Korean Stage 4 – sample unit

When I go to the market – 시장에 가면

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# Unit description and duration

This 10-week (25-hour) unit introduces students to discussing and purchasing food and drink in Korean. Students identify and give their opinion of Korean food and drink and use phrases to negotiate price when purchasing items in a culturally-appropriate manner.

In this unit, students are provided with opportunities to:

* identify and describe foods and drinks including fruit, vegetables and common Korean dishes and drinks
* understand and use the Sino-Korean number system
* ask for and understand the price of items
* explore shopping at markets and eating out in Korea
* use culturally-appropriate phrases and etiquette to negotiate a price when shopping.

# Student prior learning

This is the Term 4 Korean unit of the Stage 4 scope and sequence for the mandatory 100 hours.

Before engaging in these teaching and learning activities, students may have had prior experience with the vocabulary and structures below, if they have been following the Korean Stage 4 scope and sequence available on the [Support for Korean – Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-korean-s4) webpage:

* *Hangeul* characters
* using Pure Korean numbers to count up to 100
* basic greetings, for example 어서오세요, 안녕하세요, 안녕히계세요, 안녕히가세요
* responding to ‘yes’ and ‘no’ questions in Korean
* expressions to say something exists or does not exist using ~있어요 and ~없어요
* expressing likes or dislikes using ~좋아해요, ~안 좋아해요 or ~싫어해요
* using the counting suffix 개 when counting items
* the direct object particles 을/를
* the subject particle 이/가.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

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

# Accessing the resources

This unit includes a range of student-facing and teacher resources, in Word, PowerPoint and PDF format.

All resources can be accessed individually from the [Support for Korean – Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-korean-s4) webpage. For teachers in NSW public schools, all resources can be downloaded as a zipped file from the Languages statewide staffroom. If you’re not a member, please join via our [short entry survey](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu).

Within the unit, resources have been numbered and shown in bold.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A).

**Outcome:**

* **ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

**While on exchange in Korea your host mother has given you a shopping list**[[1]](#footnote-2) **with a variety of items to purchase at the market. She has also told you to purchase something of your own choosing.**

**With one student as the customer and the other as the shopkeeper, using culturally appropriate language, have a conversation to make the purchases.**

**In the conversation include:**

* appropriate greetings
* identification of items using demonstrative pronouns, for example, ‘this’, ‘that’, ‘that over there’
* an exchange of information about different items, for example, price or adjectives to describe them
* a negotiation of prices
* the correct language and number system associated with Korean currency, including 원
* asking for specific quantities of items
* establishing that one item is unavailable
* finalising the purchase, expressing thanks and saying goodbye.

# Learning sequence

## Introduction

This unit embeds [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) strategies. Explicit teaching works for students of all ages and all backgrounds. It aligns with how students process, store and retrieve information.

Learning is a cumulative and systematic process. Organising the content, teaching strategies and activities into learning sequences chunks the learning, acknowledging that the use of working memory is optimised when new content is broken into manageable steps and consolidated with practice. The learning sequences in this unit allow students to develop their skills gradually, reinforcing and building vocabulary and structures over time. By providing opportunities to revisit and build upon what they have learned, students can use their language skills to participate in increasingly complex situations.

Adjust the learning sequences to suit your context. This includes adjusting the timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities, based on the specific strengths and needs of your students.

Teaching strategies included in the learning sequences include:

* **Student engagement strategies** to encourage student participation and engagement. Learning is regularly linked to students’ personal worlds, encouraging them to make connections and appreciate the relevance of the learning in a meaningful way. Colour cards are used as a tool to form groups. The [random student generator](https://www.transum.org/software/RandomStudents/Default.asp) is used when formatively assessing students – calling on students at random to participate in activities promotes student engagement as students must remain on task and be prepared to respond at any time. The inclusion of games also facilitates enjoyment in learning. Many of these games can be played regularly, gradually becoming [routines (PDF 536 KB)](https://www.edresearch.edu.au/sites/default/files/2024-02/rules-and-routines-aa.pdf). The unit also includes activities which can be completed outside and/or which involve physical movement.
* [**Brain breaks**](https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools/cognitive-wellbeing-strategies/brain-breaks-for-cognitive-wellbeing) allow students to replenish focus and attention.
* **Differentiation examples** to adjust the learning for students with advanced proficiency in the target language, for high potential and gifted students, and for students requiring additional support. Adjust or add to these strategies to suit your students.
* **Anchor charts** to provide a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be handwritten or digital, using tools such as [Bubbl.us](https://bubbl.us/), set out with various categories such as food items, souvenirs, bargaining phrases and so on.
* **Visible thinking routines** to promote deeper understanding, student reflection and feedback opportunities. A wide range of visible thinking routines for the languages classroom, feedback guides for teachers and students, the ‘Learning journals – a guide for students’ and an online sample self-reflection guide for students can be found at the [Teaching tools section](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/teaching-tools) of the Languages curriculum web section. Practising routines with students, so they become automatic, can reduce cognitive load.
* **Templates and conversation scaffolds** to support students with modelled and guided learning.
* **Online flashcards and games** using ICT tools such as [Kahoot](https://kahoot.com/) and [Quizlet](https://quizlet.com/en-gb) to provide students with opportunities to create flashcards and play games to practise new vocabulary and structures. Allowing students ongoing opportunities to revisit and memorise vocabulary and structures at intervals throughout the unit (spreading out study over time) supports memory retrieval practices.
* **Mini whiteboard activities** to check for every student’s understanding. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.
* [**Exit tickets**](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to encourage student reflection, check for understanding and provide informal feedback.

## Weeks 1–4 – introducing Korean markets

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **Students are learning:**   * to recognise and use *Hangeul* characters to describe food and drink items | **Students can:**   * identify food and drink items in *Hangeul* and romanised Korean |
| * to use subject particles to construct sentences identifying food and drink items in Korean | * create complete sentences to identify food and drink items, including the placement of the correct subject particle * create complete sentences to identify items as fruits or vegetables * ask and state if there is any of a particular item using the correct subject particle |
| * that there are different number systems in Korean | * use Pure Korean to count low numbers * apply the appropriate counter word개 to count items * understand and use the Sino-Korean number system to express high numbers and when using Korean currency * ask and respond to questions that include 몇 |
| * about items found at markets in Korea and in Australia | * express what foods and drinks can be purchased at markets in different parts of the world |
| * how to ask and seek confirmation | * ask and confirm if what is being expressed is correct |
| * how to use particles to list a number of items in Korean. | * ask for multiple items using the connective particle 하고, including the correct use and placement of subject particles in a sentence. |

**Suggested vocabulary and grammatical structures**

**Foods:** 옥수수, 토마토, 상추, 피망, 마늘, 오이, 양파, 감자, 당근, 바나나, 사과, 포도, 오렌지, 수박, 딸기, 귤, 참외, 감, 떡볶이, 비빔밥, 라면, 호떡, 김치, 불고기, 치킨, 김밥

**Drinks:** 차, 콜라, 커피, 식혜, 우유, 물

**Identifying items:** 뭐예요?, *[*item*]*이에요/예요, 과일이나야채?, 무슨 음식이에요?

**Using appropriate subject particles in a sentence:** 이/가

**Expressing high numbers using Sino-Korean:** 십, 백, 천, 만

**Asking how many:** 몇

**Using connective particle:** ~하고

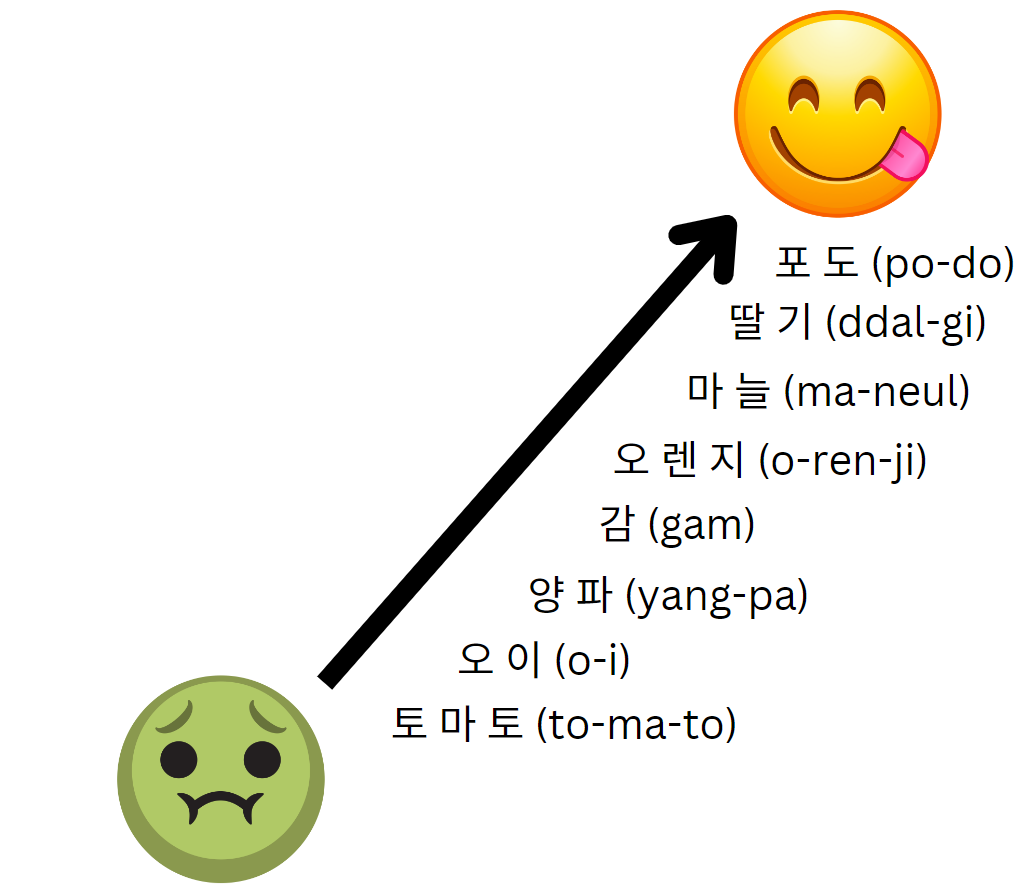
**Seeking and giving confirmation:** 맞아요?, 맞아요

