

KOREAN



in the New Zealand CURRICULUM

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Foreword

New Zealand needs people who are fluent in a variety of international languages in order to participate successfully in cultural exchanges, diplomacy, education, trade, and tourism. Investment in education is a natural platform for deeper two-way trade and investment links between Asia and New Zealand. Korean is the third Asian language for which a curriculum statement has been developed; the others are Modern Standard Chinese and Japanese.

The introduction of the Korean language in New Zealand schools in recent years reflects New Zealand's continuing economic and cultural ties with Korea. Because of the increasing number of Korean immigrants and tourists to New Zealand, many students will have opportunities for personal contact and communication with Korean people.

Korean in the New Zealand Curriculum provides the basis for developing language programmes in primary and secondary schools. It gives students the opportunity to learn Korean from the earliest practicable age and sets out a clear progression of achievement. Students will learn the conventions of communicating in Korean in a range of situations and will develop an understanding of Korean culture.

This curriculum statement has been developed as a result of extensive consultation with leading teachers and educators in the field of Korean-language teaching. A draft statement was prepared, was circulated to schools and other interested groups for comment in 1998, and received a positive response. The draft is therefore reprinted as a final curriculum statement.

I am grateful to all those who contributed to the project, including the writers, the members of the review committee, reference groups, Ministry staff, and all the teachers who contributed their time, energy, and expertise.



Howard Fancy
Secretary for Education

Introduction

The New Zealand Curriculum Framework includes Language and Languages as one of the essential learning areas.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

The New Zealand Curriculum Framework, page 10

The purpose of this document, *Korean in the New Zealand Curriculum*, is to provide teachers with a basis from which to plan programmes for students who are learning Korean as a second or subsequent language in New Zealand schools. The document outlines a clear progression of achievement and is designed to provide continuity of language learning. It is supported by a model of teaching and learning that has proved effective in enabling students to acquire a new language through active communication so that they become able to communicate spontaneously with speakers of that language outside the classroom.

The Korean curriculum statement sets out achievement objectives for communication functions, Korean culture, and language skills, and describes suggested Korean expressions and grammar, in order to provide a unifying structure for the classroom programmes offered throughout New Zealand. Teachers are encouraged to adapt this curriculum so that it best meets the interests and abilities of their students.

Why Learn Korean?

New Zealanders have become increasingly conscious of the importance of Asian countries for the development of our trade, tourism, and immigration. New Zealand has become a popular tourist destination for large numbers of Koreans, and significant numbers of Korean immigrants have settled here in the last few years. The presence of Korean tourists and immigrants in New Zealand provides learners of the Korean language with many opportunities for personal contact and communication in Korean. As a nation, we can show real commitment to a good relationship with Korea and Koreans by encouraging students to learn Korean within our education system. By learning Korean, New Zealand students can:

- broaden their knowledge beyond cultural stereotypes and national boundaries;
- promote tolerance and positive attitudes between people of different linguistic, cultural, and national backgrounds;
- come to understand how Korean people act and think;
- develop an appreciation of Korean language and culture;
- communicate more effectively with Korean people;
- develop and maintain relationships with Korean people;
- become confident in communicating with speakers of Korean about trade, travel, or tourism as well as in other professional, educational, or social situations;
- develop the skills, understandings, and attitudes that facilitate the learning of other languages;
- broaden their employment options, both in New Zealand and internationally;
- develop an awareness of the interdependence of all people;
- experience the satisfaction of being able to communicate with Korean speakers in Korean.

The Korean curriculum statement is designed to be used to develop Korean-language learning programmes at both primary and secondary schools.

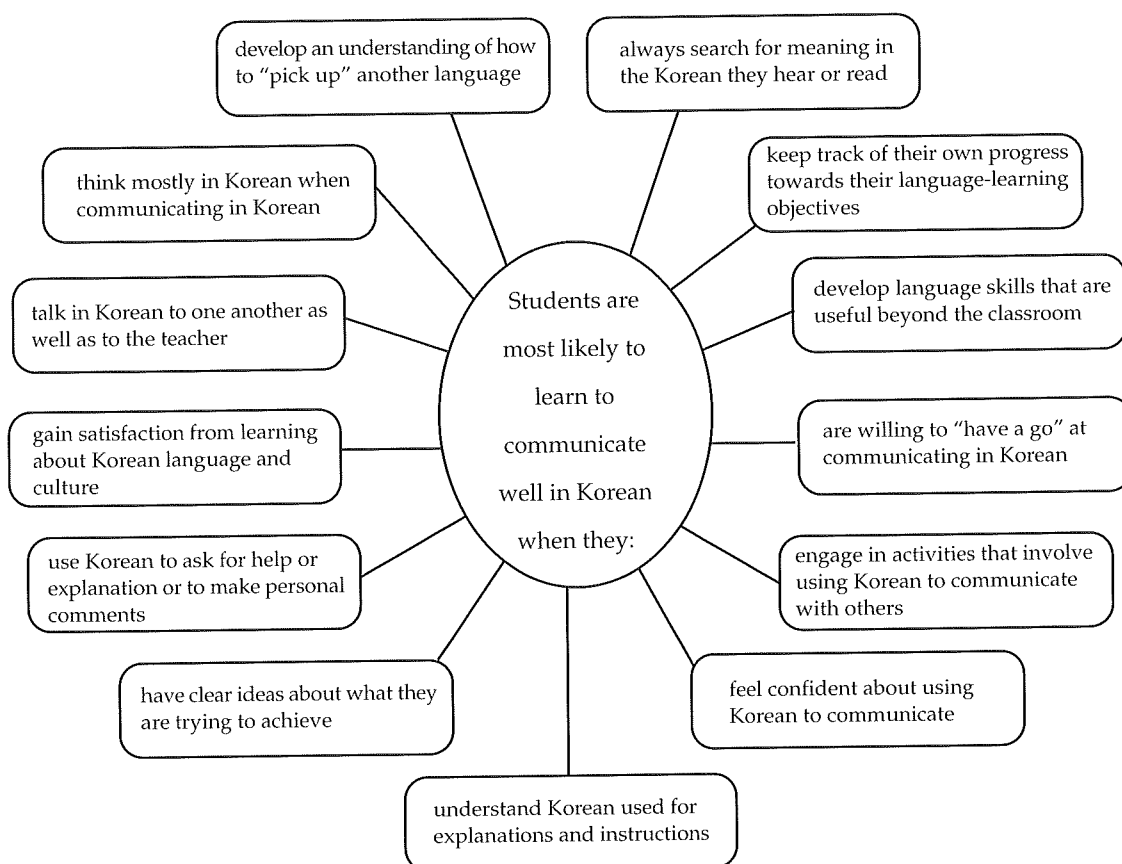
Effective Language Learning

Students beginning to learn Korean have already acquired one language – their first language. They already have the skills to acquire another language. The classroom approach to language learning should build on these skills. Students should learn Korean naturally, through real communication. This kind of learning will help them to acquire more Korean, or to learn another new language, outside the classroom.

Students should be given an overview of how acquiring a language leads to spontaneous communication – how the skills they practise in class will help them to pick up more language in real-life situations. They should be able to enjoy the challenge of taking in new language and expect to succeed. They can gain satisfaction from weaving new words into their own personal language tapestry.

By making the classroom a place where students develop the skills and confidence to acquire another language, teachers give their students a lasting and valuable gift – the ability to acquire languages whenever they need to in the future, either in classrooms or out of them.

Learning to Communicate in Korean



Introducing New Language

The way that teachers present new words and expressions has a powerful effect on the students' developing view of the language-learning process. This view in turn affects the students' success in communicating with others in the new language. The teacher should present new language in a context or a situation that emphasises its purpose of communicating information and ideas. The teacher should encourage students to search for meaning themselves and should also provide clues to assist them in their search. The new language will usually be introduced in spoken sentences. Its meaning will often (particularly at beginner levels) be conveyed through pictures, photos, symbols, signs, real objects, or mime and gesture.

Where possible, the meaning of the new language will be explained by using Korean words that are already familiar. (This is increasingly possible at higher levels.) English may be used to identify the communication function to be practised, to describe the situation created, and to explain the significance of the visual aids being used. However, students should value the ability to think and work in Korean without recourse to English and should see this as the natural way to learn the language.

In responding to new language, students should first be challenged to show that they understand it by choosing or saying responses that use language they already know. This is the key stage in acquiring new language. It enables students to build their skill in making sense of what they hear. Only when the teacher has reasonable evidence that the language they have received is comprehensible to them will the students be asked to use it to convey messages. When listening or reading as well as when speaking or writing, students should focus on making choices and making sense. It is very important that new learning should be meaningful to the learners and that they should apply their new learning as soon as possible.

The Role of the Teacher

Effective, stimulating, and varied communicative activities should form the basis of the teaching and learning programme. Teachers need to:

- speak Korean that provides a good model for the students they teach;
- ensure that students understand how languages are learned;
- set clear, achievable objectives with their students that emphasise communicating in Korean;
- recognise and allow for individual differences and learning styles;
- encourage students to search constantly for meaning in the Korean they hear and read;
- challenge students first to demonstrate that they understand new Korean language and then to use the new language to communicate;
- provide opportunities for students to practise using Korean, with activities that focus on conveying meaning through changes in form or structure;

- devise activities that allow students to exchange messages of personal importance in unrehearsed and unpredictable ways;
- present Korean beliefs, values, customs, and social structures as an integral part of acquiring Korean language;
- develop the students' ability to think and work in Korean without recourse to English;
- use Korean for classroom management whenever possible;
- learn more about the students' needs by continually monitoring their progress;
- help students to focus on their successes and to accept making some mistakes as a natural part of learning to communicate in a new language;
- consistently challenge learners to improve the quality of their performance by providing helpful feedback;
- recognise that language acquisition is a continuous but uneven process.

