Korean Stage 3

지구 지킴이들 (Planet protectors!)

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# Unit overview

**Stage**: 3

**Title**: 지구 지킴이들 (Planet protectors)

**Description**: In this unit, students will create a poster about protecting the environment. In a conversation, they will propose 3 environmental initiatives to their principal to adopt at their school.

**Duration**: This lesson sequence is designed to be completed over approximately 8 weeks.

**Student proficiency levels**: It is assumed that most Stage 3 students have been learning Korean since Kindergarten and that their proficiency level will be Intermediate. This unit is aimed at Intermediate students. Every classroom will be different, and teachers will need to adapt to their context. Many classes may include a combination of Beginner, Intermediate and Advanced students. Assessment tasks and opportunities in this unit can be differentiated using the ‘Too hard?’ and ‘Too easy?’ suggestions.

# Stage 3 outcomes and content to be addressed

The table below outlines the focus area, outcomes and content points for Stage 3 students.

|  |  |
| --- | --- |
| Focus area and outcome | Content points |
| **Interacting**  A student:   * exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language **ML3-INT-01** | **Exchanging meaning in oral interactions in the target language**   * Ask and answer questions with familiar structures   **Applying knowledge of language systems to interact in the target language**   * Use key features of the sound system including pronunciation, intonation patterns, stress and/or rhythms to interact * Use familiar vocabulary to interact * Use modelled grammatical structures to interact   **Applying knowledge of the target language culture(s) to interact**   * Use language and nonverbal communication that are appropriate to cultural practices |
| **Creating texts**  A student:   * creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language **ML3-CRT-01** | **Creating spoken, written and multimodal texts in the target language**   * Create informative texts appropriate to context, purpose and audience, sharing information about familiar themes   **Applying knowledge of language systems to create texts in the target language**   * Use pronunciation, intonation patterns, stress and/or rhythms to create spoken texts * Use sound–symbol correspondences to create written texts * Use relevant vocabulary, formulaic expressions or modelled phrases from familiar themes to create texts * Use a range of modelled sentence and grammatical structures to create texts * Select structures and features of the target language writing system to create written texts   **Applying knowledge of the target language culture(s) to create texts**   * Use language appropriate to cultural practices to create texts |

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# Learning map

The creation of maps for learning is a planning process that incorporates Aboriginal intellectual tradition. Learning maps are a visual pathway of what students will learn.

Share the learning map with your students, briefly explaining the learning that will happen in each lesson. Provide students with a copy of the learning map or display the learning map in the classroom. This learning map can be adapted to Korean by accessing a copy of [*Learning map – 지구 지킴이들 (Planet protectors) (Stage 3)*](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/s3-korean-planet-protectors).

Figure 1 – Planet protectors learning map

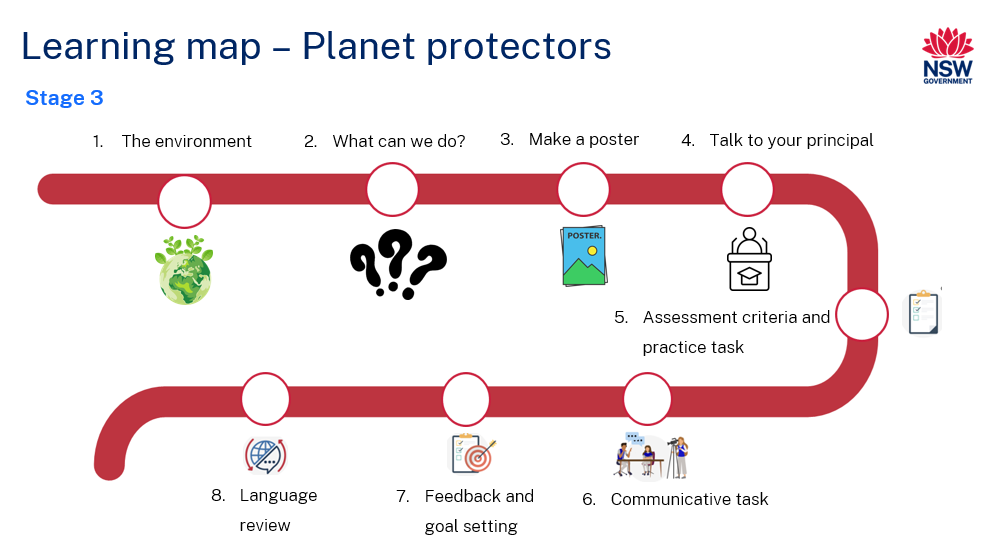


Figure 2 – 지구 지킴이들 learning map



# Assessment

**Stage 3 communicative task**: Have a conversation with your principal and propose 3 environmental initiatives to adopt at your school.

**Too hard?**

Tell your principal your proposal using simple sentences.

**Too easy?**

**Have a conversation with your principal and propose 3 environmental initiatives to adopt for your school and include reasons why the principal should accept your proposal.**

**Context:** the principal wants to adopt new initiatives to help protect the environment at the school

**Audience:** the principal

**Purpose:** to persuade the principal to adopt your proposed environmental initiatives at your school

## Assessment opportunities

The table below details assessment opportunities and differentiation ideas.

|  |  |  |
| --- | --- | --- |
| Assessment opportunities | Too hard? | Too easy? |
| **[Week 1 – matching verbs with nouns](#_Activity_7_–)**  Students will write about an environmental initiative, including both a verb and a noun in a sentence. | **Matching verbs with nouns**  Give students a copy of [Resource 1 – verbs flashcards](#_Resource_[1]_–) and a copy of [Resource 2 – nouns flashcards](#_Resource_2_–_2). | **Matching verbs with nouns**  Students write additional phrases using words not already taught in the vocabulary. |
| **[Week 3 – poster](#_Activity_3_–_3)**  Students will create a poster to promote environmental initiatives for the school playground and the principal. | **Poster**  Students refer to their Korean exercise books to assist them in writing one environmental idea on their poster. | **Poster**  Students include an additional environmental idea not already taught in the vocabulary. |
| [**Week 4 – role-play**](#_Activity_3_–_2)  In pairs, students will alternate roles between 'principal' and 'student’ using [Resource 3 – role-play scaffold cards](#_Resource_4_–_1). | **Role-play**  Students propose one environmental initiative and can use a copy of their poster created in [Week 3](#_Week_3_–) to help them in role-playing the ‘student’. | **Role-play**  Students include environmental initiatives that are not listed on the word wall. |

# Teaching and learning activities

## Week 1 – the environment

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will use nouns and verbs in Korean to talk about ways to help the environment.  Students can:   * correctly identify and pronounce Korean verbs and nouns * say and write environmental phrases in the correct order in Korean. | * [Resource 1 – verbs flashcards](#_Resource_[1]_–) * [Resource 2 – nouns flashcards](#_Resource_2_–_2) * [Learning map](#_Learning_map) * Butcher’s paper * Korean exercise books * Paper envelopes * Writing materials |

### Vocabulary 1 verbs – the environment

The table below outlines the suggested vocabulary used throughout this learning sequence. It includes the Korean words and phrases and their corresponding English translations.

