

INTRODUCTORY UNIT

Introduction

This volume is designed to teach spoken Korean to English speakers. The Korean presented in this book is representative of the "standard" speech of educated Koreans in Seoul, which has been the capital city and cultural, educational and political center of the country for over five hundred years. In Korea, as in every other nation, there is considerable local variation in pronunciation and vocabulary as well as in styles of speech. However, in schools all over Korea the language presented here is used and taught as the national standard and, if you learn it well, you will be speaking a form of Korean which has prestige throughout the country and which will be understood everywhere.

This course is written primarily for use in an intensive language program of twenty or more hours per week; but it can also be used for other situations, such as a language program in which one or more part-time students attend class for three to six hours per week, or for individual study with the aid of recorded tapes.

Acquiring proficiency in the use of language is like acquiring proficiency in any other skill, for example, driving an automobile -- you must practice until the mechanics of driving -- or speaking -- are reflex. It is the aim of this course, therefore, to bring students to "automacity" in speaking and understanding everyday Korean.

The following points are emphasized:

1. ALWAYS SPEAK AT A NORMAL CONVERSATIONAL SPEED. Do not speak slower than a "normal rate of speed."
2. CORRECT MISTAKES IMMEDIATELY.
3. REVIEW CONSTANTLY. As the student proceeds through the course, he should master everything thoroughly. Each new unit presupposes thorough mastery of what has been covered before. Otherwise, do not go ahead.

Organization and Use of This Course

Each unit in Korean Basic Course (Units 1-18) consists of four major parts: Basic Dialogue or other "basic sentences," Notes on Dialogues, Grammar Notes, Drills and Exercises.

Basic Dialogues

Each unit begins with a connected dialogue of about ten sentences between two or (occasionally) more speakers. Each dialogue is to be practiced, memorized and acted out until it has been so "overlearned" that the utterances and their sequence are understood and can be produced automatically without conscious thought or hesitation. In some units, there is a group of two or (rarely) more short dialogues which are related to one another. In such a unit, the dialogues may be treated as one connected dialogue.

In the Basic Dialogues, new words and phrases ("build-ups") are introduced immediately before each sentence. They are not part of the Dialogue itself.

Notes on Dialogues and Grammar Notes

Notes on Dialogues and Grammar Notes follow the Basic Dialogue section. The Notes are intended to be self-explanatory and to be read after the Basic Dialogue has been introduced. The Notes on Dialogues are numbered according to the sentences in the dialogue, and are intended to give additional information on the use of the words, phrases, or sentences. The Grammar Notes are systematic presentations of new patterns or major grammatical constructions that occur for the first time in the Basic Dialogues or other "basic sentences" in the unit.

The Grammar Notes are written to give some basic understanding of Korean to the beginning student, and are intended to be immediately and practically relevant.

Drills

The Drills in this Course are of a considerable variety. However, each unit basically has five kinds of drills:

Substitution Drills

Transformation (or Grammar) Drills

Response Drills

Combination Drills

Expansion Drills

It is to be noted that each drill has its own specific purpose, but the final goal of all the drills is to lead the student to develop his proficiency in free conversation. Without sufficient drill practice, he cannot achieve such proficiency.

a. Substitution Drills

In this course, there are several kinds of substitution drills: Simple Substitution, Multiple Substitution, Alternate Substitution, Correlation Substitution, etc. In substitution drills - of whatever kind - the student will be required to produce the given pattern sentence, and then he will be required to make substitutions in one or more "slots." Sometimes, he may be asked to form a properly arranged sentence by inserting a correlated cue. The basic aims of a substitution drill are twofold: the first is to make the student's control of the pattern sentences automatic and reflex, in order to develop fluency in actual free conversation; the second is to practice useful lexical items in the given sentence patterns. The lexical items are either those which have occurred previously or new related ones. New words and phrases added in the substitution drills are marked with an asterisk to the left of the sentence on their first occurrence. New words and phrases are used only in substitution drills. Substitution drills are printed in two columns, with English equivalents on the right and drill sentences with cues underlined on the left. English equivalents are not provided

except for the model sentences at the beginning of each drill; but only in Substitution Drills are English equivalents provided for subsequent sentences.