The Essential Skills

Language study contributes significantly to the development of the essential skills outlined in *The New Zealand Curriculum Framework*. **Communication Skills**, which are fundamental in the language classroom, are reflected specifically in the communication functions in this curriculum statement. Students are expected to communicate with speakers of Korean not only by using appropriate oral and written language but also in other ways that are culturally and socially appropriate to the situation and to the people being addressed.

Students will develop their **Information Skills** as they identify, organise, analyse, process, and present information through the medium of the Korean language. They will enhance their **Problem-solving Skills** through a wide range of activities; in particular, as they make connections and establish relationships between meaning, new language, and the language they know already. They will also exercise imagination, ingenuity, initiative, and flexibility as they find ways to express their ideas through Korean. They will analyse language and look for a discoverable order in the structures they meet. They will explore ideas and generate new ones as they communicate with Korean people in their own language.

Social and Co-operative Skills are very relevant, since one of the greatest compliments one can pay someone from another culture is to learn their language. If possible, students of Korean should have opportunities to experience the satisfaction of communicating with Korean people in a social situation. In the Korean-language classroom, students will study the importance of Korean cultural values in interpersonal communication. The study of another culture tends to increase understanding of how much our own behaviour is based on cultural values that may not be readily apparent to us. In addition, students will be encouraged to work co-operatively in pairs and groups to improve their ability to communicate.

Since learning another language requires concentration, memorising, and rehearsal, students' **Self-management Skills** will be developed. The students will need to set and achieve realistic personal goals as they adapt to new ideas, new situations, and indeed a completely new language. The study of Korean requires a considerable investment of time and effort before students can communicate with Koreans at the Survival Skills stage (refer to page 15). They will need to develop commitment and perseverance as they move along a developmental path towards fluency in the Korean language.

To succeed in learning Korean, students will also need sound **Work and Study Skills**. They will have to work consistently and effectively, both independently and in groups. Individual study is needed to back up classroom presentations and language practice. In addition, the language-learning skills they have acquired should equip them to improve their fluency in Korean or to learn another language whenever they may need to in later life.

Numeracy Skills are enhanced as students learn to manipulate Korean in mathematical contexts, including telling times, discussing dates, and using measurements.

Physical Skills could also be included in the language programme, especially at the primary level, as students participate in cultural activities, including sport, games, and dance.

Attitudes and Values

The attitudes and values described in *The New Zealand Curriculum Framework* will be reflected in the Korean-language classroom. As part of the school curriculum, the Korean-language curriculum will help students to develop and clarify their own values and beliefs and to respect, and be sensitive to, the rights of people who may hold values and attitudes that differ from their own. As they compare themselves, their community, and their country with Korean people and Korea, students will examine the context and implications of their own attitudes, of New Zealand's social system, and of the values on which different social structures are based.

In addition, the focus on learning to communicate with real people in real situations, and on developing language-acquisition skills that will be useful beyond the classroom, will help students to develop positive attitudes towards learning as a life-long process.

The Learning Framework

This curriculum statement is intended for New Zealand students who are learning Korean as a second or subsequent language and who have had little or no previous contact with Korean. It assumes that the aim of Korean-language programmes in classrooms is to enable these New Zealand students to communicate with speakers of Korean in everyday settings.

The document provides achievement objectives at eight progressive levels. It is the responsibility of schools and teachers to develop programmes that enable students to achieve these objectives. This document enables teachers to develop Korean-language programmes that may begin in primary or intermediate schools or at various year levels in secondary schools.

The Structure of *Korean in the New Zealand Curriculum*

Aims

for language learning
include *general aims* and *achievement aims*.

The aims of the Korean curriculum cover all eight *levels*.

The three *Strands*,

Communication Functions, *Korean Culture*, and *Language Skills*
are derived from the achievement aims.

Achievement Objectives

are listed for each of the three strands
at each level.

Specific Learning Outcomes

that relate to the achievement objectives
are suggested at each level under *topic headings*.

Suggested Expressions and Grammar

indicate the increasing range and variety of Korean
expected at each level.

Aims

General Aims for Learning a New Language

The general aims for learning a new language are consistent with the principles for Language and Languages stated in *The New Zealand Curriculum Framework* (on page 10).

The aims are:

- to encourage the learning of another language from the earliest practicable age;
- to broaden students' general language abilities and bring their own language into sharper focus;
- to enrich students intellectually, socially, and culturally;
- to develop in students an understanding of the ways in which other people think and behave;
- to further international relations and trade.

Achievement Aims for *Korean in the New Zealand Curriculum*

Students will:

- develop the skills needed to understand and use spoken and written Korean;
- understand Korean speakers and communicate effectively with them;
- learn the conventions of communicating in Korean and develop an understanding of the Korean culture.

Levels

The eight levels define a natural progression of learning. Differentiation between levels is built in through:

- the expectation of increasing learner independence;
- the increasing range and variety of the Korean used;
- the increasing complexity of the learning activities.

The levels defined by this statement do not necessarily coincide with students' years of schooling. Teachers will have to make careful decisions about which curriculum levels their students should be working at, given the time available in the school timetable and the students' prior ability to communicate in Korean. Students may begin level 1 at any age.

The eight levels of this curriculum statement show the independence expected of learners, the range of communication possible, and the complexity of language needed as learners progress along a continuum from knowing no Korean to being able to communicate effectively in Korean.

Increasing Independence

As language competence increases, the responsibility for learning is progressively transferred from teacher to student. Both need to understand this so that they can co-operate in the process of learning how to learn that occurs during language study.

Increasing Range and Variety

This curriculum statement takes into account the developmental process involved in acquiring another language. At each level, there is a list of topics and related language appropriate to the communication functions for that level. As learners grow in communicative competence, they extend the range of:

- topics and ideas they can talk about;
- communication functions they can use to express themselves;
- communicative situations they can cope with.

The language they understand and use will also become more sophisticated and complex.

Increasing Complexity

Increasing complexity is signalled by a sequence of stages of language development. The stages are called:

- Emergent Communication
- Survival Skills
- Social Competence.

It is expected that most New Zealand students working within level 8 of the Korean curriculum will be at the Survival Skills stage, with some advancing into the Social Competence stage. The three stages in the learner's acquisition of a second language in a classroom are described below.

Emergent Communication

Learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary. They can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of the typical cultural conventions that operate in interpersonal communication and understand these. Although they may be enthusiastic participants in class, learners may still be reticent about using Korean outside the classroom.

Survival Skills

Learners can cope with a variety of routine situations when visiting Korea or when communicating with Korean speakers in New Zealand. They can use familiar language with some flexibility and pick up some new language from its use in context. They can read and write notes and short letters and fill out most parts of official forms. They understand many of the customs and beliefs of Korean culture and make use of them. Although their confidence is growing, they may still be hesitant about talking to native speakers in some situations.

Social Competence

Learners are confident enough to seek out opportunities to use Korean. They can initiate and sustain a conversation with a sympathetic native speaker and can speak at some length if required. They can interact flexibly in familiar social situations and cope with some less familiar ones. They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write extended passages, long personal letters, and simple formal letters. Their behaviour is culturally appropriate in most social situations, and they are sensitive to the values held by Korean people.

The Strands

The three strands are derived from the three achievement aims. The Communication Functions strand describes the communication purposes for which students will use Korean. The Korean Culture strand outlines aspects of Korean culture, including the conventions students need to learn so that they can communicate effectively with Korean speakers. The Language Skills strand describes listening, speaking, reading, and writing skills at each level. It is expected that, in practice, these strands will be integrated in a language-rich environment.

Communication Functions

This strand sets out what students will do with the language they acquire at each level, and the objectives describe the communicative competence that students are expected to achieve. Although different communication functions are described for each level, teachers can return to functions at any level, increasing the complexity of the language for more advanced students.

The communication functions may be practised in a variety of contexts, according to the interest and experience of the learners. Broad areas of interest could be addressed progressively at the various levels as the range of learners' interest and ability gradually expands.

