 이번 주말에, 다음 월요일에
* general adverbs such as 함께, 아마, 서로, 좀, 어서in phrases, for example, 좀 도와 줄 수 있을까요?, 어서 집에 갑시다
* VST (Verb Stem) as adverbs using VST+게 form, for example, 맛있게, 따뜻하게, 정확하게, 놀랍게, 크게, 이렇게, 저렇게, 그렇게
 | complex adverb structures* complex state or degree adverbs, such as 훨씬, 겨우, 하마터면in phrases, for example, 작년보다 겨울이 훨씬 추워졌어요, 숙제를 겨우 다 했다, 하마터면 버스를 못 탈 뻔했어요
* adverbial suffix –(으)로, for example, 이성적으로, 구체적으로, 정말로, 진짜로, 억지로
* adverbial suffix –이/히, for example, 솔직히, 대단히, 깨끗이, 분명히
* adverbial clauses, for example, 기분이 나쁘게, 발이 안 보이게
 |
| Conjunctions | conjunctive adverbs* basic conjunctive adverbs such as 그리고, 하지만, 그래서, 왜냐하면 at the beginning of a second sentence, for example, 제 이름은 철수예요. 그리고 제 친구 이름은 영희예요, 밥을 먹어요. 그리고 운동해요, 피곤해요. 하지만 좋아요, 숙제가 많아요. 그래서 바빠요, 집에 있어요. 왜냐하면 아파요.
 | conjunctive adverbs* conjunctive adverbs at the beginning of sentences, for example, 그러나, 그런데, 그렇지만, 그러면, 그러니까, 그래도, 득
* conjunctive suffixes with VST such as VST+고, VST+지만, for example, 밥을 먹고 운동해요, 밥을 먹었지만 배가 고파요.
* conditional suffix VST+(으)면, for example, 한국에 가면 무엇을 하려고 해요?
* conditional suffix V+아/어서, for example, 그 영화가 재미있어서 또 봤어요, 공원에 앉아서 이야기했어요.
 | conjunctive phrases* conjunctive phrases at the beginning of sentences, for example, 그러면서, 그럼에도 불구하고, 그렇지 않아도, 그것 뿐만 아니라
* conjunctive suffixes such as –더라도, –더니, –다가, –(으)ㄴ/는데, –느라고 connect ideas, with different tenses in connected clauses, for example, 실패하더라도 다시 도전하세요, 한국에 갔더니 아름다운 산이 많았어요, 학교에 가다가 친구를 만났어요, 학교에 갔다가 친구를 만났어요, 생각해 봤는데 아직 잘 모르겠어, 공부하느라고 파티에 못 갔어요.
* conjunctive suffixes in combination create complex sentences, for example, 날씨가 추웠지만 기분이 좋아서 외출하기로 했어요.
 |
| Descriptive verbs  | descriptive verbs* descriptive verbs such as 귀여워요, 재미있어요, 키가 커요, 눈이 예뻐요, 조용해요, 언니가 예뻐요, 이 친구하고 친해요
 | noun-modifying form* VST+ㄴ/은/는 to modify nouns, for example, 좋은 생각, 착한 사람, 예쁜 언니예요, 친한 친구, 재미있는 영화, 눈치가 없는 사람
* irregular conjugation patterns for certain letters and sounds, such asㅂ, ㄷ, 으, 르, for example, ㅡ in 바쁘다 becomes 바빠요, ㅂ in 춥다 becomes 추워요, ㅎ in 하얗다 becomes 하얘요, 하얀, ㅎ in 파랗다becomes 파래요, 파란
 | noun-modifying phrases* complex sentences using modifying phrases, for example, 마음이 착하고 좋은 사람, 말이 많지만 행동이 느린 사람, 착하고 예쁜 언니예요, 친했던 친구
 |
| Day, date and time | time phrases* time vocabulary such as 어제, 오늘, 내일, 작년, 올해, 내년, 주말, and –요일used in simple contexts, for example, 내일은 월요일이에요.
* present tense in simple sentences and for future tense, for example, 내일 학교에 가요.
* time particle 에, for example, 주말에 뭐 해요?, 월요일에 수영해요
* time particles –부터 –까지, for example, 수업은 9시부터 10시까지예요.
 | adverbial phrases* adverbial phrases with past, present and future tenses, for example, 내일 오후에 숙제를 할 거예요, 지난 주말에 친구 생일 파티에 갔어요
* time references such as V+었/았– and VST+(으)ㄹ 거예요 in one- and two-clause sentences, for example, 김치가 맛있었지만 조금 짰어요, 학교에 가서 공부할 거예요
* adverbial phrases with nouns and VST+기 전에, for example, 자기 전에 책을 읽어요.