b. Response Drills

These are mostly question-and-answer drills designed to help the student develop ability to respond to questions normally. A model is provided at the beginning of the drill. The student is required to produce a response for each question or remark.

c. Transformation Drills

The student is required to produce sentences parallel in an easily generalizable way to the pattern sentence. For example, the student may be asked to transform a negative to an affirmative pattern; or a statement to a question. Transformation Drills are sometimes designated as Grammar Drills in this course.

d. Combination Drills

These are drills in which the student is asked to produce one long pattern by combining two short patterns.

e. Expansion Drills

Starting from a short sentence, the student expands the sentence each time in specific ways.

Exercises

The exercises are of two sorts: (1) they ask the student to complete unfinished utterances or to give appropriate responses to the questions based on reality relevant to each situation; (2) they offer suggestions about additional practice and review for what has been covered in the unit.

The student should be able to do all these exercises fluently and accurately before going on to the next unit.

Romanization

The symbols used to represent Korean sounds are based on a phonemic analysis (see Pronunciation), but each word is transcribed morphophonemically - that is, each word is always written with the same sequence of symbols, even though its pronunciation may be changed by what precedes or follows it. However, if a word has two shapes, our selection is made on the basis of the final sound of the preceding word. The stems of inflected words (i.e., verbs) are written the same way always, even if phonetic changes take place when certain endings or suffixes are added to them.

Words are separated by spaces. A Korean word is a form which may be either (1) inflected or uninflected, (2) bound or free. Free forms can occur alone, while bound forms can occur only with other forms. If a bound form occurs with another form, the combination is a single word unless at least one of the bound forms also occurs with free forms in other constructions.

The first letter of a sentence (except i or a) is capitalized. So is the first letter of a proper noun wherever it occurs.

Korean Orthography (Hankil)

In this volume, the dialogue portions of each unit are accompanied by Korean orthography (Hankil) throughout the text. And in the glossary at the end of the text, Hankil is provided for all entries, in addition to English equivalents.

We follow the standard Korean spelling rules in this text regardless of the transcription. Spaces within a phrase or sentence are based on Hankil writing rules; for example, particles are not separated from the words preceding them.

Since Hankil is relatively easy to learn, it may be introduced gradually during the middle part of the text, replacing the Romanized transcription completely by the time this volume is completed. A student should thus be able to read in Hankil at normal speed.

It is not the intention of this text to teach spoken Korean through Hankil from the very beginning, since it requires some time before the student can read it fluently. Hankil can be easily mastered by reading (in Hankil) dialogues which have already been memorized by the student.

It is suggested that students interested in written Korean (which requires the knowledge of Chinese characters in addition to Hankil) use an appropriate basic reading text.

Special Symbols

<u>Symbol</u>	<u>In a KOREAN sequence</u>	<u>In an ENGLISH sequence</u>
()	Optional addition, no change of meaning. <u>a(b)</u> = a <u>or</u> ab; <u>b</u> is optional.	Explanatory information, not required in English.
	Muəs (il) hasimnikka?	Korean (language)
	"What do [you] do?"	

(')	---	Literal translation. [I]'m fine. ('[I] exist well.')
[]	---	English items not represented in Korean. [I]'m fine. ('[I] exist well.')
a/b	Alternate forms (like English <u>a/an</u>).	---
	1/ka, 11/111	
/ /	'Sentence' pronunciation of preceding words (like English <u>can't you /kancha/</u>)	---
	ettəhsimnikka?/ettəssimnikka/ haksəng/hakssəng/ Hankuk mal/hangkungmal/	
;	---	(In 'Build-ups') or child; baby
*	(In substitution drills) new lexical item.	---
?	End of question-sentence.	---
.	End of other kinds of sentences.	---
,	After (1) sentence adverbs and adverb phrases, (2) subordinate clauses.	---
-	(1) Connects parts of compound words (like English <u>sister-in- law</u>), (2--in Grammar Notes) indicates end of verb stem or beginning of some verb endings.	---