Korean Culture

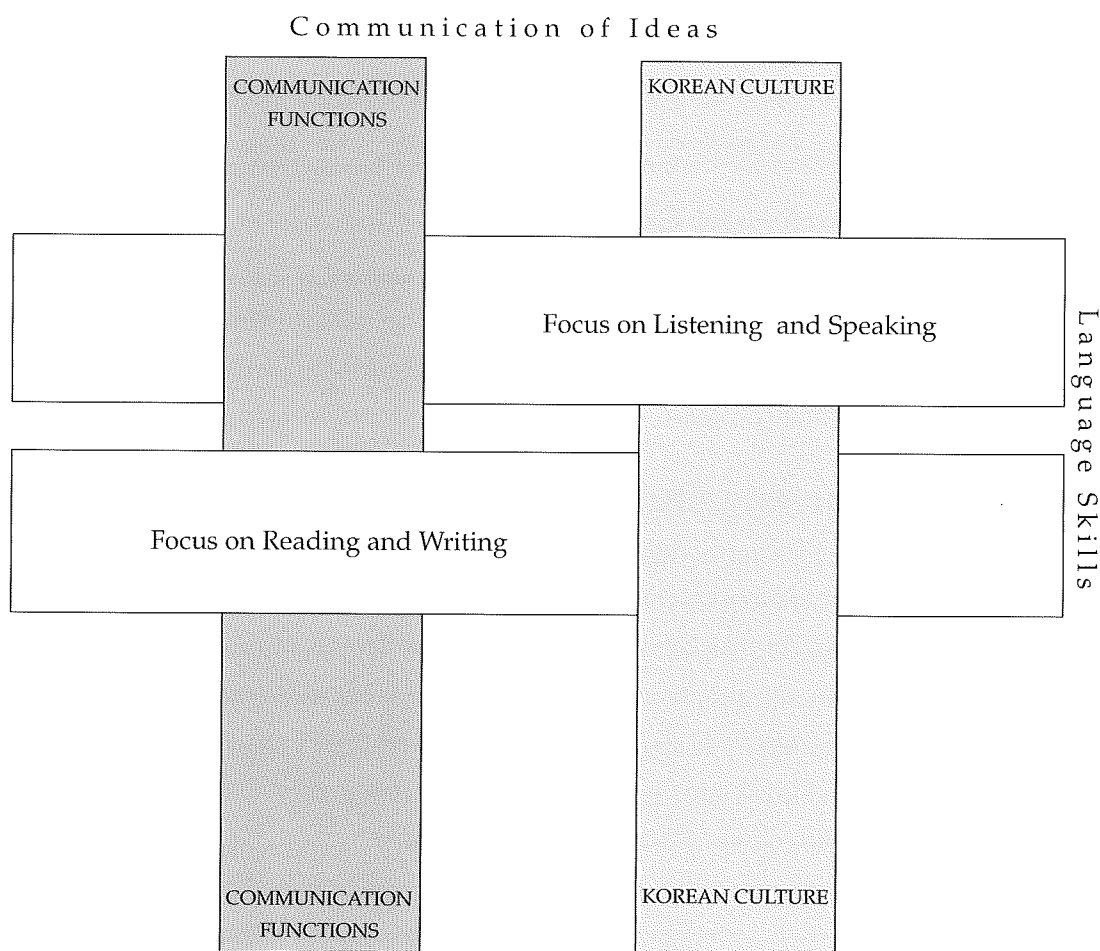
In this strand, students will develop an awareness and appreciation of Korean culture. Culture embodies the everyday experiences and lifestyles of native speakers as well as the historical background of their language. Language and culture are inextricably interwoven. The aspects of Korean culture identified at each level are connected to the communication functions and language skills for that level or arise out of them. The list of cultural aspects in the curriculum statement is not exhaustive, and other aspects may be introduced when they are of interest to students.

Discussion of Korean culture should be integrated with the presentation and practice of new language. Teachers should encourage students to compare the culture of Korea with that of New Zealand and to compare the beliefs and values of Korean people with those of the various cultural groups represented within the class.

Where possible, the Korean language should be used when students are learning about aspects of Korean culture.

Language Skills

Students will work towards the achievement objectives in listening, speaking, reading, and writing in the context of the other two strands; that is, as they communicate in Korean and learn about the Korean culture.



Listening includes:

- understanding, and responding appropriately, in a conversational context;
- getting the gist of spoken language;
- identifying detail in, and drawing specific meaning from, information in spoken language.

Speaking includes:

- speaking fluently and accurately with a complexity appropriate to the level of learning;
- conversing in social exchanges with a competence appropriate to the level of learning;
- speaking to an audience with a confidence appropriate to the level of learning.

Reading includes:

- getting the gist of written language;
- identifying detail in, and drawing specific meaning from, information in written language.

Writing includes:

- writing with fluency and accuracy appropriate to the level of learning.

Some learning activities will focus on listening and speaking, some on reading and writing, and some on just a single skill; some may involve all four skills. Students' ability to understand incoming messages through their receptive skills (listening and reading) will usually be in advance of their ability to send messages through the productive skills (speaking and writing). All four language skills are important, and students should practise them naturally in activities that focus on communicating ideas.

The Achievement Objectives

The achievement objectives describe what learners are expected to achieve within the three strands at the various levels. Because language acquisition is a cumulative process, Korean expressions and grammar that learners meet at one level will later be revisited or extended in other contexts, as they progress.

Specific Learning Outcomes and Topic Headings

The specific learning outcomes suggested at each level under topic headings are derived from the achievement objectives for the communication functions. The outcomes describe what students will do with their Korean language. The descriptions are mostly of "productive" language; that is, they use simple statements to describe what students will say or write. It is assumed that students will also be able to understand these expressions when they hear or read them and to ask appropriate questions that relate to them. The relevant question forms are listed in the column of suggested expressions.

Specific learning outcomes are listed under only one topic heading, even when they could obviously be used with many topics. Teachers may choose to introduce any of the specific learning outcomes in other contexts. What matters is that the students can use that language to communicate for an appropriate purpose. Often, language will be revisited at more advanced levels (when the same purpose can be achieved with more sophisticated language).

The suggestions for specific learning outcomes are grouped under broad topics:

- Myself, my family, and other people
- Day-to-day living
- Education and work
- Free time and entertainment
- Travel, holidays, and tourism
- Communications and technology.

These topics are necessarily arbitrary, and there may be debate about which topics some specific learning outcomes should be listed under. Teachers are expected to be flexible in the way they relate particular specific learning outcomes to topics, and to use their professional judgment in deciding what will best suit the needs of their students.

Naturally, students with higher levels of communicative competence will be able to discuss a greater range of topics.

Suggested Expressions

Specific Korean words, phrases, questions, and statements are listed at each level to indicate the increasing range and variety of language that students are expected to acquire. The specific learning outcomes for each topic are aligned with the Korean language appropriate to each outcome.

The expressions listed are a suggested minimum only. Teachers should feel free to add words that match their students' interests and abilities.

Suggested Grammar

At every level, the structures and grammar appropriate to the specific learning outcomes for that level are listed. Teachers should remember that "knowing grammar" is more important than "knowing about grammar". Constructing sentences by a process that focuses on rules and tables is not the best way to communicate; it is better for students to focus on getting meaning across by using particular structures. The more they practise communicating, the more accurate their language is likely to become.

Once students can use a grammatical structure to communicate, it can be useful for them to examine how that structure works, especially when they are encouraged to discover patterns and "rules" for themselves. When students can make sense of the grammar in the Korean they have already acquired, they develop useful learning skills that help them to continue learning Korean in settings outside the classroom.