* time phrase vocabulary such as 정도, 동안, 쯤 and 걸려요, for example, 얼마나 걸려요? / 한 시간 정도 걸려요.
 | time and adverbial phrases* adverbial phrases such as VST+(으)ㄴ 후에/다음에 and VST+자마자, for example, 한국에 도착한 후에, 출발한 다음에, 시작하자마자
* time phrases such as VST+(으)ㄹ 때, VST+는 동안, VST+(으)ㄴ 지used with appropriate verb conjugations, for example, 어렸을 때, 한국에서 여행하는 동안 좋은 사람을 많이 만났어요, 한국어를 배운 지 십 년이 됐습니다.
 |
| Formality and politeness | polite and informal* informal polite sentence endings 아/어/해요 and 예요/이에요
* VST+(으)세요 in set phrases only, for example, 안녕하세요?, 드세요
* personal pronouns 저/나 appropriate to context
* basic honorific and humble language, such as 저, 선생님, 저희
 | polite and informal* 반말 or informal casual sentence endings아/어/해 and 야/이야
* honorific infix VST+(으)시– used within verbs, for example, 가세요, 가셨어요, 가실 거예요
* relational suffixes such as –씨, –님, –아/야
* honorific and humble words appropriate to peers or adults, for example, 계세요, 드려요, 드세요
 | polite, informal and honorific* formal –ㅂ니다/습니다, for example, 먹습니다
* plain form VST+(으)ㄴ/는다, for example, 먹는다, 간다, 한다
* polite language, honorific particles and humble and honorific words, for example, 할머니께 선물을 드렸어요, 할아버지의 댁, 진지 드세요
 |
| Formulaic language and expressions | basic formulaic language and expressions* idiomatic expressions for greeting, farewelling, some learning activities and everyday interactions, such as 안녕하세요?, 만나서 반가워요, 안녕히 가세요/계세요, 고맙습니다, 감사합니다, 환영합니다, 생일 축하합니다, [noun] 같아요, for example, 코알라 같아요, [country name]계 [country name]사람, for example, 중국계 호주 사람
* classroom instructions such as 잘 들으세요, 일어나세요, 읽으세요, 쓰세요, 나가세요, 조용히 하세요, 말해 보세요
 | common formulaic language and expressions* medium-specific expressions such as answering the phone with 여보세요, 누구세요? or finishing a letter or email with [name]+ 드림/올림
* idiomatic phrases, for example, 기분이 날아갈 것 같아요, 귀가 얇아요, 엉덩이가 무거워요, 정신이 없어요, 손이 커요, 발이 넓어요
 | extended formulaic language and expressions* proverbs, for example, 식은 죽 먹기, 하늘에 별 따기
* 사자성어, for example, 죽마고우, 일석이조, 이심전심
* idiomatic phrases associated with grammar, such as하늘에 별 따기라더니 아주 쉽네
 |
| Hangeul | hangeul rules and formation* vowel and consonant letters in a syllable block, for example, ㅊ+ㅏ= 차, ㄱ+ㅏ+ㅇ= 강, ㅅ+ㅜ= 수, ㄱ+ㅗ+ㅁ = 곰
* order of strokes in writing syllable blocks
* syllable block combinations, for example, a consonant with a vertical vowel such as 가, a consonant with a horizontal vowel such as 누, or a consonant or consonant cluster added as 받침 such as 각, 눈, 닭
* spacing and phonological rules in reading and writing, for example, 친구가 교실에서 책을 읽어요.
 | hangeul used in texts* spelling and spacing rules organise words and can change the meaning of a word or sentence, for example, 우유 한 잔, 식당 두 군데, 김치찌개 세 그릇, 고등학생 네 명, 민아가 방에 있어요/민아 가방에 있어요.
* basic Korean sentence structure is subject+object+verb
* word choice affects language register, for example, 엄마 versus 어머니
 | hangeul independent writing* Korean sentence structures can be complex, flexible and varied
* fluency in register and styles of speech such as 하십시오체, 해요체, 해라체, 해체
 |
| Interrogatives | basic question types* basic questions such as 뭐 좋아해요?, 왜요?, 있어요?
* 네/아니요 to express agreement or disagreement
* question words in limited contexts, for example, 누구/누가, 무엇/뭐, 언제, 어디, 몇, 무슨, 어느, 왜
 | common question types* question words to ask for information or opinions, for example, 얼마예요?, 어때요?, 어땠어요?, 어떻게 가요?, 왜 그렇게 생각해요?
* specific questions requiring specific answers such as 언제부터, 어디에서, 어떻게, 어느, 무슨, 얼마나
* tag questions using VST+지요, for example, 재미있지요?, 힘들었지요?
* questions including negations, for example, 이게 아니에요?, 안 해요?, 못 해요?, 제가 안 하잖아요?, 못 하잖아요?, 좋지 않을까요?
 | extended question types* indirect questions such as 어떻다고 생각해요?, 뭐라고 했어요?