|  |  |  |
| --- | --- | --- |
| English | Romanised Korean | Korean |
| turn off | kkeoyo | 꺼요 |
| save | jeolyakhaeyo | 절약해요 |
| grow | kiwyeoyo | 키워요 |
| throw away | beolyeoyo | 버려요 |
| walk | geoleoyo | 걸어요 |
| ride | tayo | 타요 |
| lock | jamgayo | 잠가요 |

### Vocabulary 2 nouns – the environment

The table below outlines the suggested vocabulary used throughout this learning sequence. It includes the Korean words and phrases and their corresponding English translations.

|  |  |  |
| --- | --- | --- |
| English | Romanised Korean | Korean |
| electricity | jeongi | 전기 |
| water | mul | 물 |
| lights | jeondeung | 전등 |
| garden | jeongwon | 정원 |
| plants | sigmul | 식물 |
| classroom | gyosil | 교실 |
| school | haggyo | 학교 |
| bin | sseulegi tong | 쓰레기 통 |
| tap | sudoggogji | 수도꼭지 |
| fan | seonpunggi | 선풍기 |
| bike | jajeongeo | 자전거 |

### Activity 1 – learning map

Explain and display the [Learning map](#_Learning_map) to give students a more detailed breakdown of lessons during the unit. Point out that the learning map is a plan that may need to change.

### Activity 2 – pre-assessment

1. Display the images from the verbs flashcards from [Resource 1 – verbs flashcards](#_Resource_[1]_–) in both English and Korean text.
2. To assess students' knowledge of the vocabulary, ask them to work with a partner in matching the images with the English words and their Korean translations.
3. Read aloud the words from [Resource 1 – verbs flashcards](#_Resource_[1]_–) and have students repeat each word. Using butcher’s paper and markers, begin a class word wall and model writing these words onto the butcher’s paper.
4. Students record the words into their Korean exercise books.

Activity 3 – vocabulary charades

1. Demonstrate how to mime a verb for the class. Act out a verb from [Resource 1 – verbs flashcards](#_Resource_[1]_–) without speaking, and have the class guess the verb.
2. Divide students into small groups.
3. Provide each group with a copy of [Resource 1 – verbs flashcards](#_Resource_[1]_–).
4. Have each student write each verb from the flashcards on a small slip of paper and place these slips into a container.
5. One student in each group draws a slip from the container and mimes the verb written on it using only actions.
6. The other students in the group guess the verb being mimed.
7. The first student in each group to correctly guess the verb gets to pick the next slip and mime the next word.
8. Continue playing until all slips have been acted out and guessed.

### Activity 4 – pre-assessment

1. Display the images from [Resource 2 – nouns flashcards](#_Resource_2_–_2) along with both English and Korean text.
2. To assess students' knowledge of the vocabulary, ask them to work with a partner in matching the images with the English words and their Korean translations.
3. Read aloud the words from [Resource 2 – nouns flashcards](#_Resource_2_–_2) and have students repeat each word. Then add the words to the class word wall.
4. Students record the words into their Korean exercise books.

### Activity 5 – ‘Last one standing!’

1. Demonstrate how to play a communicative language learning game, ‘Last one standing!’, with the whole class to practise grammar and vocabulary. After the demonstration, students play in groups of 5 or 6.
2. Have students stand in a large, open area, spaced apart.
3. Call out words from [Resource 2 – nouns flashcards](#_Resource_2_–_2).
4. The first student to correctly translate the word can take a step to 'tap' another student, who will then be 'out'.
5. When a noun is called out, the first student to correctly translate it into the target language may take one step towards any other student.
6. The moving student attempts to 'tap' another student gently. If successful, the tapped student sits down and is 'out' of the game.
7. Continue calling out nouns and allowing translations and movements until only one student remains standing.
8. The last student standing is declared the winner.

### Activity 6 – ‘What's the verb?’ and ‘What’s the noun?’

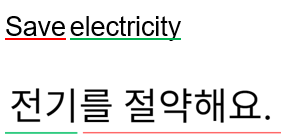
1. Divide the class into small groups of 3 or 4 students. Remind students that nouns are words that identify people, places, things or ideas. Verbs, on the other hand, are action words that describe what someone or something is doing.
2. Give groups a copy of [Resource 1 – verbs flashcards](#_Resource_[1]_–) and [Resource 2 – nouns flashcards](#_Resource_2_–_2). Mix the nouns and verbs together and give one set to each group.
3. Explain to students that they will work together in their groups to categorise each word or phrase into verbs and nouns.
4. Draw a line down the middle of the board, creating 2 sections: one for verbs and one for nouns.
5. Hold up each card, call out the word, and ask students to suggest whether it's a verb or a noun.
6. Based on their responses, invite students to place the card on the appropriate side of the board.

### Activity 7 – matching verbs with nouns

1. Write a phrase on the board describing an environmental initiative, using both a noun and a verb, arranged in typical Korean sentence order. For example, write 전기를 절약해요 (save electricity), where 전기 is the noun (electricity) and 절약해요 is the verb (save). Point out that in Korean, the noun comes before the verb, which is different from the typical English sentence order where the verb usually precedes the noun.
2. Using 2 different coloured markers, ask a student to underline the verb in one colour (red). Then, ask another student to use a different colour marker (green) to underline the noun.
3. Continue this process until you have paired all nouns and verbs on the board and selected different students to underline each one.
4. Have students record these phrases in their Korean exercise books.

**Note**: provide students with Beginner proficiency a copy of [Resource 1 – verbs flashcards](#_Resource_[1]_–) and [Resource 2 – nouns flashcards](#_Resource_[2]_–). Students with Advanced proficiency can write additional phrases using words not already taught in the vocabulary.

Figure 3 – example of words with highlights in Korean



## Week 2 – What can we do?

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will identify and use modal verbs in Korean.  Students can:   * correctly identify and say verbs with high and low modality in Korean * say and write environmental sentences in the correct grammatical order. | * [Resource 3 – role-play scaffold cards](#_Resource_3_–) * Korean exercise books * Sticky notes * Word wall |

### Vocabulary 3 – modal verbs

The table below outlines the suggested vocabulary used throughout this learning sequence. It includes the Korean words and phrases and their corresponding English translations.

|  |  |  |
| --- | --- | --- |
| English | Romanised Korean | Korean |
| must | bandeusi haeya haeyo | 반드시 해야 해요 |
| could | hal su isseoyo | 할 수 있어요 |
| should | ggok haeya haeyo | 꼭 해야 해요 |

### Activity 1 – introduction to modals

1. Have a conversation about rules and choices in everyday life. Ask students to give examples of things they are required to do and things they have the option to do in English. For example, ‘I should do my homework’ compared to ‘I could go to the park.’
2. Read out the modal words from [Vocabulary 3 – modal verbs](#_Vocabulary_3_–). As you call out each verb, explain how they are used in everyday English:

* ‘could’ is used when you are talking about options; you might do it, or you might not.
* ‘must’ is used for things that are very important or required.
* ‘should’ is used for what you think is a good idea to do.