Planning for Learning and Assessment

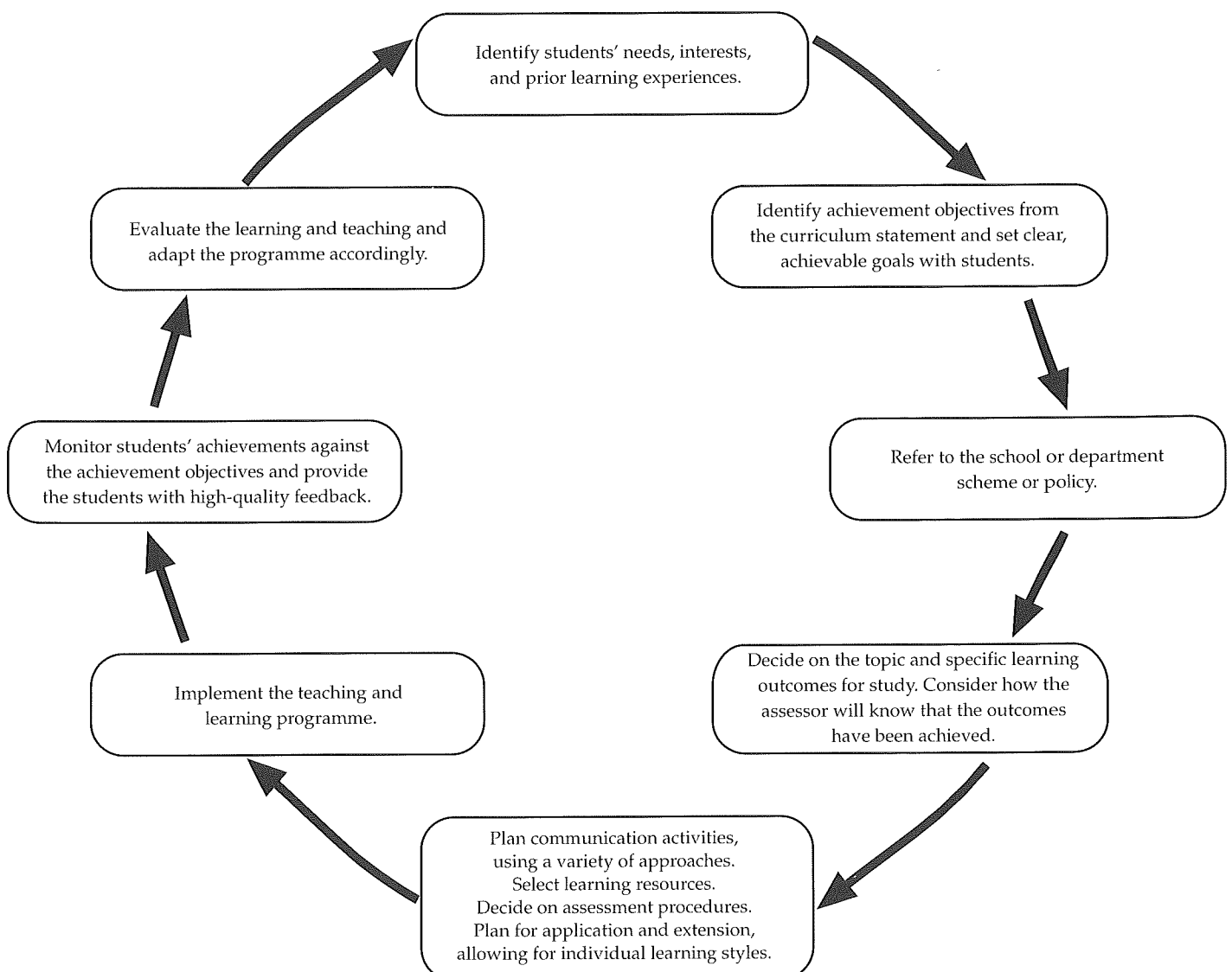
The Communicative Approach

Since the aim of the curriculum statement for Korean is that the students should be able to understand speakers of Korean outside the classroom and communicate with them, learning and assessment situations should be authentic or should simulate real-life situations whenever possible. The focus should be on coping with communicative situations that may arise when students interact with Koreans either in Korea or within New Zealand.

The language skills to be used (listening, speaking, reading, writing) will arise from the nature of the communicative situation. Often this will involve students in using only oral language (listening and speaking) or only written language (reading and writing). For instance, engaging a Korean of their own age in a conversation about personal details and family will require the students to understand spoken Korean and to speak Korean themselves but not to read or write.

An Approach to Planning

Teachers can begin their planning at any appropriate point on this cycle.



Assessment

When developing their programmes, teachers should plan for assessment so that an accurate profile of each student's progress can be built up over time.

... schools need to ensure that over time, the breadth of information gathered is sufficiently comprehensive to enable teachers to make professional judgments that identify:

- student learning needs and how these will be met;
- the progress of individual students in relation to the achievement objectives ...

Governing and Managing New Zealand Schools: A Guide for Boards of Trustees:

Part One, page 15

All forms of assessment should be regarded as diagnostic, providing students with constructive feedback and helping teachers to evaluate the effectiveness of programmes. It is important for teachers to ensure that assessment procedures are clear and that students understand them. Typically, teachers' assessments will be ongoing and will provide immediate, frequent, and regular feedback to help students to develop their language skills. Assessment is likely to include teachers' informal observation of classroom learning, formal assessment tasks, peer assessment, and self-assessment. Students should be encouraged to monitor their own progress.

Assessment should measure both communicative competence and linguistic accuracy and should allow for a range of students' responses rather than anticipating strictly predetermined language content. Accuracy in language use and effectiveness of communication are both key considerations. A message delivered with appropriate vocabulary, correct grammar, and accurate pronunciation or writing is more likely to result in clear communication than one that is not, but communication does not have to be perfectly correct to be effective. Teachers should set standards of linguistic competence that encourage and reward accuracy but that also recognise the value of messages which would be intelligible to Korean speakers in spite of minor errors.

Korean in the New Zealand Curriculum

Levels 1–8

Level 1

Students at this level are working within the Emergent Communication stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- follow classroom instructions;
- talk about what they have and what they need;
- meet and talk to someone about themselves, for example, their name, their age, where they live, their pets, and their likes and dislikes.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge about Korea, Korean people, and the development of the Korean writing system (*Han-gŭl*);
- follow basic Korean conventions for appropriate behaviour when meeting people.

Suggested aspects

Basic geography of Korea • Korean names and the use of business cards
• Bowing and levels of politeness • Ages and birthdays • King Sejong
and the origins of the Korean writing system

Language Skills

In the context of the communication functions at level 1, students should be able to:

- understand spoken language that contains well-rehearsed sentence patterns and familiar vocabulary;
- interact in predictable situations to exchange basic personal details;
- read and write straightforward versions of what they have learned to say.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 1 is listed separately. Examples of assessment activities suitable for level 1 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

greet people

안녕?

안녕하세요? (선생님)

say how they are

어떻게 지내요?

잘 지내요.

say they're pleased to meet someone

만나서 반가워요.

invite people to come in

어서 오세요.

say goodbye

안녕.

thank people

또 만나요.

감사합니다.

say what their own name is

괜찮아요.

이름이 뭐예요? / 뭐예요?

누구예요? / 누구예요?

introduce others

저의(제) 이름은 / 저는 수미예요.

이 분/저 분/그 분은 (이 사람은)

박상호 씨예요.

애는 샘이예요.

say what their own age is

제 친구 마이클 이예요.

몇 살이예요?

say where they come from.

열 네 살이예요. (한 살 - 열 아홉 살)

어디에서 왔어요?

뉴질랜드에서 왔어요.

(호주, 한국, 일본, 영국, 중국, 미국)

Day-to-day living

Students can:

say what they like and dislike

햄버그(테니스)를 좋아해요?

아이스 크림(크리켓)을 싫어해요?

say what pets they have.

애완동물이 있어요?

예/네, 개가 있어요.

아니오, 없어요.(개, 고양이)

Education and work

Students can:

say what they have

책 있어요?/없어요?

(책, 공책, 자, 연필, 볼펜, 필통, 지우개)

ask for something

연필 주세요.

understand classroom instructions

조용히 하세요.

잘 들으세요.

일어나세요.

앉으세요.

따라하세요.

여기를 보세요.

빨리하세요.

시작합니다.

다 했어요?

say sorry.

(참) 잘 했어요.

미안합니다.

Suggested Grammar

word order in sentences
the sentence ending *-yo*
the interrogatives *who, where*
the subject particles *-i/-ka/- (n)ŭn*
the demonstrative modifiers *i/chŏ/kŭ*
the classifiers *bun/saram/ya*
the noun suffixes *-nim, -ssi*
the noun modifier *myŏt*
the polite forms *chŏ, che*
the locative particles *e/esŏ*
the object particle *(r)ŭl*
the imperative ending *-seyo*

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could introduce and talk about themselves when they role-play the parts of students meeting for the first time at an international gathering in Korea and:

- find a partner and greet them;
- ask their partner's name, age, and where they live, and answer the corresponding questions about themselves;
- exchange any other relevant information;
- say goodbye.

Reading and Writing

Students could be given a form, with questions in Korean directed to someone seeking a Korean penpal. Five of the questions would ask about the reader's name, age, country, pets, and favourite sports. A further three questions would contain language unfamiliar to students at this level. The students would identify the questions that they could understand and write an appropriate answer, in English or Korean, to each one.

Level 2

Students at this level are working within the Emergent Communication stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- exchange personal information, for example, their phone numbers and what sports they play;
- say what time and day it is;
- describe someone's physical appearance;
- understand classroom instructions.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge of everyday life in Korea.

Suggested aspects

Life in modern Korea • Korean relations with New Zealand • Number systems
• Receiving guests and visiting • Traditional sports and pastimes

Language Skills

In the context of the communication functions at level 2, students should be able to:

- understand spoken language that contains well-rehearsed sentence patterns and familiar vocabulary;
- interact in predictable situations to exchange basic personal details;
- read and write straightforward versions of what they have learned to say.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 2 is listed separately. Examples of assessment activities suitable for level 2 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

say they are all right

say goodbye

thank people

attract attention

say what their name is

say what their phone number is

say what people look like

say what colour people's hair
and eyes are.

그저 그래요.

안녕히 가세요.

안녕히 계세요.

(정말) 고마워요. /천만에요.

실례합니다.

나의(내) 이름은 (나는) 짐이에요.

전화 번호가 뭐예요?

전화 번호가 몇 번이에요?

584-4289(오팔사의사이팔구)(번)이에요. (0-9)

어떻게 생겼어요?

키가 커요. /작아요.

예뻐요.

잘생겼어요 /못생겼어요.

보통이에요.

머리가 길어요. /짧아요.

머리가/눈이 무슨 색이에요?

머리가/눈이 갈 색이에요.

(까만색, 노란색, 녹색, 회색, 빨간색)

Day-to-day living

Students can:

tell the time

(in hours and half-hours)

say what day of the week it is

say what sports they play.

(지금) 몇 시예요?

1시 반이에요.

오늘은 무슨 요일이에요?

수요일이에요.

(월요일, 화요일, 수요일, 목요일, 금요일, 토요일, 일요일)

무슨 운동을 해요?

무슨 운동을 좋아해요?

(축구, 농구, 테니스, 크리켓, 수영, 럭비, 넷볼)

Education and work

Students can:

understand classroom instructions

say they understand

ask someone to wait

say whose turn it is.

잠깐만 기다리세요.

맞아요.

대답하세요.

읽으세요.

공책에 쓰세요.

그만 하세요.

손을 드세요.

이리 오세요.

다시 한번.

(잘) 모르겠어요. / 아! 알겠어요.

잠깐만.

내 차례예요. /네 차례예요.