* question words that distinguish type of response required, such as 어떤, 어느, 무슨
* questions using formality and honorifics appropriate to context, for example, 지금 바쁘세요? (informal), 바쁘십니까? (formal)
 |
| Measure words and numerical expressions | numbers and counting* number systems in Korean and when they are used, for example, 하나, 둘, 셋 versus 일, 이, 삼
* basic counters with pure Korean numbers, for example, 한 개, 세 명, 두 마리, 열한 살, 한 시
* basic counters with Sino-Korean numbers, for example, 칠 학년, 십 분
* word order for counting objects, for example, 사과 한 개 versus one apple, 학생 세 명 versus 3 students
 | detailed counters* counting words such as 장, 잔, 권, 그릇, 송이, 원, 시간, 번째, with appropriate number systems, for example, 책 세 권, 한 달 동안, 한 시간, 일주일, 일년, 하루에 두 번
 | complex counters* Sino-Korean and pure Korean variations of the same counters such as 한 해/일년, 두 달/이개월, 열다섯 살/십오세
* pure Korean day counters to denote a period of time, for example, 하루, 이틀, 사흘, 보름
 |
| Nouns | basic nouns* common nouns such as family members and animals, for example, 가족, 엄마, 아빠, 동물, 고양이, 강아지, 호랑이, 토끼, 곰, 여우
* nouns for familiar objects and activities such as sports, hobbies, places and foods, for example, 운동, 수영, 축구, 요리, 음식, 사과, 집, 동물원, 공원, 영화, 음악, 산, 바다, 숲
* Korean food nouns such as 밥, 불고기, 김치
* loan words from English such as 바비큐, 아이스크림, 크리켓, 텔레비전, 쇼핑, 컴퓨터, 조깅
 | common nouns* common nouns for activities and phenomena in everyday life, such as school subjects, transport, shopping, travel, weather, seasons and local community, for example, 과학, 수학, 버스, 기차, 비행기, 가게, 백화점, 여행, 날씨, 비, 눈, 우박, 여름, 동네, 도시, 시골
* nouns for specific topics such as fashion, occupations and aspirations, for example, 패션, 직업, 아르바이트, 장래희망, 꿈
* using nouns within noun phrases, for example, 학교 앞에 있는 분식점으로 오세요.
 | complex or specialised nouns* abstract nouns associated with abstract or complex concepts, processes and attitudes, for example, 방법, 문제, 태도
* specialised vocabulary drawn from other learning areas or broader topics of interest such as social or environmental issues, including special terminology, loan words from English and figurative use of common words, for example, 이민, 난민, 다문화 사회, 환경오염, 재해, 신념, 엘니뇨 현상, 나비 효과
 |
| Particles | basic particles* particles indicating the functions of nouns in sentences, for example, –은/는, –이/가, –을/를
* place particles –에 and –에서, for example, 학교에 가요, 바다에서 놀아요
* time particle –에, for example, 한 시에, 두 시 반에
* basic particle –하고indicating ‘and’ or ‘with’, for example, 바다하고 산, 친구하고 같이
* additive particle –도, for example, 산이 있어요. 바다도 있어요.
* possessive particle –의, for example, 친구의 가방, 아버지의 고향
* plural particle –들, for example, 학생들, 새들
 | common particles* instrument/means particle –(으)로, for example, 펜으로 쓰세요, 한국어로 뭐예요?
* direction particles –에 and –(으)로, for example, 캔버라에 가요, 한국으로 여행을 떠나요
* selection particle to choose things from given options –(이)나, for example, 모자나 선글라스가 필요해요.
* comparison particle –보다, for example, 고양이보다 강아지가 더 좋아요.
* exclusion particle –만, for example, 한국어만 할 수 있어요.
* time and place particles –에서/부터 and –까지, for example, 8시 부터 9시까지, 한국에서 호주까지
* linking particles such as –(이)랑, –와/과, –하고, –(이)며
* auxiliary particle – 처럼 indicating similarity, for example, 사과처럼 예뻐요, 비보이처럼 춤을 출 수 있어요?
 | complex particles* a range of particles, including honorific particles, for appropriate grammatical functions, such as –한테/에게, –한테서/에게서, –께, –께서, –께서는
* time particle –마다 indicating ‘each and every time’, for example, 날마다 일기를 써요, 일요일마다 운동을 해요
* particles indicating limits or excess, such as –조차, –마저, for example, 너마저 그런 말을 하다니!, 너조차 숙제를 안 했구나.
* boundary particles such as 밖에, for example, 저는 한국말을 조금밖에 못해요.
* auxiliary particle –(이)든지indicating a non-exhaustive list, for example, 밥이든 빵이든 좀 먹어 보세요. 누구든지 와서 도와 주세요. 산이든 바다든 여행을 갑시다.
* status/position particle – (으)로서/로써, for example, 사업가로서 성공했다, 여행으로써 견문을 넓힌다.
* combined particles, for example, 이 노래는 학생들도 좋아해요. 저는 서울에서만 살았어요. 서울에서도 살았어요. 서울까지만 갈 거예요. 선생님께서는 어디에 계세요? 친구에게서 이메일이 왔어요.
 |
| Pronouns | subject pronouns* personal pronouns 저 and 나refer to oneself and are used in different contexts
* first person pronouns such as저, 제, 나, 내, 우리
* demonstrative pronouns for objects such as 이것, 저것, 그것
* demonstrative pronouns for places such as 여기, 저기, 거기
* 우리 means ‘my’ when used with certain words, for example, 우리 가족, 우리 나라
 | range of pronouns* variations of demonstrative pronouns, for example, 이거/이건/이게, 저거/저건/저게, 그거/그건/그게
* second-person pronouns appropriate to context, such as 너, 당신, 그대, 여러분, 어르신, 선생, 자네
* third-person pronouns such as 이 분, 저 분, 그 분, 얘, 쟤, 걔
* indefinite and indeterminate pronouns for objects, such as 어느 것, 아무 것
* indefinite and indeterminate pronouns for places, such as 어디, 아무데
 | complex pronouns* demonstrative pronoun이/그/저 + [noun], for example, 이 장소는 드라마 촬영지로 유명해요
* omission of third-person pronouns when context is clear, for example, 제 친구는 환경보호에 관심이 있어서 (그는) 쓰레기 분리수거를 철처히 해요.