1. After explaining each modal, draw a continuum on the board, labelling one side as ‘least persuasive’ and the opposite side as ‘most persuasive’.
2. Call out each modal verb again and ask students to suggest where on the continuum each should be placed based on how persuasive they think it is when used in speech.
3. Encourage students to provide reasons for their choices, using the explanations provided earlier to show differences in necessity and persuasiveness of each modal verb.
4. As students provide their responses, place each modal verb on the continuum accordingly.
5. Model the words onto the class word wall and have students record them into their Korean exercise books.

### Activity 2 – daily routines with modals

**Note:** in Korean, sentences typically place the verb at the end, unlike in English where the object comes before the verb. Modals in Korean are often incorporated as part of the verb form itself, rather than being a separate word. For example, ‘must’ in the sentence ‘We must turn off the lights’ becomes part of the verb phrase 반드시 꺼야 해요 (must turn off).

1. Introduce and model 우리는 (We) on the board.
2. Explain that verbs in Korean sentences generally come at the end.
3. Point out that modal verbs merge into the verb form in Korean. Use the example sentence 우리는 전등을 반드시 꺼야 해요 (We must turn off the lights), where 반드시 꺼야 해요 functions as the verb phrase meaning ‘must turn off’.
4. Model this structure on the board as follows: 전등을 (the lights) [object] + 반드시 꺼야 해요 (must turn off) [modal verb].
5. Then display the full sentence: 우리는 전등을 반드시 꺼야 해요. (We must turn off the lights.)
6. Ask students to suggest other environmental initiatives that have not been mentioned yet. Use their responses to co-construct a list of daily school routines on the board that incorporate these new initiatives.
7. Show students how to transform simple statements into sentences with modal verbs by adding phrases like 해야 해요 (must), 할 수 있어요 (can), or 해야 해요 (should).
8. Model each routine onto the class word wall. Review each routine with the students, explaining the importance of each action. Then, read out each initiative and have the students practise repeating the phrases together. Examples include:

* Save electricity: 전기를 절약해요 (Save electricity) with modal verb 우리는 전기를 절약해야 해요 (We must save electricity).
* Turn off the lights: 전등을 꺼요 (Turn off the lights) with modal verb 우리는 전등을 꺼야 해요 (We should turn off the lights).
* Grow plants: 식물을 키워요 (Grow plants) with modal verb 우리는 식물을 키울 수 있어요 (We can grow plants).

1. Have students work in pairs to create sentences using the structure [subject + object + verb (including modal)] based on the language taught in Weeks 1 and 2.
2. Students practise saying the phrases with a partner, then record the phrases in their Korean exercise books.

### Activity 3 – eco chain sentences

**Note:** before starting the activity, remind students that Korean typically follows a subject–object–verb structure. When forming sentences, place the object before the verb, a reverse of the typical English structure. Additionally, ensure that the subject is included in each sentence. For example, in the sentence 우리는 전등을 반드시 꺼야 해요 (We must turn off the lights), 우리는 (we) is the subject, 전등을 (the lights) is the object, and 반드시 꺼야 해요 (must turn off) is the verb phrase.

1. Refer to the word wall and demonstrate constructing a sentence using a modal verb and a noun to propose an environmental idea. Ensure it includes the subject. For example: 우리는 학교에 꼭 걸어가야 해요 (We should walk to school).
2. Select a few students to come up and take turns saying an environmental initiative using a modal verb and a noun. Encourage them to add an action to match their sentence, which will help classmates remember the words.
3. Divide the class into small groups.
4. The first student takes a turn and constructs a sentence by selecting a modal verb and a noun to propose an environmental idea. Ensure the sentence includes the subject. For example: 우리는 학교에 꼭 걸어가야 해요 (We should walk to school). Encourage students to add an action to match their sentence. This will help classmates remember the words.
5. The next student repeats the first student’s phrase and then adds their own, creating a chain. For example, 우리는 학교에 꼭 걸어가야 해요, 그리고 우리는 전등을 반드시 꺼야 해요 (We should walk to school, and we must turn off the lights).
6. Continue the activity with each student repeating all previous actions in the sequence before adding a new environmental idea.
7. Remind students they cannot repeat a suggestion that has already been said. If a student forgets a previous action or repeats one, they should be gently corrected.
8. Have students record all their sentences from their group into their Korean exercise books.

**Note**: as students practise language throughout this activity use the [Intentional observation checklist for communicative activities](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/intentional-observation-checklist) to record your observations of students' pronunciation and their use of vocabulary.

### Activity 4 –walking dictation

1. Prepare 4 sentences using the class word wall. Write each sentence on a separate sheet of paper and post them around the classroom.
2. Divide the students into pairs.
3. Explain the rules of the game:
4. One student from each pair will be the 'walker'. The other student will be the 'writer'.
5. The walker will go to the first sentence, read it silently and walk back to their partner to dictate the sentence to the writer.
6. The writer will write down the sentence as dictated by the walker.
7. The walker will then go to the next sentence and repeat the process.
8. Partners switch roles after the first 2 sentences.
9. Set a time limit for the activity, for example, 5 minutes.
10. When the time is up, have each pair read out their sentences.
11. Award points for correctly written sentences, encouraging proper use of vocabulary, sentence structure and past tense. One student from each pair should keep track of the points.
12. The pair with the most points wins.

## Week 3 – make a poster

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will make a poster to include 3 environmentally friendly suggestions for their principal.  Students can:   * identify and correctly pronounce prepositions in Korean * say and write environmental suggestions using correct grammar. | * Blank A4 paper * Korean exercise books * Sticky notes * Word wall * Writing materials |

### Activity 1 – prepositions

1. Before revising prepositions, ask students if they know what prepositions are and if they can identify any prepositional words.
2. Explain that prepositions help us understand where things are or when events occur. Use example sentences like ‘The apple is on the table,’ where ‘on’ shows position, or ‘We have class before lunch,’ where ‘before’ indicates time.
3. Clarify that words such as ‘on’, ‘before’, ‘next to’, and ‘during’ are all prepositions that add detail to our sentences.
4. Elicit phrases by asking students about the position of a book placed in several locations, such as next to, in, between, on, or behind.
5. Place a book on a table and ask students where it is. Students respond in English by saying ‘The book is on the table’. Ask students to check with a partner how to say it in Korean. Ask students to chorally respond with the Korean phrase (책이 식탁 위에 있어요).
6. Then, place the book next to a chair and ask students where it is now. Students respond by saying, ‘The book is next to the chair’. Model and drill the Korean sentence (책이 의자 옆에 있어요).
7. Repeat with different positional phrases in Korean.
8. Students record the phrases in their Korean exercise books.
9. Use the word wall to pick vocabulary and demonstrate with a sentence. For example, say and write on the board: 우리는 점심시간에 교실 전등을 반드시 꺼야 해요 (We must turn off the lights in the classroom at lunchtime).
10. Underline or highlight the prepositional phrases 점심시간에 (at lunchtime) and 교실 (in the classroom) in the sentence. Discuss how these words help specify 'where' (in the classroom) and 'when' (at lunchtime) the action should take place.
11. In English, point out that some prepositions are part of the verb, such as ‘turn off’ and ‘throw away.’ Highlight these parts in the English sentences.
12. Discuss if this is the case in Korean or if it differs. For example, 꺼야 해요 (turn off) is a complete verb phrase in Korean and does not require an additional preposition like ‘off.’
13. Using [Vocabulary 1 – verbs](#_Vocabulary_1_), [Vocabulary 2 – nouns](#_Vocabulary_2_nouns–) and [Vocabulary 3– modal verbs](#_Vocabulary_3_–) categorise sentences on the board based on their prepositions.