Suggested Grammar

the plain forms *na*, *nae*

the interrogatives what, how, which

the classifiers *shi*, *yo-il*

Korean and Sino-Korean numbers

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could role-play the parts of people telling their names and phone numbers, or what sports they play and at what times, through:

- choosing a card from four face-down cards;
- examining their card, which will show (using numbers, symbols, and pictures) a phone number, two sports they like and one they play, and the time and days of the week when they play it;
- telling a partner or the teacher these details;
- answering simple questions relating to the information.

Reading and Writing

Students could respond to descriptions, written in Korean, by reading several such descriptions of named people, comparing them with two coloured photographs, and deciding who the two people in the photographs are.

Level 3

Students at this level are working within the Emergent Communication stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- talk about their immediate family, for example, their nationalities, ages, birthdays, and what they are like;
- talk about themselves, including the sports they enjoy and when they play them;
- use Korean for simple classroom interactions.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge of family relationships and annual events in Korea.

Suggested aspects

The lunar calendar • Special birthdays • Annual festivals and public holidays in Korea

Language Skills

In the context of the communication functions at level 3, students should be able to:

- understand spoken language that contains familiar sentence patterns and also familiar vocabulary that is combined in new ways;
- express personal ideas in simple ways during interactions;
- read and write straightforward versions of what they have learned to say.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 3 is listed separately. Examples of assessment activities suitable for level 3 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

thank people

introduce others

ask people when their birthdays are

say what someone's age is

say what their nationality is

say who is in their immediate family

say what people are like.

고맙습니다.

애는 샘이 아니에요.

생일이 언제예요?

십이월 오일이에요 (1 - 100)

(스물 - 쉰)

어느 나라 사람이예요?

뉴질랜드 사람이예요.

가족이 몇 명/분이에요?

우리 가족은 다섯 명이에요.

나는 우리 가족을 사랑해요.

가족이 어떻게 되요?

아버지하고 어머니하고 형하고 여동생이 있어요.

형제가 있어요?

예, 있어요. /아니오, 없어요.

(부모님, 누나, 언니, 오빠, 남동생,

할아버지, 할머니, 아빠, 엄마)

피터는 어때요?

(아주) 친절해요.

똑똑해요.

착해요.

Day-to-day living

Students can:

say what animals they have at their place

say what the time is

say what the date is

say what sports they enjoy.

우리집에 말이 있어요.

(취, 물고기, 새, 토끼, 말, 소, 양, 돼지, 닭, 오리)

오후 여섯 시 십오 분이에요.

(오전, 오후, 반, 분, 시)

오늘은 몇 월 몇 일이에요?

(일월, 이월, 삼월, 사월, 오월, 유월, 칠월, 팔월, 구월,

시월, 십일월, 십이월)

오늘은 4월 14일이에요.

나는 수영이 재미있어요.

테니스도 재미있어요.

Education and work

Students can:

say who and what is in the classroom

understand classroom instructions

ask permission.

이것이 뭐예요?

(이것, 저것, 그것, 여기, 저기, 거기)

(종이, 창문, 문, 사전)

학생(들)이 몇 명 있어요?

남학생(여학생)이 열두 명 있어요.

4 페이지를 펴세요/ 책을 덮으세요.

끝냅시다.

창문을 여세요/ 닫으세요.

숙제를 보여주세요.

화장실에 가도 돼요?

Suggested Grammar

the interrogatives *when, which*

the classifier *myŏng*

the conjunctive particles *hago, do*

the plural marker *tŭl*

the negative *i anieyo*

the classifiers *bun, myŏng, il, wŏl*

word order, subject, object, descriptive verb

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could talk about their (real or imagined) family, using two copies of a family tree they have made, through:

- giving one copy of the family tree to a partner (who may be the teacher);
- beginning to talk about their family to their partner;
- answering the questions of their partner, who asks for further details (including the student's birthday), checks what has been said, and asks what two of the family are like.

Reading and Writing

Students could write a short letter to a new Korean penpal, describing themselves, their family, their pets, and the sports they play and enjoy. As they write, they may discuss their work with other students and/or refer to books. The teacher may also supply ideas.

Level 4

Students at this level are working within the Emergent Communication stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- talk about their house or flat and what they do there;
- talk about leisure activities;
- talk about school;
- talk about the weather.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge of leisure activities and housing in Korea.

Suggested aspects

Traditional and modern homes • Seasons and the weather in Korea • Types of school • What students do at home • What students do in their spare time

Language Skills

In the context of the communication functions at level 4, students should be able to:

- understand spoken language that contains familiar sentence patterns and also familiar vocabulary that is combined in new ways;
- express personal ideas in simple ways during interactions;
- read and write straightforward versions of what they have learned to say.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 4 is listed separately. Examples of assessment activities suitable for level 4 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

greet a friend they have not seen lately

오래간만이예요.

잘 있었어?

invite people to come in

들어오세요.

say goodbye.

잘 가.

Day-to-day living

Students can:

describe their house
or flat

어떤 집에 살아요?

한옥집에 살아요.

(양옥집, 아파트)

우리 집은 넓어요 /좁아요.

방이 몇 개 있어요?

(거실, 부엌, 화장실, 욕실, 식당, 현관, 침실,
정원, 베란다, 공부방, 세탁실, 서재, 차고)

내방은 깨끗해요/더러워요.

say what furniture and appliances are
in their home

컴퓨터가 있어요?

(테이블, 소파, 책상, 의자, 책꽂이, 텔레비전,

비디오, 컴퓨터, 전축, 냉장고, 가스레인지,

침대, 찬장, 세탁기, 옷장, 전화기)

불/TV를 켜세요/끄세요.

say what the weather is like

날씨가 어때요?

좋아요/나빠요.

(너무) 추워요/더워요.

비가 (많이) 와요/눈이 와요.

say what they do at home

집에서 뭐해요?

일찍 일어나요.

샤워를 해요.

공부를 해요.

텔레비전/TV를 봐요.

신문을 읽어요.

잡지를 읽어요.

음악을 들어요.

숙제를 해요.

잠을 자요.

컴퓨터 게임을 해요.

say what they don't like.

독서를 안 좋아해요.

Education and work

Students can:

understand suggestions

수업을 시작합니다./끝냅니다.

co-operate with other learners

잠깐만요.

같이/함께 연습해요.

먼저해요.

틀려요?

say what school and class
they are in

무슨 학교에 다녀요?
켈스톤 남자고등학교에 다녀요.
몇 학년이에요?
9학년이에요.

say what subjects they take

어떤 과목을 공부해요?
수학하고 한국어를 공부해요.
(수학, 영어, 한국어, 과학, 사회, 체육, 미술, 음악).

Free time and entertainment

Students can:

say what they do in their spare time

주말에 보통 뭐해요?
일요일에 보통 영화관에 가요.
취미가 뭐예요?
독서예요.
(독서, 말타기, 교회, 절, 쇼핑, 아이쇼핑, 학원,
 시내, 오락실, 승마)
쇼핑을 하고 싶어요.

say what they want to do.

Suggested Grammar

the interrogative *ǒddŏn*

casual verb endings without *yo*

the classifier *kae*

the negative prefix *an*

the suggestion form *-pshida*

the pattern for wanting: *-go shipŏyo*

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could demonstrate that they understand information about what people are doing when they role-play a telephone call to a friend's house and ask to speak to a named friend. The teacher or another fluent speaker of Korean plays the part of a parent answering the phone, says that the friend is not there, and explains what the friend is doing. The student then writes the name of the friend beside the correct picture in a set of pictures showing different places appropriate to different activities.

Reading and Writing

Students could write a short letter, to a Korean penpal, about what they do at home, at school, and in their spare time. As they write, they may discuss their work with other students and/or refer to books. The teacher may also supply ideas.

Level 5

Students at this level are working within the Survival Skills stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- make formal greetings and introductions;
- talk about health problems;
- talk about meals and join in mealtime conversations;
- describe their classrooms and talk about their subjects.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge of Korean foods and eating etiquette.

Suggested aspects

Levels of formality • Food, meals, and eating etiquette in the home • School life
• Working life

Language Skills

In the context of the communication functions at level 5, students should be able to:

- initiate and maintain short conversations in a variety of familiar situations;
- express their own ideas in simple but flexible ways;
- read passages that present information and ideas and write notes and short personal letters.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 5 is listed separately. Examples of assessment activities suitable for level 5 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

greet people formally

안녕하십니까?
처음 뵙겠습니다.
잘 부탁드립니다.
반갑습니다.
안녕히 가십시오.

say goodbye

introduce themselves and
others formally

성함이 어떻게 되십니까?
저의 이름은 이수미입니다.
나의 이름은 짐 브라운입니다.

say how to spell their name

이름을 어떻게 써요?/쓰세요?
제 이름은 (내 이름은) 기억, 이, 미움, 이웅,
여, 이웅, 미움 이 예요.

say what jobs people do

직업이 뭐예요?
(의사, (교장)선생님, 간호사, 학생, 회사원,
농부, 주부, 경찰)

ask if someone is free

say they are not well

내일 시간이 있어요?
몸이 아파요.
피곤해요.
감기가 걸렸어요.
열이 나요.
속이 안 좋아요 /토할 것 같아요.

sympathise with others

say what hurts

저런 ...
(참) 안됐군요.
어디가 아파요?
목이 아파요.
다리를 다쳤어요.
(눈, 코, 머리, 귀, 입, 이, 팔, 다리, 어깨, 배)

give advice.