 |
| Sentence structures | simple sentence structures* subject+verb sentence structure, for example, 저는 자요
* subject+object+verb sentence structure, for example, 저는 사과를 먹어요
* time and place positioning in a sentence, for example, 저는 공원에서 사과를 먹어요 and 공원에서 저는 사과를 먹어요.
 | compound and complex sentence structures* compound sentence structure when connecting sentences with a linking suffix, such as VST+고, VST+지만, V+아/어서, for example, 저는 사과를 먹고 제 동생은 배를 먹어요. 이 옷은 예쁘지만 비싸요. 친구는 머리가 아파서 학교에 못 왔어요.
* complex sentence structures made by combining a simple sentence and a noun phrase, for example, 사과가 맛있어요 + 저는 사과를 먹고 있어요 = 저는 맛있는 사과를 먹고 있어요.
 | combinations of compound and complex sentence structures* complex sentence structures containing embedded clauses, for example, 저기 배를 먹는 사람은 제 동생이에요. 나는 내가 한국어를 잘 하는 줄 알았다.
* complex sentence structures containing indirect speech as embedded clauses, for example, 선생님은 우리에게 도움이 필요하면 지금 물어봐라고 하셨지만, 제가 자신이 없어서 아무 말도 하지 못했다.
 |
| Verbs | basic verbs and copula* Korean copula – 이에요/예요 and 아니에요to make simple statements, for example, 마이클이에요, 세라예요, 마이클이 아니에요, 세라가 아니에요
* basic verbs with informal polite ending in familiar contexts, for example, 있어요, 없어요, 좋아해요
* action verbs to describe daily life, for example, 가요, 일어나요, 들어요, 해요
* verbs and copula used make statements in present or past tense with informal polite ending – 어/아요, for example, 먹어요/먹었어요, 가요/갔어요, 살아요/살았어요, including some auxiliary verbs such as VST+고 싶어요, VST+(으)ㄹ 수 있어요 and VST+고 있어요, for example, 수영할 수 있어요
* simple negation by placing 안 or 못 before a verb, for example, 안 가요, 못 해요
 | common verbs* future tense expressions such as VST+(으)ㄹ 거예요, VST+(으)려고 해요, VST+(으)ㄹ 계획/예정이에요, for example, 한국에 갈 거예요
* common complex verb structures such as V+어/아 주다, VST+고 있다, VST+(으)ㄹ 줄 알다, VST+(으)ㄹ 수 있다 and V+어/아 보다 as set phrases in informal polite form to express complex ideas, for example, 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요
* irregular verb conjugations such as ㄹ, ㅂ, ㄷ, 으, 르, ㅅ, for example, ㄹ in 놀다 becomes 놀아요, ㄹ in 만들다 becomes 만들어요, ㄷ in 걷다 becomes 걸어요, ㄷ in 묻다 becomes 물어요, 르 in 부르다 becomes 불러요, 르 in 모르다 becomes 몰라요, ㅅ in 낫다 becomes 나아요, ㅅ in 웃다 becomes 웃어요
* hybrid [noun]+하다 verbs where a loan word and –하다 are conjoined to behave as a verb, for example, 쇼핑해요, 조깅해요
 | conjugation of verbs* nuances and variations of verb endings to express opinion, such as –군요, –구나, –네요
* suffixes such as –가요, –나요 to invite a response, for example, 그런가요?, 했나요?
* compound verbs such as 들어가다, 들어오다, 찾아가다, 찾아오다, 나가다, 나오다
* conjecture and supposition, for example, VST+(으)ㄹ 지
* VST+거든요, VST+잖아요 to express reasons
* VST+(으)ㄹ까 하다, VST+(으)려던 참이다 to express intentions or resolutions
* VST+(ㅇ)ㄹ 만하다 to give advice or a recommendation, for example, 먹을 만해요
* passive expressions, for example, V+아/어 지다, VST+게 되다
* passive verbs using V+이/히/리/기, for example, 도둑이 잡혔어요
* VST+(으)걸 그랬다, V+았/었어야 했는데 to express regret
* V+(느)ㄴ다면, V+았/었 더라면, V+(으)ㄹ 뻔하다 to express hypothetical scenarios
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape students’ worlds are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world* using vocabulary related to people, animals or objects, such as body parts and colours, for example, 코, 입, 머리, 꼬리, 빨간색, 노란색
* identifying objects and facilities in a school environment, for example, 책, 책상, 화장실, 매점, 교실, 음악실, 수영장
* matching languages such as 한국어, 영어, 아보리진어, 스페인어, 중국어 with the countries they are spoken in, for example, 한국, 호주, 스페인, 중국
* introducing myself, for example, 안녕하세요? 저는 소피예요.