See the table below for suggested answers:

|  |  |  |
| --- | --- | --- |
| In | To | At |
| We should grow some plants **in** the garden. | We could walk or ride a bike **to** school. | We can save electricity by turning off lights and fans **at** lunchtime. |
| 우리는 정원에 식물을 키워야 해요. | 우리는 걷거나 자전거를 타고 학교에 갈 수 있어요. | 우리는 점심시간에 전등과 선풍기를 끄면 전기를 절약할 수 있어요. |

**Note:** ensure students understand that while the placement and use of prepositions in Korean can differ significantly from English, their role in providing specific information about the action remains the same. If time permits, have students create their own sentences using these prepositions to describe daily actions related to the environment.

### Activity 2 – poster

1. Distribute blank paper and coloured pencils to each student and tell students that they will create a poster to promote environmental initiatives at school.
2. The poster should include:

* three environmental initiatives based on what they have learned so far in this unit.
* illustrated images on the poster to represent their chosen environmental initiatives.

1. See a suggested example below.

Figure 4 –environmental poster

A poster titled Let's help the environment!'.
There are 3 suggestions with decorative imagery supporting them.
1. We must throw less rubbish away in the bin.
2. We could walk or ride a bike to school.
3. We should grow some plants in the garden.
The poster is replicated in Korean.

1. Tell students that all the finished posters will be displayed at school and then shown to the principal.
2. Have a discussion with students about the quality of their work, emphasising that the posters will be displayed publicly to bring a sense of ownership and pride in their work.
3. After completing the posters, have students engage in a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) activity where they present their posters to a partner and discuss the reasons behind their choice of environmental initiatives.

**Note**: students with Advanced proficiency should include an additional environmental idea not already covered in the vocabulary. Beginner students should use their Korean exercise books to assist them in writing one environmental idea on their posters.

### Activity 3 – writing time

1. Remind students that Korean sentences typically follow a subject–object–verb order. Also, review prepositions such as면 (by), 에 (in), and 에 (to) to help students with writing their environmental initiatives.
2. Using the table, have students record 3 different environmental initiatives of their choice in their Korean exercise books.
3. Have students engage in a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) where they read and discuss the reasons behind their choice of environmental initiatives.

**Note**: Beginner students record one environmental idea into their Korean exercise books. Advanced students record an additional environmental idea not listed on the word wall.

### Activity 4 – ‘Sentence stealer’

1. To review the language taught so far, play a class game called 'Sentence stealer'.
2. Distribute 2 sticky notes to each student.
3. Write 6 example sentences on the board using the vocabulary from the word wall.
4. Have each student secretly write one sentence from the board on each one of their sticky notes.
5. Students find a partner and play ‘Rock, Paper, Scissors’ to decide who reads their sentences first.
6. The winner reads 2 sentences of their choice from the board. If one of the sentences read matches a sentence on their partner's sticky note, their partner must give that sticky note to the winner. Students then switch roles.
7. Students continue to find new partners and repeat the process, reading 2 sentences and collecting sticky notes from their partners if they have a matching sentence.
8. The student with the most sticky notes at the end of the activity wins.

See suggested example sentences in the table below.

|  |  |
| --- | --- |
| English | Korean |
| We must throw less rubbish away in the bin. | 우리는 쓰레기를 쓰레기통에 반드시 적게 버려야 해요. |
| We could walk or ride a bike to school. | 우리는 걷거나 자전거를 타고 학교에 갈 수 있어요. |
| We should grow some plants in the garden. | 우리는 정원에 식물을 키울 수 있어요. |
| We can save electricity by turning off lights and fans at lunchtime. | 점심시간에 전등과 선풍기를 끄면 전기를 절약할 수 있어요. |

## Week 4 – talk to your principal

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will use Korean phrases related to the environment in a conversation.  Students can:   * greet someone formally in Korean * say environmental phrases using correct Korean word order. | * [Resource 3 – role-play scaffold cards](#_Resource_4_–_1) * Korean exercise books * Word wall * Writing materials |

Activity 1 – planet protectors in Korea

1. Discuss the importance of environmental initiatives.
2. Tell students that they will learn about how Korean schools approach environmental initiatives.
3. Show a series of images depicting environmental initiatives in Korean schools. Examples might include recycling programs, energy-saving campaigns, gardening projects and water conservation efforts (see Figure 5).
4. Engage students in a discussion about the environmental initiatives they observed in the images and the initiatives mentioned. In English, ask questions such as:

* What environmental initiatives did you see in the Korean school?
* How are these initiatives similar or different from those in our school?
* Why do you think these initiatives are important to the environment?
* Students take notes from the class discussion into their Korean exercise books.

Figure 5 – suggested images depicting environmental initiatives

On the left: a waste and recycling bin in Korea with labels for general rubbish, plastic, and glass bottles.
On the right: A young child watering a garden.

### Activity 2 – greetings knockout game

1. Review familiar Korean greetings with students.
2. Remind students that there are certain types of greetings you would use when talking to your principal. For example, you would use 좋은 아침이에요 for ‘Good morning’ and 좋은 오후예요 for ‘Good afternoon’.
3. Play a whole-class game of 'Greetings knockout'. Tell students that they will practise using greetings in Korean based on different scenarios, and that they will need to respond with an appropriate greeting.
4. Demonstrate the game with a student. Call out a scenario in English, for example, ‘You meet your teacher in the hallway’, and have the student provide an appropriate response, such as 안녕하세요? (Hello). It is a formal way of greeting in face-to-face conversation.
5. Explain that the first student to correctly say an appropriate greeting in Korean will get a point for their team.
6. Divide the class into a number of teams and have the teams line up.
7. The first student from each team should step forward.
8. Call out different scenarios each time. The student that says the correct appropriate greeting in Korean gets a point for their team.
9. If more than one student gives a correct greeting at the same time, the teams those students are in get a point.
10. The next group of students step forward and a new scenario is given. Keep playing until all students have had a turn.

The table below shows suggested examples of scenarios and sample answers.

|  |  |
| --- | --- |
| Scenarios | Sample answers |
| You walk past your teacher in the hallway. | Hello.  안녕하세요.  Annyeonghaseyo. |
| You see your principal at the library in the morning. | Good morning.  좋은 아침이에요.  Joheun achimieyo. |
| You are saying goodbye to your teacher in the afternoon. | Goodbye. Good afternoon.  안녕히 계세요.  Annyeonghi gyeseyo. |
| The teacher is exiting the classroom at the end of the day. | Goodbye. Good afternoon.  안녕히 가세요.  Annyeonghi gyeseyo. |

**Note:** unlike English, in the Korean language the greetings for ‘goodbye’ changes depending on the context of the conversation. For example, if you are the person leaving the room, the greeting would be 안녕히 계세요. Alternatively, if you are staying and the other person is leaving, the greeting would be안녕히 가세요.