**Talking about what you can find at the markets:** *[*place*]*에는 *[*food*]*이/가 있어요.

### What is it?

* Introduce the final summative assessment task which students will do at the end of the unit. Discuss the expectations of the task and the marking guidelines. Explain that all activities completed during the unit will build the students’ skills to help them complete the task. Ask questions to check for understanding of the task and encourage students to ask questions. Share resource **1. Summative assessment task planner (Word)** with students and explain what students need to do in each section of the planner. Tell students they will complete this planner after each mini task to check on their progress, identify language they can use from the learning sequence in the final task, and identify areas where they need to develop or ask for help.
* Brainstorm with students Korean street foods they may have experienced or heard of, such as traditional foods, drinks and common food items. Write their answers on the board under the headings ‘food’ and ‘drinks’. Play the [Korean street food tour video (0:43)](https://www.youtube.com/shorts/-oxf9lUTTvY). Ask students if they recognise or have tried any of the foods in the video. As they recall the food items in English or Korean add them to the board under the appropriate heading. Prompt as required. Ask students who have tried the foods whether they liked them or not by revisiting the question 좋아하요? Encourage students to respond using prior knowledge with 좋아해요, 안 좋아해요 or 싫어해요. **Express and explain emotions, opinions and personal preferences; Use features of the sound system in spoken interactions (ML4-INT-01)**
* Using resource **2. When I go to the markets’ (PowerPoint)**, explore the concept of markets in Korea with students. Provide students with resource **3. When I go to the markets (Word)**. Direct them to complete the activities as you read through and discuss the PowerPoint presentation, using the information provided in the ‘notes’ section. Discuss the variety of goods sold at markets, including fruit, vegetables, meat, fish, breads, clothing, handicrafts, textiles and traditional medicinal items. Compare Korean markets with markets in the students’ own neighbourhoods, or other countries they have experienced, including fish markets, flower markets, weekend farmers markets, markets like The Rocks Market in Sydney (if familiar to students) or local markets selling food or bric-a-brac. Encourage students from different cultural backgrounds to contribute to the discussion with their experiences. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Using slides 2 to 21 of resource **4. Fruits and vegetables (PowerPoint)** (print these slides as flashcards for ease of access for future activities), introduce students to the new vocabulary by saying each item aloud, directing students to repeat each word in choral repetition, and correcting pronunciation and intonation as required. While drilling the new vocabulary ask students whether they like them or not by using the question 좋아하요? and students respond with 좋아해요, 안 좋아해요 or 싫어해요. Ask students to think of ways to remember the new vocabulary using mnemonics and share them with the class. **Use features of the sound system in spoken interactions (ML4-INT-01)**
* Discuss and review the characters used in the new vocabulary from the last activity. Students can write the characters on mini whiteboards as a race game as they are read out, or create their own flashcards and play character matching games such as concentration or a grab game as the sounds for the characters are called. Review stroke order of characters where necessary.[[2]](#footnote-3) For students requiring additional support, consider providing the vocabulary in romanised Korean to support their recognition and use of the characters. Support students to start an anchor chart for the unit in their books or devices by modelling on the board, then ask students to transfer the vocabulary to their anchor chart. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* To check for students’ understanding and recall of *Hangeul*, use the images on slides 23 to 40 to ask students to confirm the name of the item on the slide. (They can refer to their books or the anchor chart at this early stage.) Show students a picture of a fruit or vegetable, for example, corn, and ask 옥수수 예요? You will be using the structures ~예요 or ~이에요, however, as this is only a recognition activity students will not be required to discern the difference at this point. The 2 different structures will be addressed later in the learning sequence. Model the response (네 or 아니요), to confirm that the word you are saying matches the picture. Continue to check for understanding of the new vocabulary by showing more images of fruit and vegetables and asking students to confirm whether the word you are saying matches the image on the slide. You may choose to use a random selection tool such as [random student generator](https://www.transum.org/software/RandomStudents/Default.asp) or similar, or a simple set of craft sticks with students’ names on them to randomly select students to respond to the questions. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Write the questions 과일이에요? and 야채예요? on the board. Ask students to identify any of the characters they recognise in the question, and whether they can determine the meaning of any of the words. Ask the questions aloud to model correct pronunciation, asking students to repeat. Confirm that 과일 means fruit and 야채 is vegetable, and that the question is asking them to identify the images as fruits or vegetables. Using slides 23 to 40 from resource **4. Fruits and vegetables (PowerPoint)**, ask students to identify each item on the slide as a fruit or a vegetable by asking the question 과일이에요? or 야채예요? Students must identify the item by responding with 과일이에요 or 야채예요. Ask students to write these questions on their anchor charts, with an example response for each. **Use features of the sound system in spoken interactions (ML4-INT-01);** **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Write the question 뭐예요? and the 2 structures ~예요 and ~이에요 on the board. Display a fruit or vegetable on the board (or use the flashcards). Explain to students that they will use these phrases to identify the items first as a fruit or vegetable and then they will choose from the phrases ~예요 and ~이에요 to confirm the name of the item in Korean. Model the interaction, for example, show a picture of an apple and ask the class 과일이에요? 야채예요? Students respond with과일이에요. Next, ask students 뭐예요? Solicit the response 사과 from students and write it on the board. Ask students whether the word ends in a consonant or a vowel sound. Confirm that it does end in a vowel sound and add the sentence ending ~예요 to the word. Say it aloud to model correct pronunciation. Next, show the students a different fruit or vegetable, choosing one that ends in a consonant, for example, 수박, and again ask 과일이에요? 야채예요? (과일이에요), followed by the question 뭐예요? Solicit the answer from students and write the word on the board. Point out that this word ends in a consonant, therefore the different sentence ending is required. Refer back to the 2 different structures you wrote on the board earlier and write the correct answer 수박이에요 on the board. Say it aloud for students to repeat. Direct students to copy the questions and a consonant and vowel ending response onto their anchor charts, including the appropriate sentence ending. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Use resource **5. What is it?’ (PowerPoint)** to practise identifying the correct sentence ending for the words in the PowerPoint. Show the pictures on each slide and allow time for students to independently identify the word and sentence ending before asking for their responses and clicking to reveal the correct response. Provide students with resource **6. Sentence ending cards (Word)** to participate in a pair or small group activity to match the fruit and vegetable vocabulary cards in romanised Korean and *Hangeul* with the appropriate sentence ending cards. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Using the image cards from resource **7. Food and drink cards (Word)**, provide students with enough sets of cards to enable them to work in pairs. Using the modelled questions and answers from the previous activity direct students to put the cards in a pile, face down on the desk between them. Student A selects a card from the pile, and without looking at it, shows it to Student B and asks 과일이에요? 야채예요? Student B responds with 야채예요 or 과일이에요. Student A then attempts to guess (maximum 3 guesses) what the image on the card is, using the structure ~예요 or ~이에요 as practised. Student B responds with 네 or 아니요 to confirm the image on the card. If Student A guesses correctly they keep the card. Students then swap roles and recommence the activity. After about 10 minutes (depending on student engagement), allow students to say how many cards they were able to identify and award a prize to the student with the most cards. Students can refer to their books or the anchor chart if required for this activity. **Use features of the sound system in spoken interactions (ML4-INT-01)**
* To practise writing the new vocabulary, students create a word cline to demonstrate their preferences for the fruits and vegetables learnt so far. Students choose 8 fruits or vegetables and write them in order from the one they like the least, to their favourite. For example:

Figure 1 – a word cline demonstrating preferences for fruit and vegetables



Move around the room and correct formation of characters as required. Ask the students to identify the word they are writing by asking them 뭐예요? or 과일이에요? 야채예요? For students requiring additional support, consider providing vocabulary cards for the students to place in their preferred order and copy or paste the cards into their books. Consider allowing students requiring additional support to write their word cline in romanised Korean. **Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**