약을 먹어요.
쉬세요.
빨리 나오세요.

Day-to-day living

Students can:

say where people and
things are

전화기가 어디에 있어요?
테이블 위에 있어요.
아버지가 어디에 계세요?
동생은 어디에 있어요?
공원에서 조깅해요.

say what day it is

(옆, 앞, 뒤, 가까이, 안, 밖, 위, 아래)
어제는 무슨 요일이었어요?
화요일이었어요.

say the date

지난/다음 토요일은 몇 월 몇 일이에요?
오늘은 1997년 4월 14일이에요.

say what meals and snacks
they have and when

언제 아침(밥)을 먹어요?
7시에 아침(밥)을 먹어요.
(아침, 점심, 저녁, 간식)

say that they are hungry
or thirsty
ask for food or drink

offer and react politely
to offers of food and drink

comment on food and drink.

배가 고파요.
목이 말라요.
물을 (좀) 주세요.
(음식, 물, 홍차, 커피, 주스, 케이크, 샌드위치,
과자, 빵)
쥬스 드릴까요?
예, 감사합니다.
아니오, 괜찮습니다.
맛 있어요/맛 없어요.
잘 먹겠습니다/잘 먹었습니다.

Education and work

Students can:

say who something belongs to

understand classroom
instructions and questions

ask for help

talk about subjects.

누구의 것이예요?
데이빗의 것이예요.
책을 가방에 넣으세요.
연필을 책상위에 놓으세요.
연필로 쓰세요.
다 썼어요?/다 읽었어요?
생각났어요?
생각이 안나요/잊어버렸어요.
어떻게 써요?
어떤 과목을 배워요?
잘해요/못해요.
재미가 있어요 /재미가 없어요.
쉬워요/어려워요.
한국어를 좋아해요. 그리고 수학도 좋아해요.
과학을 좋아해요. 그러나 음악은 싫어해요.
한국어를 좋아해요. 그래서 열심히 공부해요.

Suggested Grammar

the formal forms *-(sŭ)mnida*, *(shi)mnikka*
the honorific form *sŏngham*
preposition particles
the polite request form *chuseyo*
the polite offer form *-lkkayo*
the possessive particle *-ŷi*
the pronoun *kŏt*
the conjunctions *kŭrigo*, *kŭrŏna*, and *kŭraesŏ*
the contrast particle *-(n)ŷin*
the prefixes *chal* and *mot*

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could role-play going, with a friend, to eat at the home of a Korean adult (played by the teacher). When the two friends arrive, they greet their host formally and introduce themselves. Then, at the table, they take part in a conversation in which food and drinks are offered, asked for, accepted, and commented on. (The teacher may set up a table with real Korean food and drinks.) The conversation should include a range of the communication functions for this level.

Reading and Writing

Students could write notes to imaginary teachers, explaining why they were absent from school on three particular dates, basing their notes on information provided in the form of three dates written in figures, and drawings showing three specific sicknesses or injuries. They should write the date in Korean words and describe the reason for their absence in one or more sentences.

Level 6

Students at this level are working within the Survival Skills stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- arrange to meet someone somewhere;
- talk about their typical daily routines;
- plan a shopping expedition and buy things in a shop;
- discuss details of their school timetable;
- talk about their spare-time activities, including what they do and what they have done;
- ask and give directions for getting around town.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate knowledge of daily life and shopping in Korean cities.

Suggested aspects

Daily life • Traditional Korean clothing • Korean people and holidays
• Shopping in Korea • Korean money • Korean cities

Language Skills

In the context of the communication functions at level 6, students should be able to:

- initiate and maintain short conversations in a variety of familiar situations;
- express their own ideas in simple but flexible ways;
- read passages that present information and ideas and write notes and short personal letters.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 6 is listed separately. Examples of assessment activities suitable for level 6 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

give an excuse

say what clothes they wear

몸이 아파서 학교에 못 가요.
머리가 아파서 숙제를 못해요.
어떤 옷을 입었어요?/입고 있어요?
(블라우스, 드레스, 치마, 바지, 셔츠,
청바지, 자켓, 모자, 양말, 신발, 속옷,
슬리퍼, 양복, 한복)
입어 보세요.
입어 봐도 돼요?
모자를 쓰고 있어요.
청바지와 티셔츠를 입고 있어요.
양말과 신발을 신고 있어요.
장갑과 안경을 끼고 있어요.
(반지, 썸 글라스)
귀걸이와 목걸이를 하고 있어요.
(넥타이, 팔찌)
모자를 벗으세요.
언제 만날까요?
이번 주말은 어때요?
생일/결혼/졸업을 축하합니다.
새해 복 많이 받으세요.

arrange to meet someone

greet people on special occasions.

Day-to-day living

Students can:

say what activities
they do at home

say what they can do

say what jobs they do
at home

describe typical daily routines

일어나서 샤워를 해요.
샤워를 한 후에 아침을 먹어요.
저녁을 먹기 전에 숙제를 해요.
(마지막으로) 잠을 자요.
한국말을 할 수 있어요?
예, 할 수 있어요.
아니오, 할 수 없어요.
파티에 올 수 있어요?
예, 갈 수 있어요.
아니오, 갈 수 없어요.
집에서 무슨 일을 해요?
설거지를 해요.
요리를 해요.
빨래를 해요.
(집)청소를 해요.
어디에서 일해요?
수퍼마켓에서 일해요.
거의/전혀 일 안 해요.
(후에, 전에, 방과후에, 항상, 자주, 보통,
가끔, 매일, 매주, 매월, 매년)

say what they want to buy

어서 오세요.
무엇을/뭘 찾으세요?
우표가 있어요?
무엇을 사고 싶어요?
CD를 사고 싶어요.
우표가 필요해요.
(비디오(테이프), 카세트(테이프), 우표,
선물, 치약, 칫솔, 비누, 수건, 화장지/휴지)

say which shop they wish to go to

어디에서 사요?
(비디오 가게, 우체국, 문방구, 약국, 슈퍼마켓,
레코드 가게, 시장, 책가게 백화점, 빵집,
경찰서, 자동판매기)
백화점에 무엇 하러(뭐하러) 가요?
수영복을 사러 가요.
백화점은 오전 9시에 열고(열리고)
오후 8시에 닫아요/닫혀요.

say how many they would like

얼마나 드릴까요?
몇 장 드릴까요?
우표 세장 주세요.
(백, 천, 만원, 킬로그램, 그램, 개, 병, 장,
권, 마리)

ask the price.

책이/가 얼마예요?
이천 원이에요.
(너무) 비싸요/(아주) 싸요.
깎아 주세요.
전부 얼마예요?
이것은 무료예요.

Education and work

Students can:

say whether they have finished

다 했어요?
아직 다 안했어요.
벌써 다 했어요.

ask permission

나가고 돼요?
물 마셔도 돼요?
점심 먹어도 돼요?
TV 봐도 돼요?
놀아도 돼요?

say where rooms are

예, 돼요./아니오, 안돼요.
음악실은 어디에 있어요?
(체육관, 과학실, 강당, 미술실, 도서관,
수영장, 운동장)

describe their timetable.

한국어 수업은 B4에서 해요.
체육 수업은 체육관에서 해요.
1교시는 9시에 시작해요.
점심시간은 12시 35분부터 1시 25분
까지예요.
점심시간 동안 공놀이를 해요.
오늘은 Day 1이에요.
3시 15분에 집으로 돌아가요/돌아와요.

Free time and entertainment

Students can:

say what sports they play
say what they are doing

피아노를/테니스를 쳐요.
지금 뭐하고 있어요?
공부하고 있지 않아요. 컴퓨터 게임을
하고 있어요.
카드를 만들고 있어요.
지난 주말에 뭐 했어요?
친구하고/와 크리켓을 쳤어요.
친구와 함께(같이) 영화를 봤어요.

say what they did.

Travel, holidays, and tourism

Students can:

ask and give directions for
getting around town.

북도를 따라 가세요.
가까워요/멀어요.
다리를 건너가세요.
육교를 올라가세요.
지하도를 내려가세요. 그러면 신호등이
보여요.
첫 번째 코너에서 돌아가세요.
(첫 번째, 두 번째, 세 번째, 네 번째,
다섯번째, 여섯 번째 일곱 번째,
여덟 번째, 아홉 번째, 열 번째)
네거리에서 길을 건너가세요.
(다음) 신호등에서 오른쪽으로 가세요.
길이 복잡해요.
(빌딩, 은행, 박물관, 동물원, 미술관)
근처에 병원/약국이 있어요?
병원에 가세요.
학교에 어떻게 가요?
걸어서 가요.
(차, 버스, 자전거, 비행기, 지하철, 기차, 배)

Suggested Grammar

use of the pattern “can do”: *-l su issöyo*
the conjunctive particle *-sö*
verbal nouns
time prepositions: before, after
the negative *mot*
the use of patterns for yet/already
the instrumental particle *-ro*
the conjunctive particle *-wa/-kwa*
the object pronouns *muöt* and *muöl*
the classifiers *pyöng*, *chang*, *kwon*, and *mari*
the present continuous tense
the negative of the present continuous
proposition ending *-l kkayo*
the conjunction *-rö*
asking permission: *do dwaeyo*
the conjunction *kürömyöñ*
the use of the pattern “because ...”: *-sö*
the past tense

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

Students could role-play meeting a friend at a clothing store and greeting the shop assistant (played by the teacher). They could ask about, inspect, and comment on various items of clothing. (Each member of the class could bring something to put in the shop for this purpose.) The teacher should encourage spontaneous, unpredictable exchanges and flexible use of language, and the students’ conversation should include a range of the communication functions for this level.