### Activity 3 – self-assessment

1. Introduce [Resource 3 – role-play scaffold cards](#_Resource_4_–_1) to the class. Read out the phrases and question to the students in Korean.
2. Students self-assess their understanding of each phrase by raising their thumb up to their chest if they are familiar with the meaning of each phrase.
3. Model and drill each phrase and question until all students are repeating them using correct pronunciation.
4. Add these phrases and questions onto the class word wall and have students record them in their Korean exercise books.

### Activity 4 – role-play

**Note:** play a communicative game, such as ‘hotseat’ to review [Vocabulary 1](#_Vocabulary_1_–), [Vocabulary 2](#_Vocabulary_2_nouns–) and [Vocabulary 3](#_Vocabulary_3_–) with students before the role-play. Advanced students include additional environmental initiatives not listed on the word wall. Beginner students propose one environmental idea and may use a copy of their poster created in [Week 3](#_Week_3_–) to assist them in role-playing the ‘student.’

1. Divide students into pairs and provide each pair with a set of [Resource 3 – role-play scaffold cards.](#_Resource_4_–_1) Each pair will alternate roles between 'principal' and 'student.'
2. Demonstrate a sample interaction, playing both characters.
3. Ask 2 students to demonstrate the role-play, using the greetings and [Resource 3 – role-play scaffold cards](#_Resource_4_–_1).

**Suggested interaction:**

* Student (as 'student'): 안녕하세요 (Hello). 우리 학교 환경을 도와줘요 (Let's help the environment at our school).
* Student (as 'principal'): 우리는 무엇을 할 수 있을까요? (What could we do?)
* Student (as 'student'): 우리는 정원에 식물을 키울 수 있어요 (We can grow plants in the garden).
* Student (as 'principal'): 해봐요 (Let's do it).

1. Have students perform the role-play in their pairs, using the [Resource 3 – role-play scaffold cards](#_Resource_4_–_1).
2. Once both students in each pair have had a turn being the 'principal' and the 'student,' students switch to a new partner and practise the role-play again using a different environmental initiative.

**Note:** as students practise language throughout this activity use the [Intentional observation checklist for communicative activities](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/intentional-observation-checklist) to record your observations of students' pronunciation and their use of vocabulary.

## Week 5 – assessment criteria and practice task

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will develop a clear understanding of the requirements of the assessment task.  Students can:   * suggest appropriate success criteria * explain what they need to do to be successful in the task. | * [Resource 4 – assessment task – tell your principal](#_Resource_4_–_2) * [Resource 5 – rubric – Planet protectors](#_Resource_[#]:_Rubric) * [Resource 6 – TAG (Tell, Ask, Give) peer feedback strategy](#_Resource_[#]:_Peer) * [Posters](#_Activity_3_–_1) * Word wall |

### Activity 1 – compound sentences

1. Explain that a compound sentence consists of 2 or more independent clauses connected by a conjunction such as 그리고 (and) 또는 (or). Emphasise the structure of compound sentences in both English and Korean.
2. Model the activity by creating a compound sentence using the word wall. For example:

* 우리는 수도꼭지를 잠그면 물을 절약할 수 있어요 그리고 쓰레기를 적게 버릴 수 있어요.
* We can save water by turning off taps and can throw away less rubbish.

1. Distribute the posters from [Week 3](#_Week_3_–) that students have already created, which include 3 environmental initiatives.
2. Tell students that they will write 3 compound sentences in their Korean exercise books, to combine the ideas from their posters.
3. Encourage students with Advanced proficiency to use a variety of conjunctions, such as ‘but’ and ‘because’ as they create their compound sentences.
4. After recording their sentences, have students walk around the room and share their compound sentences with as many classmates as possible.

**Note:** as students practise language throughout this activity use the [Intentional observation checklist for communicative activities](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/intentional-observation-checklist) to record your observations of students' pronunciation, sentence structure and their use of conjunctions.

Activity 2 – assessment task

1. Hand out [Resource 4 – assessment task – tell your principal](#_Resource_4_–_2).
2. Tell students that their communicative task is to have a conversation with their principal to propose 3 environmental initiatives at their school.
3. Point out that:

* the context of the task is the principal wants to adopt new initiatives to help protect the environment at the school
* the audience of the communication will be the principal
* the communicative purpose is to persuade the principal to adopt your proposed environmental initiatives at your school.

Activity 3 – success criteria

After looking at the assessment task, students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) and suggest appropriate success criteria, such as:

I will be successful if I can:

* propose 3 environmental initiatives to my principal
* use grammatically correct sentences that include modal words
* say and write the words in the correct order
* pronounce the words correctly
* speak in a well-paced manner without long pauses.

Activity 4 – discuss the rubric

1. Show students an unmarked [Resource 5 – rubric – Planet protectors](#_Resource_[#]:_Rubric). This may need to be adapted if the class has decided on different success criteria.
2. Explain the metalanguage such as fluency, accuracy, pronunciation and vocabulary.
3. Students read and then discuss the ‘Got it’ column of the rubric in pairs. They then share their understanding of what is needed to be successful.
4. Point out and provide examples of what ‘excellent’, ‘got it’ and ‘sort of’ samples of task completion, fluency, accuracy, pronunciation and vocabulary look and sound like.

Activity 5 – peer assessment

Confirm which [peer feedback strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) will be used after the task, for example [Resource 6 – TAG (Tell, Ask, Give) peer feedback strategy](#_Resource_[#]:_Peer) and discuss with students.

**Evaluation**: students give examples of what TAG feedback would sound like for this task.

### Activity 6 – practice task

**Note:** Beginner students can present their proposal in a single compound sentence. Advanced students can propose 3 environmental initiatives and explain why the principal should consider their proposals.

1. Using the poster from [Week 3](#_Week_3_–) and [Resource 3 – role-play scaffold cards](#_Resource_4_–_1), students will practise role-playing with a partner.
2. After coming home from school, each student will take turns as 'the student,' proposing 3 environmental initiatives to their partner, who plays the role of 'the mum.' The goal is to persuade her to adopt these initiatives at home to help the environment.
3. Below is a sample interaction illustrating the conversation patterns students should follow.

* **Student: Mum?**
* 학생: 엄마?
* **Mum: Yes, Annie?**
* 엄마: 네, 애니?
* **Student: Let’s help the environment.**
* 학생: 환경을 도와줘요.
* **Mum: What could we do?**
* 우리는 무엇을 할 수 있을까요?
* **Student: Here are 3 ideas.**
* 학생: 세가지 생각들이 있어요.
* **We must throw less rubbish away in the bin.**
* 우리는 쓰레기를 쓰레기통에 반드시 적게 버려야 해요.
* **We could walk or ride a bike to school.**
* 우리는 걷거나 자전거를 타고 학교에 갈 수 있어요.
* **We should grow some plants in the garden.**
* 우리는 정원에 식물을 키울 수 있어요.
* **Mum: Good idea. Let’s do it.**
* 교장선생님: 좋은 생각이에요. 해봐요.