* Provide students with resource **8. Fruit and vegetables (Word)** to complete activities to consolidate the new vocabulary. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* **Brain break** – play a game of ‘Hands on heads, hands in the air’ with the fruit and vegetable vocabulary. Direct students to stand in their places. Say a fruit or vegetable aloud in Korean and direct students to put their hands in the air if it is a fruit, or their hands on their heads if it is a vegetable. Students who make the incorrect action are eliminated and must sit down. The last student standing is the winner. This game can also be played outside. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Write the structure ~이/가 있어요? on the board. Ask students to identify familiar characters and discuss new ones. Identify the 2 different subject particles in the question, 이 and 가, and remind students that they must be used with nouns when constructing sentences in Korean, depending on whether the word ends in a vowel or a consonant sound. Before moving to the next step in the activity, check for student understanding of the concept of subject particles by writing the example 떡볶이 on the board. Ask students to read the word aloud and determine whether the word ends in a vowel or consonant sound. Add the character 가 to confirm with students that, as the word ends in a vowel, it must be followed with the subject particle 가 in a sentence. Write the word 비빔밥 on the board. Ask students to identify the final sound as a consonant sound by reading the word aloud, and add the subject particle 이. If additional practice is required, ask students to recall food and drink words in Korean and write them on the board. Then ask students to identify their endings and the appropriate subject particle. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Using the cards from resource **7. Food and drink cards (Word)**, choose 3 cards from the pile, for example, a banana, a tomato and an apple, and place them on the board. Model an interaction, asking a question as the ‘customer’, for example, 바나나가 있어요? Point out that the subject particle 가 is used because the word ends in a vowel sound. Write the 2 possible responses that the ‘shopkeeper’ could give, either   
  네, 바나나가 있어요 or 아니요, 바나나가 없어요on the board. Refer to the cards, point to the banana card and nod as you respond to the question as the ‘shopkeeper’ with 네, 바나나가 있어요. Model a second interaction, this time with an item that is not in the cards, for example, a strawberry. First model the question, 딸기가 있어요? and then the response, as you shake your head, 아니요, 딸기가 없어요. Ask students what they think the interaction is about. Interact with the class, asking them to respond to the question ~이/가 있어요? about the remaining 2 cards you have on display. The students must answer the question as the ‘shopkeeper’, choosing the appropriate response to confirm whether the item being named is on display or not. Continue to ask the question ~이/가 있어요? with different food items until all of the items on the board have been confirmed by the class with the appropriate Korean phrase. Repeat the activity with the class with 3 new cards to confirm students’ understanding of the interaction. Once students are confident with the phrases, direct them to work in pairs, designating which student will take the role of the ‘shopkeeper’ and which student will be the ‘customer’. Students place the fruit and vegetable cards in a pile face down on the desk. The ‘shopkeeper’ draws 3 cards from the pile without showing their partner. The ‘customer’ guesses which foods the ‘shopkeeper’ has in their hand using the practised structures. Once all 3 foods have been correctly guessed, the pair swaps roles and the new ‘shopkeeper’ selects 3 new cards from the pile. For students who require additional support, provide cards with the vocabulary printed in *Hangeul* and romanised Korean on the reverse side (these can be printed double-sided from the resource). Ask students to add the question and a yes and a no response with an item of their choice to their anchor chart. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Use the activities in resource **7. Food and drink cards (Word)** to consolidate new vocabulary. Students participate in a number of options to practise the new food and drink words including a memory-style game, an interacting activity (where students locate someone with the same card as them) and a listening activity. Differentiation strategies for a range of learning abilities are included in this resource. **Use features of the sound system in spoken interactions (ML4-INT-01); Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Working in pairs, direct one student in the pair to face the back of the room and the other to face the front. Provide the student facing the back with a mini whiteboard and marker. Show the students facing the front slide 41 of resource **4. Fruits and vegetables (PowerPoint)**. The student facing the back of the room must ask their partner about the items on the slide, to guess which items there are using the structure ~이/가 있어요?, for example, 사과가 있어요? The student facing the front responds appropriately using the structures 네, 사과가 있어요 or 아니요, 사과가 없어요. When the student guesses the item correctly, they write down the item in *Hangeul* (or romanised Korean, where appropriate) on their mini whiteboard. Once they have correctly identified and written the names of 3 items from the slide they raise their hand. The first pair to do this correctly wins. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01); Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**

### Korean street food

* Ask students to recall any of the Korean street foods from the Korean street food tour video viewed earlier in the unit. Revise the vocabulary and introduce additional vocabulary using resource **9. Korean food and drinks (PowerPoint)**, directing students to repeat the words, using correct pronunciation and intonation. Direct students to add the new vocabulary to their anchor chart and create sentences using the new vocabulary and prior learning in their books or devices, for example, 떡볶이예요. Review stroke order of characters as required. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* To practise new vocabulary, play a game of ‘Beat the teacher’ using the images in slides 19 to 26 of **9. Korean food and drinks (PowerPoint)**. Show students an image and say a word in Korean, which may or may not match the image. The students repeat after you if you have used the word that identifies the image correctly. If the word you say is different from the image on the board, they remain silent to win a point. If the word does not match the image and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Use slide 27 of resource **9. Korean food and drinks (PowerPoint)** to revise the question ~이/가 있어요? Students work in pairs, with one student facing the back of the room. Tell students they will need to identify whether all of the foods and drinks that appear in the slide end in a consonant or vowel, and which particle would be required for each one (all words end in a vowel, therefore the subject particle 가 is required). The student facing the back of the room tries to guess which foods or drinks (including the fruit and vegetable vocabulary from earlier in the learning sequence) are on the slide by asking ~이/가 있어요? The student facing the front looks at the slide and responds to each question using the structures 네, ~이/가 있어요 or 아니요, ~이/가 없어요, as practised earlier in the learning sequence. Continue until the student has identified a pre-determined number of items, or until a pre-determined time elapses. Use slide 28 to repeat the activity with words ending in a consonant, requiring 이 as the appropriate particle. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Provide students with resource **10. Korean street food’ (Word)**. Direct students to first complete Activity 1 using the new vocabulary, and then fill in the remaining (unfamiliar) words in the table while viewing the [Gwangjang Market - Korean Street Food Tour video (9:21)](https://www.youtube.com/watch?v=XqQtsfpDjq4). After the video has been played, set a timer for a period of 2 to 3 minutes for students to complete Activity 2 where they are asked to write down their thoughts about what they’ve seen using the ‘See, think, wonder’ routine. Lead a discussion with students to take turns to share their observations and thoughts with the class. Students complete Activity 3 using *Hangeul*[[3]](#footnote-4) to create a poster for a food market. This poster will be used again later in the learning sequence. **Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Provide students with resource **11. At the markets (Word)**. Direct students to complete the Venn diagram in Activity 1 to identify which foods or drinks can be found at markets in Australia, which items can be found at markets in Korea, and which items can be found at both. Write the structure *[*place*]*에는 *[*food*]*이/가 있어요on the board. Discuss the word order and structure of the sentence and point out that the place name precedes the combination particle ‘at’ (에는), for example, 광장시장에는 or 패디스 마켓에는. Write one sample sentence for Gwangjang Market and one for Paddy’s Markets[[4]](#footnote-5) using the sample structure on the board, for example, 광장시장에는 떡볶이가 있어요 and 패디스 마켓에는 토마토가 있어요. Check for student understanding of each word in the sentences by asking them to identify the preposition, the food and its subject particle, the phrase ‘there is’ and the market (Paddy’s or Gwangjang). Ask students to write this structure on the anchor chart, using an example of their choice. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Introduce the connective particle 하고 by writing a sentence on the board that includes 2 food items, for example, 광장시장에는 떡볶이하고 식혜가 있어요. Ask students if they can work out the meaning of the connective particle from the context. Point out to students that when listing more than one item the subject particle is only used after the final noun, not for each one, as per the example, and that there is no space between the word 하고 and the preceding noun. Co-create additional sentences with students to ensure they are confident with the connective particle and its placement in the sentence by writing them on the board. Ask students to write an example sentence including the connective particle on their anchor chart. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Direct students to complete Activities 2 to 5 in resource **11. At the markets (Word)** to consolidate the phrases ~이/가 있어요? 네, 이/가 있어요 and 아니요, 이/가 없어요. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* **Exit ticket** – at the end of the lesson, hold up 2 cards with foods or drinks for each student to respond to. Ask students ~이/가 있어요? The student replies appropriately using 네, ~이/가 있어요 or 아니요, ~이/가 없어요. Depending on the images on the cards and the questions you ask, students may be required to use the structure 하고 in their response, for example, 호떡이하고 비빔밥이 있어요. For students requiring additional support, they can simply reply with ‘yes’ or ‘no’, or identify the item on the card. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML4-UND-01)**