Pronunciation

Standard Korean, spoken by educated natives of Seoul, has an inventory of 8 vowels, 2 semi-vowels and 19 consonants:

(a) Vowels

i	ɪ	u
e	ə	o
æ	a	

(b) Semi-vowels

w	y
---	---

(c) Consonants

p	t	c	k	
pp	tt	cc	kk	
ph	th	ch	kh	h
	s			
	ss			
m	n	ng		
	l			

Note: The symbols pp, tt, cc, kk, ph, th, ch, kh, ss, ng in the above chart are unit sounds, not combination sounds.

The Korean phonological system can be described in terms of possible syllable formation:

- (a) 8 single vowels
- (b) 144 consonant + vowel
- (c) 11 semi-vowel + vowel
- (d) 108 consonant + y (semi-vowel) + vowel
- (e) 90 consonant + w (semi-vowel) + vowel
- (f) 1 i + y
- (g) 1 w + ə + y
- (h) 8 consonant + w + ə + y
- (i) 56 vowel + consonant
- (j) 1008 consonant + vowel + consonant
- (k) 42 y + vowel + consonant
- (l) 35 w + vowel + consonant
- (m) 756 consonant + y + vowel + consonant
- (n) 630 consonant + w + vowel + consonant

The most common syllable types, however, are the first five kinds: (a) 8 single vowels, (b) 144 consonant + vowel, (c) 11 semi-vowel + vowel, (d) 108 consonant + y + vowel, (e) 90 consonant + w + vowel.

The following chart shows the formation of the basic Korean syllables. It is essential that the student should ultimately be able to pronounce and distinguish each syllable type correctly.

20	아 어 오 우 으 이 에 애 야 여 오 유 에 얘 와 워 위 외 외
19	하 허 호 후 흐 히 헤 해 하 헝 허 호 후 헤 헝 화 휘 후 회 회
18	차 처 초 추 흐 지 제 재 차 처 초 추 제 채 좌 취 추 죄 죄
17	차 처 초 추 흐 지 제 재 차 처 초 추 제 채 좌 취 추 죄 죄
16	자 저 조 주 조 지 제 재 자 저 조 주 제 재 좌 취 쥐 죄 죄
15	사 서 소 수 소 시 세 새 사 서 소 수 세 새 사 서 소 수 세 새
14	사 서 소 수 소 시 세 새 사 서 소 수 세 새 사 서 소 수 세 새
13	파 피 포 푸 프 피 페 패 파 퍼 표 푸 페 패 파 퍼 표 푸 페 패
12	바 버 보 부 브 비 베 배 바 버 보 부 베 배 바 버 보 부 베 배
11	바 버 보 부 브 비 베 배 바 버 보 부 베 배 바 버 보 부 베 배
10	마 머 모 무 모 미 메 대 마 머 모 무 메 대 바 버 보 부 베 배
9	타 터 토 투 트 티 테 태 타 터 토 투 테 태 타 터 토 투 테 태
8	타 터 토 투 트 티 테 태 타 터 토 투 테 태 타 터 토 투 테 태
7	타 터 토 투 트 티 테 태 타 터 토 투 테 태 타 터 토 투 테 태
6	타 터 토 투 트 티 테 태 타 터 토 투 테 태 타 터 토 투 테 태
5	나 너 노 누 느 니 네 내 나 너 노 누 네 내 나 너 노 누 네 내
4	카 커 크 쿠 크 키 케 개 카 커 크 쿠 케 개 좌 취 귀 죄 죄
3	가 거 고품 구 그 기 게 개 가 거 고품 구 게 개 좌 취 귀 죄 죄
2	가 거 고품 구 그 기 게 개 가 거 고품 구 게 개 좌 취 귀 죄 죄
1	아 어 오 우 으 이 에 애 야 여 오 유 에 얘 와 워 위 외 외