Reading and Writing

Students should be given copies of a letter in which a Korean penpal discusses their typical daily routines, at school and at home, including chores and weekend activities. The students write a letter in reply, discussing the same aspects of their own lives. They may confer with others and get help from books, but the letter is to convey true information about their own lives.

Level 7

Students at this level are working within the Survival Skills stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- talk about people;
- make comparisons;
- talk about the seasons and weather;
- talk about going to school in New Zealand;
- plan spare-time activities.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- demonstrate understanding of the Korean education system and relations within Korean society;
- demonstrate some knowledge of traditional Korean art, crafts, and music.

Suggested aspects

- The Korean education system • Traditional Korean art, crafts, and music
- Relationships within Korean society • Eating out in Korea

Language Skills

In the context of the communication functions at level 7, students should be able to:

- initiate and maintain a conversation in a variety of social situations;
- express their own ideas in flexible ways appropriate to the situation and the listener;
- gain understanding of some new language from hearing it used in context;
- read passages that present information, ideas, and opinions and write personal letters and short factual accounts.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 7 is listed separately. Examples of assessment activities suitable for level 7 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

say goodbye to their family

say they are back home

thank people

say sorry formally

say what people look like

say what people are like (kind, clever ...)

describe their feelings

say what they think

ask for help

say where they come from

arrange to meet someone.

다녀오겠어요.

조심하세요.

다녀왔어요.

정말 고마워.

(대단히) 감사합니다.

와 주셔서 감사합니다.

수고하셨습니다.

늦어서 미안합니다.

죄송합니다.

언니와 나는 키가 같아요.

똥똥해요 / 날씬해요.

몸이 튼튼해요 / 강해요 / 약해요.

조용해요.

사교적이에요.

명랑해요.

수줍어해요.

이상해요.

미진은 똑똑하고 친절해요.

미영과 상미는 둘 다 착하고 명랑해요.

슬피요 / 기쁘요 / 무서워요.

심심해요.

재미있어요.

행복해요. / 편안해요.

화났어요.

줄려요.

어떻게 생각해요?

좋다고 생각해요.

그래요? / 정말이에요?

이 책은 어때요?

재미있다고 생각해요.

수미가 짐은 친절하다고 말했어요.

굉장히 / 참 멋있군요!

글쎄요.

(와아! 이런! 어이쿠! 어머니! 어-)

선생님께 물어 보세요.

천천히 말(말씀)해주세요.

이것을 한국말로 뭐라고 해요?

필통이라고 해요.

톰은 미국사람이라고 들었어요.

모레 바빠요?

다음주 월요일에 만날 수 있어요?

Day-to-day living

Students can:

say formally where people are

아버지가 어디에 계세요?

거실에 계세요.

make comparisons

지하철은 버스보다 더 빨라요.
비행기와 기차 중에 어느 것이 더 빨라요?
비행기가 더 빨라요.
CD가 카세트 테이프만큼 비싸요.
카세트 테이프가 CD만큼 비싸요.
카세트 테이프가 CD보다 덜 비싸요.
비디오테이프, 카세트 테이프, CD중에서
비디오테이프가 가장 비싸요.

say what the seasons are like

여름에는 날씨가 어때요?
시원해요/따뜻해요.

say what the weather is like.

(봄, 여름, 가을, 겨울)
(아마) 내일은 비가 올지도 몰라요.
비가 오고 바람이 불겠어요.
일기예보를 들어보세요.

Education and work

Students can:

say what school and class they are in
talk about subjects

(유치원, 초등학교, 중학교, 고등학교, 대학교)
어떤 과목을 제일 좋아해요?
한국어를 제일 좋아해요.
수학은 좋아하지만 과학은 싫어해요.
좋아해요/싫어해요.
체육은 자신이 있지만 영어는 자신이 없어요.

talk about tests

어떤 과목의 성적이 제일 좋아요?
한국어가 제일 좋아요.
몇 점이에요?
95점이에요.
다음주에 듣기 시험이 있어요.
(듣기 시험, 쓰기 시험, 말하기 시험)
수학은 좋아해요. 그렇지만 과학은 싫어해요.

talk about the school year.

1년에 4학기가 있어요.
1년에 방학이 몇 번 있어요?
4번 있어요.
여름방학은 얼마/몇 달/몇 주/몇 일 동안이에요?
여름방학은 6주 동안이에요.
여름방학을 어떻게 보냈어요?
재미있게 보냈어요.
(즐겁게, 지루하게, 신나게, 재미없게)

Free time and entertainment

Students can:

say what they do in their spare time

영희는 주말에 공부도 하고 컴퓨터 게임도
하고 친구도 만나고 음악도 듣고 잠도 자요.
일주일에 한 번/한 달에 두 번/하루에 한 번
수영하러 가요.

say what they plan to do

(교회, 절, 학원, 오락실, 승마, 책읽기, 음악듣기,
노래부르기, 춤추기)
다음주 일요일에 뭐 할거예요?

ask for suggestions

한국어를 공부할 거예요.
오늘밤에 뭘 하려고 해요?
비디오를 보려고 해요.
주말에 영화 보러 갈까요?
예, 갑시다.

understand a menu

식사 (밥, 반찬, 찌개, 국, 면, 불고기, 김치,
한식, 양식)

order a meal in a restaurant

음료(수)(보리차, 인삼차)

여기요/여보세요.

몇분이에요?

뭘 시킬까요?

(뭘) 주문하시겠어요?

불고기를 먹어 보세요.

불고기 3인분 주세요.

계산서 (줍) 주세요.

ask for more.

반찬을 더 주세요.

(밥 한 공기, 물 한 잔)

(그릇, 숟가락, 젓가락, 나이프, 포크)

Suggested Grammar

the honorific form *kyeseyo*
the honorific particle *-kke*
connecting adjectives
how to report indirect speech
how to express comparatives, superlatives, and equality
patterns for exclamation
the conjunctive particle *-ko*
the contrast particle *chiman*
the contrast conjunction *kŭrŏtchiman*
the classifier *bŏn*
the interrogative *olma*
the adverbial suffix *-ke*
the conjunction *to (ha)go*
the pattern for asking intention
the pattern for "shall I/we ...?"
the polite infix *shi*

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

In pairs, students could role-play two friends making arrangements to go out in the weekend. Each is given a different card with details (in English) of when one of the pair is free and what they would like to do. Through asking questions and making suggestions in Korean, they negotiate to decide on an outing acceptable to both and then arrange a time and place to meet.

Reading and Writing

Students write part of a letter to a Korean student, in which they describe the school year, their school and class, and the subjects they take and say what they think about these things. They should think about what a Korean student will find interesting about New Zealand, bearing in mind the differences between New Zealand and Korea.

Level 8

Students at this level are working within the Survival Skills stage.

Strands and Achievement Objectives

Communication Functions

Students should be able to:

- interact with older people;
- comment on daily routines;
- talk about school life and leisure time;
- use public transport and cope with being a tourist in Korea;
- talk about New Zealand.

As they use the Korean language for these communication functions, students will be involved in developing cultural skills and understandings and language skills.

Korean Culture

Students should be able to:

- investigate issues of mutual interest to Korea and New Zealand.

Suggested aspects

Korean social issues • Environmental issues affecting Korea • Commercial issues affecting Korea

Language Skills

In the context of the communication functions at level 8, students should be able to:

- initiate and maintain a conversation in a variety of social situations;
- express their own ideas in flexible ways appropriate to the situation and the listener;
- gain understanding of some new language from hearing it used in context;
- read passages that present information, ideas, and opinions and write personal letters and short factual accounts.

The lists on the following pages show suggested learning outcomes and associated Korean expressions, listed together under topic headings. Suggested Korean grammar relevant at level 8 is listed separately. Examples of assessment activities suitable for level 8 are also shown.

Suggested Topics, Specific Outcomes, and Language

Suggested Topics and Specific Outcomes

Suggested Expressions

Myself, my family, and other people

Students can:

say who is in their extended family
talk about their family

(삼촌, 숙모, 사촌)
결혼했어요/이혼했어요.
독신이에요.
돌아가셨어요/죽었어요.
(남편, 아내)
동생을 데리고 와요/가요.
우산을 가지고 가세요/오세요.
할머니 생신에 꽃을 드렸어요.
친구에게 생일 선물을 주었어요.
할아버지/동생에게서 선물을 받았어요.
할아버지께서 방에서 주무세요.
아버지께서 식당에서 점심을 잡수세요.
선생님께 선물을 드렸어요.
어머니께서는 어디에 계세요?

talk about taking someone or
something somewhere
show respect for older people.

Day-to-day living

Students can:

say what jobs they do at home

잔디를 깎아요.
차를 닦아요.
동생을 돌봐요.
방을 정리해요.
숙제를 해야해요.
내 방을 청소해야 해요.
TV를 보기 전에 숙제를 해요.
잔디를 깎은 후에 차를 닦아요.
공부하는 동안 음악을 들어요.
흐려요/맑아요.
바람/태풍이 불어요.
겨울에는 날씨가 추워져요.
(아마) 내일은 비가 올지도 몰라요.

say what they have to do

say when they do things

say what the weather is like.