### Counting in Korean

* Using slide 2 of resource **12. Counting in Korean’ (PowerPoint)**, review numbers from 1 to 10 with a simple activity where students count a variety of items aloud. Review the concept of counting using different counting words by showing students slide 3 of the PowerPoint to demonstrate the variety of counting words used in Korean, focusing on the suffix ~개, used to count general items (slide 4). Remind students that when using Pure Korean to count items, there is a change to the numbers 1 to 4. Ask students if they can recall these changes and write the 2 different versions of the numbers on the board to confirm responses or remind them if they have forgotten: 하나 becomes 한 (*han*), 둘 becomes 두 (*du*), 셋becomes세 (*se*) and 넷 becomes 네 (*ne*). Explain that these changes are for easier pronunciation. Remind students that when counting in Korean, the numeral is written first, with the counter word ~개 as a suffix. Write a number of examples of this on the board to demonstrate, for example, 다섯 개. Show students slide 5 in the PowerPoint and ask them to write the number of items for each question, including the counter word 개. Allow time for them to write the answers to the activity before revealing the correct responses. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Write the question ~몇 개 있어요? on the board, explaining the use of the question word 몇 to ask ‘How many?’. Demonstrate the correct stroke order of the character and direct students to add it to their anchor chart. Ask students to identify the remaining characters (개 and 있어요) in the question, to check for understanding.Refer to slide 6 of resource **12. Counting in Korean (PowerPoint)**, asking the class how many of each item there are, using the question~몇 개 있어요? from the board. Co-create responses to the first 2 questions, including the food item in the response, and select the PowerPoint slide to reveal the correct response. Direct students to copy down the first 2 co-created answers into their books or devices, and then construct their own responses to the remaining questions. Students can compare their responses with a partner before the correct answers are revealed in the PowerPoint. Provide students with resource **13. Counting in Korean (Word)** to practise constructing sentences with numbers. If additional consolidation of numbers is required, print resource **14. Korean number bingo (Word)** and provide to students in plastic sleeves, with whiteboard markers. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the target language writing system to create written texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT 01); Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Discuss the importance of using larger numbers to be able to use Korean currency, *won* (원). Explain that while Pure Korean numbers are used to count items, Sino-Korean is used for numbers higher than 99, as well as counting money. Introduce students to the ₩ symbol which is used for price (use of Korean currency will be addressed in greater detail later in the learning sequence). Using resource **15. Sino-Korean numbers (PowerPoint)**, introduce students to the Sino-Korean number system. Using slide 2, explain the difference between the 2 different number systems. Present students with the numbers 1 to 10 on slide 3 and direct them to copy the new numbers onto their anchor chart. **Use knowledge of features of the sound system to understand texts; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Demonstrate how to form 2-digit Sino-Korean numbers using slides 4 to 15 of resource **15. Sino-Korean numbers (PowerPoint)**, encouraging students to formulate the numbers before selecting to reveal the correct response. Direct students to practise the Sino-Korean numbers 1 to 99 using [practice websites](http://easykorean.edsoftapps.com/korean-sino-numbers-game/), an [online numbers quiz](https://learnkorean24.com/korean-numbers-quiz-1/) or similar. Print resource **16. Sino-Korean number bingo (Word)** and place the bingo sheets in plastic sleeves for students. Provide students with whiteboard markers so the sheets can be reused. Play a number of rounds of bingo with the numbers 1 to 99, determining a different range of numbers or different multiples each time. For students requiring additional support, print and provide the numbers sheet included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Use slides 16 to 35 of resource **15. Sino-Korean numbers (PowerPoint)** to explain the number system up to 999, encouraging students to provide the number in Korean before selecting to reveal the correct response. If required, add more questions about different numbers for students to practise giving the number in Korean to check for understanding of the number structure. Direct students to work in pairs for the next activity. Provide a blank piece of paper to each pair. When directed, Student A writes a number between 1 and 10 (for example, 7) and Student B must write the number in Sino-Korean (칠). Next, Student A makes the number a multiple of 10 (70) for Student B to write in Sino-Korean (칠십). Student A then changes the second digit in the number, for example, 75, for Student B to write in Korean (칠십오). Student A then adds a number to the start to make it a 3-digit number for Student B to write in Sino-Korean, for example, 375 (삼백칠십오). Once they have finished, the pair swaps with a neighbouring pair to check they have written the numbers correctly. Direct students to change roles and recommence with a different number. Repeat this process a number of times, allowing students to swap partners if desired. To make the activity more challenging, students can add the third digit to the end of the number. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Provide students with resource **16. Sino-Korean number bingo (Word)** to practise numbers up to 999. To make the games manageable, play games in multiples of 10s and 100s for students to familiarise themselves with these numbers before moving to more complex numbers, for example 500–600. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Use resource **15. Sino-Korean numbers (PowerPoint)** to introduce numbers from 1,000 to 99,999. Explain that as the Korean *won* is a very small currency, they will need to be able to express very high numbers to discuss the cost of items. Use slides 36 to 37 to demonstrate how to express numbers in the 1,000s. Using slides 38 to 44, confirm students’ understanding of how to express numbers in their 1,000s, encouraging students to provide the number in Korean before selecting to reveal the answer. Ask students to add the numbers for 100 and 1,000 to their anchor chart. Provide students with resource **17. Sino-Korean numbers pyramid activity (Word)** to consolidate their understanding of high numbers up to 9,999. **Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* Use slides 45 to 48 in resource **15. Sino-Korean numbers (PowerPoint)** to introduce numbers in their 10,000s. As for the previous numbers, once the structure of the numbers has been explained, encourage students to predict the numbers on the slides independently before selecting to reveal the response in slides 49 to 53. Use slides 54 to 62 to play rounds of ‘Fly swat’. Using a [random student generator](https://www.transum.org/software/RandomStudents/Default.asp), select 2 students to come to the board, or alternatively, call for volunteers to participate. Call out one of the numbers from the ‘Round 1’ slide. The first student to correctly identify the number by ‘swatting’ it on the slide wins the point and faces a new challenger. The student must win 3 rounds in a row to win a prize. Alternate between the slides for each round. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Write a 5-figure number on a mini whiteboard concealed from students. Use only multiples of 100 at this early stage (you may choose to use more complex numbers as the game progresses). Draw a table with 3 columns on the board to represent the units of 10,000s, 1,000s and 100s. Students try to guess the number in a ‘Mind reader’ activity. They compose a number and, when directed, read out their number to the class, asking 맞아요? for you to confirm whether they are right or not. Indicate in the table on the board which units they have guessed correctly, for example, if the secret number is 22,600 and the first student guesses 20,300, place a tick (✔️) in the first column to confirm that 20,000 is correct, and a cross (❌) in the remaining columns. Students listen to each other’s guesses and continue to compose high numbers based on the information given in the table to guess the secret number. As a variation on this activity, allow a student to compose the secret number. To encourage participation, students can also work as a pair to compose and confirm the secret number. For students requiring additional support, provide a template where they can tick off the numbers as they hear them. As the game progresses you might consider composing more complex numbers, for example, 54,321. You will need to add more columns for this. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* **Exit ticket** – ask students to draw cards from resource **18. Numbers game (Word)**, form a number and read the number aloud. Alternatively, set out the number cards on the desk and say a number aloud. The student must point out the correct number units for the number.

### Mini task – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – conversation at the market |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students listen to an interaction between a customer and shopkeeper in Korean. Use resource **19. Mini task 1 (Word)** for this mini task.  While on a trip to Korea to visit your host family, you accompany your host mother to the markets. Follow the conversation between her and the shopkeeper and keep track of the items she buys, how many she buys and their prices. Listen carefully as not all items are purchased. Complete the table to help keep track of the conversation.  Students should consult the marking guidelines for the final assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of features of the sound system to understand texts (ML4-UND-01)**  **Feedback** – at the conclusion of the task as a class group or in pairs, discuss and compare responses. Have a conversation with a partner about what you found easy and where you experienced difficulty. Consider how you could improve your comprehension in the future, including revising vocabulary and sentence structure prior to the task. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Korean that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

Students should review and add to their resource **1.** [**Summative assessment task planner (Word)**](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-indonesian-summative-assessment-task-planner.docx) after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence. Which areas, if any, are students still working towards or need further support with and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 5–7 – going shopping

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria for Weeks 5–7

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning:   * the importance of etiquette in formal situations in Korean culture | **Students can:**   * understand and use appropriate greetings and farewells in formal situations, following correct Korean etiquette |
| * that Korea has a different currency to Australia * that prices vary in different contexts | * convert between Korean *won* and Australian dollars * understand and compare the prices of items between Korea and Australia |
| * to ask and express the price of items in a market or food outlet | * ask, understand and respond to questions about the price of items using Sino-Korean numbers and subject particles |
| * to ask questions about and express what they would like to buy and the quantity of an item | * order food and drinks at a market or food outlet * ask and respond to questions about quantities when ordering foods or drinks * use subject particles appropriately when listing multiple items |
| * how to specify and describe an item with an opinion. | * ask about unknown items that are both close and far away from the speaker * use adjectives and adverbs to describe an item * express their opinion of items using topic particles and correct word order. |