**Note:** as students practise language throughout this activity, use the [Intentional observation checklist for communicative activities](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/intentional-observation-checklist) to record your observations of students' pronunciation and their use of vocabulary.

## Week 6 – communicative task – tell your principal!

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students can identify and propose 3 environmental initiatives to their school principal.  Students can:   * propose 3 environmental initiatives to the principal * use grammatically correct sentences that include modal words * say and write the words in the correct order * pronounce the words correctly * speak in a well-paced manner without long pauses. | * [Resource 6 – TAG (Tell, Ask, Give) peer feedback strategy](#_Resource_[#]:_Peer) * Posters * Recording device |

Activity 1 – task preparation

Give students one more opportunity to read over their completed poster from [Week 3](#_Week_3_–) to help them prepare to complete the task and practise sharing it with a partner.

### Activity 2 – task set-up

**Note:** before recording interactions, check if any students do not have permission to be video recorded. Alternatives to video recording include audio recording, or watching the interactions while taking notes and marking the rubric.

Divide students into groups of 4 and give each group a few minutes to determine the role-playing order. Students will alternate roles, taking turns as the 'student' who proposes 3 environmental initiatives and as the 'principal', who needs to be persuaded to adopt these initiatives at the school.

**Suggested rotations:**

* **Role-play/Presentation 1**: Student 1 – Student, Student 2 – Peer assessor, Student 3 – Camera operator, Student 4 – Principal
* **Role-play/Presentation 2**: Student 1 – Principal, Student 2 –Student, Student 3 – Peer assessor, Student 4 – Camera operator
* **Role-play/Presentation 3**: Student 1 – Camera operator, Student 2 – Principal, Student 3 – Student, Student 4 – Peer assessor
* **Role-play/Presentation 3**: Student 1 – Peer assessor, Student 2 – Camera operator, Student 3 – Principal, Student 4 – Student

### Activity 3 – communicative task – tell your principal

**Note**: make sure to space students apart when filming. Demonstrate how to film using a recording device. Use microphones, if possible, to maximise sound quality. Highlight the importance of holding the recording device still by using a tripod or resting it on a table.

For this task, students will work in groups of 3 and take turns in these roles:

* **Student**: propose 3 environmental initiatives to the principal
* **Principal**: ask about possible ideas and agree to the proposals made
* **Peer assessor/Camera operator:** record the student's proposal to the principal and provide feedback.

**Example spoken interaction:**

* **Student: Good morning, Principal Kim.**
* 학생: 안녕하세요 교장 선생님.
* **Principal Kim: Good morning, Annie.**
* 교장 선생님: 안녕하세요 애니.
* **Student: Principal Kim, let’s help the environment.**
* 학생: 환경을 도와줘요.
* **Principal Kim:** What could we do?
* 우리는 무엇을 할 수 있을까요?
* **Student: Here are 3 ideas.**
* 학생: 세가지 생각들이 있어요.
* **We can save electricity by turning off lights and fans at lunchtime.**
* 점심시간에 전등과 선풍기를 끄면 전기를 절약할 수 있어요.
* **We could turn off taps to save water.**
* 우리는 물을 절약하기 위해 수도꼭지를 잠글 수 있습니다.
* **We must throw less rubbish away in the bin.**
* 우리는 쓰레기를 쓰레기통에 반드시 적게 버려야 해요.
* **Principal Kim: Good idea. Let’s do it.**
* 교장선생님: 좋은 생각이에요. 해봐요.

**Note**: before recording interactions, check if any students do not have permission to be filmed. Alternatives to video recording include audio recording, or the teacher watching the interactions while taking notes and marking the rubric.

Activity 4 – peer feedback

Confirm which peer feedback strategy will be used after the task, for example [Resource 6 – TAG (Tell, Ask, Give) peer feedback strategy](#_Resource_[#]:_Peer). Explain what is required with this strategy and provide example feedback.

* Tell something they really liked and explain why.
* Example: I like how you pronounced all the words correctly and made your environmental initiatives sound important.
* Ask a question to clarify or confirm something from the proposal to the principal.
* Example: Did you use subject–object–verb order when saying each environmental initiative?
* Give a suggestion to make their classmates’ use of language even better.
* Example: use more facial expression and gesture when talking about your proposal to the principal to show excitement.

## Week 7 – feedback and goal setting

**Note**: if there is insufficient time to mark the videos before Week 8, Weeks 7 and 8 can be swapped.

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will reflect on their task recordings to assess performance and set learning goals.  Students can:   * self-assess their completion of the task * set suitable learning goals based on previous learning goals and teacher-, peer- and self-assessment. | * [Resource 5 – rubric – Planet protectors](#_Resource_[#]:_Rubric) * [Resource 7 – sample learning goal form](#_Resource_8_–) * Blank pieces of paper * Counters * Envelopes (6 per group) * Recorded student videos * Word wall |

Activity 1 – environment bingo!

1. Play a whole class communicative language learning game, such as bingo, to review [Vocabulary 1](#_Vocabulary_1_–) and [Vocabulary 2](#_Vocabulary_2_–).
2. Show students the word wall and ask them to make a bingo card by dividing a blank piece of paper into 6 squares and then writing 6 words from the word wall in each square.
3. Lead a whole-class game by calling out words from the word wall, ensuring to model the correct pronunciation.
4. Provide a handful of counters to each student. Each time a word is called out in Korean, a counter must be placed on that word called on the bingo card. The winner is the first student to get all 6 words on their bingo card called out.

Activity 2 – self-assessment

Students watch the video of themselves completing the task and use the rubric to self-assess. Students compare their self-assessment rubric with the teacher’s completed rubric.

Activity 3 – set learning goals

**Note:** learning goals should be SMART: Specific, Measurable, Achievable, Realistic, Timely.

Students reflect on the teacher-, peer- and self-evaluation to set goals for the next phase of learning.

**Example learning goals include**:

* I now feel confident in reading and saying words related to the environment in Korean.
* I feel confused when choosing the correct prepositions to show time and place in Korean sentences.
* A next step for meis to say a sentence in Korean using the correct subject–object–verb order.

Students record their learning goals using a copy of [Resource 7 – sample learning goal form](#_Resource_8_–).

**Evaluation**: students set appropriate learning goals based on teacher-, peer- and self-assessment.

### Activity 4 – sentence building relay

1. Cut out the words from each sentence in [Resource 3 – role-play scaffold cards](#_Resource_4_–_1).
2. Place the words for each sentence into separate envelopes.
3. There should be 6 envelopes per team. Label each envelope with a number from 1 to 6.
4. Divide the students into small teams.
5. Nominate one student from each team to be ‘checker’ to check the assembled sentences from a different team. Checkers have access to the answer key.
6. Give each team their first envelope containing the word cards for one sentence.
7. Teams will race to correctly assemble the sentence using the word cards from their envelope.
8. Once a team correctly assembles a sentence and reads it aloud to the ‘checker’, they will receive the next envelope.
9. The first team to correctly assemble and read aloud all of the sentences wins the game.