Education and work

Students can:

talk about school grounds

talk about subjects.

우리 학교에는 큰 나무와 예쁜 꽃이
(많이) 있어요.
넓은 운동장에서 럭비를 해요.
한글은 배우기 쉬워요.

Free time and entertainment

Students can:

say what they do in their spare time

제임스는 주말에 요리를 하거나 잔디를
깎거나 빨래를 해요.
뭐 하기를 좋아해요?
책읽기와 청소하기를 좋아해요.

say what they did in their spare time

어제 본 영화가 재미있었어요.
지난 주말에 읽은 책은 어려웠어요.
한국에 가 본 적이 있어요?
예, 가 본 적이 있어요.
아니오, 가 본 적이 없어요.
내가 한국에 갔을 때 김치를 먹었어요.
어제는비가 와서 크리켓을 하지 않기로 했어요.
여기가 어제 친구를 만난 곳이에요.
이것이 지난주에 읽은 책이에요.
거실에서 TV를 보고 있는 애는 제
남동생이에요.
한국에 가면 쇼핑을 할거예요.
만약 내일 비가 오면 집에 있겠어요.
파티에 올 수 있어요?
예, 가고 싶지만 시간이 없어요.
주말에 크리켓을 할까요?
예, 하고 싶지만 약속이 있어요.
(너무) 매워요/뜨거워요/차가워요.
(정말) 잘 먹었어요/ 맛있게 먹었어요.
젓가락을 어떻게 쓰는지 가르쳐 주세요.
비빔밥을 어떻게 만드는지 가르쳐 주세요.

describe things

state a condition (if ..., then ...)

turn down suggestions

comment on food and drink

say how to use or make something.

Travel, holidays, and tourism

Students can:

use appropriate language on public transport

어디에 택시/버스 정류장/지하철역/기차역/
공항이 있어요?
파쿠랑가 학교까지 몇 번 버스를 타야 해요?
버스를 놓쳤어요.
공항까지 가 주세요?
여기 빈자리예요?
(플랫폼, 호선)

ask about timetables and fares

(서울에서 부산까지) 요금이 얼마예요?
얼마나 걸려요? 4시간 반쯤 걸려요.
몇 시에 출발/도착해요?
서울역에서 내리세요.
시청(역)에서 갈아타세요.

buy tickets

부산행 편도표/왕복표 한 장 주세요.

understand signs

(매표소, 어린이, 어른)
출구, 입구, 출발, 도착, 주차금지, 금연,
출입금지, 안내, 개 조심.

check into accommodation

예약했어요.
1박 할거예요.
선불/후불이에요.

change or withdraw money

십만원을 뉴질랜드 달러로 환전하고 싶어요.
뉴질랜드 달러로 주세요.
뉴질랜드 달러 환율이 어떻게 돼요?/어떻게
되는지 알려 주세요?
(현금/여행자 수표)

buy stamps and send letters

뉴질랜드까지 얼마예요?
(항공편/선편)
우체통, 우편엽서.
부모님께 편지를 보냈어요.

talk about New Zealand.

매년 관광객이 뉴질랜드에 많이 와요.
뉴질랜드와 한국은 계절이 달라요.
오클랜드의 인구는 백만명이에요.
(동/서/남/북, 남섬/북섬, 동해안/서해안, 태평양,
강, 산, 호수, 숲, 바닷가, 시골, 농장)

Communications and technology

Students can:

use appropriate language on the phone

여보세요?

마가렛 집이에요?

마가렛 있어요?

마가렛 좀 바꿔주세요.

예, 저예요/ 예, 마가렛이에요.

지금 집에 없어요.

누구라고/ 뭐라고 전해드릴까요?

안녕히 계세요/ 잘 있어요.

write a letter

제니에게/ 옥 선생님께.

린으로/ 로부터/ 올림.

talk about hopes and wishes.

한국말을 잘 할 수 있으면 좋겠어요.

한국에 가 보았으면 좋겠어요.

Suggested Grammar

honorific nouns, verbs, and particles
the pattern for “must”
particles for “from” / “to” (in relation to people)
the form of adjectives before nouns
the pattern for “easy to do”
conjunctive particles: *-kōna*, *(ū)myōnsō*
adjectives formed from verbs
the conjunction *ttae*
the pattern for “have you ever”
the pattern for “decide not to”
relative clauses
conditional clauses
patterns for “how to use/make”
particles for “from” / “to” (in relation to time, place)
expressing wishes

Suggested Assessment Activities

The activities suggested here are complex, and it is envisaged that the whole activity will occur when students have developed the language required within the given level. However, parts of the activity could be used earlier in a variety of ways.

Listening and Speaking

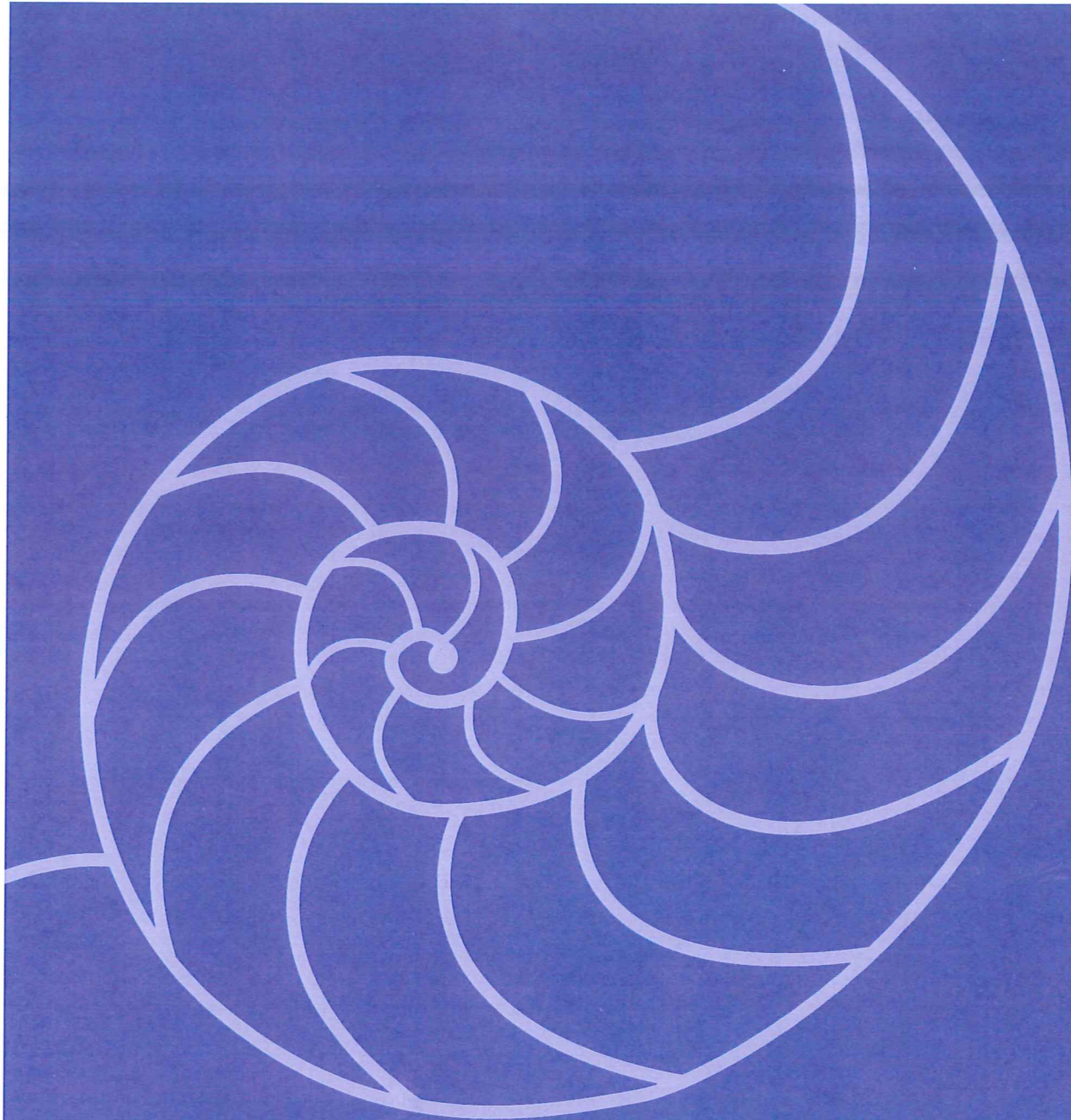
Students are given some cards (face-down) showing various leisure activities. They turn their cards over one at a time and place them, face up, under headings for the days of the last week and for tomorrow. They explain, to a partner, what they did last week and what they plan to do tomorrow. The students question their partners to elicit further information.

Reading and Writing

Students are planning a study trip to Korea. The teacher gives each student a questionnaire written in Korean. The questionnaire would seek information about:

- where the student would like to go in Korea and why;
- at which time of year they would choose to travel;
- whether they would prefer “home stays” or hotels;
- where they have travelled to already;
- whether this will be their first trip outside New Zealand;
- whether they have passports.

Students respond by writing their answers to each question.



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