**Suggested vocabulary and grammatical structures**

**Using appropriate greetings and farewells when shopping:** 안녕히 가세요, 어서오세요

**Asking and saying the price:** ~은/는 얼마예요?, ~원이에요

**Using appropriate topic particles in a sentence:** 은/는

**Expressing units of Korean currency:** ~원, ~불~센트예요

**Using demonstrative pronouns to identify items:** 이건은 뭐예요?, 이건, 저건, 그건

**Shopping phrases:** 무엇을 드릴까요?, 여기요, ~주세요, ~드릴까요?

**Using adjectives to describe:** 맛있어요, 맛없어요, 달아요, 매워요, 뜨거워요, 시어요, 써요

**Giving instructions:** 앞으로 가, 돌아가

### How much is it?

* Introduce students to the question 얼마예요? by writing it on the board and asking students to identify characters they are familiar with. Indicate the correct stroke order as the characters are written on the board if required. Direct students to write the question on their anchor chart. Tell students they will play a counting game called 숫자 게임, using the question 얼마예요? Provide students with a number from each of the categories in resource **18. Numbers game (Word)** to form a 5-digit number. Allow time for students to compose their number in Korean. When directed, students must line themselves up in numerical order by asking each other 얼마예요? Instructions for this activity are included in the resource. **Ask questions and describe actions; Use features of the sound system in spoken interactions (ML4-INT-01)**
* Using resource **20. Korean *won* (PowerPoint)**, introduce students to Korean currency (₩), *won* (원). Demonstrate the stroke order for this character on the board for students to copy on to the anchor chart. Discuss the use of cards and cash in Korea. While card use is common in shops in Korea, cash is predominantly used at the markets. Using slide 2, discuss the different currencies around the world, asking students if they recognise any of the currencies in the slide. Show students Korean *won*[[5]](#footnote-6) using slide 3 of the PowerPoint and discuss the colours of the different denominations of notes and coins. Write the numbers that represent the different currency denominations on the board one at a time, asking students to identify the colour of the note or the denomination of the coin by indicating the number it relates to on the slide. For example, write 오만on the board and ask 얼마예요? Students recognise the number 50,000 and raise their hand to identify the gold note. Using slide 4, students practise responding to the question 얼마예요? by writing the cost of each item on the slide in their books in *Hangeul* using the phrase ~원이에요. Students compare responses with their peers before using slide 5 of the PowerPoint to check their own answers for accuracy. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* To familiarise students with Korean *won*, print and laminate images from resource **21. Korean play money (Word)** – enough copies for students to work in pairs or small groups. Provide each group with the *won*, a mini whiteboard and a marker. One member of the group, Student A, gives their partner or other group member, Student B, an amount of *won* and asks the question 얼마예요? Student B must count it and write the amount on the mini whiteboard in *Hangeul*. Student A (and other group members), check to see if the amount they have written is correct. Student B asks Student A 얼마예요? Student A responds by reading the number followed by the phrase ~원 이에요 from the mini whiteboard aloud to their partner or other group members. Students then change roles. **Use structures and features of the target language writing system to create written texts (ML4-CRT-01); Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* Using resource **22. Asking the price (PowerPoint)**, introduce to students how to ask the price of an item using the question 얼마예요? (slide 2). Next, use slide 3 to demonstrate how to ask the price of a specific item using the structure *[*item*]* 은/는 얼마예요? Direct students to write this question on their anchor chart. Use slides 4 and 5 to demonstrate the different topic particles, 는/은, used in the questions. Explain that, just like the subject particles they are already familiar with, these topic particles are determined by the consonant or vowel sound at the end of the noun. Topic particles are used to highlight the subject of the sentence. In this case, the topic is the food item. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Use slide 6 from resource **22. Asking the price (PowerPoint)** to ask the students to name the food or drink item in Korean, and then identify the correct topic particle. Allow students to complete the questions independently before selecting to reveal the correct answers. If more practice of topic particles is required, select 4 food or drink items from the vocabulary learnt so far using resource **7. Food and drink cards (Word)**. Display them on the board. Ask students to identify which topic particle would be used for each item, for example, 김치 requires the topic particle 는 as it ends in a vowel sound, and 김밥 requires the topic particle 은 as it ends in a consonant sound. Use slide 7 to allow students to construct their own questions for each item independently. Move around the room while students complete this activity to check for understanding, correcting use of characters and stroke order as required. Allow students requiring additional support to write these texts in romanised Korean. Select to reveal the questions. Use slides 8 to 10 to demonstrate how to respond to being asked how much something costs using the structure ~은/는 원이에요. Ask students to identify the price of the items in each response on the slides. On slide 11, students must ask for and give the price of each item. Direct them to compose the question and the answer in Korean in their books or devices. **Use structures and features of the grammatical system to create texts; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Provide students with resource **23. Information gap – How much? (Word)** to practise asking and answering questions about the price of items in pairs. Work through the example in the resource with the class to ensure understanding of the activity. Allow students time to prepare their responses prior to starting the activity if required. Once all of the prices have been filled in, students compare tables to check for accuracy. If there are inaccuracies, encourage students to repeat the interaction, listening carefully to identify and correct their mistake. Differentiation strategies as well as alternative activities and suggestions for students who require additional support are included in the resource. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01); Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students play a game of ‘Running reporter’. This game is best played outside. In groups of 3 to 4, students form a large circle. A chair for each group is placed in the centre of the circle with a price list placed on each chair from resource **24. Running reporter (Word)**. Each group is provided with a ‘Running reporter sheet’ (included in the resource), which contains the list of items. During the game, students in each group will alternate between asking the question, writing the answer and running to the chair to seek the information required from the list as the ‘running reporter’. Students must allocate roles prior to commencing the activity. When directed, one student in the group will ask the ‘running reporter’ the price of an item on the list using the structure ~은/는 얼마예요? The ‘running reporter’ will run to the chair, look up the price and return to the group to give the answer using the phrase *[*item*]* 은/는 *[*price*]* 원 이에요. The ‘running reporter’ may not write down any answers, or call out the answer to their group. For students requiring additional support, responses can be written down in *Hangeul* or romanised Korean and handed to the group to be transcribed to the ‘Running reporter sheet’. Students can also be provided with the numbers on a numbers sheet to facilitate their understanding of the prices, or they can provide the number only in their response. The group of students who completes their list with all of the correct prices for each item first wins. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**

### At the market

* To revise food and drink vocabulary, play ‘When I go to the market’. Write the phrases 시장에 가면 and *[*food/drink*]* 도 있고 on the board. Ask students to identify the words they recognise in the sentences and confirm their meaning. View the clip [When I go to the market (시장에 가면 놀이) video (1:02)](https://www.youtube.com/watch?v=mFpc_FpA1jw) to demonstrate how to use the phrases in the game. Direct students to form a circle. A student starts the game off by chanting 시장에 가면 *[*food/drink*]* 도 있고, for example, 시장에 가면 치 킨도 있고. The next student to the left continues by repeating the first item and adding on a food or drink, for example, 시장에 가면 치 킨도 있고 김밥도 있고. Each student recalls the previously mentioned items and adds an item of their choice to the sentence. If they forget the previously mentioned items, they are eliminated and the game starts again with the next student in the circle. Continue until all students in the group have had a turn or until there is only one student remaining. Eliminated students listen to the responses of the students still ‘in’ to check for accuracy, giving a thumbs up if the student was correct and a thumbs down if they made a mistake. This game can also be played in smaller groups once students are confident with the structures. **Use features of the sound system to create spoken texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Introduce students to how to ask for items using the phrase ~주세요. Explain to students that any noun can be placed in front of ~주세요 when asking for something. Using the cards from resource **7. Food and drink cards (Word)**, select a card (for example, cola) and demonstrate how to use the phrase, for example, 콜라 주세요. Direct students to draw a card from the pile and ask for the item on the card using ~주세요. If they respond correctly, present them with the card, and say the phrase 여기요. Ask them what they think it means in this context (literally ‘Here, please’). Repeat the interaction with different cards until students are confident with the new phrases. Direct students to add the new phrases to their anchor chart with an item of their choice. Provide students with a set of cards for each pair. Students take turns drawing a card and asking their partner for the item on the card using the phrase ~주세요. If they ask for the item correctly their partner gives them the card and says 여기요. **Use relevant and familiar vocabulary from a range of themes to interact; Use features of the sound system in spoken interactions (ML4-INT-01)**
* Provide students with resource **25. Gwangjang Market (Word)** where they access the [Ok Travels](https://www.cktravels.com/street-food-drink-gwangjang-market-seoul/) website to answer questions about Korean foods and drinks, identify vocabulary written in *Hangeul* and practise ordering food in Korean. **Use sound–symbol correspondences to create written texts (ML4-CRT-01); Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Write the question 무엇을 드릴까요? on the board. Demonstrate the meaning of the question through miming, body language and hand gestures until the students can ascertain the meaning. Explain that this expression uses a high level of formal language, as being polite to customers is extremely important in Korean culture. Refer to the question written on the board and ask students to identify characters that they know, as they try to ‘sound out’ the question. Introduce them to unfamiliar characters in the question. Direct students to copy the new phrase onto their anchor chart. Review stroke order of any characters as necessary. Model pronunciation of the question by repeating the interaction from the earlier activity which used the phrase ~주세요. This time, begin by asking the students 무엇을 드릴까요? as they take a card from the pile. They then ask for the item on the card using the phrase ~주세요. Repeat the interaction until students are familiar with the phrase. Direct students to form circles of 5 to 6 students, or smaller in classes with fewer students. Place a pile of food and drink cards in the centre of the group. When directed, the first student (designated before the game begins) draws a card from the pile, and without looking at it, asks the student to their left the question 무엇을 드릴까요? The student responds using the structure ~주세요 with the food or drink on the card. If they identify the item and formulate the phrase correctly, the student holding the card hands it to them and says 여기요. If the response is incorrect, or the student is unable to correctly identify the item on the card, the card is returned to the bottom of the pile. Students continue to interact around the circle, with the student who had been asked the question now asking the next person in the circle 무엇을 드릴까요? Students continue around the circle until all of the cards have been correctly identified. Consider awarding a prize to the student in the group who has accumulated the most cards, or the group who completes the activity first. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Print and construct (or have students construct) the story cubes from resource **26. At the market – story cubes (Word)**. Provide the cubes to students. Students use the cubes to facilitate an interaction to ask for a specific number of items, ask whether or not the ‘shopkeeper’ has the items and how much they cost. Further instructions and suggestions for differentiation are included in the resource. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact; Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* **Exit ticket** – using the story cubes from the previous activity, randomly select one of the dice to prompt students to make a statement or ask a question associated with the result. Provide an example for students by showing the image of *bulgogi* on the cube. Students have the option to identify the item (불고기예요), ask how much it costs (불고기 얼마예요?) or ask if the ‘shopkeeper’ has the item (불고기 있어요?) and so on. **Use features of the sound system to create spoken texts (ML4-CRT-01)**