## Week 8 – language review

**Note**: if there is insufficient time to mark the videos before Week 8, Weeks 7 and 8 can be swapped.

The table below outlines the learning intention and success criteria of the lesson, and materials that the teacher and students will need to complete the teaching and learning activities.

|  |  |
| --- | --- |
| Learning intention and success criteria | Materials |
| Students will reflect on and ask questions about the language taught in this unit.  Students can:   * ask questions about vocabulary, grammar or pronunciation they have used in this unit * use the language they have learned to communicate with classmates in Korean. | * [Resource 1 – verbs flashcards](#_Resource_[1]_–) * [Resource 2 – nouns flashcards](#_Resource_2_–_2) * Erasers * Markers * Mini whiteboards |

**Note**: over the course of the unit gaps in student knowledge, misconceptions and misuse of language will have been identified. These observations are addressed using engaging and interactive activities and strategies. The activities below are examples and will need to be supplemented with activities to address your observations.

### Activity 1 – student questions

Remind students of the activities and tasks they have completed over the course of the unit. Give students time to [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) any questions they may have about any aspect of the language taught.

Activity 2 – word pictures

In pairs, students take turns drawing a word from the word wall without revealing it. Their partner guesses the word and then takes a turn.

Activity 3 – translator!

1. Display the class word wall for students.
2. In pairs, students take turns writing a statement about an environmental initiative on an individual whiteboard.
3. The partner then reads and translates the sentence.

**Note**: as students practise language throughout this activity, use the [Intentional observation checklist for communicative activities](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/intentional-observation-checklist) to record your observations of students' pronunciation and their use of vocabulary.

Activity 4 – grammar sorting challenge

1. Divide students into small groups.
2. Place cut-up copies of [Resource 1 – verbs flashcards](#_Resource_[1]_–), [Resource 2 – nouns flashcards](#_Resource_2_–_2) and [Resource 3 – role-play scaffold cards](#_Resource_4_–_1) jumbled up into envelopes.
3. Distribute each envelope to each group.
4. Ask students match the words to corresponding images, then categorise the flashcards into 3 groups: nouns, verbs and modals.

Activity 5 – delayed dictation

1. Divide students into pairs.
2. In pairs, one student says a phrase from [Resource 3 – role-play scaffold cards](#_Resource_4_–_1) and counts down from 5.
3. After the countdown, the other student writes the phrase down.
4. Students then switch roles until all phrases have been written down.

# Student resources

## Resource 1 – verbs flashcards

This resource can be adapted by replacing the text to suit your language.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A slider icon for the word 'Off'. |  | A bookmark icon. |  | A hand holding a seedling. |  | A hand putting rubbish in the bin. |
| **꺼요**  **kkeoyo** |  | **절약해요**  **jeolyakhaeyo** |  | **키워요**  **kiwyeoyo** |  | **버려요**  **beolyeoyo** |
| A person walking. |  | A tap with a drip that has been placed in a circle with a slash through it, indicating no water wastage. |  | A person riding a bicycle. |  |  |
| **걸어요**  **geoleoyo** |  | **잠가요**  **jamgayo** |  | **타요**  **tayo** |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A slider icon for the word 'Off'. |  | A bookmark icon. |  | A hand holding a seedling. |  | A hand putting rubbish in the bin. |
| **turn off** |  | **save** |  | **grow** |  | **throw away** |
|  |  |  |  |  |  |  |
| A person walking. |  | A tap with a drip that has been placed in a circle with a slash through it, indicating no water wastage. |  | A person riding a bicycle. |  |  |
| **walk** |  | **turn off/lock** |  | **ride** |  |  |

## Resource 2 – nouns flashcards

This resource can be adapted by replacing the text to suit your language.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| An electrical plug. |  | A bottle of water. |  | A flash of light. |  | Flowers. |
| **전기**  **jeongi** |  | **물**  **mul** |  | **전등**  **jeondeung** |  | **정원**  **jeongwon** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A classroom. |  | A school. |  | A rubbish bin. |  | A plant. |
| **교실**  **gyosil** |  | **학교**  **haggyo** |  | **쓰레기 통**  **sseulegi tong** |  | **식물**  **sigmul** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A tap dripping water. |  | A fan. |  | A bicycle. |  |  |
| **수도꼭지**  **sudoggogji** |  | **선풍기**  **seonpunggi** |  | **자전거**  **jajeongeo** |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| An electrical plug. |  | A bottle of water. |  | A flash of light. |  | Flowers. |
| **electricity** |  | **water** |  | **light** |  | **garden** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A classroom. |  | A school. |  | A rubbish bin. |  | A plant. |
| **classroom** |  | **school** |  | **rubbish bin** |  | **plant** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A tap dripping water. |  | A fan. |  | A bicycle. |  |  |
| **tap** |  | **fan** |  | **bike** |  |  |

## Resource 3 – role-play scaffold cards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student:** Good morning/Good afternoon |  |  | **Principal:** Good morning/Good afternoon |
|  |  |  |  |  |
|  | **Student:** Let’s help the environment. |  |  | **Principal**: What could we do? |
|  |  |  |  |  |
|  | **Student:** Here are 3 ideas. |  |  | **Principal:** Good idea. Let’s do it. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student**: 안녕하세요  annyeonghaseyo |  |  | **Principal:** 좋은 아침이에요/ 좋은 오후예요  joheun achimieyo/ joheun ohueyo |
|  |  |  |  |  |
|  | **Student:** 학교 환경을 도와줘요.  hwangyeongeul dowajwoyo |  |  | **Principal:** 우리는 무엇을 할 수 있을까요?  Uri-neun mueoseul hal su isseulkkayo? |
|  |  |  |  |  |
|  | **Student:** 세가지 생각들이 있어요.  Segaji saenggakdeuri isseoyo |  |  | **Principal**: 좋은 생각이에요. 해봐요.  Joheun saenggak-ieyo. Haebwayo |

## Resource 4 – assessment task – tell your principal

### Outcomes

You will be assessed on how well you:

* create a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language.

### Task

Have a conversation with your principal and propose 3 environmental initiatives to adopt at your school.

The table below outlines the communicative task students will need to complete.

|  |  |
| --- | --- |
| Too hard? | Too easy? |
| **Planet protectors**  Tell your principal your proposal using simple sentences. | **Planet protectors**  Have a conversation with your principal and propose 3 environmental initiatives to adopt for your school and include reasons why the principal should accept your proposal. |

Learning intention

Students can identify and propose 3 environmental initiatives to their school principal.

Success criteria

Tell students that their communicative task is to have a conversation with their principal to propose 3 environmental ideas at their school.

You will be successful if you can:

* propose 3 environmental initiatives to my principal
* use grammatically correct sentences that include modal words
* say and write the words in the correct order
* pronounce the words correctly
* speak in a well-paced manner without long pauses.

Task instructions

1. For this task, students will work in groups of 3 and take turns in the following roles:

* **Student:** propose 3 environmental initiatives to the principal.
* **Principal:** listen to the proposal, ask questions, and give feedback.
* **Camera operator/peer assessor:** give feedback and record the conversation.