* describing activities and hobbies, such as sports, for example, 저는 수영장에 가요. 저는 수영해요.
* identifying family members and/or important people and relationships, for example, 엄마/ 어머니, 아빠/아버지, 언니/누나, 오빠/형
* talking about likes and dislikes such as animals, food, sports, activities, for example, 저는 수영을 좋아해요. 저는 테니스를 안 좋아해요.
* describing pets by colour and size, for example, 우리 집 강아지는 갈색이에요. 그리고 작아요.
* describing feelings, emotions or sensations, for example, 저는 기분이 좋아요. 저는 행복해요. 저는 머리가 아파요.
 | Myself and others* describing physical appearance and personality, for example, 큰 눈, 작은 손, 착한 아이, 행복한 엄마
* describing people such as family and friends, for example, 미나는 제 친구예요. 미나는 배구를 좋아해서 배구 연습을 자주 해요.
* talking about myself, friends, family and different types of families in Korean-speaking communities and Australian contexts
* introducing famous Korean families
* describing pets and their personalities
* talking about things to do on weekends in the local area, such as sport and leisure activities, interests and hobbies, for example, 저는 가끔 주말에 우리 집 강아지하고 공원에서 산책해요.
* talking about recent activities or events, for example, 지난 주말에 음악 축제에서 다양한 음악을 들었어요.
* describing a routine such as a day at home or school, for example, 저는 월요일 방과 후에 집에서 쉬고 비디오 게임을 해요. 저는 목요일마다 학교에 9시 반까지 가요.
* qualifying preferences such as likes and dislikes in movies, video games, music or reading, for example, 저는 한국 영화를 정말 좋아하는데 특히 한국 코메디 영화가 제일 볼 만해요.
 | Understanding myself and others* discussing emotions, beliefs and opinions about issues or topics relevant to young people, for example, 저는 12학년이라서 요즘 숙제가 많고 아주 피곤해요.
* expressing wishes, dreams and aspirations, for example, 저는 장래에 환자를 보살피는 의사가 되고 싶어요.
* justifying likes and dislikes, for example, 저는 매운 한국 음식을 좋아해서 특히 김치가 제 입에 제일 맞아요.
* justifying preferences about issues such as living a healthy lifestyle, training, studying, social or environmental issues
* acknowledging extended family members and heritage, for example, 저는 할아버지 할머니께서 한국 분이세요. 그래서 저는 한국계 호주 사람이에요.
* using appropriate expressions and words to address family members in formal situations, for example, 부모님, 조부모님
* describing personal views on what family means
* comparing different family structures in Korean-speaking communities and Australian communities, for example, 할머니, 외할머니versus grandma, 삼촌, 외삼촌 versus uncle
* explaining relationships and why friendships are important
* discussing personal choices, for example, 개인적으로 미래에 선생님이 되고 싶은데 다른 직업에도 관심이 있어요.
* discussing issues within community and/or world contexts, for example, 지구 온난화 문제가 심각한 상황에서 환경보호 캠페인을 열심히 해야 한다고 생각해요.
* analysing how social media can affect relationships, for example, 소셜 미디어 덕분에 해외에 있는 친구들과 쉽게 얘기할 수 있어요.
 |
| This is me* identifying others such as family members and members of the school environment, using basic kinship and relationship terms, for example, 어머니, 아버지, 동생, 언니, 오빠, 선생님, 학생, 친구
* sharing thoughts about how things such as language, culture and country/regions shape who we are, for example, 저는 호주 사람이에요. 우리 아빠는 영국 사람이에요. 그리고 우리 엄마는 한국 사람이에요.
* discussing the diversity of languages and cultures in the classroom, for example, creating a class chart or teaching each other common phrases from all languages present within the classroom
* describing aspects of the self such as identity, family and friends, for example, 저는 올리버예요. 호주 사람이에요. 영어하고 한국어를 말해요. 저는 한국 친구가 있어요. 그리고 호주 친구도 있어요. (This could relate to Harmony Day in March.)
 | My language, my culture* talking about professions and identity, for example, 김 선생님은 서울고등학교에서 영어를 가르쳐요.
* describing the influence of customs and traditions, for example, the Korean tradition of eating seaweed soup on one’s birthday to honour a mother’s love, as seaweed soup is traditionally given to a mother after childbirth
* using expressions associated with cultural practices
* researching Korean words borrowed from English and other languages, for example,

인터넷, 텔레비전, 아이패드, 프린터* comparing Korean used in textbooks with modern-day colloquial Korean, for example, a textbook response to 감사합니다 could be 천만에요versus colloquial responses such as 괜찮아요, 아니에요, 뭘요
 | Living in the 21st century* communicating personal opinions and experiences related to language and culture, for example, 작년에 시내에서 열린 한국 음식 축제에 갔어요. 거기서 저는 완전 새로운 한국 음식을 맛봐서 흥미로웠는데 한국어로 얘기하는 게 조금 어색했어요.