### This or that?

* Print slides 4 to 7 from resource **27. This or that (PowerPoint)** for use when demonstrating the meaning of the new structures to be taught in this sequence. Present students with items they are familiar with on slide 2 (*hoeddek*)and slide 3 (*bulgogi*) and elicit from students how they would ask for these specific items in Korean. Select to reveal the correct phrase for each slide (호떡 주세요 and 불고기 주세요). Discuss with students how they would ask about an item if they didn’t know the name of it. Present students with pictures of food they haven’t seen before on slides 4 to 7 and elicit from them how they would ask what something is in Korean (뭐예요?). Explain that it is sometimes necessary to clarify exactly which item you are referring to and ask students how they would do this in English (or their first language), for example, by pointing at items, or using phrases such as ‘this’, ‘that over there’ or ‘that one’. Use slides 8 to 10 to introduce the structures이것, 저것 and 그것 and demonstrate how to add them to the question 뭐예요? to identify an unknown item. Introduce one structure at a time, practise the pronunciation of the new structure, and ask students to formulate the question independently for each one, including the topic particle. Then reveal the structure of the question on each slide. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Continuing from the previous activity, ask students to identify the topic particle and comment on its placement in the question (directly after the preposition). Ask students to repeat each question to ensure they are using correct pronunciation and intonation. Check for student understanding by asking them if they can explain and demonstrate the difference between the phrases. Practise the 3 phrases by placing 3 of the cards printed from the resource in different locations around the classroom. Use a [random student generator](https://www.transum.org/software/RandomStudents/Default.asp) to choose 3 students. Ask the nominated students to formulate the appropriate question to identify each item on the card, according to its proximity to the speaker. Repeat the process with 3 different locations in the classroom and 3 different students. Direct students to add the phrases to their anchor chart. **Use features of the sound system in spoken interaction; Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Use slide 11 from resource **27. This or that (PowerPoint)** to demonstrate how to respond appropriately to the question 이것은 뭐예요? Remind students that the correct topic particle (은) must follow 이것, 저것 and그것 in the sentence. Select to reveal the answer. Show students slides 12 and 13, asking them to formulate the response to the questions independently before revealing the correct answer on the slide. Place 3 more food and drink cards in different locations around the classroom. Use the [random student generator](https://www.transum.org/software/RandomStudents/Default.asp) to select 2 students. When directed, one student must ask the identifying question about the card, depending on its proximity, for example, 이것은 뭐예요? and the second student must identify the item correctly, for example, 이것은 호떡이에요. Repeat this process until students feel confident using the new structures with the appropriate topic particle. Point out to students that these structures can also be applied when asking the price for items when you don’t know their name in Korean by adding the structures 이것, 저것and그것to the question ~얼마예요?, for example, 이것은 얼마예요? Provide students with resource **28. This or that game cards (Word)** to allow them to combine the new structures with asking what the item is and how much the item costs. Examples of differentiation are included in the resource. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Discuss how currency conversion works. Explain why it is important to know how to convert currency to understand how much you are spending and to ensure you are not overpaying for an item. Using the approximate conversion rate of ₩1000 = $1 Australian dollar, demonstrate to students how to convert Korean *won* to Australian dollars, and vice versa. Write the sentence *[*item*]* 은/는 *[*price*]* 원 이에요on the board to revise how to say the price of an item using *won*. Introduce students to the phrase *[*item*]* 은/는 *[*dollar*]* 불*[*cents*]* 센트 예요. Explain to students that they may need to be able to understand this phrase when travelling in Korea to understand the cost of something in Australian dollars. Direct students to add the new phrase to their anchor chart. Provide students with resource **29. How much is it (Word)** to practise converting between Korean *won* and Australian dollars. Then students interact to ask for and give the price in both currencies using an information gap-style activity. Differentiation strategies are included in the resource. **Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit ticket** – place 3 cards at various distances from where you are standing. Ask the students to identify an item using the structure 이것은/저것은/그것은 *[*food or drink item*]* 이에요/예요.

### Eating out

* Introduce students to the phrases 안녕히 가세요 and 어서오세요. Remind students of the importance of using formal language in Korean culture. Explain that 안녕히 가세요 is used when you are farewelling someone who is leaving, such as a customer leaving a shop, and 어서오세요 is used as a greeting, which translates as ‘welcome’. Write the phrases on the board for students to add to their anchor chart. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* **Brain break** – play a game of ‘Heads or tails’ using the [virtual coin flipper](https://flipsimu.com/coin?id=dAqRj), with 어서오세요 and 안녕히 가세요 on each side of the coin. Before the coin is flipped, students must anticipate what it will say by placing their hands on their heads for 어서오세요 and on their hips for 안녕히 가세요. When the coin is revealed, students say the farewell or greeting in Korean according to what is shown on the coin. If students have guessed incorrectly, they are eliminated and must sit down. The winner is the last student still standing. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Provide students with resource **30. At the restaurant (Word)**. Working in pairs or small groups, students create a short conversation between a customer (or customers) and an employee, ordering food at a restaurant. When it is completed, direct students to give their conversation to another group for peer feedback using the WAGOLL rubric provided in the resource. As an additional understanding activity, students read their conversations to the class, who must note down the items that were ordered and the cost of the meal. **Use structures and features of the target language writing system to create written texts; Use language that is appropriate to cultural practices and values to create texts (ML4-CRT-01); Use knowledge of features of the sound system to understand texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Ask students to recall the phrase that a shopkeeper asks to enquire what a customer would like (무엇을 드릴까요?) and write it on the board. Add the question ~드릴까요? to the board. To demonstrate the meaning of the new question, take 2 cards from resource **7. Food and drink cards (Word)**, for example, *bulgogi* and *kimchi*, and ask students to identify the items on the cards by asking 뭐예요? Students respond with the phrase 불고기하고 김치예요. Next, offer only one of the items to a student, in this example the *bulgogi*, asking the question 불고기 드릴까요? Ask students to identify the difference between the question they already know 무엇을 드릴까요? and the new question ~드릴까요? Confirm that while the second question asks if the person would like a specific item, the first question is general and doesn’t mention an item. Direct students to add the new question to their anchor chart. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Students practise the new question from the previous activity by playing a drawing game in small groups of 3 to 5 students. Provide each group with a mini whiteboard and marker. Students determine who will be the first ‘drawer’ by playing ‘Scissors, paper, rock’. When directed, the ‘drawer’ will draw a picture of a familiar food or drink item from the vocabulary they have learnt in the unit on the mini whiteboard. Once a member of the group identifies the picture they must formulate the question ~드릴까요? The drawer responds with 네 or 아니요 as appropriate. When they have correctly identified the item they win the point and raise their hand to indicate they are the winner of the round for their group. Limit the time taken for each round, sounding a buzzer or playing a song to signal the round is over. Students take turns to be the drawer, moving around the group in a clockwise direction after each round. Points are tallied at the end of the game to determine a winner in each group. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Introduce adjectives using resource **31. Describing foods and drinks (PowerPoint)**. Show the slides one at a time and say the new phrases aloud, directing students to repeat each one using choral repetition. Correct pronunciation and intonation as required. Direct students to add new vocabulary to their anchor chart. Using the images from resource **7. Food and drink cards (Word)** as prompts, model how to express an opinion about the item, for example, 호떡은, 달아요. Write this sentence on the board and ask students to identify each element: the noun, the topic particle and the adjective. Remind students of the need to include the appropriate topic particle for the food or drink being described, and discuss its placement in the sentence. Explain that as the food or drink item is the topic of this sentence, in this case 호떡, the particle must follow it. Ask students their opinions of the items by showing them the pictures of foods and drinks and asking them to describe the item using an appropriate adjective. Direct students to write a sentence using an opinion phrase on their anchor chart. **Express and explain emotions, opinions and personal preferences (ML4-INT-01); Express and explain emotions, opinions and personal preferences (ML4-CRT-01)**
* Direct students to use the modelled examples on the board to write 5 sentences describing different food or drink items in their books in Korean. When they have completed the sentences, students swap their books with a partner and ask them to translate the sentences into English, providing feedback if there are errors. Introduce the word 너무 to allow students to express their opinion more explicitly. Model examples of how to include the word by describing foods and drinks on the board, for example, 떡볶이는, 너무 맛있어요 and 식혜는, 너무 달아요. Read the sentences aloud to the class, using appropriate body language. Ask students if they can deduce the meaning of the new word from the examples. Use the [random student generator](https://www.transum.org/software/RandomStudents/Default.asp) to select a student and ask them their opinion of a food or drink from the cards, instructing them to include the word 너무. Provide students with resource **32. Describing foods and drinks activities (Word)** and ask them to complete activities where they are required to match characters to form the words for foods and drinks and give their opinions of the foods. This resource also includes a ‘Listening slalom’ activity. Further instructions and strategies for differentiation are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Express and explain emotions, opinions and personal preferences (ML4-CRT-01)**
* Provide students with the food stall posters they created in the first learning sequence. Divide the class in half and indicate who will be playing the role of ‘customers’ and who will be ‘stallholders’. Using resource **33. Shopping at the markets (Word)**, students participate in a ‘Find someone who’-style interaction to find stallholders with the food or drinks they have written in their table. Instructions for this activity are included in the resource. **Use knowledge of features of the sound system to understand texts; Use features of the sound system in spoken interactions (ML4-INT-01)**
* **Exit ticket** – show students a food item. Students must identify the item using 이것은, 저것은 and 그것은 and describe it using an adjective they have learnt, for example, 이것은 딸기예요, 맛있어요. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

### Mini task – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – dialogue |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students create a dialogue to practise interacting with shopkeepers in Korean.  You are practising for your upcoming visit to the market with your fellow exchange student. Create a dialogue of an interaction you might have in the market with a shopkeeper where you purchase at least 2 items. In your conversation, include:   * culturally-appropriate greetings * asking what the customer wants * identifying items (this, that, that over there) * asking for and giving the price of items * use of Korean numbers to indicate price in *won* * requesting specific items, (for example, Is there …? Can I have …?) * adjectives to describe items including the word너무 * correct use of topic particles and sentence endings.   Students should consult the marking guidelines for the final assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Use language that is appropriate to cultural practices and values to create texts; Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**  If students are reading their dialogues aloud, include: **Use features of the sound system to create spoken texts (ML4-CRT-01)**  **Feedback** – while students are writing their dialogues, move around the class to discuss student ideas and make suggestions to connect prior learning and manipulate language to extend themselves. Discuss areas of challenge with the language and suggest support students can engage with to develop skills in these areas. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – if possible, pair advanced proficiency students together to spontaneously interact in the shopping scenario, or work with the teacher. Students are encouraged to extend their interaction with visits to multiple shops, discussing with their peers where they would like to go next and for what purpose. They should include authentic, appropriate cultural features such as negotiating price based on multiple quantities, starting the bargaining price at an appropriate amount and sentence fillers.