1. Following the task, you will watch a recording of yourself completing the task. You can self-assess by marking yourself on the [Resource 5 – rubric – Planet protectors](#_Resource_[#]:_Rubric), then compare the self-assessed rubric and the teacher-marked rubric.
2. Reflect on your performance and identify areas for improvement. Use this information to set a learning goal for the next stage of your learning journey.

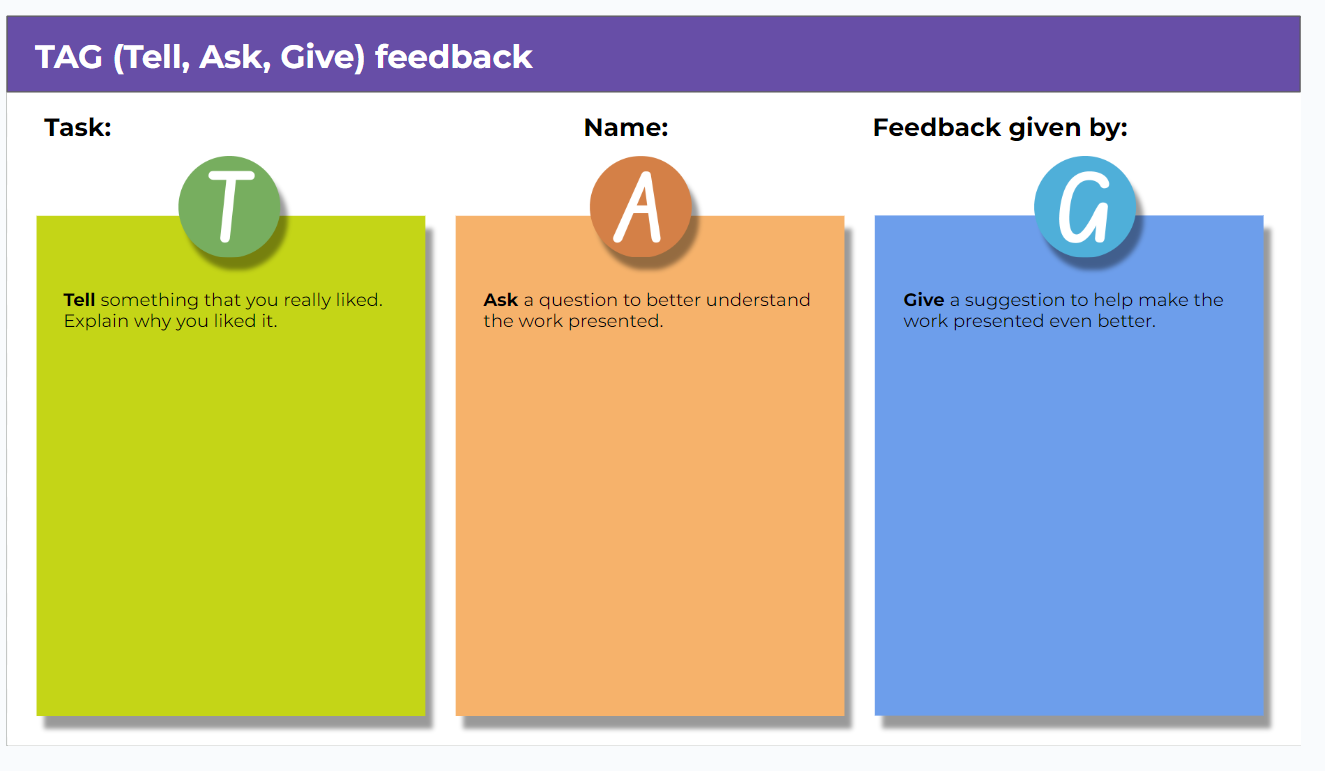
## Resource 5 – rubric – Planet protectors

**Name:**

Table 1 – rubric for Planet protectors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Excellent | Got it | Sort of | Not yet | Limited |
| Communication | Your audience, the principal, clearly understands what you want to communicate.  Successfully and thoroughly complete all of the following aspects of the task:   * propose 3 environmental initiatives to the principal | Your audience, the principal, can understand what you want to communicate.  Successfully complete all of the following aspects of the task:   * propose 3 environmental initiatives to the principal | Your audience, the principal, can mostly understand what you want to communicate.  Successfully complete most of the following aspects of the task:   * propose 3 environmental initiatives to the principal | Your audience, the principal, struggles to understand what you want to communicate. However, communication is successful.  Do not complete all aspects of the task. | Your audience, the principal, is unable to understand what you want to communicate.  Unable to complete any aspect of the task. |
| Fluency | Speak with ease in a well-paced manner without long pauses | Speak confidently with appropriate speed and expression | Usually speak confidently with appropriate speed and expression | Don’t speak confidently | Unable to be understood |
| Grammar | * Always say Korean words in the correct order when speaking * Use grammatically correct sentences that include modal words | * Usually say Korean words in the correct order when speaking * Use grammatically correct sentences that include modal words | * Make some grammar mistakes when speaking * Use grammatically correct sentences that include modal words | Rarely make sense when speaking | Unable to be understood |
| Pronunciation | Pronounce all words correctly | Pronounce most words correctly | Consistently make pronunciation errors | Pronounce only a few words correctly | Unable to be understood |
| Vocabulary | Use expected vocabulary correctly and add interesting vocabulary to dialogue | Use expected vocabulary in dialogue correctly | Make some mistakes when trying to use expected vocabulary | Make many mistakes when trying to use expected vocabulary | Unable to use vocabulary in appropriate context |

## Resource 6 – TAG (Tell, Ask, Give) peer feedback strategy



## Resource 7 – sample learning goal form

|  |  |
| --- | --- |
| Learning goal | Notes |
| My learning goal | I will pronounce [X] sound correctly in Korean words and sentences. |
| The steps I will take | I will:   * say 5 different Korean words with [X] sound every day * practise pronouncing words correctly by playing tongue-twister games * record and listen to myself saying the sound in Korean * practise the sound with my friends and ask for their feedback * listen and act on my teacher’s feedback. |
| Target date | Term 3 Week 8 |
| Target achieved | Term 3 Week … |

Support and alignment

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

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

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with**: Curriculum, Secondary Learners, school-based staff and NESA subject matter experts. Advice from Aboriginal Outcomes and Partnerships, EAL/D, HPGE and Inclusive Education for *Modern Languages Stage 3 Italian Mangiare in Ristorante* has been considered in preparing this document.

**NSW syllabus**: Modern Languages K–10 Syllabus

**Syllabus outcomes**: ML3-INT-01, ML3-UND-01, ML3-CRT-01

**Author**: Primary Curriculum

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

**Resource**: unit

**Related resources**: further resources to support Stage 3 Modern Languages can be found on the [Languages K–6 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-k-6).

**Professional learning**: relevant professional learning is available through [Primary Languages Statewide Staffroom](https://teams.microsoft.com/l/team/19%3az18AANNDakIiZmi9dSLcfWx2Den_p0EiRqjP1B2_nYc1%40thread.tacv2/conversations?groupId=f062beb5-8af0-4ba5-87b3-bd45fa3f9767&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) on Teams (staff only).

**Universal Design for Learning**: support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for primary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school).

**Differentiation**: when using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. View some [samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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