* reflecting on how speaking more than one language affects identity, and sharing different perspectives
* considering globalisation and its influences on language, culture and traditions, for example, the influence of hip-hop on K-Pop
* investigating variations of Korean around the world, such as dialects and internet language
* comparing Korean used in textbooks with modern colloquial language use, for example, Korean language trends in social media posts
* finding evidence of how Korean-speaking communities influence people living in Australia and Australian culture, and vice versa
 |
| My classroom* using vocabulary related to school, home, and sports and leisure activities, for example, 학교, 책, 지우개, 친구, 집, 가족, 엄마, 아빠, 방학, 수영, 캠핑
* identifying classroom objects such as pen, pencil, ruler, paper, recycling bin
* using greetings, for example, 안녕하세요? 안녕? 안녕히 계세요/가세요
* participating in class routines, such as replying to roll call in Korean
* responding to instructions and answering classroom questions, such as 일어나세요, 앉으세요, 다 했어요? 네/아니요, 선생님
* asking for permission, assistance or clarification, for example, 선생님, 잘 모르겠어요. 도와 주세요.
* introducing teacher, class and school, with simple sentences such as 우리 학교예요. 우리 학교는 [placename] 초등/고등학교예요. 저는 6학년이에요. 저는 미술하고 영어를 좋아해요.
 | Class and school environment* using vocabulary to describe basic school, home and leisure activities using common verbs, for example, 공부해요, 쇼핑해요, 운동해요, 먹어요, 살아요
* using vocabulary for locations and days of the week, etc., to provide information about where and when activities take place, for example, 방, 교실, 화장실, 월요일, 화요일, 수요일
* using classroom expressions, for example, 여기 와서 앉으세요, 연필로 쓰세요
* greeting others with variations and extensions on안녕하세요?, for example, 잘 지내요? 잘 지냈어요? 요즘 어떻게 지냈어요? 밥 먹었어요?
* communicating about subjects and timetables, for example, 월요일 1교시에 체육이 있어요. 점심 시간은 12시 반부터 1시까지예요.
* comparing schools in Korean-speaking communities with schools in the local community, in terms of topics such as school rules, school timetables, class and school routines and activities, the academic year, uniforms, holiday breaks
* asking and answering questions about school using authentic information such as 어느 학교에 다녀요? 시드니에 있는 [place name] 고등학교에 다녀요. 전교생이 몇 명이에요/몇 명 있어요? 대략 천 명이 넘어요.
 | School life in Korean-speaking communities and Australian contexts* summarising perceived advantages and disadvantages of different education systems, for example, 호주 고등학교에 비해, 한국 고등학교에서는 배워야 하는 필수 과목이 정말 많아서 학생들이 장시간을 공부해요.
* discussing characteristics of Korean-speaking schools, such as school types 공립학교, 사립학교, 특성화 고등학교, choice of subjects, assessments and graduation, and how oral and written examinations are conducted, for example, 필수 과목, 선택 과목, 수행평가, 수능 or 대학수학능력시험
* imagining the features of ‘My ideal school’, such as uniform, lunches, rules, lessons, use of technology
 |
| Where I call home* discussing what makes a home
* identifying my home(s) with simple expressions such as 여기는 우리 집이에요.
* describing my home(s) using simple descriptive words such as 커요, 작아요, 예뻐요
* making drawings or plans of the inside and outside of houses and apartments, for example, sketching and labelling rooms and furniture
* describing favourite places such as frequently visited locations, for example, 여기는 놀이터예요. 그네하고 시소가 있어요.
* discussing ‘Where I like to go in my area’ or ‘Where I like to spend my time in my neighbourhood’
* creating simple descriptions of the features of local gardens and parks, using nouns such as 꽃, 나무, 벤치, 바비큐 and descriptive words such as 조용해요, 예뻐요, for example, 꽃이 빨간색이에요. 나무가 많아요. 벤치가 깨끗해요.
* identifying places around my neighbourhood, suburb or city, for example, 산, 강, 공원, 빵집, 수퍼마켓
 | My home and neighbourhood* describing different types of residences, such as 아파트, 빌라, 가정집, and comparing types of residences found in particular regions or places, for example, homes in the city compared with the countryside
* discussing how geography impacts lifestyles, for example, mountain or seaside lifestyles compared with town or city lifestyles
* describing accommodation features or neighbourhood facilities, for example,우리 집은 이층집이에요. 제 방은 일 층에 있고 거실 바로 옆에 있어요.
* comparing cities in Korea and Australia, and types of residences found there
* talking about my ideal home and place to live
* describing rooms and activities, for example, 우리 가족은 거실에서 자주 모여서 영화를 봐요.
* describing features of the local environment, such as 바닷가, 폭포, 호수, 저수지, using common descriptive expressions, for example, 우리 집 근처 바닷가에는 모래가 부드럽고 반짝여요.