**High potential and gifted students** – if possible, pair high potential and gifted students together to spontaneously interact in a shopping scenario. Students can offer comments or opinions with reasoning in their interaction, as well as conjunctions and sentence starters to make the interaction more authentic.

**Students requiring additional support** *–* provide students with sentence starters or part of the dialogue to add details to, as well as vocabulary lists they can use to create their script.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Korean that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

Students should review and add to their summative assessment task planner after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence. Which areas, if any, are students still working towards or need further support with and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 8–10 – negotiating prices and final assessment task

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5 – learning intentions and success criteria for Weeks 8–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **Students are learning:**   * the importance of using culturally-appropriate expressions and farewells in shopping contexts | **Students can:**   * use culturally-appropriate terms when addressing, thanking and farewelling a customer and shopkeeper |
| * to haggle when negotiating a purchase in Korea | * use questions and phrases to ask for a discount or negotiate a lower price * effectively negotiate an agreed price |
| * about cultural practices when haggling in Korea. | * demonstrate cultural awareness when haggling, for example, interacting respectfully and making appropriate offers. |

**Suggested vocabulary and grammatical structures**

**Shopping phrases:** 또오세요, ~사고싶어요

**Phrases to ask for a discount:** (조금) 깎아주세요!, ~에 해주세요

**Phrases to accept or refuse an offer:** 알겠어요, *~*돼요, *~*안돼요, 음…너무 싸요, 아…알겠어요

### Can I have a discount?

* Revisit the summative assessment task with students. Display the marking guidelines and discuss as a class what learning has already taken place and what is still required. Students reflect on their understanding of the content so far using the ‘exclamation and question’ approach. Students write an exclamation mark and question mark in their books. Next to the exclamation mark, students write any aspect of the learning they feel confident with and how they can use it in the summative task. Next to the question mark, students write an aspect of the learning they identify that requires development or support. Students brainstorm ways to address areas requiring development or support.
* Brainstorm with students the different phrases they have learnt so far to speak about food items. Co-create a list of statements and questions with students and write them on the board, for example, 1 – expressing likes or dislikes (떡볶이를 좋아해요, 떡볶이를 안 좋아해요),   
  2 – identifying an item (떡볶이예요), 3 – asking if they would like an item (떡볶이드릴까요?), 4 – asking if there is any of an item (떡볶이 있어요?), 5 – asking how much an item costs (떡볶이 얼마예요?), and 6 – giving their opinion of an item (떡볶이 맛있어요). Students work in pairs or small groups of 3 to 4 to play ‘Roll-a-die’ to practise the vocabulary with the learnt structures. Provide students with the food and drink cards from resource **7. Food and drink cards (Word)** and a die. Alternatively, use a virtual dice roller for the whole class ([numbers only](https://flipsimu.com/dice-roller/?id=9csGg), [prompts in English](https://flipsimu.com/dice?id=YdmTz), [prompts in Korean](https://flipsimu.com/dice?id=GsN3m)) to use during the activity[[6]](#footnote-7). Students place the cards face down on the desk next to the die (if they are using individual die). Students play ‘Rock, paper, scissors’ to determine who will roll the die first. When directed, the first student picks up a card and rolls the die. According to the number rolled they must make a statement about the food item on the card, for example, if they pick up a picture of *shikhye* and roll a 4 they formulate the question 식혜 있어요? If the other students in the group agree that they have formulated their question or statement correctly, the student who formulated the question or statement correctly keeps the card. If not, the card is returned to the pile. Continue until all of the cards have been claimed or a pre-determined time limit has been reached. The student with the most cards at the end of the game wins. For students requiring additional support provide resource **34. Roll-the-die activity sentence structures (Word)**. Suggestions for differentiation are included in this resource. **Use features of the sound system to create spoken texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Introduce students to the concept of haggling. Ask if they have encountered haggling when travelling or if it is part of their family’s culture. Explain that haggling has been a part of Korean culture for a long time. In Korea, older generations tend to be more experienced at shopping and haggling in markets, whereas often younger people tend to be shy or embarrassed and prefer to shop online. Explain that traditionally haggling is guided by 눈치 (intuition and emotional intelligence), 기분 (mood and feelings), 정 (unspoken bonds) and 체면 (‘face’ or reputation). It is believed that if you have all 4, you will get more benefits. Use resource **35. Ins and outs of haggling (Word)** to allow students to guess what the best haggling strategies might be. Instructions for this activity are included in the resource. Follow this activity with resource **36. The truth about haggling (Word)** for students to consolidate their understanding of haggling when shopping in Korea.
* Using resource **37. Shopping expressions (PowerPoint)**, introduce students to useful shopping expressions to use when haggling. Ask the prompting questions in the ‘notes’ section of the PowerPoint to progress through the presentation and encourage student participation. Direct students to add the new expressions to their anchor chart and ask students to add them to their books or devices. **Use knowledge of sound–symbol correspondences to understand and respond to texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use knowledge of structures and features of the grammatical system to understand and respond to texts; Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* Play a guessing game with students in groups of 3 to 5 using resource **38. Guess the price (Word)**. Students in the group must guess the price of an item by responding to the phrases 너무 싸요 and 너무 비싸요 to determine whether their guess must be higher or lower than the previous guess. Write the relevant phrases on the board, eliciting them from students in Korean. Model an interaction with the class using the phrases. Include conversation fillers such as 음 and 아. Repeat the interaction if necessary to ensure student understanding of the activity. Instructions for this activity as well as suggestions for differentiation are included in the resource. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Provide students with resource **39. Shopping dialogue (Word)**. Students answer comprehension questions about the dialogue. They then work in pairs or groups of 3 to create their own dialogue and share with another group for peer feedback. Instructions and suggestions for differentiation are included in the resource. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01); Use structures and features of the target language writing system to create written texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Provide the students with resource **40. Sentence bingo (Word)** to familiarise themselves with the new phrases and vocabulary and to consolidate those from earlier learning sequences. Students complete a bingo card using the ‘Vocabulary and phrases’ table in the resource. They listen to the words and phrases being read out and cross them off as they hear them. Instructions and suggestions for differentiation are included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Provide half of the students with an amount of Korean *won* from resource **21. Korean play money (Word)**. Provide the other half of the class with the stall poster they created in the first learning sequence, which includes the price of each item. Explain to students that they will participate in an interacting activity to purchase items from the stall, haggling for a lower price, according to how much money they have in their hand. They must purchase at least 2 of the items on the poster in each interaction. Ask students for examples of phrases they could use as the customer and write them on the board or refer to them on their anchor chart, such as 이것은 얼마예요?, 비싸요, 깎아주세요 and ~해주세요. Ask students to provide examples of phrases they could use as the shopkeeper, such as 음…너무 싸요, 알겠어요, ~안돼요 and add them to the other side of the board, or refer to them in their anchor chart. Model an interaction with the class as an example. Approach a student with a poster as the shopkeeper and ask them to identify the items on their poster using the phrases 이것/그것은 뭐예요? Next, ask how much the items on their poster are with the structure ~얼마예요? Begin negotiating a cheaper price to purchase the items, eliciting suggestions from the class to model how to haggle. Repeat an interaction if required to ensure student understanding. When directed, students with money approach the shopkeepers to begin their negotiation. Limit the amount of time for each interaction. After a pre-determined time, swap roles so that both groups of students are able to practise the phrases necessary for negotiation. At the conclusion of the interaction, discuss with the students how they think they went, what they experienced difficulty with, and what they would need to practise to complete the summative assessment task. **Use features of the sound system in spoken interactions; Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Complete the unit’s summative assessment in the final week of this learning sequence. Review the task description and marking guidelines with the students. Identify any areas of support needed. Direct students to their anchor chart and give opportunities for spontaneous discussion and practise in preparation for the task.

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

# Appendix A – sample summative assessment task

## Outcomes and content

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language

## Task

**While on exchange in Korea your host mother has given you a shopping list**[[7]](#footnote-8) **with a variety of items to purchase at the market. She has also told you to purchase something of your own choosing.**

**With one student as the customer and the other as the shopkeeper, using culturally appropriate language, have a conversation to make the purchases.**[[8]](#footnote-9)

**In the conversation include:**

* appropriate greetings
* identification of items using demonstrative pronouns, for example, this, that, that over there
* an exchange of information about different items, for example, price or adjectives to describe them
* a negotiation of prices
* the correct language and number system associated with Korean currency, including 원
* asking for specific quantities of items
* establishing that one item is unavailable
* finalising the purchase, expressing thanks and saying goodbye.

 **Sample differentiation**

The following strategy provides a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – pair students with advanced proficiency in Korean together, or the student could complete an interaction with the teacher so they can use more sophisticated language. Students may include a range of authentic phrases familiar to them in the target language, in addition to the content learnt in class. Students may add additional items for purchase, explaining why they want to purchase them, for example, for a particular event or meal they are preparing. In the role of seller, students may give recommendations and opinions with reasoning.