Syllable Final Consonant Chart

Possible syllable final consonants within or at the end of words.	Actual syllable-final sounds
(1) -k -kk -kh	/ -k/
(2) -t -tt -th -s -ss -c -cc -ch	/ -t/
(3) -p -pp -ph	/ -p/
(4) -h	/ --/
(5) -l	/ -l/
(6) -m	/ -m/
(7) -n	/ -n/
(8) -ng	/ -ng/

Practice 2

(1)	kak kakk kakh	/kak/
(2)	tat tatt tath tas tass	/tat/

	tac	}	/tat/
	tacc		
	tach		
(3)	pap	}	/pap/
	papp		
	paph		
(4)	ah		/a/
(5)	lal		/lal/
(6)	mam		/mam/
(7)	nan		/nan/
(8)	ang		/ang/

Every syllable-final consonant within or at the end of a word becomes the initial consonant of the following syllable when a vowel occurs immediately after it. If two consonants occur in a cluster, the first of the cluster belongs to the preceding syllable and the second goes to the following syllable. Morphophonemic boundary within a word is not indicated. Thus, the consonant combinations -p p-, -t t-, -c c-, -k k-, -s s-, -p h-, -t h-, -c h-, -k h-, which may be divided morphemically so that the first consonant of the cluster belongs to the preceding syllable and the second to the following syllable, are not distinguished syllabically from the unit consonants pp, tt, cc, kk, ss, ph, th, ch, kh, even though the Korean orthography does distinguish them. In Korean, every syllable contains a vowel; therefore, there are as many syllables as there are vowels.

Practice 3

(1)	kaka	(3)	papa
	kakka		pappa
	kakha		papha
(2)	tata	(4)	aha
	tatta	(5)	lala
	tatha	(6)	mama
	tasa	(7)	nana
	tassa	(8)	anga
	taca		
	tacca		
	tacha		

1	Symbol:	Closest English Sound:	Short Description:
	a	'a' in 'father'	short
	ə	'u' in 'but'	open; phonetically [ɔ] or [ʌ]
	o	'o' in 'for'	rounded; with lips protruded
	u	'u' in 'food'	short with lip-rounding
	ɪ	'u' in 'put'	long and unrounded
	i	'ee' in 'meet'	short
	e	'e' in 'pen'	lower than English 'e'
	æ	'a' in 'bat'	short

Practice 4

1. /a/

a 'oh'
ai 'child'
ca 'well'

2. /ə/

ese 'quickly'
ece 'yesterday'
ce 'I' (polite form)

3. /o/

O 'a family name'
oi 'cucumber'
Co 'a family name'

4. /u/

un 'luck'
au 'younger brother'
kutu 'shoe'

5. /ɪ/

in 'silver'
ɪysa 'doctor'
kim 'gold'

6. /i/

i 'lice'
Kim 'a family name'
pi 'rain'

7. /e/

ne 'yes'
eku 'gee'
ke 'crab'

8. /æ/

æki 'child'
pæu 'actor'
kæ 'dog'

2	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	k	'c' in 'can'	slightly aspirated	sometimes voiced intervocallically	unreleased
	kk	'c' in 'scan'	unaspirated; tense	unaspirated; tense	unreleased
	kh	'k' in 'keen'	heavily aspirated	heavily aspirated	unreleased

Practice 5

1. /k/	2. /kk/	3. /kh/
Kim 'a family name'	kkum 'dream'	khi 'height'
koki 'meat'	kkachi 'magpie'	kho 'nose'
aka 'baby'	akka 'a little while ago'	cokha 'nephew'
kuk 'soup'	cakku 'repeatedly'	

3	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	t	't' in 'top'	slightly aspirated	sometimes voiced intervocallically	unreleased
	tt	't' in 'stop'	unaspirated; tense	unaspirated; tense	unreleased
	th	't' in 'teen'	heavily aspirated	heavily aspirated	unreleased