* identifying environmentally friendly aspects of life such as 재활용, 전기 자동차, 텀블러
 | My home, my neighbourhood, my world* describing building architecture
* comparing city and rural living
* comparing traditional Korean values with modern Korean-speaking communities’ values, for example, 확대가족/대가족 versus 핵가족
* describing and justifying ‘My ideal suburb or city’
* reflecting on who is responsible for caring for the environment from local, regional, national and global perspectives
* explaining how to care for and protect fauna and flora
* considering personal and social actions, for example, saving water, recycling, volunteering, raising awareness about global warming
* investigating and discussing how individuals, groups, communities and governments respond or could respond to global warming and pollution issues
* evaluating environmental protection measures such as 쓰레기 분리 수거, 친환경 에네지 절약, 자연보호 운동
 |
| Let’s eat* identifying familiar Korean food in Australia
* investigating how Australian cuisine has been influenced by many different countries
* discussing favourite foods and popular dishes from Korea
* using modelled structured expressions about likes and dislikes regarding food, for example, 저는 김밥하고 라면을 좋아해요. 저는 떡볶이를 안 좋아해요.
* participating in role-plays about buying and ordering food with Korean currency, for example, 만두 주세요. 얼마예요? 천 원이에요.
* using language to express gratitude for food, for example, 정말 맛있었어요, 잘 먹었습니다
 | Eating in/eating out* participating in real or simulated activities such as shopping for ingredients, eating at a Korean friend’s home or eating at a Korean restaurant
* using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists
* ordering, buying and negotiating food choices, for example, 이거 얼마예요? 너무 비싼데요. 좀 싸게 해주세요.
* creating texts such as a recipe or an event plan using procedural language related to the sequence of actions or events, for example, 우선, 그 다음에, 마지막으로, 첫 번째, 두 번째, 세 번째
* planning for and creating invitations for an occasion, considering factors such as the time, place and budget for the event
* researching, explaining and/or using Korean-dining etiquette
* planning a real or imagined outing to a Korean restaurant, organising transport and providing/following directions
* comparing Korean and Australian diets and approaches to food and food culture
* matching traditional Korean seasonal foods to their seasons
 | International food habits and trends* describing global influences on eating habits in Korea
* investigating and discussing how supermarkets are changing traditional shopping habits
* describing the tastes and health properties of seasonal fruits and vegetables in Korea and elsewhere around the world
* identifying and introducing others to regional cuisine and ingredients, for example, 보통 한국 음식은 매운 편이에요. 왜냐하면 마늘하고 고춧가루가 많이 들어가요.
* describing regional, traditional food found at festivals, for example, 호주에서 한국 음식 문화 축제에 가면 다양한 한국 음식을 먹어 볼 수 있지만 고유의 맛이 별로 없을 때가 있어요. 한국 사람들은 추석 때 송편을 즐겨 먹어요. 왜냐하면 전통 음식으로서 인기가 많아요.
* comparing health trends related to food habits in Korea and Australia, for example, levels of obesity related to diet and lifestyles
 |
| Australian/Korean influences* comparing the geography of Korea and Australia, for example, 한국은 아시아에 있어요. 호주는 오세아니아에 있어요.
* identifying Korea on a map
* researching icons and symbols of Korea
* listening to national anthems and learning about emblems and symbols, such as those displayed on Korean flag
* comparing native animals of different countries, for example, 코알라, 캥거루, 까치, 호랑이
* viewing Korean gardens and/or natural places, such as botanical gardens and landscapes, for example, 꽃밭, 채소밭, 논, 밭, 언덕, 산
* identifying the most popular landmarks for Australian tourists visiting Korea and for Korean tourists visiting Australia
 | **Australian/Korean connections*** identifying Korean and Australian city names, such as 서울, 부산, 제주, 시드니, 브리즈번, 캔버라
* describing or researching Korean landmarks, geographical features and statistics, for example, 한국의 인구는 51만 명이 넘어요. 한국에서 제일 높은 산은 한라산이고 1940 미터 정도예요.
* comparing regions, for example, 한국 전체 인구는 호주보다 훨씬 더 많아요. 하지만 호주가 한국보다 땅이 훨씬 더 커요.
 | Australian/Korean global connections* describing trade, for example, 호주에서 한국 음식하고 음악이 인기가 많을 뿐만 아니라 한국 자동차도 많은 사람들이 사요.
* exchanging stories of family members and migration, for example, 제 할아버지께서는 한국에서 2000년에 호주로 이민오셨어요. 처음에 호주 생활이 어려웠다고 말씀하셨어요.
* discussing and researching the immigration of Korean people to Australia, including historical perspectives
* researching trade and economic ties
* planning and talking about student-exchange programs and school trips
* learning about traditional Korean ceramics, arts and crafts, for example, 도자기, 서예/붓글씨, 연만들기, 한지공예
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| Let’s celebrate* recognising some words related to celebrations, festivals or traditions in Korea, for example, 설날, 세배, 첫돌, 연날리기, 한복
* associating decorations and traditional activities with festivals and celebratory events, for example, New Year customs and decorations
* identifying special food, for example, 떡국, 전, 갈비찜
* listening to or reading simple stories such as 열두 띠 이야기, 설날 그림책 이야기
* talking about my birthday, for example, 오늘은 제 생일이에요. 제 생일은 여름에 있어요. 제 생일은 3월 10일이에요.
* identifying celebrations, national holidays and festivals that take place in Korea and Australia
 | Celebrate my culture and traditions* describing aspects of celebrations and festivals, such as special ceremonies and their history, for example, 설날에 가족하고 차례를 지내요. 이것은 우리의 전통이어서 아주 중요한 의식이에요.