**High potential and gifted students** – pair students of a similar proficiency together. Students may apply and manipulate vocabulary and grammatical structures learnt in class in their interaction. Students may expand on their descriptions of the item using conjunctions, adverbs and positive and negative forms, or use a wider range of bargaining strategies such as comparing items or saying where the item can be bought for a better price.

**Students requiring additional support** – provide students with vocabulary lists or support phrases such as conversation scaffolds or sentence builders during the assessment task.

## Marking guidelines

Table 6 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-INT-01   * Use features of the sound system in spoken interactions | Communicates effectively and authentically, using accurate intonation and pronunciation. | Communicates effectively and authentically, with minor errors, using clear intonation and pronunciation. | Communicates with mostly clear intonation and pronunciation, with some errors. | Communicates with errors in intonation and pronunciation that may hinder comprehension. | Attempts to replicate the sound system. |
| * Use relevant and familiar vocabulary from a range of themes to interact * Use structures and features of the grammatical system to interact | Interacts with accuracy, using a broad range of vocabulary and structures to facilitate an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to describe the items * use appropriate subject and topic particles * use haggling structures for price negotiation * **use the correct number system associated with Korean currency including 원** * use demonstrative adjectives to confirm which items are being discussed * agree on a price and finalise payment. | Interacts, with minor errors, using a range of vocabulary and structures to facilitate an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to describe the items * use appropriate subject and topic particles * use haggling structures for price negotiation * **use the correct number system associated with Korean currency including 원** * use demonstrative adjectives to confirm which items are being discussed * agree on a price and finalise payment. | Interacts using familiar vocabulary and structures, with some errors, to participate in an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to describe the items * use appropriate subject and topic particles * use haggling structures for price negotiation * **use the correct number system associated with Korean currency including 원** * use demonstrative adjectives to confirm which items are being discussed * agree on a price and finalise payment. | Interacts using limited familiar vocabulary and structures, with frequent errors, to participate in an interaction in which students:   * greet and thank each other * ask and respond to questions * use adjectives to describe the items * use appropriate subject and topic particles * use haggling structures for price negotiation * **use the correct number system associated with Korean currency including 원** * use demonstrative adjectives to confirm which items are being discussed * agree on a price and finalise payment. | Attempts to participate in an interaction. |
| * Use language that is appropriate to cultural practices and values to interact | Demonstrates extensive understanding of Korean cultural practices related to haggling, including all of the following:   * using and responding to 깎아 주세요! when negotiating a discount * making, negotiating and accepting a reasonable offer * maintaining a friendly and respectful tone. | Demonstrates an understanding of Korean cultural practices related to haggling, including all of the following:   * using and responding to 깎아 주세요! when negotiating a discount * making, negotiating and accepting a reasonable offer * maintaining a friendly and respectful tone. | Demonstrates some understanding of Korean cultural practices related to haggling, including all of the following:   * using and responding to 깎아 주세요! when negotiating a discount * making, negotiating and accepting a reasonable offer * maintaining a friendly and respectful tone. | Demonstrates a limited understanding of Korean cultural practices related to haggling, including all of the following:   * using and responding to 깎아 주세요! when negotiating a discount * making, negotiating and accepting a reasonable offer * maintaining a friendly and respectful tone. | Little evidence of understanding of Korean cultural practices related to haggling. |

### Sample response for sample summative assessment task

The shopping list items for the sample task are tomatoes, capsicums and 2 cups of corn tea. The items chosen to purchase for themself are *hoddeok* and 4 servings of *tteokbokki*.

### Transcript

**가게 주인:** 어서 오세요. 무엇을 드릴까요?

**손님:** 안녕하세요. 토마토 있어요?

**가게 주인:** 네, 토마토 있어요. 토마토 드릴까요?

**손님:** 네. 토마토 얼마예요?

**가게 주인:** 토마토는 육 천 원이에요.

**손님:** 피망도 있어요?

**가게 주인:** 아니요. 피망은 없어요.

**손님:** 이건 뭐예요?

**가게 주인:** 그건 호떡이에요. 맛있어요.

**손님:** 얼마예요?

**가게 주인:** 오 천 원이에요. 호떡 드릴까요?

**손님:** 네. 호떡 주세요. 저것은 뭐예요?

**가게 주인:** 저것은 떡볶이예요.

**손님:** 떡볶이는 매워요?

**가게 주인:** 네, 떡볶이는 너무 매워요. 떡볶이 드릴까요?

**손님:** 네, 떡볶이 사(4)인분 주세요. 옥수수차 있어요?

**가게 주인:** 네, 옥수수차 있어요. 달아요. 수수차 드릴까요?

**손님:** 네, 옥수수차 두 잔 주세요.

**가게 주인:** 삼만 육천 원이에요.

**손님:** 음…너무 비싸요. 깎아 주세요.

**가게 주인:** 음…

**손님:** 삼만원 있어요. 삼만원에 해 주세요.

**가게 주인:** 아…네 삼만원 주세요.

**손님:** 여기요. 감사합니다.

**가게 주인:** 안녕히 가세요.

#### **Translation**

**Shopkeeper:** Welcome. What can I get for you?

**Customer:** Hello. Do you have tomatoes?

**Shopkeeper:** Yes, we have tomatoes. Would you like some tomatoes?

**Customer:** Yes. How much are the tomatoes?

**Shopkeeper:** The tomatoes are 6,000 *won*.

**Customer:** Do you have capsicums?

**Shopkeeper:** No, we don’t have capsicums.

**Customer:** What is this?

**Shopkeeper:** That is *hoddeok.* It’s delicious.

**Customer:** How much is it?

**Shopkeeper:** It’s 5,000 *won*. Would you like *hoddeok*?

**Customer:** Yes, please give me *hoddeok*. What is that (over there)?

**Shopkeeper: That is *tteokbokki.***

**Customer: Is *tteokbokki* spicy?**

**Shopkeeper: Yes, *tteokbokki* is very spicy. Do you want *tteokbokki*?**

**Customer: Yes, 4 serves of *tteokbokki* please. Do you have corn tea?**

**Shopkeeper: Yes, we have corn tea. It’s sweet. Would you like corn tea?**

**Customer: Yes, 2 cups of corn tea please.**

**Shopkeeper:** That will be 36,000 *won*.

**Customer:** Hmm … that’s too expensive. Can you give me a discount?

**Shopkeeper:** Hmm …

**Customer:** I have 30,000 *won*. Please give it to me for 30,000 *won*.

**Shopkeeper:** Ah … okay, please give me 30,000 *won*.

**Customer:** Here you go. Thank you.

**Shopkeeper:** Goodbye.

# Appendix B – unit infographic for students

To support student engagement in the unit, the student-facing infographic gives students a visual guide of the unit’s learning pathway. You can access the infographic on the [When I go to the market unit](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/when-i-go-to-the-market-unit) webpage. You can also access an [editable version](https://www.canva.com/design/DAGMk4cHYiw/_OotUPwq0gcpjWiDmWKtrg/view?utm_content=DAGMk4cHYiw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.



# About this resource

* The target audience for this resource is teachers of Stage 4 Korean.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Korean’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 21 June 2024

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. [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. To learn more about how to support the specific learning needs for high potential and gifted learners, you can access the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

Further examples of differentiated and personalised adjustments are provided on [the Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered ‘common’ terms as students may not have a conceptual understanding of some terms
* understanding that topics that address ‘home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt the task appropriately
* including comparisons between Korean-speaking countries and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) 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. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Evidence base

This unit supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

## Further information

* Aligned to system priorities and/or needs: [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf) (PDF 298 KB): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: Inclusive Education

# Support and alignment

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

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

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

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Inclusive Education and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**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) and effective classroom practice (lesson planning, explicit teaching).

**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) 3.2.2, 3.3.2.

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

**Syllabus outcomes**: ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author**: Languages and Culture

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

**Resource**: Unit guidelines and template

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

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

**Creation date**: July 2024

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# Evidence base

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

NESA (NSW Education Standards Authority) (2022a) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 25 August 2023.

NESA (2022b) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, NESA website, accessed 25 August 2023.

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1. **This list of items will be provided on the day of the assessment.** [↑](#footnote-ref-2)
2. At any time, or as required, students can use a website such as [Easy Hangeul writing practice](http://easykorean.edsoftapps.com/hangul-game/) or similar to practise writing *Hangeul* using the correct stroke order. [↑](#footnote-ref-3)
3. Romanised Korean may be used instead of script, depending on student ability. [↑](#footnote-ref-4)
4. Explain that Paddy’s market is a popular market in Sydney where you can buy food, souvenirs, clothes and bric-a-brac. This market will be used in the activity as an example of a typical market found in Australia. Alternatively, local markets may be used as an example. [↑](#footnote-ref-5)
5. If time permits show students the significance of the images on the *won* notes in the [Korean money online worksheet](https://artsphere.org/wp-content/uploads/2021/07/Lesson-9-Korean-Money-Handout.pdf) (PDF 605 KB). [↑](#footnote-ref-6)
6. For differentiation there are 3 versions of the dice. Click on the version you wish to use with your class. [↑](#footnote-ref-7)
7. **This list of items will be provided on the day of the assessment.** [↑](#footnote-ref-8)
8. Students may do this as a live interaction for the teacher to observe, or record using a voice or video recording application. This could also be adapted to a ‘Creating texts’ task where students create a role-play of a bargaining scenario in Korea. [↑](#footnote-ref-9)