Practice 6

1. /t/	2. /tt/	3. /th/
tal 'moom'	ttal 'daughter'	thal 'mask' or 'trouble'
eti 'where'	itta 'later'	ithil 'two days'
pata 'sea'	patta 'receive'	pithal 'slope'
tot 'sail'	tto 'again'	tho 'particle (in grammar)'

4	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	p	'p' in 'pin'	slightly aspirated	sometimes voiced intervocallically	unreleased
	pp	'p' in 'spin'	unaspirated; tense	unaspirated; tense	unreleased
	ph	'p' in 'peen'	heavily aspirated	heavily aspirated	unreleased

Practice 7

1. /p/

pal 'foot'
 pul 'fire'
 ipal 'hair-cut'
 nap 'lead'

2. /pp/

ppalkan 'red'
 ppul 'horn'
 ippal 'tooth'
 nappin 'bad'

3. /ph/

phal 'arm'
 phul 'grass'
 naphal 'trumpet'
 nophi 'height'

5	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	c	'ch' in 'chick'	slightly aspirated	sometimes voiced intervocallically	unreleased
	cc	'j' in 'Jack'	unaspirated; tense	unaspirated; tense	unreleased
	ch	'ch' in 'cheek'	heavily aspirated	heavily aspirated	unreleased

Practice 8

1. /c/

cam 'sleep'
 ceul 'scale'
 ice 'now'
 ece 'yesterday'

2. /cc/

ccam 'spare time'
 ccok 'side'
 ecci 'how'
 eccææ 'why'

3. /ch/

cham 'truth'
 chima 'skirt'
 kicha 'train'
 achim 'morning'

6	Symbol:	Closest English Sound:	Short Description:
	s	's' in 'Smith'	regularly voiceless; unreleased in final position
	ss	'ts' in 'puts'	voiceless; tense; unreleased in final position

Practice 9

1. /s/

sal 'flesh'
 si 'poetry'

2. /ss/

ssal 'rice'
 ssi 'seed'

Pusan 'name of a city'

pissan 'expensive'

susul 'operation'

malssim 'speech'

7	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	m	'm' in 'mother'	consonantal	consonantal	syllabic
	n	'n' in 'name'	consonantal	consonantal	syllabic
	ng	'ng' in 'sing'	--	consonantal	syllabic

Practice 10

1. /m/

mal 'horse'

Mikuk 'America'

imi 'already'

mom 'body'

2. /n/

nal 'day'

nui 'sister'

eni 'which'

men 'far'

3. /ng/

kang 'river'

cong1 'paper'

pang 'room'

seng 'castle'

8	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	l	'l' in 'light' or 'ball'	front l	flap	back l

Practice 11

1. /l/

lætio 'radio'

palam 'wind'

salang 'love'

kelsang 'chair'

pal 'foot'

9	Symbol:	Closest English Sound:	Short Description:		
			initially	medially	finally
	h	'h' in 'hire'	strong friction	weak friction	--

Practice 12

1. /h/

hana 'one'
 hilin 'cloudy'
 hakkyo 'school'
 huson 'descendent'

ohu 'afternoon'
 inhi 'girl's name'
 ahin '90'

10	Symbol:	Closest English Sound:	Short Description:
	<u>w</u> before $\left\{ \begin{array}{l} a \\ \text{e} \\ i \\ e \\ \text{a} \end{array} \right.$	'wh' in 'why'	lip rounding
	<u>y</u> before $\left\{ \begin{array}{l} a \\ \text{e} \\ o \\ u \\ e \\ \text{a} \end{array} \right.$	'y' in 'yet'	palatalizing

Practice 13

1. /w/

wi 'stomach'
 wenki 'energy'
 wae 'why'
 cengwen 'garden'
 I-wel 'February'

2. /y/

yek 'station'
 yuli 'glass'
 yaku 'baseball'
 uyu 'milk'
 welya 'moon-night'