* presenting information about festival food and customs, for example, 설날에 떡국을 먹어요. 그러면 한 살 더 먹어요.
* learning expressions associated with special holidays and cultural practices, for example, 새해 복 많이 받으세요, 즐거운 명절 보내세요.
* replicating a festival at school, for example, 한국음식문화축제
* learning legends that are associated with celebrations, for example, legends associated with까치 설날
 | The significance of celebrations and festivals* examining the changing nature of festivals and celebrations over time
* comparing Korean and Western festivals, for example, 추석 versus North American Thanksgiving
* recognising and investigating changing values associated with traditional celebrations and festivals
* analysing the impact of festivals and celebrations on local communities
* researching histories and legends, for example, 까치 설날, 달과 추석 이야기
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| Let’s explore where we live* talking about favourite places and activities, for example, 우리 동네에 놀이터가 있어요. 시소하고 그네를 타요. 정말 좋아요.
* participating in role-plays about purchasing tickets or travel cards, for example, 기차표가 얼마예요?
* understanding the value of currency, for example, comparing Korean and Australian currencies
* recognising transportation words such as자전거, 비행기, 버스,지하철, 기차
* talking about how to reach a destination, for example, 여기에서 버스를 타요.
 | Holidays/travelling* identifying places and countries to visit
* using country names such as호주, 미국, 중국
* preparing itineraries and travel plans, for example, a real or imagined class trip or individual trip to Seoul
* using language for shopping, for example, 12월에 한국을 방문해서 겨울 점퍼가 필요해요. 더 큰 사이즈가 있어요? 다른 색깔도 있어요? 네, 이게 마음에 들어요. 얼마예요?
* talking about the weather using simple expressions, for example, 한국의 겨울은 바람이 불고 춥다추워요. 여름에 무더워서 땀이 많이 나요.
* talking about the climate and seasons of different countries and regions
* discussing and explaining what types of clothing will suit a variety of activities and weather conditions
* practising navigation skills such as reading maps and timetables, giving and receiving directions, and locating places
* talking about transportation costs
* comparing travel patterns in Korea and Australia, for example, how frequently people travel overseas
* presenting on a real or imagined holiday, including where I went, how I got there and what I did while I was there
 | A trip to Korea* organising a real or imagined trip to tourist spots, historical sites or recommended places, within a given budget
* asking for help if you are lost, for example, 실례합니다. 경복궁을 찾고 있는데 좀 도와 주실래요? 이 시내 지도를 보고 20분 넘게 돌아다녔는데 도무지 어디에 있는지 모르겠어요.
* describing landmarks in Korea and Australia
* talking about impressions, for example, 정말 이 궁은 웅대하고 역사가 깊은 곳이어서 시간을 좀 더 보내고 싶네요.
* talking about real or imagined student exchange experiences
* researching and demonstrating awareness of cultural expectations, customs and etiquette
* evaluating a real or imagined recent holiday, for example, what I would do differently next time and why
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| How I pass my time* talking about everyday or leisure activities, for example, 자유 시간에 피아노를 쳐요. 주말에 아빠하고 축구해요.
* talking about sports in general, and Korean sports in particular, such as태권도
* describing or listing the hobbies, sports or events I participate in, such as a photography group, singing lessons or swimming and athletics carnival events
* listing places I would like to visit in the holidays, for example, 부산에서 해운대, 자갈치시장 그리고 남포동에 가고 싶어요.
 | Recreation, routines and responsibilities* planning and negotiating activities and chores
* listing and comparing leisure activities for different Korean-speaking and English-speaking cultures, past and present
* planning dates, times, locations and activities for real or imagined events, for example, 12월 25일 저녁 6시에 명동 성당 앞에서 만나요. 명동에서 2 시간 동안 길거리 축제 구경을 할 수 있어요.
* describing a day at home or school, for example, 보통 주말에 여동생하고 요가하러 가지만, 이번 주말에는 집에서 시험 공부할 거예요.
* keeping a diary or journal about my daily life
* learning words related to occupations, such as의사, 약사, 그래픽 디자이너, 유튜버, and describing the occupations of family or friends, for example, 우리 이모는 요즘 건강 음식 유튜버로 활동해요. 여러 가지 건강 음식을 만들고 비디오를 만들어요.
 | Reflecting on the past and planning for the future* discussing memories, for example, 제 기억으로 재작년 12월에 우리는 서울 명동에서 겨울눈을 맞이했어요. 붕어빵도 엄청 사먹었는데, 기억해요?
* talking about important experiences and how they have influenced me, for example, first memories of meeting a friend or the first day of school
* describing how social media can influence relationships and leisure time, for example, 요즘 SNS 덕분에 한국에 있는 친구하고 언제든지 연락을 할 수 있어서 정말 좋은데요.
* describing future plans and social responsibilities
* considering future careers, for example, 졸업하면 제가 대학에서 미술을 공부하고 싶어요. 아르바이트도 하고 싶어요.
* researching employment opportunities, such as jobs where Korean language skills will be useful, and finding out about working conditions in different countries
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